

**SOCIAL STUDIES FOR TTC SCHOOLS**

**TUTORS GUIDE**

**YEAR ONE**

**OPTION: LE AND SME**

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## FOREWORD

Rwanda Education Board is honoured to avail the Social Studies Tutor's Guide for Teacher Training Colleges (TTCs) in LE and SCME and it serves as official guide to teaching and learning of Social Studies

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence-based curriculum in general education, TTC curriculum also was revised to align it to the CBC in general education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in higher education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, REB staff, lecturers, TTC Tutors, Teachers from general education and experts from Local and International Organizations for their technical support.

I take this opportunity to call upon all educational stakeholders to bring in their contribution for successful implementation of this Competence Based Curriculum.

**Dr NDAYAMBAJE Irénée**  
**Director General REB**

## **ACKNOWLEDGEMENT**

I wish to sincerely express my special appreciation to the people who played a major role in development of Social Studies Language and Mathematics Education (LE & SME) Tutor's Guide. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who took over and supervised the curriculum review process. I wish to extend my appreciation to Consultants, REB staff, Lecturers from UR-CE, TTC Principals, TTC Directors of Studies, Deputy Principals, Tutors and Teachers from General Education for their effort during the revision process.

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# **PRESENTATION OF THE TUTOR'S GUIDE**

## **PART I. GENERAL INTRODUCTION**

### ***1.0 Introduction***

The purpose of this tutor's guide is to help you implement the Social Studies syllabus in the option of L.E and SME. It is designed to stimulate you to create exciting and meaningful lessons by enabling you to choose relevant and purposeful activities and teaching strategies. It will encourage you to research and look for new and challenging ways of facilitating students' learning. The tutor guide and the syllabus must be used side by side. The syllabus states the learning objectives for the subject and each unit, and outlines the content and skills that students will learn, and the assessment requirements.

The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step approach. This tutor's guide provides examples of teaching and learning strategies for Social Studies in the option of LE and SME, elaboration of suggested activities and content, detailed information on how to make assessment tasks and the resources needed to teach Social Studies in the option of L.E and SME.

### ***1.1 The structure of the guide***

This section presents the overall structure, the unit and sub-heading structure to help tutors to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

#### **Part I: General Introduction.**

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for learners with special educational needs, active methods and techniques of teaching Social Studies in LE and SME and guidance on assessment.

#### **Part II: Sample lesson plan**

This part provides a sample lesson plan developed and designed to help the tutor to develop their own lesson plans.

# SOCIAL STUDIES LESSON PLAN

School Name: TTC SAVE      Teacher's name: NDAGIWENIMANA François

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
3	2 /09/ 2019	Social studies	Y1SME	1	1of 3	40 minutes	32
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				2 hearing impairment			
<b>Unit title</b>		General introduction to social studies					
<b>Key Unit Competence</b>		The student-teacher should be able to explain the components of social studies and evaluate its importance.					
<b>Title of the lesson</b>		Importance of learning and teaching social studies					
<b>Instructional Objective</b>		With help of extra from the textbook, the student teachers will be able to write the meaning of social studies and the importance of teaching and studying it correctly. The student teachers who have hearing impairment will be repeated loudly the instructions of how to do evaluation.					
<b>Plan for this Class (location: in / outside)</b>		Inside the classroom					
<b>Learning Materials (for all learners)</b>		The internet, the student teacher's textbook of social studies, Braille document					
<b>References</b>		Social studies student teacher's book page...and social studies teacher's guide page.....					

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
		Through group discussion and with help of extra from the textbook, the student teachers will discover the importance of teaching and learning social studies.	

<p><b>Revision</b> 5 min</p>	<p>To ask the student-teachers anything they know on the term social studies.</p> <p>To ask the student teachers where they have learned that information related to social studies.</p> <p>Tutor announces objectives of the lesson.</p> <p>Attention will be paid to those student teachers with hearing impairment</p>	<p>To answer questions as they are asked by the tutor.</p> <p>To answer questions as they are asked by the tutor.</p> <p>Student teachers listen to the tutor.</p>	<p><u><b>Cross cutting issues to be addressed</b></u></p> <p><b>Inclusive education</b></p> <p>Care will be given to all student teachers including special education needs cases. At this time, all student teachers should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.</p> <p><b>Gender</b></p> <p>With this cross cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p> <p><u><b>Generic competences</b></u></p> <p><b>Communication:</b> through answering questions the student teachers are developing oral communication skills.</p> <p><b>Critical thinking:</b> through answering questions and discussing with peers student teachers are developing critical thinking.</p>
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<p><b>Development of the lesson</b></p> <p>Analysis 1</p>	<p>- To take the student teachers in smart classroom and search the meaning of the word social studies</p> <p>-Through question and answer technique, the student teachers will share what they have researched</p>	<p>To go in the smart classroom and search the meaning of the word social studies.</p> <p>To answer questions as they are made by the tutor</p>	<p><b>Generic competences to be addressed:</b></p> <p><b>Cooperation, interpersonal management and life skills:</b> student teachers share their ideas in groups.</p>
<p>Synthesis1</p>	<p>The tutor will provide the true possible meaning of the term social studies.</p>	<p>To listen the tutor while providing the possible meaning of the term social studies.</p>	<p><b>Critical thinking</b> – student teachers observe the map and come up with conclusion</p>
<p>Analysis 2</p>	<p>To ask the student teachers to provide the meaning of the word social studies</p>	<p>To answer questions of synthesis one.</p> <p>To make groups in active way.</p>	<p><b>Communication</b> – student teachers discuss and present their ideas.</p> <p><b><u>Cross cutting issues</u></b></p> <p><b>Inclusive education</b></p> <p>Care will be given to all student teachers including special education needs cases. At this time, all student teachers should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.</p>
<p>Synthesis 2</p> <p>Global synthesis</p>	<p>To help the student teachers to make groups of five student teachers and the hearing impaired student will be allocated in different groups.</p> <p>To give them instructions and to assign them the activity to do.</p> <p>To make presentation by the group representatives</p> <p>To make harmonization of the activity.</p> <p>To ask questions on analysis 2</p> <p>To ask questions on both analysis.</p>	<p>To listen to instructions and the activity.</p> <p>To make presentation by group representatives and answering questions asked by other group members.</p> <p>To make harmonization of the work.</p> <p>To answer questions as they are made by the tutor.</p> <p>To answer questions orally on both analysis.</p>	<p><b>Gender</b></p> <p>With this cross cutting issue, student teachers both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p>



<p><b>Summary and Conclusion</b></p> <p>10 min</p>	<p>Tutor involves student teachers in lesson summary through questions.</p> <p>To help student teachers to do evaluation activity</p> <p>To guide student teachers to suggest the next lesson</p> <p>The tutor gives student teachers the homework to make research on the next lesson</p>	<p>Involve themselves in the summary through questions and answers.</p> <p>Student teachers do evaluation activity in written form</p> <p>The visually impaired student teachers will answer the evaluation orally.</p> <p>Student teachers suggest the next lesson by referring to the current lesson through imagination.</p> <p>To write the homework together with receiving instructions.</p>	<p><b>Generic competences</b></p> <p><b>Cooperation, interpersonal management and life skills:</b> student teachers share their ideas in groups.</p> <p><b>Critical thinking</b> – student teachers observe the map and come up with conclusion</p> <p><b>Communication</b> – student teachers discuss and present their ideas.</p> <p><u><b>Cross cutting issues</b></u></p> <p><b>Inclusive education</b></p> <p>Care will be given to all student teachers including special education needs cases. At this time, all student teachers should be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.</p> <p><b>Gender</b></p> <p>With this cross cutting issue, student teachers both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.</p>
<p><b>Teacher self-evaluation</b></p>	<p>The objectives were partly achieved being the first lesson of the year after a very long break.</p> <p>Remedial activities are to be organized at an appropriate time.</p>		

## **Part III: Unit development**

This is the core part of the tutor's guide. Each unit is developed following the structure below. The guide ends with references.

### **Structure of a unit**

Each unit is made of the following sections:

- Unit title: From the syllabus
- Key unit competence: From the syllabus
- Prerequisites (knowledge, skills, attitudes and values)

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

### **Cross-cutting issues to be addressed.**

This section suggests cross-cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue.

Note that the issue indicated is a suggestion; tutors are free to take another crosscutting issue taking into consideration the learning environment.

### **Guidance on the introductory activity:**

Each unit starts with an introductory activity in the learner's book. This section of the tutor's guide provides guidance on how to conduct this activity and related answers.

Note that 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 organized at the beginning of lessons or during the lesson.

### **List of lessons/sub-heading**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

## **End of each unit**

At the end of each unit the tutor's guide provides the following sections:

- Summary of the unit which provides the key points of content developed in the student's book.
- Additional information which provides additional content compared to the student's book for the tutor to have a deeper understanding of the topic.
- End unit assessment which provides the answers to questions of end unit assessment in the textbook and suggests additional questions and related answers to assess the key unit competence.
- Additional activities: remedial, consolidation and extended activities. The purpose of these activities is to accommodate each learner (average and gifted) based on end unit assessment results.

## ***Structure of each-sub heading***

Each lesson/sub-heading is made of the following sections:

- Lesson /Sub-heading title
- Prerequisites/Revision/Introduction:

This section gives a clear instruction to teacher on how to start the lesson

- **Teaching resources:** This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives.

Tutors are encouraged to replace the suggested teaching aids by the ones available in their respective TTCs and based on learning environment.

- **Learning activities:** This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to text book:
- **Exercises/application activities:** This provides questions and answers for exercises/ application activities.

## ***1.2. Methodological guidance***

### **1.2.1. Developing competences**

Since 2015, Rwanda shifted from a knowledge based to competence-based curriculum for pre-primary, primary and general secondary education. This review comes as response to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to colleges to ensure effective implementation. Since 2016 up to 2018, TTC curriculum have been revised to be competence-based in line with the basic education curriculum. The review was to align the pre-service teacher education programs to the new National Basic Education competence-based curriculum.

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 student's learning achievement, and creating safe and supportive learning environment. It implies also that a student has to 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 learner can do rather than what learners know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in the subject of Social Studies in the option of LE and SME.

- **Critical Thinking:** Learners analyse their environment or community for problems or challenges faced and the causes. After, they suggest possible remedies to the identified problem.

- **Research and problem solving:** Learners collect data using interviews, questionnaires and any other tool, analyze the data gathered and suggest solutions to the problems identified.
- **Creativity and Innovation:** Learners analyse resources such as waste materials existing in the community or environment. They develop or come up with new ways of utilizing such resources or how they can be put to use.
- **Communication Skills:** Learners can present themselves and their abilities by writing application letters or CVs to potential employers. Can write different documents such Memos, Notices in a clear and understandable language to convey on information effectively during interpersonal communication.
- **Teamwork, Cooperation, Personal and Interpersonal management and life skills:** Learners in teams complete different tasks where each may take on a different role while complementing each other's strengths and weaknesses in team leadership.
- **Lifelong Learning:** Learners lead a problem solving and decision-making process in a team. Does a self-evaluation to identify own areas of strengths, areas of weaknesses and propose strategies for enhancing and improving in a team leadership. Alternatively, learners analyze a scenario involving conflicts at a workplace, identify the causes, suggest solutions and propose how they will apply the learned lessons to similar situations in real 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. There are eight cross cutting issues identified in the national curriculum framework.

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 crosscutting issues both within and out of the classroom.

*Below are examples on how crosscutting issues can be addressed in Social Studies subject:*

- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing with contracts or resolving conflicts. People's opinion of gender roles should not deny or hinder one's right or responsibilities to meet his or her contractual obligations while teaching Social Studies.
- **Environment and sustainability:** During the teaching of Social Studies, learners need to acknowledge the importance of protecting the environment in which we live in. So, throughout the unit/lesson there is need to appreciate and take great care for environment as it is paramount.
- **Inclusive education:** Learners all need to realize that universal laws do not discriminate as they apply to all regardless of social, economic, political, physical background. Emphasis should be on how we all have the same rights. During the lessons of Social Studies, learners may discuss and appreciate the need to respect and advocate for employer's and worker's rights and responsibilities at workplace.
- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping their school environment clean (responsibility), greeting one another are among such opportunities (empathy).
- In a lesson, encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, books, class work, among others. Also in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making.
- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization,



STIs and how to control them, family planning, gender equality and reproductive health. Learners should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.

- **Financial Education:** For example, in setting personal goals, learners may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Learners may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, learners can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on.
- **Standardization Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always create opportunities to have learners discuss where standards apply and when they need to be cautious about standards during their everyday life. Throughout the unit, Standardization will be the opportunity to learn all concepts related to standardization Culture and to see how it can apply in different area.
- **Genocide Studies:** Learners need to become aware that all human beings are equal and have equal rights. At the work place they should avoid and denounce all instances that result into other's rights being violated. Give learners opportunities to share how Social Studies in the option of LE and SME can promote the fight against genocide ideologies. During rights and responsibilities session, learners relate the genocide of 1994 against the Tutsi and violation of human rights.

### 1.2.3 Attention to special educational needs and inclusive education

In the classroom, learners learn in different way depending to their learning pace, needs or any other special problem they might have. However, a tutor has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student in the classroom. Also, tutors 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 unit and the nature of the lesson.

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

- Remember that learners learn in different ways so they have to offer a variety of activities. For example, role-play, music and singing, word games and quizzes, and outdoor activities.
- Maintain an organized classroom and limit 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 understanding 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 s/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 difficulties, ask them what they can see.
- Make sure the learner has a group of friends who are helpful and who allow the child 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:***

- 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.
- Keep background noise to a minimum.

***Strategies to help learners with physical disabilities or mobility difficulties:***

- Adapt activities so that learners who use wheelchairs or other mobility aids 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.
- Encourage peer support
- Get advice from parents or a health professional about assistive devices

### ***Adaptation of assessment strategies***

Each unit in the tutor's guide provides additional activities to help learners achieve the key unit competence. Results from assessment inform the teacher which learner needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

#### **1.2.4. Guidance on assessment**

Assessment is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities. Assessment is an important part of teaching and learning. It is used to:

- Evaluate and improve teaching and learning
- Report achievement
- Provide feedback to students on their progress.

#### **Types of Assessment**

- **Assessment for learning (Continuous/formative assessment):** Assessment for learning is often called formative assessment and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback, which will help your students learn better. It also helps you plan your lessons to make student learning, and your teaching more effective. Often it is informal and students can mark their own work or their friends. An example is a quick class quiz to see if students remember the important points of the previous lesson.
- **Assessment of learning (Summative assessment):** Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

## **Assessing Social Studies units**

In the Social Studies syllabus, the key unit competences, which link to the broad learning outcomes, are assessed through specified assessment tasks using a range of assessment methods. Assessment criteria for each unit outcome provide clear indications of how, and to what extent, the achievement of the learning outcomes may be demonstrated. Performance standards, marking guides and assessment criterion help teachers with the marking process and this ensures that assessment is consistent across schools.

### **When you set a task, make sure that:**

- The requirements of the task are made as clear as possible to the student
- The assessment criteria and performance standards or marking guides are provided to the student so that they know what it is that they have to do
- Any sources or stimulus material used are clear and appropriate to the task
  - Instructions are clear and concise
  - The language level is appropriate for the grade
  - It does not contain gender, cultural or any other bias
  - Materials and equipment needed are available to students
  - Adequate time is allowed for completion of the task.

### **Feedback**

- When you assess the task, remember that feedback will help the student understand why he/she received the result and how to do better next time.

### **Feedback should be:**

- Constructive so that students feel encouraged and motivated to improve
- Timely so that students can use it for subsequent learning  
Prompt so that students can remember what they did and thought at the time
- Focused on achievement and effort of the student  
Specific to the unit learning outcomes so that assessment is clearly linked to learning.

## **Feedback can be:**

**Informal or indirect** – such as verbal feedback in the classroom to the whole class, or person to person

- **Formal or direct** – In writing, such as checklists or written commentary to individual student either in written or verbal form.
- **Formative** – given during the topic with the purpose of helping the student know how to improve for example use of portfolios as a tool of assessment during, after or at end of the lesson.
- **Summative** – Given at the end of the unit with the purpose of letting the students know what they have achieved for example use of portfolios as a form of end of unit assessment.

## **Tests**

A test is a formal and structured assessment of student achievement and progress which the tutor administers to the class. Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance. There are many different types of tests. Tests should be designed to find out what students know and about the development of thinking processes and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

## **Principles of designing classroom tests**

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- Students need to understand the purpose and value of the test
- The test must assess intended outcomes
- Clear directions must be given for each section of the test
- The questions should vary from simple to complex
- Marks should be awarded for each section

- The question types (true/false, full-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

**Tests should:**

- Be easy to read (and have space between questions to facilitate reading and writing)
- Reflect an appropriate reading level
- Involve a variety of tasks
- Make allowance for students with special needs
- Give students some choice in the questions they select
- Vary the levels of questions to include gathering, processing and applying information
- Provide sufficient time for all students to finish.

**Tutor assessment**

Assessment is a continuous process. You should:

- Always ask questions that are relevant to the outcomes and content
- Use frequent formative tests or quizzes
- Check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
- Constantly mark/check the students' written exercises, class tests, homework activities
- Use appropriate assessment methods to assess the tasks.

**Self-assessment and peer assessment**

Self and peer assessment helps students to understand more about how to learn.

Students should be provided with opportunities to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set criteria.

**Self and peer assessment:**

- Continue the learning cycle by making assessment part of learning
- Shows students their strengths and areas where they need to improve

- Engages students actively in the assessment process
- Enables students to be responsible for the learning

Helps students understand the assessment criteria and performance standards.

### **1.2.5 Students' learning styles and strategies to conduct teaching and learning**

#### ***process***

- How students learn
- What I hear I forget.
- What I hear and see I remember a little.
- What I hear, see and discuss I begin to understand.
- What I hear, see, discuss and do, I acquire knowledge and skills.
- What I teach to another, I master.

(Active Learning Credo statement by Silberman 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% of what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

#### **A student-centered approach to learning**

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most students learn by using a combination of those. All students learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

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 materials available; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles.

## **Teaching and learning strategies**

In order to cater for different students' learning styles and to assist and encourage

students to learn, teachers need to perform certain tasks. These are teaching strategies.

You need to engage students directly in learning but there are times when you have to

take charge of the learning in the class and teach particular concepts or ideas

### ***Teaching strategies include:***

- Group work
- Skills lab
- Research/inquiry
- Class discussions/debates
- Problem-solving activities
- Teacher talk, instructions, explanations, lectures or reading aloud
- Directed question and answer sessions
- Audio-visual presentations
- Text books or worksheets
- Directed assignments
- Demonstration and modeling
- Guest speakers
- Classroom displays.



## Build

- Skill Building
- Knowledge share: creatively introducing new concepts and principles connecting to prior knowledge.
- How-to skills: demonstrating or outlining steps for skills development.



## Practice

- Practicing skills in small groups
- Hands-on activities: Community or customer research, product making, problem solving, experiments, design.



## Present

- Groups present skills
- Presentations: Mastering visual, written and spoken presentation skills
- Reflections: Reflect on concepts and principles learned through real life application.

### i. Use of Present Boards and Portfolios during Skills Lab

Present boards are boards made by learners using locally available resources that contain learners' work/achievements. When learners finish their work from presentations as a group, it's hang on the present board. This can be used by both the teacher and students for reference.

The biggest sign of a successful skills lab is the activities students complete. And how do we know whether students completed their group activity? It's through **Present Boards**. Each team has their own board to display all the work they completed during the Skills Lab. At the end of each Skills lab, each team makes a verbal presentation to the class and shows their Present Board.

	When?	How?	Where?
<b>Present Boards</b>	Last activity of each Skills Lab. Each lab team/group has their own 1 Present Board.	Made by students. Boards have cool designs to showcase the notes and work product of each lab	Boards are hung on the walls of classroom and kept there for others to see



## ii. Relationship between Portfolios and Present Boards

### What is a Student Portfolio?

A portfolio is a collection of student work for individual assessment. Learners fill their portfolios by completing a series of assignments. These individual assignments are the evidence that students have mastered a learning objective. Each assignment requires learners to apply the skill they learned in that unit practically.

Portfolios are the basis for Skills Lab. First, teachers create the portfolio assessment for students to complete.

Skills Lab is when students will work on group activities to prepare for completing the portfolio assessment individually. Skills Lab is one of your teacher's normal lessons (no extra time is needed) that are especially designated for the purpose of students working in groups to complete their activities. Skills Lab prepares students to complete portfolio assignments on their own after classes. So, the classroom activity should connect directly to the portfolio assignment.

*For example, they set goals as a group in class, and set individual goals as portfolio assignment.*

	Done by?	When?	Where?
<b>Present boards</b>	Groups	During Skills Lab	On Present Boards
<b>Portfolios</b>	An Individual	As an Assignment	In Portfolio Folder

### 1.2.7. Steps for a lesson in active learning approach

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) Introduction.

Introduction is a part where the teacher makes connection between the previous and current lesson through appropriate techniques. 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.

## **Development of the new lesson**

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities/prediction, presentation of learners' findings, exploitation,

*synthesis/summary and exercises/application activities, explained below:*

- Discovery activity/prediction

### **Step 1**

- The teacher discusses with students to take responsibility of their learning
- He/she distributes the task/activity, necessary resources 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 in the working of activity or results/findings of the task
- He/she then monitors how the students are progressing towards the results, output, results, and expectations knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

## **Presentation of learners' productions**

- In this period, the teacher invites representatives of groups to share their 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 are correct.

### **Institutionalization (summary/conclusion/ and examples)**

- The teacher summarizes the learned knowledge and gives examples, which illustrate the learned content. Then links the activities to the learning objectives, and guide learners to make notes.

### **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.

### **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, or additional activities.

## 2.8. Template of a lesson plan in active learning approach

### LESSON PLAN

School Name: ..... Teacher's name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
	... / ... / 20.....	.....	.....	.....	... of ...	...	.....
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title							
Key Unit Competence							
Title of the lesson							
Instructional Objective							
Plan for this Class (location: in / outside)							
Learning Materials (for all learners)							
References							

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction ... min			
Development of the lesson ... min			
Conclusion ... min			
Teacher self-evaluation			

***1.1 Key unit competence***

The student-teacher should be able to explain the components of social studies and evaluate its importance.

***1.2. Prerequisite (knowledge, skills, attitude and values)***

As prerequisites to facilitate the teaching and learning of this unit the following elements should have been learned before: The meaning of History, Geography, Economics, Moral issues or Ethics, Philosophy, Political Education, Sociology, Psychology and Anthropology. They will also use knowledge learned in social studies primary schools.

***1.3. Cross cutting issues to be addressed*****Inclusive education**

Care will be given to all student teachers including special education needs 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.

**Gender**

With this cross-cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.

***1.4. Guidance on the introductory activity***

At the beginning of this unit one, invite student teachers to do an introductory activity of the unit one found in student teacher's book. It will help student teachers 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 thought was not possible at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to know about the importance of social studies.

### ***1.5. List of lessons***

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	Importance of learning and teaching social studies	The student –teachers should be able to explain the importance of teaching and learning social studies	1
2	Components of social studies and their relationship	The student –teachers should be able to explain the components of social studies and their importance	1
3	End unit assessment		1

#### **Lesson 1: Importance of learning and teaching social studies**

##### **a) Learning objective**

The student –teachers should be able to explain the importance of teaching and learning Social Studies

##### **b) Prerequisites/revision/introduction**

To start this lesson, the tutor has to use introduction by asking student teachers about the meaning of social studies.

##### **c) Teaching resources**

The tutor has to use the internet, the student teacher’s textbook of social studies and other reference book related to social studies.

##### **d) Learning activities**

Tutor arranges the learners into groups (3 up to 5 student teachers) and ask them to do the first activity in their textbook ( see student book page ....). Student teachers present their work to the whole class and followed by the teacher’s harmonisation.

##### **e) Application activities**

***Suggested answers to application activity 1.1***

1. According to Collins English dictionary, **social studies** are the study of how people live and organize themselves in society, embracing geography, history, economics and other subjects.

Social studies are also a study of people in relation to each other and to their world it is an interdisciplinary subject which borrows from many disciplines for example history, geography, and economics. It focuses on peoples' relationship in different environments and help learners to become active and responsible citizens.

2. The study of Social studies provides students with the basic knowledge, skills, attitudes and values to continue to learn, make informed decisions, positively participate in society, and achieve personal goals of interest.

Social studies have the capability to guide students' skills progress, stimulate students' interest and awareness, and enhance their thought processes and decision making.

Some of the major skills social studies will help students to master include critical thinking, writing, reading, analysis, interpretation, independent thinking, and more. If these skills are practiced consistently throughout a school year, students can begin to master them. It is these skills that will build a foundation for the knowledge, ideas, abilities and stimulated interest that social studies can provide for students.

Social studies are also designed to increase historical understanding; turning points, causes and effects, progress and decline, empathy, connecting past and present, and historical agency.

Social studies have the ability to expose students to common biases and multiple perspectives from an early age preparing them for the reality that waits for them after high school, including diversity and dishonesty.

Social studies have the ability to prepare students and adolescents to be productive, successful, and active citizens in a democratic society. All of the skills, ideas, and exposure all funnel into the overall idea of guiding the development of independent, individual, intelligent and informed citizens who can actively participate in society to make necessary changes and improvements.

## **Lesson 2: Components of social studies and their relationship**

### **a) Learning objective**

The student –teachers should be able to explain the components of social studies and their importance



**b) Teaching resources**

The tutor has to use the internet, the student teacher's textbook of social studies and other reference book related to social studies.

**c) Prerequisites/revision/introduction**

To start this lesson, the tutor has to use revision by asking student teachers questions about the importance of social studies.

**d) Learning activities**

Tutor arranges the learners into groups (3 up to 5 student teachers) and asks them to do the second and the third activities in their textbook (see student book page ...). Student teachers present their work to the whole class and followed by the teacher's harmonisation.

**e) Application activities**

***Suggested answers to application activity 1.2.***

1. **Geography** is the study of earth's landscapes, peoples, places, and environment. It is quite simply about the world which we live. Geography is unique in bridging the social sciences with natural sciences.

**History** is the analysis and interpretation of the human past that enables us to study continuity and change overtime. It is an act of both investigations that seeks to explain how people have changed overtime.

**Economic:** Is a social science that analyze the production of goods and services, it focuses on how economic agent behave or interact and how economic works. Economics is a social science that predicts and studies the human behaviour before given economic; situation.

**Moral issues or Ethics:** Moral issues or Ethics refers to an issue concerning how one ought to behave, how other ought to behave or whether a situation proper or un proper,

Moral issues are defined as society often called norm however if you claim to be a Christian moral issues can or should be defined by biblical principles the question might what is your moral stand that you use?

**Philosophy:** is a way of thinking about a world the universal and can help to us to learn how to think more creatively. It offers us

path to improve our critical thinking skills far beyond anything else.

**Political education:** refers to the knowledge regarding politics. Political education provides the science of leadership, national integration, creation of good citizen and preparing adult life

**Sociology:** it is the study of group living, cooperation and their responsibilities

**Psychology:** it is the study of the mind, emotions and behavioural process

**Anthropology:** it is the study of the way people live

2. **Relationship between History and Geography:** History and Geography are specially closed because they represent to fundamental dimension of the same phenomena. History view human experience from the perspective of **time** and geography view human experience from the perspective of **space**. These dimensions of time and space are constantly affecting the other. Key concept of geography such as location, space, and region are tied inseparably to major idea of history such as time, period and events. Geography and History enable learner to understand how the events and places have affected each other across time.

### **Relationship between Economic and Geography:**

Location and climate have large effects on income levels and income growth, through the effect of transport cost, disease burdens and agricultural productivity, among other channels. Furthermore, Geography seems to be a factor in choice of economic policy itself. When we identify geographical regions that are now conducive to modern economic growth, we find that many of these regions have high population density and rapid population increase. This is especially true in populations that are located far from the coast, and thus that face large transport cost for internal trade, as well as population in tropical Regions of high disease burden.

### **Relationship between Political Science and History:**

The political science and history are very close, history without political science has no fruits, and political science without history has no roots. History is essential in political science because it is a record of past events. It provides the raw materials to political science. The study of state as it has been can be done only with the help of history. Historical study is essential for understanding political thoughts, movements and institutions. In general, history

is a vast store house of facts and information as from which political science obtains data for all its generation. History has also much to borrow from political science. Our knowledge of history is a meaningless if the political bearings of events and movements are not adequately appreciated. E g: History of 19<sup>th</sup> Century Europe cannot be fully understood without bring out significance of Movements like Nationalism, Imperialism, Individualism and Socialism.

### **Relationship between Politics/Political Science and Ethics/**

#### **Morals:**

Ethics/ Morals and Political Science are intimately related, both are normative science. Ethics aim at supreme good individual well as political aim at public good. Public good can be obtained through individual good and individual goods can be attained through public good. Both ethics and political are concerned with the idea of justice, liberty, right, and duties etc

### ***1.6 Summary of the unit***

From the points discussed by learners in their groups, class presentations, activities done in the classroom, the tutor come up with the synthesis of the whole unit.

### ***1.7 Additional Information for tutors***

**Social Studies:** According to Collins English Dictionary Social Studies is the study of how people live and organize themselves in society, embracing geography, history, economics, and other subjects. “Social Studies” is also a study of people in relation to each other and to their world. It is an interdisciplinary subject which borrows from many disciplines for example history, geography, and economics. It focuses on people’s relationships in different environments and helps learners to become active and responsible citizens. The social studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future (National Council for the Social Studies, 1998).

**Family:** it is a group of individuals living together and related through blood, adoption or marriage. **Community:** a group of families which have a sense of belongingness. According to Cook and Cook (1950) a community is an organized way of life within a geographical area. Thus, community is a group of families occupying a particular place with common practices.

**Society:** according to Oxford Dictionary, a society is a system whereby

people live together in organized communities. According to Ginsberg (1932) a society is a collection of individuals united by certain relations or modes of behaviour which mark them off from others who do not enter into these relations or who differ from them in behaviour. According to Cole (1920) a society is the complex of organized associations and institutions within the community.

**Socialization:** it is the process by which an individual is adapted to his social environment and becomes a recognized, cooperating and efficient member of society. It is the process by which children learn the ways of their society and make the ways part of their personality. It is the process whereby an individual learns the behaviours, values and expectations of others that enable him/her to play his/her roles in society. Thus, socialization is the process of preparing a child to fit in his family, community and society by giving the child the right education (knowledge, skills and attitudes).

**Life Skills:** according to World Health Organization, life skills are abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life. According to UNICEF, Life Skills refers to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively and develop coping and self-management skills that may help them lead a healthy and productive life. According to Dictionary Com's 21st century, life skills refers to the ability to cope with stress and challenges of daily life, especially skills in communication and literacy, decision making, occupational requirement, problem solving, time management and planning.

**Attitude:** attitudes may be defined as a disposition to respond positively or negatively to cognitive, affective and behavioural responses (Zanna and Rempel, 1988; Fishbein and Ajzen, 1976)

### **Nature and Scope of Social Studies**

According to Seefeldt (1977) all of education has a goal of transmitting culture to the young, but social studies seems uniquely suited to helping young children gain the knowledge, skills, attitudes, and values required of them to perpetuate society.

'Social Studies' is concerned with the study of people and their interactions with others and the total environment. Social studies transmit a way of life while at the same time, building the skills, knowledge, attitudes and the values needed to change and improve that way of life. Children learn social studies as they live, grow, and experience. For example, while building houses using sticks, and performing family activities.

Social studies curriculum is based on children's experiences and on their discovery of the world around them. Themes are planned beginning with the home and then as children's experiences widen, the neighbourhood and the community.

According to Seefeldt (1977) Social Studies embrace all disciplines from social science field. Everything concerning the nature of people and the world, the heritage of the past, and all of the contemporary social living is considered to be social studies. In order for a society to perpetuate itself, children in that society must understand the values and attitudes of that society and possess knowledge and skills required to live in that society. For children to be useful in their society, they need to be knowledgeable, and skilled to help them to solve problems, to analyse their attitudes, and be able to live with other people.

*The scope of Social Studies is very wide because:*

It is concerned with people and their interactions and the total environment. In social studies children learn how to relate with others, how to work with others, and how to live with others. Social studies equip children with knowledge, skills, values, and positive attitudes which will help them to be useful members of their families, community and society.

Social Studies includes the following social disciplines:

- **Sociology:** it is the study of group living, cooperation and their responsibilities
- **History:** it is the study of what has happened in the life of people, nation or society
- **Geography:** it is the study of the earth surface, resources and concepts of direction, location and distance
- **Economics:** it is the study of production, distribution and consumption of goods and services
- **Psychology:** it is the study of the mind, emotions and behavioural process
- **Anthropology:** it is the study of the way people live. Thus, the scope of social studies is very wide because it includes everything that enables children to understand their world and their place in it.



## **Role of Social Studies**

*It includes:*

- Social studies develop knowledge, skills and positive attitudes in children which help them to become active and responsible citizens.
- Inculcates values in children. For example, cooperation, honesty, respect, sharing, discipline, and love which makes them useful.
- Social studies help children to an understanding and appreciation of their family members.
- Social studies help children to understand and appreciate their culture. Culture has two components: Material culture which refers to everything we can see and touch for example houses, chair, food and clothes. Non material culture refers to everything we cannot see and touch for example education, beliefs, laws and religion.
- Social studies develop an understanding of the need for rules and regulations. What are rules? They are limits placed in our environment. Rules protect us from danger or harm. Rules are everywhere for example we have home rules, school rules, and road rules. Caregivers and parents will help children to understand the need for rules and regulations.
- Social studies. develops an understanding, appreciate and preserve the environment. It provides children with opportunities to understand their environment and appreciation of their physical and cultural environments and how human beings depend on the environment.
- Social studies produce people who are creative, caring and courteous citizens. It helps children to adhere to ethical and moral values.
- Social studies equip children with knowledge and understanding of the past which helps them to cope with the present and be able to plan for the future. It provides children with productive problem-solving skills
- Social studies help children to understand institutions within the society and their roles in promoting people's well-being. For example, health institutions, banks, schools, etc.
- Social studies connect early childhood curriculum to the family, community and society of the child. This means that in Social studies children learn about their families, community and society or country. Without Social studies, whatever children will be

learning will not be related to their family, community and society of the child. For the society to continue, children need knowledge, skills, and positive attitudes about their society.

### **Objectives of Teaching Social Studies in schools**

According to Seefeldt (1977) educators, in order to help children, feel competent, to give them self-confidence they need to live in today's world, must plan effective social studies programmes, with clear objectives that are consistent with sound theory and research.

*Social studies should be designed to:*

- Provide children with experiences that will foster knowledge, build skills, develop attitudes, and clarify values; experiences that will help children to sort out the information they receive from the environment, helping them to be competent, and productive members of their society. Equip them with the knowledge and understanding of the past necessary for coping with the present and planning for the future, enable them to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions.
- Provide students with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments.
- Help students to integrate those skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community,

### **1.8 End unit assessment (answers)**

*Answers to end unit assessment or revision questions.*

1. The following are the importance of teaching and learning social studies in secondary schools

- Social studies develop knowledge, skills and positive attitudes in children which help them to become active and responsible citizens.
- Inculcates values in children. For example, cooperation, honesty, respect, sharing, discipline, and love which makes them useful.
- Social studies help children to an understanding and appreciation of their family members.
- Social studies. develops an understanding, appreciate and preserve



the environment. It provides children with opportunities to understand their environment and appreciation of their physical and cultural environments and how human beings depend on the environment.

- Social studies produce people who are creative, caring and courteous citizens. It helps children to adhere to ethical and moral values.
- Social studies equip children with knowledge and understanding of the past which helps them to cope with the present and be able to plan for the future. It provides children with productive problem-solving skills
- Social studies help children to understand institutions within the society and their roles in promoting people's well-being. For example, health institutions, banks, schools, etc.

2. The relationship between the components of social studies are described below:

**Relationship between History and Geography:** history and geography are specially closed because there represent to fundamental dimension of the same phenomena. History view human experience from the perspective of **time** and geography view human experience from the perspective of **space**. These dimensions of time and space are constantly affecting the other. Key concept of geography such as location, space, and region are tired inseparably to major idea of history such as time, period and events. Geography and history enable learner to understand how the events and places have affected each other across time.

**Relationship between Economic and Geography:**

Location and climate have large effects income levels and income growth, through the effect of transport cost, disease burdens and agricultural productive, among other channels. Furthermore, Geography seems to be a factor in choice of economic policy itself. When we identify geographical regions that are now conducive to modern economic growth, we find that many of these regions have high population density and rapid population increase. This is especially true in populations that are located far from the coast, and thus that face large transport cost for internal trade, as well as population in tropical Regions of high diseases burden.

**Relationship between Political Science and History:**

The political science and history are very close, history without political science has no fruits, and political science without history has no roots. History is essential in political science because it is a record of past events. It provides the raw materials to political science. The study of state as it has

been can be done only with the help history. Historical study is essential for understanding political thoughts, movements and institutions. In general, history is a vast store house of facts and information as from which political science obtains data for all its generation. History has also much to borrow from political science. Our knowledge of history is a meaningless if the political bearings of events and movements are not adequately appreciated. E g: History of 19<sup>th</sup> Century Europe cannot be fully understood without bring out significance of Movements like Nationalism, Imperialism, Individualism and Socialism.

### **Relationship between Politics/Political Science and Ethics/Morals:**

Ethics/ Morals and Political are intimately related, both are normative science.

Ethics aim at supreme good individual well as political aim at public good. Public good can be obtained through individual good and individual goods can be attained through public good. Both ethics and political are concerned with the idea of justice, liberty, right, and duties etc

## ***1.9. Additional activities***

### **1.9.1. Remedial activities (questions and answers)**

#### ***Questions***

1. What is social studies?
2. List two importance of social studies.

#### ***Answers***

1. 'Social Studies' is concerned with the study of people and their interactions with others and the total environment. Social studies transmit a way of life while at the same time, building the skills, knowledge, attitudes and the values needed to change and improve that way of life.
2. Two importance of social studies are:
  - Social studies develop knowledge, skills and positive attitudes in children which help them to become active and responsible citizens.
  - Inculcates values in children. For example, cooperation, honesty, respect, sharing, discipline, and love which makes them useful.
  - Social studies help children to an understanding and appreciation of their family members.

## 1.9.2 Consolidation activities

### **Questions**

1. Why is important to have social studies skills for parents?
2. What is the relationship between?
  - a) History and Geography
  - b) Economics and Geography

### **Answers**

1. Some of its importance is explained below:
  - a) The study of Social studies provides students with the basic knowledge, skills, attitudes and values to continue to learn, make informed decisions, positively participate in society, and achieve personal goals of interest.
  - b) Social studies have the capability to guide students' skills progress, stimulate students' interest and awareness, and enhance their thought processes and decision making.
  - c) Some of the major skills social studies will help students to master include critical thinking, writing, reading, analysis, interpretation, independent thinking, and more. If these skills are practiced consistently throughout a school year, students can begin to master them. It is these skills that will build a foundation for the knowledge, ideas, abilities and stimulated interest that social studies can provide for students.
  - d) Social studies are also designed to increase historical understanding; turning points, cause and effects, progress and decline, empathy, connecting past and present, and historical agency.
  - e) Social studies have the ability to expose students to common biases and multiple perspectives from an early age preparing them for the reality that waits for them after high school, including diversity and dishonesty.
  - f) Social studies have the ability to prepare students and adolescents to be productive, successful, and active citizens in a democratic society. All of the skills, ideas, and exposure all funnel into the overall idea of guiding the development of independent, individual, intelligent and informed citizens who can actively participate in society to make necessary changes and improvements.

## 2. Relationship between History and Geography

History and Geography are specially closed because they represent two fundamental dimensions of the same phenomena. History views human experience from the perspective of **time** and geography views human experience from the perspective of **space**. These dimensions of time and space are constantly affecting each other. Key concepts of geography such as location, space, and region are tied inseparably to major ideas of history such as time, period and events. Geography and history enable learners to understand how the events and places have affected each other across time.

### Relationship between Economic and Geography

Location and climate have large effects on income levels and income growth, through the effect of transport cost, disease burdens and agricultural productivity, among other channels. Furthermore, Geography seems to be a factor in the choice of economic policy itself. When we identify geographical regions that are now conducive to modern economic growth, we find that many of these regions have high population density and rapid population increase. This is especially true in populations that are located far from the coast, and thus that face large transport costs for internal trade, as well as population in tropical regions of high disease burden.

### 1.9.3 Extended activities

#### *Questions*

1. What are the skills gained from social studies that will help someone to live in harmony with others?

#### *Answers*

1. It will depend on someone's answer but the following answers can be common
  - Cooperation
  - Sharing
  - Respect
  - ...

**2.1. Key unit competence**

The student-teacher should be able to analyze the civilization of pre-colonial Rwanda

**2.2. Prerequisite (knowledge, skills, attitudes and values)**

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

- Meaning of civilization.
- Origin of civilization.
- Factors for the rise of any civilization.
- Components of civilisation.

In addition, the student teachers should have some understanding on examples of civilizations happened on the world.

**2.3 Cross-cutting issues to be addressed****Peace and values education**

In this unit of civilisation of pre- colonial Rwanda, the student teachers will learn how ancient Rwandans live peacefully, in harmony through different concepts kike social organisation (solidarity) and share what they have as the case of barter trade where student teachers will be aware on exchange of goods and goods. Different values will be also learned in socio- cultural organisation like sharing, cooperation, patriotism...

**Inclusive education**

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

## Gender

This cross-cutting issue is particularly addressed in Section related to *civilisation of the pre-colonial Rwanda*. The tutor can help student teachers to understand how female were not equal to male in decision making either at home or in politics of their kingdom. Help student teachers to understand that gender equity is a process to be achieved in different domains.

### ***2.4 Guidance on introductory activity***

At the beginning of this *Unit 2*, the introductory activity motivates student teachers 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 what happens in pre-colonial Rwanda.

### **2.5 List of lessons/sub-heading**

#	Lesson title	Learning objectives	Number of periods
1	Social organization of the Pre-colonial Rwanda	The student teachers should be able to examine the social organization of Rwandan kingdom in comparison to today's Rwanda.	2
2	Cultural organization of the pre-colonial Rwanda	The student teachers should be able to examine the cultural organization of Rwandan kingdom in comparison to today's Rwanda.	2
3	Political and military organization of the pre-colonial Rwanda	The student teachers should be able to examine the political organization of Rwandan kingdom in comparison to today's Rwanda.	2



4	Economical organization of the pre-colonial Rwanda	The student teachers should be able to examine the economic organization of Rwandan kingdom in comparison to today's Rwanda.	2
End unit Assessment			1

## Lesson 1: Social organization of the Pre-colonial Rwanda

### a) Learning objective

The student teachers should be able to examine the social organization of Rwandan kingdom in comparison to today's Rwanda.

### b) Teaching resources

The following materials will help you during the lessons; Year one social studies student teacher's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

### c) Prerequisites/Revision/Introduction

To begin this lesson, tutor can use introduction where he can tell the student teachers the story related to social organisation of the pre-colonial Rwanda. Thereafter, the tutor can ask student teachers questions on the story that will help them to enter smoothly into the new lesson. In addition, student teachers should have some knowledge on the pre-colonial Rwanda society.

### d) Learning activities

Let student teachers do activity 2.1 in small groups followed by a plenary discussion. Remember to let the student teachers write points as they discuss in groups. They should appoint one student teacher to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.



## e) Application activities

### *Answers to activity 2.1*

1. The lineage is a set of several families descending from one common and real ancestor and recognizable because of the genealogical tree traces. People who claim the same lineage take on the name of the common ancestors. Besides carrying a proper genealogic remembrance, the members of the same lineage have kept a minimum residential unity.

The clan is a set of several lineages claiming a same mythic common ancestor, but rather far off and fictitious. It is not easy to trace it using a genealogical tree. The members of same clan share the same culture, same taboos and same totem.

#### **While**

The clan is a group, which is characterized by a biological relationship shared by members who show mutual solidarity. The clan's totem symbolizes unity among its members.

The term "clan" means a group of people who claim to be descendants from one common mythical ancestor. It is a legendary group or a fabulous ascendancy to which a group of people are attached. However, it is not always possible to establish all the genealogic ties between the common ancestor and the entire group.

The word "clan" corresponds to the term "*ubwoko*" and its institution neither has a chief or a particular internal organization". Besides, the clan implies a social category and not a corporate group. It has no chief, internal organization, or procedures that manage business of common benefits. The clan is different from a small lineage "*inzu*" and from a big lineage "*umuryango*". The clan is not even a residential grouping; its members are located all over the country.

Clans also have animal totems and when possible animal taboos. The main clans had totems as their recognition sign, in this situation they were from animal species: an animal, a bird, a mammal, batrachians and a reptile.

Certain clans have taboo. *Abanyiginya* have *impwi* as their taboo.

2. In the Rwandan society, there were activities reserved for certain categories of people: men, women and children. Men performed

the following activities: to fish, to hunt, to dig the fields, to build houses, to herd cows or goats and to serve in the army while women could do the tasks like to look after babies, to maintain the house, to prepare the food, to weave, to fetch water and to collect firewood. On the other hand, children could be in charge of collecting firewood, fetching water, herding cows or goats, sweeping or cleaning house.

3. The following are the significances of the animal totem and animal taboos in relation to the clan:
  - It led to obedience of each group member
  - It led to environmental conservation.
  - It was a sign of recognition.

## **Lesson 2: Cultural organization of the pre- colonial Rwanda**

### **a) Learning objective**

The student teachers should be able to examine the cultural organization of Rwandan kingdom in comparison to today's Rwanda.

### **b) Teaching resources**

The following materials will help you during the lessons; Year one social studies student teacher's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the learners some questions related to social organisation of the pre- colonial Rwanda. The student teachers will answer questions orally as they are made by the tutor. The tutor will lead the student teachers to the new lesson.

### **d) Learning activities**

Let student teachers do activity 2.2 in small groups. After the tutor will use brainstorming technique where he /she will ask the student teachers questions related to the activity discussed on in the groups. This will be followed by harmonisation.

## e) Application activities

### *Answers to application activity 2.2*

1. In the Pre-colonial period, Rwandans were monotheists who believed in One Supreme Being. They commonly accepted their God (***Imana***) as omnipotent, omnipresent and omniscient. However, there were no rites for *Imana*, no temple to worship *Imana* but *Imana* is present in throughout some aspects of the daily living of Rwandans. For instance, in naming their children, Rwandans referred to the idea of the role played by *Imana* in their day-to-day activities and life. These names are like: Ndayisaba (I implore God), Ndayisenga (I pray God), Niyibizi (It is God who knows), Habimana (It is God who exist), Habyarimana (It is God who procreates), Harerimana (It is God who nurtures),...

The rite of *Kubandwa* is a ritual ceremony accomplished in two steps and consists to offer the offertories to Ryangombe and other *Imandwa*.

According to the tradition, Ryangombe was a hunter whose origin area is Nkole in Uganda. But other areas are supposed to be his origin as well as Bugoyi, Ndorwa and Bwanamukali. Ryangombe is the son of Babinga and Nyiraryangombe. He had three ladies Nyirakajumba, Gacubya and Karyango. He had also two boys named Binego and Ruhanga and two girls such as Bukiranzuzi and Nyirabirungu.

The first stage of *kubandwa* is “*Kwatura*”. By accomplishment of this stage, a novice is admitted in the community of *Imandwa* and he gets a new name and new parents. He is called from now “*Uruzingo*”

The second step, called “*Gusubizwaho*” or “*Gusubira ku ntebe*”, the novice is invited to sit once again on the seat of Ryangombe. By this confirmation, he/she takes the definitive name and became *Imandwa*.

A similar cult was practiced in the north of the country and it was rendered to Nyabingi. Legend traces Nyabingi’s origin to Ndorwa or Karagwe. She was a noble woman never married and died very old. After her death, her followers (*Abagirwa* or *Ababyukurutsa*) spread her cult. Legend says that she was the daughter of

Nyakajumba and Nyabunyana.

Introduction of Nyabingi's cult in Rwanda corresponded to the end of reign of Kigeli IV Rwabugiri and it was known in Umutara, Rukiga, Kibari, Murera, Buhoma, Bugamba, Bugoyi and Kanage.

2.

- **Taboos** were activities that were not allowed to be done because they could bring curses. E.g. *Kwica inyamanza, kwicara ku isekuru*, etc.
- *Uruzingo* was a novice who was admitted in the community of *Imandwa* and he gets a new name and new parents.
- The rite of *guterekera* concerns to offer some things as food or drinks to *Umuzimu*. That rite took place in small house called *Indaro*. The gestures are accompanied by oral requests formulation according to circumstances. The offertories are symbols because are the smallest. Often these offertories are the things which were liked by *Umuzimu* during his/her life.
- The rite of *Kubandwa* is a ritual ceremony accomplished in two steps and consists to offer the offertories to Ryangombe and other *Imandwa*.

### **Lesson 3: Political and military organization of the pre- colonial Rwanda**

#### **a) Learning objective**

The student teachers should be able to examine the political organization of Rwandan kingdom in comparison to today's Rwanda.

#### **b) Teaching resources**

The following materials will help the tutor during the lessons; Year one social studies student teacher's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for student teachers who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related to social organisation of the pre- colonial Rwanda. Through those questions, the tutor will connect the revision to the new

lesson.

#### **d) Learning activities**

Let student teachers do activity 2.3 in small groups. This will be followed by learning station where each group representative will hang its activity and each group will pass through reading, criticising and writing new ideas where it is possible. The session will end with harmonisation and the student teachers write the summary in their notebooks.

#### **e) Application activities**

##### *Answers to application activity 2.3*

1. The king occupied a very important place in the pre-colonial Rwanda as explained below:

#### **King (*Umwami*)**

The king was very honoured in Ancient Rwanda

He occupied the topmost position in the political, administrative and military hierarchy to the extent that these functions were closely linked. Following his nomination, the king identified himself as a separate entity from the nobility. The kingdom of Rwanda was sacred and the king was therefore supposed to have the divine origin.

The term *Imana* (God) refers to the Creator but also to the essence of life and the fertility of the land and humans. The king and dynastic drums was the very centre of unity in the kingdom.

The king was the sole proprietor of everything and had every right to life and death over his subjects. He was also in charge of the armies, lawmaker and supreme judge. His sentences had no appeal.

#### **Queen-mother (*Umugabekazi*)**

She was usually the mother of the king. She could perform some ceremonies defined by the tradition. She was the confident of and chief advisor to the king. She could orient the king's actions and act as regent in case the king came to the throne when he was still young. The most remembered queen-mother in the history of Rwanda is Kanjogera under the reign of King Musinga.

#### **Custodians of the esoteric code (*Abiru*)**

They were the guardians of the tradition and royal secrets. They were high

dignitaries and they came second as advisors of the king. They mastered the rites and symbolic procedures and processes of the country and their accomplishment. The king confided to them the name of his successor and he passed recommendations to the successor through them.

*Abiru* were responsible for the continuity of traditional and were under the authority of the king. Their function was hereditary. They were also responsible for knowing:

- The order in which queens were chosen and the matri-dynastic clan (*Ibibanda*) of the next queen-mother (*Abega, Abasinga, Abaha Abazigaba, Abagesera and Abakono*);
- Rules of enthronement of the new king (*Inzira y'ubwimike*);
- Rules regarding decoration of royal drums

### **Chiefs (*Abatware b'intebe*)**

They were the heads of *Ibiti* appointed by the king and lived most of their lives in the royal court. They were consulted by the king especially in the time of crises. They had following functions of:

- Controlling farmers and cattle keepers;
- Supervising closely and control the functions of land and cattle sub-chiefs;
- Commanding the army;
- Raising taxes for the king, *ikoro* and other service;
- Distributing land and to withdraw it from others if it was felt necessary

*Abatware b'intebe* were largely responsible for the recruitment and mobilization of the mass as far as the protection and maintenance of security of the country were concerned.

2. The army in Ancient Rwanda had the following roles:

- Expanding country;
- Participating in the different wars;
- Fighting against cattle rustlers and various raids;
- Ensuring territorial security

3. The steps followed in creation of an army in ancient Rwanda are:

- Recruitment of young men into army from king's favourite



- Training of young army at the royal court

## **Lesson 4: Economical organization of the pre- colonial Rwanda**

### **a) Learning objective**

The student teachers should be able to examine the economic organization of Rwandan kingdom in comparison to today's Rwanda.

### **b) Teaching resources**

The following materials will help the tutor during the lesson; Year one social studies student teacher's Book, internet, poems, media, stories, songs, jaws software, talking globes, tactile maps and braille materials for student teachers who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related to cultural organisation of the pre- colonial Rwanda. Through these revision questions, the tutor will introduce the new lesson.

### **d) Learning activities**

Let student teachers do activity 2.4 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one student teacher to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

### **e) Application activities**

#### *Answers to application activity 2.4*

1. The main imported products from the neighbouring countries included the following:

- ✓ The salt from Lake Eduard;
- ✓ The bracelet from Masisi and Buhavu;
- ✓ The perfume from Ijwi Island

The items produced internally are:



- The main crops cultivated were beans, sorghum, peas, maize, yams, bananas, tobacco, sweet potatoes, local green leaves (*Isogi*)...
  - The animal production in Ancient Rwanda was mainly based on cattle rearing, goats, sheep and the keeping of the dogs and the bees.
  - It was from handicraft that Rwandans could get most tools to satisfy their daily needs. They made clothes, metal and wooden objects destined for commercial purposes.
2. Cattle rearing occupied a very important place in Rwandan life because the cows were the measure of wealth and expressed the social prestige. Products from cows were milk, meat, butter, hides and skins used for clothing.
- A cow was also used to cement social relations between the different families when they exchanged it as a sign of love and friendship. Cows were also given as dowry or marriage settlement.
3. Three regions of Rwanda had celebrity on making and production of hoes such as:

Buberuka: *Amaberuka*

Buramba: *Amaramba*

Rusengesi: *Amasengesi*

## **2.6 Summary of the unit**

- Civilisation happens over a period of time for people to change from one state of affairs to an improved or a better one that is more universally acclaimed.
- Cultural organisation reflects people's values, norms, language, beliefs and habitats. It is reflected in what people eat, how they dress and how they relate with each other.
- Rwandans in the pre-colonial period believed in a God called *Imana*. Rwandans observed traditional rites known as *imigenzo*, whereby they celebrated events such as: marriages, births and deaths.
- Rwandans in the traditional kingdom also observed various taboos.
- In traditional Rwandan kingdom, the king (*umwami*) was the overall leader of the political, administrative, religious and military hierarchy.

- Rwandans in the ancient kingdom performed this economic activity: agriculture, trade, handicraft, fishing, hunting and gathering.

## **2.7 Additional Information for tutors**

Difference between race, tribe, ethnicity, clan and totems – and the relationship with *Ubunyarwanda*/Hutu, Tutsi and Twa.

### **(a) Clan**

The term ‘clan’ designs a group of people who hail from the same mythic ancestors. It is a social category which claims to have a totem.

There over 20 different clans in Rwanda, e.g *Abazigaba*, *Abanyiginya*, *Abashambo*, *Abazigaba*, *Abagesera*, etc. The clan is divided into sub-clans (*Amashyanga*) and the sub-clan into lineage entities (*Umuryango*, *inzu*), which are in turn divided into more or less nucleus families (*Ingo*) finally making the clan a social identity.

In Pre-colonial Rwanda, belonging to a given clan could bear a significant importance regarding the status occupied by the concerned clan in the political, socio-economic or even cultural aspect. Clans are not particular to Rwanda. It is a fact that is found in many countries of Africa located in the Great Lakes Region.

Another fascinating aspect of Rwandan clans is their multi ethnic composition. Before the introduction of the new Hutu-Tutsi-Twa identities, which were imposed by the colonial and postcolonial bureaucracy, clans were used as identification elements.

### **(b) Race**

The term ‘race’ has several meanings; it etymologically comes from the Latin ratio, which means ‘nature’, ‘kind’, ‘species’, ‘category’, ‘manner of being’; but also ‘descent’, ‘birth’, ‘extraction’, ‘lineage’ or ‘family’. In the 19th century, it indicated a set of specific features, of aptitudes and of predispositions which link the ascendants and descendants in the same lineage, from generation to generation. By extension, the term ‘race’ also means ‘people’ or ‘nation’.

The term ‘race’ is applied to human groups distinguished by clear physical traits clearly and which can be inherited.

### **How did these theories come about?**

It is important to understand that Rwandans lived together before independence. When the Germans, Rwanda’s first colonizers arrived,

they found a highly developed social structure with a King on top of the administrative ladder supported by powerful chiefs with all Rwandans categorised under clans.

These clans originated from various parts of the country and had specific totems. For example, *Abazigaba* had a leopard for totem, and were found in Nduga, Gisaka, Bwishya, Ndorwa, Mubari, Bufumbira, Rukiga and other places.

These clans were known as '*Ubwoko*', a word now associated only with Tutsi, Hutu, Twa. With the advent of the Belgians and identity cards, came the search for an appropriate word to better describe the different groups.

The Belgian identity card equated *Ubwoko* to family and clan. When distributing the cards, the Belgians would ask, '*Uri bwokoki?*' (What clan are you from?) and people would answer, '*Ndi umutsobe*' (I am *Umutso*be).

The same identity card also divided these clans along the lines of *Mututsi*, *Muhutu* and *Mutwa*, what the Belgians called 'race'. However, given that Rwandans were culturally and linguistically homogenous, this was not the appropriate word.

In Kinyarwanda, *Ubwoko* refers to race, clan, family, ethnic group, type, or category. There are no distinct words to capture these differences. However, what is certain is that Rwandans before and during colonial times identified *Ubwoko* with clan.

So, what exactly was Hutu, Tutsi or Twa? These were social formations based on a number of things including social class or occupation. You could be *Umuzigaba* and be either Hutu or Tutsi, under the same totem.

### **When clans were reduced to three**

The new republic born after Belgium granted Rwanda independence, institutionalized and promoted ethnic differentiation. The old identity card was abolished and a new card where *Ubwoko* referred to ethnic group was adopted. One could only be a Hutu, Tutsi or Twa.

This change was so systematic that when asked, '*Uri bwokoki?*' one would quickly respond, '*Ndi umuhutu, Ndi umututsi, Ndi umutwa*'.

Rwandans could no longer identify themselves along clan lines, which cut across the Hutu, Tutsi, Twa divide and people who were once part of the same 'family' became enemies overnight.

### **The evolution of the concepts of Hutu, Tutsi and Twa categories and its consequences**

With the colonisation, 'Hutu', 'Tutsi', and 'Twa' categories were identified as 'races', 'castes' and 'ethnic groups' by Europeans. Vansina (2001) said that the current debate on ethnic groups (essentialism, functionalism and constructivism) is 'fallacious since the current groups known as Hutu and Tutsi are not the descendants of two 'pure' ethnic groups who came at the same time in the country. 'Hutu' did not indicate ethnic group and the actual Tutsi group comprises many people who are not descendants of the Tutsi ethnic group.

In the pre-colonial context (and even after), 'Hutu' had moreover a double sense: It indicated the dependant or the inferior, even from Tutsi origin, in a hierarchal relation. In Rwanda, the first sense tended to mean 'subject, servant', in reference to a free person. The term has been used to mean 'rich' or 'master'. So, the Hutu-Tutsi opposition has born after a group identified as Tutsi acquired servants, these being or not Tutsi (Vansina).

Vansina also underlines that the sense of the term 'Tutsi' evolved with the growth of the kingdom whereby the stockbreeders belonged to the political elite. The most probable, for Vansina, is that the term 'Tutsi', preferably designated political elite among the stockbreeders. These stockbreeders, even living in poor conditions, presented themselves as 'Tutsi' to mark the difference between them and the farmers.

In Africa, the term 'ethnic group' especially appeared in the last third of the twentieth century. An impact of the call of UNESCO who preferred the use of the term 'ethnic group' instead of 'race', this contributed to the extension of the term 'ethnic group' in French-speaking countries. But neither the Universal Declaration of the Human Rights nor the UNESCO initiatives to fight against racism have not succeeded to suppress the belief in the human 'races', not only in daily life, but also in scientific community.

Progressive ethnicization of the Rwandan society from social representations originated from a group of intellectuals and was popularized on the political level, by the 'Hutu' elites before contaminating the whole population. It became a hegemonic ideology from 1960 until the 1994 genocide against the Tutsi. The process proves that no 'ethnic group' is a permanent reality (an-historical). The ethnic groups are

created, can develop and disappear according to the principle of the multiple identities and the different interests in competition. It is the colonial anthropology which created the ethnic groups and the Rwandan elites perpetuated their existence.

### **2.8 End unit assessment (answers)**

1. The following are totems that have been identified and their animal totems:

No	Clan	Totem
1	<i>Abanyiginya</i>	Crested crane ( <i>Umusambi</i> )
3	<i>Abazigaba</i>	Leopard ( <i>Ingwe</i> )
4	<i>Abagesera</i>	Wagtail ( <i>Inyamanza</i> )
5	<i>Abasinga</i>	Kate ( <i>Sakabaka</i> )
6	<i>Abacyaba</i>	Hyena ( <i>Impyisi</i> )
7	<i>Ababanda</i>	Crow ( <i>Igikona</i> )
8	<i>Abega, Abakono and Abaha</i>	Frog/Toad ( <i>Igikeri</i> )
9	<i>Abashambo</i>	Lion ( <i>Intare</i> )
10	<i>Abahondogo</i>	Peak ( <i>Ishwima</i> )
11	<i>Abongera</i>	Gazelle ( <i>Isha</i> )
12	<i>Abungura</i>	Pigeon ( <i>Inuma</i> )
13	<i>Abasita</i>	Jackal ( <i>Nyiramuhari/Umuhari/Imbwebwe</i> )
14	<i>Abanyakarama</i>	
15	<i>Abashingwe</i>	

2. In general, a family played several roles. It was the basic unit of cooperation and economic production. It produced all that it needed. In any case, people only went to the market if it was unavoidable. For a polygamous family, every nucleus family consisted of an independent unit of production. It was the husband who sold his labour. The occupations for women depended on the social status the family (rich families had big-sized livestock while poor ones

kept small-sized livestock). According to the Rwandan mentality, an increased number of children brought happiness and strength to the family. Marriage of a daughter made it possible to extend alliances with other lineage groups. A daughter was considered as a linking factor between families. The lineage and eventually the army were responsible for the socialization of children.

3. The lineage is a set of several families descending from one common and real ancestor and recognizable because of the genealogical tree traces. People who claim the same lineage take on the name of the common ancestors. Besides carrying a proper genealogic remembrance, the members of the same lineage have kept a minimum residential unity.

The clan is a set of several lineages claiming a same mythic common ancestor, but rather far off and fictitious. It is not easy to trace it using a genealogical tree. The members of same clan share the same culture, same taboos and same totem.

### **While**

The clan is a group, which is characterized by a biological relationship shared by members who show mutual solidarity. The clan's totem symbolizes unity among its members.

The term "clan" means a group of people who claim to be descendants from one common mythical ancestor. It is a legendary group or a fabulous ascendancy to which a group of people are attached. However, it is not always possible to establish all the genealogic ties between the common ancestor and the entire group.

The word "clan" corresponds to the term "*ubwoko*" and its institution neither has a chief or a particular internal organization". Besides, the clan implies a social category and not a corporate group. It has no chief, internal organization, or procedures that manage business of common benefits. The clan is different from a small lineage "*inzu*" and from a big lineage "*umuryango*". The clan is not even a residential grouping; its members are located all over the country.

Clans also have animal totems and when possible animal taboos. The main clans had totems as their recognition sign, in this situation they were from animal species: an animal, a bird, a mammal, batrachians and a reptile.

Certain clans have taboo. *Abanyiginya* have *impwi* as their taboo.



4. The king played a vital role at this level of the life of his country. He occupied the topmost position in the political, administrative and military hierarchy to the extent that these functions were closely linked. Following his nomination, the king identified himself as a separate entity from the nobility.

The kingdom of Rwanda was sacred and the king was therefore supposed to have the divine origin. The term *Imana* (God) refers to the Creator but also to the essence of life and the fertility of the land and humans. The king and dynastic drums was the very centre of unity in the kingdom.

The king was the sole proprietor of everything and had every right to life and death over his subjects. He was also in charge of the armies, lawmaker and supreme judge. His sentences had no appeal.

3. The following are the role of *itorero* during military organisation of the pre- colonial Rwanda:
  - Young Rwandans learned values such as sharing, cooperation, patriotism,...
  - They also learned physical exercises
  - They exercised shooting with bows and arrows

## ***2.9 Additional activities (Questions and answers)***

### **2.9.1 Remedial activities**

#### ***Questions***

1. List down six economic activities that were carried out in pre-colonial Rwanda.
2. Show the importance of cows in traditional Rwandan society.

#### ***Answers***

1. Six economic activities carried out in pre- colonial Rwanda are:
  - Agriculture
  - Trade
  - Animal rearing
  - Handicraft



- Fishing
  - Gathering and hunting
2. A cow had many roles in the traditional Rwandan society. A part from being used to settle dowry in marriage settlement, cows were a measure of wealth and social prestige. Cows gave a range of products which were necessary in daily life: milk, meat, butter, hides and skins, horns, manure etc...

## 2.9.2 Consolidation activities

### Questions

1. Discuss the role played by the following leaders in pre-colonial Rwanda:
  - a) The king
  - b) Queen mother
  - c) Ritualists.
2. Compare Rwandan traditional marriage and the modern marriage in Rwanda

### Answers

1.

a) **The King:**

The king occupied the topmost position in the political, administrative and military hierarchy to the extent that these functions were closely linked. Following his nomination, the king identified himself as a separate entity from the nobility. The kingdom of Rwanda was sacred and the king was therefore supposed to have the divine origin. The term *Imana* (God) refers to the Creator but also to the essence of life and the fertility of the land and humans. The king and dynastic drums was the very centre of unity in the kingdom.

The king was the sole proprietor of everything and had every right to life and death over his subjects. He was also in charge of the armies, lawmaker and supreme judge. His sentences had no appeal.

b) **Queen-mother (*Umugabekazi*)**

She was usually the mother of the king. She could perform some ceremonies defined by the tradition. She was the confident of and chief advisor to the king. She could orient the king's actions and act as regent in case the king came to the throne when he was still young. The most remembered queen-mother in the history of

Rwanda is Kanjogera under the reign of King Musinga.

c) **Custodians of the esoteric code (*Abiru*)**

They were the guardians of the tradition and royal secrets. They were high dignitaries and they came second as advisors of the king. They mastered the rites and symbolic procedures and processes of the country and their accomplishment. The king confided to them the name of his successor and he passed recommendations to the successor through them.

*Abiru* were responsible for the continuity of tradition and were under the authority of the king. Their function was hereditary. They were also responsible for knowing:

- The order in which queens were chosen and the matrilineal clan (*Ibibanda*) of the next queen-mother (*Abega, Abasinga, Abaha, Abazigaba, Abagesera and Abakono*);
  - Rules of enthronement of the new king (*Inzira y'ubwimike*);
  - Rules regarding decoration of royal drums
2. Marriage is an alliance between individuals: it is a union between a man and a woman. Such a union can be consecrated or administrated by law or through customary arrangements. In the pre-colonial Rwanda, all marriages were customarily administered (*bateraga umwishwa*). Consequently, this union of two people by marriage necessarily brought about a sort of bond or union and solidarity between the family of the man and the family of the woman. Marriage was an affair between two families (*umugore yari uw'umuryango*). Generally, the boy and the girl did not know each other. But currently marriage is essentially an affair between two individuals a boy and a girl.

### 2.9.3 Extended activities

#### Questions

1. “Modern culture is better than traditional culture”, debate.
2. Describe the economic organisation of the pre-colonial Rwanda.

#### Answers

1. Debate with emphasis on seeds cultivated, methods of cultivation, technicians in agriculture, kind of manure used, crop rotation...

2. See the content summary

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Nyagahene A. (1997). Histoire et peuplement. Ethnies, clans et lignages dans le Rwanda ancien et contemporain, Thèse de doctorat, Paris.

### **3.1. Key unit competence**

The student-teacher should be able to assess the performance of the German and Belgian rules, the 1959 crisis and the process of the independence in Rwanda.

### **3.2 Prerequisite (knowledge, skills, attitudes and values)**

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

- Causes of colonization of Africa in general and Rwanda in particular
- The role of explorers in sharing Africa for colonization

### **3.3 Cross-cutting issues to be addressed**

#### **3.3.1 Peace and values education**

In this unit of German and Belgian colonization in Rwanda, the student teachers will be working within groups and this will develop cooperation. By analysing the causes of colonization of Rwanda, they will be developing critical thinking.

#### **3.3.2 Inclusive education**

Through learning and teaching process of this unit, where they will be working in their respective groups, care will be given to all student teachers including Special Education Need cases. At this time, all student teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities.

#### **3.3.3 Gender**

This cross-cutting issue will be addressed as student teachers will be working in groups, girls and boy will have the same participation while sharing ideas.

### ***3.4 Guidance on introductory activity***

At the beginning of the unit 3, the introductory activity will motivate student teachers to know why Africa in general and Rwanda in particular was colonized and the impact this colonization has had on Africa and Rwanda. Tutor will help student teachers working through group discussions to increase respect of other's ideas, cooperation and critical thinking through the analysis of different components of this unit. As this activity was given in the homework, five minutes will be given to student teachers to discuss on this introductory activity even if they will not have the correct answer. They will find the answer progressively through discussions of different lessons.

### ***3.5 List of lessons/sub-heading***

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	German administration of Rwanda and its impact	The student teachers should be able to describe the causes and the steps of the German administration of Rwanda	1
2	Belgian military occupation and its reforms (1916 – 1926)	The student teachers should be able to explain the reforms made in Rwanda during Belgian military occupation.	2
3	Rwanda under Belgian mandate (1926-1946)	The student teachers should be able to explain the transformation done in Rwanda during Belgian mandate.	2
4	Rwanda under Belgian trusteeship (146-1962)	The student teachers should be able to explain the transformation done in Rwanda during Belgian trusteeship.	2

5	The 1959 crisis in Rwanda	The student teachers should be able to examine the causes and the consequences of the 1959 crisis in Rwanda	1
6	The “Coup d’Etat” of Gitarama	The student teachers should be able to explain what happened during the coup d’Etat of Gitarama	1
End unit Assessment			1

## Lesson 1: German administration of Rwanda and its impact

### a. Learning objective

The student teachers should be able to describe the causes and the steps of the German administration of Rwanda.

### b. Teaching resources

There are many resources that can be used in teaching this lesson such as:

- **Textbooks:** student teacher social studies book and its teacher’s
- **Teaching materials:** A photo of Captain Bethe, African map and Rwandan map, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired student teachers.

### c. Prerequisites/Revision/Introduction

To begin this lesson, tutor can use introduction through which different answers will be answered by the student teachers on colonial administration of Rwanda. After, the tutor will connect the introduction to the new lesson.

### d. Learning activities

Before starting this lesson, student teachers will be asked to look for various documents such as the internet where it possible and books, and then, analyze in groups, the causes of colonization of Rwanda by Germans and Belgians and the steps used by Germany to rule Rwanda.

After this activity, tutor invites student teachers to present their work to the whole class and add some missing information where it is necessary.

e. Application activities

*Answers to application activity 3.1*

1. German and Belgium came to colonize Rwanda because of the following reasons:
  - **Need of cheap labour:** Especially Belgians needed a work force to cultivate their plantations in Kongo;
  - **Need of areas to invest:** The Germans and Belgians needed the new areas where they could invest their surplus capital and found Rwanda as a virgin country to cater for such desire which made them to be interested in colonizing Rwanda;
  - **Need of markets:** Germany and Belgium were among the first industrialized countries in Europe and they needed the markets for their manufactured products elsewhere outside of Europe, may be in Africa including Rwanda. This encouraged them to come and occupy Rwanda;
  - **Need to promote Western civilization:** By coming and colonizing Rwanda, the Germans and Belgians socially wanted to promote Western civilization by making people of Rwanda modern and civilized. This developed more obsessive desire in colonizing Rwanda;
  - **Need to spread Christianity:** The Germans and Belgians who were Christian missionaries were fascinated by colonizing Rwanda as they could spread out their religion to Rwanda as they looked it as “the best religion” in the World;
  - **Need to gain political prestige and glory:** By the time, European countries believed that having more colonies is one way to be respected in the World. Therefore, the Germans had also this desire to acquire political prestige by colonizing more areas including Rwanda and among others;
  - **Green light given by the 1884 – 1885 Berlin Conference:** This conference on partition of Africa had officially recognized Germany as the rightful colonial master of Rwanda. This granted and encouraged the Germans to take up Rwanda as their colony.



2. On this question, Tutor will have time to listen to the ideas from student teachers. No specific answer. The aim of this question is to help student teachers to promote their critical thinking). They are some ideas they can provide:

**For Yes:**

- They were not sure for their security.
- They were trying to see if the colonization of Rwanda peacefully is possible, if not, to fight.
- Everywhere they passed, the war was inevitable. They thought it would be the same in Rwanda.

**For no:**

- The military phase was not necessary because the treaty was already signed
- The military phase was not necessary because even the war could happen between Rwandan and German troops, German knew that was so strong to defeat Rwanda.

Then, after seeing that they are welcomed, they launched their second phase and began their civil administration and supported Musinga to pacify the country and began to operate some reforms.

3. The German government helped the King Musinga to suppress several rebellions, markedly the rebellion of Ndungutse and his acolytes Rukara and Basebya. Ndungutse rebellion had started in the north of Rwanda towards the 1910 in the former provinces of Ruhengeri and Byumba (Buberuka, Kibali and Bukonya).

## **Lesson 2: Belgian military occupation and its reforms (1916 – 1926)**

### a. Learning objective

The student teachers should be able to explain the reforms made in Rwanda during Belgian military occupation.

### b. Teaching resources

The following materials will help the tutor during the lessons; Year one social studies student teacher's Book, internet, media, stories, songs, tactile maps and Braille materials for student teachers who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

### c. Prerequisites/Revision/Introduction

To begin this lesson, tutor can use revision by asking the student teachers some questions on causes of colonisation of Rwanda by both Germany and Belgian. The questions will be answered orally by different student teachers.

### d. Learning activities

Let student teachers do activity 3.2.1 in small groups followed by a plenary discussion. Remember to tell the student teachers to write down the main points as they discuss in groups. Each team should appoint one student teacher to represent them during plenary discussion. Alternatively, the whole group should intervene, as one of them leads the presentation. Tutor will help to have additional information on what is being said by asking probing questions.

### e. Application activities

#### *Answers to application activity 3.2.1.*

1. The following are the reforms operated in Rwanda by Belgians during military occupation:



#### **a. Judicial reform of 28 April 1917**

The king was stripped off the right to condemn his subjects to death and life but he kept the right to hear appeal cases. The chiefs who traditionally had the power to hear and resolve differences in the areas of jurisdiction and had the right to emit punishments saw

their powers reduced.

The Belgian Resident representative or even the Belgian administrator was given the right to hear appeals from such cases.



### b. Politico-religious reform

The king was forced to sign a decree proclaiming freedom of worship. Therefore, the royal power became secular because the King had just been forced to destroy his politico-religious power. Actually, Rwandans considered the King as their unique religious leader who communicated with God through some sort of magical power and he was, for them, a source of life and prosperity for the whole kingdom.



### c. Fiscal reform of 26 December 1924

The Belgians introduced new fiscal reform in 1924. The significant part of this reform was abolition of certain gifts:

***Imponoke*** which consisted of cows given as gifts to a chief who had lost cattle in huge numbers.

***Indabukirano*** which were cows given to a new chief upon assuming his duties as a new leader in an area. This gift was disguised as a form of congratulatory gift but it often amounted to an inducement to have some favours from the chief.

## 2. Other reforms made in Rwanda during this period are:

From 1917, Rwanda was governed from Kigoma by a Royal High Commissioner. However, it was retained as residence and the Belgians imitated the German local policy which consisted of exploiting the authority of the local administration by making sure that they were made tools of colonial occupation. Hence the King and traditional chiefs were allowed to exercise their functions under the guidance of the new colonial authority.

- From 1923, a law was put in place to prohibit the King from appointing or dismissing a chief without the permission of the Resident Representative of the Belgian Government. In the same way chiefs and Governors of Provinces did not

have the right to dismiss their subordinates.

- The application of the system of indirect rule in Rwanda by the Belgian authorities was dictated by the fact that they did not have enough Belgian officials in the country. The traditional authorities in Rwanda were charged with the responsibility of collecting taxes, mobilising porters and workers on the local roads or tracks

### **Lesson 3: Rwanda under Belgian mandate (1926-1946)**

#### **a) Learning objectives**

The student teachers should be able to explain the transformation done in Rwanda during Belgian mandate.

#### **b) Teaching resources**

The following materials will help the tutor during the lessons; student teachers' textbook of social studies year one, internet, poems, media, stories, songs, tactile maps and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions relating to Rwanda under Belgian military occupation. As questions will be asked orally, the student teachers will answer them as they are made.

#### **d) Learning activities**

Let student teachers do activity 3.2.2 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

#### **e) Application activities**

##### *Answers to application activity 3.2.2*

1. The following are administrative reforms introduced by Belgians in Rwanda between 1926 -1931:

Between 1926 and 1931, Belgians did many administrative reforms known as Morthan reforms. These are the following:

- Rwanda – Burundi was joined to Belgian Congo in terms of administration. Congolese colonial law was applied to both countries.
  - Rwanda which was originally governed under 20 *Ibiti* or districts and pastoral fiefs or *Ibikingi*, was transformed into a system of chiefs and sub chiefs and territories. By 1931, the 52 “*chefferies*” corresponded more or less to historical traditional regions and the 544 “*Sous-chefferies*” were equivalent to former pastoral fiefs.
  - The functions of the three chiefs: Chief of land (*umutare w’ubutaka*), chief of the cattle (*umutare w’umukenke*) and chief of the army (*umutare w’ingabo*), were abolished and replaced by Tutsi chiefs and sub chiefs.
  - The chiefs from that time resided in their administrative places and not in the royal court as it was before this administrative reform.
2. Rudahigwa was proclaimed a king of Rwanda, all his power felt down and became a staff of colonial administration. He occupied the 6th position in the administration of Rwanda. The King was under the Resident authority and had to report on him. He had also a contract and a salary.
  3. The Belgian policy of forced labour had negative effects such as famines: Rumanura (1917 – 1918), Gakwege (1928–1929) and Ruzagayura (1943–1944) and insecurity among people.
    - Forced labour became so insupportable that people started fleeing it to neighbouring countries like Uganda and Tanzania in search of free and paid work.
  4. In 1935, the Belgian colonial administration introduced a national identity card basing on ethnicity. The Banyarwanda who possessed 10 or more cows were registered as Batutsi, whereas those with less were registered as Bahutu and Batwa were considered not only as those with no cows but as the “pygmies” and as those who survived by pottery active ties. They measured also the height and noises. You could see two people born from same parents given identities mentioning different ethnics group (one Hutu and another, Tutsi).

This was not the same before the colonization. The so-called ethnic group were social classes that could change as the wealth of people changed. After the introduction of the identity card mentioning Hutu, Tutsi and Twa as ethnic group and the ideology followed by other divisive ideology such as different origins of Rwandan people, Rwandans began to see themselves as different and this is the beginning of ethnic ideology in Rwanda that led to genocide against Tutsi in Rwanda.

#### **Lesson 4: Rwanda under Belgian trusteeship (1946–1962)**

##### **a) Learning objectives**

The student teachers should be able to explain the transformation done in Rwanda during Belgian trusteeship.

##### **b) Teaching resources**

The following materials will help you during the lessons; Year one social studies student teacher's Book, internet, poems, media, stories, songs, jaws software, tactile maps and braille materials for student teachers who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

##### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions on the eve of 1962, some events that had characterised the period of 1950s to 1960s in Rwanda. The tutor will continue asking such questions until he/she reaches on the new lesson.

##### **d) Learning activities**

Let student teachers do activity 3.2.3 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one student teacher to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

##### **e) Application activities**

#### *Answers to application activity 3.2.3*

1. The Belgian government elaborated a Ten Year Social and economic development Plan for Rwanda – Burundi in 1951 (From 1951 up



to 1960). With this plan, several projects were financed under this plan like the construction of schools by Fond du Bien-Etre Indigène (FBI), hospitals, dispensaries, roads, the development of marshlands and the plantation of forests.

2. The political reforms introduced by Belgian colonizers in Rwanda in 1952 failed. Discuss.

-First of all, in 1947, Belgians introduced the political reforms where they set up a “*Conseil du Gouvernement du Rwanda- Urundi*” where the King of Rwanda and Burundi were representing their countries. However, this council was consultative only. It couldn’t take any decision and so, was useless.

-The elections of other councils (Conseils) were badly organized because all people were not involved in the elections.

That why, instead of helping Rwandans to solve the emerging political problem, these reforms increased them as they increased divisionism.

3. Analyse the weakness of political parties created in 1959.

**Weakness:** - Some political parties created in 1959 were based on divisive ethnical ideology (PARMEHUTU, AREDETTWA)

- Some others were created on other groups (regional such as *Abaki*)
- Others were supporting colonization instead of fighting it. Eg. RADER
- They were local based

## **Lesson 5: The 1959 crisis in Rwanda**

### **a) Learning objectives**

The student teachers should be able to examine the causes and the consequences of the 1959 crisis in Rwanda

### **b) Teaching resources**

The following materials will help you during the lessons; Year one social studies student teacher’s Book, internet, poems, media, stories, songs, jaws software, tactile maps and braille materials for student teachers who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment, the photo of MBONYUMUTWA Dominique.



### c) Prerequisites/Revision/Introduction

To begin this lesson, tutor can use revision by asking the student teachers some questions related to the political, social and economic transformations operated by Belgians in Rwanda during the trusteeship period and their effects in Rwanda.

### d) Learning activities

Let student teachers do activity 3.2.4 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one student teacher to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

### e) Application activities

#### *Answers to application activity 3.2.4*

1. Do you agree that the 1959 crisis happened because Mbonyumutwa was simply beaten? Explain your answer!

No! Because the crisis was already there, since the publication of *Mise au point* and *Hutu manifesto*. The creation of political parties increased the crisis until even the small event could provoke a such crisis.

2. Analyse the effects of 1959 crisis on Rwandan people.
  - Killing of people (Almost 200 people were killed during this crisis) and almost 317 were injured.
  - Refugees (between 150,000 and 200,000).
  - Destruction of houses belonged to the Tutsi population and other UNAR members.
  - The Tutsi cows were killed and eaten.

## **Lesson 6: The “Coup d’Etat” of Gitarama**

### a) Learning objectives

The student teachers should be able to explain what happened during the coup d’Etat of Gitarama.

### **b) Teaching resources**

The following materials will help you during the lessons; Year one social studies student teacher's Book, internet, poems, media, stories, songs, jaws software, tactile maps and braille materials for student teachers who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment, photos of Mbonyumutwa Dominique and Gregoire Kayibanda and the photo of the provisional government.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers questions related to 1959 crisis in Rwanda through which they can enter smoothly into the new lesson (the coup d'Etat of Gitarama).

### **d) Learning activities**

Let student teachers do activity 3.2.4 in small groups followed by a plenary discussion. If there is a resource person, he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

### **e) Application activities**

#### *Answers to application activity 3.2.5*

With the complicity of the Belgian government, the coup d'Etat of Gitarama proclaimed the following decisions:

6. The abolition of the monarchy and the kingdom emblem, the royal emblem drum Kalinga and *Ubwiru* institution.
7. The proclamation of a republic and the election of the first president of the republic, Mr. Mbonyumutwa Dominique.
8. The formation of a government made up of 11 ministers with Grégoire Kayibanda as prime minister.
9. Creation of a supreme court.

### **3.6 Summary of the unit**

The Berlin conference (1884-1885) assigned Rwanda to German as a protectorate that took place from 1898 to 1916. This colonisation has been possible thanks to explorers' account that provided written information about Rwanda. The German occupation has been characterised by good

relationships between the *mwami* and colonial administration and by many economic projects which have not been realised due to time shortage.

After the German failure in WWI, Rwanda was military occupied by Belgian from 1916 up to 1919. During this period, Belgians did not make important changes, but very soon they imposed thorough control on traditional power. On 1-1-1919 the military regime was replaced by a civil administration and the first resident was Edmond Van Den Eede. On 28<sup>th</sup>-6-1919 the Versailles treaty gave to alliance the wrights to occupy the former German colonies. Belgium was then reassigned the mandate of Rwanda without the Eastern region: Gisaka and Mutara-Mubali according to Orts- Milner convention. After long negotiations and discussions, the mentioned regions are given back to Rwanda and the mandate was officially confirmed on 31 st-8-1923 by the League of Nations. Belgium accepted it by the law of 20-10-1923.

During the mandate period (1919-1946) the history of Rwanda has been characterised deep transformations in political, economic, and social areas. Globally the aim of economic reforms consisted of increasing the production while the political ones aimed at reducing gradually the *mwami's* power. As most of these reforms well considered as constraints, they were badly received by local population.

After the WWII, Rwanda has been replaced under UN Trusteeship, Belgium was asked to improve Rwandans socio- economic conditions. So, the ten years plan for socio-economic development of Ruanda- Urundi was elaborated to cover the period 1952-1961, however, Rwandans were not involved in its elaboration. On political level, as Belgian authority had to prepare/ to help local people to self- administration, political parties occurred in 1959 early 1960s, there were around twenty political parties and alliances in Rwanda and most of them were regional and ethnic based. This period was also characterised by the increasing of hatred against Tutsi, violence and upheavals and the independence has been achieved on 1/7/1962 after having chased Tutsi from their properties and from the country.

### ***3.7 Additional Information for the tutor***

Conference of Berlin 1884-85, international meeting aimed at settling the problems connected with European colonies in Africa. At the invitation of the German chancellor Otto von Bismarck, representatives of all European nations, the United States, and the Ottoman Empire met at Berlin to consider problems arising out of European penetration

of West Africa. The stated purpose of the meeting was to guarantee free trade and navigation on the Congo and on the lower reaches of the Niger. In fact, the territorial adjustments made among the powers were the important result. The sovereignty of Great Britain over Sub Nigeria was recognized. The claims of the International Association, a private corporation controlled by King Leopold II of Belgium, were more or less recognized; these applied to the greater part of the Congo. These territorial awards ignored French claims to parts of the Congo and of Nigeria and the historical claim of Portugal to the mouth of the Congo. The attempts to guarantee free trade and the neutrality of the region in wartime and to set up rules for future colonial expansion in Africa were hailed, but soon the agreements proved too vague to be workable

### ***3.8 End unit assessment (answers)***

#### *Suggested answers to end unit assessment*

1. Why European countries came to colonize Rwanda?

- **Need of cheap labour:** Especially Belgians needed a work force to cultivate their plantations in Kongo;
- **Need of areas to invest:** The Germans and Belgians needed the new areas where they could invest their surplus capital and found Rwanda as a virgin country to cater for such desire which made them to be interested in colonizing Rwanda;
- **Need of markets:** Germany and Belgium were among the first industrialized countries in Europe and they needed the markets for their manufactured products elsewhere outside of Europe, may be in Africa including Rwanda. This encouraged them to come and occupy Rwanda;
- **Need to promote Western civilization:** By coming and colonizing Rwanda, the Germans and Belgians socially wanted to promote Western civilization by making people of Rwanda modern and civilized. This developed more obsessive desire in colonizing Rwanda;
- **Need to spread Christianity:** The Germans and Belgians who were Christian missionaries were fascinated by colonizing Rwanda as they could spread out their religion to Rwanda as they looked it as “the best religion” in the World;
- **Need to gain political prestige and glory:** By the time, European countries believed that having more colonies is one way

to be respected in the World. Therefore, the Germans had also this desire to acquire political prestige by colonizing more areas including Rwanda and among others;

- **Green light given by the 1884 – 1885 Berlin Conference:** This conference on partition of Africa had officially recognized Germany as the rightful colonial master of Rwanda. This granted and encouraged the Germans to take up Rwanda as their colony.

2. Explain the circumstances under which the Belgian Rule was established in Rwanda.

The Belgians conquered Rwanda during WWI after defeating German troops. During the Versailles treaty, the powerful countries recognized the efforts of Belgium in conquering Rwanda and Burundi and decided to offer them to the Belgium and Belgium annexed them to its colonial Congo.

3. Identify the political, economic, social and socio – cultural performance of the Belgians in Rwanda during mandate period.

#### **Political performance:**

Between 1926 and 1931, Belgians did many administrative reforms known as Morthan reforms. These are the following:

- Rwanda – Burundi was joined to Belgian Congo in terms of administration. Congolese colonial law was applied to both countries.

- Rwanda which was originally governed under 20 *Ibiti* or districts and pastoral fiefs or *Ibikingi*, was transformed into a system of chiefs and sub chiefs and territories. By 1931, the 52 “*chefferies*” corresponded more or less to historical traditional regions and the 544 “*Sous-chefferies*” were equivalent to former pastoral fiefs.

- The functions of the three chiefs: Chief of land (*umutware w’ubutaka*), chief of the cattle (*umutware w’umukenke*) and chief of the army (*umutware w’ingabo*), were abolished and replaced by Tutsi chiefs and sub chiefs.

#### ➤ **Economic transformation**

- **Forced labour policy**

During the Belgian colonial rule, the Belgians used cruel forced labour in Rwanda, called “*Akazi*”. Forced labour was mainly in plantations of the forests, carrying things, road construction, building of churches,

schools and hospitals and the digging of anti-erosive ditches. With the introduction of *akazi*, people found themselves in a worse situation, because this work was so hard and not paid. Instead of being paid, those who didn't perform well their tasks were bitten by the chiefs nominated by colonial masters.

The Belgian colonizers introduced also “*Shiku*”: This was the cultivation obliged food crops such as cassava, sweet potatoes in common plantations. People were also obliged traveling long distances to cultivate the cash crops like coffee. These were cultivated away from their homes, often near the roads where colonial dignitaries liked to pass and get a good impression. The Belgian policy of forced labour had negative effects such as famines: Rumanura (1917 – 1918), Gakwege (1928–1929) and Ruzagayura (1943–1944) and insecurity among people.

Forced labour became so insupportable that people started fleeing it to neighbouring countries like Uganda and Tanzania in search of free and paid work.

- **Taxation policy**

Capitation or poll tax was introduced in 1917. This was obligatory for all men adult Rwandans of sound mind. From 1931, poll tax was even more concretised. It covered more people and it was paid in form of money, depending on the welfare of each Territory.

- **Agriculture and animal husbandry**

In this field, the Belgians intensified the cultivation of food crops like cassava, Irish potatoes and sweet potatoes in order to fight endemic famines which were ravaging the country. They also encouraged the plantation of trees and the digging of terraces to control soil erosion.

In 1927 the colonial power put in place 3 agricultural research stations in Rwanda: Rubona (Southern Province), Rwerere (Western Province), and Karama (Eastern Province).

In the area of animal rearing, the colonial power concentrated on higher animals like cows and goats. Research centres were established at Nyamiyaga – Songa in Southern Region Cyeru in Northern Region and Nyagatare in Eastern Region. Animal health centres were built and veterinary clinics were established in rural areas.

- **Mining activities**

The mining activities started in 1923 while prospection had started five years before. Four mining companies in all shared the mining exploitation. These were MINETAİN (*Société des Mines d' Etain*) which had deposits



in Gatumba (former Gisenyi) and in Musha (near Rwamagana) and was founded in 1926.

SOMUKI (*Société Minière de Muhinga et de Kigali*), founded in January 1923 exploited and had deposits in Rutongo and in Nyungwe forest for the mining of gold; COREM (*Compagnie de Recherche et d'exploitation Minière*) which was a mixed company, jointly managed by the territorial government of Rwanda – Burundi and GEORWANDA (*Compagnie Géologique et Minière du Rwanda*) that had big concessions in Rwinkwamvu. The main minerals were tin, Colombo tantalite, gold, wolfram and other minerals associated with tin. Some people got jobs in the mining sector employed by these mining companies.

### ➤ **Trade, commerce and infrastructure**

In 1930, the monetary economy has been re-enforced in Rwanda due to the emerging class of salaried Rwandans who had started working in the newly created enterprises such as commercial companies, mines, civil servants working for colonial administration in plantations and in the road construction.

As for external trade, the main partners were Belgian, Congo, Burundi, some European countries, Asian countries and America. Foreign companies controlled import and export business. The colonial administration only intervened in the trade of coffee which required a lot of care in order to export good quality products.

In domain of transport, three international roads were built:

- **Road** Bujumbura – Bugarama – Astrida – Kigali – Rwamagana – Gatsibo – Nyagatare – Kagitumba;
- **Road** Bujumbura – Cyangugu – Bukavu;
- **Road** Bukavu – Cyangugu – Astrida.

### ▪ **Socio – cultural transformations**

#### ➤ **Education**

Belgians introduced secular and religious education under the control of the missionaries. However, it should be noted that admission to some sections of these schools was selective for some sections (*Groupe scolaire d'Astrida*), allowing only sons of Tutsi chiefs and other notables.

This type of education introduced was a monopoly of Christian missionaries and the main courses taught at the beginning were religion, arithmetic, reading and writing (Kiswahili, German and later French with the Belgians).



Secondary schools started in 1912 with the creation of the minor seminary of Kansi which in 1913 was transferred at Kabgayi. Secondary education developed in 1929 with the establishment of the “*Groupe Scolaire d’Astrida*”. Other secondary schools were established such as the teacher Training School in Zaza by Brothers of Charity (transferred from Kabgayi in 1944), teacher Training School for girls at Save managed by White Sisters (1939).

### ➤ **Christianity**

The Catholic Church dominated other churches and had in large numbers different congregations. The number of Rwandan priests increased from 5 in 1922 to 40 in 1939. The number of baptised converts also increased from 13, 400 in 1928 to 320, 000 in 1945.

### ➤ **Health**

The medical sector was run by the Christian missions. By 1932, the colonial administration had 2 hospitals: Kigali and Astrida and 29 dispensaries. From 1933, the colonial administration conceived a new policy to replace all dispensaries with mobile “assistance camps”.

This policy was done in order to solve the problem of insufficient medical infrastructure. The private hospitals were put in place in Kigeme and Shyira by the Anglican Church and some others by mining companies like hospital of Rutongo by SOMUKI and Rwinkwavu hospital by GEORWANDA. Other Christian missionaries set up the hospitals throughout the country such as Kabgayi and Mibilizi by the Catholics; Kilinda by the Presbyterians; Gahini by the Anglicans; Ngoma – Mugonero by the Adventists

In addition, a section of training of medical assistants was opened in Groupe Scolaire of Astrida and Medical auxiliaries also opened at Astrida and 2 schools for assistant nurses at Kabgayi and in Kigali.

### ➤ **Introduction of identity card**

In 1935, the Belgian colonial administration introduced a national identity card basing on ethnicity. The Banyarwanda who possessed 10 or more cows were registered as Batutsi, whereas those with less were registered as Bahutu and Batwa were considered not only as those with no cows but as the “pygmies” and as those who survived by pottery active ties. They measured also the height and noises. You could see two people born from same parents given identities mentioning different ethnics group (one Hutu and another, Tutsi)

1. Explain the causes and the effects of 1959 crisis in Rwanda.

Causes:

- Bad will of Belgians colonizers of defending their future interests;
- Divisive ideology based on racism;
- Creation of political parties based on divisive ideology;
- Misinterpretation of the King Rudahigwa.

**Effects:**

- People were killed (Almost 200 people in the country according to the report from of UN done in 1960)
- Other people were injured (almost 317 according to the same report)
- Others fled the country (almost between 150,000 and 200,000 people) and went in neighbouring countries.
- Houses of Tutsi people were burned and others destroyed all over the country
- The cows of Tutsi population were killed and eaten
- Internal displacement: Many Tutsi were obliged to leave their homes and were brought in Bugesera and Rukumberi.

2. Describe the different steps that led to achievement of independence in Rwanda.

- a) From 26<sup>th</sup> June to 30<sup>th</sup> July, 1960, communal elections took place where PARMEHUTU had 166 Bourgmestres, 21 were from APROSOMA, 7 were from RADER and 17 were from other different political parties. UNAR had only one Bourg master.
- b) On October 26, 1960, a provisional government was put in place by the resident general. It was composed of 10 Rwanda ministers and 9 Belgian state secretaries. On the 25<sup>th</sup> January, 1961, the resident general conferred upon these institutions the powers of autonomy.
- c) On the 28<sup>th</sup> January, 1961, the famous “Coup d’état of Gitarama” took place. At that time, a meeting took place in a market in Gitarama in which about 2,900 councillors and bourgmestres took part. These people were elected from PARMEHUTU and APROSOMA political parties. With the complicity of the Belgian government, they proclaimed the following decisions:

- The abolition of the monarchy and the kingdom emblem, the royal emblem drum Kalinga and *Ubwiru* institution.
  - The proclamation of a republic and the election of the first president of the republic, Mr. Mbonyumutwa Dominique.
  - The formation of a government made up of 11 ministers with Grégoire Kayibanda as prime minister.
  - Creation of a supreme court.
- d) On the February 1961, the Belgian Trusteeship recognised that regime and transferred the power of autonomy to them. A new tricolor flag of Red, Yellow and Green was exhibited.
  - e) On September 25<sup>th</sup> 1961, legislative elections and a referendum were organised and were won by PARMEHUTU
  - f) On the second of October 1961, the legislative assembly was put in place and Grégoire Kayibanda was elected President of the Republic by the Legislative Assembly headed by Joseph Habyalimana Gitera. From October 1961 up to July 1962, the negotiations and other preparations were done by UN and Belgian government so as to offer the independence Rwanda and Burundi.
  - g) On the 1<sup>st</sup> July, 1962, independence was given to Rwanda; the Belgian flag was replaced by the Rwandan flag.

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## UNIT 4:

# THE FIRST AND THE SECOND REPUBLICS OF RWANDA

### **4.1 Key Unit competence**

The student teacher should be able to examine the achievements and the failures of the First and the Second Republics of Rwanda.

### **4.2 Prerequisite (knowledge, skills, attitudes and values)**

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

- Meaning of colonization.
- Causes and consequences of colonization of Rwanda.
- Different changes made in Rwanda by German and Belgian.
- Different colonial administrative policies applied in Rwanda

### **4.3 Cross-cutting issues to be addressed**

#### **Peace and values education**

In this unit of the first and the second republics of Rwanda, the student teachers will learn how those republics instead of maintaining peace and security of Rwandans; they have motivated and prepared Rwandans to make genocide. Different bad values have been installed in Rwandans by the leaders of the first and the second republics which finally led to the genocide against the Tutsi in Rwanda.

#### **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.

#### **Gender**

This cross-cutting issue is particularly addressed in Section related to *First and the second republics of Rwanda*. The tutor can help learners to understand how female were not equal to male in decision making either at home or in politics of the country. Help learners to understand that

gender equity is a process to be achieved in different domains.

### **Genocide Studies**

Dealing with unit on *First and the second republics of Rwanda*, the cross-cutting issue on genocide education will be addressed. In this regard, you can help student teachers to understand that it was the first and the second republics that have put into action the root causes and other causes that had led to genocide against the Tutsi in Rwanda. The student teachers will know the role of learning and understanding what happened in the first and the second republics of Rwanda in order to know them but mainly to help them to avoid the same mistake.

#### ***4.4 Guidance on introductory activity***

At the beginning of this *Unit 4*, the introductory activity motivates student teachers 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 what happens during first and second republics of Rwanda.

#### ***4.5 List of lessons/sub-heading***

<b>#</b>	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	Achievements of the first Republic	The student teachers should be able to explain the achievements of the First republic of Rwanda	2
2	Failures and downfall of the first Republic	The student teachers should be able to explain the reasons for the failure and downfall of the First republic of Rwanda	2
3	Achievements of the Second Republic	The student teachers should be able to explain the achievements of the Second republic of Rwanda	2

4	Failures and downfall of the second Republic	The student teachers should be able to explain the reasons for the failure and downfall of the Second republic of Rwanda	3
End unit Assessment			1

## Lesson 1: Achievements of the first Republic

### a) Learning objective

The student teachers should be able to explain the achievements of the First republic of Rwanda.

### b) Teaching resources

There are many resources that can be used in teaching this lesson such as:

- **Textbooks:** student teachers' social studies book and its teacher's
- **Teaching materials:** a political map of Rwanda after independence, photos of the presidents Mbonyumutwa and Kayibanda, national identity card in the first republic, internet, testimonies, press media, tactile materials, braille materials can be availed if there are impaired student teachers.

### c) Prerequisites/Revision/Introduction

As the student teachers have learned this content in ordinary level S3 History and citizenship, tutor can use revision by asking the student teachers some questions related to achievements of the First republic of Rwanda. In addition, student teachers should have knowledge on the First and the second republic of Rwanda.

### d) Learning activities

By using extracts from chosen text, the tutor helps student teachers in their respective groups to identify and explain the achievements of the First republic of Rwanda. The representatives of each team will make presentations.

Thereafter, the tutor will invite the student teachers to take their textbooks and read the content summary on the achievements of the First republic in Rwanda which will be followed by a synthesis.

### e) Application activities



### *Answers to activity 4.1*

1. The following are the political change done during the First Republic of Rwanda:
  - Establishment of the constitution
  - A new government was put on
  - The national assembly was established
  - The Supreme Court was instituted in the first Constitution of the Republic of Rwanda
2. The economic achievements recorded by the First Republic, from 1962 up to 1973 are the following:
  - The First Republic inaugurated some financial institutions like banks which helped to finance a few factories and industrial companies
  - In the sector of infrastructure, some projects had been conceived to macadamize all the road axes linking the country to the outside world in the frame-work of the five-year development plan (1966-1971). In order of priority, the following roads were to be macadamized:  
Kigali- Gatuna; Kigali-Rusumo;  
Kigali- Butare and Ruhengeri- Cyanika
  - The construction of the Rusumo Bridge at the Akagera River linking Rwanda and Tanzania and that of the Bridge over Nyabarongo River
  - The emphasis was placed on the reclamation of marshlands in order to improve agricultural production and the distribution of improved seeds and plants in some parts of the country.
  - There was introduction of new crops like rice.
  - Some cattle dips were put in place to fight ticks which attack cows.

## **Lesson 2: Failures and downfall of the first Republic**

### **a) Learning objective**

The student teachers should be able to explain the reasons for the failure

and downfall of the First republic of Rwanda.

**b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

- **Textbooks:** student teachers' social studies book and its teacher's guide
- **Teaching materials:** a political map of Rwanda after independence, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired student teachers.

**c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related to achievements of the First republic of Rwanda. In addition, student teachers should have knowledge about the First republic of Rwanda.

**d) Learning activities**

The tutor organises the student teachers in groups. With help of extracts from chosen text the tutor asked student teachers to do the activity 4.2 found in the student teachers' textbook. After they will be a class presentation followed by harmonisation.

**e) Application activities**

*Answers to activity 4.2*

1. The following are the main reasons for the downfall of the First Republic of Rwanda:
  - Regionalism
  - Institutionalization of discrimination against Tutsi
  - Need for constitutional amendment
  - The 5<sup>th</sup> July 1973 Coup d'état

**Lesson 3: Achievements of the Second Republic**

**a) Learning objective**

The student teachers should be able to explain the achievements of the Second republic of Rwanda

### **b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

**Textbooks:** student teachers' social studies book and its tutor's guide

**Teaching materials:** a political map of Rwanda after independence, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired learners.

### **c) Prerequisites/Revision/Introduction**

Tutor can use revision by asking the student teachers some questions related to factors for the downfall of the First republic of Rwanda. In addition, student teachers should have some knowledge about the second republic of Rwanda.

### **d) Learning activities**

The tutor organises the student teachers in groups. With help of extracts from chosen text talking about the second republic of Rwanda, the tutor prompts the student teachers to list down some achievements of the second republic of Rwanda. After they will be a class presentation by one of the team members followed by harmonisation.

The student teachers will be given homework on failures and the factors for the downfall of the second republic in Rwanda.

### **e) Application activities**

#### *Answers to activity 4.3*

1. The political changes that were undertaken under the Second Republic are:
  - Creation and institutionalization of MRND
  - Constitution of 1978
  - Institutionalization of Communal work (*Umuganda*) and Facilitation by MRND
  - Ethnic and Regional balance
2. The socio – cultural evolutions of Rwanda under the Second Republic are:
  - Under the Second Republic, many attempts were made like the expansion of the health sector, the dispensaries were transformed into health canter and more medical personnel were trained.

- In 1979 that the Rwandan Government established the Broad-Based Vaccination Programme (PEV/BVP) whose objective was to reduce infant mortality through vaccination against certain targeted diseases: tuberculosis, whooping cough, tetanus, polio, measles and diphtheria.
- In 1987, the Rwandan Government established the National Programme for the Fight against AIDS (PNLS) whose objective was to control, prevent, reduce and conduct research on AIDS.
- In education sector, some achievements were attained such as:
 

The construction of new primary and secondary schools and many reforms have been made at all levels of education in Rwanda;

In 1978 – 1979, the system of primary education teaching was revised. The primary cycle changed from 6 years to 8 years. Training in professional skills was introduced in Primary 7 and P8, and Kinyarwanda became a language of instruction from P1 up to P8.
- At the secondary education level, the Ordinary Level was reduced and specializations sections now started in the Second year of secondary education
- At University level, the national Institute of Education for Teacher Training was fused with certain department of the National University of Rwanda. The creation of the new campus at Nyakinama in the 1980 – 1981 was a result of this fusion. The duration of studies in the Faculties of Arts and Education was reduced from 5 to 4 years.

## Lesson 4: Failures and downfall of the second Republic

### a) Learning objective

The student teachers should be able to explain the reasons for the failure and downfall of the Second republic of Rwanda

### b) Teaching resources

There are many resources that can be used in teaching this lesson such as:

- **Textbooks:** student teachers' social studies book and its tutor's
- **Teaching materials:** a political map of Rwanda, internet, testimonies, press media, tactile materials, and Braille materials can be availed if there are impaired student teachers. For the

schools that have electric power, the tutor may use projector.

### **c) Prerequisites/Revision/Introduction**

As this lesson has been discussed on in ordinary level, the tutor can use revision by asking the student teachers some questions related to achievements of the First republic of Rwanda. In addition, student teachers should have some knowledge on the general information about the second republic of Rwanda.

### **d) Learning activities**

The tutor organises the student teachers in groups. With help of extracts from chosen text, the tutor invites the student teachers to list down some factors that led to the downfall of the second republic of Rwanda. After they will be a class presentation by a group representative which will be followed by harmonisation of the tutor.

### **f) Application activities**

#### *Answers to application activity 4.4*

1. By 1994, the downfall of the Second Republic was inevitable because of the following reasons:

The main reason was the mismanagement of refugees' problems/refusal of their return but other reasons had been advanced for the downfall of the Second Republic in Rwanda such as:

- Increasing of dictatorship
- The exaggerated glorification of the personality of Habyarimana
- Centralisation of the power in the hands of a small group of people "akazu"
- Institutionalisation of ethnic and regional imbalance or quota system
- The imprisonment and killing of the politicians of the First republic
- Economic crisis
- Lack of freedom of speech and press.

2. Different ways used by the regime of the Second Republic to manage the problem of Rwandan refugees are:

In 1973, the Second Republic put in place a joint ministerial commission of Rwanda – Uganda for the repatriation of Rwandese refugees living in

Uganda. By a circular issued on 25<sup>th</sup> October 1973, 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.

In 1982, the regime of the Second Republic reversed decision that refugees had to settle in their countries of asylum because Rwanda was occupied to full capacity and that it did not have any more land.

This position of President Habyarimana and his Government prompted the refugees to call for an International Conference in Washington in August 1988 in which they rejected this position and reaffirmed their inalienable right to return to their homeland, and this led to the National Liberation War on October 1<sup>st</sup>, 1990. Then it is this war which put to the end of the Second Republic.

#### ***4.6 Summary of the unit***

The first republic (1962-1973)'s action immediately after the recovery of the independence was to put in place institutions. It is in this way the law governing the country was passed and promulgated respectively on August 2<sup>nd</sup> and November 24<sup>th</sup>, 1962. It concentrated its efforts to organise social and economic sectors but the mismanagement of political and security problems were the reasons the high ranking officers took power on July 5<sup>th</sup> 1973. The coup d'Etat aimed to restore peace and unity of the Rwandans.

During the second republic (1973-1994), the MRND which replaced the MDR-Parmehutu couldn't respect good principles in its ideology. It was undermined by the cult of personality and the monopolisation of the power by an inner circle "akazu". The policy of ethnic and regional balance, the economic crisis of the 1980's and the question of refugees were the causes of the war opposing Habyarimana's regime to the RPF. It ended by the genocide against the Tutsi of 1994.

#### ***4.7 Additional Information for teachers***

##### **Independence (1962)**

On 25 September 1961, a referendum was held to establish whether Rwanda should become a Republic or remain a kingdom. Citizens voted overwhelmingly for a republic. After parliamentary elections held on the same day, the First Republic was declared, with Kayibanda as prime minister. Mbonyumutwa was named the first president of the transitional



government.

Between 1961 and 1962, refugees staged attacks on Rwanda from neighbouring countries. Rwandan troops responded, and thousands of people were killed in the clashes. On 1 July 1962, Belgium, granted independence to the two countries (Rwanda and Burundi). Rwanda was established as a Republic governed by MDR-PARMEHUTU, which had gained full control of national politics. In 1963, the refugees' invasion from Burundi unleashed another anti-Tutsi backlash by the Rwandan government and an estimated 14,000 Tutsi were killed. The economic union between Rwanda and Burundi was dissolved and tensions between the two countries worsened.

Kayibanda became Rwanda's first elected president, leading a government chosen from the National Assembly. Peaceful negotiation of international problems, social and economic elevation of the masses, and integrated development of Rwanda were the ideals of the Kayibanda regime. He established formal relations with 43 countries, including the United States, in the first ten years. Despite the progress made, inefficiency and corruption developed in government ministries in the mid-1960s.

The Kayibanda administration established quotas to try to increase the number of Hutu in schools and the civil service. This effort discriminated the Tutsi who were allowed only nine percent of secondary school and university vacancies. The quotas also extended to the civil service. With high unemployment levels, competition for position increased social tensions.

The Kayibanda government also continued the Belgian colonial government's policy of ethnic identity cards, and also discouraged mixed marriages.

Following more violence in 1964, the government suppressed political opposition. It banned UNAR and RADER and executed the Tutsi leaders. The term *inyenzi* (cockroaches) was used to describe Tutsi rebels for what was perceived as infiltrating the country. As a result, hundreds of thousands of Tutsis moved to neighbouring countries as refugees.

The Catholic Church was closely involved with PARMEHUTU, and they shared local resources and networks. Through the church, the government maintained links with supporters in Belgium and Germany. The Catholic newspaper *Kinyanyamateka* supported the government.

### **Second Republic**

On July 5th, 1973, the Defence Minister Maj. Gen. Juvénal



Habyarimana overthrew Kayibanda. He suspended the constitution, dissolved the National Assembly and imposed a strict ban on all political activity.

In 1975, President Habyarimana formed the *Mouvement Révolutionnaire National pour le Développement* (MRND) [the National Revolutionary Movement for Development] whose goals were to promote peace, unity, and national development. The movement was organized from the grassroots to the national level and included elected and appointed officials.

Under MRND, a new constitution which made Rwanda a one-party state under the MRND was approved in a referendum in December 1978. These were shortly followed by presidential elections a few weeks later. Habyarimana, as president of the MRND, was the only candidate on the ballot. He was re-elected in 1983 and again in 1988, each time as sole candidate. However, in a minor concession to democracy, voters were given a choice of two MRND candidates in elections to the National Assembly. Responding to public pressure for political reform, President Habyarimana announced in July 1990 his intention to transform Rwanda's one-party state into a multiparty democracy.

#### **4.8. End unit assessment (answers)**

1. See the content summary
2. See the content summary
3. See the content summary
4. See the content summary

#### **4.9. Additional activities (Questions and answers)**

##### **4.9.1 Remedial activities**

##### **Questions**

5. When did Rwanda get independence?
6. Who was the first president of the republic of Rwanda?

##### **Answers**

1. 1<sup>st</sup> July 1962
2. Gregoire Kayibanda

#### 4.9.2 Consolidation activities

##### **Questions**

1. Give two reasons which led to the failure of the 1978/1979 education reform.
2. Give two achievements of the 2<sup>nd</sup> republic in the Health sector

##### **Answers**

1. The two reasons which were behind the total failure of the 1978/1979 education reforms were the lack of teaching materials, lack of qualified teachers in different subjects introduced under the reform curriculum for secondary education.
2. The two achievements of the second Republic in the Health sector were:

The national programme for the fight against AIDS (PNLS) whose objective was to control, prevent, reduce and conduct research on AIDS

The broad- Based Vaccination programme whose objective was to reduce infant mortality through vaccination against certain targeted diseases: tuberculosis, whooping cough, measles and diphtheria.

#### . 4.9.3 Extended activities

##### **Questions**

1. Explain different ways used by Kayibanda to eliminate the opposition political parties.
2. Explain any four reasons for the fall of the First republic of Rwanda.

##### **Answers**

1. Kayibanda used the following ways to eliminate opposition:
  - The MDR-PARMEHUTU eliminated or assimilated other opposition political parties
  - Intimidation and arbitrary arrests
  - Physical violence, for example the killing of RADER and UNAR leaders
  - Attracting APROSOMA leaders
2. The four reasons for the fall of the First Republic are:

- Problem of refugees: Kayibanda regime refused to solve the problem of refugees scattered worldwide.
- Ethnicism and regionalism: Kayibanda used ethnic violence against Tutsi PARMEHUTU members from Gitarama monopolised the party and the government power, excluding the northern region.
- Economic problems: Food insecurity caused by shortage of land became common. Moreover, there was lack of infrastructure and financial means to support decent standards of living, and the poor functioning of the monetary and customs union between Rwanda and Burundi. There was a serious economic crisis due to deficits in balance of payments and inflation. For example, in 1964, inflation rose to 300 percent
- Social problems: There was lack of unity among Rwandans. A part of the population that was excluded from education and public service

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## UNIT 5:

# THE 1990-1994 LIBERATION WAR IN RWANDA

### ***5.1 Key Unit competence***

The student teacher should be able to assess the causes and the consequences of the Liberation war of 1990-1994.

### ***5.2 Prerequisite (knowledge, skills, attitudes and values)***

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

- General information on the first republic of Rwanda
- General information on the second republic of Rwanda

### ***5.3 Cross-cutting issues to be addressed***

#### **Inclusive education**

Through learning and teaching process of this unit, care will be given to all student teachers including Special Education Needs 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.

#### **Gender**

This cross-cutting issue is particularly addressed in Section related to *the 1990-1994 Liberation war in Rwanda*. The tutor can help student teachers to understand how female were not equal to male in decision making either at home or in politics of the country. Help student teachers to understand that gender equity is a process to be achieved in different domains.

#### **Genocide Studies**

Genocide studies as a cross cutting issue will be developed when student teachers are discussing the causes and effects of the Liberation war. They will know that failure to repatriate the refugees was one of the causes that pushed the refugees to plan the war of Liberation.

## Peace and values education

With this cross-cutting issue, student teachers 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 have positive values.

### *5.4 Guidance on introductory activity*

At the beginning of this *Unit 5*, the tutor will ask the student teachers to read the introductory activity and discuss on it in groups. They will share their findings with other student teachers. The introductory activity motivates student teachers 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 what happens in colonial Rwanda.

### *5.5. List of lessons/sub-heading*

#	Lesson title	Learning objectives	Number of periods
1	The causes of the 1990 – 1994 liberation war in Rwanda	The student teachers should be able to explain the causes of the 1990-1994 liberation war in Rwanda	2
2	The effects of the 1990 – 1994 liberation war in Rwanda	The student teachers should be able to explain the effects of the 1990-19994 liberation war in Rwanda	3
End unit Assessment			1

## **Lesson 1: The causes of the 1990 – 1994 liberation war in Rwanda**

### **a) Learning objective**

The student teachers should be able to explain the causes of the 1990-1994 liberation war in Rwanda

### **b) Teaching resources**

Student teacher's books and the photographs of the commanders of the Rwanda Patriotic Army like that of General Fred Gisa Rwigema. In schools with enough resources and means, a teacher can use a film.

### **a) Prerequisites/Revision/Introduction**

To introduce this new lesson, invite student teachers to describe the situation that prevailed in Rwanda before the outbreak of the Liberation War of 1990–1994.

### **c) Learning activities**

Organise student teachers into groups and then ask them to do activity 5.1 in their student teachers' textbook.

To make a synthesis of the lesson, summarise the content that is in the student teacher's Book basing on the answers developed by the student teachers.

### **d) Application activities**

#### *Answers to application activity 5.1*

#### **1. The role played by the regionalism and ethnic based divisionism in the outbreak of the 1990-1994 Liberation war in Rwanda.**

Both, the First Republic (1962-1973) and the Second (1973-1994) Republic maintained and institutionalised “ethnic” labels (Hutu, Tutsi, Twa) in identity cards and the quota system. As a result, ethnic and regional equilibrium had to be respected in different sectors such as administration, enrolment in secondary and tertiary schools and in the army.

Since the late 1960s the power was in the hands of few people from some *communes* of Gitarama. The same situation was observed under the Second Republic where again few people from some parts of the former Ruhengeri and Gisenyi *préfectures* occupied key positions in the country. As far as the political plan was concerned, both Republics were characterized by identity based ideology.

During the First and Second Republics, hatred against Tutsi was reinforced; very political crisis was blamed on Tutsi who were treated as scapegoats. This case was raised when refugees' troops called *Inyenzi* attacked Rwanda in 1963 and later before the 1973 Habyarimana's coup d'Etat against Kayibanda's regime.



### **The role played by refusal of return for Rwandan refugees in outbreak of the 1990-1994 liberation war**

Since 1959 and under the First Republic, the Tutsi run away from the violence and mass killing organized against them; they did so because they had to save their lives. Although the Government of Rwanda had since 1964 requested that refugees be settled in their countries of asylum, it did almost nothing to help them.

In 1973, the Second Republic put in place a joint ministerial commission between Rwanda and Uganda for the repatriation of Rwandan refugees living in Uganda. The refugees had to express in writing their desire to return home. The request had to be addressed to the country of origin through the High Commission for Refugees and the hosting governments. Any refugee whose request was rejected stayed in the country of exile or looked for another hosting country.

In addition, those who were displaced during the 1959 violence could not recuperate their properties. Most of the time, their properties were illegally taken by bourgmestres and their friends and this is why they were a source of trials. In 1966, President Kayibanda prevented refugees to claim their properties.

In 1975, President Habyarimana put in place a decree stating that Tutsi refugees' assets should become public properties. This decision was due to the refusal of political leaders who did not want to return the land to its owners.

The 1990 – 1994 liberation war was inevitable insofar as the problem of the refugees was left pending, while the living conditions in the countries of refuge became unbearable. Many people were disillusioned by the attempts of integration in host countries.

### **Lesson 2: The consequences of the 1990 – 1994 liberation war in Rwanda**

#### **a) Learning objective**

The student teachers should be able to explain the consequences of the 1990-1994 liberation war in Rwanda.

#### **b) Teaching resources**

Student teachers' books and in schools with enough resources, the use of a movie is highly recommended so as to show some of the consequences of the Liberation war. Tactile maps and brailled materials. Sign language should be used when teaching student teachers with hearing impairment,

etc.

### c) **Prerequisites/Revision/Introduction**

As the student teachers had learned the 1990-1994 liberation war in ordinary level, the tutor introduces the lesson by asking the student teachers to briefly describe some of the stages of the Liberation War through question and answer technique.

### d) **Learning activities**

Organise student teachers into groups and then ask them to do activity 5.2. To make a synthesis of the lesson, summarise the content that is in the student teacher's Book basing on the answers developed by the student teachers.

### e) **Application activities**

#### *Answers to application activity 5.2*

1. The liberation war has both positive and negative effects as explained below:

#### a) **Positive effects**

- The loss of lives and destruction of properties
- The decline of the Rwandan economy
- Displacement and exile of many people

#### b) **Positive effects**

- Restoration of national unity
- Fighting against the public malpractice
- Establishment of the democracy
- Improvement of the image of Rwanda
- Promotion of good diplomatic relations with other countries

### **5.5. Summary of the unit**

From the points discussed by learners in their groups, class presentations, activities done in classroom and at home, come up with synthesis of this unit.

## ***5.6. Additional Information for teachers***

### **The course of the Liberation War**

The Liberation War was launched by the Rwanda Patriotic Front (RPF) and its armed wing (RPA) on the 1st of October 1990. The Rwandan Patriotic Front had been founded in 1987. At first it was composed of a group of exiles living in Uganda, led by the charismatic Major General Fred RWIGEMA. The RPF wished to re-establish national unity in Rwanda, establish true democracy and put an end to the question of refugees and dictatorship which characterised the 1<sup>st</sup> and 2<sup>nd</sup> republics of Rwanda between 1962 and 1994.

They first launched the attack in Umutara at the beginning of October 1990. The attack was not successful for many reasons. The death of Major General Fred RWIGEMA was one of the major setbacks of the struggle. After being pushed from the Umutara, the RPF resorted to using guerrilla tactics in the northern region of Rwanda commonly called volcano region. The choice of this region had many operational advantages for the guerrilla warfare. They captured Ruhengeri in January 1991 and liberated some political prisoners who had been incarcerated in Ruhengeri prison. Among them were Theoneste Lizinde, Biseruka and Brother Jean Damascene Ndayambaje.

On the 29<sup>th</sup> March 1991, the first negotiations between the RPF and the Government of Rwanda started shortly after the RPF seized Byumba.

In July 1992, a ceasefire was negotiated and signed in the Arusha Peace Agreement was signed between the RPF and the Habyarimana Government. An organisation of african unity force known as GOMN (*“Groupe d’Observateurs Militaires Neutres”*/ Neutral Military Group of Observers) was put in place to observe the ceasefire.

On November 15<sup>th</sup>, 1992, Habyarimana took an about turn and declared that what had been partially negotiated and agreed upon between his regime and the RPF was mere piece of paper rubbish and openly expressed congratulations to the Interahamwe killer militia of his MRND Party on the massacres they had just committed especially in the Northern part of the country. That way, he had made the ceasefire rather fragile by flagrantly violating its terms and working null and void. In reaction to those massacres, the RPF launched an offensive attack on the 8th of February 1993 which saw them capturing a large part of the country especially in the Northern region. In fact, the RPF were nearing the gates of Kigali, the capital because they reached Rutongo. But soon

after, due to the International pressure to resume negotiations, the RPF returned to its former positions around Kinihira.

On the 4<sup>th</sup> August 1993, the Arusha Agreement was signed. It was a political compromise for Power sharing between the Government and the RPF but on the 10<sup>th</sup> of September 1993, the “Broad-based Transition Government” failed to take off because Habyarimana refused to swear in the new government and Parliament in which RPF was to be part of.

In December 1993, the French military detach left and a United Nations Intervention Force arrived. It was a United Nations Peacekeeping Force known as UNAMIR (MINUAR) (UNITED NATIONS MISSION FOR RWANDA). Its mission was to supervise the implementation of the Arusha Agreement of 4<sup>th</sup> August 1993.

In December 1993, 600 soldiers of the 3<sup>rd</sup> battalion of the RPF arrived at the CND to ensure security of the RPF future Ministers and Members of parliament in the new Broad-based Transition Government.

On the 5<sup>th</sup> of January 1994, President Habyarimana was sworn in as president in accordance with the Arusha Agreement but blocked the swearing in of other members of the Broad-Based Transition Government.

On the 6<sup>th</sup> April 1994, the Presidential plane, the “*mystere* Falcon 50” was hit by a missile whose shooting was blamed to the President’s own henchmen, led by Colonel Bagosora. This information was unearthed by the Mutsinzi led commission of inquiry, which was set-up to investigate the downing of falcon 50 aircraft in which both the president of Rwanda and Burundi were killed. The gunning down of the plane parked the beginning of genocide against the Tutsi and the killing of some Hutu who did not approve the government’s political extremism.

### ***5.6. End unit assessment (answers)***

1. The following are the reasons which led to the outbreak of the 1990 – 1994 liberation war in Rwanda:

#### **The long and hard life in exile**

In exile, refugees had different hard living conditions. But, in general, those living conditions in refugee camps and single young adults struggled to get a better life. Such bad living conditions coupled with lack of employment and good education in hosting countries pushed them to think of a solution to return home.

#### **The regionalism and ethnic based divisionism**

Both, the First Republic (1962-1973) and the Second (1973-1994)

Republic maintained and institutionalised “ethnic” labels (Hutu, Tutsi, Twa) in identity cards and the quota system. As a result, ethnic and regional equilibrium had to be respected in different sectors such as administration, enrolment in secondary and tertiary schools and in the army.

### **The refusal of return for Rwandan refugees**

In 1973, the Second Republic put in place a joint ministerial commission between Rwanda and Uganda for the repatriation of Rwandan refugees living in Uganda. The refugees had to express in writing their desire to return home. The request had to be addressed to the country of origin through the High Commission for Refugees and the hosting governments. Any refugee whose request was rejected stayed in the country of exile or looked for another hosting country.

### **The intimidation and killing of opponents**

The Second republic did not accept and tolerate any opposition. Any person who tried to oppose it was jailed. Even if political assassinations were not frequent, they existed. Thus, the 1990 – 1994 liberation war was organized in order to fight against such injustice in the country.

### **The increase of dictatorship in Rwanda**

During the Second Republic, only a single political party, MRND was allowed to operate as it was stipulated by the 1978 constitution. In practice, the powers were concentrated in the hands of a small group of people from the President’s family and his family in-law called *Akazu*. No single important decision could be made without prior approval of the President and his MRND.

2. The liberation war has both positive and negative effects as explained below:

#### **a) Positive effects**

- The loss of lives and destruction of properties
- The decline of the Rwandan economy
- Displacement and exile of many people

#### **b) Negative effects**

- Restoration of national unity
- Fighting against the public malpractice
- Establishment of the democracy
- Improvement of the image of Rwanda

- Promotion of good diplomatic relations with other countries

## ***5.5. Additional activities (Questions and answers)***

### **5.5.1. Remedial activities**

#### ***Questions***

1. Give two the effects of the Liberation War
2. When did the liberation war start?

#### ***Answers***

1. Two the effects of the liberation war are:
  - The first effect was is the death of Major General Fred Gisa Rwigema the chairman of RPF and the supreme commander of RPA. This death was a great loss for RPF.
  - Many soldiers were killed on both sides and others were wounded. There was also displacement of many people from their homes.
  - People were psychologically affected, properties were destroyed and so on...
2. The Liberation War started on October 1st, 1990.

### **5.4.1 Consolidation activities**

#### ***Questions***

1. The major effects of the liberation war on Rwandan society.
2. Explain the principal causes of the Liberation War in Rwanda

#### ***Answers***

1. The major effects of the liberation war on Rwandan society

##### *Negative effects:*

- Major General Fred Gisa Rwigema was killed. It was a great loss for RPF.
- Many soldiers were killed on both sides and others wounded.
- Many people were displaced and their properties destroyed.
- The genocide survivors suffered for a long time from “trauma”.
- *Abagogwe* people were massacred from 1991 to 1993 by the



Habyarimana regime in retaliation to the RPA attack. Similar killings were carried out in Kibirira, Bugesera, Kibuye, Mutara and Murambi.

- The liberation war led to the signing of the Arusha Peace Agreement in August 1993 whose purpose was to obtain lasting peace.
- National unity, justice, and the end of segregation.
- Corruption and favouritism, and embezzlement are being fought.

## 2. The principal causes of the Liberation War were:

- The long exile: Since 1959, Tutsi were persecuted and condemned to exile during the First and the Second Republics which refused to allow them to return to their mother-land.
- Ethnic and regional divisions: The Tutsi were discriminated and regarded as second class citizens. Besides, regionalism was an obstacle to open political democratic space.
- Intimidation and killing of opposition politicians: Kayibanda and Habyarimana regimes eliminated opposition by killing opposition politicians and banning other parties.
- Increasing dictatorship in Rwanda: During the First and the Second Republics only one political party was allowed: MDR – PARMEHUTU for the First Republic and MRND during the Second Republic. Power was concentrated in hands of small groups and no single decision could be made without the approval of the president and his political party.
- Participation of Rwandans in movements of national liberation: Some Rwandan refugees were enrolled in liberation struggles in Uganda and Mozambique.
- Etc..

### 5.4.2 Extended activities

#### *Questions*

1. What are the roots of the Liberation War?
2. Describe three first steps of the Liberation War.
3. Analyse two effects of the liberation war.



## **Answers**

### 1. The root causes of the Liberation War were the following:

- The desire to return home of Rwandan refugees who had been in exile since 1959 due to violence, and massacres of the UNAR members, mainly Tutsi, committed by PARMEHUTU with the help of Belgian colonialists. Refusal by the government to allow the return of refugees.
- Both the first and the Second Republics institutionalised ethnic labels (Hutu, Tutsi, Twa) in identity cards and the quota system (ethnic and regional equilibrium) in administration, in schools, in the army, etc.
- During the First Republic, power was in the hands of a few people from some communes of Gitarama, and again a few people from some parts of the former Ruhengeri and Gisenyi prefectures during the Second Republic.
- Intimidation and killing of opposition politicians: The regime of Habyarimana did not accept or tolerate any opposition. Any person who tried to oppose him suffered from long prison terms; assassinations were quite frequent as well. For instance, the former editor of Kinyamateka Newspaper, Father Sylvio Sindambiwe, and Felicula Nyiramutarambirwa, former member of the MRND Central Committee were murdered.
- Increasing dictatorship in Rwanda: During the Second Republic, only one political party was allowed. This was MRND as it was stipulated by the 1978 constitution. All the powers were concentrated in the hands of a small group of the President's family and his in-laws. The group was also known as Akazu. No decision could be made without prior approval and or blessing of the President and his MRND.
- Participation of Rwandans in other liberation movements: Rwandan's like Fred Gisa Rwigema who by 1979 had already been involved in liberation struggles in Africa, especially in Mozambique, saw that the option of war would work for Rwanda.

### 2. Description of the first two phases of the Liberation War:

- On October 1st 1990, the Rwanda Patriotic Front (RPF) and its armed wing (RPA) launched the war of liberation which lasted almost four years. The reasons for starting the liberation war were: to restore national unity among Rwandans, establish

true democracy and put an end to the question of refugees and dictatorship which characterised the First and the Second Republics of Rwanda between 1962 and 1994.

- The first attack was in Umutara and was not successful because of Fred Gisa Rwigema's death, RPA was pushed from Umutara and it changed tactics by practicing guerrilla warfare in the northern region of Rwanda commonly called the volcano region.

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## UNIT 6:

### GENOCIDE AGAINST THE TUTSI, ACHIEVEMENTS AND CHALLENGES OF THE RWANDAN GOVERNMENT AFTER THE GENOCIDE AGAINST THE TUTSI AND PREVENTION OF GENOCIDE.

#### **6.1. Key unit competence**

The student-teacher should be able to explain genocide against the Tutsi, achievements and challenges of Rwandan Government and analyze the preventive measures of genocide against the Tutsi from happening again in Rwanda and elsewhere in the world.

#### **6.2. Prerequisite (knowledge, skills, attitudes and values)**

For easy learning of this unit about genocide against the Tutsi, achievements and challenges of the Rwandan government after the genocide against the Tutsi and prevention of genocide; the student teachers should have knowledge, skills and competences on the following issues:

- ✓ Genocide and its features
- ✓ The 1990 – 1994 liberation war
- ✓ Prevention of conflicts

#### **6.3. Cross-cutting issues to be addressed**

##### **6.3.1. Peace and values education**

In this unit of about genocide against the Tutsi, achievements and challenges of the Rwandan government after the genocide against the Tutsi and prevention of genocide, the student teachers will learn how the unity among the Rwandans was destroyed by genocide ideology and the consequences of the lack of peace and respect of values. However, by learning this unit, a student-teacher will be introduced to the traditional Rwandan values through the learning of *Ndi Umunyarwanda* Programme. Therefore, the peace and values education are developed.

##### **6.3.2. Inclusive education**

Through learning and teaching process of this unit, care will be given to all students – teachers including SEN cases. At this time, all students – teachers 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 particularly addressed in Section related to *Ndi Umunyarwanda* Programme, where the students – teachers will be initiated to the values of Rwandan identity which concerns, both males and female in order to attain sustainable development of Rwanda.

### **6.3.4. Genocide Studies**

Teaching and learning this unit about the genocide against the Tutsi, achievements and challenges of the Rwandan government after the genocide against the Tutsi and prevention of genocide., this cross – cutting issue of genocide studies will be addressed. In this regard, student - teacher can help student - teacher to understand the genocide, especially genocide against the Tutsi in Rwanda. He /She will emphasize on some genocide preventive measures which could help student - teachers preventing genocide, sensitizing others to avoid it and solve interpersonal conflicts.

## **6.4. Guidance on introductory activity**

At the beginning of this Unit 6, the introductory activity motivates student teachers 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 what happens during the genocide against the Tutsi and after. This introductory activity will also allow the student teachers to make a research to understand *Ndi Umunyarwanda* programme.

## **6.5. List of lessons/sub-heading**

N° of lessons	Lesson title	Learning objectives	Number of periods
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1	Causes, stages and effects of genocide against the Tutsi.	<p>The student teachers should be able to:</p> <ul style="list-style-type: none"> <li>➤ Analyse causes of genocide against the Tutsi;</li> <li>➤ Assess the course of genocide against the Tutsi.</li> <li>➤ Evaluate the consequences of genocide against the Tutsi.</li> </ul>	2
2	Challenges and achievements the of Rwandan government after genocide	The student teachers should be able to analyse the achievements and the challenges of the Rwandan Government after genocide against Tutsi	1
3	Forms and channels of genocide denial and ideology.	The student teachers should be able to describe the different forms and channels of genocide denial and ideology.	1
4	Measures of preventing genocide ideology at primary, secondary and tertiary levels	The student teachers should be able to analyse different measures of preventing genocide.	1
5	<p>Challenges faced in the process of preventing genocide and</p> <p>Solutions to the challenges faced.</p>	<p>The student teachers should be able to:</p> <ul style="list-style-type: none"> <li>✓ Examine the challenges encountered in the process of preventing genocide.</li> <li>✓ Appreciate different strategies used to prevent genocide from happening again in Rwanda and elsewhere.</li> </ul>	2
6	<i>Ndi Umunyarwanda</i> : background, Rwandan values and taboos as well as their role in sustainable development.	<p>The student teachers should be able to:</p> <ul style="list-style-type: none"> <li>➤ Describe the <i>Ndi Umunyarwanda</i> Programme;</li> <li>➤ Examine the role of <i>Ndi Umunyarwanda</i> programme in building a nation.</li> </ul>	2
End Unit assessment			1

## **Lesson 1: Causes, stages and effects of genocide against the Tutsi**

### **a) Learning objective**

The student teachers should be able to analyse causes of genocide against the Tutsi; assess the course of genocide against the Tutsi and evaluate the consequences of genocide against the Tutsi.

### **b) Teaching resources**

There are many resources that can be used in teaching this lesson such as:

- **Textbooks:** student teachers' social studies book and its tutor's guide, history student book for Senior 2, Senior 3 and Senior 4 in History combination.
- **Teaching materials:** Rwandan map, internet, testimonies, press media, tactile materials, Braille materials can be availed if there are impaired student - teacher.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student - teacher some questions related to the understanding of the genocide and the features of the genocide. In addition, student teachers should have some knowledge on the general information about genocide in general.

### **d) Learning activities**

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, student - teachers 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 teaching of this lesson can be done by means of student - teacher textbook and /or documentary film about the genocide against the Tutsi (If are available) to explain the causes of the genocide against the Tutsi, to describe the course of this genocide and to examine the consequences of the genocide against the Tutsi.

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

You can also select two students - teachers who can read or write their text on genocide against the Tutsi in Rwanda: causes, course

and effects. You can build your lesson from their texts by asking other student - teacher to add additional information. One group can ask questions to other which can respond and you can give additional information.

Much as student - teacher 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.

After this activity, tutor invites the student – teachers to present their work to the whole class. Tutor guides the student - teacher to make synthesis of the lesson through the question and answer method.

Expected answers to this activity: **See Student-Teacher’s book; 6.1.**

**e) Application activities**

*Answers to application activity 6.1*

By giving answer to this question, the following answers are expected to be from the student – teachers:

- a) The roots – causes that led to the genocide against the Tutsi in Rwanda are the following:
- ✓ The loss of cultural unity
  - ✓ The hatred culture of Rwandans vis-à-vis other Rwandans under the two Republics.
  - ✓ Institutionalization of untruthfulness and the culture of impunity.
  - ✓ The poor management of resources and poor conditions of life
  - ✓ The misinterpretation of social inequality among the Rwandans
  - ✓ The ethnic based ideology
  - ✓ The bad governance under the two First Republics
- b) The genocide against the Tutsi has affected the Rwandan society in the following ways:
- ✓ It led to destruction of infrastructures and properties
  - ✓ It led to physical mutilations
  - ✓ It caused a high level of psychological trauma



- ✓ It led to excessive degradation of human dignity
- ✓ It led to the increase in the HIV/AIDS prevalence in post genocidal period
- ✓ It led to the decadence of the country's economy
- ✓ It led to the rapid increase of the number of widows and orphans and that of the disabled people.

## **Lesson 2: Challenges and achievements the of Rwandan government after genocide**

### **a) Learning objective**

The student teachers should be able to analyse the achievements and the challenges of the Rwandan Government after genocide against Tutsi in 1994.

### **b) Teaching resources**

The following materials will help the tutor during the lessons; Year one Social Studies student teacher's book, internet, media, stories, songs, tactile maps and braille materials for student - teacher who are visually impaired. Sign language should be used when teaching student - teacher with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student - teacher some questions related to the causes and effects of the genocide against the Tutsi.

### **d) Learning activities**

Let student teachers do activity 6.2 in small groups followed by a plenary discussion. Remember to let the student teachers write points as they discuss in groups. After group discussion, they should appoint one person to represent their finding to the whole class them during plenary discussion. By the end of group presentations, tutor will guide them to make a synthesis of the lesson by mentioning the main challenges faced by the government of national unity. The tutor guides the student teachers to evaluate the achievements of the government of Rwanda after genocide against the Tutsi.

### **e) Application activities**

In order to check on student – teachers' understanding of this unit, the

tutor will use **the Application activity 6.2** in Student's book, page....

*The answers to this activity are found in Student's book, under the sub-title 6.2. From page ... to ...*

### **Lesson 3: Forms and channels of genocide denial and ideology.**

#### **a) Learning objective**

The student teachers should be able to describe the different forms and channels of genocide denial and ideology.

#### **b) Teaching resources**

The following materials will help you during the lessons; Year on social studies student teacher's Book, internet, talking globes, tactile maps and braille materials for student - teacher who are visually impaired. Sign language should be used when teaching student - teacher with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student - teacher some questions related to the genocide and other mass crimes in general and specifically genocide against the Tutsi.

#### **d) Learning activities**

In order to start this lesson, the tutor will invite the student teachers do activity 6.3 in small group of 3 or 4 (For example). Remember to let the student teachers write points as they discuss in groups. After group discussion, they should appoint one person to represent their finding to the whole class them during plenary discussion. By the end of group presentations, tutor will guide them to make a synthesis of the lesson by mentioning the main challenges faced by the government of national unity. The tutor guides the student teachers to make a synthesis of the forms and channels of genocide and ideology.

#### **e) Application activity**

At the end of the lesson, tutor will use the application activity 6.3 (See Student's book page....) in order to verify if the student teacher have understood the lesson about different forms of genocide denial. The question is about the denial of genocide against the Tutsi.

*Expected answers to application activity 6.3:*

All three forms of the genocide denial have been applied in case of denying the genocide against the Tutsi.

- a) *Literal genocide denial*: Some planners and perpetrators of the genocide against the Tutsi still keeping silent on fact that genocide has no facts justifying its occurrence.
- b) *Interpretative genocide denial*: The genocide against the Tutsi is interpreted as “a part of civil war” that happened in Rwanda. Here it is by misinterpreting the liberation war as “a civil war”.
- c) *Implicatory genocide denial*: The holders of this form of denial use to prove that if genocide was committed (government of “*Abatabazi*” supported by Interahamwe, *Impuzamugambi*, Hutu Power and other extremist Hutu), it was not by those accused but by the ‘other side’ in a civil war. Accusing those who have stopped the genocide (RPF *Inkotanyi*) “to commit” the genocide also while they were fighting to stop it.

#### **Lesson 4: Measures of preventing genocide ideology at primary, secondary and tertiary levels**

##### **a) Learning objective**

The student teachers should be able to analyse different measures of preventing genocide.

##### **b) Teaching resources**

The following materials will help tutor during the delivery of this during this lesson: Year One Social Studies student teacher’s Book, internet, talking globes, tactile maps and braille materials for student - teacher who are visually impaired. Sign language should be used when teaching student - teacher with hearing impairment.

##### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student - teacher some questions related to the genocide against the Tutsi in Rwanda.

##### **d) Learning activities**

To start teaching this lesson, tutor would invite the student-teacher to do activity 6.4 in small groups followed by a plenary discussion. During group discussion, remember to let the student teachers write points. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation. After class presentation, tutor guide them

to formulate the summary of the lesson by suggesting the measures of preventing genocide ideology.

**e) Application activities**

At the end of the lesson, tutor will use the **application activity 6.4** (See Student's book page....) in order to verify if the student teacher have understood the lesson about different measures of preventing genocide ideology at primary, secondary and tertiary levels.

*Suggested answers:*

***At primary level***

- ✓ Creating an environment that reduces the risk of genocide escalation;
- ✓ Adapting the preventive measures that may avoid the occurrence of the harm.
- ✓ Updating domestic legislation and warning the police force to get ready for protecting people.

***At Secondary level***

- ✓ To stop genocide before it progresses further;
- ✓ To save the life by using security forces;
- ✓ To plan for the use military intervention.

**Lesson 5: Challenges faced in the process of preventing genocide and solutions to the challenges faced.**

**a) Learning objective**

The student teachers should be able to examine the challenges encountered in the process of preventing genocide and appreciate different strategies used to prevent genocide from happening again in Rwanda and elsewhere.

**b) Teaching resources**

The following materials will help tutor during the delivery of this during this lesson: Year One Social Studies student teacher's Book, internet, talking globes, tactile maps and braille materials for student - teacher who are visually impaired. Sign language should be used when teaching student - teacher with hearing impairment.

**c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student - teacher some questions related to the previous lesson<sup>4</sup>; concerning the measures of preventing genocide ideology at primary, secondary and tertiary levels.

**d) Learning activities**

At the beginning lesson, tutor will invites the student teachers do activity 6.5 whereby they are invited to make a research in small groups followed by a plenary discussion. After group discussion, they should appoint one person to represent their finding to the whole class them during plenary discussion. By the end of group presentations, tutor guides them to make a synthesis of the lesson by mentioning the main challenges faced in the process of preventing genocide and solutions to the challenges faced.

**e) Application activities**

In order to check whether the learning objective is attained or not, the tutor will use the Application activity 6.5 in Student's book, page.... He / She invite the student – teacher to do it. By coming with answers, tutor will take decision based on.

*The answers to this activity are found in Student's book, under the sub-title 6.5. From page ... to ....*

**Lesson 6: *Ndi Umunyarwanda*: background, Rwandan values and taboos as well as their role in sustainable development**

**a) Learning objective**

The student teachers should be able to describe the *Ndi Umunyarwanda* Programme and examine the role of *Ndi Umunyarwanda* programme in building a nation.

**b) Teaching resources**

The following materials will help tutor during the delivery of this during this lesson: Year One Social Studies student teacher's Book, internet, testimonies from a person who has been crown by "*Igihango* medal" known as "*Umurinzi w'igihango*", as a resourceful person (If available), talking globes, tactile maps and braille materials for student - teacher who are visually impaired. Sign language should be used when teaching student - teacher with hearing impairment.

**c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student - teacher some questions related to the 1990 – 1994 liberation war and other questions about the genocide. For easy understanding of this unit, the student – teacher should remember about social organization in Ancient Rwanda, especially the unity and solidarity among the Rwandans.

#### d) Learning activities

Let student teachers do activity 6.6 in small groups and guide them. If there is a resource person (especially about “*Ndi Umunyarwanda*” or “*Umurinzi w’igihango*) he/she can be invited and put on his/her input. Remember to let the student teachers write points as they discuss in groups. They should appoint one person to represent them during plenary discussion. Alternatively, the whole group should stand in front of the class, as one of them leads the presentation.

#### e) Application activities

By the end of this lesson, there is application activity 6.6 which will help the tutor to control the understanding of the student – teachers about *Ndi Umunyarwanda* programme. Tutor invites them to do it (See Application activity 6.6, on page.... in Student’s book).

*Expected students’ answers are found in Student’s book, from page ....*

*Up to page ...*

### 6.6. Summary of the unit

From April up to July 1994, the history of Rwanda was marked by the genocide against the Tutsi, long time ago, planned, tested and “justified” by the regime of the First and the Second Republics. The final phase of genocide was put in practice the regime of the “*Abatabazi* government”. By this genocide, over one million of people perished, because, they were born Tutsi. Besides, this genocide led to the total breakdown of Rwandan economy and the unity of the Rwandan was also destroyed.

The genocide against the Tutsi was stopped by the soldiers of RPA Inkotanyi, who, by their courageous and heroic acts, managed to defeat the “*Abatabazi* government and FAR (Rwanda Army Forces). After liberation, on the 4<sup>th</sup> July, on the 19<sup>th</sup> of the same month, 1994, there was establishment of the government of National Unity and Reconciliation with the main objective of restoring the unity and reconciliation among the Rwandans. To achieve this goal, the government faced a number of challenges like the problems of insecurity caused by sporadic attacks of Interahamwe and Ex-FAR from Zaire (Democratic Republic of Congo,



today). The government of National unity also inherited a country affected by economic slowdown and broken justice, among others problems. However, based on conjugated efforts and support, this government has managed to restore peace, unity and reconciliation among the Rwandans; which marked it highest achievements.

In this unity, it is important also to mention that in most time, genocide is followed by genocide denial; and the different forms were analysed. It was also occasion offered to the student – teacher so that they suggest the preventive measures to be taken facing the forms of the genocide denial. During implementation of such measures, some challenges are also recorded as lack of certainty about the presence of the factors that may lead to the genocide.

By the end of this unit, the focus is put on the major strategic way for restoring and improving the unity among the Rwandan. This is *Ndi Umunyarwanda* Programme. This programme was initiated by the youth and, later on, supported by the Unity Club, become a model for strengthening the Rwandan identity, *Ubunyarwanda*. This is considered as a basic tool for a future sustainable of Rwanda.

### ***6.7. Additional Information for teachers***

#### ***NDI UMUNYARWANDA***

“*Ndi Umunyarwanda*” (I am Rwandan) is the spirit of relationship among Rwandans who are proud to have Rwandan identity and patriotic spirit.

“*Ndi umunyarwanda*” is the knot of Rwandan spirit, responsibility, rights, core values and taboos to preserve Rwandan identity. Having Rwandan spirit is having Rwanda on one’s heart, loving and being ready to die for it when necessary. This deep relationship becomes therefore friendship pact which requires us to break all hatred roots that are still in hearts of some of Rwandans, and promotes love, trust, tolerance and equal rights for all.

*Ndi Umunyarwanda* is a programme which has yet deeply healed the wound caused by the dark history that Rwandans had experienced. Promoting Rwandan spirit and the good for all Rwandans instead of ethnic, racial and regional segregation is a goal that we are determined to achieve. Before the implementation of this programme, some associations were awarded for their outstanding achievements in promoting unity and reconciliation. They helped people from deferent categories affected by the dark history of Rwanda live together in harmony and work together to improve their well-being and develop their communities.

This was done in partnership with Unity Club and National Unity and



Reconciliation Commission. Since 2015, the Commission started identifying and awarding individuals who had performed outstanding deeds in building Rwandan identity, and gave them the name of “*Abarinzi b’Igihango*” and to make their deeds known by all Rwandans, with aim to promote Rwandan values and identity and to feel proud of being Rwandans.

### ***Umurinzi***

This noun is from the verb “*kurinda*” (to protect). In our context, it means to act humanely to help others survive. In the past era, “*Abarinzi b’Igihango*” were people committed to:

- ✓ Fight for the country, extend and protect it;
- ✓ Protect Rwandans from the slavery;
- ✓ Preserve Rwandan culture and values and teach them to young people.
- ✓ Prioritize partnership and unity of Rwandan society in their duties.

### ***Umurinzi w’igihango***

“*Umurinzi w’igihango*” is someone who never fears to do well and performs outstanding deeds in fighting against the evil that can destroy human society.

According to Rwandan history, an “*Umurinzi w’igihango*” is any Rwandan citizen or foreigner who abode by the Rwandan values such as patriotism, integrity, truth, humility, tolerance, impartiality, fairness and who fights against segregation and genocide ideology and genocide.

## ***TEN STAGES OF GENOCIDE AND THEIR PREVENTION***

Genocide is a process that develops in ten stages that are predictable but not inevitable. At each stage, preventive measures can stop it. The process is not linear. Stages may occur simultaneously. Logically, later stages must be preceded by earlier stages. But all stages continue to operate throughout the process.

**1. Classification:** Human beings tend to distinguish people into “us and them” at many levels. People can be categorized by their ethnicity, nationality, race or religion. Societies with mixed categories, such as Burundi and Rwanda, are at greater risk of genocide.

*This early stage can be prevented by establishing institutions that integrate identities and promote tolerance.*

**2. Symbolization:** Names and symbols are assigned to classified people. They are

defined by specific terms, colour or dress. Without dehumanization, symbolization does not necessarily result in genocide.

*Political institutions can ban group marking and hate symbols, but these bans must be supported by popular culture enforcement. Denying symbolization can also be powerful.*

**3. Discrimination:** A dominant group of people denies the rights of other groups. The powerless group may be deprived of citizenship, civil rights or voting rights.

*Combatting discrimination requires full political empowerment and citizenship rights for all groups of people. Discrimination on any basis can be outlawed, and individuals can retain the right to appeal if their rights are violated.*

**4. Dehumanization:** A group of people denies the humanity of another group. One group is regarded as less than human—or even alien—to the society.

*To prevent dehumanization, hate speech and hate crimes can be outlawed; leaders who incite genocide can have their movement restricted.*

**5. Organization:** Genocide requires organization and is typically orchestrated by the state. States often use militias, but organization may be informal or decentralized.

*This stage can be averted by outlawing membership in genocidal militias, banning genocidal leaders from international travel and imposing arms embargos on countries involved in genocide.*

**6. Polarization:** Extremists may further divide groups by forbidding intermarriage and social interaction. Hate groups may also broadcast polarizing propaganda.

*This can be curbed by protecting moderate leaders, assisting human rights groups and seizing extremist assets.*

**7. Preparation:** Plans are made for genocidal killing where leaders propose a solution to the problem of the targeted group. Leaders disguise genocide as self-defence and may refer to it as “counter-terrorism,” “ethnic cleansing” or “purification.”

*This stage can be halted by imposing arms embargos and commissions to enforce them; this includes prosecution of incitement and conspiracy to commit genocide, both of which are crimes under Article Three of the Genocide Convention.*

**8. Persecution:** Targeted groups are identified and separated from the population. Victims may be segregated into ghettos or deported to concentration camps. They are deliberately deprived of resources such as food and water, and their human rights are systematically abused. Genocidal massacres commence.

*A Genocide Emergency may be declared at this stage, whereby armed international intervention and humanitarian assistance should be provided.*

**9. Extermination:** Mass extermination begins and quickly becomes “genocide.”

*At this advanced stage, only rapid and intense intervention can prevent genocide. Refugee escape corridors and safe areas can be established.*

**10. Denial:** Denial lasts throughout and follows genocide as perpetrators attempt to destroy any evidence that indicates genocide occurred.

*Denial can be combatted through legal punishment of perpetrators and education in schools and the media.*

### **6.8. End unit assessment (answers)**

1. To which extent the genocide against the Tutsi in Rwanda was possible?

The genocide against the Tutsi in Rwanda was possible because of many factors. **(See Student’s book, Section 6.1.1.)**

2. Demonstrate the impact of the genocide against the Tutsi on Rwandan society.

The genocide against the Tutsi in Rwanda was so distractive by considering its impact on Rwandan society. **(See Student-teacher’s book, Section 6.1.3.)**

3. Even if the government of National Unity has faced a lot of challenges, it has tried to overcome them, and then reach to its objectives. Examine the success of the government of national unity since 1994 up to 2003.

On the 19<sup>th</sup> July 1994, a new government was set up. It was formed by FPR Inkotanyi with other political parties which were not involved in the genocide against the Tutsi. After encountering many problems, this government of national unity and reconciliation managed to achieve its objectives by scoring much success. **(See Student-teacher’s book, Section 6.2.2)**

4. Why do you think government of Rwanda has upheld *Ndi Umunyarwanda* Programme?

“*Ndi Umunyarwanda*” (I am Rwandan) is the spirit of relationship among Rwandans who are proud to have Rwandan identity and patriotic spirit. The government of Rwanda chose to uphold *Ndi Umunyarwanda*

because of the following aims:

- ✓ To build a national identity based on trust and dignity;
- ✓ To strengthen unity and reconciliation among Rwandans;
- ✓ To understand the relationship uniting Rwandans who are proud of being Rwandans;
- ✓ To bring trust, forgiveness, equal rights and freedoms among the Rwandans;
- ✓ To enhance the spirit of patriotism and the will to work for the country.

### **6.9. Additional activities**

The series of additional activities will help the tutor to motivate the slow student – teacher by integrating them in learning process. The remedial questions are formulated for them. Those are the easy and simple questions. The consolidation questions are for the medium student – teachers. While the extended activity is designed for the gifted student – teachers as one way to make them busy by using their high level of understanding. By using all three categories of additional activities in classroom, all student – teachers are catered for. In the following paragraphs, there are examples of such activities

#### **6.9.1 Remedial activities**

##### **Questions**

1. List down the factors which led to the outbreak of the genocide against the Tutsi in Rwanda.
2. Who were the top leaders of “*Abatabazi*” government from April up to July 1994?
3. What is the role of international community in the process of preventing genocide?

##### **Expected answers**

1. The student – teacher can suggest the following answers:
  - ✓ The loss of cultural identity
  - ✓ The hatred culture of Rwandans vis-à-vis other Rwandans under the two Republics
  - ✓ Institutionalization of untruthfulness and the culture of impunity
  - ✓ The poor management of resources and poor conditions of

life

- ✓ The misinterpretation of social inequality among the Rwandans
  - ✓ The ethnic based ideology
  - ✓ The bad governance under the two First Republics
2. The top leaders of “*Abatabazi*” government were:
    - ✓ Sindikubwabo Théodore: As President
    - ✓ Kambanda Jean: as Prime Minister
  3. The international community should play the following role:
    - ✓ Prevent armed conflict, which usually provides the context for genocide;
    - ✓ Protect civilians in armed conflict, including the mandate for United Nations peacekeepers;
    - ✓ End impunity through judicial action in both national and international courts;
    - ✓ Gather military information and set up an early-warning system; and
    - ✓ Take quick and decisive action along a continuum of steps, including military action.

### 6.9.2. Consolidation activities

#### **Questions**

1. Demonstrate how the justice and health sectors were negatively affected by the genocide against the Tutsi?
2. To which consist on the prevention of genocide at tertiary level?
3. What are the values and taboos that should characterize the Rwandans towards the implementation of *Ndi Umunyarwanda* programme?

#### **Expected answers**

1. Both sectors were negatively affected by the genocide against the Tutsi in the following ways:
  - ✓ Death of their personnel
  - ✓ Destruction of health and justice infrastructures

- ✓ Exile or imprisonment, which reduces the number of personnel.
- ✓ Poor training for the personnel who were available just after stop of genocide against the Tutsi.

For Justice:

- ✓ Big number of prisoners due to their suspicion for participating into genocide against the Tutsi.
- ✓ Absence of the law to punish the crime of genocide and genocide ideology.

For health sector:

- ✓ Case of malnutrition
- ✓ High mortality rate
- ✓ Prevalence of water-borne disease
- ✓ High infection rate of transmittable diseases

### 6.9.3. Extended activities

1. Every genocide undergoes by the different stages, from the beginning to the end. Discuss the ten stages of the genocide and suggest the related preventive measures.
2. Describe the role played by the President Theodore Sindikubwabo and Prime Minister Jean Kambanda in implementation of genocide against the Tutsi in Rwanda.

#### *Expected answers*

1. See tutor's guide, section 6.7: Ten stages of genocide and their prevention.
2. In the following lines, there are the key role played by these top leaders of the "Abatabazi" government:
  - ✓ Both top leaders encouraged people instigate the people to join the mass killing during the genocide against the Tutsi.
  - ✓ They used to distribute the arms into population which were, later on, used during the genocide against the Tutsi.
  - ✓ Both have dismissed the local leaders, accusing them no participating in genocide against the Tutsi. Kambanda in Gitarama Prefecture and Sindikubwabo in Butare Prefecture.



## UNIT 7:

### NATIONAL COHESION DUTIES AND OBLIGATIONS, IDENTITIES AND THE RESPECT OF HUMAN RIGHTS

#### **7.1. Key unit competence**

The student teacher should be able to analyze types and different ways of human rights violation, its prevention and the national duties and obligations towards the achievement of national cohesion.

#### **7.2. Prerequisite (knowledge, skills, attitudes and values)**

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

- Meaning of human rights
- Meaning of national identity and national cohesion
- Universal Declaration of Human Rights
- National and international human rights institutions and the protection of human rights
- Rights, duties and obligations of citizens

#### **7.3. Cross-cutting issues to be addressed**

##### **7.3.1 Peace and values education**

Through the learning of this unit about the national cohesion, duties and obligations, identities and the respect of human rights, the student teachers will be enabled to appreciate the role of national service like the community policing in peace keeping for nation building. Simultaneously, student teachers will acquire the values like self-reliance, dignity and volunteerism among others. Such values will encourage the student teachers to act as peacemakers.

##### **7.3.2 Inclusive education**

During the learning and teaching process of this unit, care will be given to all student teachers including SEN cases. At the same time, all student teachers will be given the opportunity of learning equitably and the learning and teaching activities will take into account the diversity of the backgrounds and abilities of each student teacher.



### **7.3.3 Genocide Studies**

This cross-cutting issue is essentially addressed in section related to different ways of prevention of human rights violations. In this regard, student teachers will be helped to understand through the channel of human rights education how genocide ideology can be combated and how after genocide has taken place, the perpetrators have to be punished. This is the case for instance of the creation of international tribunals for Rwanda and Yugoslavia.

### **7.3.4. Gender**

In this unit, the cross-cutting issue of gender will be addressed by placing an on the participation of both men and women in the implementation of national services. In teaching this unity, the tutor should help student teachers understand the role that both men and women have already played and are still playing in Home Grown Solutions of *umuganda*, *ubudehe*, community policing, *itorero*, etc.

### **7.3.5. Environment and sustainability**

Through this unit, the student teachers are initiated to environmental protection and sustainability through the model lessons from the achievement of *Umuganda*, *Urugerero* for instance. The student teachers will be initiated to maintain a clean environment at school as well as at home and even elsewhere.

## ***7.4 Guidance on introductory activity***

At the beginning of this unit 7, the introductory activity gives motivation to the student teachers to search how to know what happens and what they will learn in this unit. As they get involved in learning different lessons of this unit, student teachers will be enabled to answer the questions that 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 national cohesion duties and obligations, identities and the respect of human rights in Rwanda. In so doing, student teachers will involve themselves in the exploration of unit 7 even before its different lessons are taught in class.

### 7.5 List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	The concept of human rights, its different types and preventive measures to human rights violations	Explain the concept of human rights and its different types and analyze preventive measures to human rights violations	1
2	National cohesion, identities and respect of human rights	Explain the national cohesion, identities and respect of human rights	1
3	Background of the national duties and obligations	Describe the background of the national duties and obligations	1
4	Contributions of the Rwandan citizens and noncitizens towards <i>Itorero</i> , Community policing, <i>Imihigo</i> and <i>Umuganda</i>	Evaluate the contributions of the Rwandan citizens and non citizens towards <i>Itorero</i> , Community policing, <i>Imihigo</i> and <i>Umuganda</i>	2
5	Challenges faced during the implementation of the national duties and obligations	Assess the challenges faced during the implementation of the national duties and obligations	2
6	End unit Assessment		1

#### Lesson 1: The concept of human rights and its different types

##### a) Learning objective

The student teachers should be able to explain the concept of human rights and its different types and analyze preventive measures to human rights violations

##### b) Teaching resources

A number of resources can be used in teaching this lesson. These include textbooks such as student social studies book and its tutor's guide. The teaching materials comprise computer and internet. Braille materials can

be availed if there are impaired student-teachers.

**c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the students teachers some questions related to meaning of human rights and Universal Declaration of Human Rights.

**d) Learning activities**

The tutor invites the student teachers to use their textbooks, internet or other reference books like dictionaries to define the concept of human rights. Concomitantly, student teachers are also assigned the task of explaining its different types. These two activities are carried out in groups and student teachers 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, the tutor can use the question and answer method to guide the student teachers in making summary and assessment of the lesson taught.

**e) Applications activities**

*Answers to learning activity 7.1*

**1. Explain the concept of Human rights.**

Human Rights are commonly understood as inalienable fundamental rights which are inherent in the mere fact of being human. The concept of Human Rights is based on the belief that every human being is entitled to enjoy her/his rights without discrimination. Human Rights differ from other rights in two respects.

Identify types of Human rights and describe different ways of prevention of Human rights violations.

The types of Human rights are the following: Rights of political expression, economic and social rights, rights of communities, rule of law and individual or civil rights.

The ways of prevention of Human rights violations can be described as follows:

In practice, prevention of violations of human rights can be done through the establishment of a legislative and institutional framework for prevention; human rights education; dialogue, truth commissions,

international war crimes tribunals, democratization measures and humanitarian aid and development assistance.

As a first step, prevention includes ratifying human rights treaties and their implementation at the domestic level and adopting laws and policies that guarantee human rights in law and practice and putting in place national human rights institutions. Regular and systematic review of existing and proposed legislation for compliance with a State's human rights obligations is an important safeguard.

Human rights education also contributes to the prevention of human rights violations and conflict, and to the enhancement of participation in decision-making processes within a democratic system. Education about human rights must become part of general public education.

Dialogue groups that assemble people from various ethnicities should be organized to overcome mistrust, fear and grief in society. Getting to know the feelings of ordinary people of each side might help to change the demonic image of the enemy group. Dialogue also helps parties at the grassroots level to discover the truth about what has happened, and may provide opportunities for apology and forgiveness.

Truth commissions are sometimes established after a political transition. They can be understood as bodies set up to investigate a past history of violations of human rights in a particular country which can include violations by the military or other government forces or armed opposition forces. Their goal is to uncover details of past abuses as a symbol of acknowledgment of past wrongs.

International war crimes tribunals are established to hold individuals criminally responsible for violations of international human rights law in special courts. They cannot hold all perpetrators accountable and typically aim for the top leadership.

Various democratization measures can help to restore political and social rights. For sustainability and long-term viability of human rights standards, strong local enforcement mechanisms have to be established. An independent judiciary that provides impartial means and protects individuals against politically influenced persecution must be restored. Election monitors who help to guarantee fair voting procedures can help to ensure stable and peaceful elections.

Humanitarian aid and development assistance seeks to ease the impact that violent conflict has on civilians. These basics include water, sanitation, food, shelter and health care. Aid can also assist those who have been displaced and support rehabilitation work.

## **2. Explain the concept of prevention of human rights violations.**

States assume obligations and duties under international law to respect, protect and fulfil human rights for all persons within their territory or jurisdiction, without discrimination of any kind. States have the primary responsibility for the promotion and protection of all human rights, including the prevention of human rights violations. The obligations of States include the duty to protect against human rights abuse by third parties, including private actors. States may breach their international human rights law obligations where they fail to take appropriate steps to prevent, investigate, punish and redress private actors' abuse.

## **3. Differentiate direct prevention from indirect prevention.**

In matter of the prevention, there is differentiation between specific practical actions which need to be taken for preventive purposes (direct prevention or mitigation), and the response to violations which needs to be taken in order to remedy those violations and prevent recurrence (indirect prevention or non-recurrence).

## **4. How education can help in the prevention of human rights violations?**

Human rights education contributes to the prevention of human rights violations and conflict, and to the enhancement of participation in decision-making processes within a democratic system. Education about human rights must become part of general public education.

Members of the police and security forces have to be trained to ensure the observation of human rights standards for law enforcement. Research institutes and universities should be also strengthened to train lawyers and judges. Besides, the populations within countries have also in general to be acquainted with Human Rights through meetings and all other channels of informal education.

## **Lesson 2: National cohesion, identities and respect of human rights**

### **a) Learning objective**

The student teachers should be able to analyze explain the national cohesion, identities and respect of Human Rights.

### **b) Teaching resources**

The tutor will need the following resources to teach this lesson. These include textbooks such as student social studies book and its tutor's guide. The

teaching materials comprise computer, internet, dictionaries, encyclopaedias, etc. Braille materials can be availed if there are impaired students- teachers.

### c) **Prerequisites/Revision/Introduction**

To begin this lesson, the tutor can use revision by asking the students teachers some questions related to the meaning of national identity and national cohesion, rights, duties and obligations of citizens. In addition, student teachers should have some knowledge on the lesson previously studied about types of Human rights and describe different ways of prevention of Human rights violations.

### d) **Learning activities**

The tutor invites student to do the activity 7.2. This activity can be performed in small groups followed by a plenary session. Student teachers can use the student textbook. As they get engaged in this activity, student teachers should have chosen a secretary assigned with the task of writing down points as they discuss in groups. They should have also appointed one person who will present to the whole group the results of their discussion. Besides, the whole group should stand in front of the class during the time of the presentation.

After class presentation, the tutor can use the question and answer method to guide the student teachers in making summary and assessment of the lesson taught.

### e) Application activities

#### *Answers to learning activity 7.2*

1. Explain the concepts of national cohesion and national identity.

#### ***National Cohesion***

National cohesion involves the constructing of an integrated citizenry with a sense of belonging amongst members of different groups and from different regions, through the regulation and reconciliation of differences as well as competing interests and demands.

#### ***National identity***

National identity is the sense of a nation as a cohesive whole, as represented by distinctive traditions, culture, language and politics. A person's national identity is his/her identity and sense of belonging to one state or to one nation, a feeling one shares with a group of people, regardless of one's legal citizenship status. Scientists see national



identity in psychological terms as “an awareness of difference”, a “feeling and recognition of ‘we’ and ‘they’”.

Discuss how the national cohesion and national identity can influence the respect of human rights.

When the people identify themselves in one group, one country or state with the same culture, this enables them to defend them and safeguard their life and the life of each other.

The national cohesion is amongst the key points in respect of the human rights especially the right to the nationality as defended in Universal declaration of human rights and in the constitution of Rwanda as amended up to date. This is due to the will of sharing a nation as their identity.

In traditional Rwanda, the Rwandans had the same religion, beliefs and rituals. This facilitated them to enjoy the freedom of worship because everyone was allowed to participate in his or her own traditional ritual like Kubandwa and guterekera. Today, even if there are various religious practices; the Constitution of Rwanda grants all citizens with freedom of worship. In this regard, the respect of human rights is ensured.

National cohesion and Rwandan identity can promote the respect of the human rights in the sense that they destroy the sectarian references, exclusions, division and negative ideologies that had characterised the Rwandan societies and led to the genocide against the Tutsi.

### *Answers to application activity 7.2*

1. Examine different ways through which the Rwandan identity can be reshaped in order to enable Rwandans to no longer consider each other according to the different stereotypes that have characterized the Rwandan society.

The tutor can find the answers of this question under the title 7.2. *National cohesion, identities and respect of human rights and the subtitle: factors of national cohesion and identities* which in the student teacher’s book. Some of the ways through which the Rwandan identity can be reshaped are the following:

- Facilitate equitable investments in social and economic services, education, training institutions, health facilities, food, security and water among others.
- Improve land management practices and challenges related to



natural resource mismanagement.

- Address youth unemployment and other forms of socio-economic exclusion. The economy should be improved with the aim of facilitating the creation of more job opportunities.
  - Use traditional performances such as dance, music, drama and sporting activities to facilitate cohesion amongst communities.
  - There is a need of strong communication strategy which should entail working with local media among others in a bid to counter stereo-types and other negative practices.
  - Another factor for national cohesion and identity includes the existence of a visionary leadership that practices good governance and develops a vision for the nation.
2. Carry out a survey on different policies currently set up by government of Rwanda basing on the Ancient Rwandan cultural practices to rebuild the National cohesion and identity.

Here, the most important policy set up by the government of Rwanda basing on the ancient Rwandan cultural practices to rebuild the national cohesion and identity is *Itorero ry'igihugu*.

Today, *itorero* is a holistic training system that includes civic education exercises, cultural values, patriotism and social political development of Rwandans. *Itorero* was created to revive the cultural values that could help to cultivate decent citizens.

The content of *Itorero* focuses on a desire to promote opportunities for development using Rwandan cultural values; identify taboos that inhibit the development of the country; fight violence and corruption; eradicate the culture of impunity; strengthen the culture of peace, tolerance, unity and reconciliation; and eradicate genocide ideology and all its roots.

3. Explain how Rwandans have been known under different identities and some of them underwent mistreatments due to that discrimination.
4. During the colonial period, Rwandans were attributed an identity. for instance, under the concept of ethnic groups of Twa, Hutu and Tutsi while the same words were used before as social categories. Afterwards, since 1959 up to 1994 genocide against the Tutsi, the latter during all this period had underwent different forms of mistreatments: torture, killing, discrimination in schools and employments, etc.

### **Lesson 3: Background of the national duties and obligations**

#### **a) Learning objective**

The student teachers should be able to describe the background of the national duties and obligations.

#### **b) Teaching resources**

The materials that can be used to teach this lesson include textbooks such as student social studies book and its tutor's guide. The teaching materials also computer, photos, internet, DVDs, 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. Sign language can be also recommended when teaching student teachers with hearing impairment.

#### **c) Prerequisites/Revision/Introduction**

To begin this lesson, the tutor can use revision by inviting the students teachers to define the concepts of the national duties and obligations. Besides, student teachers should have some knowledge on the lesson previously studied about national cohesion, identities and respect of Human Rights.

#### **d) Learning activities**

In the case of the film, as a tutor you should start first by a pre-screening before you go to class. For the second step, you should identify the main sequences of the film you want to use because you may not use the whole film. You should also 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 stage, student teachers are invited to respond to your questions given before or at the end of the film.

To cater for the student teachers with vision impairment, the tutor 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 Tutor also can use sign language to communicate with the hearing-impaired learners.

In the case of internet, student teachers are provided with the key words to facilitate the learner's research. 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 teaching of this lesson can also be done through the use of learner's textbook to describe the background of the national duties and obligations. After t

his activity, the tutor invites the student teachers to present their work to the whole class. The tutor monitors and guides the learners to make synthesis of the lesson through the question and answer method.

### *Answers to learning activity 7.3*

Explain the national duties and obligations of *Itorero ry'Igihugu, Umuganda, Imihigo* and Community policing and describe their background.

To answer this question, as a tutor you should refer to the point 7.3. “*The background and structure of the national duties and obligations*” which is in the student teacher’s book.

#### e) Application activities

### *Answers to application activity 7.3.*

1. Explain the background of the creation of *itorero*. What was its curriculum content at its origin?

It was during the consultative meetings in *Urugwiro* between May 1998 and March 1999 that came for the first time the idea of the reviving the cultural values that could help to cultivate decent citizens. *Itorero ry'igihugu* is one of the home-grown solutions that were decided to be adopted at this time.

Then after, the decision of re-establishing *Itorero ry'Igihugu* was made during the leadership retreat that took place in Akagera in February 2007. It is in this perspective that a Cabinet meeting of 12<sup>th</sup> November 2007 passed a resolution to revive *Itorero ry'Igihugu* and make it a channel for instilling a new mindset among Rwandans for speedy achievement of the development goals enshrined in the Vision 2020.

*Itorero ry'Igihugu* was later revived at the official launch presided upon by His Excellency the President of the Republic of Rwanda on 16<sup>th</sup> November 2007 in the Parliament Buildings.

The curriculum content of *Itorero ry'igihugu* at its origin focuses on a desire to promote opportunities for development using Rwandan cultural values; identify taboos that inhibit the development of the country; fight violence and corruption; eradicate the culture of impunity; strengthen the culture of peace, tolerance, unity and reconciliation; and eradicate genocide ideology and all its roots.

2. Explain the concept of *Imihigo* in its present-day meaning.

Today, the concept of imihigo can be defined as performance contracts signed between local and central government leaders. This practice was introduced in 2000 when a shift in the responsibilities of all levels of government as a result of a decentralisation program required a new approach to monitoring and evaluation. Local levels of government were now responsible for implementing development programs which meant that the central government and people of Rwanda needed a way to ensure accountability.

In putting into practice *Imihigo*, the districts are responsible for implementing programs while Central Government assumes the task for planning and monitoring and evaluating. Since 2006, the practice of *Imihigo* has now been extended to ministries, embassies and all the public service staff.

3. Account for the reasons for the creation of the community policing and *umuganda* community work.

The Rwanda National Police adopted the community policing strategy in 2000 to build ties and work closely with members of the community to fight crime. Community policing was , therefore, adopted to encourage citizens to participate in crime-solving. Community policing encourages the Police to increase the means by which citizens can report incidents or the use of volunteers to provide timely reports that help us in anti-crime operations.

*Umuganda* was created to help supplement the national budget spent in construction and the repair of basic infrastructure. The work done is organized by community members and is done voluntarily and without pay.

#### **Lesson 4: Contributions of the Rwandan citizens and non-citizens towards *Itorero*, Community policing, *Imihigo* and *Umuganda***

##### **a) Learning objective**

The student teachers should be able to evaluate the contributions of the Rwandan citizens and non-citizens towards *Itorero*, Community policing, *Imihigo* and *Umuganda*

##### **b) Teaching resources**

The following materials can help the tutor to teach this lesson.

These include the social studies student teacher's book, the tutor's guide, internet, media, film, tactile materials and braille materials for students- teachers who are visually impaired. Sign language should be used when teaching students teachers with hearing impairment.

### c) Prerequisites/Revision/Introduction

To begin this lesson, tutor can use revision by asking the students teachers some questions related to previous lesson about the background and structure of the national duties and obligations.

### d) Learning activities

Student teachers are assigned the task of doing activity 7.4 in groups which will be followed by a plenary session. This activity is carried out within at least fifteen minutes. Thereafter, one group will present its findings of the study. After this presentation, other groups will be invited to add only new elements that have not mentioned by the first group.

When all groups will have finished their presentation, the tutor can use the question and answer method to guide the student teachers in making summary and assessment of the lesson taught.

#### *Answers to learning activity 7.4*

Assess the role played by the Rwandan citizens and non-citizens in the implementation of the national duties.

The answer of this question should be found by referring to the point 7.4. "*The contribution of the Rwandan citizens and non-citizens towards the national duties and obligations*" which is in the student teacher's book.

### e) Application activities

#### *Answers to application activity 7.4*

1. Evaluate the contribution of the different categories of Rwandans towards *Itorero* and *umuganda*.

Different categories of Rwandans largely contributed towards *Itorero*. Only for the period from 2007 to 2017, about 23 categories composed of over 2,300,000 people from both public and private institutions have been trained under *Itorero*. These include citizens (1,109,707), students (160,875), professionals (50431), teachers (43600), decentralized (leader 33509), trainers (7520), diaspora (2769), farmers (2256) and people with disabilities (392).

Through *Urugerero* Program, *Intore* mentored in 2012 totalled 40,730. Among them, 19,285 were female, while 21,445 were male. However, those who joined *Urugerero* were 37,660, female being 18,675 while male participants were 18,985.

Rwandans between 18 and 65 are obliged to participate in *Umuganda*. Expatriates living in Rwanda are encouraged to take part in *umuganda*. Professionals also contribute to *umuganda*. It is in this context that members of Rwanda's elite and private sector, including engineers, medical personnel, IT specialists, statisticians and other professionals, are actively involved in *Umuganda* activities. The military personnel also participate in social activities like building schools and hospitals and this inspires the population to be very active as well.

2. In the preparation of *Imihigo* or performance contracts require, the Rwandan population plays a crucial role. Discuss this statement.

In the preparation of *Imihigo* or performance contracts require, the Rwandan population plays a great role. At the beginning of the preparatory process of identifying and implementing priorities, public meetings including communities, women, and consultative councils are organised at the district, sector, cell and village. In such meetings, local priorities to be included into the national priorities are directly discussed with all the people contrary to other levels that involve only people's representatives.



3. Explain to which extent, the community policing requires the participation of civilians in its implementation.

According to its meaning, the community policing involves in its implementation the collaboration between the police and the community where the policemen in charge of this service work. The ordinary citizens chosen by fellow residents to be members of Community Policing Committees (CPCs) operate in cells and sectors to collect information that helps in crime prevention, while they also sensitize residents about the need to collectively overcome crime.

## **Lesson 5: Challenges faced during the implementation of the national duties and obligations**

### **a) Learning objective**

The student teachers should be able to assess the challenges faced during the implementation of the national duties and obligations.

### **b) Teaching resources**

The following materials can help the tutor to teach this lesson. These include the social studies student teacher's book, the tutor's guide, internet, media, film, tactile materials and braille materials for students- teachers who are visually impaired. Sign language should be used when teaching students teachers with hearing impairment.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the students teachers some questions related to previous lesson about the contributions of the Rwandan citizens and non-citizens towards *Itorero*, Community policing, *Imihigo* and *Umuganda*.

### **d) Learning activities**

Student teachers are assigned the task of doing activity 7.5 in groups which will be followed by a plenary session. This activity is carried out within at least fifteen minutes. Thereafter, one group will present its findings of the study. After this presentation, other groups will be invited to add only new elements that have not mentioned by the first group.

When all groups will have finished their presentation, the tutor can use the question and answer method to guide the student teachers

in making summary and assessment of the lesson taught.

*Answers to learning activity 7.5*

Evaluate the challenges faced during the implementation of the national duties and obligations

The answer of this question should be found by referring to the point 7.5. “**The challenges faced during the implementation of the national duties and obligations**” which is in the student teacher’s book.

e) Application activities

*Answers to application activity 7.5*

1. Explain how the absence of a clear standard on how to measure the value of *Umuganda* constitutes a challenge in implementation of *Imihigo*.

The absence of a clear standard on how to measure the value of *Umuganda* constitutes a challenge in implementation of *Imihigo* because it is very difficult to estimate the financial cost of achievements on the day of *Umuganda*. On one hand, some districts measure the output of *umuganda* basing its value on the number of people participating on the day multiplied by the daily labour (mostly farming) rate applicable in that district, whereas on the other hand, districts attempt to estimate the financial cost of achievements on the day of *Umuganda*. In first case, there is overestimation of achievements made in *Umuganda* when this community work lasts an average of three hours activities whereas calculations are based on a full day’s work rate.

2. Account for the challenges encountered in implementation of the following national duties and obligations: Community policing, *Itorero* and *Umuganda*.

The biggest challenge faced by *Itorero* is finding solutions to address the poor mindset of the average Rwandan who do not understand of the country’s policies. Other problems that *Itorero* has to solve are these ones that impede development goals such as corruption, genocide and divisionism ideology.

Up to date, there are a number of Rwandans who have not yet fully understood the purpose and rationale of *Itorero*. This confusion has

caused some people to link *Itorero ry'Igihugu* with activities of other associations. For example, those with a dancing purpose (cultural troupe).

Another problem that *Itorero* faces is to find a substantial financial budget which is still needed to mentor a significant number of *Intore* throughout the country.

The challenges faced by *Umuganda* fall into two broad categories: planning and participation. In some areas of the country, poor planning has led to unrealistic targets and projects that would be difficult to achieve without additional financing. In urban areas, participation in *Umuganda* has been lower than in rural areas.

The community policing is a civilian structure that collaborates with the National Police of Rwanda. As far as the Police is concerned the following challenges are still observed: high population growth rate and high population density, high police population ratio, high Rural-urban migration rate, low level of education, illiteracy, and ignorance of laws and potential for increasing criminality.

## ***7.6 Summary of the unit***

Human rights are commonly understood as inalienable fundamental rights which are inherent in the mere fact of being human. The concept of human rights is based on the belief that every human being is entitled to enjoy her/his rights without discrimination.

There are different types of Human Rights including individual or civil rights rule of law, rights of political expression, economic and social rights and rights of communities.

To prevent human rights violations, various ways can be adopted. These are the establishment of a legislative and institutional framework for prevention; human rights education; dialogue, truth commissions, international war crimes tribunals, democratization measures and humanitarian aid and development assistance.

In Rwanda, national cohesion and national identity play a vital role in the promotion of the respect of human rights in the sense that they destroy the sectarian references, exclusions, division and negative ideologies that had characterised the Rwandan societies and led to the genocide against the Tutsi.

In the aftermath of this crime against humanity that was committed in 1994, Gacaca is one of the Home-Grown Solutions that had been

adopted in order to give justice to its victims and to promote the respect of human rights.

During the same period, the Rwandan leaders revived other cultural values that could help cultivate decent citizens and deal with peculiar challenges in the area of governance, economy and social welfare. It is in this context that *itorero ry'igihugu*, *umuganda*, *imihigo* and community policing had been set up.

Each of these structures has contributed to the development of the country of Rwanda in various ways. For instance, with *Itorero* and its national service provided through *Urugerero* program, the youth have been trained and initiated into military trainings for physical fitness. Thereafter, they have been sent into their respective local communities to help in implementation of some national policies like sensitization and mobilisation against some diseases such as malaria.

*Umuganda* has also contributed to the development of the country by supplementing the national budget spent in construction and the repair of basic infrastructure like the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, water canals, etc.

In 2006, *Imihigo* or performance contracts were introduced as a new approach to planning, implementing, monitoring and evaluating of projects. Both local and central levels of government are involved in this process with specific responsibilities. Since their introduction, *Imihigo* have been credited with improving accountability and quickening the pace of citizen centred development activities and programs. The practice of *Imihigo* has now been extended to ministries, embassies and public service staff.

Community policing plays also a paramount role in the matter of security. As a matter of fact, the community policing encourages the Police to increase the means by which citizens can report incidents or the use of volunteers to provide timely reports that help its agents in anti-crime operations. This strategy has been very successful in increasing Police response to crime, because many reports are now provided by community members. This helps the police to do its best in protecting the lives and property of the Rwandans.

### ***7.7 Additional Information for teachers***

## **What are Human Rights?**

Human rights are those rights that belong to every individual—man or woman, girl or boy, infant or elder—simply because she or he is a human being. They embody the basic standards without which people cannot realize their inherent human dignity.

Human rights are universal: they are the birth-right of every member of the human family. No one has to earn or deserve human rights.

Human rights are inalienable: you cannot lose these rights any more than you can cease to be a human being. Human rights are indivisible: you cannot be denied a right because someone decides that it is “less important” or “non-essential.” Human rights are interdependent: all human rights are part of a complementary framework

Because human rights are not granted by any human authority such as a monarch, government, or secular or religious authority, they are not the same as civil rights, such as those in the US Constitution and Bill of Rights. Constitutional rights are granted to individuals by virtue of their citizenship or residence in a particular country whereas human rights are inherent and held as attributes of the human personality.

Human rights are both abstract and practical. They hold up the inspiring vision of a free, just, and peaceful world and set minimum standards for how both individuals and institutions should treat people. They also empower people to take action to demand and defend their rights and the rights of others.

Although human rights were principally defined and codified in the twentieth century, human rights values are rooted in the wisdom literature, traditional values, and religious teachings of almost every culture. For example, the Hindu Vedas, the Babylonian Code of Hammurabi, the Bible, the Quran (Koran), and the Analects of Confucius all address questions of peoples’ duties, rights, and responsibilities. Native American sources include the Inca and Aztec codes of conduct and justice and the Iroquois Constitution

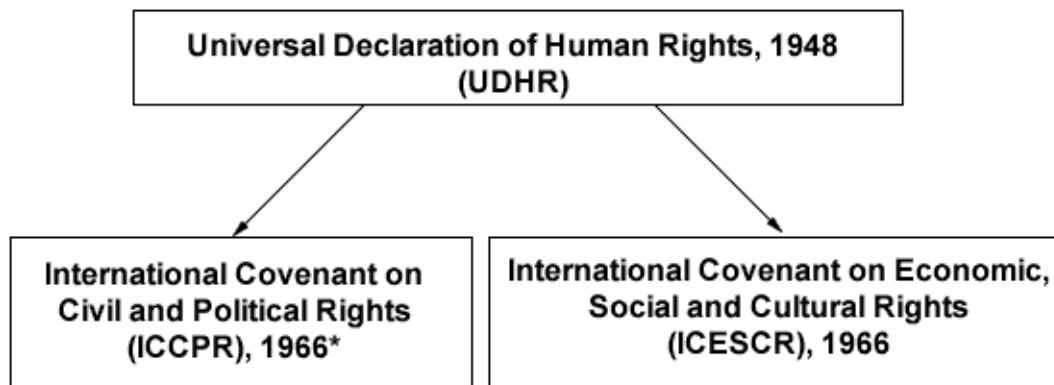
## **International Human Rights Law**

The foundation documents of human rights law are the Universal Declaration of Human Rights (UDHR, 1948), the International Covenant on Civil and Political Rights (ICCPR, 1966) and its Optional Protocol, and the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966). Known collectively as the International Bill of Human Rights, these four documents were followed by more than twenty human rights conventions—treaties that become binding law in those countries

that ratify them. When a UN member state ratifies a convention, it agrees to abide by its provisions, to change the laws of the country to conform to the convention, and to report on its progress in doing so.

Some conventions define and ban abhorrent, inhuman acts (e.g., The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment); others address populations in need of particular protection and provision (e.g., The Convention on the Rights of the Child; The Convention on the Rights of Migrant Workers and the Members of Their Families) or groups who experience particular discrimination (e.g., the Convention on the Elimination of All Forms of Racial Discrimination; the Convention on the Elimination of All Forms of Discrimination against Women).

### **PRINCIPAL HUMAN RIGHTS CONVENTIONS**



- Convention Concerning Forced or Compulsory Labor, ILO No. 29, 1932
- Convention on the Prevention and Punishment of the Crime of Genocide, 1949\*
- Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949
- Four Geneva Conventions on the Protection of Victims of Armed Conflict, 1949\*
- Convention Relating to the Status of Refugees, 1951\*
- Slavery Convention of 1926, Amended by Protocol, 1953\*
- European Convention for the Protection of Human Rights and Fundamental Freedoms and its Eight Protocols, 1950
- Convention on the Reduction of Statelessness, 1961



- International Convention on the Elimination of all Forms of Racial Discrimination, 1966\*
- Convention on the Non-Applicability of Statutory Limitations to War Crimes and Crimes Against Humanity, 1968
- • Optional Protocol to the International Covenant on Civil and Political Rights, 1976
- Convention on the Elimination of all Forms of Discrimination Against Women, 1979
- Convention Against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment, 1984\*
- African [Banjul] Charter on Human and Peoples' Rights, 1986
- Charter for the Organization of American States, 1988\*
- Convention on the Rights of the Child, 1989
- Convention on the Rights of Migrant Workers and the Members of their Families, 1990
- Second Optional Protocol to the International Covenant on Civil and Political Rights, 1991
- Rome Statute of the International Criminal Court, Adopted 1998
- Optional Protocols to the Convention on the Rights of the Child, Adopted 2000

### **Steps in the Evolution of Human Rights Covenants and Conventions**

Before they become codified as binding law, human rights concepts must pass through a lengthy process that involves consensus building and practical politics at the international and national levels.

1. Drafted by working groups. Working groups consist of government representatives of UN member states, as well as representatives of nongovernmental organizations (NGOs) and intergovernmental organizations (IGOs), such as the World Health Organisation (WHO) and the International Labour Organisation (ILO).
2. Adopted by vote of the UN. General Assembly.
3. Signed by member states. When member states sign the convention, they are indicating that they have begun the process required by their government for ratification. In signing, they also are agreeing to refrain



from acts that would be contrary to the objectives of the convention.

4. Ratified by member states. When a member state ratifies a covenant, it signifies its intention to comply with the specific provisions and obligations of the document. It takes on the responsibility to see that its national laws are in agreement with the Covenant. There is a process by which states can ratify the covenant, but indicate their reservations about specific articles.

In the United States, the process towards ratification begins when the President endorses the document by signing it. It is then submitted to the Senate, along with any recommendations. The Senate Foreign Relations Committee first considers it, conducting hearings to monitor public reaction.

The Committee then may recommend the convention, sometimes with reservations or qualifications. Sometimes certain legislation might have to be enacted in order to implement the convention. Next the full Senate considers the convention. If it approves the convention, the President finally submits a formal ratification notice to the UN.

5. Entered into force. A convention goes into effect when a certain number of member states have ratified it. For example, the ICCPR and ICESCR were adopted in 1966; however they did not enter into force until 1976 when the specified number of 35 member states had ratified them. The United States did not ratify the ICCPR until 1992.

### **Example: The Rights of the Child from Declaration to Convention**

The Convention on the Rights of the Child provides an example of the evolution of a UN Convention. In 1959, a working group drafted the Declaration on the Rights of the Child, which consisted of ten principles that set forth basic rights to which all children should be entitled. However, a declaration is not legally binding law; these principles needed to be codified in a legally-binding convention. The drafting process lasted nine years, during which representatives of governments, intergovernmental, and specialized agencies like UNICEF, UNESCO, the International Committee of the Red Cross, and nongovernmental organizations, such as Save the Children, worked together to create consensus on the language of the convention.

The resulting Convention on the Rights of the Child (CRC) contains over fifty articles that can be divided into three general categories: 1) protection, covering specific issues such as abuse, neglect, and exploitation; 2) provision, addressing a child's particular needs such as education and healthcare; and 3) participation, acknowledging a child's growing capacity to make decisions and play a part in society.

The Children's Convention was adopted by the General Assembly in 1989 and was immediately signed by more nations in a shorter period of time than any other UN convention. It was ratified by 61 states and as a result entered into force in 1990. Furthermore, the total number of member states that have ratified the CRC has surpassed that of all other conventions. As of Fall 2000, only two member states had not ratified it: Somalia and the United States.

### **A Work-in-progress**

Like all law, this body of human rights law is a work-in-progress, continually being reinterpreted and amplified in response to circumstance and understanding. For example, when the UDHR was written in 1948, few people were aware of the dangers of environmental degradation, and consequentially this document makes no reference to the environment at all. At the beginning of the twenty-first century, however, activists and governments are working to draft a new treaty linking human rights to a safe environment. Similarly, in early documents women and men were referred to collectively as "man" with no consideration of the special needs of women, other than recognizing that their reproductive role as mothers required "special care and assistance" (UDHR Article 25.2). Even the 1989 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) failed to mention violence against women. Only in response to advocates for women's human rights was violence against women, whether in the home or by the state, officially recognized as a human rights violation in the Vienna Declaration of the World Conference on Human Rights in 1993.

### **The Role of NGOs**

Although such evolution in human rights emerge at the UN level as changes in international law, they are increasingly initiated at the grass roots level by people struggling for justice and equality in their own communities. Since the founding of the United Nations, the role of nongovernmental organizations (NGOs) has grown steadily; it is NGOs, both large and small, local and international, that carry the voices and

concerns of ordinary people to the United Nations. Although international treaties are adopted by the General Assembly, which is composed of representative of governments, and are ratified by governments, nongovernmental organizations influence governments and UN bodies at every level. For example, efforts to establish a treaty banning the use of landmines were led by NGOs working with communities devastated by these “left-overs” of modern warfare. The International Campaign to Ban Landmines and its leader Jody Williams were honoured with the 1997 Nobel Peace Prize for their efforts, which resulted in the 1997 UN Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Antipersonnel Mines. This dynamic role of NGOs has led to a significant shift in the field of human rights, broadening it from the exclusive arena of diplomats and lawyers to include citizens and activists. These developments have intensified the need for human rights education and extended the definition of human rights education.

### **Rationale of *Itorero* and *Urugerero***

The *Itorero* Program is a home-grown initiative that helps to instill positive values in Rwandans especially the youth, give back to their communities, promote patriotism, community cohesion, and social responsibility and volunteerism. It enhances the socioeconomic 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 fulfill 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.

### **7.8 End unit assessment (answers)**

- 1) Explain different types of Human rights.

The answer of this question can be found under the title *7.1.2. Types of Human Rights*

which are in the student teachers' book.

- 2) Describe different ways of prevention of Human rights violations.

These ways of prevention of Human rights violations can be obtained by referring to the above answers to learning activity 7.1 Question number 2

- 3) Explain the role that the media and cultural activities can play to influence the national cohesion and the national identity.

The media and cultural activities such as art, music, pictures and film can be used to broadcast messages of peace and positive co-existence. In this regard, the media should be used to promote various cultural activities that encourage and support national cohesion and integration.

In addition, media and cultural activities should be utilized in a bid to counter stereo-types and other negative practices that are likely to destroy or weaken the national cohesion and identity.

- 4) Describe the historical background of National *Itorero* Commission.

The historical background of National *Itorero* Commission can be done by referring to the above answers to learning activity 7.3. Question number 1

- 5) Assess the role played by different categories of Rwandans in the implementation of *Umuganda*.

Different categories of Rwandans play a paramount role in the implementation of *Umuganda*. First of all, it has to be noted that Rwandans between 18 and 65 are obliged to participate in *Umuganda*. Foreigners living in Rwanda are encouraged to take part in *umuganda*. Professionals including engineers, medical personnel, IT specialists, statisticians and other professionals also are actively involved in *Umuganda* activities. The military personnel also participate in social activities like building schools and hospitals and this inspires the population to be very active as well.

- 6) Examine the challenges of *Imihigo*.

The answer of this question should be found by referring to the point 7.5.3. "*Imihigo*" which is in the student teacher's book.

- 7) Describe the structure of the community policing and its day-to-day activities.

The answer of this question should be found by referring to the point 7.5.4. "*Community policing*" which is in the student teacher's book.

## 7.9 Additional activities (Questions and answers)

### 7.9.1 Remedial activities

1. List down three types of Human Rights.

Three types of Human rights are economic and social rights, rights of communities and individual or civil rights

2. Define the term Human rights.

Human rights are commonly understood as inalienable fundamental rights which are inherent in the mere fact of being human. The concept of human rights is based on the belief that every human being is entitled to enjoy her/his rights without discrimination.

Human rights are applicable everywhere and at every time in the sense of being universal, and they are egalitarian in the sense of being the same for everyone. They require empathy and the rule of law and impose an obligation on persons to respect the human rights of others. They should not be taken away except as a result of due process based on specific circumstances, and require freedom from unlawful imprisonment, torture, and execution.

3. Mention four ways of prevention of human rights violations

Four ways of prevention of human rights violations are truth commissions, international war crimes tribunals and humanitarian aid and development assistance.

4. List down four Home Grown Solutions that have been adopted by the Government of Rwanda after the consultative meetings in Urugwiro.

Four home Grown Solutions are *Itorero ry'igihugu*, *Umuganda*, Community policing and *Imihigo*.

### 7.9.2 Consolidation activities

1. Discuss the challenges encountered in the process of implementation of *Imihigo*.

The first challenge is the problem of measurement. This consists of the absence of a clear standard on how to measure the value of *Umuganda*. This leads to overestimation of the value of *umuganda*. In fact, some districts measure its value by basing on the number of people participating on the day multiplied by the daily labour (mostly farming) rate applicable in that district, whereas *Umuganda* lasts only three hours.



Another challenge is that there is a clear discrepancy between allocated budget and the magnitude of citizen needs at the local administrative level. Actually, harmonizing citizen needs with the available budget a crucial challenge because there are always several competing needs for a limited budget.

The third challenge is the existence of competing agendas between central and local government. At this level, it is reported that 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 requests emerging from channels outside of joint planning often come from the central government consume local resources particularly when the demands are not accompanied with implementing funds.

Understaffing and capacity gaps at the local government level are also another big challenge. Studies have provided evidence on the subject. Lack of staff, insufficient financial means, lack of data base to facilitate planning, monitoring, and evaluation and heavy workload constitute “the most pressings factors influencing service delivery in local government.

The last challenge concerns delay in funds disbursement from the central government or from other development partners. This issue affects service delivery at local government level.

2. Examine the issues Rwandan leaders wanted to solve by the re-establishment of *Itorero ry’igihugu*.

In re-establishing *Itorero*, the leaders of Rwanda wanted to train Rwandan citizens so as to inculcate in them the cultural values, patriotism to teach them civic education and other packages related to social and political programmes for the development of their country.

*Itorero* has also as objective to cultivate self-respecting citizens who are identified by their national values, who are eager to embrace speedy innovations that have positive impact on their social welfare. *Itorero ry’Igihugu* also aims at cultivating visionary, patriotic, and exemplary servant leaders at all level of governance, leaders who have a heart for the people and their wellbeing.

### 7.9.3 Extended activities

1. Justify how the creation and functioning of the International war crime tribunal (International Criminal Tribunal for Rwanda (ICTR) for Rwanda has played a great role in the prevention of human rights violations.

The creation of International Criminal Tribunal for Rwanda (ICTR) has greatly helped in the prevention of human rights violations in many ways. First of all, at level of the country of Rwanda this tribunal contributed in fighting against the culture of impunity. In Rwanda, a number of political and administrative leaders who had prepared genocide against the Tutsi had fled the country and had become refugees in many countries of the world. The creation of ICTR was firstly a solution to the victims of genocide but it served also as a lesson to other leaders elsewhere in the world as a warning to these ones who had an inclination to commit genocide.

2. Describe the historical background of the Human rights.

Human rights encompass a wide variety of rights such as the right to a fair trial, protection against enslavement, prohibition of genocide, free speech or a right to education, etc.

Many of the basic ideas that animated the human rights movement developed in the aftermath of the Second World War and the events of the Holocaust, culminating in the adoption of the Universal Declaration of Human Rights in Paris by the United Nations General Assembly in 1948.

Ancient peoples did not have the same modern-day conception of universal human rights. The true forerunner of human rights discourse was the concept of natural rights which appeared as part of the medieval natural law tradition that became prominent during the European Enlightenment with such philosophers as John Locke, Francis Hutcheson and Jean-Jacques Burlamaqui and which featured prominently in the political discourse of the American Revolution and the French Revolution. From this foundation, the modern human rights arguments emerged over the latter half of the 20<sup>th</sup> Century, possibly as a reaction to slavery, torture, genocide and war crimes, as a realisation of inherent human vulnerability and as being a precondition for the possibility of a just society.

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### **8.1. Key Unit competence**

The student-teacher should be able to analyze the national, international judicial systems and instruments and the ways used in preventing and resolving conflicts and violence at the national and as well as international levels.

### **8.2. Prerequisites**

For effective study of this unit about the prevention and resolution of conflicts, the student - teacher should have prerequisite knowledge, skills and competence on the following topics: Role of *Gacaca* and *Abunzi* in conflict solving in Rwanda.

### **8.3. 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:

#### **8.3.1. Peace and values education**

By learning this unit, student - teachers 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 student - teachers to adopt the positive values like tolerance, cooperation, mutual respect towards each other, especially when they will be working in groups.

#### **8.3.2. Inclusive education**

Through learning activities and teaching process of this unit, care will be given to all students - teachers including Special Education Need cases. At this time, all students - teachers will be given a quality and equitable education that meets their basic learning needs. By learning activities, student - teachers will work together to develop the skills in mediation, negotiation and conflict resolution.

### 8.3.3. Genocide Studies

Teaching and learning this unit about the prevention and resolution of conflicts, the cross – cutting issue of genocide studies will be addressed. In this regard, tutor can help student - teachers to understand that preventing conflicts can be one way of preventing genocide. Tutor will emphasize on some principles of conflicts resolution like negotiation and mediation to help student - teachers to resolve interpersonal conflicts.

### 8.3.4. Gender

This cross-cutting issue is applied in this unit 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, student - teachers will be able to prevent and solve the family conflicts at home.

## 8.4. *Guidance on the introductory activity*

At the beginning of this unit 8, the introductory activity is suggested in order to motivate the student - teachers, so that they can become interested to know what they will learn in this unit.

Teacher will invite student - teachers 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, tutor will help student - teachers to come up with the answers to this introductory activity.

## 8.5. *List of lessons/sub-heading*

N <sup>o</sup> of lessons	Lesson title	Learning objectives	Number of periods
1	National and international judicial systems and instruments.	Describe the national and international judicial systems.	2

2	Organs responsible for preventing and resolving conflicts and violence at national and international levels	Describe the organs that are responsible for preventing and resolving the conflicts and violence at the national and international levels.	2
3	Different ways used to prevent and resolve conflicts and violence	Analyze the ways of preventing and resolving the conflicts and violence.	2
4	Challenges encountered during the prevention and resolution of conflicts and violence	Assess the challenges encountered during the prevention and resolution of the conflicts and violence.	1
End unit Assessment			1

## Lesson 1: National and international judicial systems and instruments

### a. Learning Objective

The student-teacher should be able to describe the national and international judicial systems.

### b. Prerequisites/Revision/Introduction

To start this lesson, Tutor call up the student - teachers to remind the contributions of *Abunzi* / Mediators and *Inyangamugayo* in Gacaca court in conflict solving. It is not something new to them because everywhere in Rwanda, we find *Abunzi* and they always listen how *Inyangamugayo* helped very much in judging the perpetrators who participated in genocide.

### c. Teaching resources

Student - teacher'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 student - teachers.



#### d. Learning activities

When the audio-visual material is available, in order to cater the student - teachers with vision impairment, teacher can integrate them into groups and their friends can help them by describing then scene they are watching. Thereafter, student - teachers with disability are independently assessed. Tutor also can use signs language to communicate with hearing impaired student - teacher.

In the case of written documents (internet, newspapers or textbooks like Student - teacher's book), do not use inflammatory sources. For the internet, you can provide key words to facilitate the student - teacher's research. After finding the document, student - teachers 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, tutor invites student - teachers to present their work to the whole class. You can also select two students - teachers who can read or write their ten lines on *Abunzi* and *Inyangamugayo* and the role played by Gacaca in prevention and resolving conflicts. You can build your lesson from their texts by asking other student - teachers to add additional information. One group can ask questions to other which can respond and you can give additional information.

Much as student - teachers 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.

Tutor guides the student - teachers to make synthesis of the lesson through the question and answer method.

#### e. Application activities

##### **Answers**

1. Explain how Rwandan judicial system is organized and its role in conflict prevention and resolution in Rwanda.

*See Student's book, Sections 8.1.2 and 8.1.3*

2. Differentiate the International court of Justice and the international Criminal court.

The International Criminal Court (ICC or ICC) is an intergovernmental organization and international tribunal that sits in The Hague in the Netherlands. The ICC has the jurisdiction to prosecute individuals for the international crimes of genocide, crimes against humanity, and war crimes.

The ICC is intended to complement existing national judicial systems and it may therefore only exercise its jurisdiction when certain conditions are met, such as when national courts are unwilling or unable to prosecute criminals or when the United Nations Security Council or individual states refer investigations to the Court. The ICC began functioning on 1 July 2002, the date that the Rome Statute entered into force.

While the idea of setting up the ICJ was born after World War two to judge the people accused war criminals. It was mainly created by the countries which won this WW II.

## **Lesson 2: Organs responsible for preventing and resolving conflicts and violence at national and international levels**

### **a. Learning objective**

The student-teacher should be able to describe the organs that are responsible for preventing and resolving the conflicts and violence at the national and international levels.

### **b. Prerequisites/Revision/Introduction**

At the beginning of this lesson, tutor has to use revision by asking the questions about the previous lesson concerning the national and international judicial systems. This revision will enable the student - teachers to get ready to learning this lesson.

### **c. Teaching resources**

Main teaching resources teacher can use include the following: student teachers' social studies book, 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 student - teachers.

### **d. Learning activities**

In order to facilitate the learning activities, tutor will use different materials. When the using audio-visual material is available, in order to cater the student - teachers with vision impairment, teacher can integrate them into groups and their friends can help them by describing then

scene they are watching. Thereafter, student - teachers with disability are independently assessed. Teacher also can use sign language to communicate with hearing impaired student - teacher.

In the case of written documents (internet, newspapers or textbooks like Student - teacher's book), do not use inflammatory sources. For the internet, you can provide key words to facilitate the student - teacher's search. After finding the document, student - teachers 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, teacher invites student - teachers to make oral presentation of their work to the whole class. Here, tutor can select two students - teachers who can read or write their ten lines text on national service in Rwanda and in other countries. He / she can build the lesson from their texts by asking other student - teachers to add additional information. One group can ask questions to other which can respond and you can give additional information.

Much as student - teachers 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.

Tutor guides the student - teachers to make synthesis of the lesson through the question and answer method.

e. Application activities

*Answers to the learning activities*

1. In prevention and resolution of conflicts, the Non – Governmental Organizations play the following role:
  - ✓ Addressing structural violence & promoting human security;
  - ✓ Making governments & state structures more responsive;
  - ✓ Alleviating social tensions and conflict;
  - ✓ Developing options and strategies for appropriate response;
  - ✓ Mobilizing political will for response;
  - ✓ Developing & strengthening 'constituencies for peace' and public awareness work;

- ✓ Facilitating social dialogue, public protests...
  - ✓ Providing the humanitarian relief & support to war-affected communities;
  - ✓ Strengthening capacities to mediate conflict and manage differences;
  - ✓ Developing a negotiation agenda and vision for the future.
2. By giving answer to this question, the student – teacher will, at least, mention and explain the following factors:
- ✓ Structural factors
  - ✓ Political factors
  - ✓ Economic factors
  - ✓ Cultural factors

### **Lesson 3: Different ways used to prevent and resolve conflicts and violence**

#### **a. Learning objective**

The student-teacher should be able to analyze different ways used in preventing and resolving conflicts and violence

#### **b. Prerequisites/Revision/Introduction**

To start this lesson, teach has to use revision by asking the questions about the previous lesson concerning the organs responsible for preventing and resolving conflicts and violence. By this revision, the student – teachers are motivated and encouraged to learn this lesson.

#### **c. Teaching resources**

Main teaching resources teacher can use include the following: student - teacher'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 student - teachers.

#### **d. Learning activities**

When the using audio-visual material is available, in order to cater the student - teachers with vision impairment, teacher can integrate them into groups and their friends can help them by describing then scene they are watching. Thereafter, student - teachers with disability

are independently assessed. Teacher also can use sign language to communicate with hearing impaired student - teacher.

In the case of written documents (internet, newspapers or textbooks like Student - teacher's book), do not use inflammatory sources. For the internet, you can provide key words to facilitate the student - teacher's search. After finding the document, student - teachers 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, teacher invites student - teachers to make oral presentation of their work to the whole class. Tutor can build the lesson from their texts by asking other student - teachers to add additional information. One group can ask questions to other which can respond and you can give additional information.

Much as student - teachers 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.

Tutor guides the student - teachers to make synthesis of the lesson through the question and answer method.

#### e. **Application activities**

##### *Answers to the application activities*

1. See Student's book, Section 8.3
2. Negotiation is generally based on the following basic principles:
  - ✓ Separation of people from the problem
  - ✓ Focus on interests, not positions;
  - ✓ Inventory of options for mutual gain
  - ✓ Use of objective criteria
  - ✓ Active listening

### **Lesson 4: Challenges encountered during the**

## **prevention and resolution of conflicts and violence**

### **a. Learning objective**

The student-teacher should be able to assess the challenges encountered during the prevention and resolution of the conflicts and violence

### **b. Prerequisites/Revision/Introduction**

To start this lesson, teach 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 motivate student - teachers to start this lesson.

### **c. Teaching resources**

Main teaching resources Tutor can use include the following: student - teacher'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 student - teachers.

### **d. Learning activities**

When the using audio-visual material is available, in order to cater the student - teachers with vision impairment, Tutor can integrate them into groups and their friends can help them by describing then scene they are watching. Thereafter, student - teachers with disability are independently assessed. Tutor also can use sign language to communicate with hearing impaired student - teacher.

In the case of written documents (internet, newspapers or textbooks like Student - teacher's book), do not use inflammatory sources. For the internet, you can provide key words to facilitate the student - teacher's search. After finding the document, Student teachers 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, tutor invites student - teachers to make oral presentation of their work to the whole class. Here, tutor can select two student teachers 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 student - teachers to add additional information. One group can ask questions to other which can respond and you can give additional information.



Much as student teachers 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.

Tutor guides the student teachers to make synthesis of the lesson through the question and answer method.

**e. Application activities**

***Answers to the learning activities***

For this question, tutor encourages the student teachers to make their own research within their groups and come up with answers that their share with the whole class and the Tutor will be asking probing questions to help Student teachers fill what is missing.

*Answers to the application activity: See the Student's book Section 8.4.1 and 8.4.2*

**8.6. SUMMARY OF UNIT**

In this unit eight, 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. That is why the jurisdiction system was set up to deal with all cases of conflicts at National and international level.

In terms of conflict prevention and resolution, the preventive measures 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 is broken up, the measures to resolve it would be taken by the community, nation and international community headed by the United Nation Organization. Most measures are negotiation and mediation. However, the challenges are still to handle. Most of them are the lack of conflict mechanism and programs in local community which

can hinder the prevention and resolution of conflict in the community. There is also unwillingness of the United Nation Organization to develop such mechanism.

### ***8.7. Additional information to Tutor***

#### **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, 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 honoured 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.

### **Different approaches and mediation models**

Co-mediation has many advantages, but only if the mediators are compatible and know how to work together. If the mediators do not know one another, or are not compatible, the process may work better with a single mediator.

Single mediation is a very common model which is used for many reasons, and because mediators enjoy working alone and be in control of the process. Experienced mediators who work alone do excellent work.

The model of a panel of mediators is used in very complex cases that involve multi-party mediation. The models vary in terms of the methods, the techniques, the process of mediation, and in the particular circumstances of the conflict in question.

Mediation plays an important role in international conflicts. The mediator in international conflicts can be a private individual who is an international figure, a religious personality, an academic scholar, a government representative, an international organization, or some other person or body, depending on the nature of the dispute.

In individual conflicts the mediator is an impartial neutral third party. In international conflicts the mediator is not always impartial, or neutral, and may have his/her own agenda, status, interests, and power, which may be used during the process. In that case, the mediator becomes part of, and party to, the negotiation process.

### **Causes of Conflicts in Secondary Schools**

According to Robbins (2000), conflict does not appear out of the thin air. It has causes. These causes can be managed consciously and unconsciously that is positively or negatively.

Studies done by Achoka (1990) posited that one of the causes of school conflicts has been school structural factors. For instance, the size of the school correlates with the number of disputes. That is the larger the school, the greater the number of differences and the higher the degree of conflict intensify (Yambo 2012).

School bureaucratic characteristics like the degree of specialization correlates with conflict. While people like educators are dissatisfied or cannot realize their status aspirations, they can compensate for it by fostering discord within the school. The work of Yambo and Tuitoek (2014) found that interest groups with different goals will run into differences at times especially when competing for meager resources and wanting to attain positions of influence and decision making. Situations that at times, get provoked by different, divergent perspective among stakeholders also bring about conflict. According to Plunkett (2009) competition can take the form of two individuals trying to outperform each other.

As much as competition has been found to be healthy by Omollo et al. (2016) for it brings out creativity, on the other hand, competition can also erupt over a struggle for a scarce commodity. This could lead not only to lack of co-operation but to open conflicts as well. Some of the conflicts experienced in schools sometimes emanate from leadership of the principals, BoM chairpersons or student leaders (Mudis& Yambo 2015).

Studies done by Deutsch (2000) opined that since people have different personalities, this has often resulted in them doing things differently, which has been deemed to be normal. These diverse personalities could create the potential for conflict among the people concerned.

According to Mondy, Sharplin and Premaux (2010) and the work done by Mudis& Yambo (2015) stipulates that personality difference mean the characteristics of a person and the way in which he/she express him/herself which clashes with that of other people. These people tend to blame others for their miseries. Some of the divergent personality types are stubborn, argumentative, complaining, non – assertive, and highly emotional and so on. It is very crucial for a school to have strategies in place to manage conflicts arising from personality difference.

According to Achoka (1990) communication problems may also cause conflict. The difficulties involved include noise, semantic differences and insufficient exchange of information. Any distortion of information of either the sender or the recipient may cause unnecessary conflict in a school set up or any organization.



The work of Plunkett (2009), share these sentiments by saying that communication is seldom perfect, and imperfect communication may result in misperception, interpretation and misunderstanding.

Due to the fact that the receiver may not be listening actively, he/she may simply misunderstand the sender. The results can be a disagreement about the goals, roles, or intentions. Sometimes information is withheld intentionally, for personal gain or to embarrass a colleague.

Research done by Robbins (2000) says that conflicts can evolve out of the individual who idolizes personal value systems. The chemistry between some people makes it hard for them to work together.

**Source:** Okoth, E., A. Edu, M., and Yambo, O JM., ( 2016), “*Determining causes of conflicts in secondary schools and their influence on students’ academic achievement in Kisumu city, Kenya*” in Journal of Harmonized Research, pages 135 – 142.

### **8.8. End of unit assessment**

1. *“Conflict is a reality of social life and exists at all levels of society”. Discuss this assertion*
  - ✓ 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).
2. *While solving conflicts, one of the ways used is negotiation. Explain the basic principles of negotiation.*
  - ✓ Separate the people from the problem
  - ✓ Focus on interests, not positions
  - ✓ Invent options for mutual gain
  - ✓ Use objective criteria
  - ✓ Active listening
3. *Explain challenges that may occur when preventing and resolving conflicts.*

See the student’s book, Section 8.4.1 on Page .....
4. *Describe the role of international community headed by UNO,*



*in prevention and conflicts resolutions.*

***Roles of UNO:***

- ✓ Elaboration and implementation of different initiatives in order to prevent conflicts like preventive diplomacy, preventive disarmament, preventive peacekeeping, post-conflict peace building, capacity building and technical support, and activities promoting human rights and good governance;
- ✓ Deployment of UN Special Envoys to help resolve a wide variety of disputes, from territorial questions to constitutional and electoral crises to peace talks.
- ✓ The UN special political commissions, headed by senior representatives of the Secretary-General, provide a tool for intensive and sustained preventive efforts across a range of disciplines.
- ✓ The UN Peacekeeping missions bring military and police capacities to bear, integrating them with civilian peacekeepers to advance multidimensional mandates.
- ✓ UN regional offices serve as forward platforms for preventive diplomacy.
- ✓ The UN works closely with regional partners – either in a leading or supporting role – to prevent conflict and maintain international peace and security.

**8.9. ADDITIONAL ACTIVITIES**

The series of additional activities will help the tutor to motivate the slow student – teacher by integrating them in learning process. The remedial questions are formulated for them. Those are the easy and simple questions. The consolidation questions are for the medium student – teachers. While the extended activity are designed for the gifted student – teachers as one way to make them busy by using their high level of understanding. By using all three categories of additional activities in classroom, all student – teachers are catered for. In the following paragraphs, there are examples of such activities.

**8.9.1 Remedial activities**

***Questions***

1. What is judicial system?
2. What do you understand by “Conflict”?

3. What are the different ways which can be used to prevent conflicts?

***Expected answers***

1. The judicial system is the system of courts that interprets and applies the laws in the name of the state.
2. A conflict is an opposition, a lack of comprehension or agreement between individuals about opinions, thinking, ideas or interests.
3. Different ways are used to prevent and solve conflicts:
  - ✓ Conflict analysis
  - ✓ Timelines;
  - ✓ Conflict mapping
  - ✓ Conflict tree
  - ✓ Negotiation
  - ✓ Mediation

**8.9.2. Consolidation activities**

***Questions***

1. Describe the structure and organization of International Criminal Court.
2. Identify different factors which can lead to conflicts at home.

***Expected answers***

1.
  - ✓ The ICC is governed by an Assembly of States Parties, which is made up of the states which are party to the Rome Statute.
  - ✓ The Court is composed of four organs: the Presidency, the Judicial Divisions, the Office of the Prosecutor, and the Registry.
  - ✓ The Judicial Divisions consist of the 18 judges of the Court, organized into three chambers; the Pre-Trial Chamber, Trial Chamber and Appeals Chamber.
  - ✓ Judges are elected to the Court by the Assembly of States Parties. They serve nine-year terms and are not generally eligible for re-election and no two judges may be nationals of the same state.
2. Factors which can create conflicts at home are the following:

- ✓ Ignorance among the family members
- ✓ Poverty
- ✓ Drunkenness
- ✓ Drug abuse
- ✓ Abuse of human rights, especially woman and child's rights

### 8.9.3. Extended activities

#### **Questions**

1. Nelson Mandela eloquently advised those in the Northern Ireland peace process: *“You cannot make peace by talking to your friends; you can only make peace by talking with your enemies.”* Comment this statement
2. Make a study about the different ways of conflict resolution, and then describe the qualities of a good mediator.

#### **Expected answers**

1. According to Nelson Mandela, peace talks should be with enemies because:
  - ✓ The conflicting issue often rises with your “enemies”
  - ✓ With “friends”, the solutions are easily reached due to mutual understanding;
  - ✓ With the “enemies”, the unsolved problem can quickly erupt into violent and open conflict;
  - ✓ Talking peace with the “enemies” there is chance for concluding to a lasting peace, one they accept to negotiate.
2. To be a good mediator, a person should have the following qualities:
  - ✓ Trust
  - ✓ Neutrality
  - ✓ Confidentiality
  - ✓ Look dignified
  - ✓ Dressing appropriately
  - ✓ Do not try to grab all the credit
  - ✓ Punctuality

- ✓ Act within four corners of law
- ✓ Having Knowledge about the issue
- ✓ Being optimist;
- ✓ 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)



## UNIT 9:

# DIGNITY AND SELF-RELIANCE

### **9.1. Key unit competence**

The student-teacher should be able to critique how the home-grown solutions contribute to self-reliance (*Abunzi, Gacaca, Girinka, Imihigo, Itorero, Ubudehe, Umuganda, umwiherero*)

### **9.2. Prerequisite (knowledge, skills, attitudes and values)**

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

- 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
- Different types of national service in Rwanda
- 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.

### **9.3. Cross-cutting issues to be addressed**

#### **9.3.1 Peace and values education**

In learning this unit nine with the title on dignity and self-reliance, student teachers will get more knowledge about home-grown solutions and their contribution towards good governance, self-reliance and dignity in national building. Simultaneously, they will also be enabled to acquire positive values such as patriotism, solidarity, selflessness and humility propounded by National *Itorero* Commission as values required for *Intore*.



This section will offer a good opportunity to student teachers to be acquainted with other values like peace, dignity, self-reliance, justice and social cohesion that had been emphasized in the adoption and implementation of other Home-Grown Solutions of *Ubudehe, umuganda, ingando, gacaca and Abunzi*. In so doing, this section will help student teachers reflect on this aspect of peace make it one of their values.

### **9.3.2 Inclusive education**

Through learning and teaching process of this unit, care will be given to all learners including SEN cases. At the same time, all student teachers 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**

The cross-cutting of genocide studies will be addressed in this unit dealing with dignity and self-reliance, when you help student teachers to understand that the lack of social freedom, dignity and good governance in Rwanda led to 1994 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.

### **9.3.4. Gender**

In this unit, the cross-cutting issue of gender will be addressed by placing an accent on the participation of both men and women in in all home-grown initiatives. In teaching this unity, the tutor should help student teachers understand how the Government of Rwanda has made a lot of efforts to increase the number of females in all institutions of decision making. Student teachers should also be helped to understand that gender equity is a process to be achieved in different domains.

### **9.3.5. Environment and sustainability**

Through this unit on dignity and self-reliance, student teachers will be helped to realize that environment had been taken as a priority in all social and developmental programmes of the Government of Rwanda. At the same time, student teachers can be helped to discover the contribution of *urugerero, ingando, umuganda, Girinka, ubudehe* to the protection and the sustainability of environment.

### 9.3. 6. Financial Education

Through this unit, student teachers can be helped to get awareness of how self-reliance plays a great role in enabling the country to save money through home grown solutions.

### 9.4 Guidance on introductory activity

At the beginning of this Unit 9, the introductory activity motivates student teachers who search to know what this unit will enable them to acquire in terms of knowledge, skills, attitudes and values from its beginning up to its end. As they get involved in learning different lessons of this unit, student teachers will be enabled to discover themselves answers to the questions they were asking at the beginning. This will help them to identify some challenges the country of Rwanda was faced to during the post Genocide Rwanda period and home grown policies it adopted to overcome them. Student teachers will also be informed on how these home-grown solutions directly contributed to the fast-growth of the economy thereby making the difference in gradually uplifting citizens' wellbeing.

### 9.5 List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	Concepts of the home-grown solutions and self-reliance	Explain the concepts of the home-grown solutions and self-reliance.	2
2	Contribution of the home-grown solutions towards good governance, self-reliance and dignity	Analyze the contribution of the home-grown solutions towards good governance, self-reliance and dignity in Rwanda.	3
3	Challenges encountered during the implementation of the home-grown solutions	Examine the challenges encountered during the implementation of the home-grown solutions.	2

4	End unit Assessment		1
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## **Lesson 1: Concepts of the home-grown solutions and self-reliance**

### **a) Learning objective**

The student teachers should be able to explain the concepts of the home-grown solutions and self-reliance.

### **b) Teaching resources**

A number of resources can be used in teaching this lesson. These include textbooks such as student social studies book and its teacher's guide. The teaching materials comprise computer and 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) Prerequisites/Revision/Introduction**

To begin this lesson, tutor can use revision by asking the student teachers some questions related

to national duties and obligations in the transformation of the Rwandan society. In addition, student teachers should have some knowledge on the achievements of the Government of Rwanda after the genocide against Tutsi seen in the unit one.

### **d) Learning activities**

The tutor invites the student teachers to use their textbooks, internet or other reference books like dictionaries to define the Concepts of the home-grown solutions and self-reliance. Student teachers can also read a range of materials including textbooks and reports. This activity should be carried out in groups and student teachers 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, the tutor can use the

question and answer method to guide the student teachers in making summary and assessment of the lesson taught.

e) Application activities

### *Answers to learning activity 9.1*

1. Examine in which context the government of Rwanda initiated her proper innovations such as *Gacaca*, *Abunzi*, *Itorero*, *Umwihherero* and *Girinka* to achieve social and economic development.

- ✓ The reintroduction of the *Abunzi* system in 2004 was motivated in part by the desire to reduce the accumulation of court cases, as well as to decentralise justice and make it more affordable and accessible for citizens seeking to resolve conflicts without the cost of going to court. Today, *Abunzi* are fully integrated into Rwanda's justice system.
- ✓ Contemporary *Gacaca* was officially launched on June 18, 2002 by President Paul Kagame as the best way to give justice to the survivors of the Genocide and to process the millions of cases that had risen following the 1994 Genocide against the Tutsi.
- ✓ *Girinka* was introduced in 2006 against a backdrop of alarmingly high levels of poverty and childhood malnutrition.
- ✓ In the aftermath of the Genocide against the Tutsi, the Government of Rwanda reintroduced *Itorero* in view of societal transformation. Contemporary *Itorero* includes physical activities along with classes on Rwandan history that reintroduce some of the cultural values lost during colonisation.
- ✓ *Umwihherero* – National leadership retreat was a tradition in Rwandan culture where leaders were convened in a secluded place in order to reflect on issues affecting their communities and to find solutions to them.

In modern times, *Umwihherero* is a retreat of high leaders of the Government of Rwanda where they reflect on, and address the challenges the country faces on an annual basis.

2. As one of the home-grown solutions, why was *Umuganda* reintroduced?

After the 1994 Genocide against the Tutsi, *Umuganda* or community work was reintroduced in 1998 as part of efforts to rebuild the country especially in the construction of infrastructures like roads, schools,

hospitals, health centres, offices of villages, cells, etc ... Besides, *umuganda* serves as a forum for leaders at each level of government from the village up to the national level to inform citizens about important news and announcements.

During this period that follows *umuganda*, community members can discuss any problems they or the community are facing and propose solutions together. This time is also used for evaluating what they have achieved and for planning activities for the next *Umuganda* a month later.

### *Answers to application activity 9.1*

- 1. Explain the following concepts: *umuganda*, *imihigo* and *ubudehe*.**

*To answer this question, as a tutor you should refer to the point 9.1. “Concepts of home-grown solutions and self-reliance” which is in the student teacher’s book.*

- 2. Compare the traditional *umuganda* and contemporary *umuganda*.**

In traditional Rwandan culture, *Umuganda* community work was carried out when for instance, members of the community would call upon their family members, friends and neighbours to help them complete a difficult task. In most of the cases, the latter was the construction of a house where people had to bring “*umuganda*” a pole which was used during that activity.

In modern Rwanda, *Umuganda* or *community* work was reintroduced in 1998 as part of efforts to rebuild the country especially in the construction of infrastructures like roads, schools, hospitals, health centres, offices of villages, cells, shelter for homeless people, etc ... Besides, *umuganda* serves as a forum for leaders at each level of government from the village up to the national level to inform citizens about important news and announcements.

- 3. Discuss the reasons why Rwanda adopted home-grown solutions.**

After the 1994 genocide against the Tusti, Rwanda adopted home-grown solutions so as to boost her social and economic development. Home Grown solutions are Rwanda’s brain child solutions to economic and

social development. They are also practices developed by the Rwandan citizens based on local opportunities, cultural values and history to fast track their development. Being locally-created, home grown solutions are appropriate to the local development context and have been the bedrock to the Rwandan development successes for the last decade.

## **Lesson 2: Contribution of the home - grown solutions towards good governance, self-reliance and dignity**

### **a) Learning objective**

The student teachers should be able to analyze the contribution of the home- grown solutions towards good governance, self-reliance and dignity in Rwanda.

### **b) Teaching resources**

The tutor will need the following resources to teach this lesson. These include textbooks such as student teacher social studies book and its tutor's guide. The teaching materials also comprise 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 students- teachers.

### **c) Prerequisites/Revision/Introduction**

To begin this lesson, the tutor can use revision by asking the student teachers some questions related to the previous lesson concerning the concepts of home-grown solutions. Here, student teachers can share in pairs what they remember about these home-grown solutions. The after, the tutor can invite two pairs for the presentation of their findings to the whole class.

### **d) Learning activities**

The tutor can invite student teachers to use internet or read a range of materials including textbooks and reports in groups. They can also watch a documentary film on *Ndi umunyarwanda* in order to describe the contribution of home-grown solutions to national building. After the work in groups, group leaders are invited to make presentation of their work to the whole class.



By the end of the lesson, the tutor can use the question and answer method to guide the student teachers in making summary and assessment of the lesson taught. To do so, the tutor asks the main achievements of *Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda and umwiherero*.

### *Answers to learning activity 9.2*

#### **Discuss the contribution of home-grown solutions towards good governance, self-reliance and dignity.**

To answer this question, as a tutor you should refer to the point 9.2 “Contribution of home-grown solutions towards good governance, self-reliance and dignity” which is in the student teacher’s book.

- e) Application activities

### *Answers to application activity 9.2*

#### **1. Analyse the impact of *abunzi* as a home-grown initiative.**

To answer this question, as a tutor you should refer to the point 9.2.1. “Contribution of *abunzi*” which is in the student teacher’s book. To complete the answer found in the student teacher’s book, the tutor can invite the student teachers to check on internet, in textbooks or 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. Summarize the contribution of home-grown initiatives to social and economic development of Rwanda.

The tutor is advised to ask student teachers to assess the contribution of home-grown solutions by 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. Analyse the contribution of home-grown solutions to unity and

reconciliation of Rwandans.

Home-grown solutions serve as a forum in which community members discuss the problems they face and propose possible remedies. They are also a channel through which all public policies pass so as to be disseminated, communicated and explained to the population.

Home grown solutions are also a tool that is used to enhance the social cohesion, the national unity and reconciliation among Rwandans. They trigger neighbourhood socialisation and are one route for the community mobilisation. They also help in social protection and economic development through the construction of community infrastructure and shelter for the needy. During the period of the implementation of the home -grown solutions such as *umuganda*, this is a very good opportunity to settle disputes, unite and reconcile conflicting Rwandans.

#### **4. Evaluate the role of *umuganda* as a home-grown solution.**

As a home –grown solution, *umuganda*, has already helped the country of Rwanda to make numerous achievements. These 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 for sectors, cells and *Umurenge* SACCO, road maintenance, tree planting and soil erosion control infrastructures, etc.

*Umuganda* also serves as a forum in which community members discuss the problems they face and propose possible solutions. It is a channel through which for the national unity and all the public policies pass through to be disseminated, communicated and explained to the population. *Umuganda* also enhances social cohesion among people.

### **Lesson 3: Challenges encountered during the implementation of the home-grown solutions**

#### **a) Learning objective**

The student teachers should be able to examine the challenges encountered during the implementation of the home- grown solutions.

#### **b) Teaching resources**

The materials that can be used to teach this lesson include books such as student teacher social studies book and its tutor’s guide. The teaching materials also comprise 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) Prerequisites/Revision/Introduction

To begin this lesson, the tutor can use revision by asking the student teachers some questions about the contribution of home-grown solutions to good governance, dignity and self-reliance.

The tutor can also bring some pictures of people in activities of *Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda and umwiherero*, and ask student teachers to observe them and link them with achievements of home-grown initiatives.

### d) Learning activities

The tutor can invite student teachers to use internet or read a range of materials including textbooks and reports in groups on the challenges faced in the implementation of home-grown solutions. After the work in groups, group leaders are invited to make presentation of their work to the whole class.

By the end of the lesson, the tutor can use the question and answer method to guide the student teachers in making summary and assessment of the lesson taught. To do so, the tutor asks the main challenges faced in the implementation of home-grown solutions of *Abunzi, gacaca, girinka, itorero ingando, imihigo, ubudehe, umuganda and umwiherero*.

### *Answers to learning activity 9.3*

In the implementation of home-grown solutions, different challenges were encountered. Discuss especially these ones that were faced in *Girinka* programme and how they can be handled.

To answer this question, student teachers highlight challenges encountered in *Girinka* program and comment them basing on experiences from their community, from media, reports and after they 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
- e) Application activities

*Answers to application activity 9.3.*

1. **Examine the challenges encountered in the implementation of Gacaca courts.** 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. Account for the challenges met by *Abunzi* or community mediators in the process of implementing this home-grown solution.

Challenges that were faced by *Abunzi* in its implementation phase are:

- **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. **Explain the key challenges in planning and implementation process of *Imihigo*.**

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, 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.

## 9.6. Summary of the unit

Home Grown Initiatives (HGIs) are Rwanda’s brain child solutions to economic and social development. They have been 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 the national heritage, historical consciousness and 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), *Umwihherero* (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.

With the 1994 genocide against the Tutsi, the Rwandan economic structure was devastated and

none was hoping that the country could be rebuilt and continue its development process. After this period, Rwandan government has adopted several programs and policies to boost the economy of the country and to promote the general welfare of the population.

The above mentioned Home Grown solutions had been initiated to respond to this necessity and had 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.

### ***9.7. Additional Information for teachers***

#### **ORIGIN AND ESTABLISHMENT OF GACACA COURTS**

Before discussing the origin and establishment of Gacaca Courts, it is important to mention the efforts deployed by the Rwanda Government to resolve Genocide cases and other crimes against humanity and overcome the challenges of justice in the aftermath of Genocide.

## **CHALLENGES OF JUSTICE IN THE AFTERMATH OF GENOCIDE AND THE SOLUTIONS ADOPTED**

The 1994 Genocide against the Tutsi in Rwanda was a result of the culture of institutionalised crime based on ethnic discrimination, dating back to 1959. However, no one could have foreseen the upsurge of mass killings or imagined that they would culminate into Genocide. The general state of impunity reached the extent of convincing one part of the population that any crime could be committed with impunity in the name of ethnic majority. It was therefore necessary to break this cycle of impunity by prosecuting the perpetrators of this crime.

### **Section One: Challenges of justice in the aftermath of Genocide**

The Government of National Unity that was put in place on the 19<sup>th</sup> July 1994 had many concerns but among the most urgent was to render justice to both victims and detained suspects.

This proved to be difficult considering the huge number of suspects and the almost complete destruction of the judicial system.

#### **Large numbers of suspects**

After Genocide, more than 120,000 individuals were arrested and provisionally detained for the crime of Genocide and other crimes against humanity. They were awaiting trial, yet the judicial system had been completely destroyed.

General amnesty as a solution was rejected beforehand, and it was admitted both by the Government of Rwanda and the International Community that all the perpetrators of Genocide and other crimes against humanity should be prosecuted and judged within a reasonable time.

This was a major challenge especially because the number of detained suspects kept increasing very fast.

How is it possible to fight against impunity where criminals are so

many? How is it possible to reach the planners who have managed to settle abroad, most of the time with the complicity of some leaders in the host countries? The Government of National Unity was committed to rebuilding the judicial system as quickly as possible in order to deal with these challenges.

## 2. Destruction of the judicial system

The destruction of the judicial system was due to numerous reasons namely:

- Lack of qualified staff;
- Interference of the executive power in the judiciary
- Exceptionally difficult working conditions, etc.

The judicial system was already weak before 1994 and its restoration turned out to be complicated and could hardly address the situation after Genocide. The judicial system was completely destroyed through the killing of judges and administrative staff, the escape of others usually due to their involvement in acts of Genocide and other crimes against humanity, the disappearance or destruction of working materials and equipment, loss of archives, collapse of the state machinery and judicial police. Nevertheless, everyone agrees that without justice, reconciliation among Rwandans was impossible. Thus, the Government of National Unity was committed to finding possible solutions at both the national and international level.

**Source:** Republic of Rwanda. National Service of Gacaca Courts (2012), *Gacaca courts in Rwanda*, Kigali

## **Impact of *Girinka* Programme**

*Girinka* programme is one of the Home-Grown Solutions that is having a significant and quick impact on the beneficiaries' households and the community at large.

Since its inception in 2006 up to July 2017, *Girinka* programme has provided more than 297,060 cows to a cumulative number of 297,060 Rwandan poor families virtually helping around 1,238,740 individuals.

## **Economic impact**

The number of cows distributed in the framework of *Girinka* programme contributed to nearly a double increase in milk production by 89%, from 372,619 litres in 2010 to 706,030 litres in 2015. The increase in milk production has also helped to reduce malnutrition in the country and

contributed to fighting against poverty for a number of households. The *Girinka* programme has the potential to contribute to crop production and household income. For crop-dairy farmers who are the majority in Rwanda, livestock is a source of very much needed fertilisers considering the insufficiency and the high cost of inorganic fertilizers.

Some households, after giving out the first calf, may sell one cow to purchase for example a piece of land. *Girinka* programme is thus a productive asset and also improves the livelihood of a farmer.

### **Social impact**

*Girinka* programme also contributes to food security as well as health outcomes. According to the 2015 Comprehensive Food Security and Vulnerable analysis findings, 80% of all households are food secure while 20% are food insecure.

The *Girinka* programme has a positive impact on social cohesion. As a matter of fact, those who pass on a calf to the next designated beneficiary are deemed to be bound in a lifelong friendship. In Rwandan culture, the gifting of a cow creates a special relationship between the giver and the recipient.

For centuries the cow has been considered a symbol of prosperity and was the currency of most socio-economic transactions before colonisation. In some areas such as Kitazigurwa Integrated Development Programme (IDP) in Rwamagana District, neighbours share a common cowshed.

### **Governance impact**

The way citizens of a given locality (*umudugudu*) come together with their leaders to determine the *Girinka* beneficiaries, indicates citizens' participation in government's socio-economic programmes.

*Girinka* programme also contributes to environmental protection as more grass and trees are planted to feed cows. The dung is used as manure as well as in the production of biogas used in Rwandan households for cooking and lighting.

**Source:** Rwanda Governance Board (2018), *Assessing Girinka Programme (2006-2016). Citizen perspectives*, Kigali.

## **9.8 End unit assessment (answers)**

- 1. Assess the achievements and challenges of Umuganda in social and economic sector.**



Student teachers have to highlight the achievements of *Umuganda* using indicators like schools and health centres 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.

Afterwards, Student teachers will also be invited to highlight the achievements of *Umwihereho*. 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 *Umwihereho* and to propose solutions and recommendations to such challenges.

**2. Explain the contribution of *Umwihereho* to the economic development and good governance of the country of Rwanda.**

National leadership retreat provides a platform for candid talk among senior officials from public service, leaders from the private sector as well as civil society. It is chaired by the Head of State and during this time, presentations and discussions focus on a broad range of development challenges including but not limited to the economy, governance, justice, infrastructure, health and education. At the same time, the participants seek remedies to the outstanding problems.

Since its inception, organizers of national leadership retreat have adopted numerous innovative initiatives to expedite the implementation of resolutions agreed upon at each retreat. Since then, these efforts have resulted in noticeable improvements in planning, coordination, and accountability leading to clearer and more concise priorities. In so doing, the national leadership retreat has contributed to the economic development and good governance of the country of Rwanda by helping leaders of the country to be more aware of the responsibilities they have to assume and to be held accountable. Ultimately, this retreat provides an opportunity for leaders to forge a better future for Rwanda.

**3. Analyse the contribution of *Girinka* to poverty reduction.**

Student teachers 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...

**4. Discuss the social impact of *Abunzi* and its contribution to unity and reconciliation.**

Student teachers 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 unity and reconciliation.

**9.9. Additional activities (Questions and answers)**

**9.9.1 Remedial activities**

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

1. Mention five Home-Grown Solutions that have been adopted by the Government of Rwanda.
2. What are the pillars of *Imihigo*.
3. Explain why Gacaca courts can be considered as a Rwandan home-grown solution.
4. Explain the meaning of *itorero* in traditional Rwanda.

***Expected answers***

1. The following are five Home-Grown Solutions that have been adopted by the Government of Rwanda: Umwihherero(national leadership retreat), Umuganda (community work), Gacaca (truth and reconciliation traditional courts), Abunzi (mediators), Imihigo (performance contracts).
2. The following are the pillars of *Imihigo*:
  - Governance and Justice;
  - Social development;
  - Economic development
3. 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 culturally 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.

4. In traditional Rwanda, *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*.

### 9.9.2 Consolidation activities

1. Identify what you think can be the challenges for Rwandans to promote their dignity and self-reliance.
2. Explain the advantages that the country of Rwanda has obtained from the establishment of the traditional process of *abunzi* as an alternative dispute resolution mechanism.
3. Account for different problems that led to the adoption of *Itorero* in the contemporary context by the Government of Rwanda.

#### Expected answers

1. The key factors that undermine the promotion of dignity and self-reliance in Rwanda are the following:
  - Poverty;
  - Lack of patriotism;
  - Dependence;
  - Governance (lack of good governance)
  - Corruption;

- Poor education
2. The advantages that the country of Rwanda has obtained from the establishment of the traditional process of *abunzi* as an alternative dispute resolution mechanism are as follows:

*Pre-hearing counselling:* Before cases are heard, mediators call on both complainant and defendant to emphasize the importance of social cohesion and conflict-resolution through community mediation. In some instances, both parties may opt to withdraw the case at this point, and come instead to a mutual agreement. In other cases, litigants are more inclined to accept, rather than appeal, the mediation decision as a result of the counselling.

*Reduced social distance between parties and mediators:* Since mediators are members of the same community from which disputants come, the latter feel less intimidated and more comfortable expressing themselves during those sessions, whether in public or in camera.

*Integrity over legal literacy:* The majority of the participants insisted that the question of integrity, which determine the selection of mediators, confer more ‘trust and confidence’ in the committees and fostered an environment in which justice prevailed.

*Parties’ freedom to choose mediators:* This was another factor highlighted by participants who felt that the freedom to choose mediators helped ensure equal treatment during mediation and reduced the likelihood of corruption.

*Win-Win approach:* During mediation, *Abunzi* avoid referring to either party as “winner” or “loser” as these words could create resentment and further contribute to the atmosphere of conflict. The goal of these mediations is to find lasting solutions through reconciliation, hence the avoidance of such words.

3. After the 1994 genocide against the Tutsi, Rwanda was considered as a failed State. The social fabric had been completely destroyed. In order to rebuild the country, the new leaders searched how to restore cultural values lost during the colonial period and the two republics that followed so as to move the country forward and provide a solid base for future development by re-establishing *Itorero*. This home-grown solution had to solve the following challenges Rwandans and especially the youth were faced to:

- 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; Training is adapted for the group participating in *Itorero*.
- 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 & Sexually Transmitted Diseases;
- Overpopulation – Rwanda has a high birth rate and is already densely populated;
- Low levels of entrepreneurship and high level of dependency;

### 9.9.3 Extended activities

1. Discuss different reasons that pushed the government of Rwanda to adopt traditional mediation and conciliation approaches of Gacaca and *Abunzi* as alternatives of judiciary structures.
2. Explain why after the 1994 genocide against the Tutsi, Rwandans resorted to traditional patterns of settling problems in order to solve present ones.

#### ***Expected answers***

1. The judiciary crisis in Rwanda after the 1994 genocide against the Tutsi, it was impossible to resolve judiciary problems using modern manner without searching for other alternative solutions like Gacaca and *Abunzi*. The following items can be considered as key factors that underpinned the adoption of the home-grown solutions of *abunzi* and gacaca:
  - 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.
2. In order to meet human needs, pre-colonial African societies relied on mutual aid, kinship and community support. Traditional cultural beliefs and practices encouraged collective responsibility, solidarity and reciprocity. The achievement of development was done through the promotion of collective and civic participation and engagement

Today, the socio-political and economic development of Rwanda necessitates being dependent on a value system that guarantees the existence of the nation by its own people. In order to achieve this objective, Rwanda is required to look back to its pre-colonial roots to reiterate cultural values and norms and to protect itself against all the evils it encountered including the 1994 genocide against the Tutsi, its consequences and ideology.

The country of Rwanda has also to search for these traditional patterns like *girinka*, *abunzi*, *itorero*, *imihigo*, etc. that had been successful in helping her ancient population to survive and to create a nation that was politically and militarily strong and respected in the region.

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