

HISTORY

TUTOR'S GUIDE

FOR TTC



OPTION:

SSE

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FOREWORD

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

It is for that reason that REB has been assigned to develop a Competence Based Curriculum (CBC) aiming at planning for a future knowledge-based society and the growth of regional and global competition in the job market. After a successful shift from knowledge to competence based curricula in general education, TTC program also were revised to align it to the Competence Based Curriculum to prepare teachers who are competent and confident to implement it in pre-primary and primary education. The rationale of the changes is to ensure that TTC learners' teachers are qualified for job opportunities and further studies in higher education.

In view of that philosophy, the Rwanda Education Board is honoured to avail the History Tutor's guide for Teacher Training Colleges (TTCs) in Social Studies Education which serves as official guide to teaching and learning History.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, Consultants, REB staff, UR-CE lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical and scientific support. Special appreciation goes to the Development Partners such as UNICEF, IEE, USAID/ *Soma Umenye*, Save the Children and Right To Play for their financial support.

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

Dr. NDAYAMBAJE Irénée

Director General REB.

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After the successful completion of this important step of availing Year 3 TTC History tutor's guide, I wish to sincerely express my special appreciation to the people who played a major role in development of this important teaching resource. Certainly, 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 express also my gratitude to Rwanda Education Board (REB) leadership who took over and supervised the whole curriculum review process. My appreciation is extended to Consultants, REB staff, Lecturers from UR-CE, TTC Principals, TTC Directors of Studies, TTC Deputy Principals, Tutors and Teachers from General Education who used much efforts and energy during the revision process.

I owe gratitude to different education partners more especially UNICEF, IEE, USAID-*Soma Umenye*, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Right To Play, Help a Child, Save the Children, Aegis Trust, Humanity and Inclusion, Teach Rwanda and Educate for their technical support.

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PRESENTATION OF THE TUTOR'S GUIDE

PART I. GENERAL INTRODUCTION

1.0. Introduction

The purpose of this teacher's guide is to help you implement the History syllabus in the option of Social Studies Education. 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 constructive 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; even outlines the content and skills that students will learn, and lastly focuses also to the assessment requirements. The tutor's guide provides direction for you in using the outcomes approach in your classroom using a step by step methodology

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 student teachers with special educational needs, active methods and techniques of teaching History in Social Studies Education and guidance to 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.

HISTORY LESSON PLAN

School Name: Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
2	.../.../2019	History	Y3 SSE	3	1of 5	40	40

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category	Three student teachers are gifted
Unit title	The second world war and its effects
Key Unit Competence:	The student-teacher should be able to examine the causes and effects of the Second World War
Title of the lesson	The causes of the second world war
Instructional Objective	Through group discussions, the student teachers will be able to examine the causes of the Second World War. Gifted student teachers will be asked to write them in essay form.
Plan for this Class (location: in / outside)	Inside the classroom
Learning Materials (for all learners)	Textbooks, newspapers, journals and other reference books
References	<p>Bayern-Jardine, C. (1987). <i>The second World war and its Aftermath</i>. London: Longman.</p> <p>Ben Wash. (1997). <i>Modern World History, Second edition</i>. London: Mastering.</p> <p>Black.J. (1999). <i>Atlas of world History</i>. London: Darling Kindersly.</p>

Timing for each step	Description of teaching and learning activity	Generic competences and cross cutting issues to be addressed + a short explanation
	Tutor organizes student teachers in groups and invite them to analyze the causes of the second world war	
	Afterwards, group leaders present the results of their work to the whole class.	
	Teacher activities	Learner activities

<p>Introduction</p> <p>5min</p>	<p>To introduce the new lesson, tutor uses revision by asking the student teachers some questions related to events that happened in inter-war period.</p>	<p>Student teachers respond to the questions.</p>	<p>Cross cutting issues</p> <p>Peace and values education</p> <p>This cross cutting will be addressed by enabling student teachers to have a better awareness of</p>
<p>Development of the lesson</p> <p>25...min</p> <p>Analysis</p> <p>15 min</p> <p>Synthesis</p> <p>10 min</p>	<p>Organize student teachers in groups and guide them to analyze the causes of the second world war.</p> <p>Afterwards, tutor invites group leaders to present the results of their work</p> <p>After the group presentation, tutor guides the student teachers to make class discussion.</p> <p>Teacher guides the student teachers on how to make synthesis of the lesson taught through the question and answer method</p>	<p>Guided by the tutor form groups and discuss the causes of the second world war.</p> <p>The tutor can help the student teachers to make synthesis of the lesson through answering questions related to analysis.</p>	<p>the root causes of conflicts, violence, and lack of peace and how they can build a more peaceful world.</p> <p>Inclusive education</p> <p>Through learning and teaching process care will be given to all student teachers including SEN cases. When forming groups, the teacher will make sure to put slow student teachers in group of peers able to help them doing the activity. The gifted one will be assigned more responsibilities in order to avoid boredom and distractibility in the group.</p> <p>Gender</p> <p>This cross-cutting issue is addressed in helping student teachers both boys and girls to exploit their full potential and</p>

<p>Conclusion</p> <p>10 min</p>	<p>The tutor will ask student teachers to make the summary of the lesson</p> <p>The tutor will give questions of evaluation to see if the objectives of the lesson have been achieved.</p> <p>The lesson will be ended with the homework on the course of the second world war.</p>	<p>Student teachers make the summary of the lesson taught.</p> <p>Student teachers will do evaluation exercises in written form and individually</p> <p>The student teachers will write the homework in their exercises homework.</p>	<p>talents without any prejudice. A particular attention can be paid to the use of both male and female combatants in the second world war.</p> <p>Generic competences</p> <p>Cooperation, interpersonal management, life skills</p> <p>Student teachers will have works to do in groups and will interact to accomplish whatever task assigned.</p> <p>Communication</p> <p>Student teachers will be invited to communicate and convey confidently and effectively information and ideas through speaking and writing</p> <p>Research and Problem Solving</p> <p>Student teachers will be given assignments that require them to carry out researches so as to find answers to causes that caused the second world war.</p>
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			<p>Critical Thinking</p> <p>Student teachers will be required to reason broadly and logically in order to arrive at appropriate and meaningful conclusions.</p>
<p>Teacher self-evaluation</p>	<p>In reference to the teaching aids used, questions asked and answers provided by student teachers, student teachers' activities done compared to their performance, tutor can conclude that the objectives of the lesson have been achieved.</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 student's book. This section of the tutor's guide provides guidance on how to conduct this activity and related

answers.

Note that student teachers may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by student teachers 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 supplementary 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 student teacher (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 tutor 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 has 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 History in the option of Social Studies Education.

- **Critical Thinking:** Student teachers analyse and evaluate 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:** Student teachers collect data using interviews, questionnaires and any other tool, analyze the data gathered and suggest solutions to the problems identified.
- **Creativity and Innovation:** Student teachers 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 used.
- **Communication Skills:** Student teachers can present themselves their abilities by writing application letters or CVs to potential employers. They can even 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:** Student teachers 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:** Student teachers 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, student teachers 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 tutor need to address all of them whenever an opportunity arises. In addition, student teachers 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 History subject:

- **Gender education:** Remind student teachers 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 History.

- **Environment and sustainability:** During the teaching of History, student teachers 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:** Student teachers 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 History, student teachers may discuss and appreciate the need for citizens' duties and state's obligations and responsibilities in the development of the country.
- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among student teachers. Being punctual for activities (time management), involvement in various activities (teamwork), keeping together their school environment clean (responsibility), greeting one another are among such opportunities (empathy).

In a lesson, encourage student teachers to greet one another, create a conducive learning environment, clean the chalkboard, and 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 student teachers the need to resolve conflicts amicably. You may also give student teachers 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, student teachers 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. Student teachers 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 student teachers both in and outside of the class.
- **Financial Education:** For example, in setting personal goals, student teachers may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Student teachers may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, student teachers 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 student teachers 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 student teachers 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:** Student teachers 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 student teachers opportunities to share how History in the option of Social Studies can promote the fight against genocide ideologies. During rights and responsibilities session, student teachers 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, student teachers 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 teacher in the classroom. Also, tutors need to understand that student teachers with special needs; need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the unit and the nature of the lesson.

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

- Remember that student teachers 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 limits distraction. This will help student teachers with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each student teacher. Some student teachers process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Student teachers

with special educational needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.

- Use clear and 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 student teacher 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 student teachers learn in different ways, it is important to make every lesson as multi-sensory as possible. Student teachers 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 student teacher is unique with different needs and that should be handled differently.

Strategy to help a student teacher 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 student teacher with visual impairment:

- Help student teachers 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 student teacher has some sight difficulties, ask them what they can see.
- Make sure the student teacher has a group of friends who are helpful and who allow the child to be as independent as possible.

- Plan activities so that student teachers work in pairs or groups whenever possible

Strategy to help a student teacher with hearing impairment:

- Always get the student teacher's attention before you begin to speak.
- Encourage the student teacher 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 student teachers with physical disabilities or mobility difficulties:

- Adapt activities so that student teachers 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 student teacher 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 student teachers achieve the key unit competence. Results from assessment inform the tutor which student teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of student teachers; slow, average and gifted student teachers respectively.

1.2.4. Guidance on assessment

Assessment is an ongoing process of identifying, gathering and interpreting information about students teachers' 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 student teachers are having problems and to give immediate feedback, which will help your students teachers learn better. It also helps you plan your lessons to make student learning, and you're teaching more effective. Often it is informal and student teachers can mark their own work or their friends. An example is a quick class quiz to see if student teachers 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 history units

In the history 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 tutors 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 teachers
- The assessment criteria and performance standards or marking guides are provided to the student teachers so that they know what it is that they must 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 teachers understand why he/she received the result and how to do better next time.

Feedback should be:

- Constructive so that student teachers feel encouraged and motivated to improve learning timely so that student teachers can use it for subsequent learning;
- Prompt so that student teachers can remember what they did and thought at the time focused on achievement and effort of the student teachers;
- 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 teacher either in written or verbal form.
- **Formative** – given during the topic with the purpose of helping the student teacher 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 student teachers 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 teacher's 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 student teachers to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student teachers learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student teacher progress than one long test. It is extremely important that tests are marked and that student teachers 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 student teacher to demonstrate what they know and can do. Therefore:

- Student teachers 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 student teachers with special needs
- Give student teachers some choice in the questions they select
- Vary the levels of questions to include gathering, processing and applying information
- Provide sufficient time for all student teachers 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 student teachers to understand more about how to learn.

Student teachers 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 student teachers their strengths and areas where they need to improve
- Engages student teachers actively in the assessment process
- Enables student teachers to be responsible for the learning

Helps student teachers to understand the assessment criteria and performance standards.

1.2.5 Student teachers' learning styles and strategies to conduct teaching and learning process

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

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 student teacher' needs, abilities and learning styles.

Teaching and learning strategies

In order to cater for different student teachers' learning styles and to assist and encourage student teachers to learn, tutors need to perform certain tasks. These are teaching strategies.

You need to engage student teachers 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.
- i) Use of Present Boards and Portfolios during Skills Lab

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

The biggest sign of a successful skills lab is the activities student teacher complete. And how do we know whether student teachers 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?
Present Boards	Last activity of each Skills Lab. Each lab team/group has their own one 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

Relationship between Portfolios and Present Boards

What is a Student Portfolio?

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

Portfolios are the basis for Skills Lab. First, tutor creates the portfolio assessment for student teachers to complete.

Skills Lab is when student teachers will work on group activities to prepare for completing the portfolio assessment individually. Skills Lab is one of your tutor's normal lessons (no extra time is needed) that are especially designated for the purpose of student teachers working in groups to complete their activities. Skills Lab prepares student teachers 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?
Present boards	Groups	During Skills Lab	On Present Boards
Portfolios	An Individual	As an Assignment	In Portfolio Folder

1.2.6. 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 student teachers are involved in the learning process. Below are those main part and their small steps.

1) Introduction.

Introduction is a part where the tutor makes connection between the previous and current lesson through appropriate techniques. The tutor opens short discussions to encourage student teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor 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 student teachers' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

Discovery activity/prediction

Step 1

- The tutor discusses with student teachers 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 tutor let the student teachers work collaboratively on the task.
- During this period the tutor refrains to intervene directly in the working of activity or results/findings of the task
- He/she then monitors how the student teachers 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 student teachers' productions

- In this period, the tutor invites representatives of groups to share their productions/findings.
- After three/four or an acceptable number of presentations, the tutor decides to engage the class into exploitation of the student teachers' productions.
- Exploitation of student teacher's productions
- The tutor asks the student teachers to evaluate the productions: which ones are correct, incomplete or false
- Then the tutor judges the logic of the student teachers' products, corrects those, which are false, completes those, which are incomplete, and confirms those, which are correct.

Institutionalization (summary/conclusion/ and examples)

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

Exercises/Application activities

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

- Exercises in real life contexts
- Tutor guides student teachers to make the connection of what they learnt to real life situations. At this level, the role of tutor is to monitor the fixation of process and product/object being learned.

3) Assessment

In this step, the tutor asks some questions to assess achievement of instructional objective. During assessment activity, student teachers work individually on the task/activity.

The tutor avoids intervening directly. In fact, results from this assessment inform the tutor on next steps for the whole class and individuals. In some cases, the tutor can end with a homework assignment, or additional activities.

1.2.7. Template of a lesson plan in active learning approach

LESSON PLAN

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

Term	Date	Subject	Class	Unit No	Lesson No	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 tittle							
Key unit competence							
Tittle of the lessson							
Instructional objectives							
Plan for this class (location: in/ outside)							
Learning materials (for all learners)							
Deferences							

Timing for each step	Description of teaching and learning activity		Generic competence and Cross cutting issues to be addressed + a Short explanation
	Teacher activities	Learner activities	
Introductionmin			
Development of the lessonmin			
Conclusionmin			
teacher self evaluation			

UNIT 1

ROLE OF GACACA AND ABUNZI IN CONFLICT SOLVING

1.1 Key Unit competence

The student-teacher should be able to examine the role of Abunzi and Gacaca jurisdictions in solving conflicts in Rwandan society.

1.2 Prerequisite knowledge and skills

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

- Contribution of Home grown solution towards good governance, dignity and self-reliance in Year 2
- In addition, the student teachers should have some understanding on the importance of peace and conflict resolution in societies.

1.3. Cross-cutting issues to be addressed

1.3.1. Peace and values education

Applied to this unit 1 on the role of Gacaca and Abunzi in conflict solving, the student teachers will be enabled to have a better awareness of the role of Abunzi and Gacaca in conflict solving and the structure of Abunzi and Gacaca, and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also get positive values such as patriotism, solidarity, tolerance, courage. The previous values are indicated in all sections of this unit which show the solidarity between the different people engaged in Abunzi and Gacaca who helped each other to live in harmony.

1.3.2 Inclusive education

Through the learning and teaching process of this unit, care will be given to all student teachers 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.

1.3.3 Gender

This cross-cutting issue is particularly addressed in this unit of the role of Abunzi and Gacaca in conflict resolving. You can help the student teachers to understand the role of women during Abunzi and Gacaca courts in conflict resolution. The Second World War shows the ability of women to undertake all activities that were thought to be only men's activities. Help the student teachers understand that gender equity is a process to be achieved in different domains.

1.4 Guidance on the introductory activity

At the beginning of the unit 1, the introductory activity (**student teacher's book page 5**) motivates 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 did not know before. As they get engaged in the lessons of this unit, they discover answers to the questions they were asking themselves at the beginning. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about the role of Abunzi and Gacaca in conflict resolution.

1.5. List of lessons

Number of lessons	Lesson title	Learning objectives	Number of periods
1	The structure of Abunzi and Gacaca courts	The student –teachers should be able to describe the structure of Abunzi and Gacaca courts	9
2	The roles of Abunzi and Gacaca in conflict solving and reconciliation	The student –teachers should be able to explain the roles of Abunzi and Gacaca in conflict solving and reconciliation.	2
3	Problems faced during the operations of Abunzi and Gacaca courts and proposed solutions.	The student-teachers should be able to explain the problem faced during the operations of Abunzi and Gacaca courts and proposed solutions	2

4	Skill lab	The student teachers should be able to role play the role of Abunzi in conflict resolution	1
5	End unit assessment		1

Lesson 1: The structure of Abunzi and Gacaca courts

a) Learning objective

The student-teachers should be able to describe the structure of Abunzi and Gacaca courts

b) Teaching resources

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

c) Prerequisites/revision/introduction

To start this lesson, the tutor has to use introduction by brainstorming student teachers about Abunzi and Gacaca courts

d) Learning activities

- i) Guidance to learning activity 1.1.

Tutor arranges the student teachers into groups (3 up to 5 student teachers) and asks them to do the first activity in their textbook (see student book page 4). Student teachers present their work to the whole class and followed by the teacher's harmonization.

- ii) Suggested answers to learning activity

- The following is the structure of Gacaca courts

The Gacaca Courts had the following organs:

a) General Assembly whose the main common duties:

b) Seat made up by the members of the bench of Gacaca Courts known as Inyangamugayo judges who were Rwandans of integrity elected by Assembly of the Cell.

c) Coordination Committee

- The following is the structure of Abunzi committee
 - There is the Abunzi Committee which is comprised of seven (7) persons of integrity who must all be residents of the Cell and the Sector respectively and well-known for their conciliation skills
 - There was also the Bureau of the Abunzi Committee.

e) Application activity

Suggested answers to application activity 1.1.

1. The Competence of Gacaca Courts are described below:

Jurisdiction

Gacaca Court of the Cell

The Cell Gacaca Court deals, at first level, with crimes of category 4. It deals also with Objections filed against the sentence it has pronounced in the absence of the accused. The Cell Gacaca Court then categorizes alleged perpetrators of Genocide.

Gacaca Court of the Sector

The Sector Gacaca Court deals, at first level, with defendants whose offences fall into the third category and opposition made against sentences pronounced in the absence of the accused.

Gacaca Court of the District or Town

The District or Town Gacaca Court deals with crimes of category 2, appeals filed against judgments rendered at first level or on opposition by Sector Gacaca Courts under its jurisdiction filed against the judgments that were rendered in absence of the accused.

Gacaca Court of the Province or Kigali City

The Gacaca Court of the Province or Kigali City deals with appeals of **judgments** rendered at the first level or on objection by Gacaca Courts of the District or Towns under its jurisdiction filed against the judgments that were rendered in absence of the accused.

2. The Coordination Committee of every “Gacaca Court” shall carry out the following functions:

- to convene, preside over meetings and coordinate activities of the Bench for the
- Gacaca Court as well its General Assembly,
- to register complaints, testimonies and evidences given by the population;
- to receive and record files for suspects answerable to “Gacaca Court”;
- to register appeals filed against judgements passed by “Gacaca Courts”;

- to forward files of judgements appealed against to Gacaca Courts of Appeal;
- to register decisions made by organs of the “Gacaca Court”;
- to prepare reports of activities of “Gacaca Courts”;
- to implement decisions of the General Assembly and those of the “Gacaca Court” Bench;
- to immediately transfer the report of activities approved by the General Assembly of the “Gacaca Court” to superior Gacaca Courts.

3. The following is the description of the function of Abunzi:

At the Cell level, it is the Executive Secretary of the Cell receives disputes to be submitted to the Abunzi Committee at the Cell level. Disputes are submitted verbally or in writing and are registered on the list of disputes of the Abunzi Committee.

On the day of receipt of a dispute, the Executive Secretary fills out forms which contain a brief description of the dispute and submits them to the Abunzi Committee to allow it to summon the respondent and decide on the venue, the day and the time of consideration of the dispute.

The Executive Secretary of the Sector receives disputes to be submitted to the Abunzi Committee at the Sector level.

After receiving the dispute, the summons is delivered, with acknowledgment of receipt, to the office of the Cell or Sector of the respondent’s place of residence or to the secretariat of the institution where the respondent works.

The summons briefly describes the dispute, the venue, date and time set for the respondent’s appearance before the Abunzi Committee, with notification to the applicant. The summoned person is given a period of at least seven (7) days to appear before the Abunzi Committee from the date the summons is served on him/her.

On the day of appearance, the parties agree on three (3) Abunzi to whom they refer their dispute. Where parties fail to agree on the abunzi, each party chooses one and the two (2) choose the third one. Where parties agree on the same umwunzi, the latter chooses the two (2) others from Abunzi Committee to assist him/her. Parties have no right to refuse umwunzi or abunzi chosen following this procedure. The Abunzi Panel chooses from among its members a Chairperson and a rapporteur who must be literate.

Umwunzi shall not sit on a panel examining a dispute involving him/her or in which he/she has an interest. Umwunzi may recuse him/herself from the panel on his/her own motion or in response to a motion by the applicant.

When the dispute considered involves all or the majority of members of Abunzi Committee at the Cell or Sector level, thereby making it impossible to form a panel, the chairperson of Abunzi Committee notifies the coordinator of activities of Abunzi Committee at the District level of the issue in writing within fifteen (15) days of the day when the problem is noticed.

The Coordinator of activities of the Abunzi Committee in collaboration with the Executive Secretary of the Cell or Sector in which the problem is noticed seeks support from Abunzi of the nearest Cell or Sector to determine the dispute.

During reconciliation procedure, the conciliation session is public, save for a session behind closed doors which is decided by Abunzi on their own initiative or upon request, following the nature of the dispute. Members of the Abunzi Committee that are not chosen to examine the dispute may participate in any conciliation session but without the right to vote.

During the conciliation, Abunzi hear from each party and from witnesses when they are presented by the parties. They may also seek advice from any other person as long as he/she can provide clarification on the dispute.

While considering the dispute, Abunzi help both parties to reach a compromise. Where parties fail to do so, Abunzi render a decision in accordance with the law, culture of the place where the dispute is being settled or their own conscience provided the decision is not contrary to written law.

Before the Panel of Abunzi, a lawyer may assist a party having sought his/her assistance, but the lawyer cannot represent or plead for him/her.

The applicant, the respondent or the witness may use an interpreter who is given the floor before Abunzi Panel. Interpreter fees are borne by the person having sought his/her services.

Abunzi must settle the dispute within one month from the day the dispute is registered on the list of disputes of Abunzi Committee.

If a summoned person fails to appear on the date indicated in the summons, he/she is summoned again and informed that Abunzi render their decision on the scheduled date irrespective of whether he/she appears or not.

If the party summoned fails to appear again on the date indicated, the applicant chooses umwunzi and Abunzi Committee chooses another and the two select a third one to decide on the dispute in the summoned party's absence.

After the dispute consideration, Abunzi withdraw themselves from the public in order to make a decision. The Abunzi's decision is taken by consensus or, where there is no such consensus, by an absolute majority of votes. The decision is

recorded in minutes signed on each page by all members of Abunzi Panel and the concerned parties' right after the procedure of conciliation.

The verdict must be written and signed by Abunzi on every page and available within a period not exceeding ten (10) days from the day on which the decision was made.

Lesson 2: The roles of Abunzi and Gacaca in conflict solving and reconciliation.

a) Learning objective

The student –teachers should be able to explain the roles of Abunzi and Gacaca in conflict solving and reconciliation.

b) Prerequisites/revision/introduction

To start this lesson, the tutor has to use a revision by asking questions on the structure of Abunzi and Gacaca courts.

c) Teaching resources

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

d) Learning activity 1.2.

i) Guidance to learning activity 1.2.

Tutor arranges the student teachers into two groups. One will make research and write a report on the role of Abunzi another on the role of the Gacaca courts. Each group will be subdivided into 3 subgroups to discuss on the assigned task. After they will be a presentation of some subgroups and followed by tutor's harmonization.

ii) Suggested answers to learning activity 1.2.

The tutor should summarise the content in student book on the role of Abunzi and Gacaca court in conflict solving and reconciliation.

e) Application activity 1.2.

Suggested answers to application activity

1. The Gacaca as Rwanda participative jurisdiction after the 1994 Genocide against Tutsi has achieved in conflict solving and national reconciliation as following:

The Gacaca process separated the truth from the lies and revealed the specific circumstances of deaths of the victims as well as the locations where their remains had been disposed of so that they could be buried with dignity.

The Gacaca process reduced the frustration of the survivors regarding the

unknown fate of their loved ones; because they now knew the circumstances of the deaths of their family members and the atrocities they endured.

Access to the truth generally reduced the degree of suspicion and consequently led to the restoration of more or less normal social relations between the families of survivors and their innocent neighbours who had previously been suspected of betraying the victims.

Therefore, the Gacaca process prevented the generalization of guilt by distinguishing the innocent from the guilty.

Regarding the relations between families of the survivors and those known to be guilty of participating in the genocide, the reconciliation process depended on several factors, mainly; revelation of the truth about their role in the massacres, genuine repentance, preparing for face-to-face meetings by sending respected and credible messengers to request the survivors to be present during the confessions of guilt.

It is interesting to note that the guilty pleas and requests for forgiveness presented to victims (even through emissaries) before the detained suspects were informed of the advantages of this process in sentence reduction were better received by the survivors, this in itself was already an indication of genuine reconciliation.

At the practical point of view, the Gacaca process set the investigations in motion as soon as the confessions of the detainees were recorded.

In addition, the process also ensured reduced sentences for those who voluntarily confessed within the window period provided for by the law.

Finally, the respondents also stated that the reimbursement for damaged property was another step towards reconciliation.

Another factor in favour of improving relations is that Rwandans have understood that even in a context of mass criminal activity that was sanctioned by the Government, not only are crimes against human beings punishable but also destruction of property is a punishable crime.

Refer to the official law governing the creation of Gacaca courts; the definitive contribution expected from these courts was to reveal the capacity of the Rwandan people to find solutions to national problems.

In view of the results achieved by the Gacaca process as regards access to the truth, the fight against impunity and the acceleration of trials as well as in terms of its contribution to national reconciliation, it is evident that it was the

most adequate political solution given some problems brought by genocide against the Tutsi.

During the Gacaca activities, the Rwandan people were involved in finding solutions, while taking into account the fact that genocide is an immutable crime. One of the most significant contributions of Gacaca process was that it demonstrated that this most serious of crimes is now fully punishable, regardless of the number of people who participated in its perpetration or the scope of the killings and destruction that occurred.

The Gacaca process was a vivid illustration of the ability of the Rwandan people to overcome their pain and participate in seeking solutions to the critical problems facing their society.

The Gacaca process also gave the families of victims and those of convicted prisoners the opportunity to have face to face exchange in which discussed the evil that was poisoning the post-genocide Rwandan society through an open and direct dialogue.

2. The activities of Abunzi cement the national unity as well as all social categories are equally treated by these kinds of courts. This is due to that during abunzi sessions and meetings; there is often a great deal of evocation of the notion of onenesses or the concept of abanyarwanda (Rwandan-ness). Therefore, Abunzi Committee's activities facilitate the reconciliation process among the Rwandans.

Lesson 3: Problems faced during the operations of Abunzi and Gacaca courts and proposed solutions.

a) Learning objective

The student-teachers should be able to explain the problem faced during the operations of Abunzi and Gacaca courts and proposed solutions

b) Prerequisites/revision/introduction

To start this lesson, the tutor has to use a revision by asking questions on the role of Abunzi and Gacaca court in conflict resolution and reconciliation

c) Teaching resources

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

d) Learning activity 1.3.

- i) Guidance to learning activity 1.3

Tutor arranges the student teachers into two groups. One will make research and write a report on the challenges faced by Abunzi and Gacaca court in conflict

resolution another on the solutions to address those challenges. Each group will be subdivided into 3 subgroups to discuss on the assigned task. After they will be a presentation of some subgroups and followed by tutor's harmonization.

ii) Suggested answers to learning activity 1.3

See the content in student teachers book.

e) Application activity

Suggested answers to application activity

1. During the accomplishment of Gacaca Courts and Abunzi's activities; the following problems were faced:

Persistence of Genocide ideology because those who have deeply participated in preparation and execution of genocide were still denying their role;

Killing and intimidation of survivors of Genocide, witnesses and "Inyangamugayo" Judges: In some areas of the country, they were killed especially the genocide survivors while the witnesses were intimidated before giving their testimonial.

Destruction or damaging of equipment used in data collection (filing cabinets, books, forms...);

Some "Inyangamugayo" judges were accused of participation in crime of Genocide and in such case they were mistrusted by the survivors which constitute a big barrier to their work;

Leaders accused of Genocide: in some areas, the local leaders who would work hand – in – hand with the Gacaca courts and supervise the daily activities were also accused of genocide participation. This made Gacaca activities so difficult to achieve the objectives;

Refusal to testify: due to the intimidation, killing, the closed relationship or the shared responsibility in crime committed, some people refused to give test during the activities of Gacaca trials. This led to a limited level of truth from which the judges proceeded;

People moving to Provinces where they were unknown because they were involved in genocide and this migration could not make possible the justice to the victims of the genocide against the Tutsi.

Refugees who fled Gacaca Courts: apart from the internal displaced people, some even fled to the foreign countries from being sentenced by Gacaca courts;

Partial confession of crimes causing re-categorization or maximum penalties;

Serious trauma cases: This has hampered the activities of Gacaca because some who would give impartial testimony were suffering from trauma, could not mostly in public places;

Neglect of the capacities of “Inyangamugayo” and Abunzi: As well as they were coming from ordinary families and very nearest of their neighbours, some do not trust in their capacities of carrying out a serious trial like the cases of genocide.

In some cases, because members of Abunzi Committees are not compensated for their service rendered to the nation; some of them are less motivated.

To small extent, some members of Abunzi Committees are criticized for acting like judges and not as mediators.

2. In order to overcome the problems encountered during Gacaca Courts and Abunzi Committees' activities, the following solutions have been proposed and even others were implemented:

Mobilizing the population for active participation of everyone in Gacaca process because some Rwandans considered the Gacaca activities as not their matter;

Involving all classes and categories of the Rwandan society because during Gacaca Courts' sessions some people missed to participate as they consider they were not concerned; much as they were neither genocide survivors nor accused.

Continue sensitizing Genocide suspects about the procedure of confessions, guilty plea, repentance and apologies;

Fight against the killings and intimidation against Genocide survivors, witnesses and “Inyangamugayo” judges;

Setting up security measures for Gacaca Courts equipment and recording for a long period as the data would save in future studies and as national history;

During Gacaca Courts' activities, the local government institutions should take care of traumatised individuals;

Building capacities of “Inyangamugayo” judges and Abunzi through continuous training;

In order to avoid miscommunication between the Abunzi Committees and local governmental institutions, it is important to enhance communication between Abunzi and the public and other legal aid providers to improve efficiency and effectiveness.

It also important to reinforce Abunzi Committees supervision and coordination at the District level so that their work becomes more effective.

In order to motivate the members of Abunzi Committees as well as the judges of Gacaca Courts, there was provision with incentives such as transport facilitation, opportunities for income generation and paying for them health insurance.

The provisional of materials and resources to Abunzi was done in order to improve their operational capacity and record keeping.

1.6. Skill lab

In the cell of Butangampundu, two persons, namely, Bugingo and Mutabazi, are in conflict based on land. Mutabazi has sold his land to Bugingo after receiving two million Rwandan Francs. However, none of local government agents was informed. But the neighbours and some members from both families were present. So, later on, Mutabazi is exploiting the land. Bugingo, who, says that he is in land possession reports his case to the Executive Secretary of the Cell. This case is submitted to Abunzi Committee of the cell.

Suppose that you are a member of Butangampundu Cell Abunzi Committee and selected to participate in conciliation session between Bugingo and Mutabazi. Suggest the conciliation procedures you are going to follow and remember that you will fulfill the verdict of Abunzi Committee.

Topic: The role of Abunzi and Gacaca court in conflict solving

Duration: (...minutes)

Materials required: papers, pens, members of Abunzi panel, chairs, tables, parties in conflicts, verdict of Abunzi committee,

Tutor preparation: preparation of movie showing Abunzi in solving conflict, preparation of what each part will act out, preparation of student teachers to act out either as Abunzi or as parties in conflicts, preparation of verdict of Abunzi committee, enough space to play a scenario, sitting arrangement of the Abunzi panel and parties in conflict.

Learning objectives (s): Student-teachers will be able to:

- Act out the role of Abunzi in solving the conflict
- Completing the verdict of Abunzi committee

Instructional objective: Through role play, student-teachers will be able to act out the role of Abunzi of solving conflicts and completing the verdict of Abunzi committee perfectly.

Activity 1: Build: (...minutes)

- Tutor starts by asking the student-teachers how to choose Abunzi who make a panel.
- To ask the student teachers how to make the sitting arrangement of Abunzi panel and parties in conflicts.
- To ask the student teachers the procedures to follow when Abunzi are solving conflict of parties in conflicts
- To exercise how to fill the verdict of Abunzi committee.
- To exercise the voice used by Abunzi panel in solving conflicts.
- To explain how to start and close the session of Abunzi panel
- If possible to show a video showing showing Abunzi panel in solving conflicts

Activity 2: Practice: (... minutes)

- Tutor guides the student teachers how to sit in proper way, that is, Abunzi panel on one side and parties in conflict on another side.
- Depends on the number of the student teachers, the tutor will divide the student teachers into skill lab team.
- Each team will choose a panel of Abunzi and two conflicting parties
- The tutor announces the order of teams.
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

Activity 3: Present: (...minutes)

- Each team act out the role of Abunzi in solving the conflict presented in case study
- Tutor asks to follow up / probing questions
- Give feedback to each group
- Encourage note taking that will guide in assessment of each team
- Conclude, supplement what has been presented by the student teachers

Portfolio Assessment:

Suppose your members of a cell Abunzi committee and you are chosen to solve the conflict based on land between two families. Play the role of Abunzi and solve that problem and after completing the verdict of Abunzi committee.

Expected Answers:

The procedure of solving the conflict by panel of Abunzi

- To register the problem of conflicting parties
- To invite them on the cell to solve their problem
- To hear two conflicting parties
- Abunzi panel take decisions
- To reconcile two conflicting parties
- To end the session by Abunzi panel

The verdict of Abunzi Committee indicates the following:

1. the parties' identification;
2. the summary of the dispute;
3. the arguments put forward by the involved parties;
4. the decision with which all parties agree;
5. the decision to which one of the parties does not agree, if any;
6. the date and place of the dispute settlement;
7. signatures or fingerprints of parties in conflict;
8. Abunzi names as well as their signatures or their fingerprints;
9. The rapporteur's names as well as his/her signature or fingerprint.

The verdict of Abunzi Committee is sealed with the seal of the Abunzi Committee and is kept by the Executive Secretary who submits it to the concerned parties.

Note: to complete the verdict of Abunzi one should follow the above indications

Evidences:

- Photos of the student teachers acting out the role of Abunzi in solving conflict
- Videos of what has been done in the scenario
- Oral testimonies from the student teachers
- Originality

- A completed verdict of Abunzi.

Knowledge, Skills, attitudes and values:

Interview, problem solving, citizenship, networking, respect, etc

1.7. End unit assessment

Suggested answers of end unit assessment

1. The Gacaca as Rwanda participative jurisdiction after the 1994 Genocide against Tutsi has achieved in conflict solving and national reconciliation as following:

The Gacaca process separated the truth from the lies and revealed the specific circumstances of deaths of the victims as well as the locations where their remains had been disposed of so that they could be buried with dignity.

The Gacaca process reduced the frustration of the survivors regarding the unknown fate of their loved ones; because they now knew the circumstances of the deaths of their family members and the atrocities they endured.

Access to the truth generally reduced the degree of suspicion and consequently led to the restoration of normal social relations between the families of survivors and their innocent neighbours who had previously been suspected of betraying the victims.

Therefore, the Gacaca process prevented the generalization of guilt by distinguishing the innocent from the guilty.

Regarding the relations between families of the survivors and those known to be guilty of participating in the genocide, the reconciliation process depended on several factors, mainly; revelation of the truth about their role in the massacres, genuine repentance, preparing for face-to-face meetings by sending respected and credible messengers to request the survivors to be present during the confessions of guilt.

It is interesting to note that the guilty pleas and requests for forgiveness presented to victims (even through emissaries) before the detained suspects were informed of the advantages of this process in sentence reduction were better received by the survivors, this in itself was already an indication of genuine reconciliation.

At the practical point of view, the Gacaca process set the investigations in motion as soon as the confessions of the detainees were recorded.

In addition, the process also ensured reduced sentences for those who voluntarily confessed within the window period provided for by the law.

Finally, the respondents also stated that the reimbursement for damaged property was another step towards reconciliation.

Another factor in favour of improving relations is that Rwandans have understood that even in a context of mass criminal activity that was sanctioned by the Government, not only are crimes against human beings punishable but also destruction of property is a punishable crime.

Refer to the official law governing the creation of Gacaca courts; the definitive contribution expected from these courts was to reveal the capacity of the Rwandan people to find solutions to national problems.

In view of the results achieved by the Gacaca process as regards access to the truth, the fight against impunity and the acceleration of trials as well as in terms of its contribution to national reconciliation, it is evident that it was the most adequate political solution given some problems brought by genocide against the Tutsi.

During the Gacaca activities, the Rwandan people were involved in finding solutions, while taking into account the fact that genocide is an immutable crime. One of the most significant contributions of Gacaca process was that it demonstrated that this most serious of crimes is now fully punishable, regardless of the number of people who participated in its perpetration or the scope of the killings and destruction that occurred.

The Gacaca process was a vivid illustration of the ability of the Rwandan people to overcome their pain and participate in seeking solutions to the critical problems facing their society.

The Gacaca process also gave the families of victims and those of convicted prisoners the opportunity to have face to face exchange in which discussed the evil that was poisoning the post-genocide Rwandan society through an open and direct dialogue.

2. The Gacaca Courts had the following organs:

a) **General Assembly whose the main common duties:**

- To present means of prosecution and defense evidence during the hearing;
- To elect members of the “Gacaca Court” Bench and their substitutes;
- Constituting necessary additional Benches within the “Gacaca Court” of the Cell;
- To elect the members of superior “Gacaca Courts”;

- To examine and adopt the report of activities done by the Coordination Committee.

b) Seat made up by the members of the bench of Gacaca Courts known as Inyangamugayo judges who were Rwandans of integrity elected by Assembly of the Cell.

c) Coordination Committee

Coordination Committee is composed of a President, first Vice-President, and second Vice-President and two secretaries, all of whom must know how to read and write Kinyarwanda.

Members of a “Gacaca Court” seat elect the Coordination Committee among themselves, with a simple majority.

3. The activities of Abunzi cement the national unity as well as all social categories are equally treated by these kinds of courts. This is due to that during abunzi sessions and meetings; there is often a great deal of evocation of the notion of onenesses or the concept of *abanyarwanda* (Rwandan-ness). Therefore, Abunzi Committee’s activities facilitate the reconciliation process among the Rwandans.

4. During the accomplishment of Gacaca Courts and Abunzi’s activities; the following problems were faced:

Persistence of Genocide ideology because those who have deeply participated in preparation and execution of genocide were still denying their role;

Killing and intimidation of survivors of Genocide, witnesses and “Inyangamugayo” Judges: In some areas of the country, they were killed especially the genocide survivors while the witnesses were intimidated before giving their testimonial.

Destruction or damaging of equipment used in data collection (filing cabinets, books, forms...);

Some “Inyangamugayo” judges were accused of participation in crime of Genocide and in such case they were mistrusted by the survivors which constitute a big barrier to their work;

Leaders accused of Genocide: in some areas, the local leaders who would work hand – in – hand with the Gacaca courts and supervise the daily activities were also accused of genocide participation. This made Gacaca activities so difficult to achieve the objectives;

Refusal to testify: due to the intimidation, killing, the closed relationship or the shared responsibility in crime committed, some people refused to give test during

the activities of Gacaca trials. This led to a limited level of truth from which the judges proceeded;

People moving to Provinces where they were unknown because they were involved in genocide and this migration could not make possible the justice to the victims of the genocide against the Tutsi.

Refugees who fled Gacaca Courts: apart from the internal displaced people, some even fled to the foreign countries from being sentenced by Gacaca courts;

Partial confession of crimes causing re-categorization or maximum penalties;

Serious trauma cases: This has hampered the activities of Gacaca because some who would give impartial testimony were suffering from trauma, could not mostly in public places;

Neglect of the capacities of “Inyangamugayo” and Abunzi: As well as they were coming from ordinary families and very nearest of their neighbours, some do not trust in their capacities of carrying out a serious trial like the cases of genocide.

In some cases, because members of Abunzi Committees are not compensated for their service rendered to the nation; some of them are less motivated.

To small extent, some members of Abunzi Committees are criticized for acting like judges and not as mediators.

1.8. Summary of the unit

This unit explains reasons for the establishment of the Gacaca Courts and Abunzi committees, their structures as well as functioning in Rwanda. It also evaluates their respective roles at the same time analysing the environment in which they operated and still operate. It goes further to discuss the ways problems in the Rwandan society are handled. The Abunzi are mediation committees responsible for providing mediation services to warring groups or parties. People who are elected into the Abunzi must have demonstrated ability to resolve disputes and conflicts. Lack of resources such as funds and infrastructure is one of the major challenges that affect the smooth operations of the Abunzi committees. The Gacaca Courts was a system of justice that was put in place by the Government of Rwanda to deal with crimes of the 1994 Genocide against the Tutsi at the community level. The members of the Bench of the Gacaca Courts were known as Inyangamugayo judges. The main problem that faced the operation of Gacaca courts was the killing and intimidation of the survivors of genocide, witnesses and the Inyangamugayo judges by the accused parties.

1.9. Additional information for the tutor

CHAPTER IV: FUNCTIONING OF THE ABUNZI COMMITTEE

Section One: Consideration of the dispute referred to the Abunzi Committee

Article 13: Referring a dispute to the Abunzi Committee

The Executive Secretary of the Cell receives disputes to be submitted to the *Abunzi* Committee at the Cell level. Disputes are submitted verbally or in writing and are registered on the list of disputes of the *Abunzi* Committee.

On the day of receipt of a dispute, the Executive Secretary fills out forms which contain a brief description of the dispute and submits them to the *Abunzi* Committee to allow it to summon the respondent and decide on the venue, the day and the time of consideration of the dispute.

The Executive Secretary of the Sector receives disputes to be submitted to the *Abunzi* Committee at the Sector level.

In case of absence of the Executive Secretary or when *Abunzi* are involved or interested in the dispute referred to them, the dispute is received by a person who deputizes for him/her in his/her daily duties.

In no case, shall the Executive Secretary of the Cell or Sector take part in the hearing panel.

Article 14: Summoning the respondent

The summons is delivered, with acknowledgment of receipt, to the office of the Cell or Sector of the respondent's place

of residence or to the secretariat of the institution where the respondent works.

The summons briefly describes the dispute, the venue, date and time set for the respondent's appearance before the *Abunzi* Committee, with notification to the applicant.

The summoned person is given a period of at least seven (7) days to appear before the *Abunzi* Committee from the date the summons is served on him/her.

Article 15: Choosing Abunzi

On the day of appearance referred to in Article 14 of this Law, the parties agree on three (3) *Abunzi* to whom they refer their dispute.

Where parties fail to agree on the *abunzi*, each party chooses one and the two (2) choose the third one. Where parties agree on the same *umwunzi*, the latter chooses the two (2) others from *Abunzi* Committee to assist him/her. Parties have no right to refuse *umwunzi* or *abunzi* chosen following this procedure.

The *Abunzi* Panel chooses from among its members a Chairperson and a rapporteur who must be literate.

Article 16: The Panel to examine a dispute involving *Abunzi* Committee or the majority of its members

Umwunzi shall not sit on a panel examining a dispute involving him/her or in which he/she has an interest. *Umwunzi* may recuse him/herself from the panel on his/her own motion or in response to a motion by the applicant.

When the dispute considered involves all or the majority of members of *Abunzi* Committee at the Cell or Sector level, thereby making it impossible to form a panel, the chairperson of *Abunzi* Committee notifies the coordinator of activities of *Abunzi* Committee at the District level of the issue in writing within fifteen (15) days of the day when the problem is noticed.

The Coordinator of activities of the *Abunzi* Committee in collaboration with the Executive Secretary of the Cell or Sector in which the problem is noticed seeks support from *Abunzi* of the nearest Cell or Sector to determine the dispute.

Article 17: Conciliation procedure

The conciliation session is public, save for a session behind closed doors which is decided by *Abunzi* on their own initiative or upon request, following the nature of the dispute.

Members of the *Abunzi* Committee that are not chosen to examine the dispute may participate in any conciliation session but without the right to vote.

During the conciliation, *Abunzi* hear from each party and from witnesses when they are presented by the parties. They may also seek advice from any other person as long as he/she can provide clarification on the dispute.

While considering the dispute, *Abunzi* help both parties to reach a compromise. Where parties fail to do so, *Abunzi* render a decision in accordance with the law, culture of the place where the dispute is being settled or their own conscience, provided the decision is not contrary to written law.

Before the Panel of *Abunzi*, a lawyer may assist a party having sought his/her assistance, but the lawyer cannot represent or plead for him/her.

The applicant, the respondent or the witness may use an interpreter who is given the floor before *Abunzi* Panel. Interpreter fees are borne by the person having sought his/her services.

Abunzi must settle the dispute within one month from the day the dispute is registered on the list of disputes of *Abunzi* Committee.

Article 18: Decision rendered by default

If a summoned person fails to appear on the date indicated in the summons, he/she is summoned again and informed that *Abunzi* render their decision on the scheduled date irrespective of whether he/she appears or not.

If the party summoned fails to appear again on the date indicated, the applicant chooses *umwunzi* and *Abunzi* Committee chooses another and the two select a third one to

decide on the dispute in the summoned party's absence.

However, if the summoned party fails to appear on reasonable grounds, *Abunzi* reschedule the conciliation session for another date and notify him/her thereof in the manner provided for in Paragraph One of this Article.

Provisions of Paragraphs One and 2 of this Article also apply in the case of non-appearance of the applicant.

Article 19: Right to intervene in a dispute under examination by *Abunzi* Panel

Every person has the right to intervene in a dispute under consideration by the *Abunzi* Panel, where he/she is neither an applicant nor a respondent, if the verdict in the dispute is likely to affect his/her interests. He/she may intervene voluntarily or be forced to do so by *Abunzi* Panel. However, forced intervention that could seek to obtain a conviction of the intervener cannot be made for the first time in appeal.

The person intending to intervene in a dispute before *Abunzi* Committee shall submit his/her request to the Executive

Secretary of the concerned entity, who in turn submits it to *Abunzi* Committee. The summoning procedure is made in accordance with the provisions of Article 14 of this Law.

If the intervener is not satisfied with the verdict of *Abunzi* Committee, he/she has the right to use remedies provided for by this Law.

Section 2: Rendering a verdict

Article 20: Deliberations and decision-making

After the dispute consideration, *Abunzi* withdraw themselves to make a decision.

The *Abunzi's* decision is taken by consensus or, where there is no such consensus, by an absolute majority of votes.

The decision is recorded in minutes signed on each page by all members of *Abunzi* Panel and the concerned parties right after the procedure of conciliation.

The verdict must be written and signed by *Abunzi* on every page and available within a period not exceeding ten (10) days from

the day on which the decision was made; otherwise the concerned *Abunzi* may face disciplinary sanctions relating to *Abunzi* profession as provided for by the order of the Minister in charge of justice.

Article 21: Content of the verdict of *Abunzi* Committee

The verdict of *Abunzi* Committee indicates the following:

- 1° the parties' identification;
- 2° the summary of the dispute;
- 3° the arguments put forward by the involved parties;
- 4° the decision with which all parties agree;
- 5° the decision to which one of the parties does not agree, if any;
- 6° the date and place of the dispute settlement;
- 7° signatures or fingerprints of parties in conflict;

8° *Abunzi* names as well as their signatures or their fingerprints;

9° the rapporteur's names as well as his/her signature or fingerprint.

The verdict of *Abunzi* Committee is sealed with the seal of the *Abunzi* Committee and is kept by the Executive Secretary who submits it to the concerned parties.

Where one of *Abunzi* holds a dissenting opinion, the issue and the reason thereof are stated in the verdict.

The Chairperson of *Abunzi* Panel that examined the dispute notifies the parties of the written verdict of the *Abunzi* Committee, within five (5) days from the day on which the verdict was available.

Source: REPUBLIC OF RWANDA, (2016), *Law No 37/2016 of 08/09/2016 determining organization, jurisdiction, competence and functioning of Abunzi Committee*, in Official Gazette n° 37bis of 12/09/2016

Forms used for recording the verdict of Abunzi committee

Paji ya 1 ku 9

REPUBLIKA Y'U RWANDA



MINISITERI Y'UBUTABERA

UMWANZURO W'ABUNZI B'AKAGARI

Intara:	Akarere:	Umurenge:	Akagari:
---------	----------	-----------	----------

Nomero y'ikibazo Itariki ikibazo cyandikiwe mu gitabo cy'ibibazo...../...../201.....

Itariki ikibazo cyakemuriweho /...../20.....,

Impamvu cyatinze gukemuka (niba cyararengeje ukwezi):

1. Umwirondoro w'abafitanye ikibazo				
1.1. Uwagejeje cyangwa abagejeje ikibazo ku bunzi				
Amazina	Mwene (ababyeyi bombi)	Igihe yavukiye	Aho atuye/abarizwa	Niba ahagarariwe andika amazina y'umuhagarariye n'impamvu
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			No y'indangamuntu	

1.2. Uwisobanura cyangwa abisobanura mu bunzi Imikono y'Abunzi batatu bagize inteko na kashyamba y'Abunzi 1. 2. 3.	Imikono y'abafitanye ikibazo 1. 2. 3. 4. 5.
---	--

Amazina	Amazina y'ababyeyi	Igihe yavukiye	Aho atuye	Niba ahagarariwe andika amazina y'umuhagarariye n'impamvu
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			Umudugudu..... Akagari : Umurenge:.....	
			No,y'indagamuntu.....	

1.3. Abandi bantu bafite inyungu mu kibazo.

Amazina	Uwazanywe n'uwagejeje ikibazo mu Bunzi, n'ugomba kwisobanura cyangwa uwizanye	Inyungu afite mu kibazo

2. Inshamake y'ikibazo

--

3. Ingingo zigaragazwa n'abafitanye ikibazo

Imikono y'Abunzi batatu bagize inteko na kashyamba y'Abunzi

- 1.
- 2.
- 3.

Imikono y'abafitanye ikibazo

- 1.
- 2.
- 3.
- 4.
- 5.

3.1. Ingingo z'uwagejeje cyangwa abagejeje ikibazo ku bunzi

--

3.2. Ingingo z'uwisobanura cyangwa abisobanura ku Bunzi

--

4. Ibimenyetso n'abatangabuhamya

Imikono y'Abunzi batatu bagize inteko na kashyamba y'Abunzi

- 1.
- 2.
- 3.

Imikono y'abafitanye ikibazo

- 1.
- 2.
- 3.
- 4.

4.1.a. Inyandiko n'ibindi bimenyetso byagaragajwe n'uwagejeje/abagejeje ikibazo ku Bunzi.

.....

.....

4.1.b. Abatangabuhamya batanzwe n'uwagejeje/abagejeje ikibazo ku Bunzi

Icyitonderwa : Andika amazina ya buri mutangabuhamya n'inshamake y'amakuru yatanze

.....

4.2.a. Inyandiko n'ibindi bimenyetso byagaragajwe n'uwisobanura/abisobanura ku Bunzi

Imikono y'Abunzi batatu bagize inteko na kashyamba y'Abunzi

- 1.
- 2.
- 3.

Imikono y'abafitanye ikibazo

- 1.
- 2.
- 3.
- 4.

.....

.....

.....

4.2.b. Abatangabuhamya batanzwe n'uwisobanura/abisobanura ku Bunzi

Icyitonderwa : Andika amazina ya buri mutangabuhamya n'inshamake y'amakuru yatanze

.....

4.3. Ibimenyetso Abunzi bishakiye (Abatangabuhamya batumiye) n'inteko y'Abunzi cyangwa abizanye, amakuru yavanywe ku

Imikono y'Abunzi batatu bagize inteko na kashyamba y'Abunzi

- 1.
- 2.
- 3.

Imikono y'abafitanye ikibazo

- 1.
- 2.
- 3.

cyo ikibazo gishingiyeho)

Icyitonderwa : Andika amazina ya buri mutangabuhamya n'inshamake y'amakuru yatanze. Niba habayeho kujya aho icyo ikibazo gishingiyeho kiri, andika amakuru y'ingenzi n'aho akomoka

.....

.....

5. Ingingo abafitanye ikibazo bumvikanyeho n'izo batumvikanyeho

5.1. Ingingo abafitanye ikibazo bumvikanyeho

.....

.....

5.2. Ingingo abafitanye ikibazo batumvikanyeho

Imikono y'Abunzi batatu bagize inteko na kashe y'Abunzi

- 1.
- 2.
- 3.

Imikono y'abafitanye ikibazo

- 1.
- 2.
- 3.
- 4.

Paji ya 7 ku 9

6. icyemezo cyafashwe n'inteko y'Abunzi (sobanura ibigamba gukorwa)

7. Niba umwe mu bagize inteko atumvikanye n'abandi ku cyemezo cyafashwe andika impamvu yatanze

Imikono y'Abunzi batatu bagize inteko na kashe y'Abunzi

- 1.
- 2.
- 3.

Imikono y'abafitanye ikibazo

- 1.
- 2.
- 3.
- 4.

Paji ya 8 ku 9

8. Gusinyira icyemezo

8.1. Abafitanye ikibazo

Amazina y'uwagejeje cyangwa abagejeje ikibazo ku Bunzi

Itariki, n'umukono cyangwa igikumwe

Amazina y'uwisobanuye cyangwa abisobanuye ku kibazo mu Bunzi

Itariki n'umukono cyangwa igikumwe

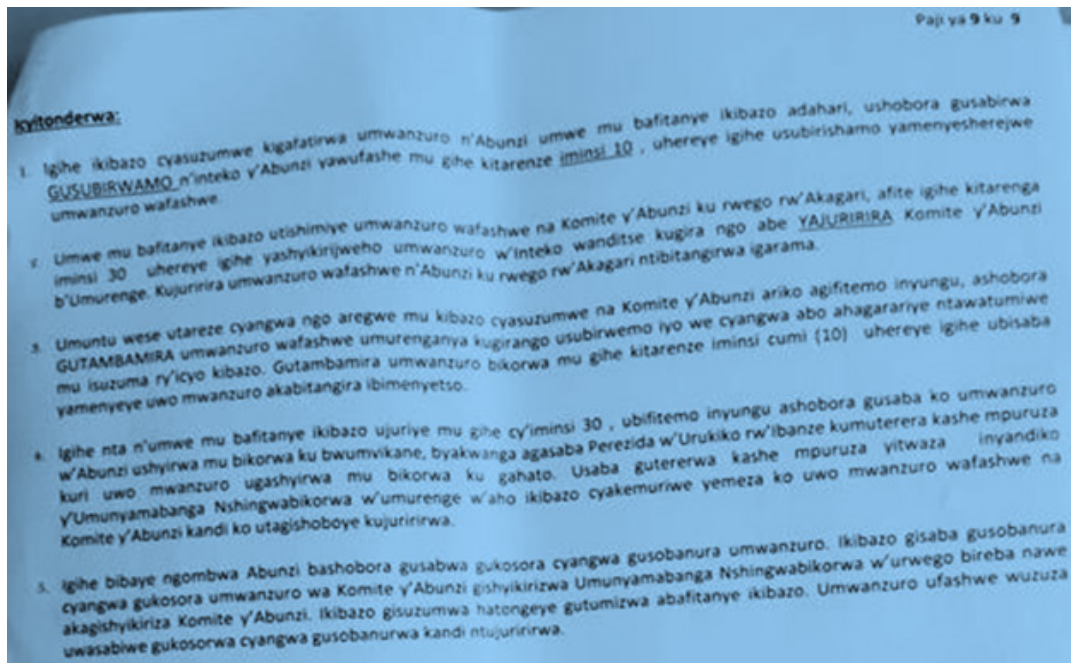
8.2. Amazina y'Abunzi batatu bagize inteko yakemuye ikibazo (umukono cyangwa igikumwe)

1.

Itariki na Kashe

9. Itariki, amazina n'umukono by'uhawe umwanzuro w'Abunzi

Imikono y'Abunzi betatu bagize inteko na kashe y'Abunzi	Imikono y'abafitanye ikibazo
1.	1.
2.	2.
3.	3.
	4.
	5.



1.10. Additional activities

Remedial activities

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

Questions

- List the objectives of the Gacaca courts in Rwanda.
- Identify the duties of the Bureau of Abunzi
- List two problems faced by Abunzi and Gacaca courts in Rwanda and suggest their solution.

Expected answers

- Gacaca Courts had the following main objectives:
 - Revealing the truth about Genocide;
 - to speed up the cases of Genocide and other crimes against hum
 - to eradicate the culture of impunity;
 - to strengthen unity and reconciliation among Rwandans;

- To prove the Rwandans' capacity to solve their own problems.
2. The Bureau of the Abunzi Committee, in general has the following duties:
 - To ensure coordination of activities of the Abunzi Committee.
 - To supervises the performance and conduct of members of the Abunzi Committee.
 - To gives to the Abunzi Committee all instructions and necessary advice for the smooth performance of duties.
 - To prepare all the documents relating to the functioning of the AbunziCommittee

3. Two problems faced by Gacaca courts and Abunzi in Rwanda are:

Persistence of Genocide ideology because those who have deeply participated in preparation and execution of genocide were still denying their role;

Killing and intimidation of survivors of Genocide, witnesses and “Inyangamugayo” Judges: In some areas of the country, they were killed especially the genocide survivors while the witnesses were intimidated before giving their testimonial.

Two solutions on Gacaca court and Abunzi on their problems are:

In order to overcome the problems encountered during Gacaca Courts and Abunzi Committees 'activities, the following solutions have been proposed and even others were implemented:

Mobilizing the population for active participation of everyone in Gacaca process because some Rwandans considered the Gacaca activities as not their matter;

Involving all classes and categories of the Rwandan society because during Gacaca Courts' sessions some people missed to participate as they consider they were not concerned; much as they were neither genocide survivors nor accused.

Extended activities

These are suggested questions for gifted and talented students.

1. Suppose that you are elected to represent the Abunzi on Cell level. Suggest any three strategies you will put in your opening speech of Abunzi committee.
2. Kamali is one of the Abunzi panel and is involved in resolving the conflict between the conflicting parties. After the conflicting parties refused to sign on verdict of Abunzi and accused the panel to be corrupted. Give advises to those Abunzi panel.

Expected answers

1. The following are some of the strategies he/she can include in his/her speech:

- To implement the status of Abunzi
 - To emphasis on qualities of Abunzi
 - To thank the persons on both parties
2. It can do the following:
- To elect another panel of Abunzi
 - To let them to choose another panel of Abunzi
 - To ask advises to the coordinator of Abunzi
 - If the problem persist,the problem may be transferred to Abunzi committee on Sector level.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Read clearly the status of Abunzi and suggest other articles that needed to be included to enhance the activities of Abunzi.
2. As an experienced student teacher, show how to complete the verdict of Abunzi.

Expected answers

1. Other articles to be included in Abunzi status are:
 - Transport means
 - Feeding fees
 - To have a permanent representative of Abunzi on cell and sector level
 - To increase the cases to be solved by Abunzi
2. The verdict of Abunzi Committee indicates the following:
 - the parties' identification;
 - the summary of the dispute;
 - the arguments put forward by the involved parties;
 - the decision with which all parties agree;
 - the decision to which one of the parties does not agree, if any;
 - the date and place of the dispute settlement;
 - signatures or fingerprints of parties in conflict;
 - Abunzi names as well as their signatures or their fingerprints;
 - The rapporteur's names as well as his/her signature or fingerprint.

The verdict of Abunzi Committee is sealed with the seal of the Abunzi Committee and is kept by the Executive Secretary who submits it to the concerned parties.

UNIT 2

THE FIRST WORLD WAR AND INTER-WARS

2.1. Key unit competence

The student-teacher should be able to appreciate the world I political context and be capable also to analyze the political, economic and social changes in the world between the two world wars.

2.2 Prerequisite knowledge and skills

In order to effectively study this unit about the First World War and inter-wars, the student-teachers should have the prerequisite knowledge, skills and competences on the following topics:

- European scramble for and partition of Africa in the 19th Century taught in year 2;
- Major events that took place in Europe during the 19th Century studied in year 2;

In addition, the student-teachers should be acquainted with values such as peace, freedom, liberty and respect of human rights and patriotism that had been learnt in previous years.

The above-mentioned prerequisites will enable and guide the student-teachers to well-understand and master the content of this unit.

2.3. Cross-cutting issues to be addressed

Through the learning of this unit about the First World War and inter-wars, the following cross – cutting issues will be addressed:

2.3.1. Peace and values education

This cross-cutting issue will be applied to this unit 2 entitled the “First World War and inter-wars” by enabling the student- teachers to have a better awareness of the causes, course and effects of the First World War, the Versailles Peace Treaty, the League of Nations and its role in peaceful resolution of conflicts and how during this period peoples and their leaders were in great need of peace in the aftermath of the First World War. Concomitantly, the student-teachers will also

get positive values such as patriotism, solidarity, tolerance, courage. Such values are normally of paramount importance during the period of hardships like these ones endured during the First World War.

2.3.2. Inclusive education

Through learning and teaching process of this unit, care will be given to all learners including Special Educational 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.

2.3.3. Gender

This cross-cutting issue is especially addressed in the section related to the consequences of the First World War. The student-teachers should be helped to understand the role of women during and after the First World War as they participated in all sectors of national activity in absence of men who were at the battlefields. The First World War shows the ability of women to undertake all activities that were thought to be only men's activities. In this regard, the student-teachers will be helped to understand that gender equity is a process to be achieved in different domains.

2.3.4. Environment and sustainability

Basing on this unit 2, the student-teachers can be helped to be aware of how the environment had been destroyed during the First World War. At the same time, they should be helped to evaluate the damages in terms of environment that had been caused by this war and how they can be rehabilitated. In doing so, student teachers will take this opportunity to acknowledge the importance of protecting the environment in which they live in.

2.4. Guidance on the introductory activity

At the beginning of this unit 2 entitled the "First World War and inter-wars", the introductory activity is indicated (**student teacher's book page 23**) so as to motivate student- teachers so that they can be passionate to know what they will study in this unit.

The teacher-students will be required to carry out a research by using a range of materials such as textbooks, journals, newspapers, internet to mention but a few to collect information about the causes, course and effects of the First World War and different events that took place during the inter-war period namely the conclusion of the Versailles Peace Treaty, the creation of the League of Nations, the World Economic Depression of 1929-1935 and the rise of the totalitarian regimes in Europe. This will help them identify some issues and be inquisitive

to know about what they did not know before. Throughout the learning of this unit, student-teachers will get the opportunity of obtaining the answers to this introductory activity.

2.5. List of lessons

No	Lesson title	Learning objectives	Number of periods
1	Causes of the First World War	The student-teachers should be able to explain the long term and the immediate causes of the First World War.	4
2	Course of the First World War	The student-teachers should be able to describe the phases of the First World War.	4
3	Consequences of the First World War	The student-teachers should be able to identify and assess the consequences of the First World War.	4
4	The Versailles Peace Treaty	The student-teachers should be able to analyze the aims, achievements and failures of Versailles peace treaty.	4
5	The League of Nations	The student-teachers should be able to analyze the achievements and failures of the League of Nations	4
6	The World Economic Depression of 1929-1935	The student-teachers should be able to explain the causes and effects of 1929 -1935 Economic Crisis.	5
7	The rise of totalitarian regimes in Europe	The student-teachers should be able to evaluate the factors for the rise and downfall of totalitarian regimes in Europe.	5

8	Skill lab	The student-teachers should be able to propose and defend the strategies in the plenary of the Parliament extraordinary session to avoid a possible economic crisis.	1
9	End unit assessment		1

Lesson 1: Causes of the First World War (1914-1918)

a) Learning objective

The student-teachers should be able to explain the long term and the immediate causes of the First World War.

b) Prerequisites/revision/introduction

To begin this lesson, the tutor should use introduction by asking student-teachers some questions that are related to a situation of a war and what they know about the First World War.

c) Teaching resources

The tutor should use the internet, newspapers, journals, the world map, the student teacher's textbook of History and other reference books related to the topic to be taught.

d) Learning activity 2.1.1

i) Guidance to the learning activity

The tutor puts the student-teachers into groups (3 up to 5 student-teachers) and invites them to do the learning activity about the causes of the First World War in their textbook (**see student book page 23**). Thereafter, student-teachers present their work to the whole class and the tutor harmonizes the findings from different group works.

ii) Suggested answers to the learning activity

The long term and immediate causes of the First World War are the following:

- Lack of international peace keeping body;
- Lack of peaceful statesmen in the world, Otto von Bismarck;
- The growth of nationalism also caused tensions which resulted in the outbreak of World War I;

- The Alliance system where European powers gathered themselves in two fighting camps, that is, triple alliance and triple entente for defensive purposes;
- The arms race, a competition in the manufacture of deadly military weapons which came as a result of competition between Germany and Britain;
- The mass media played a great role in the outbreak of the First World War by publicizing the preparation for war and by over dramatizing the war situation in the press;
- Economic imperialism among European countries where the competition for acquisition of new colonial territories opposed countries like France and Germany and this increased tensions that led to the outbreak of the World War I;
- Character of Kaiser William II who forced Bismarck, the peaceful statesman of Europe, to resign;
- Immediate cause: The Sarajevo double-murder of Austrian Arch Duke, Franz Ferdinand and his wife, Sophie on June 28, 1914 by Princip Gravilo or Gabriel, a Serbian nationalist student of the Black Hand Movement in Sarajevo, the capital of Bosnia.

e) Application activities 2.1.1

Suggested answers to the application activities

Question 1: To what extent the growth of nationalism led to the outbreak of the First World War?

Also called the *Great War*, the First World War, was the first most explosive and bloodiest war to be fought on the international scale. It started in 1914 and ended in 1918. It started off in the Balkans, an area which both Russia and Austria- Hungary wanted to control. The First World War involved the whole world, where even African countries were involved fighting on behalf of their colonial masters.

In 1914, a number of nationalistic movements had already sprung up in Europe such as Pan-Slavism, Pan-Germanism, and the Revanche movement in France which was bent on revenging against Germany because of the 1870-1871 humiliating Franco-Prussian War. Nationalism strengthened patriotism, love for one's country, and hatred for other nations. In so doing, this contributed to the outbreak of World War I in the following ways:

The desire to pursue national interest made the big powers to clash with one another which increased tension and hostility amongst the European nations.

The need to pursue, defend and promote national interest created prestige and made European powers to be on rampage for colonies. The struggle to promote

national interests in Africa and the Balkans created colonial Economic conflicts leading to World War I. In short, nationalism contributed to imperialism.

Nationalistic feelings made France obsessed with a revengeful spirit against Germany. This forced Bismarck to venture into alliance system to isolate France and avoid a French war of revenge. This was done because Bismarck feared the French nationalism.

To defend national interest and sovereignty, the big powers hastened the manufacture of deadly weapons and this led to arms race and war.

It was an intensive nationalism in Serbia that created hostility between Serbia and Austria-Hungary. The desire by Serbia to liberate all Serbians from Austria's imperialism and attempts by Austria to tighten her control on Serbs led to Sarajevo assassination which sparked off the war. Actually, Princip who assassinated Ferdinand was a member of Pan-Slavinism who conducted the murder just after attending an anti-Austrian meeting.

Serbian nationalism clashed with Austrian's imperialism to spark off war in 1914. It's therefore clear that nationalism was an important factor in World War I and its real significant came when it clashed with imperialism in the Balkans.

However, there are other factors that led to the outbreak of the First World War. Refer to the answers above-provided in the learning activity 2.1.1.

Question 2: Arms race between European powers led to the outbreak of World War I. Justify this assertion.

Arms race was manifested at essentially two levels: naval race and military race.

Naval race

Arms race was started by Kaiser William II in an attempt to challenge British naval superiority and make Germany both a land and sea power.

He did this by modernizing and updating weapons and tactics at sea. In her effort to maintain her status as a sea power, Britain built dreadnoughts. Germany reacted by also constructing dreadnoughts so that in Britain possessed 18 while Germany had 9 in 1913. The following year, Germany had 13 dreadnoughts compared to 20 for Britain.

Britain entered the war under the pretext of protecting the neutrality of Belgium yet she wanted to protect her naval base against Germany's advance. This is a clear testimony that naval race made valuable contribution to the deadly war of 1914-1918.

Military race

The military race was concerned by the manufacturing of deadly weapons including short, medium and long-range artilleries, machine gun, tanks, poisonous gas and fighter planes. Countries also trained an increased number of soldiers and tested their weapons.

The increasing level of armaments created universal fear, suspicion and hatred amongst the antagonist camps. Indeed, it strengthened the alliances and increased hostilities.

Arms race increased recklessness and created more tensions and conflicts as European powers pursued their national and imperialistic ambitions.

The deadly weapons created gave confidence of victory in an event of war. This made public opinion in Europe to blindly fall in love with war.

Arms race played a big role in the Sarajevo incident that became the immediate factor in the war.

War was seen as a divine element of the universe and a condition for progress. The role of politicians was hijacked by a powerful class of military and naval officers whose decisions were final in foreign as well as domestic affairs. Each country increased the number of recruited soldiers for instance, France and Germany could raise 3.5 million soldiers each and Russia could raise 4 million.

Lesson 2: Course of the First World War (1914-1918)

a) Learning objective

The student-teachers should be able to describe the phases of the First World War.

b) Prerequisites/revision/introduction

To start this lesson, the tutor should use revision by asking student teachers questions about the causes of the First World War.

c) Teaching resources

The tutor should use the internet, newspapers extracts, the world map, computer, the student-teacher's textbook of history, internet, newspapers and documentary films on the course on the First World War and other reference books related to the topic to be taught. Braille materials can be also used if there are impaired student- teachers.

d) Learning activity

- i) Guidance to the learning activity

Tutor brings the student-teachers into the smart classroom to watch a documentary

film on the course of the First World War. Before this step, the tutor should start first of all by a pre-screening before he or she goes to the classroom. Then, he or she identifies the main sequences of the film he or she wants to use because he or she may not use the whole film. Afterwards, he or she should prepare instructions to be given to the student-teachers. For instance, he or she can tell them that the film will take ten minutes and they should listen and watch carefully. Finally, the student-teachers are invited to respond to your questions.

Questions can be provided in advance or at the end of the lesson. In the instructions to be given to the student-teachers, this should be clear. The tutor has not to forget to ask his or her student-teachers to link the film with other sources they know and to identify the differences or similarities. Besides, they should explain the reason of those differences in order to enhance their critical thinking skills. In this regard, the tutor can help student-teachers to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

When the student-teachers have finished to watch the film, the tutor puts them into groups of 3 up to 5 student-teachers and asks them to describe the phases of the First World War. Afterwards, Student-teachers present their work to the whole class and thereafter, the tutor harmonizes the different presentations. Before ending the lesson, he or she helps them to come up with a summary of the lesson taught.

ii) Answer to the learning activity 2.1.2

The World War I had five phases:

The War of Movement (August - September 1914)

- The Germans invaded France but were stopped at the Battle of the Marne (September 1914).
- The British Expeditionary Force (BEF) helped to stop the Germans at the Battle of Mons (23 August 1914).
- The Russians invaded Germany but were destroyed at the Battle of Tannenberg (August 1914).
- Battle of Mons: The first defeat

The Race to the Sea (September -November 1914)

On the Western Front, both sides dug a 400-mile line of trenches from Switzerland to the English Channel. Soldiers had to put up with constantly being wet, being pestered by rats, and illnesses.

Stalemate (1915)

There was a stalemate (neither side could defeat the other).

On the Western Front, attacks on the German trenches led to huge casualties.

Britain's attempt to open up a 'Second Front' at Gallipoli in Turkey was a failure.

The War of Attrition (1916 - 1918)

The two sides simply tried to wear each other down:

Huge battles, e.g. Verdun and the Somme in 1916, Passchendaele in 1917, lasted many months. Thousands of men died or were wounded.

New weapons, e.g. poison gas, tanks and aero-planes failed to make much effect.

There were terrible conditions in the trenches and many casualties from machine gun and artillery fire.

The British blockaded German ports to try to starve the Germans into surrender. In October 1918, there was a revolution in Germany.

German U-boats tried to starve the British by sinking merchant ships – but this angered the Americans.

German Zeppelins and Gotha planes bombed London.

The Fighting Ends

The United States of America entered the war in 1917.

On 21 March 1918, the Germans launched Operation Michael – a huge last-ditch attack.

On 8 August 1918, the German Army's 'Black Day', when their attack was defeated.

The Allies, with the Americans, began to push back the Germans. The Allies and Germany signed a ceasefire, or 'armistice', at 11am on 11 November 1918.

On 28 June 1919, The Treaty of Versailles was signed by the Germans.

e) Application activities 2.1.2

Suggested answers to the Application activities:

Question 1. Describe how the Schlieffen plan had to be implemented.

German Field Marshal Count Alfred von Schlieffen came up with the Schlieffen Plan in 1905 as a plan to strike first due to German fears regarding being surrounded on two sides by powerful rivals. The plan intended to quickly knock

out a surprised France by first punching through an area they would never expect: neutral Belgium. Schlieffen's plan set a short timetable for the defeat of France so forces could then focus and engage on Germany's primary rival and enemy, Russia.

The Schlieffen plan's short timetable would also close off any intervention by Britain, despite the fact that Britain had guaranteed Belgium's neutrality through the Treaty of London of 1839. The thinking was that if the fight for France was already lost, there would be no point in Britain entering the war. A German victory would be all but guaranteed. And so, the Schlieffen plan was executed on the August 3rd, 1914, during World War I when Germany invaded Belgium with the objective to attack France. However, Britain did respond, and swiftly, leading to a victory for Allied Forces and the retreat of German forces.

Question 2. Explain the reasons why the USA decided to enter the First World War.

Reasons that led the United States enter the First World War are as follows:

In August 1914 the United States declared its neutrality in the war then engulfing Europe. President Woodrow Wilson, reflecting the views of much of the nation, announced that his country would be "impartial in thought as well as in action". But this stance soon came under pressure, as the impact of events across the Atlantic were felt in the US. By 1917 isolation had become untenable. In April, Wilson sought the approval of Congress to go to war. Several key factors played a part in this change of course.

The Lusitania

In early 1915, Germany introduced a policy of unrestricted submarine warfare in the Atlantic. This meant U-Boats were hunting and sinking merchant shipping without warning. The Lusitania left New York on 1st May 1915, bound for Liverpool. On 7th May it was spotted off the coast of Ireland by U-20 and torpedoed. Of 1,962 passengers, 1,198 lost their lives. Among the dead were 128 Americans, causing widespread outrage in the US.

Neutral Belgium

Following Germany's invasion of neutral Belgium in 1914, stories began to circulate about atrocities committed against Belgian civilians. These stories, both true and exaggerated, were seized upon for propaganda. So-called "atrocities propaganda" spread far and wide, painting the Germans as a barbaric nation bent on ruthless, indiscriminate destruction. This propaganda was soon sweeping the US, firing anti-German sentiment.

American Loans

The US had a vested financial interest in the outcome of the war in Europe. American businesses and banks made huge loans to the Allies. If they didn't win then they were unlikely to get their money back.

Reintroduction of Unrestricted Submarine Warfare

Germany resumed unrestricted submarine warfare in 1917. Knowing they risked provoking the United States into joining the war, Germany gambled on defeating the British before the US had a chance to mobilise. During February and March, several US cargo vessels were sunk without warning, resulting in the United States severing diplomatic ties with Berlin.

The Zimmerman Telegram

In January 1917, the German diplomatic representative in Mexico received a secret telegram penned by German Foreign Secretary Arthur Zimmermann. It proposed a secret alliance between Germany and Mexico, should the United States enter the war. If the Central Powers were to win, Mexico would be free to annex territory in New Mexico, Texas and Arizona. Unfortunately for Germany, the telegram was intercepted by the British and decrypted by Room 40. The British passed the document to Washington and it appeared on the front page of American newspapers on 1st, March.

This combination of factors turned public opinion around. On 6 April, the United States declared war on Germany and began to mobilize. The first American troops arrived in Europe in June.

Question 3. Examine the factors that led to the withdrawal of the Russians from the First World War and its results.

Russia's withdrawal from World War I was essentially the result of its inadequate leadership in the early stages of the war. Czar Nicholas, who was very inexperienced as a political leader, and even more so as a military commander, insisted on taking a direct role in the military command of the war. The entry into the Great War came at a time of great economic and political instability in Russia. The war also came soon after their defeat at the hands of Japan, which demonstrated that its military capabilities were falling behind. Despite these signs that Russia was not prepared for a modern conflict, Russia hastily entered the war on the side of the Allied Powers.

The early losses to Germany in World War I intensified the economic and political problems that already existed in Russia. With each loss on the battlefield, the Czar lost more credibility. He was replaced by a democratic government in the spring of 1917. The Provisional Government decided to keep fighting in World War I at

its own peril. When the communists emerged as the political authority after the October Revolution, they decided that the war was a capitalist affair and promptly withdrew from the combat.

The short answer is that the triumph of the Bolshevik revolutionaries inside Russia led to the end of the Russian involvement in the war. When the communists took over in 1917, they decided that the highly unpopular and destabilizing war was sacrificing the working classes for the financial interests of the wealthy. Therefore, they withdrew Russia from World War I.

However, it was the mismanagement of the war effort by the Czar and other high officials that led to a situation in which the communists could take over the government. The Russians, who had been defeated militarily by the Japanese in 1905—a surprise loss—were unprepared to enter the war in 1914. While war could have been an opportunity to pull the country together in patriotic union, the defeats the Russians experienced and the sufferings on the home front tore the country apart.

Food shortages meant that both troops and people at home were going hungry. High war casualties upset people. Ordinary citizens, looking for a scapegoat, turned on the Czar's wife, Alexandria, as a traitor to Russia who was actually working for the enemy. All this led to a breakdown of faith in the Czar's leadership that led in turn to a communist takeover, Russian withdrawal from the war, and then a civil war.

Lesson 3: Consequences of the First World War

a) Learning objective

The student-teachers should be able to identify and assess the consequences of the First World War.

b) Prerequisites/revision/introduction

To start this lesson, the tutor should use revision by asking student teachers questions about the course of the First World War.

c) Teaching resources

The tutor should use the internet, newspapers extracts, the world map, the student teacher's textbook of History and other reference books related to the topic to be taught.

d) Learning activity 2.1.3

Guidance to the learning activity 2.1.3

The tutor puts the student-teachers into groups of 3 up to 5 and asks them to evaluate the consequences of the First World War. Thereafter, Student-teachers

present their works to the whole class. Afterwards, the tutor helps them harmonize the works presented and come up with a summary of the lesson taught.

Suggested answers to the learning activity 2.1.3

The consequences of the First World War are as follows:

Loss of lives

Destruction of properties and infrastructures

Degradation of environment

Rise of a new class of people in Europe, that is, the refugees

In many countries, including Britain, Germany and the USA women's support for the war efforts helped them finally win the rights to vote after decades of struggle.

Improvement in education

The emancipation of women

Rise of dictators such as Benito Mussolini in Italy and Adolf Hitler in Germany.

Rise of Japan and USA as world super powers.

The First World War led to the formation of the League of Nations as an international peace keeping body

The First World War changed the political map of Europe.

Russian revolution of 1917 where Tsar Nicholas I was opposed by the Russians due to the negative consequences of the war.

e) Application activities 2.1.3

Suggested answers to the application activities

Question 1. The First World War changed the political map of the World. Discuss this assertion.

A century ago at the beginning of the First World War, the maps of Europe, Asia and Africa looked much different than they do today. Historians say many of the border changes - agreed upon after the war - were made for political rather than economic reasons, creating new problems whose impact can be felt even today.

Four empires collapsed during World War I – the German Empire, the Russian Empire, the Austria-Hungary Empire, and the Ottoman Empire. After the armistice of Nov. 11, 1918, the victorious Allies redrew the maps of Europe, Africa, Asia and the Middle East to replace these fallen empires.

Europe: Much changed in Europe after World War I.

Austria-Hungary was divided into several countries: Austria, Hungary and Czechoslovakia;

Yugoslavia (Originally called the Kingdom of Serbs, Croats and Slovenes)

– this country included Serbia and Montenegro along with the Croatian areas of Austria-Hungary; The boundaries of Romania were expanded based on ethnic considerations to include as many Romanians as possible within its borders.

Poland was created from portions of Germany, Austria-Hungary and Russia. The Polish corridor was provided to grant Poland access to the Baltic Sea. As a result, the German province of East Prussia was divided from the rest of the country.

Three Baltic countries, Lithuania, Latvia and Estonia came into existence after World War I. However, these were not part of the post-war treaties. Instead, each country used the chaos following the Russian Revolution and end of World War I to declare independence.

Africa

German colonies in Africa were forfeited at the end of the War. These colonies were converted into League of Nations 'Mandates' and split between the United Kingdom, France, Belgium and South Africa. The mandate system was intended to provide temporary supervision until the countries were ready to govern themselves as independent nations. Most did not achieve independence until after World War II.

Asia

Germany had a sphere of influence on the eastern coast of China, the Shandong province. Both China and Japan were members of the Allies opposing the Germans. The Treaty of Versailles awarded Shandong to the Japanese even though it was part of mainland China. As a result, China refused to sign the Treaty of Versailles. This clause was one reason the U.S. Senate opposed and ultimately did not approve the Treaty.

German colonies in the Pacific, including Samoa and New Guinea, became League of Nations Mandates administered by the United Kingdom, New Zealand and Australia. They achieved independence after World War II.

Middle East / Ottoman Empire

The Ottoman Empire was broken up into several pieces including modern day Turkey. The secret 'Sykes–Picot Agreement' of 1916 between England and France split the remaining Ottoman Empire between them. The French were granted a

mandate over an area that eventually became Lebanon and Syria. The British were granted mandates over land that later became Iraq, Jordan and Israel.

Question 2. Examine the destructions caused by the First World War in terms of people and materials

The destructions caused by the First World War were very numerous in terms of both people that perished and materials that were destroyed as presented in the following lines:

Loss of lives

The First World War was a calamity for countries that were immediately involved in and particularly these which served as battlefields. It led to enormous waste of lives and destructions.

The human cost of the First World War was horrendous. More than 16 million people, both military and civilian, died in the war. World War I took the lives of more than 9 million soldiers. Civilian casualties caused indirectly by the war numbered close to 10 million and 21 million more were wounded. The two nations most affected were Germany and France, each of which sent some 80 percent of their male populations between the ages of 15 and 49 into battle

An entire generation of young men was wiped away. In 1919, the year after the war was over in France, there were 15 women for every man between the ages of 18 and 30. It is tragic to consider all of the lost potential, all of the writers, artists, teachers, inventors and leaders that were killed in 'the war to end all wars.'

It was outrageous, regrettable and condemnable as far as human beings' lives were concerned. The First World War also had a lasting impact on the European population structure. Many men died on war fronts which made women to become more numerous than men in the population pyramid.

Destruction of infrastructure

Destruction of a lot of properties and infrastructures was experienced in Europe as a result of World War I. These among others included hospitals, shops, industries, roads, bridges, residential areas, hotels, administrative offices and railways. Destruction of infrastructure created a catastrophic collapse in the social interrelated structure, infrastructure services, education and health care system. Destruction of schools and educational infrastructure led to a decline in education among many countries affected by war. This caused serious disruption of the other systems such as the economy. This includes loss of certain transportation routes in a city which could make it impossible for the economy to function properly. For example warring factions often destroyed bridges to

separate themselves from attackers therefore creating barriers for the movement of people both in the short term (evacuation of civilians) but also in the long term, once lines of control get redrawn. Therefore, World War I left the European economies in shambles because during the war period, a lot of resources were channelled in war industries and many important infrastructures were destroyed.

Lesson 4: The Versailles Peace Treaty

a) Learning objective

The student-teachers should be able to analyze the aims, achievements and failures of Versailles peace treaty.

b) Prerequisites/revision/introduction

For this lesson, the tutor will introduce the lesson through question and answer. The student teachers will be asked to explain the Versailles Peace Treaty. The student- teachers will write all information they know about this topic.

c) Teaching resources

The teaching resources can include student-teachers' textbooks, computer, newspapers extracts, internet, and Braille materials should be availed if there are impaired student-teachers.

d) Learning activity 2.2.1

Guidance to the learning activity 2.2.1

In this lesson, the tutor divides the-teachers into different groups and gives them textbooks and other readings to examine in details aims and objectives, terms or provisions, achievements and weaknesses or failures of the Versailles Peace settlement. Then after, he or she invites them to make the class presentation. After this step, he or she harmonizes the works presented and guides student-teachers on how to come up with a summary of the lesson taught.

Answer to the learning activity 2.2.1

The answer of this question requires to read and understand almost the whole lesson related to the Versailles Peace Treaty and to come up with its summary.

e) Application activities 2.2.1

Suggested answers to the application activities

Question 1. Find out the main terms or provisions of the Versailles Peace Settlement.

The main terms of the Versailles Peace Treaty were the following:

The surrender of all German colonies as League of Nations mandates.

The return of Alsace-Lorraine to France.

Cession of Eupen-Malmedy to Belgium, Memel to Lithuania, the Hultschin district to Czechoslovakia.

Poznan, parts of East Prussia and Upper Silesia to Poland.

Danzig to become a free city;

Plebiscites to be held in northern Schleswig to settle the Danish-German frontier.

Occupation and special status for the Saar under French control.

Demilitarization and a fifteen-year occupation of the Rhineland.

German reparations of £6,600 billion.

A ban on the union of Germany and Austria.

An acceptance of Germany's guilt in causing the war.

Provision for the trial of the former Kaiser and other war leaders.

Limitation of Germany's army to 100,000 men with no conscription, no tanks, no heavy artillery, no poison-gas supplies, no aircraft and no airships;

The German navy was allowed six pre-dreadnought battleships and was limited to a maximum of six light cruisers (not exceeding 6,100 tons), twelve destroyers (not exceeding 810 tons and twelve torpedo boats (not exceeding 200 tons) and was forbidden submarines.

Question 2. Discuss the Weaknesses of the Versailles Peace Treaty of 1919.

Germany signed the Versailles Peace Treaty on June 28th 1919. This Treaty followed a massive war, with huge human sacrifice. It was supposed to be the Treaty to end all wars and give security to the countries involved.

The terms of the Versailles Peace Settlement were unrealistic and unfair to the defeated powers. This created need for revenge against the signatories of the settlement. This led to tension in Europe which reached its peak in 1939 with the outbreak of another world war. The Versailles Peace Treaty had the following weaknesses:

It was just dictated by the victorious powers against the defeated nations. This meant that the settlement was unrealistic in trying to bring about reconciliation in Europe. France, Britain and USA which dominated the settlement ensured that defeated powers were permanently weakened.

The settlement entirely blamed and condemned Germany for having caused the First World War. This was unrealistic because much as Germany was the most notorious trouble causer that contributed to the outbreak of the World War I, all the nations that took part in it share the same degree of responsibility. Thus, there is a need to be blamed equally.

Germany was forced to pay a huge sum of war reparations in form of physical goods like ships, chemicals, cattle, agricultural products, etc. Worse still, the settlement denied Germany of the means and resources to pay the reparations. This is because her industries and colonies were taken by the Versailles peace makers. The confiscation of German territories in Africa was seen as a way of making victor powers rich, which made Germany aggressive leading to World War II.

Whereas Germany was disarmed and left with only 100,000 troops, the victor powers were busy arming themselves to teeth. This weakness was exploited by Hitler to rearm Germany which resumed the arms race and eventually led to the Second World War.

Just like the Vienna settlement of 1815, the territorial adjustments of the Versailles settlement ignored the principle of nationalism. For instance, 2.5 million Germans were put under Poland, over three million under Czechoslovakia and over two million under Yugoslavia. This made future trouble possible because Hitler used this protest to invade Poland which led to World War II.

The settlement also laid a very weak foundation for the League of Nations as a peace making body. It did not provide the League of Nations with an army.

The composition of the treaty was also unfair, that is, the treaty comprised of the triple entente members, while triple alliance members were not invited, and indeed that's why it became unfair.

The chairmanship and place of the conference was also unfair. France being the host, and George Clemenceau who hated Germany made the treaty to be unfair.

The time of signing the treaty was also unfair that is, January 1919 was not a good time because people's wish at that time, was that "Germany must pay, and Kaiser William II should be hanged", because at that time, some people were still traumatized and remembered what they had lost in terms of income, and even their loved ones.

In conclusion, it should be noted that the Versailles Peace settlement was produced attempting long-term peace whilst punishing the losers of the war. This was the main reason that underlies its subsequent weaknesses that can be elucidated by the limited duration of its existence. And even though Germany accepted to

sign it, it did it unwillingly. Henceforth, Germany will qualify this treaty as a diktat meaning an imposition.

Lesson 5: The League of Nations

a) Learning objective

The student-teachers should be able to analyze the achievements and failures of the League of Nations.

b) Prerequisites/revision/introduction

To start this lesson, the tutor should use revision by asking student-teachers some questions that are related to the Versailles Peace Treaty.

c) Teaching resources

The teaching resources can include student-teachers' textbooks, computer, internet, and Braille materials should be availed if there are impaired student-teachers.

d) Learning activity 2.2.2

Guidance to the learning activity 2.2.2

In this lesson, the tutor divides the student-teachers into different groups and provides them with textbooks and other readings related to the origins of the League of Nations, its objectives, organization, achievements, weaknesses and factors that led to its downfall. Thereafter, he or assigns them the task student-teachers to do the learning activity 2.2.2. After having done this activity, student-teachers present their works to the whole class. The tutor harmonizes the different presentations and helps the student teachers come up with a summary of the lesson taught.

Answer to the learning activity 2.2.2

The genesis of the creation of the League of Nations

The League of Nations was the first worldwide intergovernmental organization whose principal mission was to maintain world peace. It was founded on 10 January 1920 following the Paris Peace Conference that ended the First World War.

The concept of a peaceful community of nations had been proposed as far back as 1795, when Immanuel Kant's Perpetual Peace: A Philosophical Sketch outlined the idea of a league of nations to control conflict and promote peace between states

International co-operation to promote collective security originated in the Concert of Europe that developed after the Napoleonic Wars in the 19th Century in an attempt to maintain the status quo between European states and so avoid war.

This period also saw the development of international law, with the first Geneva Conventions establishing laws dealing with humanitarian relief during wartime, and the international Hague Conventions of 1899 and 1907 governing rules of war and the peaceful settlement of international disputes.

At the start of the First World War, the first schemes for an international organization to prevent future wars began to gain considerable public support, particularly in Great Britain and the United States. Goldsworthy Lowes Dickinson, a British political scientist, coined the term "League of Nations" in 1914 and drafted a scheme for its organization.

In 1915, a similar body to the Bryce group proposals was set up in the United States by a group of like-minded individuals, including William Howard Taft. It was called the League to Enforce Peace and was substantially based on the proposals of the Bryce Group. It advocated the use of arbitration in conflict resolution and the imposition of sanctions on aggressive countries.

In the course of the diplomatic efforts surrounding World War I, both sides had to clarify their long-term war aims. By 1916 in Britain, the leader of the Allies, and in the neutral United States, long-range thinkers had begun to design a unified international organization to prevent future wars.

When David Lloyd George took power in December 1916, there was widespread discussion among intellectuals and diplomats of the desirability of establishing such an organization. Wilson, president of USA, himself included in his Fourteen Points in January 1918 a league of nations to ensure peace and justice.

In London, British foreign secretary, Arthur Balfour, commissioned the first official report into the matter in early 1918, under the initiative of Lord Robert Cecil. The British committee was finally appointed in February 1918. It was led by Walter Phillimore. The recommendations of the so-called Phillimore Commission approved by the British government, and much of the commission's results were later incorporated into the Covenant of the League of Nations.

The French also drafted a much more far-reaching proposal in June 1918; they advocated annual meetings of a council to settle all disputes, as well as an "international army" to enforce its decisions.

The two principal drafters and architects of the covenant of the League of Nations were the British Politician Lord Robert Cecil and the South African statesman Jan Smuts. Smuts' proposals included the creation of a Council of the great powers

as permanent members and a non-permanent selection of the minor states. He also proposed the creation of a Mandate system for captured colonies of the Central Powers during the war. Cecil focused on the administrative side and proposed annual Council meetings and quadrennial meetings for the Assembly of all members. He also argued for a large and permanent secretariat to carry out the League's administrative duties.

The first meeting of the Council of the League of Nations took place on 16 January 1920 in the Salle de l'Horloge at the Quai d'Orsay in Paris and the first meeting of the Assembly of the League of Nations took place on 15 November 1920 at the Salle de la Réformation in Geneva.

e) Application activities 2.2.2

Suggested answers to the application activities 2.2.2

Question 1. Briefly describe the organization of the League of Nations.

The main organs of the League of Nations were the General Assembly; its main function was to decide general policy; the Council, its main task was to deal with specific political disputes as they arose; the Permanent Court of International Justice's main task was to deal with legal disputes between states; the Secretariat, had to look after all the paperwork, preparing agendas, and writing resolutions and reports related to the decisions of the League; Commissions and Committees were in charge of dealing with specific problems. The main commissions were those which handled the mandates, military affairs and disarmament.

Question 2. Analyze two factors that led to the downfall of the League of Nations.

Two factors that led to the collapse of the League of Nations are the following:

Exclusion of small countries from the League of Nations contributed to its downfall. The basis on which the League of Nations was built was weak and dangerously contradictory because only the big powers were represented while the small powers were left out. Without the support and sympathy of the majority countries of the world, the League was bound to fail.

Over reliance of the League of Nations on Britain and France also contributed to its failure. The League was over dependant on Britain and France for funding, leadership, decisions and direction and yet these countries had their own individualistic ends to pursue. Above all these powers were preoccupied with the reconstruction of their shattered economies. They minded less about the League of Nations.

Question 3. Discuss three weaknesses of the League of Nations.

Three weaknesses of the League of Nations are as follows:

- The difference in ideologies of members states of the League was also a source of problem, while some members were capitalist (Britain, France, Germany, etc.), others (like Russia) were socialists and communists, others like Britain and France were democratic nations.
- The League was not worldwide in its membership, i.e. it was dominated by European countries like Britain and France. Such a League required having members in Asia and Africa if it was to be successful.
- The League lacked the military power that would enforce her decisions. It failed to create a joint international force to maintain world peace and for checking the actions of the aggression. It failed to control against the withdrawal of her members, i.e. member states were free to join and withdraw without any penalties, and e.g. Germany withdrew in 1933 and immediately embarked on the serious programme of re-arming herself. Other country members such as Italy, Japan and Brazil also left the League of Nations. In addition, although the American President Woodrow Wilson was the principal initiator of the creation of the League of Nations, his country was not a member of this organization. He met an opposition on the Congress formed its majority by Republicans while he was a democrat. This was a great loss for the League of Nations and this situation weakened heavily the Organization.

Question 4. Evaluate two social achievements of the League of Nations

Two social achievements of the League of Nations are the following:

The League of Nations also achieved valuable economic and social work. It set up a slavery commission that declared slave trade and slavery illegal and anti-social internationally. It also effectively solved the problem of drug trafficking by setting up anti-slavery commissions and encouraging member states to cooperate in stopping slave trade.

Moreover, the health organization of the League of Nations organized medical assistance and the distribution of vaccines to combat epidemics like syphilis, leprosy, cholera, dysentery and malaria which had swept Europe.

The League of Nations achieved success in dealing with matters of human welfare, for example, the International Labour Organization (ILO) was formed to improve general conditions of workers.

The League of Nations recorded success in looking after refugees. World War I

had a problem of caring and settling millions of prisoners of war and by 1934; the League of Nations had provided assistance to people of such category.

Lesson 6: The World Economic Depression of 1929-1935

a) Learning objective

The student-teachers should be able to explain the causes and effects of 1929 -1935 Economic Crisis.

b) Prerequisites/revision/introduction

For this lesson, the tutor will introduce the lesson through question and answer technique. The student-teachers will be orally asked to explain the strengths and weaknesses of the League of Nations.

c) Teaching resources

The teaching resources can include student-teachers' textbooks, world map, computer, internet, and Braille materials s be availed if there are impaired student-teachers.

d) Learning activity 2.2.3

Guidance to the learning activity 2.2.3

In this lesson, the tutor organizes the student-teachers into different groups and gives them textbooks and other readings to explain the causes and effects of 1929 -1935 Economic Crisis and measures adopted by different countries to overcome it. Afterwards, she or he invites them to make the class presentation and harmonizes the works presented. After this step, the tutor guides student-teachers and helps them come up with a summary of the lesson taught.

Answer to the learning activity 2.2.3

The answer of this question requires to read and understand the whole lesson related to the World Economic Depression of 1929-1935 and to come up with its summary.

e) Application activities 2.2.3

Suggested answers to the application activities

Question 1. Explain three causes of the World Economic Depression of 1929-1935.

Three causes of the World Economic Depression of 1929-1935 are the following:

Over production in industry contributed to the world economic depression. Many companies especially in USA and Europe had secured loans and invested heavily

in industries. This resulted in over production which plunged the prices down. Very many industrialists made losses and closed down. They defaulted on loans which affected the banks and laid off the workers which worsened the depression.

System of high taxation in order to escape from “after war situation” adopted by many countries to recover their economy from after effects of the First World War. However, these harsh taxation policies were too harsh and distracted investment which also led to the increase of unemployment, low circulation of money and inflation and then leading to economic depression;

Poor trading policy adopted after the First World War where defeated powers were not allowed to export to victorious powers and still the victorious powers started selective trade as punishment to defeated the ones that led to the economic depression;

Unfair income distribution especially in the USA whereby between 1923 and 1926 big companies were owned by few capitalists and these companies provided employment to few people who were also gaining low salary. This unfair income distribution led to low purchasing power and lack of effective demand which contributed to the World Economic Depression;

The war reparation and war debts incurred especially by European countries also caused the world economic depression. Money flowed from debtor to creditor nations without any investment to generate employment. The war indemnity imposed on Germany did not only lead to the collapse of the Germany economy but caused the world economic depression since Germany was a major trading partner of the world on which many small economies of the world depended for financial help.

2. To overcome the World Economic Depression, the USA adopted different measures known under the name of “New Deal”. Explain the concept of New Deal and find out the programmes that were implemented under this policy.

The New Deal was a series of programs and projects instituted during the Great Depression by President Franklin D. Roosevelt that aimed to restore prosperity to Americans. When Roosevelt took office in 1933, he acted swiftly to stabilize the economy and provide jobs and relief to those who were suffering. Over the next eight years, the government instituted a series of experimental New Deal projects and programs. Roosevelt's New Deal fundamentally and permanently changed the U.S. federal government by expanding its size and scope—especially its role in the economy.

After his election on March 4, 1933, Franklin D. Roosevelt, the president of USA progressively inaugurated different programmes aiming at putting an end to the

Economic Depression that Americans had been experiencing since 1929.

The first programme that was passed by Congress was Roosevelt's Emergency Banking Act on March 9th, 1933, which reorganized the banks and closed the ones that were insolvent. Three days later, the president urged Americans to put their savings back in the banks, and by the end of the month almost three quarters of them had reopened.

In May of the same year, President Franklin D. Roosevelt signed the Tennessee Valley Authority Act into law, creating the TVA and enabling the federal government to build dams along the Tennessee River that controlled flooding and generated inexpensive hydroelectric power for the people in the region.

That same month, Congress passed a bill that paid commodity farmers (farmers who produced things like wheat, dairy products, tobacco and corn) to leave their fields fallow in order to end agricultural surpluses and boost prices. This was the Agricultural Adjustment Act.

June's National Industrial Recovery Act guaranteed that workers would have the right to unionize and bargain collectively for higher wages and better working conditions; it also suspended some antitrust laws and established a federally funded Public Works Administration.

In addition to the Agricultural Adjustment Act, the Tennessee Valley Authority Act and the National Industrial Recovery Act, Roosevelt had won passage of other major laws, including the Glass-Steagall Act (an important banking bill) and the Home Owners' Loan Act.

Despite the best efforts of President Roosevelt and his cabinet, however, the Great Depression continued. Unemployment persisted, the economy remained unstable, and people grew angrier and more desperate.

So, in the spring of 1935, Roosevelt launched a second, more aggressive series of federal programs, sometimes called the Second New Deal.

In April, he created the Works Progress Administration (WPA) to provide jobs for unemployed people. WPA projects weren't allowed to compete with private industry, so they focused on building things like post offices, bridges, schools, highways and parks. The WPA also gave work to artists, writers, theatre directors and musicians.

In July 1935, the National Labour Relations Act, also known as the Wagner Act, created the National Labour Relations Board to supervise union elections and prevent businesses from treating their workers unfairly. In August, he signed the Social Security Act of 1935, which guaranteed pensions to millions of

Americans, set up a system of unemployment insurance and stipulated that the federal government would help care for dependent children and the disabled.

Question 2. Assess four effects of the World Economic Depression (1929-1935)

Four effects of the World Economic Depression are the following:

- It led to the decline of international trade as many countries started protectionism policy in trying to promote their infant home industries.
- The gold standard system was abandoned up to the present. This is because this system limited countries with little gold to have enough money in circulation which had contributed to the economic depression.
- It led to the collapse of financial institutions like banks. This is because by 1929, over 4200 banks had closed due to economic depression.
- It led to change of leadership in some countries, for example in USA, the depression led to the rise of Franklin Roosevelt who came to power in presidential elections of 1932.

Lesson 7: The rise of totalitarian regimes in Europe

a) Learning objective

The student-teachers should be able to evaluate the factors for the rise and downfall of totalitarian regimes in Europe.

b) Prerequisites/revision/introduction

For this lesson, the tutor will introduce the lesson through question and answer technique. The student-teachers will be orally asked to explain the causes and effects of the World Economic Depression of 1929-1935.

c) Teaching resources

The teaching resources can include student-teachers' textbooks, computer, world map, internet, and Braille materials should be availed if there are impaired student-teachers.

d) Learning activity 2.2.4

- i) Guidance to the learning activity

In this lesson, the tutor organizes the student-teachers into different groups and provides them with textbooks and other learning materials related to the rise of totalitarian regimes in Europe. Thereafter, student-teachers are invited to do the learning activity 2.2.4 and present their work to the whole class. The tutor harmonizes the different presentations and helps the student-teachers to come up with a summary of the lesson learnt.

ii) Answer to the learning activity 2.2.4

The answer of this question requires to read and understand almost the whole lesson related to the rise of totalitarian regimes in Europe and to come up with its summary.

e) Application activity 2.2.4

Suggested answers to the Application activities 2.2.4

Question 1. Find out common characteristics of Fascism and Nazism.

The common characteristics of Fascism and Nazism are as follows:

Extreme nationalism that's an emphasis on rebirth of Nation after a period of decline with an implication that one's own state is super for all;

Disdain or dislike for the importance of human rights (abuse of human rights);

Identification of enemies or scapegoats as a unifying cause in order to divert the people's attention from other problems;

Supremacy of the military or avid militarism because the ruling elites were always identified closely with the military and the industrial infrastructure that supported it;

Rampant / extensive sexism where male dominated and these regimes inevitably viewed women as second class citizens;

Over control of mass media by using different methods as the control of licensing and access to resources, economic pressure, appeal to patriotism and implied threats;

Obsession with national security, this was under direct control of the ruling elite. It was usually an instrument of oppression, operating in secret and beyond any constraints;

Defense and protection of religion because the Fascist and proto fascist regimes attached to the predominant religion of the country and wanted to be considered as militant defenders of the religion;

Disdain and suppression of intellectuals and the arts because intellectual and academic freedom were considered subversive to national security and the patriotic ideal. To these regimes, art and literature should either serve the national interest or they had no right to exist;

Fraudulent elections where the elections in the form of plebiscites or public opinion polls were usually bogus. When actually elections with candidates were held, they would usually be perverted by the power elite to get the desired result.



[Fascist](#) and [Nazi](#) eagles.

Question 2. Examine the factors that led to the rise of fascism to power.

Mussolini rose to power on 28th October 1922 after taking over Victor Emmanuel III the legitimate king. He was favoured by the following factors:

- The impact of the First World War aided fascism and Benito Mussolini to rise to power;
- Weakness of Victor Emmanuel III's democratic government;
- The unfair Versailles treaty on Italy cultivated a favourable ground for the rise of Mussolini to power;
- Role of the fascist terrorist squad;
- His personal talent: Mussolini was a gifted speaker whose speeches were enjoyed by the Italians;
- Influence of press: Newspapers like Papolo d'Italia campaigned for Fascist and made Mussolini popular for Italians;
- Political and democratic reforms in Italy;
- The May 1921 parliamentary elections increased the fascist members in the parliament from 2 to 35.
- Disunity among political parties;
- The July 31st 1922 strikes: The fascists were instrumental in suppressing the general strikes organized by the socialists.

Question 3. How did Adolf Hitler manage to consolidate himself on power in Germany?

Adolf Hitler became the Chancellor of Germany on January 30, 1933 and assumed full political powers after the death of Hindenburg on August 2, 1934. To consolidate his position to power, he did the following:

- He imposed strict ban on all other political parties;
- The Nazi Grand Council passed an "enabling Act" in the Germany Parliament,
- Reichstag transferring law-making powers from the Reichstag to Hitler's cabinet;

- He centralized all powers and changed the administrative structures in Germany and passed the special laws;
- He used suppressive policies like Gestapo (Geheime Staats Polizei = Secret State Police) and special spies to eliminate his political enemies;
- He suppressed public press, broadcasting, literature, drama, music, painting, public films and only publications reflecting Hitler's tastes were allowed in Germany in order to keep the masses ignorant about his failures.

Question 4. Account for the factors that led to the downfall of Hitler

The factors that led to the downfall of Hitler are the following:

Death of his best friend Benito Mussolini on April 28, 1945 and the downfall of Fascist Party;

Dictatorship which was coupled with excessive oppression;

The size and heterogeneous nature of the German Empire;

Withdraw of Germany from the League of Nations which put Germany under isolation from world affairs;

Betray of strong supporters of Nazism;

The formation of the allied powers of Britain, France and Russian against the Axis powers of Rome Tokyo-Berlin Axis.

2.6. Skill lab

Nowadays the whole World has become like a village in all aspects of life. Suppose that your country is about to experience an economic depression similar to that on the whole world was faced to during the inter-war period from 1929 up to 1935. If you are the minister of Finance in Rwanda, imagine different strategies you can propose and defend in the plenary of the Parliament extraordinary session in order to avoid such an Economic crisis.

Topic: The First World War and inter-wars

Duration: (...minutes)

Materials required: papers, pens, members of the Rwandan Parliament, chairs, tables, the members of the Rwandan Parliament, the Rwandan minister of Finance on panel (in front of the class)

Tutor preparation: preparation of movie showing a head of state delivering speech to the plenary of the Parliament extraordinary session, preparation of what each part will act out, preparation of student teachers to act out either as the Rwandan minister of Finance or members of the Rwandan Parliament, preparation of the speech to pronounce during the extraordinary session of the Rwandan Parliament, enough space to play a scenario, sitting arrangement of the members of the Rwandan Parliament, including the President and the two vice-presidents of the Parliament on panel.

Learning objectives (s): Student-teachers will be able to:

- Act out the role of members of the Parliament in the plenary of its extraordinary session.
- Elaborate a written document on the strategies to be adopted in order to prevent the Economic Depression from taking place to be used during the speech delivery.
- Communicate effectively and orally through the delivery a public speech about the strategies to be adopted in order to prevent the Economic Depression from taking place taking place in Rwanda to the members of the Rwandan Parliament.

Instructional objective: Through role play, student-teachers will be able to act out the role of the Minister of Finance and that of the members of the Rwandan Parliament by perfectly elaborating a written document and delivering speech about the strategies to be adopted in order prevent the Economic Depression from taking place in Rwanda.

Activity 1: Build: (...minutes)

- Tutor starts by asking the student-teachers how to choose members of the Parliament including the speaker and two vice-speakers who make a plenary and the minister of Finance.
- To ask the student-teachers how to elaborate a written document about the “the strategies to be adopted in order to prevent the Economic Depression from taking place taking place in Rwanda”.
- To exercise the voice used by speaker (minister of finance) while delivering a persuasive speech to the members of the Rwandan Parliament in its extraordinary session.
- To explain how to start and close the session of the Parliament session.
- If possible to show a video showing a speaker delivering a public speech to the session of Rwandan Parliament.

Activity 2: Practice: (... minutes)

- The tutor guides the student-teachers how to sit in proper place, that is, the members of parliament on one side, the panel made up of the Speaker, two Vice-presidents and near them the minister of finance on the other side.
- Depending on the number of the student-teachers, the tutor will divide the student-teachers into skill lab teams.
- Each team will choose a panel of the Parliament and other members who constitute the plenary of the Parliament.
- The tutor announces the order of teams.
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensures that gender balance and inclusion are catered for.

Activity 3: Present: (...minutes)

- Each team acts out the role of the Minister of Finance and that of the members of the Rwandan Parliament.
- Tutor asks follow up / probing questions
- Give feedback to each group
- Encourage note taking that will guide in assessment of each team
- Tutor asks follow up / probing questions
- Give feedback to each group
- Encourage note taking that will guide in assessment of each team
- Conclude, supplement what has been presented by the student-teachers

Portfolio Assessment:

Suppose that you are a manager of one of the very important multinational banking institutions in the world and you are invited to deliver a speech in a conference organized by the World Bank with the theme of strategies aiming at eradicating the poverty in the world.

Elaborate a written document as supporting document during your presentation about “strategies to be adopted so as to eradicate the poverty in the world”.

Expected Answers:

The student–teachers proceed by writing a document which contains different strategies to be adopted so as to eradicate the poverty in the world in a conference organized by the World Bank. In their work, they focus on the following points as the strategies proposed for eradication of poverty in the world:

- Develop and implement rapid and sustained economic growth policies and programs, in areas such as health, education, nutrition and sanitation.
- Improve management of water and other natural resources.
- Invest in and implement agricultural programs.
- Encourage countries to engage in trade as a path out of poverty.
- Create and improve access to jobs and income and develop entrepreneurial talent.
- Providing all people with access to basic social services including education, health care, adequate food, sanitation, shelter and clean water.
- Progressively developing social protection systems to support those who cannot support themselves.
- Empower people living in poverty by involving them in the development and implementation of plans and programs to reduce and eradicate poverty.
- Remove barriers to equal access to resources and services.
- Provide access to technology and innovation including internet access and affordable energy.

Evidences:

- Photos showing the student-teachers acting out the role of the Minister of Finance and that of the members of the Rwandan Parliament
- Videos of what has been done in the scenario

- Oral testimonies from the student-teachers
- Originality
- Availability of a written document about “strategies to be adopted so as to eradicate the poverty in the world”.

Knowledge, Skills, attitudes and values:

Interpersonal and communication skills, critical thinking, team spirit, problem solving, citizenship, mutual respect, respect, etc.

2.7. End unit assessment

Question 1. What were the two blocs or alliances formed at the beginning of the First World War?

The two blocs formed at the beginning of the First World War were:

- The triple Alliance was formed by Germany, Italy and Austria-Hungary. It becomes known later on as the central Powers or Axis.
- The triple Entente: A rival bloc took shape in 1893, when France and Russia formed an Alliance, Britain join them in 1904 when war began these powers became known as the Allies.

Question 2. Explain the main causes which triggered the First World War.

The causes which were at the origin of the First World were:

- Alliance System initiated by Bismarck such as Triple Alliance and Triple Entente that were formed for defensive purposes but thereafter became hostile to each other leading to the First World War;
- Economic imperialism among European countries mostly between Germany, France and Britain like the Moroccan Crises of 1906 and 1911 when Germany lost Morocco to France. In 1912, naval competition between Germany and Great Britain was very important. The British and the French saw Germany turn up as colonial rivals in Africa, Middle East and Far East. In addition, Germany had an ambitious project of constructing a railway joining the Berlin and Bagdad that Great Britain could not support because it was a threat to its important colony, India.
- Arms race which had been characterized by the growth of militarism between France and Germany. The latter had elaborated military plans to avoid being encircled during the War. Schlieffen Plan aimed at defeating France first and thereafter counter-attacks at the east. Von Moltke had envisaged fighting first at the eastern front. In addition, manufacturing of the most dangerous weapons was also in preparation for war.

- The Franco-Prussian war 1870-1871 also led to the war. Following France's defeat by Germany. France lost Alsace and Lorraine to Germany, Germany remained suspicious that France might revenge which made her to turn into arms race and alliance system to protect and defend Germany supremacy. It also contributed to economic imperialism in Africa which turned into rivalry between Britain and Germany.
- Kaiser William II's aggressive character was responsible for the outbreak of World War I. He was bellicose (war like), arrogant and a person who could not hide hangover for war. In his foreign policy, he tried to intervene in each and every activity of the world politics to make Germany a super power. He declared; "Nothing must go on anywhere in the world in which Germany does not play apart". He is therefore blamed for starting arms race and militarism as well as signing a blank cheque to Austria that increased Austria's recklessness towards Serbia. He also openly promised Austria that; "...be rest assured that his majesty will faithfully stand by Austria- Hungary as required by the obligations of his alliance and by his ancient friendship". Surely, if Kaiser William had not given this assurance, Austria would not have taken a bold step against Serbia (to the extent of declaring war).
- Lack of peaceful statesmen like Bismarck also led to the war. After his resignation (1890) the alliance system and European peace were left in the hands of young, inexperienced and aggressive men like Kaiser William II which drove Germany and the world to the First World War. Had he been there, the Sarajevo double murder would have ended into negotiations and discussions but instead it turned into War.

Question 3. Do you think that the First World War would not have happened without the assassination of Prince Ferdinand and his wife? Explain your answer.

The Sarajevo incident cannot be considered as the only cause which spark off the First World War because many problems which poisoned international relations existed before the outbreak of the First World War. Among them we can mention the political problem between France and Germany. Since 1871, France wanted to take revenge for her territories Alsace and Lorraine. The economic rivalry about Iraq between Germany and Great-Britain, Germany wanted to construct a railway joining Berlin and Bagdad in order to control the trade in this area, which could not be supported by England. There is also an issue of nationalism which brought tensions between the powers which wanted to gather people with the same nationalities. Sometimes, these people were scattered within foreign territories.

Question 4. Was the League of Nations successful or not? Substantiate your answer.

The League of Nations registered both successes and failures. The following are regarded as its successes:

After some initial troubles, the League of Nations seemed to be functioning successfully during the 1920s. It solved several minor international disputes. It managed to solve border conflicts between Greece and Bulgaria by demanding that the Greeks withdraw and pay compensation.

The League of Nations also achieved valuable economic and social work. It set up a slavery commission that declared slave trade and slavery illegal and anti-social internationally. It also effectively solved the problem of drug trafficking by setting up anti-slavery commissions and encouraging member states to cooperate in stopping slave trade.

Moreover, the health organization of the League of Nations organized medical assistance and the distribution of vaccines to combat epidemics like syphilis, leprosy, cholera, dysentery and malaria which had swept Europe.

The League of Nations achieved success in dealing with matters of human welfare, for example, the International Labour Organisation (ILO) was formed to improve general conditions of workers.

The League of Nations recorded success in looking after refugees. World War I had a problem of caring and settling millions of prisoners of war and by 1934; the League of Nations had provided assistance to people of such category.

The League of Nations recorded success in maintaining peace by solving political conflicts that involved smaller powers for example, in 1920, the League of Nations solved the conflict between Sweden and Finland, where the countries claimed the Aaland Island, and the League of Nations ruled that the island belonged to Finland.

In 1921, the League intervened in the conflict between Germany and Poland over the important industrial area of Upper Silesia. The League divided the territory between the two countries.

When Turkey claimed the province of Mosul- part of the British mandate territory to Iraq, the League intervened and ruled in favour of Iraq.

The League of Nations monitored and controlled mandated states by sending questionnaires to mandated states asking them how they are controlled by the new colonial masters.

The League of Nations made an achievement in disarming Germany, which helped in reducing Germany's supremacy.

The financial commission of the League of Nations succeeded in negotiating for loans for the reconstruction of the economy of Austria after World War I.

On the other hand, the League of Nations failed in the following ways:

The League of Nations failed in its mission to ensure world disarmament, i.e. it failed to disarm victorious powers like France, Britain and Russia. It was only successful in disarming Germany.

The Italian invasion of Abyssinia/Ethiopia was a violation of the League of Nations rules and regulations. The League tried half-hearted sanctions and in the end recognised a decision that placed the whole of Abyssinia under Italy.

The League of Nations failed to ensure against aggression as an instrument of policy. It failed to restrain Japanese aggression against China and her eventual occupation of the rich Chinese province of Manchuria.

In its early days, membership of the League was restricted. Germany and Italy were denied membership for fear aggression. Russia was sidelined on grounds that it would spread socialism. Therefore, since its early days of formation, the League was merely an Anglo-French affair.

The difference in ideologies of members states of the League was also a source of problem, while some members were capitalist (Britain, France, Germany, etc.), others (like Russia) were socialists and communists, others like Britain and France were democratic nations.

It also had a weak administrative set up. The secretary general had limited powers and therefore he/she could not do much to enforce the League's aims and resolutions.

The League was not worldwide in its membership, i.e. it was dominated by European countries like Britain and France. Such a League required having members in Asia and Africa if it was to be successful.

The League lacked the military power that would enforce her decisions. It failed to create a joint international force to maintain world peace and for checking the actions of the aggression.

It failed to control against the withdrawal of her members, i.e. member states were free to join and withdraw without any penalties, e.g. Germany withdrew in 1933 and immediately embarked on the serious programme of re-arming herself. Other country members such as Italy, Japan and Brazil also left the League of Nations.

In addition, although the American President Woodrow Wilson was the principal initiator of the creation of the League of Nations, his country was not a member of this organization. He met an opposition on the Congress formed its majority by Republicans while he was a democrat. This was a great loss for the League of Nations and this situation weakened heavily the Organization.

During the German invasion of Poland which led to the Second World War, the League was not even consulted, and it was unable to exert the slightest influence to prevent the outbreak of the war. After December 1939, it did not meet again and it was dissolved in 1946.

Question 5. Why was the Versailles Peace Treaty rejected by Germany?

The following are the reasons that explain why the Versailles Peace Treaty was rejected by Germany:

The treaty was dictated on Germany and she was forced to sign. There was no discussion which could have given the Germans a chance to air out their views.

Germany totally opposed the war guilty clause which put the whole blame of the First World War on Germany (article 231). This was an injustice of the highest order since most of the European powers participated in the war.

The reparation of 6.6 billion pounds was impossible for a single nation like Germany to pay for the destruction caused by the First World War.

Disarmament was restricted to only Germany yet disarmament was to be general. Worst of all other powers like Britain and France were busy arming themselves.

The loss of Alsace and Lorraine in Europe and also loss of African colonies like Rwanda, Burundi and Tanganyika angered Germany yet they were given to her enemies like France. Germany therefore lost market, sources of raw materials and areas of investment.

The settlement scattered Germans in the newly created states. For example, 2.5 million Germans were given to Poland, 3 million to Czechoslovakia and 2 million to Yugoslavia.

The venue of the settlement meant that justice could not be extended to the defeated states most especially Germany. She was forced to sign the treaty in the hall of mirrors where the German empire was proclaimed in 1871. Therefore, Germany was humiliated. The treaty was monopolized by only three leading statesmen. That is President Woodrow Wilson of USA, George Clemenceau of France and Lloyd George of Britain.

It was chaired by Clemenceau who was totally biased and bitter enemy of Germany.

The Germans complained that they were tricked to surrender based on President Wilson's 14th points. They claimed that the 14th point was a swindle since many of its terms were violated.

Question 6. Explain in which way the effects of the World War I contributed to the rise of totalitarian regimes both in Italy and Germany.

Both in Italy and Germany, the effects of the World War I contributed to the rise of the totalitarian regimes in Europe. First of all, in Germany because the First World War left Germany in the state of economic decline and sole dictatorship was looked at as the only solution to Germany's problems. Hence the rise of Hitler to power.

Secondly, the unpopularity of the Weimer republic of Von Paul Hindenburg. He accepted the unrealistic Versailles settlement which was against the will of the Germans. This made the people of Germany to admire a leader like Hitler who was courageous to strongly oppose the unfair terms of the Versailles treaty.

In Italy, the rise of fascism to power was also due at a certain extent to the impact of the First World War. This war aided fascism and Benito Mussolini to rise to power. Because it had had negative consequences like loss of lives over 600,000 Italians both civilians and soldiers. Mussolini associated the democratic government of Victor Emmanuel III with such losses hence rising up.

Question 7. Examine the economic consequences of the First World War in Europe.

The economic consequences of the First World War in Europe were:

- In battle zones from France to Russia, homes, farms, factories, roads and churches had been shelled into rubble.
- The cost of rebuilding and reconstruction and paying off huge war debts burdened an already battered world.
- People were worried and felt bitter about the war.
- Reparations or payments for war damage by the defeated countries

2.8. Summary of unit

This unit covers sections of First World War and inter-wars. The First World War started in 1914 and ended on 11/11/1918 after the signing of the Versailles Peace Treaty. It opposed two major alliances or camps: Triple Alliance and Triple Entente. It had many causes such as the economic rivalries between European powers and the rise of nationalism (Pan-Germanism and Pan-Slavism. With time many countries of all continents were involved and it led to many consequences including the loss of lives, more than 13 millions of people died and many were displaced from their homes, many infrastructures were destroyed. And because of

the World War I, Europe assisted to the rise of dictators and the world experienced a terrible Economic depression in 1929. But last not least, there was the formation of the League of Nations, the first international institution to cope with worldwide peace issues.

2.9. Additional information

Excerpt from Woodrow Wilson's Fourteen in its speech – January 8, 1918

“It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world. It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow nor or at any other time the objects it has in view.

We entered this war because violations of rights had occurred which touched us to take quick and made the life of our own people impossible unless they were corrected and the world secure once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world's peace, therefore, is our program; and that program, the only possible program, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. . . .

VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity to autonomous development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portion of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this program does remove. We have no jealousy of German greatness, and there is nothing in this program that impairs it. We grudge her no achievement or distinctions of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace - loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world, - the new world, in which we now live, - instead of a place of mastery. . .

We have spoken now, surely, in terms too concrete to admit of any further doubt or question. An evident principle runs through the whole program I have outlined. It is the principle of justice to all peoples and nationalities, and their right to live on equal terms of liberty and safety with one another, whether they be strong or weak.

Unless this principle be made, its foundation nor part of the structure of international justice can stand. The people of the United States could act upon

other principles; and to the vindication of this principle they are ready to devote their lives, their honor, and everything they possess. The moral climax of this the culminating and final war for human liberty has come, and they are ready to put their own strength, their own highest purpose, their own integrity and devotion to the test." (Woodrow Wilson)

Source:www.ourdocuments.gov/doc_large_image.php?flash=false&doc=62

2.10. Additional activities

Remedial activities

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

Questions

1. Explain two objectives of the Versailles Peace Treaty.
2. Explain two reasons which facilitate Hitler's rise to power.
3. Examine two reasons which pushed USA to entry in the First World War.
4. Identify two cases of aggression due to the Economic Depression of 1929-1935.

Expected answers

1. Two objectives of the Versailles Peace treaty were:
 - To punish Germany and her allies as the solely responsible of the outbreak of the First World War. Germany lost all its territories in Europe and its colonies in Africa.
 - To forbid the Union between Germany and Austria etc.
2. Two factors for the rise of A. Hitler to power were:
 - Personal Talent: He was a good orator and could convince Germans to his causes.
 - The death of the old Chancellor Hindenburg in 1934 paved way for Hitler to ascend to power.
3. Three reasons for the entry of USA in the First World War were:
 - German blockade of trade ships using submarines threatened world Trade especially the United States then she decided to enter the war.
 - The support of Germany to Mexico for helping Mexico to get back its regions taken by force by the USA decades before.
 - When a German submarine sunk, a British ship Lusitania which transported 1200 persons with 118 Americans, American opinion was shocked and the Government entered in the war.

4. Two cases of aggression due to the Economic Depression of 1929-1935:

Aggressions made due to the Economic Depression are the following:

Japan on China in 1931, Italy on Ethiopia in 1935 and Germany on Austria in 1938.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Analyze three achievements of the League of Nations after the end of the First World War.
2. Differentiate a totalitarian regime from an authoritarian one.
3. Why the United States of America was not a member of the League of Nations.
4. Evaluate the New Deal policy initiated by President Franklin Roosevelt to cope with effects of the Economic Depression.

Expected answers

1. Three achievements of the League of Nations were:
 - The International Court of Justice was set up at Hague which by 1939, had mediated the signing of about 400 agreements and had settled 70 cases of international concerns.
 - It established the International Labour organisation (ILO) which improved general conditions of employees in several countries.
 - The League of Nations settled the 1914 World War I refugees and internally displaced people by providing them various assistance.

2. Totalitarian regime: It is a system of government that is centralised and dictatorial. e.g.: Germany of Adolph Hitler and Italy of Mussolini.

Authoritarian regime: It is a system that enforces strict obedience to the authority at expense of people's freedom. eg: Russia of Joseph Stalin.

3. The United States of America was not a member of the League of Nations for the following reasons:

Although the United States of America Woodrow Wilson was the principal initiator of the creation of the League of the Nations, His country was not the member of the organization because he met an opposition of the Congress formed in its majority by Republicans, arguing that the refuse the intervention of USA outside because it was expensive. President W. Wilson was a democrat. This was a great lost for the League to miss an important country as USA. It becomes a business of France and Great-Britain because defeated nations were not members.

4. The New Deal policy initiated by President Franklin Roosevelt to cope with effects of the Economic Depression had had the following results:

Under the New Deal, the federal Government more directly involved in people's everyday lives than ever before. New laws regulated the stock market and protected banks deposits. Government programs created jobs and gave aid to farmers. A New social security system provided pension for the elderly and other benefits. As the new Deal programs were being put into effect, a natural disaster in 1934 hit several central states. After years of drought and over farming, huge winds blew across the plains. The winds picked up and carried away the topsoil exposed by erosion, creating the Dust Bowl. The storms destroyed crops, land and equipment. Thousands of farmers lost their land. Many migrated to the cities of the west coast in search of work and a new life. The New Deal failed to end the Great Depression, although it did ease the suffering of many.

Extended activities

These are suggested questions for gifted and talented students.

1. Africans from different countries served as soldiers in the First World War to help their metropolitan European countries.
 - a) Identify their names according to their respective colonies and their colonial masters.
 - b) What was their deployment in the World War I in Europe?
2. Why the First World War was much more deadly compared to the previous wars that were fought during the 19th Century?

Expected answers

- a) The names of African troops that participated in the world War I according to their respective colonies and their colonial masters:

No	Colonial master	Name of troops
1	British	King rifles
2	French	Tirailleurs Sénégalais
3	Germans	Askaris
4	Belgians	Force Publique

- b) African troops fought during the World War I and their deployment was as follows in Europe:

During the World War I, it was in the period of Autumn 1914 that African troops began to fight on the western front. Although North African units had already fought in previous European wars – in the Crimean war from 1854 to 1856, in the Italian war in 1859 and in the Franco-Prussian war in 1870/71 –, this was the first time that troops from sub-Saharan Africa had entered the front line. In

September 1914, West African units fought in Picardy. In October and November, Tirailleurs Sénégalais were deployed at Ypres, where they suffered heavy losses.

Afterwards, a new doctrine was applied: West African troops no longer fought as independent units, but they were 'amalgamated' with European troops. Every regiment of the troupes coloniales, which were composed of Europeans, got a West African battalion.

In the following years, African troops participated in most of the principal battles on the western front, for instance at the Marne, at the Yser, at the Somme and at Verdun. Furthermore, West African troops also participated in the Gallipoli operation and fought in the Balkans from 1916 onwards. Their number grew as the war continued. Thus, while West African battalions fought on the western front in 1916, there were already 41 in 1917 and even 92 in the war's final year. The number of North African soldiers fighting in Europe increased considerably as well.

On the western front, African troops were indeed often deployed as shock troops. Thus, French soldiers used to interpret the emergence of African troops as an unmistakable sign that an attack was imminent.

4. The First World War was more much deadly because of the following factors:

- The destructive power of new modern weapons like the rapid-fire machine gun and the long-range artillery machine guns mowed down waves of soldiers. Debris from artillery shells killed or wounded even more soldiers than the guns.
- The use of poison – gas: It was used as another new weapon. It choked its victims or caused agonizing burns and blisters. It could be fatal. Poison-gas was remained the most dreaded hazards of the war.
- Tanks, airplanes and submarines were used and caused many deaths.
- Flux-influenza killed more than the First World War: It killed more than 20000000 million of people.

UNIT 3

THE CAUSES OF THE SECOND WORLD WAR (1939-1945) AND EFFECTS

3.1. Key unit competence

The student-teacher should be able to examine the causes and effects of the Second World War

3.2 Prerequisite knowledge and skills

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

- European domination and the exploitation of Africa in the 19th century taught in Year 2
- Major European events from 1789 to 1835, studied in Year 2

In addition, the student teachers should have some understanding on the importance of peace, freedom, liberty and respect of the citizens in order to develop the spirit of patriotism learned in previous years.

3.3. Cross-cutting issues to be addressed

3.3.1. Peace and values education

Applied to this unit 3 on the second world war and its effects the student teachers will be enabled to have a better awareness of the causes, course and effects of the second world war and the role of the United Nations Organization in peace keeping, and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also get positive values such as patriotism, solidarity, tolerance, courage. The previous values are indicated in all sections of this unit which show the solidarity between the different people engaged in Second World War who helped each other and assisted their colleagues in difficult conditions.

3.3.2 Inclusive education

Through the learning and teaching process of this unit, care will be given to all student teachers 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.

3.3.3 Genocide Studies

Dealing with unit 3 on “the Second World War and its effects” the cross-cutting issue on genocide education will be addressed. In this regard, you can help student teachers to understand how the roots of the Holocaust. In this unit, you can also help the student teachers to fight against the genocide ideology.

3.3.4 Gender

This cross-cutting issue is particularly addressed in the Section related to consequences of the Second World War. You can help the student teachers to understand the role of women during the Second World War and after the Second World War as they participate in all sectors of national activity in absence of men who were at battlefields. The Second World War shows the ability of women to undertake all activities that were thought to be only men’s activities. Help the student teachers understand that gender equity is a process to be achieved in different domains.

3.3.5 Environment and sustainability

Using unit 3 you can help the student teachers to realize that environment had been destroyed by the Second World War especially by the atomic bombs in Nagasaki and Hiroshima. You can help them discover their own solutions to this problem.

3.4 Guidance on the introductory activity

At the beginning of the unit 3, the introductory activity (**student teacher’s book page 69**) motivates 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 did not know before. As they get engaged in the lessons of this unit, they discover answers to the questions they were asking themselves at the beginning. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about the causes, course and effects of the Second World War and United Nations Organization.

3.5. List of lessons

Number of lessons	Lesson title	Learning objectives	Number of periods
1	Causes of the second world war	The student –teachers should be able to explain the causes of the second world war	4
2	Course of the second world war	The student –teachers should be able to describe the phases of the second world war	4
3	Consequences of the second world war	The student-teacher should be able to identify and explain the consequences of the Second World War.	2
4	United nations organization	The student- teachers should be able to explain the aims, achievements and weaknesses of the United Nations organization.	4
5	Skill lab	The student teachers should be able to propose and defend the strategies to fight against the terrorist group in great lakes region	1
5	End unit assessment		1

Lesson 1: Causes of the Second World War

a) Learning objective

The student teachers should be able to explain the causes of the Second World War

b) Prerequisites/revision/introduction

To start this lesson, the tutor has to use introduction by asking student teachers any information on a war and the meaning of the Second World War.

c) Teaching resources

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

d) Learning activities

- i) Guidance to learning activity 3.1

Tutor arranges the student teachers into groups (3 up to 5 student teachers) and asks them to do the first activity in their textbook (**see student book page 70**). Student teachers present their work to the whole class and followed by the teacher's harmonization.

- ii) Suggested answers to learning activity 3.1

Question 1. The causes of the Second World War are the following:

- The harsh terms of the 1919 Versailles Peace Settlement were one of the causes of the war.
- The revival of the arms race and failure of the disarmament policy also contributed the outbreak of the war.
- The rise of different dictators in different countries; Benito Mussolini in Italy 1922, General Franco in Spain, Tojo Hirohito in Japan and Adolf Hitler in Germany in 1933.
- The inherent weakness of the League of Nations inspired major powers to invade weaker states.
- The negative effects of the World Economic Depression (1929 –1935) forced many powers like USA, Britain and France to resort to the policy of protectionism in a bid to protect their domestic markets.
- The presence of the ideological differences (Communist phobia).
- The 1931–1939, Spanish Civil wars were also antecedents to the Second World War.
- The formation of the Rome-Tokyo- Berlin Axis (Military alliance) by 1939:
- The Appeasement Policy initiated by the British prime minister, Neville Chamberlain.

- The anti-Semitism also caused the war. This was where the world powers wanted to revenge on Hitler for having killed the Jews in Germany. The opportunity came when he invaded Poland which caused the war.
- The rise and growth of nationalism also caused the Second World War.
- The role of the press also contributed to the outbreak of World War II.
- The Germany invasion of Poland on 1st September 1939 also caused the war.

Question 2. Comparison chart between World War I (WWI) and World War II(WWII.)

World War I versus World War II comparison chart		
	World War I	World War II
Period and duration	1914 to 1918; 4 years	1939 to 1945; 6 Years
Triggers and causes	Assassination of Archduke Francis Ferdinand of Austria in June 1914. Militarism, Imperialism, nationalism and alliance system.	Political and economic instability in Germany. The harsh conditions of the Treaty of Versailles Rise of power of Adolf Hitler and his alliance with Italy and Japan to oppose the Soviet Union
Conflict between	The Central Powers (Germany, Austria-Hungary, and Turkey) and the Allied Powers (France, Britain, Russia, Italy, Japan, and (from 1917) the U.S.)	The Axis Powers (Germany, Italy, and Japan) and the Allied Powers (France, Britain, the U.S., the Soviet Union, and China)
Casualties	Estimated to be 10 million military dead, 7 million civilian deaths, 21 million wounded, and 7.7 million missing or imprisoned.	Over 60 million people died in World War II. Estimated deaths range from 50-80 million. 38 to 55 million civilians were killed, including 13 to 20 million from war-related disease and famine.

Methods of warfare	<p>Fought from lines of trenches and supported by artillery and machine guns, infantry assault, tanks, early airplanes and poisonous gas. Mostly static in nature, mobility was minimal.</p> <p>Nuclear power and missiles were used, modern concepts of covert and special operations. Submarines and tanks were also more heavily used. Encryption codes for secret communication became more complex. Germany used the Blitzkrieg fighting method.</p>	
Outcomes	<p>The German, Russian, Austro-Hungarian and Ottoman empires were defeated. Austro-Hungarian and Ottoman empires ceased to exist. The League of Nations was formed in the hope of preventing another such conflict.</p>	<p>The war ended with the total victory of the Allies over Germany and Japan in 1945. The Soviet Union and the United States emerged as rival superpowers. The United Nations was established to foster international cooperation and prevent conflicts.</p>
Post-war politics	<p>Resentment with the onerous terms of the Treaty of Versailles fuelled the rise of Adolf Hitler's party in Germany. So, in a way, World War I led to World War II. The first Red Scare in the U.S. to fight communism.</p>	<p>There was a Cold War between the United States and Russia after the end of the Second World War until the collapse of the USSR (1947-1991). The wars in Afghanistan, Vietnam and Korea were, in a sense, proxy wars between the two nations.</p>
Nature of war	<p>War between countries for acquiring colonies or territory or resources.</p>	<p>War of ideologies, such as Fascism and Communism.</p>
Abbreviation	WWI or WW1	WWII or WW2
Also known as	<p>The Great War, The World War, The Kaiser's War, The War of the Nations, The War in Europe, or The European War, World War one, First World War, the war to end all wars</p>	<p>Second World War, World War Two, The Great Patriotic War</p>

American president during the war	Woodrow Wilson	FDR, Harry Truman
British Prime Minister during the war	H. H. Asquith (1908-1916); David Lloyd George (1916-1922)	Winston Churchill
Predecessor	Napoleonic Wars	World War I
Successor	World War II	Cold War

e) Application activity 3.2

Suggested answers to application activity 3.2

The harsh term of the Versailles peace treaty contributed to the outbreak of the Second World War in the following ways:

- The treaty was unfair to Germany which was solely held responsible for the outbreak of World War I and was bitterly punished.
- Her army was reduced to a tune of 100,000soldiers.
- Her region of Dazing was declared free by the victor powers
- She also lost Saar region for the period of 15 years and the Rhine lands.
- Her modern military hardware (weapons) were destroyed
- Germany was also made to pay a heavy war reparation (indemnity)

Lesson 2: Course of the Second World War

a) Learning objective

The student –teachers should be able to describe the phases of the Second World War.

b) Prerequisites/revision/introduction

To start this lesson, the tutor has to use revision by asking student teachers questions about the causes of the Second World War.

c) Teaching resources

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

d) Learning activities 3.3

- i) Guidance to learning activity

Tutor brings the student teachers into the smart classroom to watch a documentary film on the Second World War. The tutor will arrange the student teachers into groups (3 up to 5 student teachers) and asks them to describe the phases of the Second World War. Thereafter, Student teachers present their work to the whole

class and followed by the teacher's harmonization. The lesson will end with the homework on the consequences of the Second World War.

ii) Answer to learning activity 3.3

Question 1. The major phases of the Second World War are:

a) The year of axis triumph (1939-1942).

- The conquest of Poland (September 1939).
- The fall of France (June 1940).
- The battle of Britain (1940- 1941).
- The Nazi invasion of Soviet Union (1941-1942).
- The Japanese and the pacific phase.
- The western-soviet victory (1942-1945).

b) The turning of the tide 1942-1943: North Africa and Stalingrad.

- The fall of Italy (April 1945)
- The operation overlord (June 6, 1944).
- The assault on Germany
- The defeat of Japan

e) Application activities 3.4

Suggested answers to application activity 3.4

The following is the timeline of the events of the Second World War:

1939

- Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later.

1940

- Rationing starts in the UK.
- German 'Blitzkrieg' overwhelms Belgium, Holland and France.
- Churchill becomes Prime Minister of Britain.
- British Expeditionary Force evacuated from Dunkirk.
- British victory in Battle of Britain forces Hitler to postpone invasion plans.

1941

- Hitler begins Operation Barbarossa - the invasion of Russia.
- The Blitz continues against Britain's major cities.
- Allies take Tobruk in North Africa and resist German attacks.
- Japan attacks Pearl Harbor, and the US enters the war.

1942

- Germany suffers setbacks at Stalingrad and El Alamein.
- Singapore falls to the Japanese in February - around 25,000 prisoners taken.
- American naval victory at Battle of Midway, in June, marks turning point in Pacific War.
- Mass murder of Jewish people at Auschwitz begins.
- 1943
- Surrender at Stalingrad marks Germany's first major defeat.
- Allied victory in North Africa enables invasion of Italy to be launched.
- Italy surrenders, but Germany takes over the battle.
- British and Indian forces fight Japanese in Burma.

1944

- Allies land at Anzio and bomb monastery at Monte Cassino.
- Soviet offensive gathers pace in Eastern Europe.
- D Day: The Allied invasion of France. Paris is liberated in August.
- Guam liberated by the US Okinawa, and Iwo Jima bombed.

1945

- Auschwitz liberated by Soviet troops.
- Russians reach Berlin: Hitler commits suicide and Germany surrenders on 7 May.
- Truman becomes President of the US on Roosevelt's death, and Attlee replaces Churchill.
- After atomic bombs are dropped on Hiroshima and Nagasaki, Japan surrenders on 14 August.

Lesson 3: Consequences of the Second World War

a) Learning objective

The student-teachers should be able to identify and explain the consequences of the Second World War.

b) Prerequisites/revision/introduction

To start this lesson, the tutor has to use revision by asking student teachers questions about the course of the Second World War.

c) Teaching resources

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

d) Learning activities 3.5

- i) Guidance to learning activity 3.5

Tutor collects the homework and arranges the student teachers into groups (3 up to 5 student teachers) and asks them to explain the causes of the Second World War. Thereafter, Student teachers present their work to the whole class. In the second period; the tutor together with the student teachers will analyze those consequences in different categories.

- ii) Suggested answers to learning activity 3.5

Comparison of the consequences of the world wars (first and the second world war)

- Loss of lives
- Destruction of properties and infrastructures
- Degradation of environment
- Economic decline
- It led to orphans
- It led to widow and widower
- Both wars led to rise of women emancipation.

e) Application activities

Suggested answers to application activity 3.6

Question 1. The economic consequences of the Second World War are:

- Second World War led to economic decline
- Agriculture was stopped because of the war
- Increased loans on some countries
- There was decline in trade
- Destruction of properties
- Loss of lives
- Tourism was affected.

Question 2. Other consequences of the second world war that are not explained in the summary are:

- Second World War led to environmental degradation.
- It led to easy spread of diseases
- Defeated countries were humiliated
- Many children became orphans
- It led to widower and widow

- Many people become traumatised.

Lesson 4: United Nations Organization

a) Learning objective

The student- teachers should be able to explain the aims, achievements and weaknesses of the United Nations organization.

b) Prerequisites/revision/introduction

For this lesson, the tutor will introduce the lesson through question and answer technique. The student teachers will be asked name the international peace keeping body they know. The student teachers will write all information they know about UNO.

c) Teaching resources

The teaching resources can include student teachers' textbook, computer, internet, newspaper and documentary films on the United Nations Organisation. Braille materials can be availed if there are impaired student teachers.

d) Learning activities 3.8

- i) Guidance to learning activity 3.8

In the first lesson, the tutor brings the student teachers into the smart classroom to watch the documentary film on UNO and asked them to make a report of what they have seen. In the second period, the tutor will divide the student teachers into different groups and give them textbooks and other readings to find out the aims/ objectives of UNO. This will be followed by the class presentation and harmonization of the work. It will be done in the same way until the last sub lesson.

After class presentation, tutor guides student teachers so that they come up with a summary of the lessons.

- ii) Answers to learning activity 3.8

1. a) Yes UNO is an improvement over the League of Nations due to multiple achievements and peace it brought to the world that the League of Nations failed to do. That's why it was replaced.

1. b) the following are the major challenges that the UN faced in trying to achieve its mission perfectly

- The role of USA undermined the role of UNO as a peace keeping body.
- The lack of its own army.
- The cold war that divided Europe and UNO into two (2) bodies, that is, capitalists and communists
- The formation of alliances which were enemies that is NATO and Warsaw

Pact divided the World

- Remoteness of some parts of the World
- Presence of aggressive leaders in the World led to the failure of UNO.
- Existence of civil wars in some parts of the World has led to the failure of UNO where it is difficult for UNO to control and know inter-tribal differences in the whole World.
- Long time taken before resolutions are made
- Ineffectiveness of sanctions of UNO

1.c) This depend on the answer provided by the student teachers

The way to improve the activities of UNO are:

The tutor will consider the answers of the student teachers after examining them.

e) Application activity 3.8

Suggested answers to application activity 3.8

Question 1. The League of Nations was created in 1919 after the end of the First World War while the United Nations Organization was created in 1945 after the Second World War. The two institutions have the same mission of ensuring peace, security and stimulate political, economic, social and technical cooperation worldwide. The League of Nations did not assure peace in the world because it missed soldiers to intervene in conflict zones, hence the outbreak of the Second World War. At the outset, it did not include defeated powers. UN intervenes worldwide because of its peacekeeping forces and had helped to end some wars like the war between Iran and Iraq (1980-1988). The world should be a far worse place without UNO.

Question 2. The achievements of UNO that are visible in Rwanda are the following:

The UN provides a world assembly where representatives of over 180 nations can come together and talk to each other. Even the smallest nation has a chance to make its voice heard in world forum.

Although it has not prevented wars, it has been successful in bringing some wars to an end more quickly. For example, the UN peace keeping body MONUSCO is in DRC to fight terrorist groups.

The UNO has done valuable work in investigating and publicizing human rights violations under repressive regimes

Economically, the UN has promoted economic co-operation and development especially in the less developing countries. Trade and industry were developed

and boosted through the UN programs like the I.M.F (International Monetary Fund) and the World Bank by giving short loans.

Discrimination and abuse of women was also addressed by the UNO. The charter of 1948 emphasized equality between women and men which provided a basis for women emancipation.

Similarly, children's right and welfare were promoted and protected by the UNO. This was through funding children's education especially the girl-child education and welfare in many countries of the world. The welfare and standards of living of workers was improved by the International Labor Organization (I.L.O) through its headquarters at Geneva, Switzerland. This protected workers from exploitation.

The UNO scored great success in settling social and economic problems of refugees and victims of natural disasters and wars.

UNO had put some measures to protect the global environment against pollution and desertification, partly conditioned the formation of UNO. Therefore, in 1972, the United Nations Environmental Program (UNEP) was established with headquarters in Nairobi Kenya to make efforts against the likelihood of desertification.

The UNO had established the United Nations Educational scientific and cultural organization (UNESCO).

3.6. Skill lab

The Democratic Republic of Congo is experiencing the problem of terrorist groups even if the United Nations peace keeping body (United Nations Organization Stabilization Mission in the Democratic Republic of Congo) is already there. Suppose you are General Secretary of United Nations Organization, propose and defend the strategies to be adopted to stop such problem so that it cannot be spread in whole region in UN general assembly.

Topic: The role of UNO in keeping peace on the world

Duration: (...minutes)

Materials required: papers, pens, markers, maps, papers of some strategies proposed by UN General Secretary on any insecurity on the world, student teachers to act as members of general assembly, etc.

Tutor preparation: prepare a movie describing the UN peace keeping forces in keeping peace in an area or the tutor can write and read loud story relating to UN peace keeping forces in a region, papers of some strategies proposed by UN General Secretary on any insecurity on the world, student teachers as members of UN in general assembly, the order of activities.

Learning objectives (s): Student-teachers will be able to:

- Propose the strategies to be adopted to stop the terrorist groups in DRC
- Defend the proposed strategies in UN general assembly

Instructional objective: Through role play, student-teachers will be able to propose and defend the strategies to be adopted to stop terrorist groups in DRC in UN general assembly perfectly.

Activity 1: Build: (...minutes)

- Tutor starts by asking the student-teachers to talk about the role of UNO in keeping peace on the world.
- To ask the student teachers some areas on the world where UNO had kept peace.
- To ask them a person who suggest and plan the act of keeping peace in any area.
- To ask them to whom he/she suggest the activity.
- Tutor present pictures, video or a story narrating the contributions of UNO in keeping peace on the world.
- Ask some questions about the video: e.g. what are the materials used by UN peace keeping soldiers, where UN peace keeping soldiers came from? What make them different from other soldiers?

Activity 2: Practice: (... minutes)

- Tutor guides the student teachers to sit in good way so that everyone understands each other
- Tutor guides student-teachers how to propose and defend the strategies to be adopted to fight against terrorist groups in East Africa.
- Divide the class into 4 skills lab teams (*this depends to the class size*)
- Advise the student teachers to act as a member of UN general assembly
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.
- Ask student-teachers to determine who will act as General Secretary of UNO.
- Let each group share roles according to their talent but make sure that all participate are involved.

Activity 3: Present: (...minutes)

- Each group delivers their role play where they will suggest and defend the strategies to keep peace in any region.
- Tutor asks follow up / probing questions
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

Portfolio Assessment:

Suppose you're general secretary of UNO prepare and defend the strategies to be used to stop Al Shabab as a terrorist group in Africa

Expected Answers:

- deploying a peace operation
- to ensure coherence between a clear vision and sound policy to guide strategic communications
- to change the mindset and a willingness to take risks, including to generate and support media access in difficult circumstances
- to work together toward the common enemy
- to impose the arms embargo to the supporters of terrorist group
- negotiations

Evidences:

- Photos of the student teachers acting out the role of the secretary general of UNO
- Videos of what has been done in the scenario
- Oral testimonies from the student teachers
- originality

Knowledge, Skills, attitudes and values:

Interview, problem solving, citizenship, networking, respect, etc

3.7. End unit assessment

Question 1. The Second World War was not the continuation of the First World War but there were links and contrasts between the two World Wars like:

- Many political, economic and military problems characterized the European powers. That is why they formed Alliances or blocs as in the First World War. Those Alliances were Triple alliance formed by Germany, Italy and Austria and Triple Entent formed by France, Britain and Russia. Each camp was ready to support its allies if it was attacked by the other block.
- The arms race where each camp wanted to produce more weapons than the enemy as it was in the First World War.
- The Versailles Peace Treaty which was unfair for Germany and Hitler cease to implement its decisions which led to World War II.
- The weaknesses of The League of Nations as the first International Body which failed to maintained peace and security and control aggressive countries like Germany ,Italy and Japan.

On the other side, the Two World Wars were different because they had different actors and different aims.

Question 2. The factors that have undermined the role of the UNO in maintaining global peace are the following:

- The role of USA undermined the role of UNO as a peace keeping body.
- UNO has failed because of the weakness of peace keeping force.
- The cold war that divided Europe and UNO into two (2) bodies, that is, capitalists and communists led to the failure of UNO.
- The formation of alliances which were enemies that is NATO and Warsaw Pact divided the World leading to the failure of UNO.
- Remoteness of some parts of the World has led to the failure of UNO.
- Presence of aggressive leaders in the World led to the failure of UNO.
- Existence of civil wars in some parts of the World has led to the failure of UNO where it is difficult for UNO to control and know inter-tribal differences in the whole World.
- Long time taken before resolutions are made has led to the failure of UNO.
- Ineffectiveness of sanctions of UNO has led to its failure.

3.8. Summary of the unit

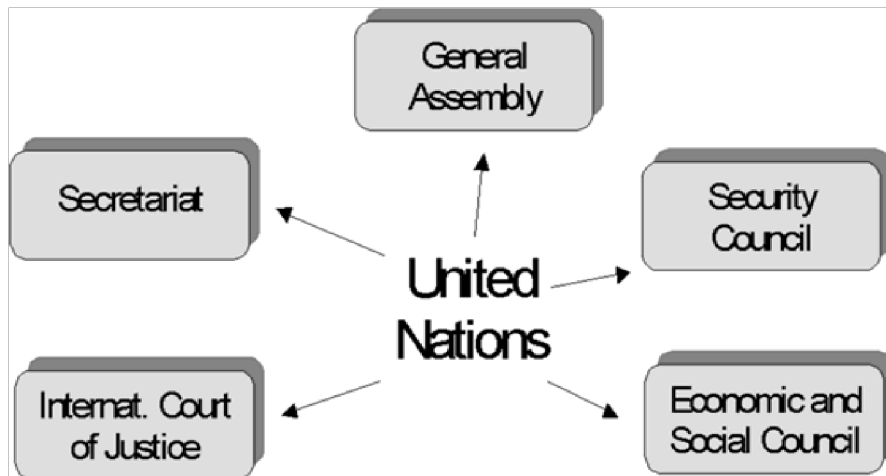
This unit covers sections of Second World wars and United Nations Organization

The Second World War broke out only 27 years after the end of the First World War. It opposed also two blocks: Allied powers and the Axis powers. This World War II was the most destructive one that the humanity experienced because of the use of dangerous weapons for mass destruction such as atomic bombs. It was also during that war that the holocaust or the Genocide against Jews was applied and claimed about 6 million of souls. It ended on September 1945 with 76.184.000 people killed, the collapse of Germany and the surrender of Japan. The World War II led to creation of the United Nations Organization.

3.9. Additional information for tutor

The structure of the United Nations Organisations

There were six main organs of the UN



The United Nations Organs

Source:<http://www.english-online.at/government/united-nations/united-nationsorgans.gif>

The General Assembly

The General Assembly is composed of the representatives from all the member nations; each member can send up to 5 representatives, though there is only one vote per nation. The General Assembly meets once a year, starting in September and remaining in session for about three months, but special sessions can be called in times of crisis by the members themselves all by the Security Council. The main functions of the General Assembly are to discuss and make decision about international problems; to consider the UN budget and what amount each member should pay; to elect Security Council members; and to supervise the work of the main other UN bodies.

The Security Council

The primary responsibility of the Security Council is to preserve peace. This organ is composed of 5 powers, who are to be permanent members, and 10 rotating members chosen for 2-years term. The permanent seats are assigned to the USA, Russia, Great Britain, France and China. Each permanent member has a veto power. The Security Council sits in permanent session and its function is to deal with crises as they arise, by whatever action seems appropriate, and if necessary, by calling on members to take economic or military action against an aggressor.

The Secretariat

This is the Office-Staff of the UN. It is headed by the Secretary-General, who is appointed for a 5- years term by the General Assembly on the recommendation of the Security Council. The Secretary- General acts as the main spokesperson for the UNO.

The International Court of Justice

This organ is at The Hague (Holland). It has 15 judges elected for 9- year term by the Assembly and the Security Council Jointly.

The Economic and Social Council (ECOSOC)

This has 27 members elected by the General Assembly. It organizes projects concerned with health, education and other social and economic matters. It also co-ordinates the work of an astonishing array of other commissions and specialized agencies such as Human Rights Commission, International Labor Organization (ILO), World Health Organization (WHO), Food and Agriculture Organization (FAO),

United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nation Financial and Economic Agencies, International Monetary Fund (IMF), World Bank (WB) and General Agreement on Tariffs and Trade -GATT).

The Trusteeship Council

This Trusteeship Council replaced the LON Mandates Commission which had originally come into existence in 1919, to keep an eye on the territories taken away from Germany and Turkey at the end of the First World War. The Trusteeship Council did its job well and by 1970, most of the mandates had gained their independence.

3.10 Additional activities

Remedial activities

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

Questions

1. What were the objectives of the United Nations Organisation? Explain two of them in two lines each.
2. On which date the Second World War started and ended?

Expected answers

1. The following are the two objectives of UNO

UNO was formed in 1945 due to a number of aims and objectives. These were political, social and economical in nature and character as coherently presented below:

UNO was formed to defend, preserve and promote world peace. Its founders held the outbreak of World War II against the League of Nations because of its inherent weakness. This therefore, created the need to form a strong global organization in the nature of UNO to champion world peace.

2. The Second World War started on 1st September 1939 and ended in 14th August, 1945 with the surrender of Japan.

Extended activities

These are suggested questions for gifted and talented students.

1. Search on internet the aims, the achievements and the challenges of the UNO. Propose some solutions to sort out those challenges.
2. Soldiers from different African countries participated in the Second World Wars. Explain their contribution in winning the Wars and how this helped the decolonization process of Africa.
3. After the World War II, The World was in deep consternation of Jews Holocaust. Explain the reasons which pushed Hitler and his Nazis to do that.

Expected answers

1. The student teachers will be asked to search on internet, newspapers and in textbooks some activities of the UNO around the World as case studies. Then they will compare them to the objectives of the UNO and they will attempt to comment on its achievement and challenges
2. You can start this activity by giving to the student teachers some key words like **“African colonial troops”, “Askaris”, “Tirailleurs Senegalais”, “African troops “** and then they can search and comment on their role in the World Wars.
3. Using what they know on Genocide, the student teachers will be asked to search on internet or in textbooks reason why Hitler committed the Holocaust.

Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Explain any two causes of the Second World War

2. Account for two major challenges faced by the United Nations at its creation

Expected answers

3. The two causes of the second world war are:

The harsh terms of the 1919 Versailles Peace Settlement was one of the causes of the war. The treaty was unfair to Germany which was solely held responsible for the outbreak of the First World War and was bitterly punished. This contributed to the rise of Adolf Hitler to power in 1933, who had strongly promised to revive German's greatness. Thus, in a bid to achieve this, he drifted the whole world into yet another war in 1939.

The revival of the arms race and failure of the disarmament policy also contributed the outbreak of the war. The victorious powers disarmed Germany almost to the end and they never did at all. This forced Adolf Hitler to rearm Germany to the teeth. As a result, arms race resumed among European states especially Britain, Germany, France and Italy. This bred tension, mistrust, and fear which eventually resulted into the outbreak of the Second World War.

4. Two problems faced by UNO at its creation were:

- The system of allowing five countries, members of Security Council, to dispose the power of Veto, this practice paralyses the UNO.
- Another problem was the extension of the Cold War in the world. Many conflicts due to cold war took long to be solved and some of them they are still unsolved. e.g. The Korean conflict.

UNIT 4

AFRICAN NATIONALISM AND ACQUISITION OF INDEPENDENCE

4.1. Key nit competence

The student-teacher should be able to analyze the causes of the African nationalism, the means used to acquire independence in Africa and its impact on African societies.

4.2. Prerequisite knowledge and skills

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

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

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

4.3. Cross-cutting issues to be addressed

4.3.1. Peace and values education

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

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

4.3.2 Inclusive education

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

4.3.3. Genocide Studies

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

4.3.4. Gender

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

4.3.5. Environment and sustainability education

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

4.4. Guidance on the introductory activity

At the beginning of this Unit 4, the introductory activity 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 about the how and by

who African countries regain independence.

4.5. List of lessons

Number of lesson	Lesson title	Learning objectives	Number of periods
1	The causes of African nationalism	The student –teachers should be able to explain the causes of African nationalism	8
2	Means used by Africans to regain their independence	The student –teachers should be able to explain the means used by Africans to regain their independence.	7
3	Stages followed by African countries to regain independence	The student-teachers should be able to describe the stages followed by African countries to regain independence	6
4	Consequences of African nationalism	The student teachers should be able to explain the consequences of African nationalism	3
5	Skill lab	The student teachers should be able to prepare and present the speech to end all forms of foreign domination in an annual ordinary assembly of African union.	1
6	End unit assessment		1

Lesson 1: The causes of African nationalism

a) Learning objective

The student-teachers should be able to explain the causes of African nationalism

b) Prerequisites/revision/introduction

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

c) Teaching resources

student teacher's textbooks, computer, internet, photos, maps, testimonies, press media, tactile materials, documentary film on colonisation, Pan-Africanism,

independences, extracts of some African Nationalists, Kwame Nkrumah, Nyerere, Lumuba, Nelson Mandela, Mutara III Rudahigwa, Rwagasore... speeches about African Nationalism.

Braille materials can be availed if there are impaired student teachers.

d) Learning activities

i) Guidance to learning activity

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

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

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the student teacher's search. After finding the document, student teacher 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.

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

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

After this activity, tutor invites student teachers to present their work to the whole class.

The tutor can also select two student teachers who can read or write their ten lines text on the causes of African nationalism on the board. The tutor 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 the tutor can give additional information.

Note that student teachers can have different views. At the start, give them

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

Tutor guides the student teachers to make synthesis of the lesson through the question and answer method.

ii) Suggested answers to learning activity 4.1

See the content in the student teacher's book on the causes of African nationalism.

e) Application activity 4.1

Suggested answers to application activity 4.1

Question. Internal factors of African nationalism

There are many factors for the rise and expansions of African nationalism. Some of them that are properly internal are explained below:

The loss of African independence to foreigners and the introduction of foreign systems of government frustrated some Africans and caused feelings of resistance among rulers and peoples of Africa.

In the colonies, the colonisers wanted to rebuild their ruined economies, which were heavily damaged by the Second World War. New measures to increase production and reduce the colonial masters' expenditure on the colonies were put in place. These measures include land capturing to establish more plantations for the white settlers, forced labour to work on the colonial plantations as to increase the production. New taxes like gun tax, hut tax were introduced. Such exploitation awakened Africans to start fighting for their self-determination, thus, the rise of nationalism.

The increased numbers of European settlers in different parts of Africa was another factor which caused the growth of African nationalism. Large numbers of Africans were displaced from fertile lands in Kenya, Zimbabwe, Tanzania, South Africa and other African countries. This land capturing forced peoples' displacement and caused not only the destruction of African cultures, poverty, hunger and other forms of suffering but also exposed Africans to segregation. This settlement was another factor that caused the need to fight for political freedom and self-determination.

The formation of peasant cooperative unions in rural areas to defend the interests and welfare of the farmers was another motivating factor for African awakening. In earlier times, some associations were formed by the colonialists to speed up the production and the marketing of cash crops as well as sensitizing peasants

about cultivation through their associations. But later on, nationalistic feelings developed through peasants' associations and they turned against the colonialists' structures in rural areas. Some of these associations included The Kilimanjaro Cooperative Union, Victoria Cooperative and Buhaya Cooperative Union.

During the colonial period, transport network and urbanisation were improved. This transport improvement led to concentration of population in mining centres, cash crops growing and processing areas, ports and cities which in turn caused urbanisation. Meanwhile, many people from different ethnic groups migrated to the towns and since they were from different backgrounds, they shared their experiences. They realised that they suffered the same problems of racial discrimination, unemployment and poor living conditions. Consequently, they decided to unite and fight for their independence.

Formation of independent churches contributed also to African nationalism. These churches were led by the Africans and had broken away from the main stream white churches. They challenged their misdeeds over the Africans by addressing not only religious but also social political and economic grievances of the Africans. Such churches included Joseph Ejayi church in West Africa, the Kikuyu Native church, the Watch tower church movement in Malawi in 1906, the African national church in Tanganyika, the People God and religion of Jesus in Kenya and United native church in Cameroon. Such churches openly criticized the colonialists and encouraged their followers to fight against them, thus, the rise of African nationalism.

Rise of elites who had attained colonial education such as Nyerere in Tanganyika, Nkrumah in Ghana, Kamuzu Banda in Malawi and Abafemi Awolowo of Nigeria was another factor which contributed to the rise of African nationalism. This modern education helped educated Africans to get used to the whites' language. As a result, African elites were exposed to various struggles and liberation movements outside Africa. Some elites benefited from their studies out of the continent. Their different experiences contributed to the rise of nationalism through the provision of leadership for nationalistic struggles.

The role of mass media for example the newspapers like the Accra evening newspaper and Radio stations like Radio Cairo also played a major role. After World War II, there emerged a big number of African elites who founded a range of Radio stations and newspapers. The elites used these newspapers and radio stations to expose colonial exploitation and to mobilise the people for the nationalistic struggle.

The presence of the independent states of Liberia and Ethiopia showed that it was possible for Africans to rule their own countries. Therefore, the example of Liberia and Ethiopia also influenced the rise of nationalistic movements in Africa.

The formation of political parties also inspired African nationalism. Political parties sensitised the colonised people about their human rights and especially the need for political independence. These political parties included Convention People's Party (CPP) in Ghana, Tanganyika African National Union (TANU) in Tanganyika, currently Tanzania.

Linked to this was the work of the Organization of African Unity (OAU). The O.A.U supported the liberation struggles by providing diplomatic and military support. The O.A.U liberation committee with headquarters in Dar-es-salaam under the leadership of Julius Nyerere inspired and supported nationalistic movements in Mozambique, Angola, Namibia, South Africa, and Zimbabwe among others.

External factors of African nationalism

There were some factors that motivated the rise of African nationalism but which were generated from outside Africa. These factors included the following:

The emergence of the new superpowers: the USA and the Soviet Union, which replaced Britain, France and Germany. The latter had failed to protect world peace. The new powers wanted to be free to pursue their trading interests in Africa. In addition, the USA wanted to spread the ideology of capitalism while the Soviet Union wanted to extend communism. They therefore put pressure on colonial powers to free colonised people. Moreover, they supported liberation movements by providing for example scholarships for education. They also used their influence in the United Nations to call for independence of African colonies and this support encouraged the growth of nationalistic movements.

The influence of decolonisation in Asia also played a big role in the growth of African nationalism. As matter of fact, the independence of India and Pakistan in 1947 encouraged Africans to struggle for their political independence. Particular importance was Mahatma Gandhi's strategy of non-violence. This strategy was borrowed by Nkrumah who called it positive action. It involved political campaigns, education, newspapers, boycotts and strikes. African nationalists decided to use this strategy for promoting nationalism.

The Pan-African Movement also influenced African nationalism. The Pan-African Congresses which were held in the first half of the 20th Century emphasised the need to promote the dignity of black people and liberate them from racial discrimination. They emphasised the idea of Africa for Africans. More particularly, the first Pan African Congress was held in Manchester in 1945. It was attended by key African figures like Kwame Nkrumah and Jomo Kenyatta. The congress resolved that Africans must organise liberation movements to free Africa from foreign control and this encouraged the rise of nationalistic movements.

The returning of ex-soldiers who participated in the Second World War on the side

of their colonial masters assisting them as porters and security guards of army camps. This participation brought awareness since these soldiers were exposed to western democracy, freedom, and liberation message. There are for instance some veterans like Dedan Kimathi who later became a leader of Mau-Mau in Kenya; Jonathan Okwiriri who became the president of the younger Kavirondo and formed movements that directly opposed the colonialists.



From their founding in 1857 to their dissolution in 1960, the Tirailleurs Sénégalais (Senegalese Riflemen) fought for the French Empire during many of the country's military struggles. These black African soldiers did not come just from Senegal, but from all over Western Africa. They played significant roles in the French Colonial Army, particularly during World War I and World War II.

The Tirailleurs Sénégalais

Source: <https://ebonydoughboys.org/index-12.html>

There are so many small pictures accompanied by text in this book. I think if you keep the design as it is will be bad because the illustrative images are very invisible, yet it is good.

The formation of the United Nations: This organisation replaced the League of Nations where independent African states were allowed to participate as members. This institution became an organisation of all nations. The African and Asian nations through the UN opposed the colonialists and demanded for self-determination.

The Bandung conference of April 17, 1955 where Asian and African nations like South Africa, Ghana, Nigeria, Egypt and Libya met in Indonesia to discuss their problems which included colonialism and economic development and they emphasised solidarity. It was during this conference that Non Aligned Movement was formed.

The Marshal plan was initiated by George Marshall the American Secretary of State for Foreign Affairs, whereby he began giving loans to the war ruined European nations on condition that they should decolonise Africa and Asian nations, by granting them independence.

The role of the Labour Party in Britain after 1945 was also important. The Second World War led to death, destruction of buildings and other property. As a result,

the Conservative Party of Winston Churchill was replaced by the Labour Party led by Clement Atlee.

The British Labour Party which assumed power in 1945 held policies and ideology against colonialism. They viewed colonialism as oppression of humanity and wastage of British tax payers' money, thus, such anti colonial sentiments in Britain made many nationalistic movements to agitate for their immediate independence.

The effects of the Second World War led to the decolonisation of Africa. As matter of fact, Africans who had participated in World War II had managed to witness the weakness of the white men. And as they saw them as cowards, retreating and dying, they also learnt that the whites were not good as they thought them to be, that is why they could also die of bullets as Africans. And when they returned to Africa, they organised fellow Africans to fight against colonisation.

In addition, in the aftermath of the Second World War the colonialists who had incurred a lot of losses could not continue spending on the colonies, so they were forced to grant independence to some African states.

Lesson 2: Means used by Africans to regain their independence

a) Learning objective

The student –teachers should be able to explain the means used by Africans to regain their independence.

b) Prerequisites/revision/introduction

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

c) Teaching resources

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

d) Learning activity

i) Guidance to learning activity

The tutor can build the lesson on student teacher' summary on the means used by Africans to regain independence (See prerequisite of the current lesson).

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

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

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

By the end of this lesson, tutor guides the student teacher to summarize the lesson taught.

To do so, teacher asks the main means used by Africans to regain independence.

ii) Suggested answers to learning activity 4.2

See the content in the student teacher's book on the causes of African nationalism.

e) Application activity 4.2

Suggested answers to application activity 4.2

Question. There were four types of methods that Africans applied in their struggles to liberate themselves from the colonial domination:

- Peaceful liberation
- Liberation by revolution
- Liberation by armed struggle
- Combination of peaceful means and armed struggle
- Independence movements.

Broadly, when the colonial rule had been firmly established, Africans continued to exhibit many forms of disaffection and resistance. Since Africa had been sliced into different colonies, the resistance emerged and Africans formed organisations to protest various elements of colonial rule. The protests were often based on the territory under one colonial power such as France, Britain or Germany.

There were four types of methods that Africans applied in their struggles to liberate themselves from the colonial domination:

Peaceful liberation

Peaceful liberation involved intensive negotiation between the colonialists and African nationalists. For instance, the political leaders of Tanganyika, Ghana, Uganda and Zambia applied negotiation or peaceful means to get their independence.

Liberation by revolution

The liberation by revolution involved complete overthrow of the existing political system. This existed in colonies where independence was given to the minority at the expenses of the majority. The case in point is in Zanzibar where the minority Arabs were granted independence by the British at the expense of the majority of blacks. This prompted the latter to make a revolution in 1964 supported by the masses. The liberation by revolution took place even in Egypt and Libya. Liberation by revolution is always sudden and involves bloodshed.

Liberation by armed struggle

The struggle was conducted in the situation where peaceful means failed and the imperialists were reluctant to negotiate or to give independence to the Africans. In such a situation, the Africans picked up arms to fight against the imperialists by force as a method to achieve their independence. For example, in Zimbabwe, Kenya, Angola, South Africa, Namibia and Mozambique, the fight involved bloodshed and the use of guerrilla warfare.

Combination of peaceful means and armed struggle

In some countries, the liberation movements combined both peaceful means and armed struggle. Firstly, the Africans resorted to armed struggles as a way to achieve their independence and then applied dialogue/peaceful means to solve the problems of their independence. This situation happened in Kenya and Zimbabwe.

Since, it was virtually impossible for Africans to organise on a country-wide basis, regional or ethnic organisations became the most practical options. As the colonizer was European and the colonised was African, such organisations were seen, particularly by outsiders, almost entirely in racial terms. This situation served the colonial powers' interests. Colonisers exploited it by playing ethnic groups against one another. In addition, they considered the more militant or outspoken organisations as anti-white.

Independence movements

African nationalism was not quite like that of Europe because there were no states like those in Europe when colonisation occurred. There were, however,

many African groups with strong historical and social identities comparable to the ethnic and national groups of Europe. When colonial authorities drew boundaries, they did not pay any regard to the actual distributions of the various national peoples and ethnic communities; thus, the geographical entities that had been drawn to the convenience of the Europeans contained diversities of peoples. Ethnically, homogeneous colonies were rare. However, diverse African groups governed by one colonial authority were able through their leaders to forge a sense of belonging to that geographical entity.

Lesson 3: Stages followed by African countries to regain independence

a) Learning objective

The student-teachers should be able to describe the stages followed by African countries to regain independence

b) Prerequisites/revision/introduction

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

c) Teaching resources

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

d) Learning activity

i) Guidance to learning activity

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

After class presentation, tutor can use the question and answer method to guide the student teachers in making a summary of the lesson. Tutor can also be innovative and find another strategy.

ii) Suggested answers to learning activity 4.3

See the content in the student teacher's book.

e) Application activity 4.3

Suggested answers to application activity (4.3)

In North Africa and French colonies, the first moves occurred in the northern part of Africa. After their withdrawal from South-East Asia, the French were faced with nationalistic unrests in Morocco and Tunisia which they were unable to subdue, and both were granted independence in 1956 whereas the British had left Sudan which became an independent nation in 1955. The greatest blow to France to be discussed later, though, was a Moslem revolt in Algeria, regarded as part of France, and where there were over a million European settlers.

Meanwhile France had launched in 1958, a Community of African nation to include all the remaining French territories in Africa. De Gaulle had probably hoped that Algeria would fit into this. In that Community, each state had to be self-governing, but closely linked to France in foreign, strategic, financial and economic affairs. The following countries became members: Senegal, Gabon, Chad, Congo, Central African Republic, Mauritania, Mali, Niger, Upper Volta, Ivory Coast, Benin (Dahomey), and Madagascar. Guinea Conakry did not join and became independent.

Two years later, all members of the Community became fully independent where upon six of them withdrew from the Community (Mauritania, Mali, Niger, Upper Volta, Ivory Coast and Benin). The organs of the government in the Community later dropped into suspense, but the French influence remained dominant.

The ex-mandates Togo and Cameroon also became independent in 1960 and remained territories associated with the Community. French Somaliland became a "territory associated with France" and fully independent as the Republic of Djibouti in 1977. In all these ex-French African states, French is still an official language except in ex-French North Africa where the official language is Arabic language. Notwithstanding, the French language is also much spoken in this region.

In British African colonies the first African state to gain independence was the British colony, the Gold Coast, which became independent as Ghana in 1957 under the leadership of Nkrumah (and the British part of Togo mandate was added to Ghana). The other British possessions in West Africa (Nigeria, Sierra Leone and The Gambia) followed between 1960 and 1965. Progress towards self-government and eventual full independence was probably smoother in those West African states where there were few white settlers than it was in some of the climatically more salubrious territories in East Africa.

Nevertheless, between 1960 and 1964 independence was granted to all the British possessions in East Africa: British Somaliland (which was united with ex-Italian Somaliland to form the new state of Somalia), Tanzania, Uganda, Kenya, Malawi, and Zambia. In Kenya, Britain had been confronted during most of the 1950s by the Mau Mau, a Kikuyu secret society expressing resentment against the European settlers and against the restrictions on allotment of land to Africans.

In South Africa, the British protectorate of Bechuanaland became independent Botswana in 1966; and two other tribal territories (Basutoland and Swaziland) which were surrounded by the Union of South Africa and had become British protectorates in 1868 and 1902 respectively, also gained independence, Basutoland (as Lesotho) in 1966, Swaziland in 1968. In 1960, the Union of South Africa became a republic, and in 1961 it withdrew from the British Commonwealth. The former British colonies and protectorates of Ghana, Nigeria, Sierra Leone, Gambia, Tanzania, Uganda, Kenya, Malawi, Zambia, Botswana, Lesotho and Swaziland all remained in the Commonwealth.

The situation in Southern Rhodesia was more difficult. Britain's plans for her independence with majority rule (in effect African rule) were bitterly opposed by most of the 1/4 million or so white settlers. Failing to reach any agreement on the question, the white Rhodesians in 1965 declared Rhodesia to be an independent Dominion, within the Commonwealth. Negotiations and discussions - and internal troubles - continued for 15 years, until in 1980 Rhodesia became the independent African nation Zimbabwe and staying in the British Commonwealth. The remaining territory in southern Africa, South West Africa or Namibia, was still administered by South Africa, which would like to incorporate it into the republic against the ruling of the United Nations until the end of apartheid in 1990.

In Portuguese colonies, the Portuguese government ignored nationalist developments in the rest of Africa, and for many years after 1945 the Portuguese were reluctant to give up their African empire. By 1960 the nationalists were greatly encouraged by the large number of other African states winning independence and fighting broke out first in Angola in 1961 where Agostinho Neto's MPLA (People's Movement for Angolan Liberation), was the main nationalist movement.

Violence soon spread to Guinea where Amilcar Cabral led the resistance, and to Mozambique, where the Frente de Libertação de Moçambique (FRELIMO), or the Mozambique Liberation Front guerrillas were organised by Eduardo Mondlane. The Portuguese army found it impossible to suppress the nationalistic guerrillas; the troops became demoralized and the cost scaled until by 1973 the government was spending 40% of its budget fighting three colonial wars at once. Still the Portuguese government refused to abandon its policy; but public opinion and

many army officers were tired of the wars, and in 1974 the Salazar dictatorship was overthrown by a military coup.

In 1974-75, Portugal abandoned the struggle, and all the three colonies became independent. Guinea took the name of Guinea-Bissau (September 1974) and Angola and Mozambique became independent the following year (1975).

Lesson 4: Consequences of African nationalism

a) Learning objective

The student teachers should be able to explain the consequences of African nationalism

b) Prerequisites/revision/introduction

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

c) Teaching resources

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

d) Learning activity

i) Guidance to learning activity

Tutor invites the student teachers to use their textbooks to analyze consequences of African nationalism.

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

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

Student teachers can respond to particular questions and move quickly to the next session. This means that you can prepare few questions related to identify

document. At the end the secretary of each group can present the report. Questions and comments can follow. Student teachers can do additional reading in their textbook to understand some aspects not rose during the lesson.

After class presentation, tutor guides student teachers so that they come up with a summary of the lesson.

ii) Suggested answers to learning activity

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

e) Application activity 4.4

Suggested answers to application activity 4.4

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

4.6 Skill lab

Even though African countries have already recovered their independence but they are still subjected in different ways by various present-day superpowers from different continents. Suppose that you are a leader of one of the African countries. Imagine the strategies you can adopt to totally end the remaining forms of foreign domination. Write them in a speech that you will pronounce during the annual ordinary assembly of African Union.

Topic: The role of Africans in the process of decolonization of Africa

Duration: (...minutes)

Materials required: papers, pens, student teachers acting out the role African representatives in African Union general assembly, chairs, tables, one student teacher representing one of the president of Africa.

Tutor preparation: a movie showing general assembly of African union, preparation of sitting arrangement, preparation of the speech to be presented, give advises to student teachers on good conduct in African union assembly.

Learning objectives (s): Student-teachers will be able to:

– To present the speech to African Union general assembly.

Instructional objective: Through role play, the student-teachers will be able to present the speech to African Union general assembly perfectly.

Activity 1: Build: (...minutes)

- Tutor starts by preparing the student teachers the way to write and present the speech on the public.
- To show them a movie of African union General Assembly.
- To ask the student teachers the procedures of presenting the speech.
- To exercise how to present the speech in front of other student teachers.

Activity 2: Practice: (... minutes)

- Student teachers sit in classroom as members of AU general assembly
- Depends on the number of the student teachers, the tutor will divide the student teachers into skill lab team.
- Each team will choose someone who will act the role of the president who will present the speech in AU General Assembly.
- The tutor announces the order of teams.
- Ensures all student-teachers are involved
- Responds to questions as they are asked by the student teachers.
- Ensure that gender balance and inclusion is catered for.

Activity 3: Present: (...minutes)

- Presentation of the speech in each team
- Tutor asks follow up / probing questions
- Give feedback to each group
- Encourage note taking that will guide in assessment of each team
- Conclude, supplement what has been presented by the student teachers

Portfolio Assessment:

Suppose you are asked to deliver a speech in United Nations Organization denouncing all form of colonialism on the world. Prepare a convincing speech to the audience so that they understand and accept your ideas.

Expected Answers:

The speech should emphasis on the following:

- Negative effects of colonialism
- Profit of colonial masters
- Conflict between peoples of different countries
- Suggestions on how to solve that problem
- People who will be involved in stopping such evil cases
- Support needed
-

Evidences:

- Photos of the student teachers acting out the role of the president presenting a speech in UNO General Assembly
- Videos of what has been done in the scenario
- Oral testimonies from the student teachers
- Originality

Knowledge, Skills, attitudes and values:

Interview, problem solving, citizenship, networking, respect, etc

4.7. End unit assessment

Suggested answers of end unit assessment

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

Immediately after World War II ,Africans gained the momentum to demand for self determination .This came as a result for intensive exploitation of African resources after World war II. Generally, nationalism was characterized by mass feeling and

attitude of demanding independence by using a nationalist struggle in form of unified parties beyond the class, tribe or ethnic background.

Question 2. Nationalism can be defined as the desire for Africans to end all forms of foreign control and influence so as to be able to take charge of their political, social and economic affairs. The central feature of nationalism in any African country was the common desire to oppose the colonial rulers within their colonial frontiers.

This anti colonial nationalism, with rare exceptions, was not replaced by any broader forms of national awakening that transcended the frontiers of the old “scramble for Africa”.

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

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

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

Question 4. There were four types/methods that Africans applied in their struggles to liberate themselves from the colonial domination:

Peaceful liberation

Peaceful liberation involved intensive negotiation between the colonialists and African nationalists. For instance, the political independence of Tanganyika, Ghana, Uganda and Zambia applied negotiation or peaceful means to get their independence.

Liberation by revolution

The liberation by revolution involved complete overthrow of the existing political system. This existed in colonies where independence was given to the minority at the expenses of the majority; the case in point is in Zanzibar where the minority Arabs were granted independence by the British at the expense of the majority blacks which prompted them to make a revolution in 1964 supported by the masses. It took place even in Egypt and Libya. Liberation by revolution is always sudden and involves bloodshed.

Liberation by armed struggle

The struggle was conducted in the situation where peaceful means failed and the imperialists were reluctant to negotiate or to give independence to the Africans. In such a situation, the Africans picked up arms to fight against the imperialists by force as a method to achieve their independence. For example, in Zimbabwe, Kenya, Angola, South Africa, Namibia, Mozambique the fight involved bloodshed and the use of guerrilla warfare.

Combination of peaceful means and armed struggle

In some countries, the liberation movements combined both peaceful means and armed struggle. Firstly, the Africans resorted to armed struggles as a way to achieve their independence and then applied dialogue/peaceful means to solve the problems of their independence. This situation happened in Kenya and Zimbabwe.

Since it was virtually impossible for Africans to organise on a country-wide basis, regional or ethnic organisations became the most practical options. Because the colonizer was European and the colonised was African, such organisations were seen, particularly by outsiders, almost entirely in racial terms. It served the colonial powers' interests. Colonisers exploited the situation by playing ethnic groups against one another. In addition, they considered the more militant or outspoken organizations as anti-white.

Independence movements

African nationalism was not quite like that of Europe because there were no states like those in Europe when colonization occurred. There are, however, many African groups with strong historical and social identities comparable to the ethnic and national groups of Europe. When colonial authorities drew boundaries, they did not pay any regard to the actual distributions of the various national peoples and ethnic communities; thus, the geographical entities that had been drawn to the convenience of the Europeans contained diversities of peoples. Ethnically homogeneous colonies were rare. However, diverse African groups governed

by one colonial authority were able through their leaders to forge a sense of belonging to that geographical entity.

Question 5. The following are impacts of African nationalism:

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

4.8. Summary of the unit

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

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

Many factors facilitated the struggle for independence: colonial education, the churches, ideas and expressions of support from individuals of African ancestry through the Pan African movement, the exposure to the world through world wars,

and, of course, the forum provided briefly by the League of Nations and later by the United Nations. The Christian church and colonial education also became the tools that the African would use in fighting for freedom.

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

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

4.9. Additional information for the tutor

Pan-Africanism

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

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

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

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

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

Back-to-Africa movements—particularly the establishment of Sierra Leone by the British in 1787 and Liberia by the American Colonization Society in 1816—also contributed to the emergence of Pan-Africanism, and were probably the original source of the phrase, “Africa for the Africans.” From 1808, English Evangelicals at the CMS Grammar School in Freetown taught their “liberated” students that there were other Africans around the globe, which instilled a sense of a common destiny. Many mission-educated Sierra Leoneans like Samuel Crowther (c. 1807–1891) and

James Johnson (1836–1917) moved or, in some cases, moved back to Nigeria, primarily Lagos, beginning in the mid-nineteenth century, where they were joined by returning freed people from Brazil and the Caribbean. These groups quickly coalesced into the Christian, African upper class that produced the leaders of early Nigerian nationalism and Pan-Africanism. Pan-Africanism was the product of extraordinary, European-educated Africans and African-Americans, in other words, those most exposed to metropolitan culture and the influences of the modern world.

4.10. Additional activities

4.10.1. Remedial activities

The following questions are suggested as remedial activities for slow student teachers.

Questions

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

Expected answers

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

4.10.2. Consolidation activities

The following questions are suggested for enhancing development of competences.

1. Analyse the problems experienced during African nationalism.

2. Explain with examples the meaning of decolonization and through constitutional means;
3. Explain with examples the meaning of armed struggle.
4. Analyse the strengths, weaknesses and contribution of armed struggle towards the road to independence in Africa.

Expected answers

1. When Africans struggled for the independence, especially during mass nationalism, they encountered many problems such as disunity among the Africans, tribalism, financial problems, and lack of awareness among Africans as well as strong opposition from colonial rulers.
2. Decolonization through constitutional means is the type of liberation which involve intensive negotiation between the colonialists and African nationalists e.g. the political independence of Tanganyika, Ghana, Uganda and Zambia. All applied negotiation or peaceful means to get their independence.
3. Armed struggle is the form of liberation that involves the use of guns in the struggle for independence, this was conducted in the situation where peaceful means failed and the imperialist were reluctant to negotiate or to give independence to the Africans. In such situation the Africans picked up arms to fight the imperialists by force as a method to achieve their independence. It involves bloodshed use of guerrilla warfare. For example, it was applied in Zimbabwe, Kenya, Angola, South Africa, Namibia and Mozambique.
4. Strengths and contribution of armed struggle to the African independence
 - It helped in attainment of African independence
 - It removed colonial regime in African countries
 - It removed colonial settlers from the African land
 - It restored most of African alienated land
 - It restored African dignity
 - It ended colonial exploitation of African resources
 - It led to the military strength in Africa
 - It provided strong leaders

Weakness of armed struggle to the African independence

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

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

4.10.3. Extended activities

These are suggested questions for gifted and talented student teachers

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

Expected answers

1. Weaknesses of political parties in Africa
 - Financial problems this was because members were unable to contribute the money required for various political activities due to poverty.
 - Lack of reliable communication networks that could ease the transmission of information from one place to another in order to facilitate political activities of spreading political awareness among the Africans.
 - Colonial restrictions to political parties, colonial governments acted as obstacles to parties since they limited political activities and slow down the decolonization process by banning political parties. For example, the British colonial government restricted government workers from being members of TANU in Tanganyika. In Ghana Nkwame Nkrumah (CCP) was imprisoned all of this aimed at suppressing African political parties.
 - Opposition between African political parties as each party basing on their ethnic, regionalism or elitism competing against the other to the extent of conducting campaign against the other instead of joining hands in fighting their common enemy. For example in Nigeria and Uganda the cases were commonly practiced.
 - Some political parties were created to meet the interests of a few such as elites for example the Uganda National Congress (UNC) were created to meet the interest of other non Baganda against the Kabaka Yekka of Buganda in Uganda.
 - Lack of support from other organizations like women, youth and farmers

associations during the time of spreading liberation messages for decolonization process in Africa.

Strengths and contribution of political parties in Africa

- The use of peaceful means to fight for independence unlike armed struggle which led to loss of many African lives and property destructions.
 - The rise of awareness among Africans as many Africans through their different groups and associations became conscious of their grievances by demanding their independence from colonial governments through political rallies, propaganda newspapers and organized boycotts. For example, CCP of Ghana encouraged Ghanaians to boycott the colonialists.
 - Unifying the Africans to fight against colonial government as their common enemy, they used youth and women to unify the masses at the grassroots to fight colonialism. For example, CCP of Ghana and TANU in Tanganyika had youths and women groups to support them in fighting their goals of bringing independence.
2. You can help student teachers to identify some websites or reports which can help them perform this activity. They can work in pairs to facilitate their search and discussion.
 3. There are some conditions or factors that facilitated the constitutional means of the struggle for independence. These involved mandatory colony, the role of mass media, the role of elites, the nature of colonial Governor, existence of peasant cash crops, the nature of reaction, the role of political parties and political leaders. Learners can develop one or many of these factors.
 - Armed struggle became dominant after 1945 especially in Zimbabwe, Kenya, Angola and South Africa as compared to other forms of liberation this was due to the following factors that accelerated to the application of armed struggle.
 - Military assistance from USSR, after 1945 USSR consolidated her strength to the zenith it was anti colonialism and sympathizers to African anti colonial struggles. It was ready to provide military support and moral support to liberate the Africans from colonialism thus military struggle.
 - Manchester conference, in this conference the major agenda was to liberate Africans from colonialism by all means peaceful or force. This situation gave Africans courage to use force through armed struggle especially in those colonies where the colonialists were reluctant to grant independence.
 - The role played by ex-soldiers, the war veterans of the Second World War came back with awareness and military skills which they had acquired during the war, their skills encouraged many nationalist to apply force to overthrow the colonialists who were not ready to grant independence to

Africans.

- The support from UN under USA and USSR, these nations ere anti colonialism as a result they provided support to African nationalist struggle to use all means to get rid from colonialism.
 - Failures of other methods of liberation, other methods like peaceful means and constitution means failed hence the armed struggle became the last method for getting independence from colonialists.
 - The aftermath of India and Pakistan independence, the independence of Asian countries especially India and Pakistan was a big challenge for the Africans to emulate as a result they used all means of liberation to attain their independence.
 - The role of Pan-Africanism, this played a big role especially after shifting her headquarters from the new world to Africa. It ensured liberation of African nations by all means.
 - The unwillingness of the colonial power to grant independence, some colonial powers were unwilling to grant independence for example the Portugal and British were not willing to grant independence to their colonies hence the Africans decided to use armed struggle to liberate themselves.
 - Intensive exploitation; after the Second World War the colonialists increased exploitation to the Africans resources to revamp their ruined economies. This situation awakened the Africans against the colonialists as a result they used all means to liberate themselves
 - The influence of front line states, these provided military and manpower support to the anti-colonial struggle in Africa e.g. Tanganyika during the struggle in south Africa and Namibia or Mozambique.
 - Emergence of the Cold War after 1945 which dominated relationship between the USA and USSR, where by every bloc wanted to win more countries in Africa and in other parts of the world so as to spread socialism or capitalism; this witnessed the giving up weapons to fight the colonialists.
4. You can help student teachers to identify cases of nationalism in process of independence of Rwanda and in post-colonial period (Liberation war...).
 5. Student teachers will download the Sekou Touré's speech and make comments on it orally or in writing

UNIT 5

THE CAUSES AND THE IMPACT OF NEO COLONIALISM

5.1. Key Unit competence

The student – teacher should be able to examine the causes and the effects of neo colonialism in Africa.

5.2. Prerequisites

For effective study of this unit about the causes and impact of neo-colonialism, the student - teacher should have the following prerequisite knowledge, skills and competence on the following topics:

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

Such prerequisites will enable and guide him/her to well-understanding and mastering the content of this unit.

5.3. Cross-cutting issues to be addressed

Through the learning of this unit about causes and the impact of neo-colonialism in Africa, the following cross – cutting issues will be addresses:

5.3.1. Peace and values education

By learning this unit about the causes and impact of neo-colonialism in Africa, student - teachers will be initiated to the values of self-reliance of African countries as one way for fighting against neo-colonialism, tolerance towards the different cultures and behaviours, cooperation, mutual respect towards each other. They will also get positive values such as patriotism, solidarity and Pan-Africanism.

5.3.2. Inclusive education

Through learning activities and teaching process of this unit five, 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 their skills.

5.3.3. 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 the lack of social freedom, liberty and self-governance under colonial rule and the policy of divide and rule used by imperialist powers during the colonial period and after independence contributed to the genocidal continuum.

5.3.4. 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. Besides, Tutor can help student-teachers to understand how cultural westernization affected gender aspect in Africa. You also help student-teachers to understand that gender equity is a process to be achieved in different domains.

5.3.5. Environment and sustainability

Through the teaching and learning of this unit five, the role of Tutor is to help student-teachers to realise that environment had been and is still destroyed by western companies in their search for natural resources such as oil, minerals, timber and ivory with specific examples like oil exploitation in Nigeria, timber and minerals in DRC which contribute to the degradation of environment including air pollution. You can guide them find their own solutions to this problem of environmental degradation.

5.4. Guidance on the introductory activity

At the beginning of this unit 5 concerning the causes and the impact of neo-colonialism, the introductory activity is suggested (**Student-Teacher's book, page 101**) in order to motivate the student - teachers, so that they can become interested to know what they will learn in this unit.

Tutor will invite student - teachers to make research through the use of textbooks, journals, newspapers, internet and videos among others to collect information about the causes and the impact of neo-colonialism in Africa. This will help them to identify some issues and open them to what they did not know and be inquisitive to know about the neo-colonialism. While delivering the lessons on this unit, tutor will help student - teachers to come up with the answers to this introductory activity.

5.5. List of lessons

Number of lessons	lesson title	Learning objectives	Number of periods/30
1	Rise of neo-colonialism in Africa	Explain the concept and rise of neo-colonialism	7
2	Causes of neo-colonialism in Africa	Examine the different causes of neo-colonialism in Africa.	7
3	Manifestations of neo-colonialism in Africa	By using example, assess the indicators of neo colonialism in Africa	7
4	Consequences of neo-colonialism in Africa	Examine the consequences of neo-colonialism in Africa	7
5	Assessment		2

Lesson 1: Rise of neo-colonialism in Africa

a) Learning objective

The student – teacher should be able to examine the causes and the effects of neo colonialism in Africa.

b) Prerequisites/Revision/Introduction

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

c) Teaching resources

Learner's textbooks, internet, testimonies, newspapers extract, tactile materials, documentary film on colonisation, Pan-Africanism, independences, military coups in Africa, pictures of dictators such as Mobutu, Abdel Bokassa, Idi Amin Dada, extracts of some African nationalists' speeches such as Kwame Nkrumah, Julius Nyerere, Patrice Lumumba and Nelson Mandela and speeches of current

presidents about African self-reliance. Braille materials can be availed if there are impaired student-teachers.

d) Learning activities

Guidance

In the case of a film, start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film and prepare instructions to student-teachers. For instance, tell them that the film will take ten minutes and they have to listen and watch carefully. After this, they are going to respond to your questions.

You can give questions in advance or at the end and in your instructions this should be clear. Do not forget to ask student-teachers to link the film with other sources they know and to identify the differences or similarities. In addition to this, they should explain the reason of those differences in order to enhance their critical thinking skills. In this regard, you can help student-teachers to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, 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.

Student-teachers can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify similarities and differences and explain why as earlier explained. The teaching of this lesson can be done by means of student-teachers' textbook to explain the causes of neo-colonialism and its impact in Africa.

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

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

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

Thereafter, tutor guides the student-teachers to make synthesis of the lesson through the question and answer method.

Answers to the Learning activity 5.1

Question: Through the use of internet and/or visiting your school library, make a research about the Neo-Colonialism in Africa and discuss about the origin of the Neo-Colonialism in Africa.

Expected answer from the Student -teachers (**See Student-teacher's book, page 101**)

Neo-colonialism is a new form of colonialism exercised in Africa by the former colonial master and the extra-European powers such as United States of America, Union of Soviet Socialist Republics (USSR) (today Russia) and China. It aims to economic exploitation and political domination of the underdeveloped countries through the soft methods like financial aid and loan, military intervention, use of international currencies, etc. by the developed countries. It is applied just after the period of the recovery of independence by African countries (from 1950s up to 1980s) and is considered as a continuum of western domination of Africa.

It was firstly popularized by the first President of Ghana, Kwame Nkrumah in his famous book *Neo-colonialism: The Last Stage of Imperialism*, published in 1965. Then the French Jean Paul Sartre an activist against the French colonialism wrote book entitled *Colonialism and Neo-colonialism* (1964). Since then, neo-colonialism is an important concept in the history of ideas and has entered the vocabulary of African political philosophy.

e) Application activities 5.1

Question: After learning this section, justify how the theory of modernization and dependence theory are the basic origin of neo-colonialism in Africa.

Expected answer from the Student – teachers (**See Student-teacher's book, page 104**)

To explain the basis of neocolonialism in Africa, two theories dominate: modernization theory and dependence theory.

According to modernization theory; new African independent states would have developed very rapidly, politically and economically, and would resemble to the “modern” Western countries; their ancient colonial powers. However, due to colonial exploitative policies, African independent states still depending on their colonial masters; hence leading to the origin of neo-colonialism.

According to dependence theory, African independent states, after being negatively affected by colonialism, don't have enough industries to transform their abundant raw materials into finished goods. They sell such raw materials to developed countries at low price and after transformation, Africans buy the finished products at high prices, depleting the capital they might otherwise devote to upgrading their own productive capacity. This resulted in a perpetually negative balance of payments that prevented underdeveloped countries from ever becoming competitive on the global marketplace.

Lesson 2: Causes of neo-colonialism in Africa

a) Learning objective

The student – teacher should be able to examine the causes and the effects of neo colonialism in Africa.

b) Prerequisites/Revision/Introduction

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

c) Teaching resources

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

d) Learning activity

Guidance

You can build your lesson on student-teachers' summary on the rise of neo-colonialism (See prerequisite of the current lesson).

Student-teachers can use internet or read a range of materials including textbooks. They can also watch a documentary film on the independence and post-colonial period in Africa, in order to describe the causes of neo-colonialism. After this activity, you can invite the student-teachers to make presentation of their work to the whole class.

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

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

Answers to the Learning activity (**See Student – teacher’s book, page 104**)
e) Application activity 5.2

Question: After learning this section, examine the main causes which lead to the rise of Neo-Colonialism in Africa by the end of the Second World War.

Expected answers from the student-teacher (**See Student – teacher’s book, page 107**)

They will explain, at least, the following points, as the main causes of neo-colonialism in Africa:

Unequal exchange;

Influence of the foreign aid;

Balkanization of Africa;

The mediation of the ruling class;

Intellectual inability;

Weakened Position of European Powers;

Rise of Consciousness against Imperialism;

Needs of the Developed States;

The Continued Dependence of the New States on Developed States;

Impact of Cold War;

The Policies of the USA and the (Former) Soviet Union.

Lesson 3: Manifestations of neo-colonialism in Africa

a) Learning objective

The student – teacher should be able to examine the causes and the effects of neo colonialism in Africa.

b) Prerequisites/Revision/Introduction

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

c) Teaching resources

As earlier suggested, teaching resources can include learner’s textbook, internet, testimonies, newspaper, tactile materials such as pictures or cartoons, documentary

films on the African leaders (Mobutu, Idi Amin Dada, Bokassa, Thomas Sankara, and Julius Nyerere among others), multinational companies and international relations of African countries and braille materials can be availed if there are impaired student-teachers.

d) Learning activity

Guidance

As student-teachers were asked to carry out the research by using internet, textbooks and newspapers about the manifestations of neo-colonialism in Africa, you can ask student-teachers to form groups. Form new groups; give them ten minutes to put their ideas together. Thereafter, one group will present manifestations of neo-colonialism as a case study. Other groups can ask two questions or make comments and then move to the next groups.

After class presentation, tutor uses the question and answer method to guide the student-teachers in making a summary of the lesson.

Answers to the Learning activity **(See Student – teacher’s book, page 107)**

e) Application activity 5.3

Question: By using some examples, describe the manifestations of neo-colonialism in Africa today.

Expected answers from the student-teacher **(See Student – teacher’s book, page 112)**

In their answers, the student-teachers will, at least, focus on the following points:

Dependence on foreign aid and external industrial investments

Collaboration with local elites

Unfair trade terms

Influence of the foreign currencies

Technological dependence

Interference of internal policies of the newly independent states

Military presence and intervention

Application of foreign political ideologies and practices

Cultural degradation in Africa

Evangelism in Africa

Foreign literature and Leisure dependence

Influence of the Western mass media

Giving loans and grants to African countries

Lesson 4: Consequences of neo-colonialism in Africa

a) Learning objective

The student – teacher should be able to examine the causes and the effects of neo colonialism in Africa.

b) Prerequisites/Revision/Introduction

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

c) Teaching resources

Teaching resources to be used can include the following: learner's textbook, internet, testimonies, newspaper, tactile materials such as pictures/cartoons, documentary films on presences of multinational companies and western military forces in Africa. Braille materials can be availed if there are impaired student-teachers.

d) Learning activity 5.4

▪ **Guidance**

You can invite the student-teachers to use their textbooks or internet and to analyze the social, economic and political impact of neo-colonialism in Africa. You can also look for extracts from newspapers/written documents to teach this lesson. In this regard, you can make four or five working stations. Student-teachers can be divided into five groups and each group can spend roughly ten minutes on each station. The documents can therefore be based on the following:

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

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

Student-teachers can do additional reading in their textbook to understand some aspects not rose during the lesson. After class presentation, guide student-teachers so that they come up with a summary of the lesson.

- Answers to the Learning activity 5.4 (**See Student – teacher’s book, page 112**)

In their respective group works, the student-teachers will find consequences of neo-colonialism in Africa. Perhaps that most of them as the same as in their student – teacher books.

Neo-colonialism had economic, political and cultural consequences in Africa.

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

Politically, neo-colonialism strengthened European laws and institutions of colonial bureaucracy in Africa which led to failure of parliamentary democracies, adoption of one political single party and military coups backed by western powers.

Culturally, one of the effects of Western civilization on Africans is that it occasioned a discontinuity within their life and created a cultural dualism that often presents itself as a real dilemma: some remained traditions are still referred to at the same time with the predominant western traditions. In other words, the African experience of modernity is caught within tensions at every level of the communal and individual life. The post-independence Africa is confronted within the following dilemma: how to have a new cultural identity that is African in nature.

e) Application activities 5.4

Question: Examine the consequences of the Neo-colonialism in Africa.

Expected answers from the student-teacher (**See Student – teacher’s book, page 115**)

In their answers, the student-teachers will, at least, focus on the following points:

- Continued political instabilities
- Exploitation of Africa
- Loss of independence

- Brain drain
- Economic underdevelopment
- Neo - colonialism has hindered economic co-operation in Africa
- Failure of the Non-aligned movement
- Scientific and technological set back
- Cultural degradation in Africa

However, tutor can also consider other points given and explained by the student – teachers after checking their relevance.

5.8. Summary of unit

This unit five covers the causes and impact of neo-colonialism in Africa. The term *neo-colonialism* became widespread, particularly in reference to Africa, immediately after the process of decolonization. The use of the term neo-colonialism became frequent when Africans realized that even after independence their countries were still subjected to a new form of colonialism.

The main causes of neo-colonialism are unequal exchange, foreign aid, balkanization of African countries, the mediation of the ruling class, and the intellectual inability of Africans. Regarding indicators of neo-colonialism, the latter is manifested in Africa through dependence of African countries on foreign aid and external industrial investments, collaboration with local elites, unfair trade terms, influence of foreign currencies, technological dependence military presence and intervention, use of foreign political ideologies and practices, and cultural degradation in Africa.

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

life. The post-independence Africa is confronted within the following dilemma: how to have a new cultural identity that is African in nature.

really-independent/

5.6. Skill lab

From the recovery of African independence up today, African countries are subjected to the threat of Neo-colonialism from their former colonial masters and new extra-European powers; such as United States of America, Russia and China. However, some African nationalist rose and fought against this new form of colonization. One of the ways used by those eminent African nationalists is “public speeches” during international conferences, where they talked about the self-reliance and called upon Africans to be more united.

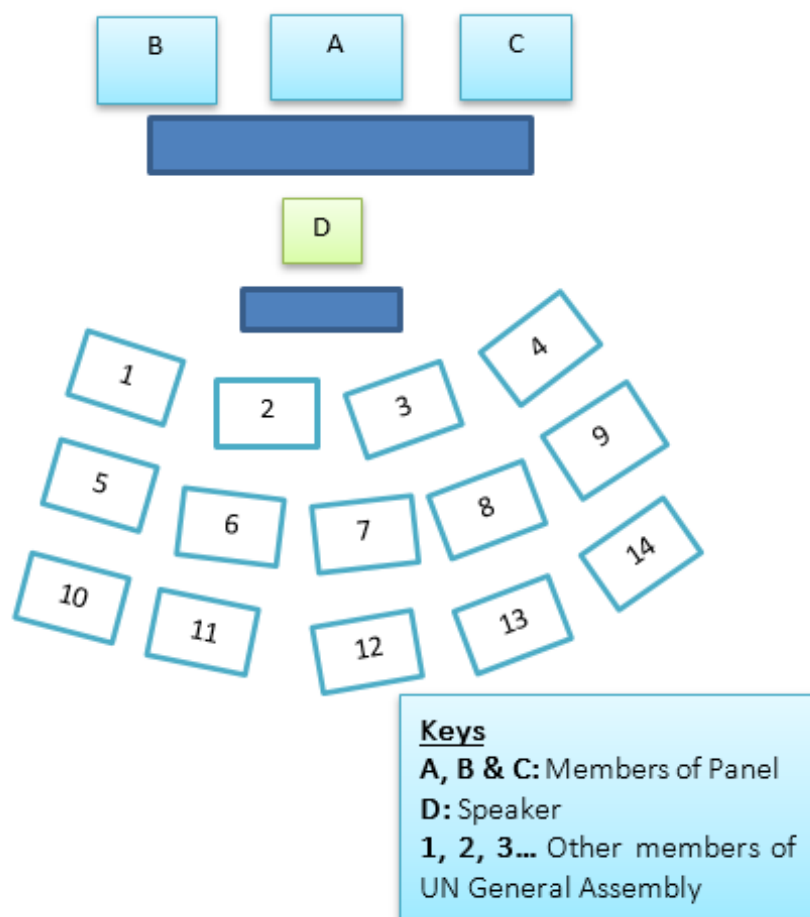
Assume that you are one of those famous African nationalists and you are invited to deliver a speech during the general assembly of the United Nations Organisation. Elaborate a written document as supporting document during your presentation about “*the strategies for eradication of negative impact of neo-colonialism in Africa*”.

Topic: Causes and the impact of neo-colonialism

Duration: (...minutes)

Materials required: papers, pens, chairs, tables, members of United Nations General Assembly, including the Chairperson of the session, UN Secretary General and the President of UN Security Council on panel (In front of the class)

Tutor preparation: preparation of movie showing a head of state delivering speech to the UN General Assembly, preparation of what each part will act out, preparation of student teachers to act out either as a head of state or members of UN General Assembly, preparation of the speech to pronounce to the UN General Assembly, enough space to play a scenario, sitting arrangement of the members of United Nations General Assembly, including the Chairperson of the session, UN Secretary General and the President of UN Security Council on panel, as illustrated below:



Learning objectives (s): Student-teachers will be able to:

- Act out the role of members at UN General Assembly at New York during its session.
- Elaborate a written document on the strategies for eradication of negative impact of neo-colonialism in Africa to be used during the speech delivery
- Communicate effectively and orally through the delivery a public speech about the strategies for eradication of negative impact of neo-colonialism in Africa to the members of UN General Assembly.

Instructional objective: Through role play, student-teachers will be able to act out the role of members at UN General Assembly by elaborating a written document and delivering speech about the strategies for eradication of negative impact of neo-colonialism in Africa.

Activity 1: Build: (...minutes)

- Tutor starts by asking the student-teachers how to choose the members who make a panel at the UN General Assembly.
- To ask the student teachers how to make the sitting arrangement of UN General Assembly panel members and other members.
- To ask the student teachers to elaborate a written document about the "the strategies for eradication of negative impact of neo-colonialism in Africa".
- To exercise the voice used by speaker while delivering a persuasive speech to the members of UN General Assembly session.
- To explain how to start and close the session of UN General Assembly session.
- If possible, to show a video showing a speaker delivering a public speech the session of UN General Assembly.

Activity 2: Practice: (... minutes)

- Tutor guides the student teachers how to sit in proper way, that is, members of panel on one side and other members of UN General Assembly on another side.
- Depends on the number of the student teachers, the tutor will divide the student teachers into skill lab team.
- Each team will choose a panel of UN General Assembly and other members who participate in UN General Assembly session.
- The tutor announces the order of teams.
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

Activity 3: Presentation: (...minutes)

- Each team act out the role of members at UN General Assembly at New York during its session presented in case study
- Tutor asks to follow up / probing questions
- Give feedback to each group
- Encourage note taking that will guide in assessment of each team
- Conclude, supplement what has been presented by the student teachers

Portfolio Assessment:

As one of the famous African nationalists who attend annually summit of African Union at Addis Ababa; prepare a written document that you are going to use while delivering a public speech about *“the policies to be adopted by African countries in order to eradicate the impact of neo-colonialism in Africa”*.

Expected Answers:

The student – teachers elaborate a written document and use it to deliver speech to the audience; the members of African Union Summit. In their speech, they focus on the following points in order to fight against the impact of neo-colonialism in Africa:

- Africans attempted to join the Non-aligned movement
- Formation of regional economic integration
- Protecting infant industries and export promotion strategies
- Introducing the poverty eradication programmes
- Academic condemnation of neo-colonialism
- Adjusting Africa's academic syllabi
- Discouraging the borrowing syndrome
- Establishing import substitution industries
- Encouraging African cultural rejuvenation through sports activities.

Evidences:

- Photos of the student - teachers acting out the role of members of African Union.
- Videos of what has been done in the scenario
- Oral testimonies from the student - teachers
- Availability of a written document about the policies to be adopted by African countries in order to eradicate the impact of neo-colonialism in Africa.

Knowledge, Skills, attitudes and values:

Interpersonal communication, critical thinking, writing skills, patriotism, team spirit, mutual respect, etc.

5.7. End unit assessment

1. The main causes of neo-colonialism in Africa:

Unequal exchange;

Influence of the foreign aid;

Balkanization of Africa;

The mediation of the ruling class;

Intellectual inability;

Weakened Position of European Powers;

Rise of Consciousness against Imperialism;

Needs of the Developed States;

The Continued Dependence of the New States on Developed States;

Impact of Cold War;

The Policies of the USA and the (Former) Soviet Union.

2. From the cartoon, the Africans are instigated to look for the Western support in exchange of their natural resources, like oil. From this case, student-teachers give others points describing the manifestations of neo-colonialism in Africa; including the following:

Dependence on foreign aid and external industrial investments

Collaboration with local elites

Unfair trade terms

Influence of the foreign currencies

Technological dependence

Interference of internal policies of the newly independent states

Military presence and intervention

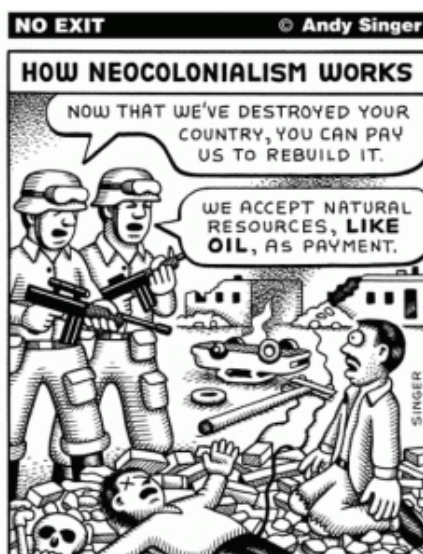
Application of foreign political ideologies and practices

Cultural degradation in Africa

- Evangelism in Africa
 - Foreign literature and Leisure dependence
 - Influence of the Western mass media
 - Giving loans and grants to African countries
3. By examining the consequences of neo-colonialism in Africa, student – teacher can focus on the following elements:
- Continued political instabilities
 - Exploitation of Africa
 - Loss of independence
 - Brain drain
 - Economic underdevelopment
 - Neo - colonialism has hindered economic co-operation in Africa
 - Failure of the Non-aligned movement
 - Scientific and technological set back
 - Cultural degradation in Africa
 - Educational curriculum changes in Africa according to the European interests.

5.9. Additional Information for tutor

ARE THIRD WORLD COUNTRIES REALLY INDEPENDENT?



Growing up in a third world country, I thought my great grandparents were colonized and I, a free child. I was sorely mistaken and very disappointed when I realized that colonialism still existed in the form of neocolonialism. For the purposes of this

blog, Neocolonialism is “a new imperialist system whereby developing countries are subjected to indirect dependence, subordination and exploitation in conditions when direct colonial domination has been eliminated and the balance of world-to retain political influence over the young states, to ensure the possibility of exploiting their productive forces, especially their natural resources and to keep these countries within the capitalist economy”.

Economics in terms of international trade agreements and foreign aid is a form of neo-colonialism. To the West, this is a “means of retaining their shaky positions”, for “giving aid is not about abolishing the backwardness of the developing countries but rather one of turning them into profitable but dependent extensions of the economic systems of the developed states of the west”.

Most people believe that increases in trade relations leads to a rise in employment opportunities and inherently a rise in GDP. However, they fail to recognize that such aid does not come free. So let me give you an example. In 2009, when Ghana discovered its oil, there was a fuss about who should own the oil fields and whether it should be nationalized. Several Western countries started offering aid to poor little Ghana to help her, but with certain terms. The China National Offshore Oil Company offered \$4billion dollars sought for a 30% stake in the Jubilee fields. Here it is folks, offering aid came at a cost of controlling a third of the stakes in the Jubilee fields. In essence, the Ghanaian government cannot make decisions on their oil sale without consent of their Chinese counterparts. This is directly controlling the economic affairs of the Ghanaian people, hence is a manifestation of economic neo- colonialism.

What is worse is that international economic bodies partake in this act of exploiting third world countries. Economic bodies like the IMF (International Monetary Fund) are able to control the economic affairs of many third world countries. The IMF lends money at a very short time frame at full interest rate and then imposes upon the country tremendous restrictions on what a country can spend, taking away their ability to ale their own sovereign decision. Hence the economy of third world countries today are under the control of foreigners not necessarily under direct control but through the mechanism of debt. Anything that led to the more self-reliance of their economies was discouraged by international economic bodies because of this ideology called globalization. Neo- colonialism takes away the ability for 3rd world countries to make independent decisions, proving that these countries are not “independent” as we all like to believe.

Former imperialist powers have been involved in the politics of third world countries since they gained their “independence” and are still meddling in their political affairs. Unsurprisingly, many Francophone presidents in Sub-Saharan Africa were overthrown, especially because they tried to seek economic independence from

France. For example, the former Togolese president, Olympio after independence attempted to replace the CFA (central African franc) with Togo's own currency. Three days after Togo started printing its new currency, Olympio was killed in a coup led by Gnassingbe Eyadema, who promptly installed Nicolas Grunitzky as President. Grunitzky's first action was to take Togo right back into the CFA zone, consequently handing Togo over to France all over again. The same happened in Mali, where Modibo Keita wanted to take Mali out of the CFA zone, and was overthrown. However, when the leaders of the newly independent countries did not go against the wishes of their colonizers, they seemed to have had a peaceful tenure in government. As a matter of fact, only Felix Houphouet-Boigny in the Ivory Coast did not attempt at any point to break away from CFA. He was president from 1960 to 1993 in peace. From these examples, it is easy to see that although African countries have gained independence, colonial powers have a huge role to play in deciding which political leaders are chosen as presidents. If the people of the third world countries cannot choose their own political leaders, are they really independent?

Furthermore, France was involved in the Ivorian civil conflict of 2011. It is interesting to note that France has no "right to invade an African country, let alone help one side of an internal conflict over- power another". France's involvement in the Ivory Coast had nothing to do with enforcing the rule of law, and everything to do with a renewed form of colonialism. A form which does not always involve direct military occupation, but rather the installation of puppet governments.

Another example of imperialist intervention is French intervention in Ivorian civil war in 2002, where they armed both sides of the conflict, and later stepped in to show them how to govern themselves. Clearly, the French still had a huge influence in the Ivorian political system. Once more, imperialist powers such as France and the United States are involved in African politics. It seems that France and the US are particularly keen to reassert their dominance over the African continent. The bombing of the Libyan army, Libyan soldiers, Libyan citizens, Gaddafi's forces and rebel forces by these imperialist armies did not go unnoticed.

Even though third world countries like to believe they are independent, this is sadly not the case. The West and other former colonialist powers have a huge say in how these countries are run and mask their involvement through foreign aid and military aid. Why don't former colonial powers and European countries take a look in their own backyard before trying to cover up their intentions in Africa? I mean it when I say that I feel like third world countries deserve a break from all the exploitation. Sadly the struggle for "independence" from these colonizers continues and I hope to witness the day developing countries can be truly sovereign.

Source: <https://blogs.ubc.ca/ouailingsthoughtsoninternationalissues/2014/10/17/are-third-world-countries->

5.10. 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.

5.10.1 Remedial activities

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

Questions

1. What do you understand by “Neo-colonialism”?
2. List the criteria which are used in order to classify any country as being developed or developing country.

Expected answers

1. Neo-colonialism can be defined as colonialism through other means. Under neo-colonialism, the more powerful country will not actually have its soldiers occupying a country or running its government but will rather have so many economic and social ties that the smaller, weaker country is basically under the control of the more powerful country. E.g. While France no longer maintains colonies in Africa, some nations such as Chad, are so deeply entwined with France that it can be said to be a neo-colonial relationship.
2. Any country is classified as “developed” or “developing country” according to the following criteria:
 - School enrolment/educational level
 - Life expectance/health status
 - Employment rate
 - Gross National Product/per capita income
 - Urbanization
 - Access to water and sanitation infrastructures
 - Infant mortality rate

- Level of industrialization
- Health services ...

5.10.2. Consolidation activities

Questions

1. Explain the arguments of detractors of neo-colonialism
2. Discuss how transnational corporations and international organizations enhance neo-colonialism in Africa.
3. Why does neo-colonialism occur around the World?

Expected answers

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

5.10.3. Extended activities

These are suggested questions for gifted and talented students.

Questions

1. Discuss the influence of Cold War on the emergence of neo-colonialism
2. Searching on internet or in textbooks explain the functioning of World Bank, WTO and IMF.
3. What did Nkrumah propose to fight against neo-colonialism?

Expected answers

1. The Cold War that emerged in the post-war period and the subsequent emergence of two rival blocs in international relations, made things worse for the new states. Several new states felt compelled to join either one or another of the two blocs for securing vitally needed economic assistance and military equipment. Such a membership of a bloc acted as a source of outside control over their policies.
2. The World Bank and the IMF, both, known as the Bretton Woods institutions, were created in 1944 with an aim to help rebuild the economies that had been greatly affected by World War II. The original plans included an international trade organization, but it was not until 1995 that the World Trade Organization (WTO) was formed. The IMF would create a stable climate for international trade by harmonizing its members' monetary policies, and maintaining exchange stability. It would be able to provide temporary financial assistance to countries encountering difficulties with their balance of payments. The World Bank, on the other hand, would serve to improve the capacity of countries to trade by lending money to war-ravaged and impoverished countries for reconstruction and development projects. By 1944 none of the colonized African countries had attained their independence and hence were neither members nor intended beneficiaries of this grand plan.

The World Bank is the largest public development institution in the world, lending around US\$ 25 billion a year to developing countries for the financing of development projects and economic reforms. It comprises of 183 member countries, including 47 in sub-Saharan Africa, and is headed by the World Bank director who is directly appointed by the US government. The bank is governed under a board of governors, whose voting powers are based on the members' capital subscriptions which means the members with the greatest financial contributions have the greatest say in the Bank's decision-making process. The US government holds 20 percent of the vote and is represented by a single Executive Director while the 47 sub-Saharan African countries, in contrast, have two Executive Directors and hold only seven percent of votes between them. It

is evident early on from this fact that the board decisions are not likely to be in favour of the poorest members which are in Africa.

3. According to Nkrumah, the most important factor allowing the perpetuation of neo-colonialism in Africa was the “balkanization” of the continent that had occurred as a result of European colonialism. Colonizers had broken Africa into dozens of administrative units in order to govern it more effectively, and the colonial boundaries had become the lines within which African countries had been given independence.

Nkrumah believed that the interests of Africa were being damaged by the need of each new country to defend for itself. For instance, the fact that each produced and exported its cocoa crop independently was what resulted in lower prices. Nkrumah believed that through African unity and cooperation, the continent could best combat neo-colonialism. This required a policy of nonalignment in the Cold War.

Believing that Africa had all the resources necessary to achieve true economic independence, Nkrumah promoted inter-African trade, so that the continent could wean itself from Western imports. He also believed that African unity would help to strengthen African countries' bargaining power on the world market, as well as in international politics. If Africans aligned with each other, rather than with the various Western countries that wished to exploit them, the future could be safeguarded.

Nkrumah also believed that concerted efforts toward industrialization should complement agricultural and mineral exports in order that African countries become able to produce their own finished goods and reduce their reliance on European and American manufactured products. By enacting such policies, the spell of neo-colonialism could be broken, ushering in an era of distinctly African “socialism.” Many African leaders of the day, including Sékou Touré of Senegal and Julius Nyerere of Tanzania, held similar beliefs. Although these men fought diligently for African unity and economic development, their goals were mostly not achieved.

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