



Republic of Rwanda  
Ministry of Education



**RTB** | RWANDA  
TVET BOARD

## CITIZENSHIP

### CCMCZ301

**Comply with citizenship values**

### Competence

RQF Level: 3

Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: **All**

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Learning Hours

30

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## COURSE OUTLINE

### **Unit1:Describe Rwanda colonization period**

- 1.1 Causes of colonization are clearly identified in the line with historical background of Africa
- 1.2 Course of colonization of Rwanda
- 1.3 Assess the impacts of colonization of Rwanda
- 1.4 Criticize clearly the steps towards the independence of Rwanda

### **Unit2 :Discuss the independent Rwanda**

- 2.1 Discuss properly the 1<sup>st</sup> and 2<sup>nd</sup> republics' achievements and failures in the context of historical background of Rwanda
- 2.2 Analyze the role of 1990-1994 liberation war in the line with historical background of Rwanda
- 2.3 Explain clearly the consequences of genocide against the Tutsi(April-July1994)in the line with of historical background of Rwanda .
- 2.4 Examine properly the achievements of the Government of National Unity in the political context of Rwanda .

### **Unit3. Explain Patriotism and Heroism in Rwanda**

- 3.1 Define "Patriotism and Heroism " properly in ancient Rwanda in the line with Rwandan moral values
- 3.2 Identify properly the categories of Heroes in the line with Rwandan moral values.
- 3.3 Explain clearly the concepts of **dignity** and **self-reliance** in the line with moral and cultural context.

### **Unit4: Examine leadership and management**

- 4.1 Explain clearly the concept and styles of leadership in socio-political context.
- 4.2 Describe properly the characteristics of a good leader and challenges facing leaders in the socio-political context.
- 4.3 Explain clearly the concept and functions of management and characteristics of a good manager in the social and political context.
- 4.4 Explain clearly " **Governance**" in the social and political context.
- 4.5 Discuss adequately the relationship between leadership,management and governance in the socio-political context.

### **Origin of the word " citizenship"**

Citizenship comes from the Latin word for city, because in the earlier days of human governments, people identified themselves as belonging to cities more than countries. Citizenship is more than merely living somewhere. If you have citizenship, you have a whole set of rights that non-citizens might not have.

## Meaning of citizenship

**\*Citizenship** refers to the condition or status of being a citizen , along with the rights ,duties and privileges in the nation that someone belongs.

**\*Citizenship** also means the status of a citizen with rights and duties.

## Unit1. Describe Rwanda colonization period

### 1.1 identification of causes of colonization

**colonization** means the practice or process by which the powerful countries directly control weak countries and use their resources to increase their own power and wealth.

**\*Germany and Belgium** are European countries that colonized Rwanda .

German colonization of Rwanda began with the coming of European explorers to Africa ,this was around 1880,the exploeres' desire was to discover unknown facts like source of river **Nile**.this river drove many explorers to Africa .from 1856,the London society(England)had started to organise regular exploration missions to discover source of river **Nile**, some exploers who visted Rwanda include:

#### 1. Sir Henry Morton Stanley(british)

He reached Akagera river in 1875,he named the river "**alexandrine Nile** " he traveled along the river and finally camped on island in lake **lhema**,he later attempted to enter Rwanda ,only to be stopped by Rwandan warriors,he abandoned his plans.

#### 2. Dr Oscar Baumann(German)

He was another explorer,on his way from Burundi,he arrived in the southernRwandaon 11/9/1892 he left 15/9/1892 his mission was just like Morton Stanley to find source of river **Nile**.

hisattempt to enter Rwanda was also unsuccessful as he was attacked and repulsed by Rwandese warriors at Nyarutege(Bwanamukali)

#### 2 .Comte Gustav Adolf Von Götzen(German)

**He** was only successful explorer to enter Rwanda,he was German administrator and explorer,he led a caravan of 362 people and 17soldiers,he entered Rwanda after crossing Akagera river above rusumo falls.

Comte Gustav Adolf Von Götzen was guided by prince Sharangabo,the son of king Rwabugiri,he was later received by king Kigeli iv Rwabugiri on 25/5/1894 at Kageyo in Kingogo,VonGötzen stayed there up to 2/6/1894 before leaving in the direction of volcanoes,he did not only succeed to enter Rwanda ,but also went on to become the first Governor General of East Africa and Rwanda .

### German occupation of Rwanda

Von Götzen was followed by the second German mission led by **captain Ramsay** who arrived in Rwanda on 20/3/1897 during the reign of king **Yuhi Musinga**. Ramsay was the regional military chief of Tanganyika-kivu whose capital was Ujiji in Tanganyika, during this visit, captain Ramsay gave king Yuhi Musinga the German Flag as symbol of German authority, from then, the German occupation of Rwanda became reality. This was followed by German territory of Tanganyika-kivu being divided into small regions.

Rwanda-Urundi became a region with capital in **Usumbura** (Bujumbura) this region was placed under the control of **captain Bethe**. This captain had arrived in Rwanda in March 1898 at the royal residence of **Gikwiko** in the present day is in Kamonyi district.

Von Götzen had a mission of signing an agreement with king Yuhi Musinga in which Rwanda would effectively become a German protectorate. This agreement eventually was concluded on 5/3/1898 and Rwanda was to be the 20<sup>th</sup> province in East Africa.

**The Musinga-Bethe agreement** involved political administrative and military protection which the German Government was to effect.

### CAUSES OF GERMAN & BELGIAN COLONIZATION TO RWANDA

#### **A. POLITICAL CAUSES**

**1. Nationalism**: Nationalism involves national identity and a superior feeling towards one's own nation

European Nationalists love and support their countries for interests, as they feel strong and powerful, they controlled and colonized African countries for political, economic and military interests.

**2. the role of Berlin Conference 1884-1885**: during this time, African countries were distributed among European countries where Rwanda was given to Germany, this accelerated and contributed to the colonization of Rwanda.

#### **B. ECONOMIC CAUSES**

**3. Need for raw materials**: European colonies were able to acquire raw materials for using in their home industries

**4. Growing demand of tea, coffee, sugar and cacao**: Europeans wanted to promote new crops in Africa such as sugar, tea, coffee, ... this was another factor for colonization

**5. Need to invest the surplus capital**: Continued production and supply manufactured goods led to massive profits to people who owned factories, these wealthy people wanted to invest their surplus income outside their countries because of competitions, this pushed them to look for markets in Africa.

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**6. Need for more land to settle their growing population:** Germany as well as Belgium had excess population, they wanted a place to settle their people, colonizing Rwanda was seen to provide solution to this problem.

**7. Need to decrease the unemployment rate:** Germany and Belgium also experienced high unemployment rate, they wanted to provide employment opportunities for their unemployed people.

### C. SOCIO-CULTURAL CAUSES

**8. Need to civilize uncivilized Rwandans:** Germans and Belgians considered Rwanda to be backward and therefore, they had a strong desire to civilize Rwandans socially, economically and politically.

**9. Need to spread Christianity in Rwanda:** colonization of Rwanda was a way to spread Christianity by European missionaries, the missionaries were mainly Roman Catholics and Anglicans, they later established churches and missions.

**10. The role played by mass media:** newspapers, magazines, tv, radios, .... help to communicate, Europeans used mass media to publish power, economic, integrity and respect which accelerated pressure and economic competition with their neighbours and they controlled and explored resources through colonization African countries as solution

### D. STRATEGIC CAUSES

**11. Need to discover the source of river Nile:** European explorers who came to discover new facts in Africa, they were also preparing for colonizers who came later, in short, exploration led to colonization

## 1.2 course of colonization of Rwanda

**A. COMING OF EUROPEAN EXPLORERS** who had a strong desire to discover new facts (river Nile)

Sir Henry Morton Stanley in 1875 (British), Dr Oscar Baumann in 1892 (German) and Comte Gustav Adolf Von Gotzen in 1894

**B. COMING OF EUROPEAN MISSIONARIES** who were part of Societe de Missionnaires d'Afrique  
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founded in 1868 by Archbishop of Algiers, cardinal Charles Lavigerie

\*the Roman Catholic Missionaries were 9 Missions,(ZAZA,NYUNDO,RWAZA,MIBIRIZI,KABGAYI,RULINDO,MURUNDA,KANSI)they requested king MusingaYuhi land for settle and their request was accepted.

\*protestant missionaries were introduced in Rwanda by the missionaries of Bethel society.the first pastor to arrive I Rwanda was Emmanuel Johanssen who came from Bukoba in Tanzania,as for German protestant Missionaries,they were received at the royal court in Nyanza on 29/7/1907,they founded their first Mission at Remera-Rukoma in 1912 ,Kilinda in 1907 and Rubengera in 1909 among others.

**C.DURING THE 1<sup>ST</sup> WORLD WAR(1914-1918)**,Germany was defeated by Belgium ,Protestants later left Rwanda after defeat of Germany by Belgium during the 1<sup>st</sup> world war in1916,their former missionary stations were occupied by SOCIETE MISSIONAIRE BELGE,

#### **D.REFORMS INTRODUCED BY BELGIANS 1916-1924.**

-systematic disintegration of Monarchy(remove Musinga from power and arrest him)

-underming the Mwami's legal power(before coming of colonialists ,king had authority to pass LIFE and DEATH sentence over his subjects but Belgians stopped him fro this power,Musinga became angry and unhappy for this.

-reduction of the Mwami(king)political power

-abolition of Ubwiru and Umuganura

Roles of ABIRU included: \*they were guardians of trations

\*to keep secrets of kingdom

\*to advise and counsel king

\*to name next successor by Umwirumukuru

\*to conduct trational rites like imihigoy'umuganura

**Umuganura**was meant to thank God for harvest,it was also to strategise for next season,to ensure the harvest is good.

-Declaration of religious freedom(catholic church)

-Abolition of **imponoke** and **indabukirano**

**Imponoke**:was a sign of compensation to the chief usuallyafter a heavy loss of cows especially due to diseases whereas **indabukirano**are gifts given to the chief after being nominated and coronated to the position.

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## E. REFORMS INTRODUCED DURING THE BELGIAN MANDATE 1926-1946

### 1. Political reforms:

in the Ancient Rwanda ,day-to-day administration was done by Mwami(king),Umugabekazi(Queen mother),and Abiru(Officials in the kingdom).

**KING:**Was the head of political,social also he acted as spiritual leader(mediator between God and his subjects,to love and respect him,he was referred to as Nyagasani,his word was final,he also had power over **LIFE** and **DEATH**,he could appoint or dismiss officials without question.

**QUEEN MOTHER**(Umugabekazi) was mother of king,she was advisor to the king about administrative issues.

**ABATWARE B'INTEBE:** (Chiefs,ibisonga to the king) they lived in king palace,

Before coming of colonialists,Rwanda was divided into districts(ibiti)these ibiti were divided into ibikingi,

**Igikingilevel was done by 3chiefs:**

-**land chief**(umutarew'ubutaka) collected millet,peas,banana,sorghum,... and sent them to palace,they also gave land to landless.

-**Cattle chief**(Umutwarew'umukenke): he was also responsible for cattle issues,giving grazing land to the farmers and solve conflicts about pastoralism.

-**Army chief**(Umutwarew'ingabo):he was responsible for

\*training and recruiting army      \*offeringdefence and promoting peace in palace

\*ensuring expansion of kingdom      \*preserve cultural values

### MORTEHAN REFORM 1926-1931

**He** introduced new reform of administrative structure of Rwanda ,this marked the end of three-tier leadership(kingdom).

**Mortehan** was called **Resident**,three former chiefs were replaced by Tutsichiefs,the functions of chiefs were no longer seen in the administration,king had no longer power to appoint or dismiss chiefs.

Unfortunately ,Resident(Mortehan)excluded the Hutu,Tutsi and Twa,with moderate background in favour of the Tutsi from well to do families the chiefs were in turn replaced by their sons who completed from schools reserved for the sons of chiefs,this is because they were seen as being able to rule in modern way.

### DEPOSITION OF KING YUHI V MUSINGA IN1931

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King MUSINGA first collaborated with German administrators,during German colonization,afterMusinga opposed to missionary activities especially those catholic churches.Musinga considered Christianity as way of weakening his position.situation worsened with coming of Belgians who collaborated with catholic churches'authority,asMusinga refused to be baptized ,according to the report of vice Governor General Voisin in 1931 he stated "King Musinga had been accused being opposed to moral,social and economic activities of colonial administration he is at the same time accused for being hostile to the work of missionaries"

On 12.7.1931 Governor General Voisin announced the deposition of king Yuhi v Musinga the king was asked to leave Nyanza loyal court to Kamembe on 14.7.1931 on that very date,Rudahigwa the son of chief NDUNGA-MARANGARA was proclaimed king by vice Governor General Voisin under royal name of MUTARA III.

King Musinga was moved from Kamembe to Moba near Bukavu in DRC in 1940,he spent the last bitter years of his life here,eventually dying on October 25<sup>th</sup> 1944

### **a.socio-cultural reforms**

Traditional education, was informal and it was delivered through family,the family taught boys and girls differently ,girls got education from their mothers and aunt through **Urubohero**.Boys'training was delivered through **Itorero**. Education given to youth in itorero included:Military and leadership skills,iron smelting,pottery,basket making.

Itorero training was meant to instill patriotism and boost self-esteem among the graduants,however,coming of colonialists,itorero and other form of traditional education in Rwanda were abolished.They were replaced by secular and religious education,important skills were acquired from these formal schools were reading,writing and arithmetic,this new form of education also enabled learners to acquire skills necessary to work for Belgians.

1925-1935 the number of pupils increased by 1945,the number had reached 100,000 pupils in primary schools.

### **b.introduction of identity cards**

before the colonial form of identification ,a Rwandan was first identified by his clan,BeingHutu,Tutsi or Twawas a merely social category.the identity cards were introduced by Belgians in1935 classified Rwandans belonging to Tutsi ,Hutu and Twa,each Rwandan had ethnic identity card

### **c.Health centres**

Before coming of colonialists in Rwanda ,Rwandans used natural herbs(imitigakondo) to cure various diseases such as malaria and headaches however colonialist phased out of local herbs and replaced them with western drugs and medicines

### **d.Religion(Christianity)**

before coming of colonialists,the king was not only the head of the monarchy,but also spiritual leader,he was considered divine and therefore held religious rituals regularly,he was thought to be a link between his people and ancestors,colonial agents worked against traditional religion  
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as they considered it pagan and backward, catholicism was more dominant religion than other like Presbyterian, Anglican and Adventist

## ECONOMIC REFORMS

Rwanda experienced a lot of transformation during Belgian mandate

### -forced labour policy

\*introduction of system called **akazi 2/7 days per week**, this made people feel like being punished

\*suffering while constructing roads, churches and hospitals

\*locals could not get enough time to work for their own farms, this led to shortage of food supply, result of this was the famines like a) RUMANURA (1917-1918), b) GAKWEGE (1928-1929), c) RUZAGAYURA (1943-1944), these famines too resulted into fleeing of many people to neighbouring countries like CONGO, UGANDA to look for paid labour.

\*sometimes people failed to harvest what they cultivated due to long distance from their homes.

### -Agriculture and animals husbandry

Belgians introduced cash crops such as coffee, pyrethrum, cotton and tea. unfortunately this was done through forced labour where labours worked for long hours, they agricultural research centres in various parts of the country to ensure the best harvests. these included Rubona (southern province) Rwerere (western province) and Karama (Eastern province).

Hybrid cattle breeds were also introduced to boost the production of hides and skins for export. to support animals husbandry, research centres were set up at Nyamiyaga-Songa in the southern region, Cyeru in the North, Nyagatare in Eastern region.

-**mining activities** some minerals extracted are: gold, cassiterite, wolfram, tin, colombo tantalite, ...

**Taxation policy** (head tax) for all male adults

**Trade and commerce** barter trade was replaced by use of medium for exchange (money) by Germans & Belgians.

### Infrastructural development

In 1920s Belgians constructed the roads to facilitate the trade and effectively administer colony, the first vehicle arrived in Rwanda in 1927 which led to construction of the following international roads

\*Bujumbura-Bugarama- Astrida -kigali-Rwamagana-Gatsibo-Nyagatare-Kagitumba

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\*Bujumbura-Cyangugu-Bukavu

\*BUKAVU- CYANGUGU-ASTRIDA

### 1.3. ASSESS THE IMPACTS OF COLONIZATION OF RWANDA

What are some Impacts of German colonization to Rwanda?

a. **Demarcation of Rwanda border** :European convention of Brussels fixed the borders of Uganda,Congo and East Africa,this included Tanganyika and Rwanda-Urundi.and under treaty of Versailles that Rwanda-Urundi was made for German protectorate,this led to Rwanda lost some parts equal to one and half of its actual size

b. **Support to king Yuhi v Musinga(Mwami)** Germans settled and helped king Musinga to gain great power and control over Rwandan affairs,they fought rebellions and defended his rule.

c. **Opening the country to outside of world**:Dr Oscar Baumann came to Rwanda in 1892,he was followed by Von Gotzen in 1894,in 1897 other German colonialists and missionaries arrived in Rwanda,therefore,initial visits of Baumann and Gotzen is seen as the beginning of opening up of Rwanda to outside world

d. **Integration of Rwanda in world economy** German colonization of Rwanda led to export of large quantities of hides,skins and livestock ,the exportation was mainly to European countries,this initiated a market economy in Rwanda.

e. **Introduction of money** :Money was introduced in Rwanda during German colonization of Rwanda,people used coin money,heller and Rupees. Money replaced barter trade in terms of economic prosperity and social standing.

f. **Introduction of head tax** German colonization led to introduction of the head tax on male adult Rwandans.

g. **Coming of European missionaries** German colonization led to coming of European missionaries,Roman catholic missionaries led by the white fathers came to Rwanda in 1900,they were followed by Presbyterian missionaries in 1907,this promoted Christianity in Rwanda

### IMPACTS OF COLONIZATION/ Belgians

#### POLITICAL IMPACTS/EFFECTS

#### **A) Change in the traditional administration**

Belgians used indirect rule as their administrative method. With this, they stripped off the traditional powers of the Mwami (king) and reduced his position to being ceremonial.

They rejected the ancient administration of Rwanda that was based on the functions of the three chiefs at igikingi level,they deposed him in 1931

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## **B) Formation of councils**

During the Belgian administration, there was formation of councils. These were mainly to prepare Rwandans for autonomy that was to enable them gain total independence.

## **C) Formation of political parties**

Belgian colonial rule led to the formation of political parties like PARMEHUTU, UNAR and RADER. These were to compete for power during the transition to democracy. However, this was not achieved at all.

## **ECONOMIC IMPACTS/EFFECTS**

### **D) Improvement in agriculture**

There was transformation in crop cultivation as well as animal husbandry. For instance, they introduced new food and cash crops like cassava and coffee to solve famine and increase the volume of exports respectively. The growing of cash crops was compulsory so as to improve Belgian economy.

### **E) Generation of electricity**

In the field of energy, from 1958, the dams were constructed to produce hydro-electric power. These included Mururu on Rusizi River and Ntaruka HEP stations. iii) Establishment of industries Belgians were instrumental in the setting up of industries in Rwanda. Examples of such industries include BRALIRWA, a beer manufacturing company. After establishment, it officially started operating in 1959.

### **F) Introduction of commercial mining**

Mining activities started in 1930 with two main companies: Rwanda-Urundi Tin Mines Company (MINETAIR: Société des Mines d'étain du RuandaUrundi) and Muhinga-Kigali mining company (SOMUKI: Société Minière de Muhinga-Kigali) in 1934. Some other mining companies that were established include GEORWANDA and COREM.

### **G) Construction of roads**

In the 1920s and 1930s, Belgians constructed various roads to facilitate trade.

### **H) Introduction of taxes**

Belgians also introduced the collection of taxes. The introduction of cash taxes instead of agricultural produce was intended to increase cultivation of coffee as a cash crop in their favour.

### **I) The traditional manufacturing sector was discouraged**

Imported substitutes were encouraged hence replacing the locally produced products since they were of better quality than locally made products. The imported goods included clothes, salt, knives and hoes. This led to poverty and suffering to local entrepreneurs.

### **J) Introduction of forced labour**

This destroyed their aims because, instead of solving economic problem they led to famines, energetic people fled to the neighbouring countries to engage in paid labour

## **SOCIAL IMPACTS/EFFECTS**

### **K) Abolishment of traditional education**

The Belgian colonialists abolished traditional education through itorero and replaced it with colonial education. The Belgian colonial government in collaboration with missionaries established schools like GS Astrida, teacher training schools and seminaries.

### **L) Establishment of health centres**

Belgians also set up health centres to take care of the people. The government hospitals established during the Belgian rule included the hospitals at Kigali, Butare, Nyanza, Kibuye, Gisenyi, Ruhengeri, Byumba, Kibungo and Rwamagana. Gishari Tuberculosis Centre was established by the Belgian colonial government in 1955. c) Construction of churches They also **M) constructed churches**

in different parts of the country like in Kabgayi, Ngoma-Mugonero and Gahini. This was to facilitate the spread of Christianity.

## **1.4. THE STEPS TOWARDS THE INDEPENDENCE OF Rwanda**

**1<sup>st</sup> step The formation of political parties** : Gregore Kayibanda founded political party "PARMEHUTU" Fr (Parti du Mouvement l'Emancipation Hutu) in English is "Party of Hutu Emancipation" he later changed it to **MDR-PARMEHUTU** in full "Republican Democratic Movement PARMEHUTU" in 1957 he wrote "Hutu Manisfesto" while in 1959 Tutsi formed the **UNAR Party** .Fr "Union Nationale Rwandaise", ENG "Rwandese National Union".

**2<sup>nd</sup> step The political crisis of 1959**: Tutsi approx... 150,000 including Mwami were exiled to neighbouring countries, Tutsis who remained were excluded from political power in state of

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becoming more centralized under Hutus power. revolution of 1959 marked the major change in political life of Rwanda

**3<sup>rd</sup> step The communal elections of 1960** : in 1960, Belgian government agreed to hold democratic Municipal election in Ruanda-Urundi, the Hutus majority elected Hutus representatives, such change ended the Tutsis Monarchy which had existed for centuries.

**4<sup>th</sup> step The 1961 coup d'Etat of Gitarama** : occurred on 28/1/1961 in which the **monarchy** in Rwanda, then a part of Belgian mandate of Ruanda-Urundi was abolished and replaced with republican political system

**5<sup>th</sup> step The 1961 referendum**: On 25/9/1961, a referendum was held to establish whether Rwanda should become a **republic** or remain **Kingdom**. Citizens voted overwhelmingly for a **republic**

. **Dominique Mbonyumutwa** was named the first president of the transitional government and Gregoire Kayibanda as prime minister, **On 1 July 1962**, Belgium, with **UN oversight**, granted **full independence** to the two countries. Rwanda was created as a republic governed by the majority **MDR-Parmehutu**, which had gained full control of national politics

## Unit 1 assessment

### Unit 2 :Discuss the independent Rwanda

2.1 Discuss properly the 1<sup>st</sup> and 2<sup>nd</sup> republics' achievements and failures in the context of historical background of Rwanda

#### The 1<sup>st</sup> republic's achievements 1962-1973

**-Establishment of financial institutions**: banks like Rwanda National Bank (BNR), Banque Rwandaise de Development (BRD), Banque Commerciale du Rwanda

**-Construction of tarmac roads**: Kigali-Butare was to start in 1973, Kigali-Gatuna, Kigali-Rusumo, Kigali-Cyanika and beside construction of Kanombe Airport

**-Increased number of schools**: primary in 1972 from 261306 to 425000, secondary from 23 to 63 and the first University started on 3/9/1963 (National University of Rwanda)

**-Introduction of Rwandan Franc (money)**: the franc became the foreign money of Rwanda during Belgian colonisation after switched German East African Rupee for

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Belgian Congo Franc

**-Markets were built in province to promote trade:** These were mainly for foods and clothes

**-Growing cash crops :** coffee and tea were cultivated for Belgians to promote their exports.

### Failures of the 1<sup>st</sup> republic 1962-1973

**a. Increased refugees problem:** refuse the refugees return to Rwanda

**b. Corruption and Embezzlement:** officials were corrupt and illegal use of public funds

**c. Monopatism/only one political party(PARME-HUTU) in the country**

**d. Impunity culture:** not punishing criminals who violate human rights

**e. Injustice:** unfairness and no justice in the country

**f. Violence to Tutsi people:** killing, destroying Tutsi's properties

**g. Nepotism and favouritism:** use AKAZU system, to favour people from

**h. Discrimination and divisionism :** exclude Tutsi from social services and political power

### The achievements of the 2<sup>nd</sup> republic 1973-1994

-Opening Rwanda to outside of the world

-Introduction of new crops :maize,soya,rice,sugar cane,irish potatoes and new varieties of cassava

-Farmers cooperative to improve farming and animals husbandry

-Creation of supermarkets to improve trade.

-Agricultural processing industries were founded(coffee,tea factories)

-infrastructural development (king FAISAL Hospital,Amahoro stadium ,Kigali international Airport

-Government started Banque Populaire du Rwanda BPR in 1975

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- Dispensaries were transformed into Health centres
- National programme for fight against AIDS
- National programme for fight against Malaria
- Programme for Acceleration Primary Health Care

### **The Failures of the 2<sup>nd</sup> republic 1973-1994**

- High level of corruption and public embezzlement
- Lack of Democracy
- Bad governance
- Nepotism,Favouritism,Regionalism
- Single political party(MRND)FR.Mouvement Revolutionaire National pour le Developpement

ENG:National Revolutionary Movement for Development

- Use of violence against the opponents
- Quota system in education
- Violence of human rights
- Unsolved refugees problem
- Censorship of the Press
- Imprisonment and killing politicians of the 1<sup>st</sup> Republic
- Lack of freedom of speech and Press

### **2.2 ROLE OF 1990-1994 LIBERATION WAR**

#### **ANALYSIS OF THE 1990-1994 LIBERATION WAR**

**Liberation** means making someone free

Rwanda liberation war was war that was fought to free the country from bad leadership.

The Rwanda Patriotic Front (RPF)started the war on 1/10/1990 and ended 4/7/1994

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## CAUSES OF LIBERATION

**a. Increasing dictatorship in Rwanda:** During the Second Republic, only one political Party, MRND, was allowed as it was stipulated by the 1978 constitution. All the powers were concentrated in the hands of a small group

**b. Intimidation and killing of opposition politicians:** The regime of Juvénal Habyarimana did not tolerate any opposition. Any person who tried to oppose him suffered long prison

**c. Negation of the question of refugees :** (The long exile )The first group of refugees were registered in 1959 after the unrest marked by violence and massacres against the UNAR members, mainly Tutsi, committed by PARMEHUTU with assistance from Belgian colonialists.

**d. Rwandan Diaspora rejected by neighbouring countries :**

**e. The rise of the charismatic leaders :** like H.E Paul Kagame and M G Fred Gisa Rwigema who love people and wanted to free citizens from bad governance of the 1<sup>st</sup> and 2<sup>nd</sup> Republics

**f. The influence of NRM in Uganda:** Ugandan government provided support to Rwandan refugees during liberation war period 1990-1994(NRM National Resistance Movement)

**g. Ethnic and regional division:** Both the First and the Second Republics institutionalised ethnic labels (Hutu, Tutsi, Twa) in identity cards and the quota system (ethnic and regional equilibrium) administration, schools, the army, etc

## 2.3 COURSE /STEPS OF LIBERATION WAR 1990-1994

**1<sup>st</sup> The foundation of the RANU and birth of the RPF Inkotanyi:** Rwanda Alliance for National Unity was founded in 1979 in Uganda by Rwandan refugees to discuss a possible return to Rwanda, after Milton Obote's election of 1980 resulted in many Rwandan refugees joining Yoweri Museveni's NRA(National Resistance Army) during Uganda bush war, obote denounced Museveni's NRA that is composed of Banyarwanda

**2<sup>nd</sup> The military option:** attempt to force all tutsi refugees into refuges camp failed in feb 1982, this caused massive 40,000 rwanan refugees back to Rwanda ,Rwanda declared that they recognized 4,000 only of them as Rwandan nationals while Uganda declared that she would take back only 1,000 refugess and remaining 35,000 were left in legal limbo region near border where they lasted for years then many refugee youths joined the Museveni's NRA, two militants refugees were part of NRA members were also active members of RANU(Fred Rwigyema and Paul Kagame, by the time victorious NRA entered Kampala in 1986 about ¼ of its

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16,000 combatants while Rwigyema was its deputy commander, after Museveni's government was formed, Rwigyema was appointed deputy minister of defense and deputy army commander-in-chief, Kagame was appointed acting chief of military intelligence, Rwandan refugees formed a disproportionate number of NRA officers because they had joined the rebellion early and thus accumulated more experience.

**3<sup>rd</sup> The beginning of the Liberation:** In Dec 1987, RANU held its 7<sup>th</sup> congress in Kampala and renamed itself the RPF (Rwanda Patriotic Front) dominated by Banyarwanda, the veterans of war, were far more militaristic than the original (Former RANU). On October 1st, 1990, the first attack was in Umutara, but was not successful because of the death of Major General Fred Gisa Rwigyema. The RPA was pushed from Umutara and they returned in Uganda, Paul Kagame who was in USA in military studies returned and took over RPF then restored guerrilla attacks however Rwanda army received war support from France, Belgium and Zaire).

**4<sup>th</sup> War Attack on Ruhengeri (January 1991):** they changed tactics by launching a guerrilla warfare in the northern region. On January 23rd, 1991, they captured Ruhengeri town and liberated the political prisoners who had been jailed in Ruhengeri prison. Among them, there were Theoneste Lizinde, Biseruka and Brother Jean Damascène Ndayambaje.

**5<sup>th</sup> Extension of guerrilla war (1991-1992):** Guerrilla attacks focusing on the Byumba and Ruhengeri areas, gaining control of much of the north of the country in 1992, guerrilla attacks in the north led to the start of negotiations between the Rwanda government and RPF.

**6<sup>th</sup> Peace process (1991-1993):** On July 12th, 1992, a ceasefire was negotiated and signed in the Arusha Peace Agreement between the RPF and the Habyarimana Government. According to him, the ceasefire was a mere piece of paper—rubbish—and thanked the Interahamwe killer militia of his MRND Party for the massacres they had committed, especially in the northern part of the country. This growing insecurity was one of the ways used by the Habyarimana regime to block the implementation of the Arusha Peace Agreement.

**7<sup>th</sup> The end of the Liberation War and the campaign to stop the Genocide:** On April 6th, 1994, the presidential plane was hit by a missile and President Habyarimana died. The downing of the plane was followed by genocide against the Tutsi and the killing of some Hutu who did not approve of the government's political extremism. It was the Rwanda Patriotic Front which stopped genocide. On July 19th, 1994, the Government of National Unity was formed.

## EFFECTS OF LIBERATION WAR

**1. The RPF assumed power in Kigali:** the liberation war left the victorious RPF in control, they captured the power and put in place a new government and started democracy, decentralization and unity among Rwandan people.

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**2.It revealed the weakness of the OAU:**

**3.Social reconciliation:** There is promotion of National unity. Thanks to the Liberation War, many achievements were made in the national unity, justice, peace and security, and ending of segregation Rwandans are well-known all over the world as a good example of reconciliation, people living together on the same land, victims and criminals, after the 1994 genocide against the Tutsi.

**4.Evacuation of foreigners from Rwanda :**

**5.The loss of francophone's influence in Rwanda :**

**6.Internal displacement:** LW led to movement of people from one place to another while fighting between Rwandan army and RPF Inkotanyi

**7.Loss of lives and** The first effect of liberation war was the death of M G Fred Gisa Rwigyema and other many soldiers were killed while fighting

**8. destruction of property:**people's properties and infrastructures were damaged/destroyed

**9.psychological effect:**liberation war resulted into some people having mental problems like trauma,depression,

**CAUSES OF GENOCIDE AGAINST TUTSI 1994**

**i.Colonization:**Belgian colonialists led to genocide against tutsi as they promoted ethnic groups in Rwanda (Hutu,Tutsi and Twa) with increased hatred between groups,they instilled genocide ideology among Rwandan people

**ii. Bad leadership :**1<sup>st</sup> and 2<sup>nd</sup> republics did not respect human rights ,the government favoured violation to Tutsi people instead

**iii. Media of hatred :**bad newspapers like RTLM which mobilized hutu people to kill Tusi people

**iv. culture of impunity :**Hutu people who committed crimes/violated tutsi people wrere not punished by government

**v.The loss of cultural identity:** before colonization Rwandan people had the feeling of Rwandan cultural identitywith **moral values**,with the Belgian mandate Rwandans lost those **values** linked them as **one** Rwandan

**vi.The ethnic based ideology:**there could be the escalating conflicts between ethnic groups, : the Hutus considered Tutsi enemies and less human beings

**vii. The social inequality:**Kayibanda and Habyarimana's regime used nepotism and Akazu

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system where they favoured their families and people from the same region for good school, political positions and social services

### THE MAJOR STEPS OF GENOCIDE AGAINST TUTSI 1994

**1<sup>st</sup> Classification** :distinguish people into ethnicity: such Hutu,Tutsi and Twa

**2<sup>nd</sup> Symbolization**:give symbols or colors to members of group to be killed,

**3<sup>rd</sup> Discrimination**:dominant group uses law,custom,political power to deny the rights of others

**4<sup>th</sup> Dehumanization** :one group denies humanity of other group,Hutus considere tutsi animals,snake,...to show they have value as human being

**5<sup>th</sup> Organization**:genocide plan is usually organized by the state,often using militias to provide deniability of state responsibility

**6<sup>th</sup> Polarization**:extremists drive the groups apart,hate groups broadcast polarizing propaganda,motivation of targeting through mass media,laws may forbid inter-marriage,social interaction(intimidating,silencing and arresting the people who can stop genocide plan

**7<sup>th</sup> Preparation** :plans are made for genocide killings,perpretors group leaders plan"final solution"

-ethnic cleansing-purification-counter terrorism so they build armies,buy weapons and train troops and militias and leaders claim "if we don't kill them they will kill us"genocide as self-defense

**8<sup>th</sup> Persecution**:victims are identified and separated out because of their ethnic or religious identity,deaths lists are drawn up,victims may be forced to wear their identifying symbols.

**9<sup>th</sup> Extermination**:begin quick killing legall called "**genocide**"the killers don't think victims are fully human,rape is used as war tool,dead bodies are dismembered,here only rapid and overwhelming armed intervention can stop genocide

**10<sup>th</sup> Denial** :this is the final stage of genocide,the perpetrators dig up the mass graves,burn the bodies,try to cover up the evidence and intimidate the witnesses

### EFFECTS OF GENOCIDE AGAINST TUTSI

**A.Loss of lives** : many Tutsi victims (1,000,00) were killed during 100days by Hutu,this was very big problem to the country as it lacked intellectuals,doctors,teachers,engineers,merchants(men,women and children

**B.Destruction of property** : genocide against led to destruction of infrastructure and equipment, PAGE (citizenship)

public properties like offices, communication lines, schools, and hospitals, and private properties such as houses.

**C. It caused a lot of psychological trauma:** to a high level of trauma (mental problems). This situation was caused by sexual abuse and torture of the victims done by perpetrators/killers and, and loss of family members, A climate of suspicion and mistrust also prevailed in the country. The Tutsi survivors of genocide could not interact with the Hutu whom they considered as the perpetrators

**D. It led to existence of many social deprived groups:** during genocide Tutsi innocents were deprived either economically or socially (deprived person means a person with high risk of poverty, social exclusion, discrimination and disadvantaged in other benefits)

**E. It led to economic decline:** as the most economic activities were destroyed and damaged also people took many days stealing, killing and destroying instead of working their usual activities, it caused high level of poverty in the country

**F. It caused the imprisonment :** after genocide against Tutsi in 1994, Government of National Unity promoted Gacaca local court and the big numbers of genocidaires and perpetrators were sentenced by Rwandan court of justice for jail

**G. It led to revival of traditional GACACA:** To judge a big number of alleged culprits of the 1994 genocide against the Tutsi, the Gacaca courts were created by Organic Law No. 40/2001 of 26/01/2001 published in the official gazette of the Republic of Rwanda on March 15th, 2001 in Rwanda as a solution to the crucial problem of a big number of the victims of genocide who were waiting for justice

**H. Establishment of memorial sites:** memorial gardens provide a place for quiet contemplation about history of genocide against the Tutsi, they allow visitors to reflect on how we all have responsibility to prevent discrimination and mass atrocity

i. Kigali genocide memorial centre (Gasabo, Gisozi, 250,000 genocide victims were killed, are buried here)

ii. Murambi genocide memorial site

iii. Nyamata genocide memorial centre (Bugesera, Nyamata 25,000 genocide victims are buried here)

iv. Nyanza genocide memorial (Nyanza, holds graves more than 10,000 genocide victims are here)

v. Bisesero genocide memorial (Karongi, Kibuye 40,000 victims are said to have died here)

vi. Ntarama genocide memorial, former catholic church where 5000 people were massacred, church genocide memorial site

vii.Nyarubuye genocide memorial site, church where 2000 Rwandan genocide victims were killed

## 2.4 EXAMINING THE ACHIEVEMENTS OF THE GOVERNMENT OF NATIONAL UNITY

### a.Problems inherited by the new government:

i.**There was insecurity** : Although the RPF had captured power and a transitional government had been put in place the security situation was still fluid, with former government forces and Interahamwe militia still carrying out genocide against Tutsi in various part of the country

ii.**Dislocated families** : Rwandan refugees could return. Tens of thousands of internally displaced people, especially genocide survivors whose homes had been destroyed, were resettled and provided with basic housing facilities

iii.**Public utilities had broken down**:it was difficult establish infrastructures that provide people with social services such as hospitals,schools,markets

iv. **Destroyed industries** : The Rwandan economy and political situation before 1994 was marked by economic stagnation and high levels of poverty, mainly attributed to lack of vision, poor economic planning, mismanagement, embezzlement and corruption by the leadership

v.**Employable Skills for Sustainable**:government struggled to train and teach people skills which can help them for working effeciently in their domain/workplace

vi. **Job Creation** :Government of National Unity struggled to create job opportunities to Rwandans to restore economy ,the people faced economic crisis

vii.**Lack of man power** : big number of intellectuals were massacred during genocide against Tutsi,it was problem a for new government to find man power (public servants)because others had been killed

### b.Achievements of the Government of National Unity.

1.**Good governance** :GNU removed all forms of inequality, injustice,violence and impunity culture and promoted democracy and put more effort to implement the following:

a.Decentralisation      d.new constitution    g.economic growth and development(MDGs,EDPRS,SDGs

b.Imihigo(performance contracts)      e.water and sanitation

c.education for all people      f.promotion of gender equality

2.**Fighting corruption** : GNU reinforced anti-corruption and established law that punish criminal PAGE (citizenship)

like embezzlement (illegal use of public funds and corruption)

**3.Safeguarding national security :** Military strategies were devised to find solutions and eradicate the thousands of military groups and excombatants who continued to torment and kill citizens.

**4.Resettlement of the returnees :**the refugees displaced in neighbouring countries,have returned back to Rwanda

**5.Unity and reconciliation:** Unity implies the indivisibility of the Rwandan people. GNU fought and eliminated all constraints to national unity such as ethnicity, regionalism, and discrimination. All citizens have equal access to economic resources and can claim equal political rights, the GNU, introduced several structures and programmes that were meant to correct past errors that led to war and genocide against Tutsi. These were: the National Commission of Human Rights, the National Unity and Reconciliation Commission, the Gacaca Jurisdictions, Commission Nationale de Lutte Contre le Génocide (CNLG), the National Itorero Commission, and Rwanda Demobilisation Commission.

### **UNIT 3: E PATRIOTISM AND HEROISM IN RWANDA**

#### **3.1 Description of patriotism and heroism**

##### **Definition of heroism and Patriotism**

**Heroism** is a great act of bravery, courage and outstanding achievements

A Hero/Heroine is brave person who acts with supreme sacrifice and great qualities like patriotism.

In ancient

**CASE STUDY A: HEROISM OF ROBWA:**the heroism of Princess Robwa who rejected the respect of Queen mother but sacrificed herself and died for the Rwanda rather than expanding Gisaka to conquer Rwanda,

In short,Kimenyi of Bazimya of Ruregeya the king of Gisaka,he wanted bribe/woman to marry as he asked his advisors whom to choose,they responded that there is beautiful girl who fits you,she is NSORO OF SAMUKONDO<sup>8</sup>,

##### **CASE STUDY B: HEROISM OF BWIMBA**

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## CASE STUDY C:HEROISM OF FORONGO

### (a) IMANZI

This is a supreme hero who has demonstrated outstanding achievement.

**Characteristics of Imanzi include:**

- Supreme sacrifice. • Outstanding importance. • Showing a good example.

**Imanzi** are mainly soldiers who died while fighting for our country. Examples are **Major General Fred Gisa Rwigema** and the **Unknown Soldier** who represents all the soldiers who died in the liberation struggle.

**(b) IMENA** Imena is the second category of heroes after Imanzi. Their characteristics include:

- Supreme sacrifice. • High importance. • Showing a good example. This group consists of other Rwandans who did great things for the country. They are remembered and respected for their extraordinary acts. Examples of Imena are

- **King Mutara III Rudahigwa**: he supported welfare of all Rwandans and fought for independence of Rwanda.

- **Michael Rwagasana**: He refused to support divisionism.

- **Agatha Uwilingiyimana**: She fought against tribal divisions and she refused to separate herself from the advocated for the rights of women.

- **Sister Felicite Niyitegeka**: She refused to separate herself from the advocated for the rights of women. Tutsi families at Centre Saint Pierre in Gisenyi

- **Nyange Secondary School students in Ngororero**: The students were attacked in 1997 in their school by genocidaires coming from the Democratic Republic of Congo (then Zaire). The genocidaires forced the students to divide into ethnic groups. The students refused, saying they were all Rwandans and did not have ethnic groups. The militia killed six of them

### c) ) INGENZI

**Ingenzi** is the third category of heroes after Imena. They are famous for good ideas and outstanding achievements. Characteristics of Ingenzi include: • Supreme sacrifice • Great importance • Excellent example to others

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**HEROES DAY:** in Rwanda we celebrate 1/2/every year as Rwandan heroes day to remember the outstanding achievements, patriotism and sacrifice of Rwandans who died while fighting for the nation.

### Unit 3 .EXPLANATION OF CONCEPT OF DIGNITY AND SELF-RELIANCE

#### Definition of dignity and self reliance

**Dignity:** Dignity means receiving respect from people and an individual's belief in his ability to do what is good.

**self reliance** means being independent. also means making personal choices, rather than allowing other people to decide for you.

**Dignity:** It is a condition of being worth of respect, esteem or honour. **Self-reliance:** This is a state of being independent in all aspects. The independence could be social, political or economic.

#### Importance of dignity and self-reliance in Rwandan society

a. They caused a sense of togetherness and love for one another.

b. they have played a big role in the economic development of Rwanda. Every Rwandan feels that it is their duty to develop their own country.

c. they led to promotion of peace and stability among Rwandans. People learn to respect and live in harmony with each other.

d. Rwanda has been able to fight the bad history of tribalism/ethnic groups of 1950s and early 1990s. Rwandans now work together towards the development of their nation.

e. They have also helped to reduce income inequalities among Rwandans. Rwandan society looks forward to dignifying every member, that is, the rich help the poor.

f. they reduced the dependency ratio on the government. Some issues are addressed by the citizens through various campaigns such as 'bye-bye nyakatsi.' Kuremera, agaciro development fund

g. Rwanda has been able to provide basic services to its citizens. For example, under the Ubudehe, the vulnerable Rwandans are given priority in terms of education.

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h. Dignity and self-reliance has increased patriotism among the Rwandans. The population has developed extreme love for homemade products

### Importance of international cooperation in the respect to Rwandan aspiration

- 1.They are a source of employment for people,law governing labour,... This helps to improve standards of living
- 2.They help in providing education to people,This helps the country to develop(UNESCO).
- 3.They help to alleviate suffering of people in times of disasters such as arthquakes, floods, drought and wars.
- 4They help to promote health care of people(WHO)
5. Some help people to secure financial stability,facilitate international trade,eradicate poverty in the world...(IMF)
- 6.Some help to promote human rights(UN)
- 7.Some contribute to maintain security for people(UN)
- 8.Some provide support to Labor/job,laws,rights,...(ILO)
9. Some provide support to Children(UNICEF)

### Activities for promotion of dignity and self-reliance

#### ( HOMEGROWN SOLUTIONS/INITIATIVES)

**a.Abunzi** These are mediation committees that were created in 2006 to resolve conflicts through community participation. they were to decentralise justice. T

**b. Girinka programme (one cow per poor family:** This programme was launched on 12th April 2006 with mainly four prime objectives:

- Fighting malnutrition
- Reducing poverty through dairy farming
- Improving agricultural productivity through use of manure.

**c. Agaciro Development Fund:** This is solidarity fund that has been initiated by Rwandans. The fund seeks to improve the level of financial autonomy of Rwanda, It is a government 132 programme. It was started by his Excellency the President of the Republic of Rwanda in August, 2012. It was started as a way of reducing foreign aid.

**d. Itorero:** It is a civic education training that was established in 2007 to train different leaders. It trains teachers, students, politicians, church leaders, ex soldiers, bankers and civil servants.

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They study government programmes, Rwandan history, unity and reconciliation and Rwanda values for a better future in which negative ideologies of the past will not influence them. It also produces leaders who strive for community development.

**e. Ubudehe:** This is a poverty eradication programme under the ministry of finance. A pilot programme was launched in 2001. The official launch was in 2004. It is a culture of collective action and solidarity to solve problems of poverty by people themselves. This is done by categorising Rwandans into different income groups according to self-sustenance. The poor are given priority in terms of health insurance, education, electricity, water supply and even accommodation.

**f. Umuganda (National community service):** This is a national communal activity that is done every last Saturday of the month. It starts at 7:00 am and ends at 12 noon. All people dedicate that time to cleaning and rehabilitation of the environment. After that, a meeting is held to discuss the progress of the nation

**g. One-dollar campaign:** It was an initiative by Rwandans living in the diaspora to raise some money. It was about contributing at least one dollar per head. The money contributed was for supporting the society through building houses for students who survived the genocide.

**h. Ishema ryacu:** This started in July 2015 after the arrest of General Karenzi Karake Emmanuel. General Karenzi was arrested in Britain under the order of Spain. Rwandans started ishema campaign to collect money and pay for his bail which was 1 million pounds. Ishema fund was to bring back the pride of Rwanda and Rwandans.

**i. Ndi umunyarwanda:** This programme was put forward by the National Unity and Reconciliation Commission (NURC). It was started to bring a lasting peace, unity and reconciliation after the 1994 genocide against the Tutsi. It was launched on the 15th November 2013 at IPRC Kigali

**j. Gacaca:** Gacaca means "judgment on the grass" This traditional, communal justice after Genocide

**k. Kuremera:** (vi) Kuremera It is an initiative created by the government of Rwanda. It aims at solving the problem of unemployment especially among the youth. At the start, the Rwandan government gave Rwandan Francs 200 million to youth. They were given this amount to start self-help projects. This has gone even to local levels For example, they construct houses, avail water for the aged and provide food.

**l. promote made in Rwanda:** Rwanda initiated to promote the products and goods that are made by Rwandans in order to reduce imports from abroad

### Challenges to dignity and self-reliance

They are based on **the social relations and interactions**, because of many different social PAGE (citizenship)

groups. We have farmers and the business class; educated and non-educated. An example of a social hinderance in Rwanda is health and education.

**other economic challenges are**

- 1.Rwanda is a landlocked country which limits her way of doing business beyond her borders.
- 2.Rwanda lacks some natural resources.
- 3.Rwanda does not have a reliable market for some of her exports.
4. There are low levels of production.

**Politically**, They include the effects of the 1994 Genocide against the Tutsi. They also include instabilities in Rwanda’s neighbouring countries such as Burundi and Democratic Republic of Congo.

**NDI UMUNYARWANDA PROGRAMME**

**NDI UMUNYARWANDA** means having Rwandan ideology, sharing responsibility, having one vision and equal human rights.( It was initiated in Rwanda by Kagame Paul in 2013)

**Goals and targets of Ndi Umunyarwanda**

- Knowing Rwandan history.
- Admitting the past, however painful it is.
- Returning dignity of Rwanda and the Rwandan people.
- Having the courage to reconcile all sides and people

**Ndi Umunyarwanda teaches about the following points:**

- Trusting each other
- Truth and tolerance
- Listening
- Patriotism
- Self-respect
- Helping each other
- Humility
- Team work

**UNIT 4:EXPLANATION OF CONCEPT AND STYLES OF LEADERSHIP**

**4.1 Concept of leadership:**

**Leadership** is the state of being in charge of others,It means leading others

**Leadership styles are the following;**

**a.The authoritarian/autocratic leadership:** This leader is given the power to make decisions alone, having total authority.

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## **b. Paternalistic leadership**

**b. Democratic leadership:** This style involves the leader and one or more people in the decision making process

**c. Laissez-faire leadership:** the leader allows the people to make their own decisions, This style allows greater freedom and responsibility.

## **d. Transformational Leadership**

**e. Bureaucratic Leadership:** c leaders work "by the book", ensuring that their staff follow procedures exactly, involving serious safety risks (such as working with office machinery)

**f. Charismatic Leadership:** This type of leader is well liked and inspires people. Appeals to people's emotional side. a leader leads by creating energy and eagerness into people.

**g. Servant Leadership:** This leader helps people achieve their goals. This leader is an instrument people use to reach the goal ,leader Works for the people.

**NOTE:** In a society, there are different types of leaders. These include:

Religious leaders, Cultural leaders and Civic leaders. (Civic leaders form part of the government)

## **Description of the Characteristics of a good leader**

- ✓ Honest, Competent
- ✓ Forward-looking, Inspiring
- ✓ Intelligent, Fair-minded wellbeing of others.
- ✓ Broad and open-minded, Courageous
- ✓ Straight forward, Imaginative
- ✓ Problem solver, Communication
- ✓ Integrity, Accountability
- ✓ Empathy, Humility
- ✓ Resilience, Vision
- ✓ Influence, Positivity, Confidence

## **Description of challenges facing leaders**

- ✓ **Lack of funding** : Sometimes leaders lack money to solve financial and economic problems
- ✓ **lack motivating people**: some leaders are weak and unable to mobilize people strongly to do

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things well.

✓ **Public criticism:** some leaders are not liked by the people,they can criticize their leadership as not capable to fulfill responsibilities.

✓ **Natural disasters and crises:** when there is calamities like stormy wind,destructive rain,thunders,floods and summer which have negative effects to people's lives,leaders are challenged.

✓ **Lack of effective communication:**some leaders are so weak that they cannot mobilize and communicate people such National programmes

✓ **Non-cooperation from the community:**some leaders use poor leadership styles which do not favour people,they take decision lonely,participation of people is limited.

### Explanation of characteristics of a good manager

✓ **Leadership:**able to lead,organize and control activities

✓ **Good planners:**he must plan for his organization ,what and how things will be done

✓ **Identify and solve problems :**able to identify problems and find solutions to the problems

✓ **Self-Motivation:**he must celebrate and appreciate for what targets have been achieved

✓ **Integrity:** being honest and having strong moral principles and values

✓ **Dependability and reliability:**be trusted by other people(people trust him/her)

✓ **Optimism and confidence :**having self-confidence in his managerial functions

✓ **Calmness:** steady mind under stress

### 4.5 • DISCUSSION OF RELATIONSHIP BETWEEN LEADERSHIP AND MANAGEMENT

#### Leader

1 . creates change

2. tells you what and why

3. innovates

4. develops power

5. risk taking

6.people –focused  
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#### Manager

a.react to the change

b.shows you how and when

c.uses what works

d.exercises power

e.status quo

f.work -focused

**7.does right things**

**g.does things right**

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