



Republic of Rwanda  
Ministry of Education



**RTB** | RWANDA  
TVET BOARD

**CITIZENSHIP**

**CCMCZP301**

**COMPLY WITH CITIZENSHIP VALUES**

### Competence

**RQF Level: 3**

**Learning Hours**



**Credits: 3**

**Sector: All**

**Trade: All**

**Module Type: Complementary**

**Curriculum: All**

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**Issue Date: April 2022**

<b>Purpose statement</b>	This module describes the knowledge, skills and attitudes required to describe Rwanda during colonization period, to discuss independent of Rwanda, to explain patriotism and heroism in Rwanda, and examine the concepts of leadership and management.				
<b>Delivery modality</b>	<b>Training delivery</b>	<b>100%</b>	<b>Assessment</b>	<b>Total 100%</b>	
	Theoretical content	30%	Formative assessment	30%	
	Practical work:	70%		70%	100%
	<ul style="list-style-type: none"> <li>Group work and presentation</li> </ul>				
	<ul style="list-style-type: none"> <li>Individual work and presentation</li> </ul>	50%			
	Summative Assessment			N.A	

### Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
<b>1. Describe Rwanda colonization period.</b>	1.1. Causes of colonization are clearly identified in line with historical background of Africa.
	1.2. Course of colonization of Rwanda is properly described.
	1.3. Impacts of colonization of Rwanda are adequately assessed
	1.4. Steps towards the independence of Rwanda is clearly criticized
<b>2. Discuss the Independent Rwanda</b>	2.1. The first and second republics 'achievements and failures are properly discussed in the context of historical background of Rwanda
	2.2. The role of the 1990-1994 Liberation war is appropriately analysed in line with historical background of Rwanda
	2.3. The consequences of the Genocide against the Tutsi (April-July 1994) is clearly explained in line with historical background of Rwanda
	2.4. The achievements of the Government of National Unity is properly examined in political context of Rwanda
<b>3. Explain Patriotism and Heroism in Rwanda</b>	3.1. The Patriotism and heroism in ancient Rwanda are properly defined in line with Rwandan moral values

	3.2. The categories of heroes are properly identified in line with Rwandan moral values
	3.3. The concepts of dignity and self-reliance are clearly explained in line with moral and cultural context
<b>4. Examine leadership and management</b>	4.1. Concept and styles of leadership are clearly explained in socio- political context
	4.2.Characteristics of a good leader and challenges facing leaders are properly described in socio-political context
	4.3. Concept and functions of management and characteristics of a good manager are clearly explained in social and political context
	4.4. Governance is clearly explained in social and political context
	4.5. Relationship between leadership, management and governance are adequately discussed in socio-political context

<b>Learning outcome: Describe Rwanda colonization period</b>	<b>At the end of the module the learner will be able to:</b> <ol style="list-style-type: none"> <li>1. Describe Rwanda colonization period.</li> <li>2. Discuss the Independent Rwanda</li> <li>3. Explain Patriotism and Heroism in Rwanda</li> <li>4. Examine leadership, governance and management</li> </ol>
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<b>Learning outcome 1: Describe Rwanda colonization period</b>	<b>Learning hours:8</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>• <b>Identification of the Causes of colonization of Rwanda</b> <ul style="list-style-type: none"> <li>✓ Political causes</li> <li>✚ Nationalism</li> <li>✚ The Berlin conference</li> <li>✓ Economic causes</li> </ul> </li> </ul>	

- ✚ Need for raw materials
- ✚ Growing demand of tea, coffee, sugar and cacao
- ✚ Need to invest the surplus capital
- ✚ Need for more land to settle their growing population
- ✚ Need to decrease the unemployment rate
- ✓ Social cultural causes
- ✚ Need to civilize uncivilized Rwandans
- ✚ Need to spread Christianity in Rwanda:
- ✚ The role played by mass media
- ✓ Strategic causes
- ✚ Need to discover the source of river Nile
- **Description of the Course of colonization of Rwanda**
- ✓ Description of Rwanda under German colonization
- ✓ Description of Rwanda under Belgian colonization
- **Assessment of the impacts of colonization on Rwandan society**
- ✓ Effects of German Colonization
- ✓ Effects of Belgian colonization
- **Criticism on the steps towards the independence of Rwanda**
- ✓ The formation of political parties
- ✓ The political crisis of 1959.
- ✓ The communal elections of 1960
- ✓ The 1961 coup d'Etat of Gitarama
- ✓ The 1961 referendum

### Resources required for the learning outcome

<b>Equipment</b>	Braille materials, jaws software, sign language
<b>Materials</b>	Chalks, markers
<b>Tools</b>	Books, poems, media, stories, songs, charts, maps, globes
<b>Facilitation techniques</b>	Demonstration and simulation, Individual and group work, Individualized Group discussion
<b>5Formative assessment methods</b>	Written assessment , Oral presentation

**Indicative content**

- **Discussion of the achievements and failures of the first and second Republic**

- ✓ Achievements of the first republic
  - + Some financial institutions
  - + Construction of tarmac roads
  - + The construction of Rusumo bridge
  - + improved seeds and plants
  - + Creation of political institutions
  - + Improvement in Education
- ✓ Failures/Weaknesses of the First Republic
  - + Increased refugee problem
  - + Ethnic violence
  - + Corruption and embezzlement
  - + Monopartism
  - + Regional divisionism in PARMEHUTU
  - + Favouritism and Nepotism
  - + Lack of rule of law and the culture of impunity
  - + Dictatorship
  - + Injustices
- ✓ Achievements of the second republic
  - + Opening of the country to the outside world
  - + Establishment of infrastructures
  - + Social Economic development
  - + The Office for National Population (ONAPO)
- ✓ Failures/ weaknesses of the Second Republic

- ✚ Use of violence against the opponents
- ✚ Censorship of the press
- ✚ Bad governance
- ✚ The creation of “Akazu”
- ✚ Gross violation of human rights
- ✚ Corruption and embezzlement of Public Funds
- ✚ The unsolved refugee question
- ✚ Personality Cult
- ✚ Lack of democracy
- **Analysis of the 1990-1994 Liberation war**
- ✓ Causes of liberation war
- ✚ Entrenchment of dictatorship
- ✚ Crashing of all forms of opposition
- ✚ Negation of the question of refugees
- ✚ Rwandan Diaspora rejected by neighbouring countries
- ✚ The rise of the charismatic leaders
- ✚ The influence of NRM in Uganda

- ✓ Course of the 1990 - 1994 liberation war
- ✚ The foundation of the RANU and birth of the RPF Inkotanyi
- ✚ The military option
- ✚ The beginning of the Liberation War
- ✚ Attack on Ruhengeri (January 1991)
- ✚ Extension of guerrilla war (1991-1992)
- ✚ Peace process (1991-1993)
- ✚ The end of the Liberation War and the campaign to stop the Genocide
- ✓ The effects of the war
- ✚ The RPF assumed power in Kigali
- ✚ It revealed the weakness of the OAU
- ✚ Social reconciliation
- ✚ Evacuation of foreigners from Rwanda
- ✚ The loss of francophone’s influence in Rwanda
- ✚ Internal displacement
- ✚ Loss of lives and property

- **Explanation the Genocide against the Tutsi (April-July 1994)**

- ✓ **The causes of genocide**

- ✚ Colonization
- ✚ Bad leadership/Poor governance
- ✚ Media of hatred
- ✚ Institutionalization of impunity culture
- ✚ The loss of cultural identity
- ✚ The ethnic based ideology
- ✚ The social inequality

- ✓ **The major steps of the Genocide**

- ✚ Classification
- ✚ Symbolization
- ✚ Discrimination
- ✚ Dehumanization
- ✚ Organization
- ✚ Polarization
- ✚ Preparation
- ✚ Persecution
- ✚ Extermination
- ✚ Denial

- ✓ **Effects of genocide against Tutsi**

- ✚ Loss of lives
- ✚ Destruction of property
- ✚ It caused a lot of psychological trauma
- ✚ It led to existence of many social deprived groups
- ✚ It led to economic decline
- ✚ It caused the imprisonment
- ✚ It led to revival of traditional GACACA
- ✚ Establishment of memorial sites

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- **Examining the achievements of the Government of National Unity**

- ✓ **Problems inherited by the new government**

- ✚ There was insecurity
- ✚ Dislocated families
- ✚ Public utilities had broken down
- ✚ Destroyed industries
- ✚ Lack of man power
- ✓ **Achievements of the Government of National Unity.**
- ✚ Good governance
- ✚ Fighting corruption
- ✚ Safeguarding national security
- ✚ Resettlement of the returnees

 Unity and reconciliation

✓

### Resources required for the learning outcome

<b>Equipment</b>	Braille materials, jaws software, sign language
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<b>Facilitation techniques</b>	Demonstration and simulation, Individual and group work, Individualized Group discussion
<b>5Formative assessment methods</b>	Written assessment , Oral presentation

### Resources required for the indicative content

Equipment	Braille materials, jaws software, sign language
Materials	Chalks, markers
Tools	Books, poems, media, stories, songs, charts, maps, globes
Facilitation techniques	Demonstration and simulation, Individual and group work, Group discussion
Formative assessment methods	<ul style="list-style-type: none"><li>• Written assessment</li><li>• Oral presentation</li></ul>

<b>Learning outcome 3: E Patriotism and Heroism in Rwanda</b>	<b>Learning hours:6</b>
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<b>Indicative content</b>
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- **Description of patriotism and heroism**
  - ✓ Definition of heroism/Patriotism
  - ✓ Heroism and patriotism in ancient Rwanda/  
Case study of Robwa, Bwimba, Forongo etc
- **Identification of categories of heroes**
  - ✓ Imanzi
  - ✓ Imena
  - ✓ Ingenzi
  - ✓ Heroes day
- **Explanation of concept of dignity and self-reliance**
  - ✓ Definition of dignity and self-reliance
  - ✓ Importance of dignity and self-reliance in Rwandan society
  - ✓ Importance of international cooperation in the respect to Rwandan aspiration
  - ✓ Activities for promotion of dignity and self-reliance
  - ✓ Challenges to dignity and self-reliance
  - ✓ Ndi Umunyarwanda programme

<b>Resources required for the indicative content</b>
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<b>Equipment</b>	Braille materials, jaws software, sign language
<b>Materials</b>	Chalks, markers
<b>Tools</b>	Books, poems, media, stories, songs, charts, maps, globes
<b>Facilitation techniques</b>	Demonstration and simulation, Individual and group work, Group discussion
<b>Formative assessment methods</b>	Written assessment , Oral presentation



## Indicative content

- **Explanation of Concept and styles of leadership**
  - ✓ Concept of leadership
  - ✓ The leadership styles
  - ✚ The authoritarian/autocratic leadership
  - ✚ Paternalistic leadership
  - ✚ Democratic leadership
  - ✚ Laissez-faire leadership
  - ✚ Transformational Leadership
  - ✚ Bureaucratic Leadership
  - ✚ Charismatic Leadership
  - ✚ Servant Leadership
    - **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
      - ✓ lack motivating people
      - ✓ public criticism
      - ✓ Natural disasters and crises
      - ✓ Lack of effective communication
      - ✓ Non-cooperation from the community
    - **Explanation of characteristics of a good manager**
      - ✓ Leadership
      - ✓ Good planners
      - ✓ Identify and solve problems
      - ✓ Self-Motivation
      - ✓ Integrity
      - ✓ Dependability and reliability
      - ✓ Optimism and confidence
      - ✓ Calmness
    - **Discussion of relationship between leadership and management**

## Resources required for the indicative content

<b>Equipment</b>	Braille materials, jaws software, sign language
<b>Materials</b>	Chalks, markers
<b>Tools</b>	Books, poems, media, stories, songs, charts, maps, globes
<b>Facilitation techniques</b>	Individual and group work, Group discussion
<b>Formative assessment methods</b>	Written assessment , Oral presentation

## References:

1. MINEDUC; Political Education for Secondary schools, Book 1, 2009, pp 182
2. IDEM, The History of Rwanda. A participatory approach, NCDC, 2010, pp168
3. Reblin M, Uchino BN. Social and emotional support and its implication for health. *Curr Opin Psychiatry*. 2008;21(2):201- 205. doi:10.1097/YCO.0b013e3282f3ad89 De Vekey RC (2001).
4. Psychiatry. 2008;21(2):201- 205. doi:10.1097/YCO.0b013e3282f3ad89 De Vekey RC (2001).