

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

***NATIONAL CURRICULUM
DEVELOPMENT CENTRE (NCDC)
BP 608 KIGALI***

**POLITICAL EDUCATION CURRICULUM
FOR SECONDARY SCHOOLS**

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POLITICAL EDUCATION CURRICULUM FOR ORDINARY LEVEL

I. INTRODUCTION

For the training of man in general and of the Rwandan youth in particular, a lesson in political education, is of great importance.

At Ordinary Level, political education will have the major role to play in the development of essential and human values suitable to create harmony and cohesion. Within the concept of both harmony and cohesion and with the acceptable values in daily life, remarkable development of the Rwandan society will have to be achieved.

Political education will hence, add more emphasis on the promotion of competent skills in : justice, peace, tolerance, unity and reconciliation, good governance, Human right and International Humanitarian law, promotion of gender , protection and conservation of the environment, fight against the social scourge (HIV/AIDS), Education on the population, communication, human quality, culture and political history of Rwanda. This emphasis is meaningful to the current challenges that the Rwandese society faces.

This discipline in collaboration with other offered lessons should re-establish human and social values for a common vision of the world and a better future of our people.

II GENERAL GUIDELINES

The lesson in political education shall aim at integrating the student in the society through the development of patriotic and human values.

This goal will only be attained by inculcating in the student with a sense of responsibility, critical analysis and objective perception of the social, economic and political conditions.

All these values are in turn sources of information and a lesson offered without favor or passion.

III GENERAL OBJECTIVES

At the end of Ordinary Level, the student will be able:

1. To develop a critical sense and objective analysis of the social, economic and political conditions.
2. To demonstrate desired conduct towards acceptable values: peace, justice, tolerance, unity and reconciliation, patriotism etc...
3. To recognize the basis of good governance.
4. To contribute to the promotion and the protection of the human rights and of the International Humanitarian Law
5. To develop a behavior of being conscious of gender issues.
6. To recognize the importance of protection and the conservation of environment
7. To participate in the fight against the present scourge: HIV/AIDS, STD, alcoholism, nicotinic, juvenile delinquency, sexual violence...
8. To take part in the collective effort in order to develop local resources for the wellbeing of the population
9. To recognize population problems and their impacts on the development of the country
- 10 To adhere to the communication and information technology (ICT) and other media
- 11 To develop the conduct that is conducive to acceptable human qualities (truth, respect, honesty, fidelity, respect of the word given...)
- 12 To understand the political history of Rwanda and the need to defend the national independence
- 13 To contribute to the preservation of good values within the Rwandan culture and the integration of positive aspects from without.

Senior 1

SPECIFIC OBJECTIVE	CONTENTS	TEACHING ACTIVITIES
<p>The student will be able:</p> <ul style="list-style-type: none"> - To define the major concepts political education , Civic education Mass education ,family, company, nation, state - To give out similarities and the differences between political education, civic education and mass education. - To provide distinct concepts of society, nation and State. - To point out the importance of political education in the life of the country. - To recognize individual's rights and obligations towards himself ,family , society, nation - To justify the importance of the respect of human dignity. - To show the interdependence between man and environment. 	<p>I INTRODUCTION</p> <p>I.1. Definition of the concepts:</p> <ul style="list-style-type: none"> - Education - Politics - Political Education - Civic Education - Mass Education - Family - Society - Nation - State <p>I.2. The aim of Political Education</p> <p>II INDIVIDUAL, FAMILY, SOCIETY, NATION.</p> <p>II 1. Individual</p> <p>I.1.1. Individual rights and obligations towards</p> <ul style="list-style-type: none"> - Oneself - Family - Society - Nation <p>II 1.2. The man and environment.</p>	<ul style="list-style-type: none"> - Through interrogative method, point out some concepts of civic education. Using a document and under the teacher's supervision, allow students to find some definitions of the concepts initially indicated individually, then in group and later be written out. Use more of illustrations to define these new concepts. - Discussion in small groups on the role of Political Education. - Case study on individual rights and obligations towards oneself, society, State and nation. For examples, in everyday life the student will be able to justify the importance of the respect of human dignity. - Allow students in small groups to identify the rights and obligations of each family member. - Make short trips to see some interactions that are already made on the environment in order to identify those between man and the former.

<ul style="list-style-type: none"> - To explain the means of which HIV/ AIDS is transmitted - To describe the means of prevention and protection against the present Scourge. - To release the consequences of the HIV/AIDS. - To point out the consequences of alcoholism and of sexual abuse (rape) on the person's life. - To show the relation that exists between alcoholism, drug and HIV/AIDS. - To give the causes of the spread of HIV/AIDS. 	<p>1.3 Individual and the scourges of the day.</p> <ul style="list-style-type: none"> - Ignorance and poverty - HIV/AIDS and STD - Sexual abuse and rape - Prostitution - Alcoholism and drug - Juvenile delinquency 	<ul style="list-style-type: none"> - With the help of pictures that depict the intensity of the scourges of the day, let the students propose or comments on the treatment and the prevention of these scourges. - With the help of vivid examples in everyday life, allow the students to identify the consequences of these scourges in the development of the country.
<ul style="list-style-type: none"> - To distinguish the relationship that is established between members of the same nuclear family, of same inzu, lineage or clan. - To recognize the rights, obligations and duties within a family - To explain the merits of solidarity, complimenting and collaboration between members of the family. - To identify harmful behaviors which are not favorable to the harmony and family happiness. - To take part in the peaceful resolution of family conflicts. - To point out the role of the family in the fight against the social ills. 	<p>11.2 Family</p> <ul style="list-style-type: none"> - Types of the families (Planned) - Advantages and disadvantages of some types of families (more solidarity less individualism). - The role of the family. - Rights and obligations of each member. - Rights of the family and child. - The family as a unit of solidarity and gender complement. - Family as an agent of safeguarding a habitat. - Peaceful conflicts resolution in the family (dialogue) - Positive Values of the Rwandan culture - The role of the family in the fight against the scourges (HIV/AIDS, STD...) - The role of the family in education as regards population (family planning, demography). 	<ul style="list-style-type: none"> - To gather information; the pupils will ask their parents / tutors different structures of a family and the relationship that exist between the very members of the family. They will later summarize the collected information under the guidance of the teacher. - By means of drama, students will play roles depicting the violation of Human Rights and the role played by each member of the family. - In a group, discuss on the role and the status of each member of the family and point out some harmful behaviors to family happiness. - To discuss elements that contribute to harmony and family happiness - From group discussion, or using a case study or by an investigation to show the role of the family in the fight against the social ills in the Social-economic

<ul style="list-style-type: none"> - To show the importance of the family planning in the social-economic development of a country. - To show the importance of Gender Equality and of the respect of Human Rights. <ul style="list-style-type: none"> - To describe the organization of Rwanda's traditional Political Administration. - To list some fundamental values of the Rwandan culture - To describe the functioning of traditional justice - To say which elements show that unity and patriotism in Rwanda - To identify principles guiding humanitarian action within the traditional society. - To describe with practical examples "Ubugabo, ubupfura" and other values that characterized moral integrity in the ancient Rwanda. 	<p>11.3 Society</p> <p>Types of societies</p> <p>a. Traditional society (founders of the Rwandan nation) administrative and political organization of the traditional Rwanda.</p> <ul style="list-style-type: none"> - Positive values of traditional Rwanda - Justice and reconciliation of the traditional society. - Unity and patriotism in traditional Rwanda - Moral integrity in Rwanda - Peaceful resolution of conflicts <p>b. Current Rwandan company.</p> <ul style="list-style-type: none"> - characteristics from the point of view: <ul style="list-style-type: none"> • Economic. • Social. • Policy 	<p>development and the promotion of gender equality.</p> <p>Role drama, the students demonstrate the role of conflicts resolution in families under the supervision of the teacher.</p> <ul style="list-style-type: none"> - To discuss in small groups on the role-played by the family in education as regards the population. - Information researched: the children will ask the old men (resourceful persons) among whom were the founders of the Rwandan nation, on the organization and the positive values of ancient Rwanda. The teacher will have to organize and pile up the collected information. - To discuss in a group in order to compare the values of the ancient Rwanda with those of the current state. - By means of investigation or a dialogue, to establish the socio-economic and cultural characteristics of the current Rwandan society.
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<ul style="list-style-type: none"> - To explain the current situation in Rwanda in as far as economic, political, social and cultural issues are concerned. - To explain the obligations of a State towards its population. - To describe the structure and the functioning of the present Rwandan State. - To identify the basic rules of the IHL - To explain the concepts of humanitarian actions and their importance in the community. - To compare the HR and the IHL. - To contribute actively towards the respect of the life as well as human dignity. - To identify the violations of the HR and the IHL and their suppression. 	<ul style="list-style-type: none"> ▪ Unity and reconciliation • Administrative • Cultural. ▪ Gender Equality and Human Rights <ul style="list-style-type: none"> - HIV/AIDS and HR - Child protection against rape, the sexual exploitation and drug <p>11.4. The State and its formation</p> <ul style="list-style-type: none"> - Definition - State Formation - Characteristics - Government's obligations towards its population (good governance) - Structure and the functioning of the current Rwandan State <p>III. Notion of the H.R and the IHL</p> <p>1. Concepts of. H.R</p> <ul style="list-style-type: none"> - Basic human rights. - Human Right organizations in Rwanda. - International Human Right Organizations - Rwandan constitution vis-a-vis Human Right. <p>2. Notion of the IHL</p> <ul style="list-style-type: none"> - Concept of human dignity - Origin of the IHL - Principles guiding humanitarian action <p>3. Violation of the human rights and of IHL</p> <ul style="list-style-type: none"> - All through the Rwanda history - In the world 	<ul style="list-style-type: none"> - Through exchange of ideas, allow students to explain the State formation process. - Through exchange of ideas, the students will participate resolution of the State's obligation towards its population. - To allow students to give their points of view on the respect of the Human Rights and of the International Humanitarian Law, gender equality and child protection against rape and exploitation. - Referring to the Teacher's Guide (HR/ IHL module), the teacher will prepare a presentation and exercises allowing the students to understand the origin of IHL, its definition, its application, human values, violations and victims of conflicts. Use pictures and photos. - Through group discussions or by means of dialogue, allow students to identify some cases of violation of HR and IHL in the history of Rwanda or elsewhere in the world.
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<ul style="list-style-type: none"> - To explain the rights and obligations of a citizen - To differentiate Nationality from the Citizenship - To give some examples of the written laws within the Rwandan constitution that concerns a citizen, his rights and obligations. 	<p>IV Citizenship</p> <p>1. Rights and Obligations</p> <ul style="list-style-type: none"> - To a citizen. - The case of people in exile and refugees <p>2. Citizenship and Nationality.</p> <p>3.The Rwandan constitution and citizenship</p>	<ul style="list-style-type: none"> - To discuss in small groups the rights and obligation of a citizen. The teacher will lead the collection of information and later pile it up. A list of documents on that subject will be established.
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Senior 2

Specific objectives	Contents	TEACHING ACTIVITIES
<ul style="list-style-type: none"> - To define the great periods of the history of Rwanda. - To describe the politico-administrative organization of the pre colonial and post-colonial periods. - To justify the role of the unity and patriotism in safeguarding the national sovereignty. - To criticize the social - economic structure of Rwanda throughout the 3 periods. - To identify some cases of gender inequality in the history of Rwanda. - To give examples of violation of the human right during those periods. - To demonstrate the efforts currently provided in favor of Gender and HR. - To contribute to the creation of Gender complement and the respect of the law, the HR and IHL. - To demonstrate the protection provided to a woman at the time of wars in the old Rwanda. - To point out misdeeds experienced during the monopoly of power. - To accept opposing debates. - To recognize the importance of the respect of human dignity. - To put forward measures to fight against ethnic and regional discrimination. - To highlight the role of the political parties in the fight against dictatorship. - To justify the importance of the patriotic 	<p>I. Political history of Rwanda.</p> <p>1. The pre colonial period</p> <p>a) The political organization</p> <ul style="list-style-type: none"> - Monarchy - Leadership (monopoly of power) <p>b) The sovereignty of Rwanda:</p> <ul style="list-style-type: none"> - Unity and Patriotism. <p>c) gender and the IHL in the pre colonial era</p> <p>2. The colonial period</p> <ul style="list-style-type: none"> - The politico-administrative organization (the role of the Church) - Socio-economic structures - Gender and the IHL in the colonial era (respect of human dignity). - End of monarchy (1959 events) <p>1.3. The post-colonial period</p> <ul style="list-style-type: none"> - Monopoly of power - Divisive politics - Installing dictatorship and impunity - Ethnic and regional discrimination - Fighting against dictatorship <ul style="list-style-type: none"> o political Parties o the war of liberation - Genocide <ul style="list-style-type: none"> o Definition o Preparation (roles of the media) 	<ul style="list-style-type: none"> - Through dialogue and with the notion that the students have on the history of Rwanda, it records positive values of the Rwandan culture which can contribute to safeguarding the unity of the people and national sovereignty, gender equality as well as the respect of human rights. - To discuss in small groups on gender and the DU-I during the 2 periods: pre colonial and colonial ones. - Through investigation or dialogue, lead the students to criticize, discuss and comment on the socio-economic structure of Rwanda throughout the 3 periods, on gender equality and respect of human rights and IHL. - Through discussion in small groups or an investigation towards experienced people and under the supervision of the teacher, the students will point out the consequences of genocide and of the conflicts. - Lead students to discuss the role of justice in general, the genocide, Criticism on the judicial structure and individual behavior in particular. - Guided by the teacher, the students

<p>spirit in the struggle for the national liberation.</p> <ul style="list-style-type: none"> - To distinguish Genocide from the other massive violations of the Human Rights. - To show the role of the media in the preparation and the execution of genocide. - To analyze information received objectively to avoid double standards. - To participate in the struggle for the respect of human rights and human dignity. - To point out the consequences of genocide. - To express interest in the protection of the Common goods and environment. - To carry out solidarity actions and mutual aid in conflict situations. - To identify victims of war and their protection by HR/ IHL - To explain the principles of good governance - To explain the reasons of installing the Government of National Union - To identify the legal instruments used by the Government of National Union. - To describe Official Institutions of the transitional government. - To contribute to the resolution of the problems generated by genocide - To show the importance of justice as a factor for peace and national unity. 	<ul style="list-style-type: none"> o Execution o Stopping genocide and the liberation of Rwandan people o Consequences of genocide (traumatism) <p>G) Government of National Unity</p> <ul style="list-style-type: none"> - Installation - Program of the government of the National Unity (Good governance, Unity and Reconciliation) - Legal Instruments (Arusha peace Agreement, fundamental law), official institutions of transition - The challenges to which the Government of National Unity faces: <ul style="list-style-type: none"> o impunity o ignorance and illiteracy o poverty o Insecurity o Deterioration of the environment - Strategies to fight against the above challenges: <ul style="list-style-type: none"> o participative justice o GACACA, ICTR <p>II. Factors for national independence</p> <ul style="list-style-type: none"> - Politics - Economy - Culture 	<p>themselves point out fields where they can play a significant role in the common struggle against any type of immorality.</p> <p>- To discuss in small groups on the factors of national independence</p>
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<ul style="list-style-type: none"> - To identify the sources of various types of conflicts and their consequences. - To analyze the various reactions vis-à-vis the conflicts. - To take part in the peaceful resolution of the conflicts. 	<p>III. Conflicts</p> <ul style="list-style-type: none"> - Types of conflicts - Sources of conflicts - HR and IHL in wars, victims, limiting, repressions of the violations of the wars... - Consequences of the conflicts - Reaction to the consequences of the conflicts - Peaceful resolution of the conflicts - Positive values <ul style="list-style-type: none"> o tolerance o reconciliation o unity o justice o culture of peace o democracy - Methods of peaceful resolution of the conflicts by mediation, the dialogue 	<ul style="list-style-type: none"> - Role drama on the resolution of conflict. The pupils will play a case depicting conflict resolution and to discuss on the individual role in the conflict and how to solve them. - To discuss in small groups on the positive values and how to integrate them in order to prevent conflicts.
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Senior 3

Specific Objectives	Contents	TEACHING ACTIVITIES
<ul style="list-style-type: none"> - To explain elementary concepts of political economy - To describe the relations between various factors of production - To distinguish the various methods of production. - To distinguish between the concept of capitalism and that of socialism - To give the characteristics of under development. - To compare the working methods in the traditional and modern society - To prove on the initiative and engagement of a work well done - To identify the advantages of a rational work 	<p>I Political Economy</p> <ul style="list-style-type: none"> - Basic concepts of the economy - Factors of production - Various types of production <ul style="list-style-type: none"> o development of productive forces o Production ratio (public, private?) - Concepts of capitalism and socialism <ul style="list-style-type: none"> o Characteristics o Advantages o Western capitalism o African socialism (case study of Nyerere) - Concept of underdevelopment - Concept of work <ul style="list-style-type: none"> o Work within traditional and modern societies o Towards the engagement of the work o Well done o Self-sufficiency o Advantages of collective work o Child labor (household, transport, military service...) <p>II Rwanda's Economy</p> <p>II. 1 Resources and the respective use</p> <p>1 Natural resources</p> <ul style="list-style-type: none"> - Land: rational underground soil 	<ul style="list-style-type: none"> - To explain the basic concepts of political economy while furnishing ourselves with vivid examples drawn from everyday life and in applying other available school materials. - With concrete examples, to distinguish the factors of production, various types of production as well as the concepts of capitalism and socialism. - For examples, to describe under development. - By illustrations lead the pupils to define work and make a comparison between work in the traditional society and that of modern society - To discuss in small groups on child labor and its consequences. - Through a study tour, make an exploration of certain Rwanda's natural resources and their respective. Up on returning, dialogue and discuss on how one can develop these natural resources for the national

<ul style="list-style-type: none"> - To explain the consequences of the population increase in the economic development of Rwanda. - To explain on the value and the functions of the currency. - To explain various strategies of economic revival of the country. - To play an active role in the economic revival. 	<p>management</p> <ul style="list-style-type: none"> - Water: rational exploitation of water and the prevention of water pollution - Flora and Fauna <p>1.2 Human resources</p> <ul style="list-style-type: none"> - Mobilization of human resources against social scourges - Capacity building <ul style="list-style-type: none"> o Use of media o Patriotism - Complementing (division of the labor, respect of any type of work) <ul style="list-style-type: none"> o Love of work - Population increase over human resources - The Rwandan currency (symbols, minting, devaluation, inflation...) - Domestic and external trade <p>III. The development plan</p> <ul style="list-style-type: none"> - Development of the capital - Distribution and sharing of the national wealth - Concept of national budget - Government measures to revive Rwanda's economy after genocide (R.R.A, privatization...) <p>IV Economic independence and co-operation</p> <ul style="list-style-type: none"> - Policy of economic self-reliance 	<p>sustainable development.</p> <ul style="list-style-type: none"> - In small groups, the students should discuss on human resources and the present scourges and the means of fighting against them. - With many examples, the students will give explanation on capacity building in order to achieve sustainable development. - Through a case study, discuss its influence on population rise over the country's economy. - From what the students have acquired or by other illustrations, lead them to give explanation on the value of the Rwandan currency. - Through group discussions or investigations towards resourceful persons or by examples drawn from everyday life,
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<ul style="list-style-type: none"> - To analyze information and its reliability. - To explain the importance of education in the nation's sustainable development. 	<p>VIII. Objective Analysis of information and facts</p> <ul style="list-style-type: none"> - Definition - Object of analysis <ul style="list-style-type: none"> o Objectivity o critical analysis - Information analysis <p>IX. Education</p> <ul style="list-style-type: none"> - Definition and object - Forms of education <ul style="list-style-type: none"> o Formal education (+ special education) o Informal education - Role of education in the construction of a nation - Role of education in the social, economic and political development 	<ul style="list-style-type: none"> - In an opened debate, help the students to analyze various sources of information. - By a case study or illustrations, allow the students to explain on education, its forms as well as its role in the social, political and economic development of the country.
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POLITICAL EDUCATION CURRICULUM FOR ADVANCED LEVEL

INTRODUCTION

Political education program in the advanced level of secondary education is a continuity of the program from the Ordinary Level.

This course must allow the student to better understand his country and the international community as a whole.

The student will be prepared to actively take part in the development of his country. It is in this spirit that he will be engaged in contribution with other Rwandans to face the challenges of the country. It is also within this framework that this course of political education must promote the values of peace, reconciliation, respect of human rights, the sense of responsibility, of respect of human rights, critical analysis and the objective perception of the social, economic and political conditions, which will in the future support our society.

GENERAL GUIDELINES

The lesson in political education for the advanced level aims at:

- Integrating the student by instilling in him human and patriotic values.
- Forming his critical analysis.
- Mobilizing for the protection of human rights and for a State of law in order to abolish completely the culture of impunity and violence
- Developing a man whose spirit is free from the tendency of dependence and who is ready to involve himself in basic activities for his own benefit and that of his country.
- Endowing him with aptitude that allows him to be integrated harmoniously in a perpetual changing world.

GENERAL OBJECTIVES

1. To contribute to the rehabilitation of the national unity;
2. To develop and consolidate patriotic spirit in Rwanda and elsewhere;
3. To analyze Rwanda's politico- administrative structures and their evolution in due course;
4. To contribute to the explanation gender existence in the development process of the country;
5. To inculcate to the Rwandan citizen of tomorrow the "noble " character of the human rights and of the International Humanitarian Law;
6. To take part in the fight against the HIV/AIDS in Rwanda and elsewhere;
7. To describe the process of revolution and the role of the movements that fought for independence;
8. To explain the problems of independent Africa and its politico-administrative organizations;
9. To recognize the failures and the existence of international politico-financial organizations;
10. To let the students understand the :
 - * Concept and contents of underdevelopment;
 - * Underdevelopment and population;
 - * Underdevelopment and the quality-work, a sense of entrepreneurship.

Senior 4

objectives Specific	Contents	Methodological Remarks
<ul style="list-style-type: none"> - To identify the elements those are conducive to the National Unity. - To analyze the challenges of national unity and reconciliation. - To propose remedies for obstacles within the national unity. 	<p>I. National unity</p> <ol style="list-style-type: none"> 1. Elements that are favorable to the National Unity and the Reconciliation <ul style="list-style-type: none"> • The national language • The same territory • Values of the Rwandan culture • National institutions for the Unity and Reconciliation • Good governance • Humans rights • Human dignity • Social justice 2. Obstacles within the national unity: <ul style="list-style-type: none"> • Discrimination (Nepotism, ethnicity, regionalism, politics of exclusion) • Bad leadership • Ignorance and poverty • Illiteracy • Individualism 3. Remedies: <ul style="list-style-type: none"> - creation of ad hoc commissions; - Political, social and economic mobilization for the wellbeing of the population. 	<ul style="list-style-type: none"> - In small groups, the teacher will help the students to express themselves on all these prerequisites and obstacles... - To help the students to make an inventory of all existing measures and strategies set up by the State to re-improve on positive aspects of our culture (established institutions, national Education policy and its priorities, decentralization process,.....)

<ul style="list-style-type: none"> - To discuss on favorable conditions in national reconciliation - To express favorable behavior in the reconciliation for a lasting peace. - To express a behavior reflecting the respect of positives values within Rwandan culture - To explain the causes of moral degeneration - To justify the role of the individual, family, society, religious beliefs, and that of the State in moral rehabilitation and in the promotion of dignity towards human beings. - To establish a spirit of patriotism - To demonstrate patriotic behavior 	<p>II. National Reconciliation</p> <ol style="list-style-type: none"> 1. Requirements for national reconciliation :Peace, justice, good governance, consent, request for forgiveness, forgiving... 2. Need for national reconciliation as a prerequisite for national development <p>III Moral rehabilitation</p> <ol style="list-style-type: none"> 1. Values in the Rwandan culture 2. Moral degeneration in Rwanda <ul style="list-style-type: none"> - Causes - Consequences 3. The moral rehabilitation in Rwanda <ul style="list-style-type: none"> - The role of the individual - The role of the family and society - The role of religious beliefs - The role of State - The role of national NGOs: - (Inteko Izirikana, (PROFEMMES /TWESE HAMWE) <p>IV. Patriotism</p> <ol style="list-style-type: none"> 1. Definition and characteristics 2. Rwandan patriotism 3. Some historical figures (heroes) 	<p>In small groups, the students will sum up various consequences of the genocide, state the partners of moral rehabilitation, identify themselves with the role of each partner in this common struggle</p>
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<ul style="list-style-type: none"> - To identify politico-administrative structures of Rwanda - To take part in the good functioning of politico-administrative structures - To explain the concept "Gender" - To show the need for gender complement. - To explain the role of gender in development - To contribute to the promotion of gender - To explain the importance of new technologies - To identify the applicability of these technologies - To furnish oneself with the new technologies in one's daily life. - To identify measures for the protection of Human Rights - To identify protection mechanisms of 	<p>III. Rwanda's Politico-administrative structures</p> <ol style="list-style-type: none"> 1. politico-administrative structures 2. Three (3) administrative powers and their functioning in Rwanda. - Importance of the separation of powers (executive, judiciary and legislative) 3. Mission and functioning of some public institutions <p>VI Gender and development</p> <ol style="list-style-type: none"> 1. Definition 2. Origins of gender inequality 3. Gender Complement 4. Gender and economy 5. Gender and socio-political development <p>VII New technologies</p> <ol style="list-style-type: none"> 1. Definition 2. Examples and applicability 3. Importance <p>VIII. Protection Human Rights and the International Humanitarian law</p> <ol style="list-style-type: none"> 1. National, regional and international measures of protection of humans right (conventions, declarations, pacts) 	<ul style="list-style-type: none"> - In analyzing the current structures in the country, the teacher will help the students to understand the concept of decentralization and its impacts on the social and economic life of the population - The teacher will help the students to make inventory of fields where Gender concept made progress at most. - To discuss the important role of technology in the current globalization process
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<p>human rights and International Rights</p> <ul style="list-style-type: none"> - To play an active role in the promotion and protection of human rights and International Humanitarian Rights - To explain the impact of the HIV/AIDS and of STD on the company - To take part has the fight against the scourge of VIH/ AIDS and STD - To fight against stigmatization - To assist the victims of HIV/ AIDS 	<ol style="list-style-type: none"> 2. Mechanisms of protection of the humans rights and of the International Humanitarian Law in Rwanda 3. The role of youth in the promotion and the protection of the human rights as well as the International Humanitarian Law <p>IX. Impact of HIV/AIDS and STD on political and socio-economic life of the country</p> <ol style="list-style-type: none"> 1. Impact of the HIV/AIDS on: <ul style="list-style-type: none"> o Rwanda o Africa 2. HIV/AIDS -STD and Human Right 3 Assistance Strategies to the victims 	<ul style="list-style-type: none"> - By a set of questions and answers the students will work out a list of national and international organizations engaged in the fight against the violations of Human rights and impunity in Rwanda - In small groups the students will show the relationship between HIV and ignorance and between HIV and poverty. - To explain why the young people are the most exposed
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Senior 5

Specific Objectives	Contents	Methodological Remarks
<ul style="list-style-type: none"> - To analyze the political and socio-economic organization in pre-colonial and colonial Africa - To point out some concrete cases of unity, patriotism and of violation of the rights of human being - To identify the characteristics of a Revolution. - To explain the role of some freedom <ul style="list-style-type: none"> o movements in Africa in the regaining o Sovereignty. - To give an opinion on the deeds of liberation heroes of Africa - To criticize the way in which Rwanda achieved its independence. - To explain the Pan-Africanism. - To recognize the role of Pan-Africanism in decolonization. - To show the role of the Pan-Africanism in the promotion of African Union - To explain the role of slavery in cultural rebirth of the black man and his contribution within the global culture. 	<p>I. AFRICA BEFORE INDIPENNCE</p> <p>1. Political and socio-economic organizations in Africa :</p> <ul style="list-style-type: none"> - Pre-Colonial Africa. - Colonial Africa <p>2. Revolution and Liberation movements:</p> <ul style="list-style-type: none"> - Concept of revolution - Types of revolution - Liberation Movements <ul style="list-style-type: none"> o Pan - Africanism and its role in decolonization. o .Definition of the Pan-Africanism o Role of Negritude o Some freedom movements <ul style="list-style-type: none"> - FLN Algeria - C.P.P.(Convention Peoples Party) Ghana. - T.A.N.U. (Tanzania) - M.N.C.L (Republic Democratic of Congo) - FRELIMO (Mozambique) - SWAPO (Namibia) - Case of Rwanda. 	<ul style="list-style-type: none"> - With examples from some of the countries of lead the pupils to analyze the political and socio-economic organization of pre-colonial and colonial Africa. - With sufficient teaching aids, explain the concept liberation and among the most known, give names of some independence movements - In small groups, to discuss the role of Pan -Africanism in decolonization - In small groups, discuss the way in which Rwanda achieved its independence - Through questions and answers, find out the causes and consequences of some wars of liberation.

<ul style="list-style-type: none"> - To develop the pride of belonging to Africa - To give the causes of the political and economic problems of independent Africa. - To analyze the social problems of Africa - To propose solutions to these problems. - To explain neo-colonialism. - To compare colonialism with neo colonialism in Africa - To show the role of neo - colonialism in the conflicts of the countries of the Great Lakes. - To justify the creation of I' O.A.U - To propose measures to be taken for the promotion of the African Union. - To explain the concept of democracy. - To analyze in general the functioning of political parties in Africa and Rwanda in particular. 	<p>II. INDEPENDENT AFRICA</p> <ol style="list-style-type: none"> 1. Political and economic problems. <ul style="list-style-type: none"> - Neo-colonialism and its misdeeds. Case study of the great lakes 2. Social problems 3. Political and economic organizations 4. Example of Political organizations O.U.A. <ul style="list-style-type: none"> - Origin and objectives - positive Results and weaknesses - African Charter of the rights of man 5. Political democracy and parties in Africa <ul style="list-style-type: none"> - Democracy (concept) - Political parties and their functions. - Monopartism - Monopartism in Africa, Case study of Rwanda - Multipartism - Multipartism in Africa - Case study of Rwanda 	<ul style="list-style-type: none"> - By an open debate, discuss Social, political and economic problems of independent Africa and the concept of Neocolonialism. - Using a sufficient teaching aids, describe the political and economic organizations of Africa. - Within discussions , allow the students to point out strong and weak points of political and economic organizations of Africa. - In a guided discussion on the topic of democracy, show its evolution on positive and negative impacts. Positive and negative impacts on Multipartism. Case of the Monopartism.
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<ul style="list-style-type: none"> - To give the causes and the consequences of some wars of liberation. - To recognize the importance of the respect of human life and dignity of persons at the time of war of liberation. - To explain the causes and the characteristics of cold war. - To determine the impact of the cold war on the African continent and on Rwanda. - To analyze the dynamics of the international politics and their consequences on Africa in general and on Rwanda in particular - To identify the consequences of wars on the social and economic development of the region and of the country in particular. - To show the importance of the respect of human life and of the dignity of civilian people and those found outside the conflict at the time of war. 	<p>6. War of liberation.</p> <ul style="list-style-type: none"> - Definition. - Causes and consequences - HR& IHL and the war of liberation. - Victims of the war - Some wars of liberation: <ul style="list-style-type: none"> - South Africa - Rwanda <p>III. THE DYNAMICS OF THE INTERNATIONAL POLITICS AND ITS IMPACT ON AFRICA</p> <p>1. Cold war:</p> <ul style="list-style-type: none"> - Origin - characteristics - management - Impact on Africa and Rwanda <p>2. Regional wars case study of Central Africa.</p> <ul style="list-style-type: none"> - Causes and consequences of wars in central Africa - Protection granted by the HR and IHL to the victims of conflicts, (Refugees, displaced people, prisoners of war...) - Demonstration against violations of HR and IHL at the international level 	<ul style="list-style-type: none"> - Application: factors for or against Multipartism or Monopartism - To gather obtained elements and make a summarized synthesis. - In a guided discussion on the topic related to matters pertaining to political dynamics and its impacts on Africa and Rwanda. - To give work in groups on the causes and consequences of wars in central Africa. - To discuss the behavior of fighters in comparison with the people who have not involved in hostilities as well as setting up means to ensure protection and to restore justice. - To make a sampling. (With some photographs of the victims for proper illustration)
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<ul style="list-style-type: none"> - To point out the impact of disintegration of USSR and emergence of unpopular world on the African continent and on Rwanda in particular. - To discuss the role of the U.N.O and of its organizations in the socio-economic development of Africa. - To take an active part in programs initiated by the United Nation organizations in its environment. - To discuss the types of assistance and the credit from the World Bank and I.M.F to developing countries. - To show how UNO intervenes in matters related to the fight against AIDS, promotion of gender and environmental protection. - To distinguish the World Bank from International Monetary Funds (I.M.F) - To explain the role of the financial institutions in the development of Africa. 	<p>3. The disintegration of the USSR and the emergence of unpopular world</p> <p>IV. IMPLICATIONS OF INTERNATIONAL CO-OPERATION ON AFRICA</p> <p>1. The system of the United Nations</p> <p>1.1. The U.N.O :</p> <ul style="list-style-type: none"> - Origin, objectives and functions - United Nations Agencies: UNDP, UNICEF, UNHCR, UNESCO, UNFPA, WFP, UNAIDS, UNIFEM, AFO, UNEP etc. <ul style="list-style-type: none"> • The role of UNO in the: <ul style="list-style-type: none"> - Fight against AIDS, - Gender Emancipation - Environmental protection - Results and weaknesses <p>1.2.International financial institutions:</p> <ul style="list-style-type: none"> - The World Bank - The International Monetary Funds (I.M.F) - Their role in developing countries with particular references in Africa. 	<ul style="list-style-type: none"> - With some questions, ask the student to give all that they know about the disintegration of the USSR and the impact on Africa in general and on Rwanda in particular. - Fill in or correct the answers received. - With supporting examples, establish a comparison between the World Bank and the I.M.F. - In small groups, discover the types of assistance and credit of the World Bank and I.M.F. towards developing countries.
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<ul style="list-style-type: none"> - To explain the North – South and south – south co-operation. - To identify the role of co-operations in social, economic and political development. - To appreciate the co-operation of politico-economic organizations (Common wealth, Francophonie...) with Africa. - To identify the role of NGO in social, economic and political development - To define the concept of "globalization". - To show the impact of globalization on African countries. - To give the position of Africa verses globalization. - To justify the creation of AU and that of NEPAD. 	<p>1.3. North –South and South - South cooperation</p> <ul style="list-style-type: none"> • North – South Co-operation: <ul style="list-style-type: none"> - The Commonwealth - Francophony - European Union I A.C.P. • The South-South cooperation: <ul style="list-style-type: none"> - Economic Commission for Africa. - COMESA - ADB,CEEAC - East African community - NEPAD - CEDEAO - the role of these co-operations • International NGO and institutions <ul style="list-style-type: none"> - CARITAS - ICR C - SAVE the Children - S.O.S - USAID - GTZ - OXFAM - the role of the NGO in social, political and economic development • The position of Africa in the new world order <ul style="list-style-type: none"> - Impact of globalization on African countries - A.U(African Union) and NEPAD - Origins and objectives - Functions - Rwanda in the new world order 	<ul style="list-style-type: none"> - Through group work, discuss the impact of co-operation and globalization on social, economic and political development. - Group discussion on the relevance of NGO within the development of a country. - Discuss in groups about existence of the AU and of NEPAD - To point out for one part the benefits and for the other the shortcomings of African associations on the development of Rwanda in particular.
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Senior 6

Specific Objectives	Contents	Methodological Remarks
<ul style="list-style-type: none"> - To determine the characteristics of under development - To identify some causes and consequences of under development 	<p>I. UNDER DEVELOPEMEN T</p> <p>1. Concept</p> <p>2. Characteristics</p> <ul style="list-style-type: none"> - Food insufficiency - Limited and incomplete industrialization - Neglected or wasted resources - Poor national product per capita - The ratio of unemployment and under employment - Social inequalities - Illiteracy, mass diseases and high infant mortality - Population explosion - Economic dependence - Problem awareness <p>3. Causes</p> <p>a. Exogenous</p> <ul style="list-style-type: none"> - Slavery - Colonization and imperialism (causes, justification and consequences) - Manipulation - Neocolonialism and its repercussions <p>b. Endogenous</p> <ul style="list-style-type: none"> - Primitive accumulation of capital - Poor exploitation of the resources 	<ul style="list-style-type: none"> - Discussion in small groups and have joint conclusions of debates on various developed topics. Focus on Rwanda - In small groups, help the students to discover for themselves the characteristics of under development in Rwanda and to identify strategies opted order to eradicate poverty (vision 20 20). - For the case of Rwanda : see poverty reduction program

<ul style="list-style-type: none"> - To analyze some consequences of under development. - To propose some remedies to fight under-development; - To sensitize the mass on the validity of education. - To adhere to the positive changes. - To fight idleness, begging and parasitism. - To demonstrate the behavior of a responsible citizen. 	<ul style="list-style-type: none"> - Civil wars - Bad leadership - Mentality & Beliefs <p>4. Consequences of under-development</p> <ul style="list-style-type: none"> - Poor social, health, and economic indicators - Degradation of environment - Brain drain - Chronic debt - Parasitism <p>5. Remedies</p> <ul style="list-style-type: none"> - Education <ul style="list-style-type: none"> o Formal education o Informal education o Mass mobilization o Rwanda in the fight against under-development - Good governance - Unity and political stability - Democracy - Rational management - Patriotism - Participative development - Environmental protection - Love of work - Development of rural areas 	<ul style="list-style-type: none"> - The teacher will help the student appreciate what has already been done by the current government (after genocide) withy precise examples and must have lived them - Discussion in small groups on the impact of population growth and on socio-economic and environmental development of Rwanda.
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<ul style="list-style-type: none"> - To analyze the demographic trends in Rwanda 	<p>II POPULATION IMPACT ON SOCIO -- ECONOMIC DEVELOPMENT OF RWANDA.</p> <p>1. Demographic situation in Rwanda</p> <ul style="list-style-type: none"> - Density - Determinants of demographic evolution (birthrate, mortality, space mobility) <p>2. Population Impact on socio-economic and environmental development of Rwanda</p> <p>2.1 Social plan</p> <ul style="list-style-type: none"> - Lack of basic infrastructure - juvenile Delinquency - Social conflicts - Poor children's family education - Negligence of child's rights in general and of a girl in particular (education, health, etc.) - Promiscuity <p>2.2 Economic plan</p> <ul style="list-style-type: none"> - Insufficient land - Rural-urban migration - Poverty - Unemployment - Poor economy - Weak purchasing power <p>2 3. Environmental Plan</p> <ul style="list-style-type: none"> - Environmental destruction: pollution, erosion, deforestation 	<ul style="list-style-type: none"> - By means of questions and answers the teacher will help the students to distinguish causes and effects between environment and economic and social development of a country. - Through brain storming, the students will comment on the concept of work, type, quality, quantity and the cost of the efforts applied in it as well as the equality provision in that work.
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- To show the importance of the tax and other taxes.	-Income tax and other taxes - Definition - Types - Importance	- In group- debates, the students will discuss on the importance and the need of savings, income tax and other various taxes.
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IV. EVALUATION APPROACH

In addition to brief interrogations and evaluations that should be later multiplied, it is worthwhile to carry out intensive research tasks, which as much as possible will be presented in class, discussed and marked and rated if necessary.

V. IMPORTANT FACTORS

The previously proposed methodological approach does not exclude the teacher's knowledge. However, the new skill we want to transmit to the students will only be integrated into their life, thanks to the participative approach based on dialogue and the communicative training.

The teacher who will exempt this course must present enough proof and preferably university training to be able to tackle all subjects within this program.

VI. TEACHING AIDS.

The list of teaching aid must include geographical and historical maps, the posters, photographs,...

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