

SOCIAL STUDIES

TUTOR'S GUIDE

FOR TTC

Year

3

OPTION:

SME & LE

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FOREWORD

Dear Tutor,

Rwanda Education Board is pleased to present Foundations of Education tutor's guide for Year Three. It was designed based on the Year Three Student Book to serve as a guide to teaching and learning of Foundations of Education subject in TTCs. The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate the learning process. Many factors influence what student teachers learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies, and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers.

With your help, student teachers will gain professional skills, attitudes and values that are required for every teacher as educator, a guide, an organizer, a facilitator, innovator, and researcher, reflective practitioner who is able to implement the CBC in pre-primary and primary education.

This contrasts with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills, values and attitudes by the learner, where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

As a Tutor, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Explain different concepts for clear understanding of the content.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.
- Create more learning and assessment activities in supplement of those provided in the student book.

To facilitate you in your teaching activities, the content of this tutor's guide is self-explanatory so that you can easily use it. It is divided into 3 parts:

- The part 1: Explains the structure of this book and gives you methodological guidance;
- The part 2: Gives a sample lesson plan as reference for your lesson planning process;
- The part 3: Provides guidance on teaching for each lesson.

Even though this tutor's guide contains the answers for all activities given in the student- teacher's book, you are requested to work through each question and activity before judging student's findings.

I wish to sincerely appreciate all people who contributed towards the development of this tutor's guide, particularly REB staff who organized the whole process from its inception. Special gratitude goes to the lecturers and teachers, staff from Development Partners who diligently worked for the successful completion of this guide. Any comment or contribution would be welcome for the improvement of this Tutor's guide for the next edition.

Dr. NDAYAMBAJE Irénée

Director General of Rwanda Education Board

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Joan MURUNGI,

Head of Curriculum, Teaching and Learning Resources Department

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PRESENTATION OF THE TUTOR'S GUIDE

PART I. GENERAL INTRODUCTION

1.0. Introduction

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

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

1.1. The structure of the guide

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

Overall structure

The whole guide has three main parts as follows:

Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for student teachers with special educational needs, active methods and techniques of teaching Social Studies in Science and Mathematics Education & Languages Education and guidance on assessment.

Part II: Sample lesson plan

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

Social Studies Lesson plan

Schoolname:

Tutor'sname:

Term :	Date:	Subject	Class	Unit No	Lesson Number	Duration	Timing	Class size
.....	.../.../...	Social Studies for SME/LE	Year 3 SME/LE	3.6.	2/5	40min/...
Types/category/number of special Educational need to be catered for in this lesson.			1 student teacher with slight hearing impairment					
Unit title	Economic activities in Rwanda-Tourism in Rwanda							
Key Unit Competence	The student-teacher should be able to investigate the impact of tourism on the sustainable development of Rwanda.							
Title of the lesson	Major tourist attractions in Rwanda							
Instructional Objective	In small groups, student teachers will be able to state at least 5 major tourist attractions in Rwanda perfectly.							
Plan for this class	In the smart classroom							
Learning materials	Map of Rwanda, Videos, computer, tablet, projector, loud speaker, photographs							
References	Twinomugisha N.K.(2013) <i>Geography of Rwanda for secondary Schools Year 3</i> , Kigali, page 170							

Timing for eachstep	Brief description of teaching and learning activities		Generic competences and cross-cutting issues to be addressed + short explanations
	By using computers connected to internet, student teachers in pairs conduct a search on tourist attractions in Rwanda and state the major ones. Thereafter, briefly tutor samples out some groups for presentation in class by using projector. The audience will comment and ask questions where necessary. Tutor will facilitate student teachers to conclude by harmonizing their views or findings.		
	Tutor's Activities	Student teachers' activities	
Introduction 5 minutes :	<ul style="list-style-type: none"> -To present student teachers with Rwanda_Tourism_Video(1) -To ask questions about the Video Q.1. what did you see in the video? -To announce the topic -Topic: Major tourist attractions in Rwanda -To share learning objectives 	<ul style="list-style-type: none"> -To observe the video -To answer to tutor's questions -Answer: We saw tourist attractions of Rwanda like gorillas, mountains, etc. -To discover the new lesson -To follow the topic -To share learning objectives 	<p>cross-cutting issue :</p> <p>Gender education: both boys and girls will be enabled to exploit their full potential and talents without any discrimination</p> <p>Inclusive education: the tutor will speak loudly to include the student teacher with hearing impairment</p>

<p>Development of the lesson: 30 minutes</p> <p>Analysis</p>	<p>-To form pair groups</p> <p>-To provide topics for discussion</p> <p>Topic: Research on Rwanda tourist attractions.</p> <p>-To give instructions</p> <p>-To move around</p> <p>-To request students present group findings on projector</p> <p>-To give added comments</p>	<p>-To make/form pair groups for research</p> <p>-To get topic in small groups for research</p> <p>-To get instructions</p> <p>-To share ideas about the Provided topics</p> <p>-To present group findings via projector</p> <p>Sample of Rwanda tourist attractions:</p> <p>Hippos, Rusumo waterfall, Volcanoes, hot springs, canopy walk, Rubavu beach, Lake Kivu, Musanze caves, Chimpanzees, the burial place of the traditional kings and Ndabaetc</p> <p>- To react and comment on their work</p> <p>-To ask questions</p> <p>-To follow tutor's added comments</p> <p>-To answer to tutor's questions</p> <p>Answer:<i>e.g. Volcanoes in northern province</i></p>	<p>Generic competences :</p> <p>Critical thinking through group work discussion student teachers will think critically</p> <p>Communication will be developed through presentation of group findings</p> <p>Research and problem solving</p> <p>Through observation of photos on internet, learners are making research</p>
<p>Synthesis</p>	<p>-To ask series of questions summarising the lesson E.g.</p> <p>Q. state and locate Rwanda tourist attractions</p> <p>Q. Explain any 2 causes and effects of the 1st WW.</p>	<p>Summary of the lesson:</p> <p>Rwanda is blessed with a wide range of tourist attractions like mountains and hills. Therefore Rwanda is called "a land of thousand hills"</p>	<p>PVE :through group work activities peace will be developed by respecting ideas of one another.</p>

Evaluation 5 minutes	-To help students to summarize the lesson -To ask questions for evaluation Q.state any 5 Rwanda tourist attractions	-To answer to evaluation questions Sample of possible Answers: <i>Refer to the learning activity above.</i>	Generic competences Critical thinking: through answering questions student teachers will develop critical thinking.
Tutor's self evaluation	In reference to the teaching aids used, questions asked and answers provided by student teachers, student teachers' activities done compared to their performance, tutor can conclude that the objectives of the lesson have been achieved.		

Part III: Unit development

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

Structure of a unit

Each unit is made of the following sections:

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

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

Cross-cutting issues to be addressed.

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

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

Guidance on the introductory activity:

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

Note that student teachers may not be able to find the right solution, but they are invited to predict possible solutions or answers. Solutions are provided by student teachers gradually through discovery activities organized at the beginning of lessons or during the lesson.

List of lessons/sub-heading

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

End of each unit

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

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

Structure of each-sub heading

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

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

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

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

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

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

1.2. Methodological guidance

1.2.1. Developing competences

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

This called for changing the way of learning by shifting from teacher centered to a learner-centered approach. Tutors are not only responsible for knowledge transfer but also for fostering student teacher's learning achievement and creating safe and supportive learning environment. It implies also that a student teacher has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what student teacher can do rather than what student teachers know. Student teachers develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The student teacher is evaluated against set standards to achieve before moving on.

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

Below are examples of how generic competences can be developed in the subject of Social Studies in the option of Science and Mathematics Education & Languages Education.

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

1.2.2. Addressing cross-cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. There are eight cross cutting issues identified in the national curriculum framework.

Some cross-cutting issues may seem specific to particular learning areas/ subjects but the tutor need to address all of them whenever an opportunity arises. In addition, student teachers should always be given an opportunity during the learning process to address these crosscutting issues both within and out of the classroom.

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

- **Gender education:** Remind student teachers that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing with contracts or resolving conflicts. People's opinion of gender roles should not deny or hinder one's right or responsibilities to meet his or her contractual obligations while teaching Social Studies.
- **Environment and sustainability:** During the teaching of Social Studies, student teachers need to acknowledge the importance of protecting the environment in which we live in. So, throughout the unit/lesson there is need to appreciate and take great care for environment as it is paramount.
- **Inclusive education:** Student teachers need to realize that universal laws do not discriminate as they apply to all regardless of social, economic, political, physical background. Emphasis should be on how we all have the same rights. During the lessons of Social Studies, student teachers may discuss and appreciate the need for citizens' duties and state's obligations and responsibilities in the development of the country.
- **Peace and Values:** Right before the lesson begins; there are quite a lot of opportunities for tutors to promote peace and values among student teachers. Being punctual for activities (time management), involvement in various activities (teamwork), keeping together their school environment clean (responsibility), greeting one another are among such opportunities (empathy).

In a lesson, encourage student teachers to greet one another, create a conducive learning environment, clean the chalkboard, and arrange the classroom, books, class work, among others. Also, in case of conflicts within a lesson, take time to address the conflicts and discuss with student teachers the need to resolve conflicts amicably. You may also give student teachers an opportunity to participate in conflict resolution and decision making.

- **Comprehensive sexuality education (HIV/AIDS, STI, Family planning, Gender equality and reproductive health):** During the lessons/activities, student teachers should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning, gender equality and reproductive health. Student teachers should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the student teachers both in and outside of the class.

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

1.2.3 Attention to special educational needs and inclusive education

In the classroom, student teachers learn in different way depending to their learning pace, needs or any other special problem they might have. However, a tutor has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning need of each student teacher in the classroom. Also, tutors need to understand that student teachers with special needs; need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the unit and the nature of the lesson.

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

- Remember that student teachers learn in different ways so they have to offer a variety of activities. For example, role-play, music and singing, word games and quizzes, and outdoor activities.
- Maintain an organized classroom and limits distraction. This will help student teachers with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each student teacher.

Some student teachers process information and learn more slowly than others.

- Break down instructions into smaller, manageable tasks. Student teachers with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a student teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy.
- Use multi-sensory strategies. As all student teachers learn in different ways, it is important to make every lesson as multi-sensory as possible. Student teachers with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student teacher is unique with different needs and that should be handled differently.

Strategy to help a student teacher with developmental impairment:

- Use simple words and sentences when giving instructions.
- Use real objects that the learner can feel and handle; rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.
- Gradually give the student teacher less help.
- Let the student teacher work in the same group with those without disability.

Strategy to help a student teacher with visual impairment:

- Help student teachers to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.

- If the student teacher has some sight difficulties, ask them what they can see.
- Make sure the student teacher has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that student teachers work in pairs or groups whenever possible

Strategy to help a student teacher with hearing impairment:

- Always get the student teacher's attention before you begin to speak.
- Encourage the student teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help student teachers with physical disabilities or mobility difficulties:

- Adapt activities so that student teachers who use wheelchairs or other mobility aids can participate. Ask parents/caregivers to assist with adapting furniture e.g. The height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs or wheelchair under.
- Encourage peer support
- Get advice from parents or a health professional about assistive devices

Adaptation of assessment strategies

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

1.2.4. Guidance on assessment

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

It is used to:

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

Types of Assessment

Assessment for learning (Continuous/ formative assessment)

Assessment for learning is often called formative assessment and is assessment that gathers data and evidence about student teachers' learning during the learning process. It enables you to see where student teachers are having problems and to give immediate feedback, which will help your student teachers learn better. It also helps you plan your lessons to make student teacher learning, and you're teaching more effective. Often it is informal and student teachers can mark their own work or their friends. An example is a quick class quiz to see if student teachers remember the important points of the previous lesson.

- **Assessment of learning (Summative assessment):** Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

Assessing Social Studies units

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

When you set a task, make sure that:

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

Feedback

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

Feedback should be:

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

Feedback can be:

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

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

Tests

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

Tests assist student teachers learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student teachers' progress than one long test. It is extremely important that tests are marked and that student teachers are given feedback on their performance.

There are many different types of tests. Tests should be designed to find out what student teachers know and about the development of thinking processes

and skills. Open questions provide more detailed information about achievement than a question to which there is only one answer.

Principles of designing classroom tests

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

- Student teachers need to understand the purpose and value of the test
- The test must assess intended outcomes
- Clear directions must be given for each section of the test
- The questions should vary from simple to complex
- Marks should be awarded for each section
- The question types (true/false, full-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

Tests should:

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

Tutor assessment

Assessment is a continuous process. You should:

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

Self-assessment and peer assessment

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

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

Self and peer assessment:

- Continue the learning cycle by making assessment part of learning
- Shows student teachers their strengths and areas where they need to improve
- Engages student teachers actively in the assessment process
- Enables student teachers to be responsible for the learning

Helps student teachers to understand the assessment criteria and performance standards

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

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

(Active Learning Credo statement by Silberman 1996)

In support of this are the findings that we remember:

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

A student-centered approach to learning

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

The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; instructional materials available; the physical/sitting arrangement of the classroom, individual student teacher's needs, abilities and learning styles.

Teaching and learning strategies

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

You need to engage student teachers directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas

Teaching strategies include:

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

Build

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

Practice

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

Present

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

i. Use of Present Boards and Portfolios during Skills Lab

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

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

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

ii. Relationship between Portfolios and Present Boards

What is a Student Portfolio?

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

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

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

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

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

1.2.7. Steps for a lesson in active learning approach

Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that student teachers are involved in the learning process. Below are those main part and their small steps.

1) Introduction.

Introduction is a part where the tutor makes connection between the previous and current lesson through appropriate techniques. The tutor opens short discussions to encourage student teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

Development of the new lesson

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

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

Discovery activity/prediction

Step 1

- The tutor discusses with student teachers to take responsibility of their learning
- He/she distributes the task/activity, necessary resources and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The tutor let the student teachers work collaboratively on the task.
- During this period the tutor refrains to intervene directly in the working of activity or results/findings of the task
- He/she then monitors how the student teachers are progressing towards the results, output, results, and expectations knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

Presentation of student teachers' productions

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

Institutionalization (summary/conclusion and examples)

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

Exercises/Application activities

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Tutor guides student teachers to make the connection of what they learnt to real life situations. At this level, the role of tutor is to monitor the fixation

of process and product/object being learned.

3) Assessment

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

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

1.2.8. Template of a lesson plan in active learning approach

LESSON PLAN

School Name: Tutor's name:

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Duration	Class size

Type of Special Educational Needs to be catered for in this lesson and number of learners in each category

Unit title

Key Unit

Competence

Title of the lesson

Instructional Objective

Plan for this Class
(location: in / outside)

Learning Materials
(for all student teachers)

References

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

UNIT 1

AFRICAN NATIONALISM AND THE ACQUISITION OF INDEPENDENCE

1.1. Key Unit competence:

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

1.2. Prerequisite (knowledge, skills, attitudes and values)

The student-teachers are expected to have mastered the content of unit 5 of S3, where they studied Causes of Decolonisation in Africa with Case Studies of Ghana and Kenya. This unit of senior three greatly provides strong foundation that student-teachers can use to understand better the content of this Unit 1 of Year three.

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

- Causes of African colonization
- Colonial economic policies
- Colonial administrative policies
- Impacts of colonization on Africa
- Decolonization in Africa

These already acquired knowledge, skills, attitudes and values should be used by the tutor to conduct diagnostic assessment as a way of measuring each student-teacher's abilities.

1.3. Cross-cutting issues to be addressed

- **Gender Education:** both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.
- Financial Education can be integrated in learning activities when studying the causes of nationalism in Africa. For example, the tutor can remind his /her student-teachers using typical examples on how economic policy of cash crops growing, mining and legitimate trade ended up by helping

Africans to generate money through mining, cash crops growing, legitimate trade and transport activities until now.

- **Inclusive education:** care must be given to all student-teachers including special education needs cases. All student-teachers should be given a quality and equitable education that meets their basic learning needs and caters for the diversity of their backgrounds and abilities. It can be integrated in classroom situation where tutor pays attention on student-teachers with special needs such as student-teachers with physical disabilities, hearing disabilities or communication difficulties and visual impairment. For the student-teachers with physical disabilities, the tutor will refer to video clip, or bringing some samples in classroom. For student-teachers with hearing disabilities or communication difficulties, in different learning activities the tutor will use enough illustrations, photos and sign languages where possible. For student-teachers with visual impairment, the tutor will help them to use their other senses like hearing and touch because these senses can help them to play and carry out learning activities thus promoting their learning and development. This cross-cutting issue can be integrated in all lessons.
- **Peace and values education:** can be integrated using the classroom situation, games and group discussions where student-teachers socialize and develop some values like sharing, honesty, cooperation, respect, etc. Furthermore, the violation of human rights during colonisation of Africa should be condemned and people should fight for their rights as African nationalists did.
- **Genocide studies:** with this unit, the tutor will direct student-teachers to pre-empt the roots causes of genocide through criticizing colonial policies like divide and rule, forced labour, land alienation which raised African nationalists to rise for independence. Thus via-conflicts resolution genocide is pre-empted at its early stage. The tutor will remind student-teachers the impacts of colonization to Genocide against Tutsi in Rwanda.

Guidance on the introductory activity

The introductory activity of this unit, in the student teacher's book, is a basic tool used as orientation activity that enables the student teachers to connect the knowledge, skills, attitudes and values already acquired in other subjects. The answers for this introductory activity are arranged in a hierarch order from simple to complex hence the student-teachers are requesting to think out of the box. That is, they should relate it with the studied topics in S2 under unit 8. Therefore, student-teachers will be able to define nationalism and identify some African nationalists. Student-teachers may not be able to find the right answers but they are invited to predict possible answers. In case the student-teachers fail to come up with right answers to questions, the tutor may not

immediately provide the possible answers but he/she should allow student-teachers to discover themselves the right answers through the teaching and learning process.

List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Causes of African nationalism.	<p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> • Explain the causes of African nationalism. • Analyse both internal and external causes of African nationalism. • Interpret both internal and external causes of African nationalism. 	2
2	Means used to acquire independence in Africa	<p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> • Describe the means used by the different African societies to regain independence. • Examine the means and mechanisms used by the Africans in the process to regain their independence in a speed up manner. • Acknowledge the means and mechanisms used by Africans to regain their independence 	1
3	Impact of the African nationalism.	<p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> • Identify impact of African nationalism. • Examine impact of African nationalism • Balance impact of African nationalism in an attempt to develop the spirit of self-rule. 	1
Skills lab	Colonialism	<p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> • Compose a song against colonialism. • Appreciate the work of African nationalists. 	1
4	Assessment		1

Lesson 1: Causes for the rise of African Nationalism

a) Learning objective

- Explain the causes of African nationalism.
- Analyse both internal and external causes of African nationalism.
- Interpret both internal and external causes of African nationalism.

b) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

c) Prerequisites/Revision/Introduction:

There is a direct link of Activity 1.1, intended to introduce the lesson with what the student-teachers studied in senior 3. Therefore, to start the lesson, the tutor will ask student-teachers to identify the names of some African nationalists and some factors for the rise of African nationalism. The other way to start this lesson, the tutor can present some photos of African nationalists and ask student teachers what they know about them and the lesson proceeds.

Learning activities

i. Guidance to learning activity:

Tutor presents activity 1.1 to student teachers in groups of 6; they share ideas and answer the questions asked there amongst them. Briefly, tutor samples out some groups for presentation, thereafter s/he concludes by harmonizing the student teacher's views.

ii. Answers to learning activity

Question: 1. Explain the term Nationalism.

Possible answer: Nationalism can be defined as the desire for colonized people to end all forms of foreign control and influence so as to be able to take charge of their political, social and economic affairs. It is the desire for self-rule and self-governance or strong feeling and love for one's country.

Question: 2. Analyze the causes of African nationalism.

Answer: The causes of African Nationalism were both internal and external factors, through groups student teachers will analyse the contribution of the following factors among others towards African nationalism:

Internal factors

- The oppressive and exploitative colonial policies

- *Missionaries' activities in Africa*
- *The formation of political parties in Africa e.g. African National Congress(ANC) in South Africa, the Uganda National Congress (UNC),the Kenya African National Union (KANU) and others*
- *The 1952-1955 MAU MAU rebellion in Kenya*
- *The independence enjoyed by Ethiopia and Liberia*
- *The 1954-1962 Algerian war of independence*
- *The development of mass media across Africa*

External factors

- *The formation of UNO 1945*
- *The impact of the 2nd world on the growth of African nationalism*
- *The rise of super powers*
- *The pan Africa movement*

d) Application Activity

Question 1 Explain the role of UNO in the rise of African nationalism.

Answer:

The formation of UNO 1945: The UNO set itself an objective of fighting against colonialism all over the world. It set up a decolonization committee charged with the responsibility of granting political freedom to all colonized peoples.

- *The UNO set up a trusteeship council*
- *It became a voice for the colonized*
- *The UNO was not discriminative*
- *It issued the universal declaration of human rights in 1948*
- *The UNO recognized liberation movements in Africa*
- *It gave military support to keep peace*
- *It gave constructive advice to nationalists*
- *UNO extended financial support to Africa*
- *The UNO helped in training African leaders*

Question 2: Show how the Second World War influenced the rise of African Nationalism.

Answer: *The impact of the 2nd world on the growth of African Nationalism:*

- *The war exposed the military weakness of the white men*
- *Africans get exposed to the entire world*
- *Africans obtained military skills*

- *African soldiers were exposed to democracy*
- *Unfulfilled promises made the nationalistic while persuading them into war African service men were promised rewards. For example, democratic constitutions, employment in civil service and promotion in army... However, when the war ended most of them were demobilized, remained unemployed and lived in very poor conditions as compared to the situation during war.*
- *It led to militant Nationalism in Africa*
- *African service men witnessed disunities amongst Europeans*
- *It led to the formation of the United Nations Organization (UNO)*

Question 3: Discuss the role played by new super powers in the rise of African nationalism.

Answer: *In 1941, USSR and USA joined the Second World War after WW II, they emerged as the new super powers to replace the war ravaged France and Britain their roles in decolonization were as follows:*

- *They wanted to spread their ideologies in Africa*
- *USA exposed African students to democracy*
- *Interaction of USA troops with African soldiers*
- *USA and USSR had anti colonial traditions*
- *USA and USSR influenced the formation of the UNO*
- *Super powers threatened sanctions on colonial masters*
- *USSR embarked on spreading socialism in Africa*
- *Both USA and USSR supported Pan-Africanists*

Lesson 2: Means used to acquire independence in Africa

Learning objective

- Describe the means used by the different African societies to regain independence;
- Examine the means and mechanisms used by the Africans in the process to regain their independence in a speed up manner;
- Acknowledge the means and mechanisms used by Africans to regain their independence

a) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

b) Prerequisites/Revision/Introduction:

This activity is intended to introduce the lesson two and link it with lesson 1 studied before. Furthermore student teachers should have prerequisite knowledge about factors for the rise of African nationalists studied in lesson 1 as well as the causes of decolonization studied in senior three. Therefore, the tutor can start this lesson by asking question about those prerequisites.

c) Learning activities

i. Guidance to learning activity:

Tutor presents activity 1.2 to student teachers in groups, pairs or individual work; they make research as required and discuss amongst themselves. Thereafter, briefly, tutor samples out some groups or pairs or individuals for presentation in class. Make sure that the selected sample is suitable enough to respond to instructional objectives. Tutor concludes by harmonizing the student teacher's views or findings.

ii. Answers to learning activity

Question: Analyze the means used by Africans to acquire independence in Africa.

Sample of possible Answers:

The following are various means used by Africans to acquire independence in Africa.

- *Peaceful liberation/non-violence means,*
- *Liberation by revolution,*
- *Liberation by armed struggle/violent method,*
- *Combination of peaceful means and armed struggle*

For further explanations refer to student-teacher's book under means used by Africans to acquire independence in Africa

d) Application Activity

Question 1: Many African Nationalists started by asking independence through non-violence methods and when this failed, they adopted armed struggle. Discuss.

Answer: The struggle was conducted in the situation where peaceful means failed and the imperialists were reluctant to negotiate or to give independence to the Africans. In such situation the Africans picked up arms to fight the imperialists by force as a method to achieve the independence. For example,

in Zimbabwe, Algeria, Kenya, Angola, South Africa and Mozambique the fight involved bloodshed use of guerrilla warfare.

Question 2: Explain the reasons why in some countries revolutionary struggle was the best mean for acquiring true independence.

Answer: *The liberation by revolution involved complete overthrow of the existing political system. This existed in colonies where independence was given to the minority at the expenses of the majority; the case in point is in Zanzibar where minority Arabs were granted independence by the British which prompted the majority blacks to make a revolution in 1964 supported by the masses. It took place even in Egypt and Libya. Liberation by revolution is always sudden and involves bloodshed.*

Lesson 3: Impact of the African Nationalism

a) Learning objective

- Identify impact of African Nationalism.
- Examine impact of African Nationalism
- Balance impact of African nationalism in an attempt to develop the spirit of self-rule.

b) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

c) Prerequisites/Revision/Introduction:

To start the lesson, the tutor will ask student-teachers to sum up first the means used by African nationalists for acquiring independence in Africa. With their prior knowledge, the tutor will ask them to discuss the impacts of African Nationalism. The next stages of the lesson will be built on student-teachers findings.

d) Learning activity

i. Guidance to learning activity:

The social studies tutor can divide the class into two groups for a debate (proposers and opposers). Groups will sit in two rows facing each other and the tutor asks them to debate the impacts of African Nationalism. The tutor will help student-teachers to reach the consensus that the impacts African Nationalism was positive to African countries.

ii. Answers to learning activity

Question: Examine the impacts of African Nationalism.

Answer: *African Nationalism had effects as it won present political freedom for Africa and reversed the African tragedy and humiliation that was orchestrated at the Berlin Conference.*

It brought about the Organization of African Unity. Its spirit led to assisting African Liberation Movements of Southern Africa against colonialism.

African nationalism affirmed the worth of black people and therefore rejected the inferiority ascribed by racist thought in the late 19th and 20th centuries.

It helped to launch the struggle for Rights and equality for black people in the Diaspora; although there were advocates of a return migration to Africa, eventually and especially after 1945, black people in the Diaspora focused on Rights and justice where they lived.

In Africa, African nationalism asserted the right of independence for Africans "Africa for the

Africans" In addition to the slogan, African nationalism contributed in at least 3 ways:

- *Early in the century, for the newly emerging African elite, it was a source of ideas and contacts, especially for students studying abroad;*
- *It helped to provide an ideology of unity in the process of mass mobilization of Africans for the independence struggle;*
- *It also helped to build a constituency in Europe and North America which was sympathetic to and supportive of independence of Africa and this came to form important 'public Opinion' in the 1950s and 60s.*

African nationalism played a role in history after independence by unifying nations with diverse

Groups and gave all its citizens a sense of belonging. It bound people living in one nation together even if they did not have a common background. Due to this unity when opportunities were given to all people, the latter feel pride in their country and stand together in times of hardship such as natural disasters.

e) Application Activity

Question: Discuss the impacts of African Nationalism.

To answer to this question, refer to the above learning activity or student-teacher's book under impacts of African Nationalism.

1.4. Skills lab

Use the slogan of African nationalists '*Africa for Africans*' and the following word of Marcus Garvey in the box to compose a song against colonialism.



"The Black skin is not a badge of shame, but rather a glorious symbol of national greatness."

Marcus Garvey

Topic: African Nationalism

Duration: (...minutes)

Materials required: piano, drum, flute, guitar, nationalist flag, guns (made of wood) sticks, etc.

Tutor preparation: ask some volunteers to practice the skit before class, set chairs in circles for groups

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

- Compose a song against colonialism.
- Appreciate the work of African nationalists.

Instructional objective: Through role play, student-teachers will be able to sing a song "no to colonisation" perfectly.

Activity 1: Build: (...minutes)

- Before this lesson, the tutor prepares a simple skit to play with a few student teachers illustrating colonization.
- In class, the tutor explains colonization using a skit that S/he acts out with few student teachers
- Alternatively, the tutor shows selected scenes/speeches of African Nationalism. E.g. Nelson Mandela or Kwame Nkrumah for only 10 minutes.
- After student teachers have watched the video, the tutor explains how Nationalism was conducted in Africa

Activity 2: Practice: (... minutes)

- Tutor divide student teachers in 5 skills lab teams
- Ask every group to compose a song against colonization 'No to colonisation'
- Groups think creatively to compose this song
- Ensure that all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

Activity 3: Present: (...minutes)

- Each group sing their song 'No to colonisation' in the class
- Tutor asks follow up / probing questions
- Give feedback to each group
- Student teachers vote for the best song.
- Conclude, supplement what has been presented
- The best group sing their song at the next college assembly.

Portfolio Assessment:

- Each student teacher writes an essay on African nationalism in Africa while focusing on how Nationalism was acquired, factors for its rise and how it was reached.

1.5. End unit assessment

Question 1. Explain the term 'Nationalism'

Answer: Nationalism can be defined as the desire for colonized people to end all forms of foreign control and influence so as to be able to take charge of their political, social and economic affairs. It is the desire for self-rule and self-governance or strong feeling and love for one's country.

Question 2. Write down a one-page text explaining the rise of Nationalism in Africa.

The factors responsible for the rise of African Nationalism were both internal and external causes. The student teacher will explain the contribution of the following enumerated factors. To answer this question, the student teachers are expected to introduce by defining Nationalism and giving names of some African Nationalists.

Internal factors

- The oppressive and exploitative colonial policies
- Missionaries' activities in Africa

- The formation of political parties in Africa
- The 1952-1955 MAU MAU rebellion in Kenya
- The independence enjoyed by Ethiopia and Liberia
- The 1954-1962 Algerian war of independence
- The development of mass media across Africa

External factors

- The formation of UNO 1945
- The impact of the 2nd world war on the growth of African Nationalism
- The rise of Super Powers
- The Pan Africa movement

As this question is an essay, the student-teachers will end this discussion by a conclusion.

Question 3. Analyze the impact of African Nationalism.

Answer: *To answer to this question, refer to the above learning activity or student-teacher's book under impacts of African Nationalism.*

Question 4. Explain the slogan of African Nationalists 'Africa for the Africans'

Answer: *Africa for Africans was a slogan used by African nationalists in the Diaspora. It was adopted to launch the struggle for Rights and equality for black people in the Diaspora; although there were advocates of a return migration to Africa, eventually and especially after 1945, black people in the Diaspora focused on Rights and justice where they lived.*

In Africa, African Nationalism asserted the right of independence for Africans hence the slogan: "Africa for the Africans"

1.6. Summary of the unit

On the eve of the outbreak of the First World War i.e. 1914, almost all the African countries had been conquered by European countries and put under a colonial rule system. Except two African nations, Liberia and Ethiopia escaped from this domination. From this time, Africans differently reacted to the European imperialism by developing a nationalistic spirit.

Several factors contributed to the rise of African Nationalism. On the other hand, after the colonial conquest of Africa, Africans became aware of the evils of colonization and began the struggle for independence. Different factors facilitated the rise of the African Nationalism. In the aftermath of the Second World War, nationalist movements in Africa quickly gained momentum. This was largely due to the war itself, and its effects. Many thousands of Africans

had fought in the Allied armies, expanding their outlook and their knowledge of international affairs; and the war had been to some extent an antiracist war against the racist governments of the Axis powers. In addition, during this period many more Africans had by now received a kind of modern education and begun to take an interest in political matters.

In many parts of Africa outstanding leaders arose such men as Kwame Nkrumah of the Gold Coast, Jomo Kenyatta of Kenya, Julius Nyerere of Tanzania, SékouTouré of (French) Guinea. Thus, between 1951 (Libya) and 1980 (Zimbabwe) colonial Africa ceased to exist. All these leaders and many others that are not mentioned here played a crucial role in the political movements that helped their countries to recover independence.

1.7. Additional information for tutor

The causes of Nationalism in Ghana as Case Study

Decolonisation in Ghana, formerly known as Gold Coast (due to many gold deposits), was colonised by the British and so remained a British colony up to 1957 when she obtained her independence under the leadership of Kwame Nkrumah.

Ghana was one of the earliest African countries to get self-rule granted by Britain. This was after pressure by Ghanaians led by Kwame Nkrumah. In his independence speech, Kwame Nkrumah stated that “the independence of Ghana alone would be meaningless if the rest of Africa was still under colonial rule”. He went ahead to give moral, financial and military assistance to African nationalists to aid their struggle against foreign rule. He also allowed nationalists to use Radio Accra as a voice to transmit nationalistic ideas.

Kwame Nkrumah was the leading nationalist in Ghana who spearheaded the independence struggle. He formed the Convention Peoples Party (CPP) which led Ghana to her independence on March 6th, 1957 and the name was changed from Gold Coast to Ghana.

Factors that helped the decolonisation of Ghana

Unity of the population

Ghana had a fairly homogeneous population and so did not suffer from ethnic differences compared to other countries that were characterised by a lot of tribal differences. Most people were Akan speakers and non-Akan speakers and they were cooperative. This led to easy mobilisation for decolonisation.

The people of Ghana hated colonial rule. For example, the Asante fought and defeated the British twice in the 19th century.

The size and population of Ghana was small. In the 1950s it had around 5 million people which made it possible to mobilise for early independence and decolonisation.

Influence of elites

Unlike other African countries, Ghana had a developed education system. By the 1950s, it had produced a big number of intellectuals such as lawyers, doctors, business people, and teachers. They included William Ofori, Francis Awoonor, and Kwame Nkrumah. These provided the required leadership for early independence and decolonisation.

Influence of the Second World War

A big number of Ghanaians who participated in the war on the side of Britain found life hard upon coming back. They formed political parties and taught people western democracy. This increased nationalistic feelings among Ghanaians and led to early struggles for independence and decolonisation.

The formation of political parties

The early formation of political parties like Convention Peoples Party (CPP) United Gold Coast Convention (UGCC) in Ghana facilitated mobilisation and sensitisation on the need for independence which led to early decolonisation from the grass roots.

Role of the press and mass media

The press and media also favoured early independence of Ghana. Newspapers like Accra Evening News, Cape Coast, and Daily Mail helped to spread awareness to the people in the country side and equally exerted pressure on the British to decolonise Ghana.

The role played by Kwame Nkrumah

Kwame Nkrumah was a gifted speaker with good organisational ability, and friendly to people from all walks of life. He gave new life to the politics of Ghana and mobilised people which led to early independence and decolonisation of Ghana.

British rule was introduced in some places by force. Africans hated the British oppressive institutions such as the army, police, and prisons. Some of the African leaders for example, Dr Kwame Nkrumah were detained without trial. The rural peasants were not happy with their situation and hence joined Nkrumah's struggle for independence

Gold Coast became independent as the new state of Ghana in March 1957. Ghana set the pattern for transition to independence in the rest of British West Africa.

Once Ghana had achieved her independence, Nkrumah focused on helping other African countries to liberate themselves from colonial rule. He said “*Our independence is meaningless if it is linked up with the total liberation of the African continent*”. Ghana’s independence gave hope and encouragement to other nationalist leaders involved in struggles to free their own nations.

1.8. Additional activities

1.8.1. Remedial activities

Questions: 1. Identify any 3 African Nationalists

Answer: *Kwame Nkrumah, Nelson Mandela, Julius Nyerere, etc.*

Question: 2. List down the means used by African Nationalists for acquiring independence of Africa.

Answer: *The following are the methods/means used by African Nationalists for acquiring independence of Africa.*

- *Peaceful liberation/non-violence means*
- *Liberation by revolution*
- *Liberation by armed struggle/violent method*
- *Combination of peaceful means and armed struggle*

Consolidation activities

Question: Analyse the impact of African Nationalism.

Answer:

- *African Nationalism won present political freedom for Africa.*
- *It brought about the Organization of African Unity.*
- *African nationalism rejected the inferiority and racism towards Africans of Africa*
- *It helped to launch the struggle for Rights and equality for black people in the Diaspora*
- *In Africa, African Nationalism asserted the right of independence for Africans “Africa for the Africans” In addition to the slogan, African Nationalism contributed in at least 3 ways:*

- It helped to provide an ideology of unity in the process of mass mobilization of Africans for the independence struggle;
- It unified nations with diverse Groups and gave all its citizens a sense of belonging.
- It bound people living in one nation together even if they did not have a common background.

Extended activities

Question: 1. Explain the term Neo-colonialism

Answer: Briefly presented, neo-colonialism is a process by which colonial countries continue to exploit their newly independent countries through indirect domination. The domination can be economic, political or cultural.

Question: 2. Describe any 3 manifestation of Neo-colonialism

Answer: The most important manifestations of the neo-colonialism include:

Dependence on foreign aid and external industrial investments

Developed countries did not completely leave Africa. They remained in this continent by giving donations, grants and loans to their former colonies. High interest rates are charged on these loans. Foreign firms have also continued to dominate the business sectors of the economy. Local industries in Africa became extensions of metropolitan firms and the needed raw materials for the industries depend on very high import from the capitalist economies. Thus, the continued dependence of industrial investments in Africa on the capitalist intensive technology is mostly aimed at strengthening the metropolitan economies.

Cultural degradation in Africa

Neo-colonialism and globalization have promoted Western values in Africa: western music, language, films, literature, games, new religions, etc. Hence new practices and behavior especially among young generation, such as violence, pornography and prostitution have destroyed African values.

Unfair trade terms

African countries are producers of cash crops, like coffee, which serve as raw materials in developed countries. However, the prices for African crops are determined by developed countries and are often very low or unpredictable. Contrarily, Africans are compelled to import the highly priced finished products from advanced countries.

Military presence and intervention

Most African countries have maintained close relations and cooperation with former colonial powers in military issues. This is achieved through different forms of cooperation, such as training of local armies, purchasing military equipment and direct intervention.

UNIT 2

POPULATION IN RWANDA

2.1 Key Unit competences:

The student-teacher should be able to examine demographic problems in Rwanda and suggest their solutions.

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

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

- Definitions of population concepts (population density, birth rate, death rate, growth rate, fertility rate, life expectancy).
- Factors influencing the population growth in Rwanda.
- Consequences of population growth in Rwanda.
- Solutions for the rapid population growth.

2.3 Cross-cutting issues to be addressed

- **Peace and Values Education:** In this unit about Population in Rwanda student-teachers student teachers should emphasis the fact that Rwanda is a small nation and people should live harmoniously while sharing scarce resources.
- **Environment and sustainability:** In this unit, the tutor should guide student teachers to understand that the rapid population growth has an impact on the environment. Therefore there is a need to control population growth to reduce the dangers caused by overpopulation on the environment.
- **Inclusive education:** Through learning and teaching process of this unit, care will be given to all learners including Special Education Needs cases. At this time, all student teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities
- **Gender:** The student teacher should put into consideration the following elements: Understanding the difference between gender and sex at all

times, balancing female-male roles: this may be in the form of allocating tasks to girls and boys together or interchangeably, asserting female roles: it is important that student teachers work on creating female role models, e.g. showing women in occupations like being a doctor, giving examples of female scientists, important women in history.

- **Financial Education:** In order to ensure that financial education is covered and these learning objectives are met, student teachers will need to develop and engage learners in learning activities that promote good planning and saving habits. It is essential for the student teacher to emphasize financial discipline the cost of goods and services continue to rise due to overpopulation.

2.4. Guidance on introductory activity

At the beginning of this *Unit*, the introductory activity is meant to create awareness about the population statistics of Rwanda. Student teachers ought to know the demographic trends in Rwanda in order to be able to have a sketch in their mind the problems caused by a high population and propose the mitigation measures to address this problem.

2.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Definitions of population concepts (population density, birth rate, death rate, growth rate, fertility rate, life expectancy).	The student teacher should be able to; <ul style="list-style-type: none"> • Give the definitions of different concepts of population • Explain different concepts population in Rwanda • Be aware of the current situation of the population concepts in Rwanda 	1

2	Factors influencing the population growth in Rwanda	<p>The student teacher should be able to;</p> <ul style="list-style-type: none"> • State the areas of high and low population densities in Rwanda • Analyze the factors for the Population growth. • Be aware of the population explosion and its effects on the economic development in Rwanda 	1
3	Consequences of population growth in Rwanda.	<p>The student teacher should be able to;</p> <ul style="list-style-type: none"> • Show the population structure on a pyramid of age and sex • Recognize the causes and the consequences of the rapid population growth. 	1
4	Solutions for the rapid population growth.	<p>The student teacher should be able to;</p> <ul style="list-style-type: none"> • Identify the effects of population growth in Rwanda. • Suggest population control measures • Adopt necessary control measures for the rapid population growth. 	1
5	Skills Lab	<p>The student teacher should be able to;</p> <ul style="list-style-type: none"> • Identify population problems faced by high population • Suggest solutions to the problems of high population 	1
6	End of Unit Evaluation		1

Lesson 1: Definitions of population concepts (population density, birth rate, death rate, growth rate, fertility rate, life expectancy.

a) Learning objectives

The student teacher should be able to;

- Give the definitions of different concepts of population
- Explain different concepts population in Rwanda
- Be aware of the current situation of the population concepts in Rwanda

b) Teaching resources

- The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

- To begin the lesson, the tutor can identify the population concepts and ask the student teachers to find out their definitions either using internet or text books.
- He should further ask them to state formulas used when determining each.

d) Learning activities

i) Guidance to learning activity:

This activity is aimed at enabling student teachers identify the concepts used in population studies that would form a basis for clear understanding of the topic.

ii) Answers to learning activity 2.1

- Birth rate refers to the number of new born babies per every 1000 people of the total population of a given place.
- Death rate refers to the number of people who lose lives per every 1000 people of the total population
- Fertility rate refers to the average number of children a woman can produce in her life time
- Population density refers to the number of people living in a particular area usually per square kilometer

iii) Answers to Application Activity 2.1

Question: Country X has a total population of 10,561,000 people. The new born registered babies were 15,621 .The country also registered 1,425 death cases.

i. Calculate the birth rate and death rate for country X.

Solution

$$\begin{aligned}\text{Birth rate} &= \frac{\text{number of live births}}{\text{total population}} \times 1000 \\ &= \frac{15,621}{10,561,000} \times 1000 = 1.48\%\end{aligned}$$

$$\begin{aligned}\text{Death rate} &= \frac{\text{number of deaths}}{\text{total population}} \times 1000. \\ &= \frac{1,425}{10,561,000} \times 1000 = 0.13\%\end{aligned}$$

ii. Calculate the population growth rate for country X

$$\text{Growth rate} = \frac{\text{Total births} - \text{total deaths}}{\text{a population of 1000}} \times 100$$

$$\text{Growth rate} = \frac{15621 - 1425}{1000} \times 100 = 1,419.6\%$$

Lesson 2: Factors influencing the population growth in Rwanda

a) Learning objectives

The student teacher should be able to;

- State the areas of high and low population densities in Rwanda
- Analyze the factors for the Population growth.
- Be aware of the population explosion and its effects on the economic development in Rwanda

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor can ask the student teachers to find the growth rate of Rwanda and compare it with other countries by answering activity in the

student teachers' book.

d) Learning activities

i) Guidance to learning activity:

This activity is aimed at enabling student teachers identify the population growth rate in Rwanda which will enable them decide that the growth rate is high in Rwanda and investigate what causes it.

ii) Answers to learning activity 2.2

Question: Use internet, textbooks, media and maps to research on population in Rwanda and answer the following questions:

1. Define population growth is an increase in the number of people living in an area in a specific period of time.
2. What is the current population growth rate in Rwanda?

The population growth rate in Rwanda is estimated at a constant annual growth of 2%. This is the one of the highest in Africa.

iii) Answers to application Activity 2.2

Question: Account for a high population growth in Rwanda.

This question requires student teachers to give reasons that explain the causes of a high population growth in the country. Possible answers include the following:

- Early marriages
- High birth and fertility rates
- Improved health care
- Migrations and refugees
- Traditions and cultural beliefs
- Illiteracy
- Polygamous marriages
- Religious factors.

Lesson 3: Consequences of population growth in Rwanda.

a) Learning objectives

The student teacher should be able to;

- Show the population structure on a pyramid of age and sex
- Recognize the causes and the consequences of the rapid population growth.

c) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

d) Prerequisites/Revision/Introduction

To begin the lesson, the tutor can ask the student teacher to form groups and discuss the consequences of high population and present their findings. The tutor can form a group of five (all more depending on the class) students and each group can present their findings.

e) Learning activities

i) Guidance to learning activity:

This is an extract from the New Times newspaper giving a clear picture/view of the causes, consequences and suggestions for controlling the growth rate in Rwanda. The article gives a clear picture of demographic issues in Rwanda that sets a good precedence for understanding the topic.

ii) Answers to learning activity 2.3

The causes of population growth. According to the article the cause of a high population in Rwanda is a high fertility rate of 5.5 with an average rate of 6 children per woman.

The consequences of a high population according to the article include; high population pressure on land leading to; shortage of land for agriculture, settlement, high need for food, infrastructure, and services. It also hinders government effort to fight poverty.

The following are possible solutions of overcoming a high population growth.

- Encouraging migration
- Use of family planning:
- Encouraging education:
- Economic empowerment of the masses
- Government policies.

iii) Answers to application Activity 2.3

. Question.Examine the consequences of population growth in Rwanda

- High pressure on land for agriculture and settlement
- Environmental degradation

- High cost of living due to high demand of scarce resources
- Increased pressure on government to fight poverty
- Congestion in schools, hospitals and homes
- Development of slums in urban centres
- High crime rates
- Unemployment
- poverty

Lesson 4: Solutions for the rapid population growth

a) Learning objectives

The student teacher should be able to;

- Identify the effects of population growth in Rwanda.
- Suggest population control measures

Adopt necessary control measures for the rapid population growth.

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction:

To begin the lesson, the tutor should group the learners and ask them to brainstorm on how the population can be controlled. Groups can then present their findings through their representatives.

d) Learning activities

i. Guidance to learning activity:

This activity inspires the learner to assume a role of key note speaker at a function presenting their findings about how to control population. It might encourage them to research and come up with valid arguments.

ii. Answers to learning activity

Question: You live in one of the densely populated areas in Rwanda. Your area member of parliament will be visiting your area to discuss population growth control. You have been invited as a key note speaker on this function. Prepare the notes that you are going to use to address the gathering.

Sample of possible Answers: See answers on learning activities 2.3

e) Application Activity 2.4

Question: Discuss measure the government of Rwanda has put in place to control population growth

Sample of possible Answers:

- This question requires the student teacher to mention and explain the measures the government has already implemented. Answers that are suggestive should not be accepted. The student teacher should only highlight what the government has done not what should be done. Use of proper tense and action verbs is very important
- For example government has encouraged use of family planning by supplying contraceptives like condoms in health centres to discourage unwanted pregnancies. This has reduced population growth rates hence controlling population growth.
- Refer to student teachers' text book for more points.

2.6 Skills lab:

Skills Lab

Visit any local area around your school, identify demographic problems faced by the community, write and suggest solutions to overcome them. Make a class presentation.

Topic: Population in Rwanda

Duration:80minutes

Materials required: Note books, pens, cameras,

Tutor preparation: Ask learners to prepare questionnaires to be used during the interview to the community.

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

- Identify population problems faced by high population
- Suggest solutions to the problems of high population

Instructional objective: by observation and interview to a sample of the population, student teachers should be able to identify the consequences of a high population and suggest their solutions.

Activity 1: Build: (20 minutes)

- Tutor starts by asking the student-teachers to draft their questionnaire that would be used for the interview the respondents
- Student-teachers draft the questionnaires in groups

The tutor guides the group to come up with similar questions they are going to ask the respondents

A sample space of respondents is agreed upon by the whole class.

Activity 2: Practice: (30 minutes)

Divide class into 5 skills lab teams to observe the community problems and conduct an interview to selected respondents *.(this depends to the class size)*

- Ensures all students are involved
- Ensure order and discipline is maintained
- Ensure that gender balance and inclusion is catered for.
- Allow any creativity and independence from the student teachers while conducting an interview.
- Ensure that each member in the group takes notes.

Activity 3: Present: (30 minutes)

Groups will note down the their finding through interview and observation conducted in the field in their note books

- They will then choose a group leader to present the findings of each group
- Tutor asks follow up / probing questions(sample questions for the tutor)
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

Portfolio Assessment:

Visit any local area around your school, identify demographic problems faced by the community, write and suggest solutions to overcome them. Make a class presentation.

Each student teacher should record what they have observed and or during the interview. They should discuss what they observed during observation or interview. They should take notes of the discussion and submit to the tutor (the assessment should be given enough time for research i.e. at least the findings are submitted after one week).

Expected Answers:

- Possible problems are overcrowding, shortage of food, shortage of land, unemployment, slum development, outbreak of contagious diseases,
- Solutions might include, use of family planning programs, education and sensitization, economic empowerment to avoid early marriages, legislations etc.

Evidences:

- Moving out of the college
- Names of village visited
- Name of the local leader of the area visited
- Originality

Knowledge, Skills, attitudes and values:

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

2.7 Answers to End of Unit Assessment

1. Life expectancy refers to the average period or number of years that a person expects to live.
2. Life expectancy is affected by factors such as socioeconomic status, including employment, income, education and economic wellbeing, the quality of the health system and the ability of people to access it; health behaviours such as tobacco and excessive alcohol consumption, poor nutrition and lack of exercise.
3. The factors that have led to population growth in Rwanda include; early marriages, high birth and fertility rates, improved health care, migrations and refugees, traditions and cultural beliefs, Illiteracy, polygamous marriages and religious factors

4. The problems associated with a high population growth in Rwanda include; High pressure on land for agriculture and settlement , environmental degradation, high cost of living due to high demand of scarce resources, increased pressure on government to fight poverty, congestion in schools, hospitals and homes, development of slums in urban centres, high crime rates, unemployment, and increased poverty
5. The measures the government of Rwanda can put in place to control population growth include; use of family planning programs, education and sensitization, economic empowerment to avoid early marriages, legislations etc.

2.8 Unit summary

- Population is the number of people living in an area in a specific period of time.
- Rwanda is one of the countries in Africa with a high population
- There are key population concept used in the population studies, these include,
- Population density which means the number of people living in a particular area usually per square kilometer.
- Birth rate which refers to the number of new born babies per every 1000 people of the total Population of a given place
- Death rate which refers to the number of people who lose lives per every 1000 people of the total population
- Fertility rate which refers to the average number of children a woman can produce in her life time
- Life expectancy which refers to the average period or number of years that a person expects to live.
- The factors that have led to population growth in Rwanda include; early marriages, high birth and fertility rates, improved health care, migrations and refugees, traditions and cultural beliefs, Illiteracy, polygamous marriages and religious factors
- The problems associated with a high population growth in Rwanda include; High pressure on land for agriculture and settlement , environmental degradation, high cost of living due to high demand of scarce resources, increased pressure on government to fight poverty, congestion in schools, hospitals and homes, development of slums in urban centres, high crime rates, unemployment, and increased poverty
- The measures the government of Rwanda can put in place to control population growth include; use of family planning programs, education and sensitization, economic empowerment to avoid early marriages, legislations etc.

2.9 Additional information to the teacher

- In order to analyze and understand the population dynamics of any country, the tutor should study the population structure of Rwanda using a population pyramid.
- A population pyramid, also called an age-sex- pyramid, is a graphical illustration that shows the distribution of various age groups in a population (typically that of a country or region of the world), which forms the shape of a pyramid when the population is growing. Males are conventionally shown on the left and females on the right, and they may be measured by raw number or as a percentage of the total population. This tool can be used to visualize and age of a particular population
- The tutor should study the population pyramid of Rwanda and use it to explain the structure of Rwandan population

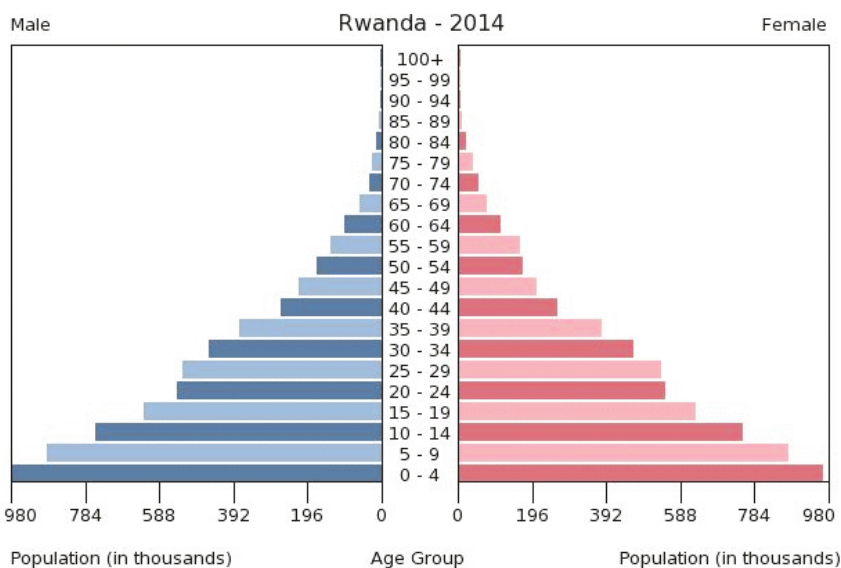
2.10 Additional activities

2.10.1 Remedial activities

Questions: Define a population pyramid and draw the population pyramid of Rwanda

Answer:

- A population pyramid, also called an age-sex- pyramid, is a graphical illustration that shows the distribution of various age groups in a population (typically that of a country or region of the world), which forms the shape of a pyramid when the population is growing.
- The following is an illustration of the population pyramid of Rwanda



2.10.2 Consolidation activities

Question: Explain the trend of population growth of Rwanda since 1978

Answer:

- Rwanda has had four population census exercises carried out in the country since independence. The first population census in the country was carried out in 1978.
- The country had a total population of about 4, 831, 530 people. The second population census was carried out in 1991 and the country had a population of about 7, 157,551 people.
- The third population census was in 2002 and the country had a population of about 8,162,715 people. The fourth population census of Rwanda took place in 2012 when the country's population stood at about 11,457,801 people.
- The trend shows that the country has experienced a steady population growth. The steady growth rate of the country is attributed to low mortality rates and high birth and fertility rates.

2.10.3 Extended activities

Question: Using the population pyramid of Rwanda (2014), define Population structure and describe the population structure of Rwanda

Answer:

- Population structure refers to the composition of a given population. This composition is usually in terms of age and sex. The population structure is usually presented using a population pyramid or an age-sex pyramid.
- Rwanda has a high population growth which keeps increasing every year. As at 2014, the population growth rate of Rwanda was estimated to be at 2.63%.
- From the population structure of Rwanda shown above, the population of Rwanda is youthful in nature. It is dominantly composed of the youth. About 42.1% of the total population is made up of people between 0-14 years of age. 18.9% of the total population is made up of people who are between 15-24 years of age. 32.5% of the population is made up of people who are between 25-54 years of age. 4% of the population is made up of people between
- 55-64 years of age. 2.5% of the population is made up of people who are 65 years and over.
- The population structure shows that females are more than males. It has a sex ratio of 93 males to 100 females. Sex ratio refers the ratio of males to females in a population.

- The total dependency ratio is also high. It stands at about 78.1%. Dependency ratio is an age-population ratio of people who are not in the labour force measured against those who are in the labour force.

UNIT 3

ECONOMIC ACTIVITIES IN RWANDA-AGRICULTURE

3.1 Key Unit competences

Key Unit competence: The student-teacher should be able to investigate the impact of various agricultural activities on the sustainable development in Rwanda.

3.2. Prerequisite (knowledge, skills, attitudes and values)

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

- Types of crops grown in Rwanda
- The importance of crop cultivation
- Problems facing crop cultivation and solutions
- Ways of improving the livestockfarming inRwanda.
- Problems affecting livestock farming in Rwanda and solutions

3.3 Cross-cutting issues to be addressed

- Peace and Values Education: In this unit about Agriculture in Rwanda student-teachers student teachers should emphasis the fact that Rwanda is a small nation and people should live harmoniously while sharing scarce resources especially land for agriculture.
- Environment and sustainability. In this unit, the tutor should guide student teachers to understand that the need to have land for cultivation due to increasing food demand has an impact on the environment. Therefore there is a need to use sustainable agricultural practices to conserve the environment.
- Inclusive education. Through learning and teaching process of this unit, care will be given to all learners including Special Education Needs cases. At this time, all student teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities
- Gender: The student teacher should put into consideration the following elements: Understanding the difference between gender and sex at all

times, balancing female-male roles: this may be in the form of allocating tasks to girls and boys together or interchangeably, asserting female roles: it is important that student teachers work on creating female role models, e.g. showing women in occupations like being a doctor, giving examples of female scientists, important women in history.

- Financial Education: In order to ensure that financial education is covered and these learning objectives are met, student teachers will need to develop and engage learners in learning activities that promote good planning and saving habits. It is essential for the student teacher to emphasis financial discipline for instance on how to start self-help projects through agriculture as an economic venture.

3.4. Guidance on introductory activity

- At the beginning of this Unit, the introductory activity is meant to create awareness about the farming practices in Rwanda for example the photograph shows irrigation farming which is a modern method of farming to tackle climate change challenge.
- The activity further exposes the student teacher to research about the challenges facing farmers in Rwanda and by navigating through these questions, the learner will acquire knowledge and skills necessary for them to understand the topic.

3.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Types of crops, their importance, problems and solutions	<p>The student teacher should be able to;</p> <ul style="list-style-type: none"> • Identify the different crops grown in Rwanda • Describe the advantages crop farming in Rwanda. • Appreciate the importance of agriculture to the economy of Rwanda • Identify the ways of improving crop production in Rwanda. 	2

2	Types of livestock farming in Rwanda	The student teacher should be able to; <ul style="list-style-type: none"> • Identify the different systems of rearing animals in Rwanda, and their characteristics. • Describe the different systems of rearing animals in Rwanda, and their characteristics 	1
3	Problems affecting livestock farming in Rwanda	The student teacher should be able to; <ul style="list-style-type: none"> • Identify the problems affecting the livestock farming in Rwanda • Analyze problems associated with livestock farming in Rwanda. 	1
4	ways of improving the livestock farming in Rwanda	The student teacher should be able to; <ul style="list-style-type: none"> • Outline the ways of improving livestock farming in Rwanda • Carry out a research on ways of improving Livestock farming in Rwanda. 	1
6	Skills lab	The student teacher should be able to; <ul style="list-style-type: none"> • To identify problems faced by farmers • To provide solutions faced by farmers 	1
7	End Unit Assessment.	The student teacher should be able to evaluate themselves whether they understood the content.	1

Lesson 1: Types of crops, their importance, problems and solutions

a) Learning objectives

The student teacher should be able to;

- Identify the different crops grown in Rwanda
- Describe the advantages crop farming in Rwanda.
- Appreciate the importance of agriculture to the economy of Rwanda
- Identify the ways of improving crop production in Rwanda.

b) Teaching resources

- The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video

clips, samples of crops grown, photographs of crops, braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

- To begin the lesson, the tutor can produce photographs of different crops and ask the student teachers to identify them.
- He can further ask them to identify crops grown for subsistence and for commercial purposes in groups
- They can attempt Activity 3.1.1 in student teachers' text book to help them brainstorm on the importance, challenges and solutions of crop farming in Rwanda

d) Learning activities

i) Guidance to learning activity 3.1.1

This activity is aimed at enabling student teachers to identify the types of crops grown in Rwanda and investigate the challenges faced by farmers and how they are mitigated.

ii) Answers to learning activity 3.1.1

1. Subsistence crop cultivation is where by farmers grow crops for home consumption and the surplus is sold .The crops grown on subsistence basis are usually food crops. They include; bananas, cassava, potatoes, maize, rice, beans, vegetables and some fruits
 - Commercial farming is whereby crops are grown for money income. They are grown purposely for sale and make a profit from the activity. They are usually grown on plantations and generally on a large scale. These crops are called cash crops. Examples in Rwanda are coffee, tea, sugarcane and pyrethrum
2. The importance of crop cultivation in Rwanda include the following;
 - Rwanda's economy greatly depends on the export of agricultural crops especially tea and coffee that earn the country a lot of foreign exchange.
 - Agriculture is a source of employment which generates income to majority
 - These crops have also influenced the establishment of agro based industries that generate revenue to the government through taxation.
 - Some of these crops grown provide food that supports the livelihood of Rwandans. Agriculture has enabled the country to diversify its economy and reduce its dependence on tourism and mining.
 - Agriculture has contributed a lot to the establishment of various infrastructure such as roads

- Agriculture has contributed to the development of towns

3. The following are some of the problems facing crop cultivation in Rwanda

- Limited market
- Infertile soils
- Pests and diseases
- Climate change
- Poor storage facilities
- Limited skilled labour
- Limited capital

Solutions to the problems facing crop cultivation Rwanda

- The problem of market can be solved by farmers forming group associations or cooperatives. The cooperatives can bargain for better prices for their produce as they would be selling in bulk. It is possible to bargain for a higher price as a group compared to an individual farmer.
- The problem of infertile soils can be solved by applying intensive farming practices like application of manure to improve soil fertility. Fertilizers can also be used.
- The problem of pests and diseases can be solved by mechanical and chemical means. Mechanical means involve destroying affected crops to avoid spreading to unaffected crops. Chemical means involves use of pesticides and insecticides to spray against the affected crops.
- The problem of drought can be solved through climate smart farming practices like mulching. Mulching conserves moisture in the soil and maintains soil fertility once the mulches decompose. Affordable Irrigation methods like drip irrigation can be done to sustain crop production during the dry season.
- Modern storage facilities should be constructed to minimize post-harvest losses. This can be done by the government or cooperative basis. Modern cooling facilities can also be installed to keep perishable products for some reasonable length of time.
- There is need for sensitization of farmers about modern farming practices. Agriculture extension officers should reach out to the local people and train them on how to improve productivity in the country.
- The problem of limited capital can be solved by forming cooperatives. This becomes easy to mobilize capital from the bank and government support

ii) Answers to Application Activity 3.1.1

1. The agro processing industries in Rwanda include coffee hullers, tea processing industries, grain millers, and sugar processing industries, milk

processing and many others.

2. The major agricultural exports of Rwanda are tea and coffee. Rwanda earned USD 90.5 million from tea exports in 2018. Over the same period, coffee accounted for USD 68.7 million worth of exports.
3. Refer to Learning Activity 3.1.1 question 3.
4. The student teachers should be able to draw a sketch map of Rwanda and label the crops in question. Reference should be made to the map in student teachers' social studies book Year 3. Characteristics of a good map should also be emphasized. These are, title, frame and compass direction.

Lesson 2: Types of livestock farming in Rwanda

a) Learning objectives

The student teacher should be able to;

- Identify the different systems of rearing animals in Rwanda, and their characteristics.
- Describe the different systems of rearing animals in Rwanda, and their characteristics

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, photographs and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor can produce photographs of different systems of livestock keeping and ask the student teachers to identify them and explain the characteristics of each.

d) Learning activities

i) Guidance to learning activity 3.1.2

This activity will enable learners to identify different livestock keeping systems in Rwanda. They will understand them further by explaining their characteristics and locating where the farming systems are practiced.

ii) Answers to learning activity 3.1.2.

1. The types of livestock can be cattle keeping, piggery, sheep and goat rearing poultry, rabbit etc.

2. The student is expected to explain each of the following systems of rearing animals by giving their characteristics
 - Dairy farming
 - Ranching
 - Zero grazing
 - Poultry
 - Piggery
 - Rabbit keeping
 - Tethering especially in goats and sheep rearing
3. i) Areas in Rwanda where Ranches are common include, Nyagatare, Gatsibo, Kayonza, Bugesera and Ngoma.
ii) Areas where dairy farming is practiced in the country include; Nyanza, Bugesera, Huye, Muhazi, Nyagatare and the outskirts of Kigali City.

iii) Answers to application Activity 3.1.2

1. Ranching is the practice of grazing livestock such as cattle purposely for beef on large tracts of land. The following are the characteristics of ranching
 - The animals kept basically for beef production.
 - Improved breeds of cattle are kept.
 - Animals are reared on land individually owned or under cooperative units.
 - Animals are kept for commercial purposes i.e. to earn income.
 - The movement of animals is confined to the paddock within the ranch.
 - There is grazing on both natural and artificial pastures, for example Alfalfa.
 - Exotic breeds, cross breeds and local breeds are all kept together.
 - Ranches are scientifically managed and there is use of artificial insemination, food mixers, de-worming, de-horning, and dipping among other modern practices.
 - There is neither overgrazing nor overstocking in ranches.
 - There is constant record keeping of all inputs and outputs.
2. The importance of Ranches in Rwanda include,
 - Provision of beef and beef products used for domestic consumption and for sale
 - Provision income to the farmers after selling the cattle
 - Production of cow dung manure used to enhance agriculture productivity
 - Provision of employment to farmers who keep animals and other workers in the related industry

- Foreign exchange generation through export of products like skins and hides
- Government gets revenue through taxing people that deal in the animal products
- It helps in economic diversification as it is a way of getting different sources of income to the government
- It improves the standards of living to the people who keep the animals because of regular income got after selling the crops.

Lesson 3: Problems affecting livestock farming in Rwanda

a) Learning objectives

The student teacher should be able to;

- Identify the problems affecting the livestock farming in Rwanda
- Analyze problems associated with livestock farming in Rwanda.

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, photographs and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor can ask the student teacher to form groups and discuss the problems facing livestock farming in Rwanda. The tutor can form groups and ask the student teachers to discuss in groups and each group presents a group leader to make a presentation.

d) Learning activities

i) Guidance to learning activity 3.1.3

The student teachers need to use internet or any source of information available and produce the challenges or problems facing the livestock industry

ii) Answers to learning activity 3.1.3

- Poor climatic conditions characterized by prolonged dry seasons. This leads to shortage of water and pasture that reduces the quality of output.
- The presence of pests and diseases that claim a large a number of animals especially the exotic ones. Some pests include ticks and tsetse flies that transmit trypanosomiasis (nagana)

- The dairy farmers in Rwanda still use poor methods of farming for example they take little care to improve the pasture by replacing natural pasture with improved ones.
- There is inadequate market for the dairy products both locally and regionally due to competition from other producers in the region.
- The dairy farms in Rwanda are located in rural areas where roads are poor and impassable .This makes transportation of dairy products to trading center especially during the rainy season difficult. Sometimes the dairy products end up getting spoilt.
- Most farmers are poor and do not have enough funds. This has made many farmers unable to purchase modern implements to modernize their operations.
- Limited access of veterinary services especially deep in rural areas.
- There are still inadequate modern storage facilities of dairy products like milk coolers. This has always made farmers incur losses.
- There is competition from imported milk products such as the condensed milk from South Africa and Holland

iv) Answers to application Activity 3.1.3

This question refers to the challenges that are limiting the productivity to the livestock farmers in Rwanda. Reference can be made to learning Activity 3.1.3

Lesson 4:ways of improving the livestock farming inRwanda

a) Learning objectives

The student teacher should be able to;

- Outline the ways of improving livestock farming in Rwanda
- Carry out a research on ways of improving Livestock farming in Rwanda.

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher’s Book, wall charts, computer, projector, video clips, photographs and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction:

To begin the lesson, the tutor should group the learners and ask them to brainstorm on how livestock farming can be improved. The tutor can organize student teachers in groups and ask them to use internet or other sources like text books and make a group presentation.

Learning activities

i. Guidance to learning activity 3.1.4

The question requires the student teacher to assume responsibility and propose how the problems facing livestock farmers can be solved. Student teachers will generate evidence by conducting research using internet and other sources like textbooks

Answers to learning activity 3.1.4

Question: Despite government effort to improve agriculture modernization to improve productivity in livestock sector, a lot is still desired. As a student teacher who is ready to take up the task of improving the society where you live, using different resources available to your school, suggest remedies that can be adopted to improve livestock farming in Rwanda.

Sample of possible Answers:

Some of the ways through which livestock farming can be improved include:

- Use of improved, modern methods of farming such as paddocking, planting improved pasture varieties like Kikuyu grass and alfalfa
- There is need to Supplementing natural pasture with artificial animal feeds. This will help not only to improve the quality and quantity of milk but also the butter fat content and beef.
- Extending veterinary services to all the areas where livestock keeping is practiced.
- Replacing the local breeds of animals with the exotic to increase the output.
- Milk processing industries should be established in different areas so that a large market for the dairy produce can be created.
- Pests and diseases should be controlled through constant spraying with acaricides to kill disease causing vectors.
- The farmers should be organized into cooperative societies
- Several milk collecting centres (dairy coolers) should be established near the farmers to avoid wastage.
- Transport facilities should be established and the existing ones rehabilitated so that farmers are able to access market

d) Application Activity 3.1.4

Question: Examine the applicability of the remedies proposed in Learning Activity above

Sample of possible Answers:

- This question is trying to test the learners' ability to evaluate the effectiveness of the solutions suggested in the learning activity 3.1.4 for example establishment of transport routes like roads can help to transport livestock products but some areas in Rwanda are very mountainous and construction of roads might prove very expensive in those areas, besides, during heavy rains, some of these murrum roads become slippery and might not be used at some point.
- Methods used in control of pests and diseases like spraying with insecticides and acaricides might prove unhealthy to both human beings and animals as they contain toxic elements which are not environmentally friendly
- Replacing local breeds with exotic ones might be good, however, the exotic breeds are not disease resistant and might not withstand tropical conditions compared to local indigenous breeds etc.

3.6 Skills lab:

Skills lab

Visit any livestock farmer around your school and investigate the problems he/she faces, produce your findings and make a class presentation

Topic: Agriculture in Rwanda

Duration:80minutes

Materials required: Note books, pens, cameras,

Tutor preparation: Ask learners to prepare questionnaires to be used during the interview to the livestock farmer.

Learning objectives (s):The student teacher should be able to;

- To identify problems faced by farmers
- To provide solutions faced by farmers

Instructional objective: by observation and interviewing the livestock farmer, student teachers should be able to identify problems facing livestock farming and suggest their solutions.

Activity 1: Build: (20 minutes)

- Tutor starts by asking the student-teachers to draft their questionnaire that would be used for the interview the respondents
- Student-teachers draft the questionnaires in groups

The tutor guides the group to come up with similar questions they are going to ask the respondents

A sample space of the number of respondents is agreed upon by the whole class.

Activity 2: Practice: (30 minutes)

Divide class into 5 skills lab teams to observe the problems facing livestock farmers and conduct an interview to selected respondents *.(this depends on the class size)*

- Ensures all students are involved
- Ensure order and discipline is maintained
- Ensure that gender balance and inclusion is catered for.
- Allow any creativity and independence from the student teachers while conducting an interview.
- Ensure that each member in the group takes notes.

Activity 3: Present: (30 minutes)

Groups will note down the their finding through interview and observation conducted in the field in their note books

- They will then choose a group leader to present the findings of each group
- Tutor asks follow up / probing questions(sample questions for the tutor)
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

Portfolio Assessment:

Visit any livestock farmer around your school and investigate the problems he faces, produce your findings and make a class presentation

Each student teacher should record what they have observed and or during the interview. They should discuss what they observed during observation or interview. They should take notes of the discussion and submit to the tutor (the assessment should be given enough time for research i.e. at least the findings are submitted after one week).

Expected Answers:

- Poor climatic conditions characterized by prolonged dry seasons.
- The presence of pests and diseases
- The dairy farmers in Rwanda still use poor methods of farming
- There is inadequate market for the dairy products
- The dairy farms in Rwanda are located in rural areas where roads are poor and impassable.
- Most farmers are poor and do not have enough funds.
- Limited access of veterinary services especially deep in rural areas.
- There are still inadequate modern storage facilities of dairy
- There is competition from imported milk products

Evidences:

- Moving out of the college
- Names of village visited
- Name of the livestock farmer and the area visited
- Originality

Knowledge, Skills, attitudes and values:

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

3.7 Answers to End of Unit Assessment

1. The traditional cash crops are those that were introduced by colonialists like tea and coffee. Nowadays, there are other crops like floriculture products and fruits.
2. The factors that have led to the development of livestock farming in Rwanda
 - Availability of conducive climate that leads to the growth of pasture

- Presence of veterinary services that control the disease outbreak
 - Availability of transport facilities to transport milk and other products to the trading centres
 - Market for dairy products and beef especially in urban centers
 - Government policy encouraging each household to own cattle (Girinkamunyarwanda)
 - Traditionally Rwandans are cattle keepers so it's a traditional activity to keep animals.
3. a) The following factors are responsible for low productivity of agriculture sector in Rwanda.
- Poor climatic conditions characterized by prolonged dry seasons.
 - The presence of pests and diseases
 - The dairy farmers in Rwanda still use poor methods of farming
 - There is inadequate market for the dairy products
 - The dairy farms in Rwanda are located in rural areas where roads are poor and impassable.
 - Most farmers are poor and do not have enough funds.
 - Limited access of veterinary services especially deep in rural areas.
 - There are still inadequate modern storage facilities of dairy
 - There is competition from imported milk products
- b) The problems identified above can be solved through the following ways
- Use of improved, modern methods of farming
 - There is need to Supplementing natural pasture with artificial animal feeds.
 - Extending veterinary services to all the areas where livestock keeping is practiced.
 - Replacing the local breeds of animals with the exotic to increase the output.
 - Milk processing industries should be established in different
 - Pests and diseases should be controlled through constant spraying with acaricides
 - The farmers should be organized into cooperative societies
 - Several milk collecting centres (dairy coolers) should be established
 - Transport facilities should be established and the existing ones

3.8 Unit summary

- Agriculture is a science of rearing animals (animal husbandry) and growing of crops (crop husbandry)

- In Rwanda agriculture is carried out for both subsistence and commercial reasons.
- Subsistence farming is a type of farming where farmers grow crops primarily for home use and the surplus is sold. Crops grown under this system are usually food crops
- Plantational /commercial farming is a type of commercial farming whereby crops are grown on large scale basically for cash income.
- Crop farming is an important activity that supports livelihood of majority Rwandans as it provides food, employment, provision of foreign exchange and many more others.
- There are many challenges facing the crop farming like prevalence of pests and diseases, limited market, limited capital, poor soils, poor means of transport, perishability, poor storage facilities and fluctuation of prices of products
- The above problems can be resolved through irrigation farming to solve the problem of drought, planting drought and disease resistant varieties of crops, forming farmers' cooperatives, application of manure to enrich soil fertility etc.
- Livestock farming is the rearing of domesticated animals such as cattle, sheep, goats and pigs for food (milk or meat, fibre and labour.
- There are three common livestock rearing practices in Rwanda which include, ranching, dairy farming and zero grazing
- Ranching is the practice of grazing livestock such as cattle purposely for beef on large tracts of land
- Dairy farming involves the business of producing, storing and distributing milk and its products
- Zero grazing is a farming method that involves keeping cows inside enclosed shelters feeding them indoors.
- Other livestock kept in Rwanda includes, rearing of goats and sheep, pigs, rabbits and poultry.
- Livestock farmers also face similar challenges like the crop cultivators

3.9 Additional information to the teacher

- Agricultural modernization is the process of transforming the agricultural sector into one that is dynamic, technologically advanced and competitive yet centered on human resource development and guided by the sound principles of social justice. This is meant to increase yields.
- Agricultural modernization is not only tied down to the use of machines but deals with the use of any improved methods of farming that enable farmers to increase their produce

3.10 Additional activities

3.10.1 Remedial activities

Questions: Define the term apiculture and name places where it is commonly practiced in Rwanda

Answer: Apiculture is a science of keeping bees for honey and other products like wax. Areas in Rwanda where bee keeping is common are Gishwati and other forested areas such as Nyungwe, Birunga and other areas with many trees.

3.10.2 Consolidation activities

Question: Explain the contribution of agriculture in the economic development of Rwanda

Answer: The following are some of the importance of agriculture to the economy of Rwanda.

- Rwanda's economy greatly depends on the export of agricultural crops especially tea and coffee.
- Agriculture is a source of employment to thousands of the people who make up the Rwandan population.
- There are different agricultural industries in Rwanda. The agro-based industries pay taxes to the government.
- All these help the country to earn revenue that is used to develop the nation.
- Agriculture in Rwanda has led to the development of industries. In this way, it has contributed to the industrialization of the country.
- Agriculture has enabled the country to diversify its economy and reduce its dependence on tourism and mining.
- There has been construction of dams and valley run-off harvesting centres which assist the communities by providing additional water supply to be used during the dry season and in other services.
- There has been establishments of research centres in Rwanda. This has benefitted farmers in finding out new and improved seed varieties and other agricultural innovations hence improved productivity.
- Agriculture has contributed a lot to the establishment of various infrastructures such as roads which play a great role in the development of the country.
- Agriculture has contributed to the development of urban centres which have their own advantages. For example Musanze and Rwamagana towns.

3.10.3 Extended activities

Question: Discuss the methods of achieving agriculture modernization

Answer: Agriculture modernization can be achieved through; use of irrigation, hybrid seeds, artificial insemination, improved farm tools and machines in the farming practices such as for planting, weeding and harvesting, use of chemical fertilizers and training farmers.

- Other methods of achieving modernization in agriculture are, use of improved methods of crop cultivation such as terracing, mulching, use of contours, strip cultivation, agroforestry, land consolidation in order to increase the cultivatable land and yields.

UNIT 4

ECONOMIC ACTIVITIES IN RWANDA-MINING

4.1 Key Unit competences

Key Unit competence: The student-teacher should be able to assess the impact of mining on the sustainable development in Rwanda.

4.2. Prerequisite (knowledge, skills, attitudes and values)

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

- Types and distribution of the major minerals in Rwanda.
- Importance of mining to the economy of Rwanda.
- Problems affecting mining in Rwanda and their possible solutions

4.3 Cross-cutting issues to be addressed

- **Peace and Values Education:** In this unit about Mining in Rwanda, the tutor needs to ask some probing questions that will emphasis peace for instance he can ask them to explain how minerals can be exploited without causing any conflicts among the beneficiaries.
- **Environment and sustainability:** In this unit, the tutor should guide student teachers to understand that the need to exploit the minerals for economic benefits may have a negative impact on the environment. This implies that special attention has to be put in place to avoid the negative externalities on the environment that might accrue from mining.
- **Inclusive education:** Through learning and teaching process of this unit, care will be given to all learners including Special Education Needs cases. At this time, all student teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities
- **Gender:** The student teacher should put into consideration the following elements: Understanding the difference between gender and sex at all times, balancing female-male roles: this may be in the form of allocating tasks to girls and boys together or interchangeably, asserting female roles:

it is important that student teachers work on creating female role models, e.g. showing women in occupations like being a doctor, giving examples of female scientists, important women in history.

- **Financial Education:** In order to ensure that financial education is covered and these learning objectives are met, student teachers will need to develop and engage learners in learning activities that promote good planning and saving habits. It is essential for the tutor to emphasize financial discipline among the student teachers.

4.4. Guidance on introductory activity

At the beginning of this *Unit*, the introductory activity widens the knowledge of the student teachers about mining. The picture shows miners in mining gear observing some mineral ores. The preceding questions will insight the student teacher to explore more and acquire background information to have in depth understanding of the topic.

4.5. List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	Types and distribution of the major minerals in Rwanda.	The student teacher should be able to; <ul style="list-style-type: none"> • Identify the major minerals in Rwanda • Create a sketch map of Rwanda to identify and locate the major minerals in Rwanda. • Show concern for the unequal distribution of minerals in Rwanda 	1
2	Importance of mining to the economy of Rwanda.	The student teacher should be able to; <ul style="list-style-type: none"> • Identify the importance of mining to the economy of Rwanda. • Evaluate the importance of mining to the economy of Rwanda • Appreciate the importance of minerals. 	1

3	Problems affecting mining in Rwanda and their possible solutions	The student teacher should be able to; <ul style="list-style-type: none"> • State the problems affecting mining • Analyse the problems affecting mining in Rwanda • Solutions to problems facing mining in Rwanda 	1
4	Skills lab	The student teacher should be able to; <ul style="list-style-type: none"> • Identify problems faced by miners in a given location 	1
5	End Unit Assessment.	The student teacher should be able to; <ul style="list-style-type: none"> • Evaluate themselves about the topic 	1

Lesson 1: Types and distribution of the major minerals in Rwanda

a) Learning objectives:

The student teacher should be able to;

- Identify the major minerals in Rwanda
- Create a sketch map of Rwanda to identify and locate the major minerals in Rwanda.
- Show concern for the unequal distribution of minerals in Rwanda.

b) Teaching resources

- The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, samples of crops grown, map of Rwanda showing mineral distribution, photographs of miners, mineral ores and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

- To begin the lesson, the tutor can ask learners to research about the major minerals in Rwanda.
- He can further distribute the map of Rwanda /Atlas and ask student teachers to observe the major minerals on the map of Rwanda
- The tutor can further ask the student teachers to draw a sketch map and locate the places where those minerals are mined on the map of Rwanda.

Learning activities

i) Guidance to learning activity 3.2.1

The activity is aimed at creating awareness about the location and distribution of minerals in Rwanda, it further tests whether the learners can differentiate between the difference methods of extracting the mineral ores.

ii) Answers to learning activity 3.1.1

1. The major minerals in Rwanda include,
 - Cassiterite (Tin ore) mined at Rwinkwavu, Musha, Bugarama, Rutongo, Gatumba, Mwaka, Rutsiro and Bisesero.
 - Cobalt mined at; Kabaya, Rutsiro, Ngoma, Nyagatare, Gatsibo, Rubavu, Rusizi
 - Gold mined at Nyungwe, Miyove in Gicumbi district, Nyamasheke and many others.
 - Natural and methane gas mined from Lake Kivu.
2. The first photograph (left) shows adit or shaft method evidenced by tunnels within the earth's crust and the second one (right) shows open cast method where minerals are extracted on the surface of the earth by removing mounds of rocks to expose the minerals.
3. Open cast method is more advantageous over shaft/ adit method because;
 - It is cheaper and does not require construction of expensive shafts
 - Minerals appear near the surface so it easy to collect even using simple tools
 - Limited accidents are involved
 - However, it opens ugly scenes on the earth surface that not sight appealing, the sites/ holes created can be filled by water and act as breeding grounds for disease causing vectors.
4. The importance of crop cultivation in Rwanda include the following;
 - Rwanda's economy greatly depends on the export of agricultural crops especially tea and coffee that earn the country a lot of foreign exchange.
 - Agriculture is a source of employment which generates income to majority
 - These crops have also influenced the establishment of agro based industries that generate revenue to the government through taxation.
 - Some of these crops grown provide food that supports the livelihood of Rwandans. Agriculture has enabled the country to diversify its economy and reduce its dependence on tourism and mining.

- Agriculture has contributed a lot to the establishment of various infrastructure such as roads
- Agriculture has contributed to the development of towns

ii) Answers to Application Activity 3.2.1

1. The student teachers should be able to draw a sketch map of Rwanda and label the major minerals and their distribution in Rwanda. Reference should be made to the map in student teachers' social studies book Year 3. Characteristics of a good map should also be emphasized. These are, title, frame and compass direction.

Lesson 2: Importance of mining to the economy of Rwanda

a) Learning objectives

The student teacher should be able to;

- Identify the importance of mining to the economy of Rwanda.
- Evaluate the importance of mining to the economy of Rwanda
- Appreciate the importance of minerals.

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, photographs, map of Rwanda showing mining sites, and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor should ask learners to form groups and brainstorm on the importance of mining. He can ask them to present their findings in groups.

d) Learning activities

i) Guidance to learning activity 3.2.2

This activity will enable learners to get relevant information from secondary sources like internet or text books. This will help them to find facts about the importance of mining in Rwanda.

ii) Answers to learning activity 3.2.2.

The following are the points to consider about the importance of mining in Rwanda.

- Mining generates foreign exchange after exports of minerals.

- It has also generated employment in different field.
- Provision of government revenue after taxing mining firms
- Growth of industries like gold processing near Kigali
- Development of physical infrastructure e.g. roads connecting the mining centers
- Development of social services like schools, hospitals near the mining centers
- Improved trade balance due to increased earnings from exports
- Provision of energy for example natural gas from lake Kivu
- Economic diversification
- Improved international relations with importing countries
- Growth of urban centers that are associated with mining.

iii) Answers to application Activity 3.2.2

This question requires the student teacher to explain both the positive and negative contributions of mining. When critically analyzed, mining has more positive effects on the economy and negative effects on the environment. The positive effects on the economy are outlined in the learning activity 3.2.2. The negative effects of mining include the following;

- Pollution from processing industries that cause respiratory diseases
- Mining methods like open cast leads to degradation of the environment
- Mining causes landslides due to vibrations and tremors from blasting of rocks
- Destruction of forest cover in order to conduct mining in forested regions affects the ecological balance of nature
- Some minerals contain toxic elements and once they find their way in the nearby streams or rivers, they can contaminate water sources
- Numerous accidents in mines that claim a lot of lives
- It is an expensive undertaking and constitutes too much budgetary allocations that would be used to finance other sectors of the economy
- Some minerals are none-renewable, so their extraction means that the future generation will never benefit from them

Lesson 3: Problems affecting mining in Rwanda and their possible solutions

a) Learning objectives

The student teacher should be able to;

- State the problems affecting mining

- Analyze the problems affecting mining in Rwanda
- Solutions to problems facing mining in Rwanda

c) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, photographs, map of Rwanda showing mining sites, and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment

d) Prerequisites/Revision/Introduction

To begin the lesson, the tutor should ask learners to form groups and brainstorm on the problems facing mining in Rwanda and suggest the solutions. He can ask them to present their findings in groups.

d) Learning activities

i) Guidance to learning activity 3.1.3

The student teachers are expected to observe the photograph about one of the mining methods in Rwanda.

Through their observation they should be able to answer the questions. The photograph shows poor mining methods attributed to poor tools and craftsmanship.

ii) Answers to learning activity 3.2.3

1. The type of mining is open cast evidenced by opening/ digging the surface of the earth to extract the minerals using local means.
2. The challenges met by miners in the photograph include, poor tools, poor conditions of work as they are exposed to risks of weather, contagious diseases and possibility of accidents.
3. Other problems facing mining and not shown in the photograph include the following,
 - Shortage of enough capital to install necessary infrastructure
 - Limited access to mineral rich areas due to poor roads
 - Small ore quantities making it uneconomic to exploit
 - Limited supply of power to mining centers
 - Profit repatriation by the mining firms
 - Accidents in the mines
 - Competition from other countries that produce the same minerals

- Competition from other sector like forestry and agriculture
- Price fluctuations on the world market

iv) Answers to application Activity 3.2.3

The following are some of the solutions to the challenges that affect mining.

- Use of modern technology. Introduction of improved and modern mining equipment.
- Training of local labour. Hiring a skilled labour force and training the local workers in order to empower them with appropriate skills will improve the mining industry.
- Provision of financial incentives. The government has provided financial incentives tax holidays to investors.
- Rehabilitation of roads. Government has rehabilitated the existing roads which were in poor conditions.
- Improve Health and Safety. Safety standards and the working conditions of the employees should be improved so as to guard against accidents that lead to loss of lives.
- Processing industries. Industries to process and refine minerals have been established in Rwanda.
- Government funding. The government should allocate more resources in mineral exploration so that more mineral deposits can be discovered and exploited.
- Trade Agreements. The government has strengthened trade agreements through different agencies to bargain for fair prices.

4.6 Skills lab:

Skills lab

Visit any mining site near your home area or school environment and identify possible problems faced by miners. Compile a report and make a class presentation.

Topic: Mining in Rwanda

Duration:80minutes

Materials required: Note books, pens, cameras,

Tutor preparation: Ask learners to prepare questionnaires to be used during the interview to the mining site.

Learning objectives: student teachers should be able to identify problems faced by miners in a given location

Instructional objective: by observation and interviewing the miners, student teachers should be able to identify problems facing mining.

Activity 1: Build: (20 minutes)

- Tutor starts by asking the student-teachers to draft their questionnaire that would be used for the interview the respondents
- Student-teachers draft the questionnaires in groups

The tutor guides the group to come up with similar questions they are going to ask the respondents

A sample space of the number of respondents is agreed upon by the whole class.

Activity 2: Practice: (30 minutes)

Divide class into 5 skills lab teams to observe the problems facing miners and conduct an interview to selected respondents *.(this depends on the class size)*

- Ensures all students are involved
- Ensure order and discipline is maintained
- Ensure that gender balance and inclusion is catered for.
- Allow any creativity and independence from the student teachers while conducting an interview.
- Ensure that each member in the group takes notes.

Activity 3: Present: (30 minutes)

Groups will note down their findings through interview and observation conducted in the field in their note books

- They will then choose a group leader to present the findings of each group
- Tutor asks follow up / probing questions (for example what kind of tools do the miners use? How appropriate are they?)
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

Portfolio Assessment:

Visit any mining site near your home area or school environment and identify possible problems faced by miners. Compile a report and make a class presentation.

Each student teacher should record what they have observed and or during the interview. They should discuss what they observed during observation or interview. They should take notes of the discussion and submit to the tutor (the assessment should be given enough time for research i.e. at least the findings are submitted after one week).

Expected Answers:

- Shortage of enough capital to install necessary infrastructure
- Limited access to mineral rich areas due to poor roads
- Small ore quantities making it uneconomic to exploit
- Limited supply of power to mining centers
- Profit repatriation by the mining firms
- Accidents in the mines
- Competition from other countries that produce the same minerals

Evidences:

- Moving out of the college
- Names of the mine visited
- Name of the mining company visited
- Originality

Knowledge, Skills, attitudes and values:

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

4.7 Answers to End of Unit Assessment

1. The major mineral exports of Rwanda include; gold, cassiterite and wolfram
2. The following are the contributions of the mining industry to the economic development of Rwanda;
 - Mining generates foreign exchange after exports of minerals.
 - It has also generated employment in different field.
 - Provision of government revenue after taxing mining firms
 - Growth of industries like gold processing near Kigali
 - Development of physical infrastructure e.g. roads connecting the mining

centers

- Development of social services like schools, hospitals near the mining centers
- Improved trade balance due to increased earnings from exports
- Provision of energy for example natural gas from lake Kivu
- Economic diversification
- Improved international relations with importing countries
- Growth of urban centers that are associated with mining

3. This question requires the learners to assess whether physical factors are the only factors that limit the development of mining in Rwanda and to what degree? Student teachers need to look at physical factors and thereafter other factors. They should be able to give their final judgment by giving a conclusion.

- For example mining industry is limited by existing of minerals in low quantities and quality. This renders their exploitation difficult because the cost of mining can exceed the proceeds from mining.
- Accessibility to the mining centers is made difficult by ragged terrain and mountainous nature of the country making construction of transport and communication routes difficult.
- However, it should be noted that not that there are other factors other than physical that account for a low level of development of mining industry in Rwanda, these include mostly economic factors as explained below;
- Shortage of enough capital to install necessary infrastructure
- Limited skilled labour
- Low levels of technology
- Limited supply of power to mining centers
- Profit repatriation by the mining firms
- Accidents in the mines
- Competition from other countries that produce the same minerals
- From the above analysis, it should be noted to a large extent economic factors other than physical are responsible for low levels of development of mining industry in Rwanda

4.8 Unit summary

- Mining is the extraction of valuable minerals from the Earth. The minerals could be in liquid, solid or gaseous state.
- The major minerals in Rwanda include,
- Cassiterite (Tin ore) at Rwinkwavu, Musha, Bugarama, Rutongo, Gatumba, Mwaka, Rutsiro and Bisesero

- Cobalt at Kabaya, Rutsiro, Ngoma, Nyagatare, Gatsibo, Rubavu, Rusizi
- Gold mined at Nyungwe, Miyove in Gicumbi district, Nyamasheke and many others.
- Natural and methane gas mined from Lake Kivu.
- There are different methods of mining in Rwanda. They include the following; open cast, shaft/adit, drilling and alluvial methods
- The mining sector in Rwanda plays a significant role in the economic development of the country by; Mining generates foreign exchange after exports of minerals, generating employment in different fields, Providing of government revenue, stimulating growth of industries and many more
- The mining industry in Rwanda is faced with many problems, some of which include, Shortage of enough capital to install necessary infrastructure, limited skilled labour, low levels of technology, limited supply of power to mining centers, profit repatriation by the mining firms and accidents in the mines to mention but a few.
- The above challenges can be solved through use of modern technology in mineral prospection, exploration and mining, giving financial incentives to the investors, training of skilled labour, rehabilitation of major roads connecting mining centers and extension of Hydroelectricity power in the potential mining centers.

4.9 Additional information to the teacher

- There are many products that are made from minerals, these include, cement, jewellery, Chemicals, Metals, Electrical product, Glass, Ceramics, Batteries, fertilizer, Medicine, Light bulbs filaments, X-ray tubes, Capacitors used in electronic devices, Laptop computers Cellular phones, jet engines, rockets, Cutting tools, camera lenses, Ink jet printers and many more.
- Rwanda produces about 9% of the world's tantalum, used in electronics manufacturing, and about 4% of global tungsten.
- In October 2012, Rwanda's Ministry of Natural Resources suspended mining activities in the country's western province on the basis that they were endangering the River Sebeya.
- Mining activities in Rwanda started in the early 1930's, developed by Belgian foreign companies.
- Mining in Rwanda has continued to gain significance as a source of export revenues.
- Rwanda is the only country within the East Africa region implementing the traceability and tagging schemes to guarantee transparent and ethical trading of minerals

4.10 Additional activities

4.10.1 Remedial activities

Questions: Mention the minerals mined using the following methods in Rwanda

- i. Alluvial
- ii. Drilling
- iii. Adit

Answer.

- i. Minerals mined using alluvial method include gold in Gicumbi and Rusizi
- ii. The mineral mined using drilling method is Methane gas in Lake Kivu.
- iii. Minerals mined using adit method are wolfram, cassiterite in Rutongo, Bugarama and Musha.

4.10.2 Consolidation activities

Question: Describe how alluvial method of mining is used.

Answer: This is the most common method used in mining the alluvial deposits of Rwanda. It involves mixing of alluvial deposits with water. The mixture is then filtered until all the unwanted material such as silt or mud and other light particles are removed leaving the minerals behind. This method is used in Gicumbi, Rusizi and Nyamasheke areas where gold is mine

4.10.3 Extended activities

Question: Examine the factors affecting mineral exploitation in Rwanda.

Answer:The following factors determine mineral exploitation in Rwanda;

- The size of mineral deposits. Rwanda has few mineral resources. The few that are there occur in small deposits.
- This has encouraged artisanal mining. This is because it is difficult for companies to invest in the exploitation of small deposits of minerals because it makes little or no economic sense. However, in areas where large mineral ores are found in large deposits, commercial mining is practiced.
- Mineral quality or grade. The quality or grade of the mineral ore to be mined greatly influences mining. It is economical to mine a mineral that is of a high quality because the economic returns expected will be high. On other hand, it is difficult to exploit low grade minerals since their demand

and economic returns are very low.

- Type of minerals. The type of mineral mined affects mining. If the minerals mined are of a very high quality such as gold or diamond, mineral investing companies will invest in its exploitation. On the other hand, minerals whose value is not very high do not attract investors and are thus not exploited or are exploited in a small scale.
- Availability of capital. Mining requires expensive equipment that are used to exploit the minerals. However, being a developing country, Rwanda does not have enough capital to adequately fund the mining industry. To meet this demand, both foreign and private companies have invested their money in the exploitation of the minerals found in Rwanda.
- Availability of means of transport and communication. There are mineral deposits in the highlands of Rwanda that have remained unexploited due to the absence of transport and communication networks in the region.
- It is easier to mine minerals in areas that have well developed transport and communication systems than in areas without any or with poor infrastructure.
- Availability of adequate labour force. The presence of a steady supply of labour favours the exploitation of minerals. This has not always been easy in Rwanda especially when skilled workers are required in the mines. Rwanda depends on consultants and expatriates to oversee the mining.
- The presence of reliable power supply. Mining depends on a reliable power supply since heavy drilling machines are used especially in the creation of shafts and adits. Power is also needed in the aeration system for the underground mines in underground mining. The power supply in Rwanda is not robust and therefore not very dependable.
- Favourable government policies. The government has developed policies that favour the exploitation of minerals. Companies interested in mining are able to register within a short time. They also have a favourable working environment that encourages investment in the mining sector.
- The availability of technology. Technology influences mining in various ways. The mining sector involves heavy use of machinery. This is only possible with availability of updated technology. The exploitation of minerals that occur deep into the crust will not be possible without technology. Rwanda highly depends on foreign investors in the mining sector. The technological advances in the developed countries are high thus making mining possible.
- Political climate. The political stability in Rwanda has played a great role in influencing the exploitation of minerals. Foreign and local companies that have invested in Rwanda's mining sector have done so because of the prevailing peace and security. This allows them time and space to engage

in mining activities.

- **Availability of markets.** The mining sector is a commercial sector. Therefore mining activities will go on if there is a demand and ready market for the minerals mined. In Rwanda's mining sector, there is a high demand for coltan therefore, its exploitation is economically viable.

UNIT 5

ECONOMIC ACTIVITIES IN RWANDA-POWER AND ENERGY

5.1. Key Unit competence:

The student-teacher should be able to investigate the impact of Power and Energy production on the sustainable development in Rwanda.

5.2. Prerequisite (knowledge, skills, attitudes and values)

This unit is a continuation of the economic activities already covered along the unit three. Again the student teachers have learnt power and energy in senior three. This knowledge will be helpful in helping student- teachers to study the power and energy which is part of unit three.

5.3. Cross-cutting issues to be addressed

- **Gender Education:** both boys and girls will be encouraged to participate actively in Teaching-learning process; this will help everyone to display his or her ability. Never discriminate student-teachers.
- **Environment and sustainability:** After discussing different sources of energy, the Tutor will have the opportunity to talk about the effects related to the use of different energy on the environment. With this cross-cutting issue, student-teachers will acquire knowledge, skills, attitudes and values which will help them to effectively manage our environment.
- **Inclusive education:** With this cross cutting issue, the tutor should be aware of the diversity of student-teachers in the class. Therefore, the tutor will allow student-teachers to move to their pace. The tutor should pay attention to special education needs cases. These student-teachers should be helped to exploit their ability and potentials. The disability does not mean the inability.

3. Guidance on the introductory activity

The Tutor will instruct the student-teachers to observe the photograph and describe what you are seeing therein. From their observation, using textbooks and internet, they will try to respond to different questions asked on the photo. In groups the student-teachers will come up with information upon which the learning activities will be built. This means that the answers they provide may be true or false, the true answer will be discovered through different activities as

the lesson proceeds.

List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Major sources and forms of energy used in Rwanda (renewable and non-renewable).	<p>The student-teacher will be able to:</p> <ul style="list-style-type: none"> • Recall the forms of energy used in Rwanda and the difference between the renewable and non-renewable energy. • Distinguish among different sources of energy used in Rwanda. • Show concern for the low levels of energy production in Rwanda. 	2
2	Importance of power in the development of Rwanda.	<p>The student-teacher will be able to:</p> <ul style="list-style-type: none"> • Evaluate the importance of power and energy in Rwanda. • Give the importance of power and energy in Rwanda. • Evaluate the importance of power and energy in Rwanda. • Appreciate the importance of power and • Energy on the sustainable development of Rwanda. 	1
3	Problems hindering the development of energy and the possible solutions in Rwanda	<p>The student-teacher will be able to:</p> <ul style="list-style-type: none"> • Identify Problems hindering the development of energy and the possible solutions in Rwanda • Investigate the problems hindering the development of energy and suggest possible solutions. • Show respect for the efforts in the development of power and energy in the country. 	2
4	Skills lab	The student-teacher will be able to explain how the electricity transforms the socio-economic aspects of people in the village.	
5	End unit assessment		1

LESSON 1: MAJOR SOURCES AND FORMS OF ENERGY USED IN RWANDA (RENEWABLE AND NON-RENEWABLE)

a) Learning objectives

- Recall the forms of energy used in Rwanda and the difference between the renewable and non-renewable energy.
- Distinguish among different sources of energy used in Rwanda.
- Show concern for the low levels of energy production in Rwanda.

b) Teaching resources

Social and studies syllabus for upper primary (P4-P6) and primary Social studies textbooks (P1-P6), geography and environment for Rwandan schools, senior two, student book, manila paper, computers, photos, videos, flash cards, scissors etc.

c) Prerequisites/Revision/Introduction:

- To start the lesson, the tutor will ask student-teachers the questions about the previous lesson “Mining in Rwanda: Problems affecting mining in Rwanda and their possible solutions”.
- The questions asked and the answers provided by student-teachers, will be the foundation of the lesson of the day.

d) Learning activities

Through different techniques, the tutor will organize discussion in groups through which the student teachers will discuss different sources of energy, identify the renewable energy resources and non-renewable energy resources in Rwanda and their location. After, they will make a class presentation and the lesson ended up with conclusion and assessment.

e) Application Activity

1. Draw a sketch map of Rwanda and indicate:
 - a) Hydro power stations
 - b) Areas with geothermal energy potential
 - c) Location of major solar power stations

For the answer to this application activity, refer to student book, year Three SME and LE, unit 3, lesson 3.3.1.

LESSON 2: IMPORTANCE OF POWER IN THE DEVELOPMENT OF RWANDA

a) Learning objectives

- Evaluate the importance of power and energy in Rwanda.
- Give the importance of power and energy in Rwanda.
- Evaluate the importance of power and energy in Rwanda.
- Appreciate the importance of power and Energy on the sustainable development of Rwanda.

b) Teaching resources

Social and studies syllabus for upper primary (P4-P6) and primary Social studies textbooks (P1-P6), geography and environment for Rwandan schools, senior two, student book, manila paper, computers, photos, videos, flash cards, scissors etc.

c) Prerequisites/Revision/Introduction:

- To start the lesson, the tutor will ask student-teachers the questions about the previous lesson “Major sources and forms of energy used in Rwanda (renewable and non-renewable)”
- After checking the level of mastery of the previous knowledge, tutor will proceed with the new lesson.

d) Learning activities

Through different techniques, the tutor will organize discussion in groups through which the student teachers will discuss the importance of power and energy in Rwanda. After, they will make a class presentation and the lesson ended up with conclusion and assessment.

e) Application Activity

Question: Explain how energy in Rwanda has promoted trade and commerce.

Expected answer: *Power contributes to the development of trade and commerce by facilitating the operations of the various businesses.*

LESSON 3: PROBLEMS HINDERING THE DEVELOPMENT OF ENERGY AND THE POSSIBLE SOLUTIONS IN RWANDA.

a) Learning objective:

- Identify Problems hindering the development of energy and the possible solutions in Rwanda
- Investigate the problems hindering the development of energy and suggest possible solutions.

- Show respect for the efforts in the development of power and energy in the country.
- b) Teaching resources:** Primary Social studies textbooks (P1 -P6), geography and environment for Rwandan schools, senior two, student book, Manila paper, computers, photos, videos, flash cards, scissors etc.
- c) Prerequisites/Revision/Introduction:** To start the lesson, the tutor will ask student-teachers the questions about the previous lesson “the importance of power and energy in Rwanda”. After checking the level of mastery of the previous knowledge, tutor will proceed with the new lesson.
- d) Learning activities:** Through different techniques, the tutor will organize discussion in groups through which the student- teachers will identify problems hindering the development of energy and the possible solutions in Rwanda. After, they will make a class presentation and the lesson ended up with conclusion and assessment.

e) Application Activity

Question: Discuss the measures the government of Rwanda has put in place to ensure sustainable energy and power supply in the country.

Expected answer: The following are the measures the government of Rwanda has put in place to ensure sustainable energy and power supply in the country.

- **Use of diversified sources of energy.** *In many areas of Rwanda, homesteads have been connected to renewable power such as solar energy. This works as an alternative to hydroelectric power.*
- **Efficient transmission and distribution of power.** *This has been one of the top government agenda. It has been implemented through the rural electrification programme that has connected several homes to national power grid.*
- **Emphasis on the use of renewable energy.** *Both the public and the private sector in Rwanda emphasize the need to use renewable energy sources such as wind and solar energy. This reduces pressure on demand for Hydroelectricity power.*
- **Construction of more power plants.** *The construction and establishment of more Hydroelectricity power stations will help in boosting power production in the country.*
- **Training human resource.** *The government should commit itself in training more people in power and energy sector. This will provide the much need skills needed in the energy sector.*
- **Creation of buffer areas around power stations.** *The creation of protected areas and buffer zones of 50 meters around water bodies and power stations will assist in reducing the silting of dams and power*

stations in the country

- **Harvesting of water weeds.** *There should be more effort put in the harvesting of water weeds especially the water hyacinth which is steadily spreading in the country's river systems.*
- **Regular inspection of machinery.** *There should be regular inspection of machines and equipment used in the production of power and energy. This will help in avoiding mechanical problems such as transformer breakdowns.*
- **Dredging the rivers and water reservoirs behind the dams.** *There should be regular efforts to remove the silt that is deposited around the dams.*
- **Affordable prices.** *The government together with other parties involved in the production of power and energy should device a fair power pricing system. This will make power affordable and available to all.*
- **Environmental impact assessment reports.** *There should be serious environmental assessment studies carried out before and during the power production periods. This will help to prevent environmental hazards beforehand.*
- **Mass education.** *The people of Rwanda should be educated on power and energy saving ways in order to avoid unnecessary power wastage and use of other alternatives to hydroelectricity power.*

5.6. Skills Lab

Skills lab

Visit any village using electricity and explain how it has transformed the socio-economic aspects of this village. Make a report and present it to the plenary.

Topic: The impact of Power and Energy production on the sustainable development in Rwanda

Duration: (...) minutes

Materials required: Manilla paper, videos about and energy, pictures, maps,

Tutor preparation: prepare a video showing different power and energy and where it is used, avail manila paper, markers, set up chairs in five circle for groups, etc.

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

- Describe the impact power and energy production on the sustainable development in Rwanda
- Make a class presentation

Instructional objective: Using different resources student-teachers will be able to describe the impact electricity in the socio-economic aspects of the population living in a village which has electricity.

- Make a class presentation successfully.

Activity 1: Build: (... minutes)

- Tutor starts by asking the student-teachers to explain different types of power and energy
- Student-teachers describe electricity in the socio-economic aspects of the population living in a village which has electricity.

Activity 2: Practice: (... minutes)

- Divide class into 5 skills lab teams (*this depends to the class size*)
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.
- Ask student-teachers to move in different parts of a village to interview different people about the impact of electricity to transform the welfare of the population
- Make a summary of findings

Activity 3: Present: (... minutes)

- Groups will present the findings
- Tutor asks follow up /probing questions
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

Portfolio Assessment:

- Give an individual portfolio assignment. - Connect it to the Key unit competence; it should be a practical activity.

What is the difference in terms of social welfare between a village which has electricity and another village which has no electricity?

Knowledge, Skills, attitudes and values:

- Creativity, citizenship, networking, critical thinking, research, etc

5.7. End unit assessment

1. Explain any sources of energy used in Rwanda
 - Biogas
 - HEP

- Solar energy etc.

2. Distinguish between renewable and non-renewable forms of energy giving clear examples in each case.

Renewable energy is a source of energy that cannot be exhausted. They have the capacity of refilling themselves after being used. The production of such energy is endless because the energy is regenerated naturally. They include water (Hydroelectric power), solar energy, wind energy Biogas and Biomass. While non-renewable energy is a form of energy that can be depleted. Examples of this energy include the following oil, peat, methane gas...

3. Discuss ways Rwanda can put in place to solve the problems hindering development of energy development in the country.

For this activity, refer to unit 3, Lesson 3.3.1

5.8. Summary of the unit

This unity is entitled the economic activities in Rwanda- Power and energy in Rwanda. It has described the major sources and forms of power used in Rwanda (renewable and non-renewable energy), the importance of power in the development of Rwanda, the problems hindering the development of energy and possible solutions.

5.9. Additional information for tutor

1. Case study: Mukungwa I, Mukungwa II, Rusizi II.

a) Mukungwa I and II power stations

These power and energy generating stations are located in the Northern Province of Rwanda in Musanze district. They are all situated along River Mukungwa. River Mukungwa is an outlet of Lake Ruhondo. Water that flowed from the hills to this lake was tapped into a dam to generate electricity. The site was suitable for the construction of the dam and due to the waterfalls from the hills and the presence of hard rocks.

The Mukungwa I power station is located at the geographical coordinates that lie between latitude: 1°32'16.08" and longitude: 29°41'3.12". It is found at an altitude of about 1651 meters above sea level. The power station produces about 12 Mega Watts (MW) of power. Its construction began in 1978 and it began its operations in 1982. The station produces power of differing voltages basing on the need for the power generated.

There is one section that produces high voltage power that is meant to supply power and energy to Kigali while the other section produces medium voltage power that serves Musanze and Rubavu towns with their associated rural areas. The power station faces the challenge of reduction of the water levels in the dam that causes reduced power generation. As an effort to boost the electricity generation capacity of the station, another station, Mukungwa II was constructed to provide additional power to the national power grid.

Mukungwa II on the hand began its operations in 2010. It produces 2.5MW of power to the national power grid. These two power stations have created employment opportunities and provided reliable power supplies to the various institutions. The stations are responsible for the development of Musanze town which is a major tourist urban centre in Rwanda.

b) Rusizi II power station

This power station was developed on River Rusizi which is the only outlet of Lake Kivu.

Rusizi I was established in 1958 while Rusizi II power station was constructed in 1989. The operations and management of these two power stations was a joint project between Rwanda and her partners who are Burundi and the Democratic Republic of Congo. The Rusizi I power project has the capacity of producing 30 MW of hydroelectric power while Rusizi II has a capacity to produce approximately 44 MW of power.

5.10. Additional activities

5.10. Remedial activities

Question: list any three source of energy

Answer: Hydro-electric power, solar energy, biogas, biomass

5.10.2. Consolidation activities

Question: Match the elements of A to B

A	B
1.Water (Hydroelectric power)	a. It is generated from wind or moving air.
2.Solar energy	b. This is got from woods.
3.Wind energy	c. It can be generated provided there is water flowing such as in the permanent rivers of Rwanda.

4. Biogas	d. This will be generated from the hot springs and geysers found in the volcanic areas..
5. Biomass	e. This comes from the sun insolation
6. Geothermal (there is a potential site in Rwanda which has not yet been exploited.)	f. This is obtained from the use of organic matter that can be regenerated

Expected answer:

1. c
2. e
3. a
4. f
5. b
6. d

5.10.3. Extended activities

Question: Explain how the power and energy can lead to the economic development of Rwanda.

Expected answer: The power and energy can lead to the economic development of Rwanda in the following way.

- **Promotes Tourism.** *The availability of power helps in making an area a potential tourist attraction centre because it makes service delivery easy. These generate money.*
- **Innovation and research.** *Presence of power encourages innovation and invention of new products. This helps to facilitate economic development.*
- **Employment.** *Power and energy sources generate employment opportunities. Many Rwandans are directly employed in electricity distribution and generation. This increases the income of the people employed in this sector.*
- **Government Revenue.** *Power and energy in Rwanda increases government revenue through taxes paid by consumers of electricity and gas. The companies involved in importing energy products like SP, Engen etc. also pay a lot of money to the government in form of taxes that help in the economic development of the country*
- **Urbanization.** *Power contributes to the growth and development of urban centers as it encourages the establishment of services in salons, hotels, industries hence attracting people in such areas.*

- **Promotes trade and commerce.** *Power contributes to the development of trade and commerce by facilitating the operations of the various businesses.*

UNIT 6

ECONOMIC ACTIVITIES IN RWANDA-INDUSTRIALISATION

6.1 Key Unit competence:

The student-teacher should be able to explain the impact of industrialization on the sustainable development in Rwanda.

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

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

- Definition of industry and industrialisation.
- Location of industries in Rwanda
- Importance of industries in Rwanda.
- Problems affecting industrial development and their solutions.
- Made in Rwanda policy

6.3 Cross-cutting issues to be addressed

- **Peace and Values Education:** In this unit about Industrialisation in Rwanda, the tutor needs to ask some probing questions that will emphasize peace for instance he can ask them to explain how industrialisation can promote peace and prosperity in the economic development of a country.
- **Environment and sustainability.** In this unit, the tutor should guide student teachers to understand that the industrialization to some extent has a negative impact on the environment. Therefore, it is imperative that tutors emphasize that industrialization causes negative externalities like pollution on the environment and therefore. While emphasizing industrialization for economic development, there is need to show concern on its impact on the environment.
- **Inclusive education.** Through learning and teaching process of this unit, care will be given to all learners including Special Education Needs cases. At this time, all student teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities
- **Gender:** The student teacher should put into consideration the following

elements: Understanding the difference between gender and sex at all times, balancing female-male roles: this may be in the form of allocating tasks to girls and boys together or interchangeably, asserting female roles: it is important that student teachers work on creating female role models, e.g. showing women in occupations like being a doctor, giving examples of female scientists, important women in history.

- **Financial Education:** In order to ensure that financial education is covered and these learning objectives are met, tutors will need to develop and engage learners in learning activities that promote good planning and saving habits. It is essential for the tutor to emphasis financial discipline among the student teachers for instance he can ask them to draw a small budget on how to start a small scale industry.

6.4. Guidance on introductory activity

At the beginning of this *Unit*, the introductory activity widens the knowledge of the student teachers about industrialization. The picture show workers in Cemerwa cement industry packing cement. The preceding questions will insight the student teacher to explore more and acquire background information to have in depth understanding of the topic.

6.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Definition of industry and industrialisation Location of industries in Rwanda	The student teacher should be able to; <ul style="list-style-type: none"> • Recall the definition of industry • Explain the concept of industrialisation • State the factors influencing industrial development in Rwanda 	1
2	Importance of industries in Rwanda.	The student teacher should be able to; <ul style="list-style-type: none"> • Identify the importance of industries in Rwanda. • Explain the importance of industries in Rwanda. • Appreciate the importance of industrial • Development to the economic growth of the country. 	1

3	Problems affecting industrial development and their solutions.	The student teacher should be able to; <ul style="list-style-type: none"> • Identify the problems affecting industrial development in Rwanda. • Investigate the problems affecting industrial development in Rwanda • suggest solutions to problems facing industrialisation in Rwanda 	1
4	Made in Rwanda policy	The student teacher should be able to; <ul style="list-style-type: none"> • Outline factors influencing the growth of domestic industries in Rwanda (Made in Rwanda) • Appreciate the importance of domestic industries in Rwanda. 	1
5	Skills Lab	The student teacher should be able to; <ul style="list-style-type: none"> • Identify problems facing industries in Rwanda • Suggest solutions to problems facing industries in Rwanda. 	
6	End Unit Assessment	The student teacher should be able to; <ul style="list-style-type: none"> • Evaluate themselves about the topic 	

Lesson 1: Definition of industry and industrialisation, Location of industries in Rwanda

a) Learning objectives:

The student teacher should be able to;

- Recall the definition of industry
- Explain the concept of industrialisation
- State the factors influencing industrial development in Rwanda

b) Teaching resources

- The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, map of Rwanda showing location of industries, photographs showing industries and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

- To begin the lesson, the tutor can ask the learner to define an industry and industrialization
- He can further distribute the map of Rwanda /Atlas and ask student teachers to observe the location of major industries in Rwanda and to give reasons why they are located in those areas.
- The tutor can further ask the student teachers to draw a sketch map to locate the industries in Rwanda.

d) Learning activities

i) Guidance to learning activity 3.4.1

The activity is aimed at making student teachers master the differences between the two terms, industry and industrialisation. It further tests knowledge and understanding of types of industries and location factors

ii) Answers to learning activity 3.4.1

1. Industry is a group of related firms producing related goods and services it can also be defined as an establishment set up to process and transform complex, simple and ordinary raw materials to either semi-finished or finished materials while Industrialization refers to the process concerned with the mechanical or chemical transformation of inorganic and organic substances into new products.

2.

Type of industry	Photograph	Evidence in the photograph
Primary	B	Deals with extraction of raw materials (mineral)
Secondary	C	Deals with processing of products/ value addition (tea processing)
Tertiary	A	Deals with service provision (BK banking)
Quaternary	D	Information based industry(Research and development)

3. The major industries found in Rwanda include; Steel rolling industries, cement manufacturing, textile industries, craft industries, chemical industries, construction material industries, breweries , soft drinks manufacturing, mineral refining, grain milling etc.

ii) Answers to Application Activity 3.4.1

The student teachers should be able to draw a sketch map of Rwanda and locate the major industries in Rwanda. Reference should be made to the map in student teachers' social studies book Year 3. Characteristics of a good map should also be emphasized. These are, title, frame and compass direction.

Lesson 2: Importance of industries in Rwanda.

a) Learning objectives

The student teacher should be able to;

- Identify the importance of industries in Rwanda.
- Explain the importance of industries in Rwanda.
- Appreciate the importance of industrial development to the economic growth of the country.

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, map of Rwanda showing location of industries, photographs showing industries and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor should ask learners to form groups and brainstorm on the importance of industries. He can ask them to present their findings in groups.

d) Learning activities

i) Guidance to learning activity 3.4.2

This activity will enable learners to arouse interest about industrialisation. The photograph in the activity shows works in Bralirwa packaging Coca Cola as an industrial activity. Student teachers should use this as a case study to explain the importance of industrialisation in Rwanda.

ii) Answers to learning activity 3.4.2.

1. Sealing of Coca Cola bottles at Bralirwa (industrial activity)
2. The importance of industrialization to the Rwandan economy include the following;
 - Generation of employment opportunities.
 - Production of finished products which improve living standards

- Source of foreign exchange through exports
- Improved standards of living through paid employment and consumption of goods
- They provide processed food which reduces wastage of perishable food stuffs
- Diversification of the Rwandan economy as it generates alternative source of revenue
- Growth of infrastructure like roads, power supply and internet
- Source of markets for other industries like from agriculture sector
- Promotion of international relations through exports
- Government Revenue through taxing firms/ investors.

iii) Answers to application Activity 3.4.2

This question requires the student teachers to look at the positive impacts and negative consequences of industrialisation. The negative consequences should focus on health and environmental issues posed by industrialisation. The positive contributions are already covered in Answers to Learning Activity 3.4.2 above

The following are the health and the environmental issues caused by industrialisation;

- Pollution of air through smoke and fumes from the industries that contaminate the air causing respiratory
- Diseases
- Pollution of water sources where industrial refuse is dumped contaminating water in rivers, lakes and killing aquatic life
- Dumping of industrial waste on land also pollutes land
- Industrialisation also affects micro climate of the area contributing to global warming
- In some areas, industrial activities are associated with noise that causes noise pollution
- Some industries are associated with environmental degradation through clearing of vegetation for industrial expansion or cutting of trees to provide firewood e.g. in tea processing etc.

Lesson 3: Problems affecting industrial development and their solutions.

a) Learning objectives

The student teacher should be able to;

- Identify the problems affecting industrial development in Rwanda.

- Investigate the problems affecting industrial development in Rwanda.
- suggest solutions to problems facing industrialisation in Rwanda

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, map of Rwanda showing location of industries, photographs showing industries and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor should ask learners to form groups and brainstorm on the problems facing industrial development in Rwanda and suggest the solutions. He further asks them to present their findings in groups.

d) Learning activities

i) Guidance to learning activity 3.4.3

The student teachers are expected to use internet and other geographical sources to research about the factors that limit growth of industrial sector in Rwanda. They are expected to suggest solutions to these problems.

ii) Answers to learning activity 3.4.3

- There is a shortage of skilled labour to provide much needed skills
- Limited market for products from industries due to low incomes
- Limited technology required in the industrial sector hence low quality products
- Inadequate supply of raw materials
- Rwanda is a landlocked country hence transport costs for raw materials are high
- Stiff competition from other producers in the region
- Limited capital to install the necessary infrastructure hence little progress
- Inadequate power supply leading to road shedding and interruptions in industrial activities
- Poor transport and communication means making transport cost to rise

iii) Answers to application Activity 3.4.3

The following measures can be undertaken are the recommendations that can be undertaken to minimize the challenges facing the industrial sector in Rwanda

- Improving the transport and communication network in the country.

- Encouraging more investors, both foreign and local to invest more capital, and managerial skills in the sector.³¹⁸
- Training of more human resources in different industrial jobs.
- Cooperating with major development partners such as the World Bank and the African Development Bank to provide credit facilities.
- Improving technology in order to produce high quality goods
- Importation of raw materials which are not found in Rwanda in order to sustain production.
- The government should design policies that encourage the establishment of local industries and protect them from external competition for example Made in Rwanda policy

Lesson 4: Made in Rwanda policy

a) Learning objectives

- Outline factors influencing the growth of domestic industries in Rwanda (Made in Rwanda)
- Appreciate the importance of domestic industries in Rwanda.

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, map of Rwanda showing location of industries, photographs showing made in Rwanda goods and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor should ask learners to identify products made in Rwanda and discuss reasons to support made in Rwanda campaign. They can further present their findings in groups

d) Learning activities

i) Guidance to learning activity 3.4.4

The activity is aimed at creating awareness about domestic products in Rwanda and to enable student teachers appreciate the factors that have promoted domestic industries in Rwanda

ii) Answers to learning activity 3.4.4

1. The products made in Rwanda as seen in the photographs include textiles, hand bags, hand crafts, juices, wines, liquid soap, Vaseline, toilet paper, etc.
2. The growth of domestic industries in Rwanda has been influenced by the

following factors

- The increase in the number of local entrepreneurs like Sina Gerald of Urwibutso enterprises whose company uses local products to produce products that were formerly imported
- Presence of cheap raw materials that are used to make some of these products especially in the craft industry and agro based industries
- Increased government support of local entrepreneurs through training them and giving financial incentives
- Government effort to extend power in different parts of the country which enables the manufacturers to process their products
- Mass education and sensitization about the importance of consuming locally made products which increases their consumption
- Improvement in transport and communication that enables the quick delivery of both raw materials and finished products to the final consumers in the country
- Rwanda joined East African community, which has widened the market for its products. This has provided an impetus to local producers.
- There has been training of labour in different fields which has improved on the quality products produced in Rwanda that has reduced competition from foreign products
- Favourable government policies that encourage development of local industries for example the establishment of Special Economic Zone
- Establishment of agencies like Rwanda Development Board that guide investors on investment decisions and fast tracking the activities that motivate investors to invest in Rwanda.

iv) Answers to application Activity 3.4.4

The following are the achievements of 'Made in Rwanda' campaign

- Creation of jobs among the Rwandan population who are involved in manufacturing, marketing and transportation of products
- The country saves foreign exchange that would be used to import products from foreign countries
- Improving the trade balance and balance of payments as exports increase and imports reduce
- Generation of government revenue through excise duties (taxes) on manufactured goods in the country
- Efficient utilization of local resources like raw materials
- Rwanda has also stopped dumping of undesirable products by consuming domestically produced goods
- Made in Rwanda products have reduced foreign dependence and now

Rwanda is self-sufficient in terms of producing a number of items

- It has encouraged the spirit of entrepreneurship necessary for growth of any economy.

6.6 Skills lab:

Skills Lab

Visit any market or trading centre and explain how the Made in Rwanda policy is being implemented

Topic:Industrialisation in Rwanda

Duration:80minutes

Materials required: Note books, pens, cameras,

Tutor preparation: Ask learners to prepare questionnaires to be used during the interview during the visit to an industry.

Learning objectives: student teachers should be able to identify problems faced by industries and their solutions

Instructional objective: by observation and interviewing the industrialists, student teachers should be able to identify problems facing industries in Rwanda and their solutions

Activity 1: **Build:** (20 minutes)

- Tutor starts by asking the student-teachers to draft their questionnaire that would be used for the interview the respondents
- Student-teachers draft the questionnaires in groups

The tutor guides the group to come up with similar questions they are going to ask the respondents

A sample space of the number of respondents is agreed upon by the whole class.

Activity 2: Practice: (30 minutes)

Divide class into 5 skills lab teams to observe the problems faced by an industry and conduct an interview to selected respondents. *(this depends on the class size)*

- Ensures all students are involved
- Ensure order and discipline is maintained
- Ensure that gender balance and inclusion is catered for.
- Allow any creativity and independence from the student teachers while conducting an interview.
- Ensure that each member in the group takes notes.

Activity 3: Present: (30 minutes)

Groups will note down their finding through interview and observation conducted in the industry.

- they will discuss in groups and agree on the problems identified.
- They will then choose a group leader to present the findings of each group
- Tutor asks follow up / probing questions (how do you rate the technology used to manufacture their products?)
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

Portfolio Assessment:

- Visit any industrial establishment near our school or in your local area and establish the problems facing industrialization and how they are being addressed
- Each student teacher should record what they have observed and or during the interview. They should discuss what they observed during observation or interview. They should take notes of the discussion and submit to the tutor (the assessment should be given enough time for research i.e. at least the findings are submitted after one week).

Expected Answers:

- The expected answers to the portfolio assessment, refer to answers to learning activity and application activity 3.4.3 for problems and solutions respectively.

Evidences:

- Moving out of the college
- Names of the industry visited
- Name of the individual interviewed
- Originality

Knowledge, Skills, attitudes and values:

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

6.7 Answers to End of Unit Assessment

1. Industrialization refers to the process concerned with the mechanical or chemical transformation of inorganic and organic substances into new products
2. Location of an industry means setting up of an industry in a certain area while localization of industries is the concentration of many industries in a certain area e.g. the Special Economic Zones of Rwanda.
3. The following factors have influenced location of industries in Rwanda
 - Availability of raw materials used in industries
 - Transport and communication facilities like roads and air transport
 - Availability of power and other energy sources to run the industries
 - Availability of Market for the industrial products
 - Favourable government policies that encourage investors
 - Availability of labour to work in industries

- Availability of land for industrial establishment and expansion
 - Availability of water to use in industries
 - Availability of banking and insurance services
 - Relief especially gentle relief for easy construction of industries.
4. For the answers to the challenges faced by the Rwandan government in its effort to industrialize the country, refer to suggested answers to Learning Activity 3.4.3
 5. For answers to the solutions to challenges affecting industrialisation, refer to answers to Application Activity 3.4.3

6.8. Unit summary

- Industry is defined as an establishment set up to process and transform complex, simple and ordinary raw materials to either semi-finished or finished materials.
- Industrialization refers to the process concerned with the mechanical or chemical transformation of inorganic and organic substances into new products. It is the process that transforms raw materials into new products.
- Industries are categorized into primary, secondary, tertiary and quaternary
- The location of industries in Rwanda is influenced by availability of raw materials used in industries, transport and communication facilities like roads and air transport, power and other energy sources to run the industries, market for the industrial products a favourable government policies that encourage investor and availability of labour to work in industries among other factors.
- The industrial sector in Rwanda has contributed to the economic development of the country through; generation of employment opportunities, production of finished products which improve living standards, acting as a source of foreign exchange, improving the standards of living through paid employment and consumption of goods and supply of processed food
- Industries also help in the diversification of the Rwandan economy as it generates alternative source of revenue, promotes infrastructure development and promotes international relations
- There are many challenges faced by this sector among which include; shortage of skilled labour to provide much needed skills, limited market for products, limited technology, inadequate supply of raw material, stiff competition from other producers in the region and inadequate power supply leading to road shedding and interruptions in industrial activities
- The above problems can be addressed through improving the transport and communication network, encouraging more investors, and training of

labour, improving technology and designing good policies that encourage industrialization.

- In order to encourage consumption of domestically produced products, Rwanda embarked on made in Rwanda campaign in 2015. The campaign has led to increased demand consumption of Rwandan made products and also has led to increase in the volume of exports. This led to a decline in trade deficit by 36% since 2015.

6.9 Additional information to the teacher

- The agricultural sector continues to be the biggest employer and the most important contributor to the economy
- The industrial sector is small, contributing 16% of GDP in 2012. In 2013, the industrial growth rate was 6%.
- Rwanda's manufacturing sector is dominated by the production of import substitutes for internal consumption.
- The larger enterprises produce beer, soft drinks, cigarettes, hoes, wheel barrows, soap, mattresses, plastic pipe, roofing materials, and bottled water.
- Other products manufactured include agricultural products, small-scale beverages, soap, furniture, shoes, cement, plastic goods and textiles
- There are abundant natural gas reserves in Lake Kivu, which Rwanda shares with the Democratic Republic of the Congo that is not exploited to full potential.

6.10 Additional activities

6.10.1 Remedial activities

Questions: Giving examples, identify the three types of industries in Rwanda

Answer. The three types of industries in Rwanda are;

- Primary industries/extractive. These are industries that deal in the extraction of raw materials like mining, fishing, agriculture etc.
- Secondary /processing industries deal in the transforming of raw materials into finished products for example sugar processing, gold refining, juice processing, grain milling and many more.
- Tertiary industries deal in provision of services like banking, insurance, shipping, clearing and forwarding, tourism etc.

3.10.2 Consolidation activities

Question: Explain the environmental issues associated with industrialisation in Rwanda.

Answer:

- Industries emit poisonous gases and smoke that pollute the atmosphere.
- This affects the environment, creating micro climates and endangering the lives of people and animals.
- The establishment of industrial infrastructure requires vast amounts of land. This means that the preparation of sites requires the removal of vegetation in readiness for construction. The destruction of vegetation destroys the ecosystem exposing the land to erosion.
- Industries that deal with forests, mining and processing, destroy the environment because they use up the scarce natural resources available
- Industries emit a lot of heat that is produced during the production processes of certain products. This heat affects the temperatures of the surrounding air leading to global warming.
- The industrial waste products are sometimes improperly disposed. This makes it hard to find clean water for domestic consumption especially in areas that are near the industries. The effluents also destroy aquatic life.

6.10.3 Extended activities

Question: Discuss the mitigation measures the Rwandan government has put in place to address health and environmental issues associated with industrialization

Answer: There are various mitigation measures that the government has put in place to address the environmental and health issues that are related to industrialisation. They include the following.

- The government has designed various policies that aim at protecting the environment and people against the negative effects of industries.
- The government has put in place the Environmental Impact Assessment (EIA) requirement before the establishment of any industry.
- The government has set up new industrial areas such as the Free Trade Zone at Ndera, the Masaka region and the new huge industrial region in Gashora in Bugesera district.
- There are standards that have been put in place that the industrialists have to follow. These are safety standards to ensure that the working conditions do not endanger the lives of the workers and the communities around.
- There is emphasis put on chemical neutralization of the industrial wastes that could cause serious problems. This aims at reducing the toxicity of the industrial wastes.
- Rwanda has demarcated areas to be disposal sites. These sites are located far away from homes and are relatively protected as secure hazardous

waste disposal sites.

- Rwanda has demarcated areas to be disposal sites. These sites are located far away from homes and are relatively protected as secure hazardous waste disposal sites

UNIT 7

ECONOMIC ACTIVITIES IN RWANDA-TRADE

7.1 Key Unit competence:

The learner should be able to investigate the impact of Trade on the sustainable development of Rwanda

7.2. Prerequisite (knowledge, skills, attitudes and values)

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

- Internal and external trade in Rwanda.
- Factors affecting the trade in Rwanda.
- Importance of trade in Rwanda
- Importation and exportation of products (trade balance and balance of payments)
- Problems affecting the trade in Rwanda, possible solutions and prospects.

7.3 Cross-cutting issues to be addressed

- **Peace and Values Education:** In this unit about Industrialisation in Rwanda, the tutor needs to ask some probing questions that will emphasis peace for instance he can ask them to explain how peace can help in facilitating trade both internally or externally
- **Environment and sustainability.** In this unit, the tutor should guide student teachers to understand that the trading trade should be carried sustainably without compromising the environment.
- **Inclusive education.** Through learning and teaching process of this unit, care will be given to all learners including Special Education Needs cases. At this time, all student teachers will be given a quality and equitable education that meets their basic learning needs, and understands the diversity of their backgrounds and abilities
- **Gender:** The student teacher should put into consideration the following elements: Understanding the difference between gender and sex at all times, balancing female-male roles: this may be in the form of allocating tasks to girls and boys together or interchangeably, asserting female roles:

it is important that student teachers work on creating female role models, e.g. showing women in occupations like being a doctor, giving examples of female scientists, important women in history.

- **Financial Education:** In order to ensure that financial education is covered and these learning objectives are met, tutors will need to develop and engage learners in learning activities that promote good planning and saving habits. It is essential for the tutor to emphasis financial discipline among the student teachers for instance he should emphasis that for one to engage in trading activities, they have to save, accumulate capital to be used in trading.

7.4. Guidance on introductory activity

At the beginning of this *Unit*, the introductory activity widens the knowledge of the student teachers about trade in Rwanda. The picture shows cross border business on DRC-Rwanda border. This can highlight both internal and external trade. The preceding questions will insight the student teacher to explore more and acquire background information to have in depth understanding of the topic.

7.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Internal and external trade in Rwanda and factors affecting the trade in Rwanda.	The student teacher should be able to; <ul style="list-style-type: none"> • Define the internal and external trade • Explain the concepts of internal and external trade • Explain the factors affecting the trade in Rwanda. 	1
2	Importance of trade in Rwanda ,Importation and exportation of products	The student teacher should be able to; <ul style="list-style-type: none"> • Appreciate the importance of trade in Rwanda. • Evaluate the importance of trade in Rwanda • Explain the balance of trade and the balance of payment in Rwanda 	1

3	Problems affecting the trade in Rwanda, possible solutions and prospects.	The student teacher should be able to; <ul style="list-style-type: none"> • Identify the problems affecting the trade in Rwanda. • Describe and explain the problems affecting the trade in Rwanda and propose the possible solutions 	1
4	Skills Lab	The student teacher should be able to; <ul style="list-style-type: none"> • Identify problems faced by traders in a nearby market place or trading center • Suggest solutions to the problems identified 	1
5	End Unit Assessment	The student teacher should be able to evaluate their understanding of the content in the topic.	

Lesson 1: Internal and external trade in Rwanda and factors affecting the trade in Rwanda

a) Learning objectives:

The student teacher should be able to;

- Define the internal and external trade
- Explain the concepts of internal and external trade
- Explain the factors affecting the trade in Rwanda.

b) Teaching resources

- The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, map of Rwanda showing commercial centers, photographs showing trading activities and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

- To begin the lesson, the tutor can ask the learner to define internal and external trade. He can further ask them to discuss in groups the factors that facilitate trade in Rwanda. The group leaders can present their findings.

d) Learning activities

i) Guidance to learning activity 3.5.1

The activity is aimed at making student teachers master the differences between internal and external trade. This will widen their knowledge about how both forms of trade are conducted.

ii) Answers to learning activity 3.5.1

1. Internal trade is a type of trade that is conducted within the country whereby goods and services are bought and sold within the borders of the country for example a trader can buy goods from Kigali and take them to Muhanga for sale while external trade is the exchange of goods and services between countries for example goods from Rwanda can be exported to Tanzania.
2. The forms of internal trade in Rwanda include whole sale or retail trade. Whole sale trade deals with the buying and selling of goods in bulk from manufacturers to the retailers.

Retail trade involves buying of goods in smaller quantities from wholesalers and selling them in even much smaller quantities to the final consumers.

iii) Answers to Application Activity 3.5.1

Trade in Rwanda has been favoured by the following factors;

- Efficient transport and communication in form of road and air transport
- Availability of markets both local, regional and international
- Adequate skilled labour force to handle different business transactions
- Favourable government policies encouraging trade to be conducted with limited barriers
- Political stability and security that enhances trading activities smoothly
- Presence of entrepreneurs who have come up with creative ideas that promote business
- Regional integration that has expanded market and widen source of raw materials
- Establishment of industries that produce a variety of products which are traded locally and internationally
- Favourable climatic conditions and fertile soils that stimulates growing of agricultural products and raw materials.

Lesson 2: Importance of trade in Rwanda, Importation and exportation of products

a) Learning objectives

- Appreciate the importance of trade in Rwanda
- Evaluate the importance of trade in Rwanda
- Explain the balance of trade and the balance of payment in Rwanda

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, map of Rwanda showing commercial centers, photographs showing trading activities and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor can ask the learner to discuss the importance of trade by discussing in groups. He can further ask them to research about the meaning of imports and exports and the balance of payments and terms of trade then make the presentation.

d) Learning activities

i) Guidance to learning activity 3.5.2

The activity is meant to enable student teachers understand the concepts of imports and exports. This will further help them understand the trade balance and balance of payments of Rwanda.

The activity also will create an insight into their understanding of the importance of trade in Rwanda

ii) Answers to learning activity 3.5.2.

1. Trade is an important activity in Rwanda that has helped to develop the economy in the following ways;
 - It generate government revenue through taxing businesses
 - Trade creates employment opportunities which improves the standards of living from the profits made
 - It leads to growth of urban centers like Kigali, Gisenyi, etc.
 - It generates foreign exchange when products are sold across borders
 - It stimulates development of infrastructure like roads and airports
 - It leads to improved standards of living due to profits made

- Promotion of international relations through imports and exports
- Utilization of natural resources like agricultural products
- Industrialization to produce goods meant for trading purposes

2. Definition of terms;

- Imports are goods and services that enter the country from other countries and are sold in Rwanda
- Exports are goods that leave the country and are sold to other countries outside Rwanda
- Trade balance is the difference between the value of a country's imports and exports for a given period
- Balance of payments is a systematic record of all economic transactions of a country (imports and exports) with the rest of the world.

iii) Answers to application Activity 3.5.2

1. Trade balance = value of exports –value of imports

Rwanda's [services export](#) value is \$ 998,239,704.08 USD

Rwanda's [services import value](#) is \$ 1,028,018,037.86 USD

$$\begin{aligned} \text{Rwanda's trade balance} &= \$998,239,704.08 - 1,028,018,037.86 \\ &= \mathbf{\$-29,778,333.78} \end{aligned}$$

2. The balance of payments for Rwanda is unfavourable. This is because the total payments on imports exceed total receipts (\$-29,778,333.78)

Lesson 3: Problems affecting the trade in Rwanda, possible solutions and prospects

a) Learning objectives

The student teacher should be able to;

- Identify the problems affecting the trade in Rwanda.
- Describe and explain the problems affecting the trade in Rwanda and propose the possible solutions

b) Teaching resources

The following materials will help you during the lessons; Year two social studies student teacher's Book, wall charts, computer, projector, video clips, map of Rwanda showing commercial centers, photographs showing trading activities and braille materials for learners who are visually impaired. Sign language should be used when teaching student teachers with hearing impairment.

c) Prerequisites/Revision/Introduction

To begin the lesson, the tutor should ask learners to form groups and brainstorm on the problems facing trade in Rwanda and suggest the solutions. Group representatives will present their finding.

d) Learning activities

i) Guidance to learning activity 3.5.3

The student teachers are expected to use internet and other geographical sources to research about the problems that hinder trade in Rwanda. They are expected to suggest solutions to these problems.

ii) Answers to learning activity 3.5.3

- Poor transport and communication routes that limit smooth movement of goods in some places
- Trade barriers like tariffs that across border that increase the cost of goods
- Landlockedness of Rwanda leading to high costs of imports
- Inadequate capital because of low incomes of majority Rwandans
- Stiff competition of other traders and businesses across the region and globally
- Low purchasing capacity leading to limited market
- Insecurity in neighbouring countries disrupting free movement of goods and traders
- Production of similar goods by neighbouring countries hence no market from the neighbouring countries

iii) Answers to application Activity 3.5.3

Possible solutions to the problems that affect trade in Rwanda

- The government should aim towards fostering good relations with other countries so as to boost foreign trade.
- Security in the country should be strengthened to assure traders of the safety of their goods and themselves.
- Through the Rwanda Bureau of Standards (RBS), trading companies should be encouraged to improve the quality of their products.
- In rural areas where transport is less developed, new feeder roads should be opened and the existing ones to be rehabilitated.
- The government should tactfully protect the local industries to compete with other industries from outside the country. This will promote growth of internal trade.
- Friendly policies such as online business registration, tax holidays and free

land for industrial establishments should be emphasized.

- Trades can target regional markets created by regional trading blocs such as the East African Community (EAC). This can solve the problem of shortage of market in the country.
- Traders should be organized into cooperative societies so that they are able to mobilize resources together. It can also help them negotiate for fair prices for their products, loans for business startups etc.

7.6 Skills lab:

Skills lab

Visit any trading centre or periodic market around your school or home and identify the challenges faced by traders and suggest possible solutions.

Topic: Industrialization in Rwanda

Duration: 80 minutes

Materials required: Note books, pens, cameras,

Tutor preparation: Ask learners to prepare questionnaires to be used during the interview market place /shop keepers

Learning objectives: student teachers should be able to identify problems faced by traders and their solutions

Instructional objective: by observation and interviewing the traders , student teachers should be able to identify problems facing trade in Rwanda and their solutions

Activity 1: Build: (20 minutes)

- Tutor starts by asking the student-teachers to draft their questionnaire that would be used for the interview the respondents
- Student-teachers draft the questionnaires in groups

The tutor guides the group to come up with similar questions they are going to ask the respondents

A sample space of the number of respondents is agreed upon by the whole class.

Activity 2: Practice: (30 minutes)

Divide class into 5 skills lab teams to observe the problems faced by traders and conduct an interview to selected respondents .(*this depends on the class size*)

- Ensures all students are involved
- Ensure order and discipline is maintained
- Ensure that gender balance and inclusion is catered for.
- Allow any creativity and independence from the student teachers while conducting an interview.
- Ensure that each member in the group takes notes.

Activity 3: Present: (30 minutes)

Groups will note down their finding through interview and observation conducted in the industry.

- they will discuss in groups and agree on the problems identified.
- Each student teacher will write a report about their findings.
- Tutor asks follow up / probing questions (what is the biggest challenge and how has it been addressed?)
- Give feedback to each group
- Encourage note taking
- Conclude, supplement what has been presented

Portfolio Assessment:

Visit any trading centre or periodic market around your school or home and identify the challenges faced by traders and suggest possible solutions

- Each student teacher should record what they have observed and or during the interview. They should discuss what they observed during observation or interview. They should take notes of the discussion and submit to the tutor (the assessment should be given enough time for research i.e. at least the findings are submitted after one week).

Expected Answers:

- The expected answers to the portfolio assessment, refer to answers to learning activity and application activity 3.5.3 for problems and solutions respectively.

Evidences:

- Moving out of the college
- Names of the market/ shop/ area visited
- Name of the individual /business/ company visited
- Originality

Knowledge, Skills, attitudes and values:

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

7.7 Answers to End of Unit Assessment

1. Trade is the buying of goods and services with an aim of making profits
2. Bilateral trade is a type of international trade whereby two countries are engaged in trade for example Rwanda and Tanzania while multi-lateral trade is a type of international trade that involves more than two countries.
3. Internal trade is a type of trade that is conducted within the country whereby goods and services are bought and sold within the borders of the country for example a trader can buy goods from Kigali and take them to Muhanga for sale while external trade is the exchange of goods and services between countries for example goods from Rwanda can be exported to Tanzania.
4. For the response to the contribution of trade in the development of Rwanda, refer to Answers to **Learning Activity 3.5.2**
5. For the response to the problems faced by traders in Rwanda and their possible solutions, refer to **Answers to Learning Activity and application Activity 3.5.3 respectively.**

7.8 Unit summary

- Trade is the buying of goods and services with an aim of making profits
- There are two forms of trade, internal trade and external trade. Internal trade is a type of trade that is conducted within the country whereby goods and services are bought and sold within the borders of the country.
- External trade is the exchange of goods and services between countries for example goods from Rwanda can be exported to Tanzania.
- Trade in Rwanda has been favoured by the following factors; efficient transport and communication, availability of markets both local, regional and international, favourable government, political stability and security that enhances trading activities smoothly presence of entrepreneurs who have come up with creative ideas that promote business among others
- Trade balance is the difference between the value of a country's imports and exports for a given period
- Balance of payments is a systematic record of all economic transactions of a country (imports and exports) with the rest of the world.
- There are several advantages associated with both internal and external trade in the following ways;

Trade has created employment opportunities, led to growth of urban centers, generated foreign exchange, stimulated development of infrastructure like roads and airports and promoted international relations through imports and exports

- There are several challenges faced by traders in Rwanda while conducting both internal and external trade. These include but not limited to; Poor transport and communication routes in some places, trade barriers like tariffs that across borders, landlocked nature of Rwanda, inadequate among traders and insecurity in neighbouring countries disrupting free movement of goods and traders.
- These problems can be solved through, strengthening security, improving the quality of products, government policies to protect domestic industries and improvement of the infrastructure among others.

7.9 Additional information to the teacher

- Over the years ,Rwanda has increased investment in infrastructure to enhance trade with aid from the United States, European Union, Japan and others
- Rwanda's most important trade route has been the road to the port of Mombasa via Kampala and Nairobi but of recent the Dar es Salaam route has gained more impetus
- Rwanda's trade consists of more imports than exports leading to

unfavourable trade balance over the years.

7.10 Additional activities

7.10.1 Remedial activities

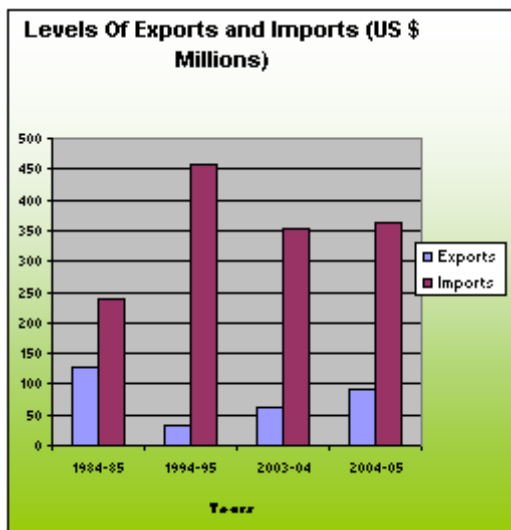
Questions: Mention the major imports and exports of Rwanda

Answer.

- Rwandan imports goods like, petroleum products, textiles, vehicles, machinery, broadcasting equipment, electronics, chemical and medical equipment and many other items that she doesn't produce
- The major exports of Rwanda are agricultural products like coffee, horticulture products, and tea, minerals like cassiterite, tantalum, gold and wolfram and tourism

3.10.2 Consolidation activities

Question: Use the graph below to calculate the trade balance of Rwanda for the consecutive 4 years

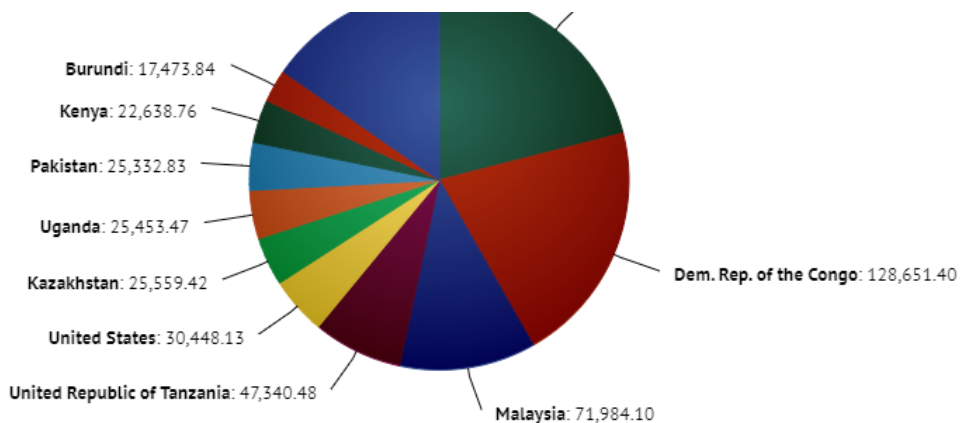


Answer:

- Trade balance = value of exports – value of imports
- 1984-85, trade balance was $\$130 - \$240 = -110$ million US\$
- 1994-95, trade balance was $\$40 - \$460 = -420$ million US\$
- 2003-04, trade balance was $\$60 - \$350 = -290$ million US\$
- 2004-05, trade balance was $\$90 - 320 = -230$ million US\$

3.10.3 Extended activities

Question: study the pie chart below showing share of imports to Rwanda by countries and answer the questions that follow



- Which country was the leading exporter to Rwanda from 1995-2013?
- Mention the East African country that exported more to Rwanda in the same period.
- Give reasons why Rwanda imports more goods from the country mentioned in (i) above.

Answer:

- China (130,496.21)
- Uganda (25,559.47)
- Reasons why Rwanda imported more goods from china than any other country
 - Rwanda is investing in infrastructure development so they have to import machinery and other construction materials which are acquired mostly in China
 - Chinese products are relatively cheaper compared to goods from Europe and America
 - The countries in the region like Kenya, Burundi, DRC and Tanzania, don't produce some of the products Rwanda imported from China
 - Good relationship between Rwanda and China.

UNIT 8

ECONOMIC ACTIVITIES IN RWANDA-TOURISM

8.1. Key Unit competence:

The student-teacher should be able to investigate the impact of tourism on the sustainable development of Rwanda.

8.2. Prerequisite (knowledge, skills, attitudes and values)

The student-teachers are expected to have mastered the content of unit 22 of S2 where they studied tourism. This unit of senior two greatly provides strong foundation that student-teachers can use to understand better the content of this Unit 3.6 of Year three.

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

- Definition of tourism
- Tourist sites in Rwanda (historical and natural sites)
- Factors for tourism development in Rwanda
- Importance of the tourism industry to the economy of Rwanda
- Problems affecting tourism and possible solutions in Rwanda
- Relationship between tourism in Rwanda and regional countries: Kenya, Uganda and Tanzania

These already acquired knowledge, skills, attitudes and values should be used by the tutor to conduct diagnostic assessment as a way of measuring each student-teacher's abilities.

8.3. Cross-cutting issues to be addressed

There are many cross-cutting issues that can be applied in this lesson. In the student teacher's book, the writers or authors used activities to integrate the crossing-cutting issues. The most highlighted one is that of environment and sustainability and peace and values education.

Even though, the writers used few cross-cutting issues that should not limit the creativity and innovativeness of the tutor. The activities used were just a sample.

This calls for the tutor to take note of the cross-cutting issues that he or she is interested in. What is important to note, is that the following list of cross-cutting issues can be applied.

- **Gender Education:** both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice.
- **Financial Education** can be integrated in learning activities when studying the importance of tourism. For example, the tutor can remind his /her student-teachers create tourist sites or services that support tourism for generating money.
- **Environment and sustainability:** with this cross-cutting issue, student teachers will acquire knowledge, skills, attitudes and values aiming at developing sustainable ways of environmental conservation because it is the home of tourist attractions.
- **Inclusive education:** care must be given to all student-teachers including special education needs cases. All student-teachers should be given a quality and equitable education that meets their basic learning needs and caters for the diversity of their backgrounds and abilities. It can be integrated in classroom situation where tutor pays attention on student-teachers with special needs such as student-teachers with physical disabilities, hearing disabilities or communication difficulties and visual impairment. For the student-teachers with physical disabilities, the tutor will refer to video clip, or bringing some samples in classroom. For student-teachers with hearing disabilities or communication difficulties, in different learning activities the tutor will use enough illustrations, diagrams and sign languages where possible. For student-teachers with visual impairment, the tutor will help them to use their other senses like hearing and touch because these senses can help them to play and carry out some of learning activities thus promoting their learning and development. This cross-cutting issue can be integrated in all lessons.
- **Standardization Culture:** with this cross-cutting issue, student-teachers will acquire knowledge, attitude and values aiming at developing the culture of respecting and protecting tourist attractions. For example the student teacher will develop the culture of avoiding poaching.
- **Peace and values education:** can be integrated using the classroom situation, games and group discussions where student-teachers socialize and develop some values like sharing, honesty, cooperation, respect, etc.

Guidance on the introductory activity

The introductory activity in this unit, in the student teacher's book, is a basic tool used as orientation activity that enables the student teachers to connect

the knowledge, skills, attitudes and values already acquired in other subjects. The answers for this introductory activity are arranged in a hierarch order from simple to complex. Hence the student-teachers are requested to think out of the box. That is, they should relate it with the studied topics in S2 under unit 22. Therefore, student-teachers' will be able to define the tourism, identify different tourist attractions, factors and importance of tourism in Rwanda. Student-teachers may not be able to find the right answers but they are invited to predict possible answers. In case the student-teachers fail to come up with right answers to questions, the tutor may not immediately provide the possible answers but he/she should allow student-teachers to discover themselves the right answers through the learning and teaching process.

List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Definition of tourism, ecotourism and the forms of tourism	Student-teacher will be able to: <ul style="list-style-type: none"> • Define tourism and eco-tourism. • Explain the concepts of tourism and eco-tourism. 	1
2	Major tourist attractions in Rwanda.	Student-teacher will be able to: <ul style="list-style-type: none"> • State the major tourist attractions in Rwanda. • Locate the major tourist attractions in Rwanda. • Show respect of the various tourist attractions available in the country. 	1
3	Factors affecting the development of tourism industry in Rwanda	Student-teacher will be able to: <ul style="list-style-type: none"> • Explain the factors affecting the development of tourism in Rwanda 	1
4	Problems affecting tourism industry in Rwanda and solutions.	Student teacher will be able to: <ul style="list-style-type: none"> • -Identify the problems of tourism in Rwanda. • - Explain the problems affecting tourism. • -Show concern for the problems affecting the tourism and suggest the solutions. 	1

5	Impact of tourism on sustainable development of Rwanda	<p>Student teacher will be able to:</p> <ul style="list-style-type: none"> • State the impact of tourism on sustainable development of Rwanda. • Evaluate the impact of tourism on sustainable development of Rwanda. • Appreciate the importance of tourism on the sustainable development. 	1
4	Skills lab	<p>Student-teacher will be able to:</p> <ul style="list-style-type: none"> • to make and present a publicity of Rwandan tourist attractions 	1
5	Assessment		1

Lesson 1: Definition of tourism, ecotourism and the forms of tourism

a) Learning objective

- Define tourism and eco-tourism.
- Explain the concepts of tourism and eco-tourism.

b) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

c) Prerequisites/Revision/Introduction:

The student-teachers are expected to have mastered the content of unit 22 of S2 where they studied tourism.

In order to study this lesson the student teachers should have knowledge, skills and competences on the definition of tourism. These already acquired knowledge, skills, attitudes and values should be used by the tutor to conduct diagnostic assessment as a way of measuring each student-teacher's abilities.

d) Learning activities

i. Guidance to learning activity:

Group student teachers into pairs and let them to do the learning activity of the lesson. The tutor will ask Student teachers to present their ideas from the discussions to the rest of the class while they take notes. Remember to let them write points as they discuss in groups. The tutor will move around to ensure

time and classroom management. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

ii. Answers to learning activity

Question:

1. Name the activity shown on the photograph

Sample of possible Answers: *the activity shown on the photograph is tourism*

2. Distinguish tourism from eco-tourism

Sample of possible Answers:

Tourism refers to travel for recreation, leisure, research, religious, family or business purposes usually for a limited duration while eco-tourism is the tourism that is directed towards natural environments, to support conservation efforts and to observe wildlife. It is a form of responsible travel to natural areas that conserve the environment.

3. Explain the forms of tourism in Rwanda

Sample of possible Answers:

Domestic tourism involves visiting places that are located within the borders of one's country on the other hand international tourism involves visiting features that are located outside of the borders of one's country

e) Application Activity

Question

1. Explain the following terms:

i) Tourism

ii) Eco-tourism

Sample of possible Answers: Refer to learning activity above or student teacher's book under definition of tourism, ecotourism and the forms of tourism

2. Distinguish domestic tourism from international tourism

Sample of possible Answers: Refer to learning activity above or student teacher's book under definition of tourism, ecotourism and the forms of tourism

Lesson 2: Major tourist attractions in Rwanda

a) Learning objective

- State the major tourist attractions in Rwanda.
- Locate the major tourist attractions in Rwanda.
- Show respect of the various tourist attractions available in the country.

b) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

c) Prerequisites/Revision/Introduction:

This activity is intended to introduce the lesson two and link it with lesson 1 studied before. Furthermore student teachers should have other prerequisites studied in ordinary level about tourist attraction in Rwanda.

The above prerequisites will help the tutor to have a strong foundation of this lesson via asking questions on them hence easy starting of this lesson.

To begin this lesson, the tutor can use a revision where asking the student-teachers about the tourist attraction in Rwanda and they will continue by presenting their findings. The tutor will build the lesson from student teachers' responses.

d) Learning activities

i. Guidance to learning activity:

Group student teachers into pairs and let them to learning activity by carrying out research on internet. The tutor will ask Student teachers to present their ideas from the discovery to the rest of the class while they take notes. Remember to let them write points as they discuss in groups. The tutor will move around to ensure time and classroom management. They should appoint one person to represent them during plenary discussion. They should as well appoint a class secretary to note down points agreed on as one of them leads the presentation.

ii. Answers to learning activity

Question:

1. Identify the tourist attractions shown on the photographs

Sample of possible Answers: *zebras, crested crane Ruwenzori black and white Colobus monkeys.*

2. By using examples, describe any other 5 tourist attractions found in Rwanda.

Sample of possible Answers: Refer to student teacher's book under tourist attractions

e) Application Activity

Question: Identify any 10 tourist attractions in Rwanda

Sample of possible Answers: Hippos in the Akagera National Park, Rusumo waterfall, Volcanoes in northern Rwanda, A hot spring, canopy walk, Rubavu beach on Lake Kivu, Musanze caves, Chimpanzees, the burial place of the traditional kings in Gicumbi district and UrutarerwaNdaba in Karongi district

Lesson 3: Factors affecting the development of tourism industry in Rwanda

a) Learning objective

- Explain the factors affecting the development of tourism in Rwanda

b) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

c) Prerequisites/Revision/Introduction:

After having understood, tourist attractions in Rwanda, this gives the student teacher a strong foundation to understand the factors affecting the development of tourism in Rwanda. Facilitate student teachers to explain factors affecting tourism development in Rwanda and let present. The next stages of the lesson will be built on student-teachers findings.

d) Learning activities

i. Guidance to learning activity:

Basing on learning activity, Put student-teachers in groups of 6 and ask them to explain and share their views on this given activity. Tutor moves around in different groups to check on how best they are progressing, guiding them where they are stranded. In this case they rely on the knowledge and skills gained in the prerequisites of this lesson and unit. Allow them to freely interact so as to gain more knowledge and understanding of activity requirements.

- After their findings, tutor samples some groups of student teachers (one at a time) to present their findings in plenary. This inculcates in them the spirit of public speaking skills and self-confidence.
- The tutor sums up the student-teacher's findings to have a general consensus on explanation of different factors affecting tourism development

in Rwanda.

ii. Answers to learning activity

Question: explain the factors affecting the development of tourism in Rwanda.

Sample of possible Answers: refer to student teacher's book under "Factors affecting the development of tourism industry in Rwanda"

e) Application Activity

Question: Discuss the factors affecting tourism in Rwanda

Sample of possible Answers: refer to student teacher's book under "Factors affecting the development of tourism industry in Rwanda"

Lesson 4: Problems affecting tourism industry in Rwanda and solutions

a) Learning objective

- Identify the problems of tourism in Rwanda.
- Explain the problems affecting tourism.
- Show concern for the problems affecting the tourism and suggest the solutions.

b) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

c) Prerequisites/Revision/Introduction:

After having understood, tourist attractions and factors affecting tourism development in Rwanda, this gives the student teacher a strong foundation to understand the factors affecting the development of tourism in Rwanda. Facilitate student teachers to explain problems hindering the development of tourism and solutions. Let student teachers to present and the next stages of the lesson will be built on student-teachers findings.

d) Learning activities

i. Guidance to learning activity:

Basing on learning activity, Put student-teachers in groups of 5 and ask them to explain and share their views on this given activity. Tutor moves around in different groups to check on how best they are progressing, guiding them where they are stranded. In this case they rely on the knowledge and skills gained in the prerequisites of this lesson and unit. Allow them to freely interact so as to gain more knowledge and understanding of activity requirements.

- After their findings, tutor samples some groups of student teachers (one at a time) to present their findings in plenary. This inculcates in them the spirit of public speaking skills and self-confidence.
- The tutor sums up the student-teacher's findings to have a general consensus on explanation of different Problems affecting tourism industry in Rwanda and solutions.

ii. Answers to learning activity

Question: Explain the problems affecting the development of tourism in Rwanda and propose solutions.

Sample of possible Answers: Refer to student teacher's book under Problems affecting the development of tourism in Rwanda and propose solutions.

e) Application Activity

Question:

1. Analyse the major problems hindering tourism industry in Rwanda

Sample of possible Answers: Refer to student teacher's book under Problems affecting the tourism in Rwanda

2. Suggest possible solutions to the problems analysed above

Sample of possible Answers: refer to student teacher's book under Solutions to problems facing tourism in Rwanda

Lesson 5: Impact of tourism on sustainable development of Rwanda

Learning objective

- State the impact of tourism on sustainable development of Rwanda.
- Evaluate the impact of tourism on sustainable development of Rwanda.
- Appreciate the importance of tourism on the sustainable development.

a) Teaching resources

Maps, Manila papers, Print outs for the activity, Text books, Computer, Smart phone, Tablet, Projector, Loud speakers, Internet, Photos, Videos/films, Etc.

b) Prerequisites/Revision/Introduction:

After having understood, tourist attractions and factors promoting tourism in Rwanda; this gives the student teacher a strong foundation to understand the impact of tourism on sustainable development of Rwanda. Facilitate student teachers to explain the impact of tourism on sustainable development of Rwanda. The next stages of the lesson will be built on student-teachers findings.

c) Learning activities

i. Guidance to learning activity:

Refer to the learning activity in the student teacher's book. Guide student teachers to work in groups using the text in student teacher's book to analyse the impacts of tourism in Rwanda. Answers should involve the integration of generic competences such as critical thinking, cooperation, communication, research and problem-solving skills. Engage student teachers in activities like discussion, asking and answering questions. However, the tutor will remember to manage time.

ii. Answers to learning activity

Question: Analyse the impacts of tourism in

Sample of possible Answers: Refer to student teacher's book under impact of tourism on sustainable development of Rwanda.

d) Application Activity

Question

1. Discuss the positive impacts of tourism in Rwanda

Sample of possible Answers: Refer to student teacher's book under the positive impact of tourism on the environment and development in Rwanda

2. Examine the negative impacts of tourism in Rwanda

Sample of possible Answers: Refer to student teacher's book under the negative impact of tourism on the environment and development in Rwanda

8.4. Skills lab

Topic: Tourism in Rwanda)

Duration: (...minutes)

Materials required: A4 papers, pens, pencils, colours, markers, recorder, loud speaker, microphone, radio, TV, computer, camera, etc.

Tutor preparation: -Record a publicity of Rwanda tourist attractions from Radio, internet or TV.

- Ask some volunteers to prepare and present a publicity before class, set chairs in circles for groups

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

- To make and present a publicity of Rwandan tourist attractions

Instructional objective: Through role play, student-teachers will be able to make and present a publicity of Rwandan tourist attractions perfectly.

Activity 1: Build: (...minutes)

- Before this lesson, the tutor prepares a simple publicity of tourist attractions in Rwanda. The can present a recorded publicity from radio.
- In class, the tutor explains different tourist attractions of Rwanda using a skit that S/he acts out with few student teachers.
- Alternatively, the tutor presents a movie or an audio of a publicity of Rwandan tourist attractions.
- After student teachers have watched the video, the tutor explains how Rwanda is blessed with a plenty of tourist attractions.

Activity 2: Practice: (... minutes)

- Tutor divide student teachers in 5 skills lab teams
- Ask every group to create/make a publicity of Rwandan tourist attractions.
- Groups think creatively to make a publicity
- Ensures all student-teachers are involved
- Responds to questions if any
- Ensure that gender balance and inclusion is catered for.

Activity 3: Present: (...minutes)

- Each group role play its publicity to attract tourists of Rwandan tourist attractions in the class
- Tutor asks follow up / probing questions
- Give feedback to each group
- Student teachers vote for the best publicity.
- Conclude, supplement what has been presented

Portfolio Assessment:

- Each student teacher a project of a service S/he can perform to support tourism activities in Rwanda.

8.5. End unit assessment

Question:

1.Explain the role of advertisement in tourism sector

Answer: Advertisement leads to massive awareness of presence of tourism centers and sites in the country. This has attracted tourists from far and inside

Rwanda. The government carries out campaigns both locally and abroad creating awareness on the tourist attractions in the country. E.g. Visit Rwanda campaign

2. Analyze any 3 measures put forward by the government of Rwanda to improve the tourism industry in Rwanda

Answer: Below are some of the measures followed by the government of Rwanda to improve the tourism industry in Rwanda:

- Political stability: Rwanda has experienced long peaceful period. This has enabled foreign tourists to travel to the country without fear of insecurity.
- Government policy: the government policy of funding the tourism helped in the development of the tourism sector through the creation of national parks and game reserves as well attraction of visitors.
- Gorilla naming ceremony: This ceremony is a special tourist attraction. Every year, Rwanda holds a gorilla naming ceremony which attracts many local and foreign tourists.
- Publicity and advertisement locally and abroad: The government carries out campaigns both locally and abroad creating awareness on the tourist attractions in the country. E.g. Visit Rwanda campaign.
- Development of tourist hotels: The government and private organization have constructed class hotels and lodges in different parts of the country near tourist attractions.
- Hospitality: Friendly people of Rwanda encourage more tourists to visit the country. A warm welcome is complemented by comfortable facilities, fine food that make tourists feel at home. This is served in many restaurants and hotels. Tour operators guide tourists to interesting features and hotels with good accommodation facilities. They make booking for tourists in time. The visitors come well knowing where they are going and what they are going to see.
- Private investment: privatization of hotel services has improved on the efficiency and performance. This has led to better hotel service provided to the tourists. There is effective supervision of the work in the hotels. The Marriot hotel for example has added the number of world class hotels in Rwanda.
- Comprehensive training should be given to those who are engaged in tourists industry in order to work to the expectation of the visitors
- Massive campaigns were launched to the local people so as to be thought to appreciate the value of gazette areas
- Government encouraged the development of private tours (transport operators who improve on existing means of transports

3. Poaching is one of the major challenge in tourism and environment conservation.

Suggest possible solutions to poaching.

Answer:

The management of the park has put measures to safeguard the wild game and fauna. It has for example, constructed the western boundary fence and re-introduced some animals like black rhinos and lions in the Akagerapark. The anti-poaching police force has also been introduced in the park to provide security to both the tourists and animals. The Rwandan government has conserved and protected gorillas to ensure that the population of these endangered animals increases in Birunga park. The government together with other international partners have created a team of professional game rangers to ensure that poaching and other human related threats are minimised in the park.

8.6. Summary of the unit

Tourism refers to travel for recreation, leisure, research, religious, family or business purposes usually for a limited duration. Visitors are called tourists. Rwanda is blessed with a wide range of tourist attractions. In Rwanda, two forms of tourism such as domestic and international tourism are practiced. When tourists visit a place they spend money buying things like handcrafts and paying for their accommodation in the hotels. Tourism therefore is an income generating activity. It is sometimes referred to as invisible trade. The government of Rwanda has improved on the social infrastructure for instance road which has developed access to tourist centers. There has been improvement on hotels and construction of more lodges and motels to accommodate the increasing number of tourists.

8.7. Additional information for tutor

Case studies of tourism in Rwanda

Nyungwe

National Park Nyungwe National Park is one of the areas in Rwanda that has been demarcated for conservation and protection of wildlife. Nyungwe Forest is the biggest protected rainforest in the region. The National Park is composed of montane rainforests. It is estimated to cover an area of about 1000km². The highest elevation of Nyungwe National Park is at 3000 meters above sea level. Within the park the highest point is found at Mount Bigugu. The Nyungwe National Park is known for its variety of tourist attractions.

There are other tourist attractions found in Nyungwe Forest. They include L'Hoest's monkeys, hiking and walking trails, canopy walk, orchids, butterflies, moths, bogs, swamps, waterfalls, bamboo trees, grasslands, old mahogany, ebony and giant fern trees. Nyungwe National Park is naturally home to 13 varying primate species, 1,068 plant species, 85 mammal species, 32 amphibian species and 38 species of reptiles.

The park's existence is under threat by fire outbreaks caused by honey harvesters, deforestation, agricultural encroachment, artisanal mining and poaching. Fortunately, the government has put measures in place to ensure that this is reversed.

Akagera

Akagera National Park is located in the Eastern region of Rwanda near the border with Tanzania. It is one of the oldest game parks in the country. It was established in 1934 to conserve and protect flora and fauna. The national park is composed of three main eco-regions that have varying attractions. They include the savanna grasslands, swamps and mountains.

The park is known to be a natural habitat for birds. In fact, there are more than 500 bird species in park. The name Akagera was derived from the longest river in Rwanda that crosses the region. The river feeds various lakes such as Lake Ihema.

Akagera National Park was greatly affected by human encroachment. This forced the authorities to cut out part of the land which they distributed to the returning refugees. The size of the park then reduced to 1,222 km² from 2500km².

The park has a diversified terrain that is composed of rolling hills and lowlands. These are occupied by lakes and swampy areas. The highest elevation in the park stands at 2000 metres in the Mutumba Hills. The park is known for its various tourist attractions some of which include the following: Elephants, Antelopes, Birds and Black rhino among others.

There is a variety of flora and fauna that are attractions in the park. There are also a host of activities. They include the following:

- Game viewing
- Helicopter flights over the park
- Camping
- Birding
- Boat riding
- Fishing sports

- Night game drives

The Akagera National Park is faced with various challenges. The greatest one being poaching. The wild animals are killed for meat, skin, ivory and tusks. The park is also under threat due to frequent fire outbreaks and deforestation. Trees are cut as people burn charcoal and others look for firewood. The land area of the park is also frequently being encroached on for agricultural use. The management of the park has put measures to safeguard the wild game and fauna. It has for example, constructed the western boundary fence and re-introduced black rhinos and lions in the park. The anti-poaching police force has also been introduced in the park to provide security to both the tourists and animals.

8.8. Additional activities

8.8.1. Remedial activities

Question: Identify any five tourist attractions in Rwanda.

Answer: Hippos in the Akagera National Park, Rusumo waterfall, Volcanoes in northern Rwanda, a hot spring, canopy walk, Rubavu beach on Lake Kivu, Musanze caves, Chimpanzees, the burial place of the traditional kings in Gicumbi district and Ndaba rock in Karongi district.

8.8.2. Consolidation activities

Question: Use a sketch map of Rwanda to locate the following tourist attractions

Nyungwe park, Kibeho holy land, Rusumo waterfall, Kamegeri Rock, bigogwe breast, Musanze cave, Rwanda national museum, akagera park, birunga pack, Ndaba rock, kanopy walkway, Kabuye mountain and Kalisimbi mountain.

Answer: Refer to student teacher's book under tourist attractions.

8.8.3. Extended activities

Question: Read the following passage and answer to the questions that follow

Birunga National Park

The Birunga National Park is located in the northwest region of Rwanda. The park is also known as the Volcanoes National Park. It is connected to the Virunga National Park in the Democratic Republic of Congo and Mgahinga Gorilla National Park in Uganda. The establishment of Birunga National Park dates back to 1925 under King Albert I of Belgium. This was part of the first African national parks known as the Birunga. The Birunga National Park is known for its

mountain gorillas which are an endangered species. The Rwandan government has conserved and protected this habitat to ensure that the population of these endangered animals increase. This has been achieved through intervention measures such as the mountain gorilla naming locally known as “Kwita-Izina”.

The Birunga National Park sits on five of the eight volcanoes. They are the Karisimbi, Bisoke, Muhabura, Gahinga and Sabyinyo Mountains. The mountains have rain and bamboo forests. The Birunga National Park is naturally endowed with tourist attractions that have placed it on the world map as the most well conserved and protected environment and homeland to the mountain gorillas. Other tourist attractions include the following:

- Montane forests
- Equatorial and alpine vegetation
- Several caves that were formed as lava tubes
- Tourist activities in the park include the following.
- Birding (bird watching)
- Gorilla tracking
- Mountain climbing
- Camping

The park is threatened by poaching and encroachment from neighbouring communities. The government together with other international partners have created a team of professional game rangers to ensure that poaching and other human related threats are minimised in the park. This park is the major source of foreign exchange in the country. It contributes the greatest percentage of the tourism earnings in Rwanda.

Questions:

1. Describe the background of Birunga National park.
2. Identify any five tourist attractions in Birunga National park.
3. Why has Rwandan government conserved mountain gorillas?
4. Identify any four tourist activities in Birunga National park
5. Identify any two importance of Birunga National park.

Sample of possible answers:

1. The establishment of Birunga National Park dates back to 1925 under King Albert I of Belgium. This was part of the first African national parks known as the Birunga. The Birunga National Park is known for its mountain gorillas which are an endangered species.
2. Tourist attractions include the following:

- Montane forests
 - Karisimbi, Bisoke, Muhabura, Gahinga and Sabyinyo Mountains.
 - Equatorial and alpine vegetation
 - Mountain gorillas
 - Several caves that were formed as lava tubes
3. The Birunga National Park is known for its mountain gorillas which are an endangered species. The Rwandan government has conserved and protected this habitat to ensure that the population of these endangered animals increase. This has been achieved through intervention measures such as the mountain gorilla naming locally known as “Kwita-Izina”.
4. Tourist activities in the park include the following.
- Birding (bird watching)
 - Gorilla tracking
 - Mountain climbing
 - Camping
5. The following are importance of Birunga National park
- Birunga National park has influenced the conservation and protection of both flora and fauna since these are the basis of its development and growth.
 - Birunga National park industry has created employment opportunities to many Rwandans.
 - Birunga National park has led to the development of infrastructure such as roads, hotels, lodges and other recreational facilities.
 - The Rwandans are able to acquire positive values such as the culture of life-long reading.
 - Birunga National park activities have influenced humans to control and regulate the existence of wildlife.
 - The Birunga National park is the major source of foreign exchange in the country. It contributes the greatest percentage of the tourism earnings in Rwanda.

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