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유네스코 아시아태평양 국제이해교육원

# A Situation Analysis for the GCED Curriculum Development & Integration (CDI) Project in Rwanda

**GCED CDI PROJECT  
ROUND 3**



# A Situational Analysis for the GCED Curriculum Development & Integration (CDI) Project in Rwanda

Publisher



The Asia-Pacific Centre of Education for International Understanding (APCEIU) is a UNESCO Category 2 Centre established in 2000 according to the Agreement between UNESCO and the Government of the Republic of Korea, with the mandate to promote Education for International Understanding (EIU) and Global Citizenship Education (GCED) toward a Culture of Peace. APCEIU has been at the forefront of promoting GCED and thereby supporting UNESCO Member states to achieve the Sustainable Development Goals, SDG 4.7 in particular.

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UNESCO-IBE

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## Project Introduction

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This situational analysis was commissioned by APCEIU as a background paper to inform key issues and strategies for its GCED Curriculum Development and Integration (GCED CDI) Project in Rwanda (2021-2023).

### **Global Citizenship Education Curriculum Development and Integration Project (GCED CDI)**

In the face of the global challenges of the 21<sup>st</sup> century, the need for global citizenship education became ever more evident and increasing, eventually leading to the integration of GCED into the Sustainable Development Goals (SDGs 4.7) in 2015. To effectively respond to such growing needs, APCEIU launched the GCED Curriculum Development and Integration Project (GCED CDI) in 2016, with the support of the government of the Republic of Korea. Designed as a three-year project for each round, the GCED CDI aims to support the participating countries with mainstreaming GCED into their educational system specifically by embedding GCED into their curricular materials and/or enhancing the capacity to integrate GCED into curricular implementation. Starting from the 1<sup>st</sup> Round (Cambodia, Mongolia, Uganda, and Colombia, 2016-2018), APCEIU completed the 2<sup>nd</sup> Round (Kenya, Lebanon, Sri Lanka, and the Philippines, 2019-2021) of the Project and is currently operating the 3<sup>rd</sup> Round (Georgia, Indonesia, Lao PDR, and Rwanda, 2021-2023) and the 4<sup>th</sup> Round (Bangladesh, Bhutan, Ghana, and Malaysia, 2022-2024).



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# Introduction

## 1. Consultant Planned Activities

- a. Prepare a methodology framework to conduct the situational analysis comprising targeted population, research methods, field work, and data analysis and reporting.
- b. Do a mapping of the overall structure of the national curriculum framework and/or related documents comprising objectives, contents, strategies, and implications.
- c. Identify synergies and gaps between the national curriculum and GCED frameworks/guidelines with regard to mainstreaming GCED in the curriculum development process.
- d. Map socio-cultural and educational issues that impact the understanding and development of GCED.
- e. Identify and interview an intentional sample of key stakeholders (minimum 10) with regard to the points addressed in the study.
- f. Participate in events with regard to discussing the report's findings within an inter-country comparative perspective.

### Comment on Planned Activities

All preparatory regarding the expert's activities are in place such as:

- ✓ Methodology framework is prepared for situation analysis, including sampling technique and beneficiaries' identification, research methods, exclude field work activities.
- ✓ Overall, the national curriculum is mapped by an expert, and gaps regarding the international standards for global citizenship education curriculum are identified according to the ones found in the current national curriculum (CBC).

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## About the Targeted Population

The questionnaires are prepared for the following partners:

At the school level, we will prepare the questionnaires for the following partners:

1. Primary school teachers' questionnaire
2. Secondary teachers, tutors & instructors in teacher training, technical & vocational institutions.
3. Curriculum specialist's questionnaire.
4. Questionnaire/ interview for Headteacher of primary teachers
5. Interview guide for teachers
6. Focus group discussion for learners and parents (parents and learners' perceptions)

## Domains Focused on Developing Questionnaires

### 1. Cognitive Domain

#### a) Human Rights and Peace:

- ✓ Human rights, rights and responsibilities (children's rights, cultural rights, indigenous rights, women's rights, disability rights);
- ✓ Freedom (of expression, of speech, of the press, of association/organization), civil liberties;
- ✓ Social justice;
- ✓ Gender equality, gender equity, gender parity, gender-sensitive/responsive;
- ✓ Democracy/democratic rule, democratic values/principles;
- ✓ Human rights education; Peace education
- ✓ Peace, peace-building; and
- ✓ Awareness of forms of abuse/harassment/violence (school-based violence/bullying, household-based violence, gender-based violence, child abuse/harassment, sexual abuse/harassment)

#### b) Global issues

- ✓ Globalization;
- ✓ Migration, immigration, mobility, movement of people;
- ✓ North-south relationships, interconnectedness;
- ✓ Global poverty, inequalities/disparities;
- ✓ War, conflict, genocide, terrorism;
- ✓ Migrant, Refugees, Displaced People;
- ✓ Diseases (Ebola, HIV/AIDS);
- ✓ Climate change (global warming, carbon emissions/footprint);

- 
- ✓ Ecology, ecological sustainability (ecosystems, biodiversity, biosphere, ecology, loss of diversity);
  - ✓ Natural disasters; and
  - ✓ Sustainable, sustainability, sustainable development

c) Multiple identities, values, and attitudes

- ✓ Global/international citizen(ship), global culture/identity/community;
- ✓ Global-local thinking, local-global, think global act local, global;
- ✓ National/local citizenship/identity(ies)/culture(s)/heritage (*include a note if the overall feeling is one of precedence of the national over the international, e.g. maybe find terms such as 'nationalism,' 'patriotism,' 'motherland'*);
- ✓ Multicultural(ism)/intercultural(ism);
- ✓ Critical thinking;
- ✓ Problem solving;
- ✓ Conflict resolution/management, negotiation;
- ✓ Collaboration/Collaborating, working well with others;
- ✓ Respect/appreciation for diversity;
- ✓ Tolerant/values of tolerance;
- ✓ Attitudes of care, empathy, and compassion;
- ✓ Solidarity, global solidarity, common humanity (cosmopolitanism); and
- ✓ Global citizenship education, global education, education for global citizenship

## 2. Behaviour Domain

a) Engagement, participation, and actions

- ✓ Participation/skills to participate at local, national, global levels: Active citizen(ship), civic engagement, constructive participation, serving the community, volunteering; and
- ✓ Socially/ethically responsible/engaged

## 3. Pedagogical Domain

a) Pedagogical approaches/methods

- ✓ Student-centered learning (learner-centered, child-centered, active methods, project-based methods, democratic/open classroom);
- ✓ Peer learning/education (or peer to peer);
- ✓ Inclusive education;
- ✓ Whole-school approach, 'friendly' schools; and
- ✓ (integrated) use of ICTs/social media in learning



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## Assessment

- ✓ National/Standard(ized)/summative/traditional assessment;
- ✓ Self-assessment, peer-assessment/review/evaluation; and
- ✓ Alternative/customized/differentiated/creative/authentic assessment, use of portfolios
- ✓ Subject and crosscutting issue
- ✓ Basic competences
- ✓ National curriculum competence descriptors
- ✓ Subject and weekly time allocation
- ✓ Subject content
- ✓ Objective of the course
- ✓ History and citizenship overviews
- ✓ Citizenship international politic

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## 2. Overview on Curriculum Framework CBC in Rwanda

Rwanda is striving to build a knowledge-based economy, with particular emphasis on science and technology as an engine of development. One of the national priorities in the education system in Rwanda is to ensure that education quality continues to improve through closer integration of curriculum development, quality assurance and assessment, improved supply of learning materials, particularly textbooks, and improved teaching and learning strategies. The Curriculum Framework is the nation's guiding curriculum document, indicating how the curriculum vision is translated into practice at the school level and reflected in learning experiences, in assessment, and in monitoring development and evaluation. It is in line with Vision 2020, Economic Poverty Reduction Strategy 2 and Education Sector Strategic Plan, emphasizing the need for the curriculum to be competence-based to promote a knowledge and skills-based economy. The Curriculum Framework was developed through a consultative process with stakeholders ranging from learners, teachers, parents, private sector organizations, local administration and policymakers. Key messages of the framework include: the need to focus on skills and attitudes as well as knowledge, the need to balance academic goals with obtaining skills for the world of work, and the need to build competences into all aspects including teacher development, learning and teaching materials, assessment, examinations, and inspection. Rwanda's new competence-based curriculum matches global trends and is in line with the 2013 Harmonised Curriculum Framework for the East African Community, in which partner states agreed to put in place a curriculum framework with 'a set of policies, regulations and guidelines central to curriculum development and implementation within the East African Community.'

This summary document will serve as a point of reference for all decision-making relating to the curriculum and guide the work of curriculum developers, school principals, teachers, textbook developers, school inspectors, examiners, and teacher trainers. It includes information about the principles and competencies in the new curriculum, subject syllabuses and rationale, learner profiles, assessments and the implementation of the curriculum.

### Citizenship and National Identity

- ✓ Relate the impact of historical events on past and present
- ✓ National and cultural identity
- ✓ Understand the historical and cultural roots of Rwandan
- ✓ Society and how the local superstructure functions in relation to the global environment

- 
- ✓ Demonstrate respect for cultural identities and express the role of the national language in social and cultural contexts.
  - ✓ Advocate for the historical, cultural, and geographical heritage of the nation within the global dimensions.
  - ✓ Show national consciousness, a strong sense of belonging and patriotic spirit.
  - ✓ Advocate for a harmonious and cohesive society and working with people from diverse cultural backgrounds.

## History and Citizenship

History exposes learners to various cultures and events relating to different eras. It inspires and instils in young people curiosity to know and to analyze past and present events so as to understand and appreciate the physical and social environment in which they grow up. History promotes a culture of peace, tolerance, reconciliation and patriotism among students in order to mold them as good citizens.

## Basic competences

- ✓ Literacy;
- ✓ Numeracy;
- ✓ ICT;
- ✓ Citizenship and National identity;
- ✓ Entrepreneurship and Business development;
- ✓ Science and Technology;
- ✓ Communication in the official languages

The competences above have all been identified as having particular relevance to Rwanda, its history, and context. Literacy and numeracy are basic to accessing learning in other subjects.

Competence in ICT can be developed through the use of ICT across the subjects. One of the nation's great strengths is its unity in terms of both its population and its sense of purpose.

**The focus on citizenship and national identity is important in this respect.**

There is a key driver to ensure that Rwandans actively create employment opportunities rather than having a mindset of relying on others. Hence entrepreneurship and business development are regarded as basic.

The impact of science and technology increasingly affects all aspects of life and therefore should be considered a basic aspect of subjects across the curriculum.

In our rapidly changing world, there is always new learning required to avoid being left behind. Lifelong learning competences are necessary and must be developed by all subjects.

### Subject Syllabus Components

In order to achieve a competence level, subject syllabi are based on the following major components:

- ✓ The rationale or relevancy of the subject
- ✓ Broad subject competences
- ✓ Pedagogical and assessment approaches
- ✓ Specific objectives of the subject
- ✓ Competences per unit of learning
- ✓ Learning outcomes per unit of learning
- ✓ Subject content, learning activities, and learning materials required
- ✓ Cross-cutting issues

Global citizenship education is taught in Rwanda only in lower secondary schools as well as the table below shows.

Lower Secondary Subjects And Weekly Time Allocation

| Core subjects               | Weight (%) | Number of Periods (1 period = 40 min.) |    |    |
|-----------------------------|------------|--|----|----|
|                             |            | S1                                     | S2 | S3 |
| English                     | 11         | 5                                      | 5  | 5  |
| Kinyarwanda                 | 7          | 3                                      | 3  | 3  |
| Mathematics                 | 13         | 6                                      | 6  | 6  |
| Physics                     | 9          | 4                                      | 4  | 4  |
| Chemistry                   | 9          | 4                                      | 4  | 4  |
| Biology and Health Sciences | 9          | 4                                      | 4  | 4  |
| ICT                         | 4          | 2                                      | 2  | 2  |
| History and Citizenship     | 7          | 3                                      | 3  | 3  |
| Geography and Environment   | 7          | 3                                      | 3  | 3  |
| Entrepreneurship            | 4          | 2                                      | 2  | 2  |
| French                      | 4          | 2                                      | 2  | 2  |

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### **3. Scheme of Work on Global Citizenship Education in Rwanda from Senior One to Senior Three**

Due to the combination of the history and citizenship education in the senior one to senior three, the curriculum has been developed to the stated levels.

As the gaps identified, there could be programs from nursery school level to university level, with age-appropriate curriculum accompanied by a competency-based curriculum with learner central methods.

## Format of Unit Plan/Scheme of Work for Senior 1

District: Ngoma

Academic year: 2021/2022

Term: I

School:

Subject: History & Citizenship

Teacher:

Class: S1

N° of period per week: 3

| Week /Date               | Unit Title  | Lesson/Content  | Learning Activities and Key Unit Competence   | Teaching Method, Technical and Evaluation                             | Reference   | Observation |
|--------------------------|---|---|---|---|---|-------------|
| 1<br>October<br>11 to 15 | Unit 1:<br>Historical<br>sources  | Lesson 1<br>Definition of<br>history<br><br>Different<br>sources of<br>history<br><br>Process of<br>collecting<br>historical<br>information   | - To analyze the definition<br>of history, appreciate its<br>importance and critique<br>methods used to collect<br>historical information.<br>- Explain the concept of<br>history.<br>- Explain how historical<br>information is collected.<br>- Present the timeline<br>showing the past,<br>present and future. | Group<br>discussion,<br>debate and<br>presentation<br>about the topic | - History and<br>citizenship<br>Student<br>book<br>- Internet<br>- Textbooks of<br>Rwandan<br>History |             |
| 2<br>October<br>18 to 22 |   | Lesson 2<br>Sources of<br>historical<br>information:<br>- archaeology or<br>other material;<br>oral, written;<br>primary and<br>secondary;<br>audio-visual;<br>linguistic<br><br>Importance<br>of history | - To analyze the definition<br>of history, appreciate its<br>importance and critique<br>methods used to collect<br>historical information.<br>- Describe the relevance<br>and importance of<br>history in today's life.<br>- State challenges<br>encountered when<br>collecting historical<br>information         | Group<br>discussion,<br>debate and<br>presentation<br>about the topic | - History and<br>citizenship<br>Student<br>book<br>- Internet<br>- Textbooks of<br>Rwandan<br>History |             |
| 3<br>October<br>25 to 29 | Unit 2:<br>Advantages<br>and<br>disadvantages<br>of historical<br>sources | Lesson 3<br>Advantages and<br>disadvantage<br>of using<br>different types<br>of historical<br>sources   | - To identify<br>the advantages<br>and disadvantages of<br>historical information.  | Group<br>discussion,<br>debate and<br>presentation<br>about the topic | - History and<br>citizenship<br>Student<br>book<br>- Internet<br>- Textbooks of<br>Rwandan<br>History |             |

| Week /Date                | Unit Title   | Lesson/Content  | Learning Activities and Key Unit Competence  | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|---------------------------|--|---|--|---|--|-------------|
| 4<br>November<br>2 to 5   |  | <b>Lesson 4</b><br>Comparison of different sources of history   | <ul style="list-style-type: none"> <li>- To be able to research and analyze the advantages and disadvantages of historical source.</li> <li>- Explain the limitations of collecting historical information.</li> </ul>   | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 5<br>November<br>8 to 12  | <b>Unit 3:</b><br>Origin, organization and expansion of Rwanda kingdom | <b>Lesson 5</b><br>Kingdoms in the interlacustrine region<br><br>Origin and organization of the Rwandan kingdom   | <ul style="list-style-type: none"> <li>- To be able to explore the origin, organization and expansion of the Rwandan kingdom in the interlacustrine region.</li> <li>- Identify the kingdoms in the interlacustrine region and the organization of Rwandan society.</li> <li>- Explain the origin and analyze how the interlacustrine region was settled.</li> <li>- Critique the settlement of the interlacustrine region.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 6<br>November<br>15 to 19 |  | <b>Lesson 6</b><br>Reasons for expansion of the Rwanda Kingdom<br><br>Reasons for downfall of the Rwandan kingdom | <ul style="list-style-type: none"> <li>- To explain the origin and organization of Rwandan society .</li> <li>- Assess the factors of expansion and decline of the Rwandan kingdom in order to find out why Rwanda was different from other kingdoms.</li> </ul>   | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date                                | Unit Title          | Lesson/Content  | Learning Activities and Key Unit Competence  | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|---|---------------------|---|--|---|--|-------------|
| 7<br>November<br>22 to 26                 |                     | Lesson 7<br>The most important monarchies:<br>Ruganzu<br>Bwimba<br>Kigeli<br>Mukobanya<br>Ruganzu Ndoli<br>Cyilima Rujugira<br>Yuhi Gahindiro<br>Mutara Rwogera<br>Kigeli Rwabugiri | - To explore the origin, organization and expansion of the Rwandan Kingdom in the interlacustrine region | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 8<br>November<br>-<br>December<br>29 to 3 |                     | Lesson 7<br>The most important monarchies:<br>Ruganzu<br>Bwimba Kigeli<br>Mukobanya<br>Ruganzu Ndoli<br>Cyilima Rujugira<br>Yuhi Gahindiro<br>Mutara Rwogera<br>Kigeli Rwabugiri    | - To explore the origin, organization and expansion of the Rwandan Kingdom in the interlacustrine region | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 9<br>December<br>6 to 10                  | Revision            |   |  |   |  |             |
| 10<br>December<br>13 to 17                | Exams               |   |  |   |  |             |
| 11<br>December<br>20 to 24                | Marking & Reporting |   |  |   |  |             |



## Term II 2021/2022

| Week /Date               | Unit Title   | Lesson/Content   | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|--------------------------|--|--|--|---|--|-------------|
| 1<br>January<br>10 to 14 | Unit 4:<br>Civilization<br>of<br>re-colonial<br>Rwanda | Lesson 8<br>Concepts and<br>components of<br>civilization  | <ul style="list-style-type: none"> <li>- To analyze the civilization of pre-colonial Rwanda</li> <li>- Explain the notion of civilization and its Assess notion and components of civilization in reference to modern life.</li> <li>- Show respect for components of the Rwandan pre-colonial Civilizations.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 2<br>January<br>17 to 21 |  | Lesson 9<br>Social organization of the Rwandese traditional society:<br>- Family, arriage<br>- Solidarity<br>division of labor; cultural organization: (oral literature, traditional religion, rites); political and military organization | <ul style="list-style-type: none"> <li>- Analyze the social, cultural, political</li> <li>- Describe the social, cultural, political</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> </ul>   |             |
| 3<br>January<br>24 to 28 |  | Lesson 10<br>Economic organization (agriculture, cattle keeping, commerce, artisanship); famine and epizooties; sociopolitical economic dependence (ubuhake, ubukonde, uburetwa)   | <ul style="list-style-type: none"> <li>- To value the sociopolitical and economic dependence of pre-colonial Rwanda dependence.</li> <li>- Evaluate the impact of socio-political and economic dependence of pre-colonial- Point out the socio-political and economic dependence of pre-colonial Rwanda</li> </ul>       | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date                               | Unit Title                                  | Lesson/Content  | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|--|---|---|--|---|--|-------------|
| 4<br>January<br>–<br>February<br>31 to 4 |   | <b>Lesson 11</b><br>Economic dependence (ubuhake, ubukonde, uburetwa)   | <ul style="list-style-type: none"> <li>- To point out the socio-political and economic dependence of pre-colonial Rwanda</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 5<br>February<br>7 to 11                 | <b>Unit 5:</b><br>Genocide and its features | <b>Lesson 12</b><br>Genocide, its features(1948 Convention and other legal instruments) and other mass crimes | <ul style="list-style-type: none"> <li>- To differentiate between genocide and other mass crimes.</li> <li>- Show concern for the pain of others and take action to relieve it.</li> <li>- Compare genocide and other mass crimes in Africa.</li> <li>- Assess the features of genocide and other mass crimes.</li> <li>- Briefly explain the concept of genocide and its features.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 6<br>February<br>14 to 18                |   | <b>Lesson 13</b><br>Genocide and other mass crimes  | <ul style="list-style-type: none"> <li>- To identify the differences between genocide, war crimes and other mass crimes.</li> <li>- Distinguish the 1994 genocide against the Tutsi from other mass crimes.</li> <li>- Recognize genocide and other mass crimes and advocate for fighting against them.</li> </ul>   | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date                             | Unit Title                             | Lesson/Content  | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|--|--|---|--|---|--|-------------|
| 7<br>February<br>21 to 25              | Unit 6:<br>Evolution<br>of<br>mankind. | Lesson 14<br>Origin of<br>mankind<br><br>Evolution of<br>humans<br>Stone age<br>periods   | <ul style="list-style-type: none"> <li>- To analyze how mankind evolved, developed and settled in different parts of Africa.</li> <li>- Critique theories of the origin of mankind from the primate family into modern human.</li> <li>- Describe early physical and cultural development of mankind from the Paleolithic era to modern times in order to know our origins.</li> <li>- Evaluate different theories that have been put forward to explain the origin of mankind.</li> <li>- Explain the different theories of the origin of mankind.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 8<br>February<br>-<br>March<br>28 to 4 |  | Lesson 15<br>Discoveries<br>made in the<br>Stone Age period<br>(old, middle, and<br>new Stone Age)<br><br>Characteristics of<br>hunter- gatherer<br>societies | <ul style="list-style-type: none"> <li>- To show respect for discoveries of mankind in the Stone Age period.</li> <li>- Evaluate different theories that have been put forward to explain the origin of mankind and test the validity of each theory.</li> <li>- Analyze how Africa was settled after the new Stone Age.</li> <li>- Assess human discoveries during the Stone Age periods.</li> <li>- Explain the development of mankind during the Stone Age periods.</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date              | Unit Title                          | Lesson/Content  | Learning Activities, Key Unit Competence  | Teaching Method, Technical and Evaluation  | Reference  | Observation  |
|-------------------------|-------------------------------------|---|---|--|--|--|
| 9<br>March<br>7 to 11   | Unit 7:<br>Egyptian<br>civilization | Lesson 16<br>Origin and<br>elements of<br>Egyptian<br>civilization  | <ul style="list-style-type: none"> <li>- To explain the elements and the importance of early Egyptian civilization.</li> <li>- Explain the origin of Egyptian civilization.</li> <li>- Explain major elements of Egyptian civilization.</li> </ul>  | Discussion   | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |  |
|                         |                                     | Lesson 17<br>Contributions of Egyptian civilization to the modern world (art, science, mathematics, medicine, etc.)<br><br>Influence of Egyptian religious beliefs on ancient Egypt | <ul style="list-style-type: none"> <li>- To assess the major elements of Egyptian civilization and evaluate their contribution to the modern world.</li> <li>- Explain the importance of Egyptian civilization to the modern world.</li> <li>- Identify the ways in which religious beliefs shaped the lives of ancient Egyptians.</li> </ul> | Group discussion, debate and presentation about the topic  | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |  |
| 10<br>March<br>14 to 18 | Unit 8:<br>Trans-Saharan<br>trade   | Lesson 19<br>Effects of<br>Trans-Sahara<br>trade<br><br>Reasons for the<br>decline of<br>Trans-Saharan<br>trade   | <ul style="list-style-type: none"> <li>- To identify the effects and problems faced during Trans-Saharan trade.</li> <li>- Explain reasons for the decline of Trans-Saharan trade</li> </ul>  | Group discussion, debate and presentation about the topic  | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |  |
|                         |                                     | Unit 9:<br>Trans-Atlantic<br>slave trade<br>(Triangular<br>trade)   | Lesson 20<br>Origin and<br>growth of the<br>transatlantic<br>slave trade<br><br>Organization of<br>the transatlantic<br>slave trade   | <ul style="list-style-type: none"> <li>- To identify the reasons behind the rise and expansion of the transatlantic slave trade.</li> <li>- Explain the organization of the transatlantic slave trade</li> </ul> | Group discussion, debate and presentation about the topic  | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |
| 11<br>March<br>21 to 25 | Exams                               |   |   |  |  |  |
| 12<br>March<br>28 to 31 | Marking and Reporting               |   |   |  |  |  |

Term III 2021/2022

| Week /Date             | Unit Title   | Lesson/Content  | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|------------------------|--|---|--|---|--|-------------|
| 1<br>April<br>18 to 22 |  | <p><b>Lesson 21</b><br/>Effects and problems of the Transatlantic slave trade</p> <p>Reasons for the abolition of the transatlantic slave trade</p>   | <ul style="list-style-type: none"> <li>- To evaluate the effects of the transatlantic slave trade and judge their influence.</li> <li>- Investigate the reasons for the decline of the transatlantic slave trade.</li> <li>- Analyze the reasons for its abolition and the effects of the transatlantic slave trade.</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 2<br>April<br>25 to 29 | Unit 9: Concept of human ights, citizen duties and responsibilities and ways of preventing human rights violations | <p><b>Lesson 22</b><br/>Concept of human rights</p> <p>Ways of preventing human rights violations and gender based violence including rape and sexual abuse</p> <p>Basic human rights with a special focus on gender quality and children's rights</p> <p>Citizen duties and responsibilities</p> | <ul style="list-style-type: none"> <li>- To explain the concepts of human rights, citizen duties and responsibilities, and suggest ways of reventing human rights violations.</li> <li>- Explain the concept of human rights.</li> <li>- State some cases of human rights violation.</li> <li>- Identify different ways of preventing human rights violation.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 3<br>May<br>2 to 6     | Unit 10: Forms and principles of democracy   | <p><b>Lesson 23</b><br/>Definition of democracy<br/>Principles of democracy:<br/>- The three powers.<br/>- Forms of democracy.</p>  | <ul style="list-style-type: none"> <li>- To explain the concept of democracy.</li> <li>- Identify the principles of democracy.</li> <li>- Explain different forms of democracy.</li> </ul>   | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date           | Unit Title  | Lesson/Content  | Learning Activities, Key Unit Competence  | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|----------------------|---|---|---|---|--|-------------|
| 4<br>May<br>9 to 13  | Unit 11:<br>Identify oneself differently in reference to Rwanda     | Lesson 24<br>Forms of identities<br><br>Similarities and differences between identities<br><br>Roles of identities<br><br>Importance of living together | - To examine different forms of identities by showing their similarities and differences.<br>- Assess the role of identities in society and show how it has helped people to live together. | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 5<br>May<br>16 to 20 | Unit 12:<br>Forms, causes and consequences of conflict and violence | Lesson 25<br>Conflict and violence<br><br>Forms of conflict and violence including gender based violence and domestic abuse                             | - To explain concepts of conflict and violence at the family, community and national level.<br>- Identify forms of conflict and violence at the family, community and national level.       | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 6<br>May<br>23 to 27 |   | Lesson 26<br>Causes of conflict and violence<br><br>Consequences of conflict and violence<br><br>Conflict management                                    | - To indicate the causes of conflict and violence.<br>- Identify the consequences of conflict and violence.   | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |

| Week /Date                       | Unit Title   | Lesson/Content   | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|----------------------------------|--|--|--|---|--|-------------|
| 7<br>May<br>–<br>June<br>30 to 3 |  | <p><b>Lesson 27</b><br/>How home-grown solutions (abunzi, girinka, gacaca, ubudehe, kuremera, umuganda, agaciro) contribute to self reliance</p> <p>Implication of dignity and self-reliance for Rwandan society</p> | - To explain the implications of dignity and self reliance.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 8<br>June<br>6 to 10             | <b>Unit 14:</b><br>Concept of disability and inclusive education | <b>Lesson 28</b><br>Causes and consequences of disability  | - To explain the concept of disability and inclusive education.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 9<br>June<br>13 to 17            |  | <b>Lesson 29</b><br>Attitudes and feelings towards disability in Rwanda  |  | Group discussion, debate and presentation about the topic |  |             |
| 10<br>June<br>20 to 24           | <b>Unit 15:</b><br>Family and Personal Values                    | <b>Lesson 30</b><br>Definition of values<br>- Sources of values.<br>- Sources of sexual learning.<br>- Definition of Gender  | - To examine the various sources of sexual learning, the relationship between values and behavior, and make decisions consistent with individual values.<br>- Describe the learner's own personal values in relation to a range of sexuality and reproductive health issues.<br>- Evaluate how cultural values affect male and female gender role expectations | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |

| Week /Date                    | Unit Title                   | Lesson/Content  | Learning Activities, Key Unit Competence  | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|-------------------------------|------------------------------|---|---|---|--|-------------|
|                               |                              | <p><b>Lesson 31</b><br/>Social construction of gender</p> <p>Concepts of human rights related to sexual and reproductive health</p> | <ul style="list-style-type: none"> <li>- Differentiate how gender identities and roles are learnt.</li> <li>- Explain how human rights are applied in national and international documents to promote sexual and reproductive health and rights.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| <b>11</b><br>June<br>27 to 30 | Revision                     |   |   |   |  |             |
| <b>12</b><br>July<br>5 to 8   | Exams                        |   |   |   |  |             |
| <b>13</b><br>July<br>11 to 15 | Exams, Marking and Reporting |   |   |   |  |             |



## Format of Unit Plan/Scheme of Work for Senior 2

District: Ngoma

Academic year: 2021/2022

Term: I

School:

Subject: History & Citizenship

Teacher:

Class: S2

N° of period per week: 3

| Week /Date               | Unit Title   | Lesson/Content  | Learning Activities and Key Unit Competence  | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|--------------------------|--|---|--|---|--|-------------|
| 1<br>October<br>11 to 15 | Unit 1:<br>Collecting and analyzing historical sources | Lesson 1<br>Complementarities of historical sources<br><br>Challenges faced when using, material, immaterial and electronic sources<br><br>Usefulness of different sources of history | - To review the advantages and disadvantages of different historical sources.<br>- Describe the specific use of material, immaterial and electronic sources.<br>- Assess the validity of different sources of historical evidence. | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 2<br>October<br>21 to 25 | Unit 2:<br>German and Belgian colonization             | Lesson 2<br>Causes of German and Belgian colonization   | - To explain the causes of German and Belgian colonizations.   | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 3<br>October<br>27 to 31 |  | Lesson 3<br>Impact of German colonization   | - To examine the impact of German colonization on political, economic and social domains.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 4<br>November<br>3 to 7  |  | Lesson 4<br>Reforms introduced by Belgians<br><br>Effects of Belgian colonization   | - To be able to identify the political, economic, judicial, socio-cultural transformations introduced by Belgians.<br>- Describe the effects of Belgian colonization during Belgian military occupation, mandate and trusteeship.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |

| Week /Date                 | Unit Title  | Lesson/Content   | Learning Activities and Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|----------------------------|---|--|---|---|--|-------------|
| 5<br>November<br>9 to 13   | Unit 3:<br>Causes and course of the 1994 genocide against the Tutsi | Lesson 5<br>Causes of genocide against the Tutsi   | - To explain the causes of genocide against the Tutsi.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 6<br>November<br>16 to 20  |   | Lesson 6<br>Planning and execution of genocide against the Tutsi.<br><br>Role played by RPF/RPA to stop genocide against the Tutsi | - To describe how genocide was planned, executed and appreciate the role played by RPF/RPA to stop genocide against the Tutsi stopped.              | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 7<br>November<br>23 to 27  | Unit 4:<br>Kingdoms of East and Central Africa                      | Lesson 7<br>Factors for the rise of Buganda and Kongo kingdom  | - To be able to explain the factors for the rise of Buganda and Kongo kingdom.<br>- Explain the factors for the rise of the Eastern Africa kingdom. | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 8<br>December<br>7 to 11   |   |  | Revision  |   |  |             |
| 9<br>December<br>14 to 18  |   |  | Exams   |   |  |             |
| 10<br>December<br>20 to 24 |   |  | Report  |   |  |             |

**Term II 2021/2022**

| <b>Week /Date</b>                            | <b>Unit Title</b>                     | <b>Lesson/Content</b>  | <b>Learning Activities, Key Unit Competence</b>  | <b>Teaching Method, Technical and Evaluation</b>          | <b>Reference</b>   | <b>Observation</b> |
|--|---------------------------------------|--|--|---|--|--------------------|
| <b>1</b><br>January<br>10 to 14              |                                       | <b>Lesson 8</b><br>Political, social and economic organization of Buganda and Kongo kingdoms             | - To describe the political, social and economic organization of Buganda and Kongo kingdoms.   | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |                    |
| <b>2</b><br>January<br>17 to 21              |                                       | <b>Lesson 9</b><br>Factors for the decline of Buganda and Kongo Kingdoms                                 | - To acknowledge the factors for collapse of Buganda and Kongo kingdoms and show how they can be prevented from happening in other countries.                          | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |                    |
| <b>3</b><br>January<br>24 to 28              | <b>Unit 5:</b><br>Long distance trade | <b>Lesson 10</b><br>Rise and organization of long distance trade   | - To be able to explain the rise, organization, affects and decline of long distance trade.<br>- Explain the causes for the rise and expansion of long distance trade. | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |                    |
| <b>4</b><br>January -<br>February<br>31 to 4 |                                       | <b>Lesson 11</b><br>Reasons for the decline of long distance trade<br><br>Effects of long distance trade | - To examine the effects and the reasons for the decline of long distance trade.   | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |                    |
| <b>5</b><br>February<br>7 to 11              | <b>Unit 6:</b><br>Ngoni migration     | <b>Lesson 12</b><br>Origin of the Ngoni<br><br>Different Ngoni Groups                                    | - To be able to explain the origin, causes and effects of Ngoni migration.<br>- Identify the origin of the Ngoni.<br>- Identify different groups of the Ngoni.         | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |                    |

| Week /Date                          | Unit Title                                 | Lesson/Content   | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|-------------------------------------|--|--|--|---|--|-------------|
| 6<br>February<br>14 to 18           |  | Lesson 13<br>Reasons for Ngoni migration<br><br>Consequences of Ngoni migration                                | - To describe the reasons for Ngoni migration.<br>- Discuss the effects of Ngoni migration.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 7<br>February<br>21 to 25           | Unit 7:<br>Exploration of Africa           | Lesson 14<br>Different European explorers and their routes<br><br>Different causes of exploration              | - To be able to identify different Europeans who explored Africa.<br>- Explain different causes and effects of exploration.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
|                                     |  | Lesson 15<br>Consequences of exploration of Africa<br><br>Problems faced by explorers in Africa                | - To acknowledge the effects of European exploration.<br>- Explain the problems encountered by explorers in Africa exploration.  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |
| 8<br>February -<br>March<br>28 to 3 | Unit 8:<br>European colonization of Africa | Lesson 16<br>Different causes of European colonization in Africa<br><br>Methods of colonial conquest in Africa | - To be able to evaluate causes and consequences of European colonization of Africa.<br>- Explain the different causes of European colonization of Africa.<br>- Identify different methods of colonial conquest. | Group discussion, debate and presentation about the topic |  |             |
|                                     |  | Lesson 17<br>Colonial systems of administration<br><br>Consequences of European colonization                   | - To identify different colonial systems of administration.<br>- Analyze methods used in acquiring colonies in Africa and comment on it  | Group discussion, debate and presentation about the topic | - History and citizenship Student book<br>- Internet<br>- Textbooks of Rwandan History |             |

| Week /Date              | Unit Title  | Lesson/Content  | Learning Activities, Key Unit Competence  | Teaching Method, Technical and Evaluation                             | Reference   | Observation |
|-------------------------|---|---|---|---|---|-------------|
| 9<br>March<br>6 to 10   | Unit 9:<br>African<br>response<br>to colonial<br>conquest | Lesson 18<br>Forms of African<br>responses<br>towards<br>European colonial<br>conquest<br>(e.g. Nama-<br>Herero, Kabalega<br>(Bunyoro),<br>Samoure<br>Toure (Mandika)<br>Maji–Maji, etc.) | - To be able to analyze the<br>reactions of Africans to<br>colonial conquest.<br>- Describe forms of African<br>response towards<br>European colonial<br>conquest.  | Group<br>discussion,<br>debate and<br>presentation<br>about the topic | - History and<br>citizenship<br>Student<br>book<br>- Internet<br>- Textbooks<br>of Rwandan<br>History |             |
|                         |   | Lesson 19<br>Types of<br>resistance, their<br>causes and effects<br>and methods of<br>resistance<br><br>Forms of<br>collaboration   | - To identify types of<br>resistance, their causes<br>and effects.<br>- Explain how Africans<br>resisted the colonial<br>administrations.<br>- Explain forms of<br>collaboration, its causes<br>and consequences. | Group<br>discussion,<br>debate and<br>presentation<br>about the topic | - History and<br>citizenship<br>Student<br>book<br>- Internet<br>- Textbooks<br>of Rwandan<br>History |             |
|                         |   | Lesson 20<br>How Africans<br>collaborated with<br>Europeans<br>colonialists<br>(e.g. Mutesa of<br>Buganda, Lenana<br>of Masai, etc.)  | - To describe how Africans<br>collaborated with<br>European colonialists.<br>- Determine how much<br>some Africans were<br>betrayed by their fellow<br>Africansists.  | Group<br>discussion,<br>debate and<br>presentation<br>about the topic | - History and<br>citizenship<br>Student<br>book<br>- Internet<br>- Textbooks<br>of Rwandan<br>History |             |
| 10<br>March<br>13 to 17 | Review  |   |   |   |   |             |
| 11<br>March<br>20 to 24 | Exams   |   |   |   |   |             |
| 12<br>March<br>27 to 31 | Marking and report  |   |   |   |   |             |

### Term III 2021/2022

| Week /Date             | Unit Title   | Lesson/Content  | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|------------------------|--|---|--|---|--|-------------|
| 1<br>April<br>18 to 22 | Unit 10:<br>Industrial<br>Revolution                     | Lesson 21<br>Political, economic<br>and social situation<br>in England before<br>the industrial<br>revolution   | <ul style="list-style-type: none"> <li>- To be able to explain the causes and consequences of the industrial revolution, technical inventions and their inventors.</li> <li>- Explain the political, economic and social situation in England before the industrial revolution.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 2<br>April<br>25 to 29 |  | Lesson 22<br>Factors that led to the industrial revolution<br>Effects of the industrial revolution  | <ul style="list-style-type: none"> <li>- To examine the factors that led to the industrial revolution and determine the contribution of each factor.</li> <li>- Assess the effects of the industrial revolution.</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 3<br>May<br>2 to 6     |  | Lesson 23<br>Technical inventions and their inventors: spinning mule, spinning jenny, water frame, steam engine, flying shuttle   | <ul style="list-style-type: none"> <li>- To identify technical inventions and their inventors.</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 4<br>May<br>9 to 13    | Unit 11:<br>Causes and impact of the American revolution | Lesson 24<br>Causes of the American Revolution:<br>- Political causes (need for independence, unfair judicial system of Britain, the restriction of colonies from occupying new lands of Ohio and Louisiana, Boston massacre, and others) | <ul style="list-style-type: none"> <li>- To be able to explain the causes and impact of the American revolution.</li> <li>- Describe the causes of the American Revolution.</li> </ul>   | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date           | Unit Title                              | Lesson/Content  | Learning Activities, Key Unit Competence   | Teaching Method, Technical and Evaluation                        | Reference  | Observation |
|----------------------|---|---|--|--|--|-------------|
| 5<br>May<br>16 to 20 |   | <p><b>Lesson 25</b></p> <ul style="list-style-type: none"> <li>- Economic causes: (exploitation of resources, heavy taxation system, the tea party of Boston).</li> <li>- Social causes: (discrimination against Americans, role of philosophers, the war of Independence).</li> <li>- Effects of the American Revolution both in America and in the rest of the world</li> </ul> | <ul style="list-style-type: none"> <li>- To appreciate the consequences of the American Revolution and the importance of the American ideas of liberty, equality and fraternity in the world.</li> </ul>   | <p>Group discussion, debate and presentation about the topic</p> | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 6<br>May<br>23 to 27 | Unit 12: Rights, duties and obligations | <p><b>Lesson 26</b></p> <p>Duties of a citizen toward his/her nation</p> <p>Obligations of the state towards its population</p> <p>How duties and obligations are balanced in Rwanda</p>  | <ul style="list-style-type: none"> <li>- To be able to explain the concepts of rights, duties and obligations in the family, community and describe the balance between duties and obligations in the family, community and nation.</li> <li>- Identify the obligations of the state towards its population.</li> <li>- Explain the concepts of rights, duties and obligations.</li> <li>- Describe the balance between duties and obligations.</li> </ul> | <p>Group discussion, debate and presentation about the topic</p> | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date                        | Unit Title   | Lesson/Content   | Learning Activities, Key Unit Competence  | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|-----------------------------------|--|--|---|---|--|-------------|
| 7<br>May<br>-<br>June<br>30 to 33 | Unit 13:<br>State and<br>government                      | Lesson 27<br>Definition of state<br>and government<br><br>Difference between<br>state and<br>government<br><br>Types of state and<br>basic forms of<br>government<br><br>Organs, role and<br>functions of the<br>state and<br>government | <ul style="list-style-type: none"> <li>- To be able to explain the role and functions of the state and government.</li> <li>- Explain the concepts of the state and government.</li> <li>- Identify the difference between the state and government.</li> <li>- Describe the types of state and basic forms of government.</li> <li>- Explain the organs, role and function of the state and government.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 8<br>June<br>6 to 10              | Unit 14:<br>Interdependence and<br>unity in<br>diversity | Lesson 28<br>Interdependency<br><br>Unity<br><br>Personal identity<br>and national<br>identity<br>(Ubunyarwanda)<br><br>Patriotism<br><br>Unity in diversity   | <ul style="list-style-type: none"> <li>- To be able to explain the interdependency and unity in diversity concept of identity and national identity.</li> <li>- Explain the importance of unity.</li> <li>- Describe the concept of interdependence among people.</li> <li>- Explain the concept of unity in diversity.</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
| 9<br>June<br>13 to 17             | Unit 15:<br>Social<br>cohesion                           | Lesson 29<br>Social cohesion<br><br>Factors influencing<br>social cohesion<br><br>Challenges to social<br>cohesion:<br>- discrimination,<br>exclusion, stigma,<br>prejudice, etc.  | <ul style="list-style-type: none"> <li>- To be able to analyze how people can live together in harmony.</li> <li>- Explain the concept of social cohesion.</li> <li>- Explain the factors influencing social cohesion.</li> <li>- Identify challenges to social cohesion.</li> </ul>  | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |



| Week /Date             | Unit Title   | Lesson/Content   | Learning Activities, Key Unit Competence  | Teaching Method, Technical and Evaluation                 | Reference  | Observation |
|------------------------|--|--|---|---|--|-------------|
| 10<br>June<br>20 to 24 | <p><b>Unit 16:</b><br/>Hindrances to dignity and self-reliance in Rwandan society</p> <p><b>Unit 17:</b><br/>Concept of disability and inclusive education</p> | <p><b>Lesson 30</b><br/>Types of hindrances to dignity and self-reliance</p> <p>Importance of dignity and self-reliance in Rwandan society</p> <p>Importance of international cooperation in respect to Rwandan aspirations</p> <p>Activities for promotion of dignity and self-reliance</p> <p>Challenges to dignity and self-reliance</p> <p>Causes of disability</p> <p>Effects of disability</p> <p>Measures to prevent disability</p> | <ul style="list-style-type: none"> <li>- To be able to identify the hindrances to dignity and self-reliance in Rwandan society.</li> <li>- Describe types of hindrances to dignity and self-reliance.</li> <li>- Explain the importance of dignity and self-reliance in Rwandan society.</li> <li>- To be able to analyze causes and effects of disabilities and determine measures to prevent disability.</li> </ul> | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |
|                        | <b>Unit 18:</b><br>Family and Personal Values  | <p><b>Lesson 31</b><br/>Conflict and Misunderstandings between parents and children.</p> <p>Importance of parents-child dialogues about their differences and developing respect for each other's rights to have different values</p>  | <ul style="list-style-type: none"> <li>- To examine the concept of Human Rights related to sexual and reproductive health (from unit overview).</li> <li>- Describe how mutual trust between parents and children promotes effective communication.</li> <li>- Explain the sources of misunderstandings and conflicts between parents and children (adolescents and youth).</li> </ul>                                | Group discussion, debate and presentation about the topic | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> <li>- Textbooks of Rwandan History</li> </ul> |             |

| Week /Date                 | Unit Title | Lesson/Content | Learning Activities, Key Unit Competence | Teaching Method, Technical and Evaluation | Reference | Observation |
|----------------------------|------------|----------------|--|---|-----------|-------------|
| 11<br>June-July<br>27 to 1 |            |                |  | Review                                    |           |             |
| 12<br>July<br>4 to 8       |            |                |  | Exams                                     |           |             |
| 13<br>July<br>11 to 15     |            |                |  | Marking and report                        |           |             |

### Format of Unit Plan/Scheme of Work for Senior 3

District: Ngoma

Academic year: 2021/2022

Term: I

School:

Subject: History & Citizenship

Teacher:

Class: S3

N° of period per week: 3

| Week /Date               | Unit Title   | Lesson/Content   | Learning activities  | Reference   | Observation |
|--------------------------|--|--|--|---|-------------|
| 1<br>October<br>11 to 15 | Unit 1:<br>Independent<br>Rwanda   | <b>Lesson 1</b><br>Major changes that took place<br>in first and second Republics<br><br><b>Lesson 2</b><br>Root causes, course, effects of<br>the liberation war in Rwanda<br>(1990-1994) | - Use of a range of materials<br>including textbooks, internet,<br>press media, to understand the<br>changes that took place in the<br>first and second Republics in<br>Rwanda.<br>- Thereafter present the<br>summary of points.    | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |
| 2<br>October<br>18 to 22 | Unit 2:<br>Consequences<br>of the 1994<br>genocide<br>against the<br>Tutsi             | <b>Lesson 3</b><br>Consequences of genocide<br>against the Tutsi   | - Read a range of materials to<br>research on the consequences<br>of genocide against the Tutsi.<br>- Thereafter, make<br>presentations in class.  | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |
| 3<br>October<br>25 to 29 | Unit 3:<br>Colonial<br>administrative<br>systems and<br>colonial<br>powers             | <b>Lesson 4</b><br>Colonial masters and their<br>colonies, African States that<br>were not colonized<br><br><b>Lesson 5</b><br>Different colonial<br>administrative methods                | - Learners read books for<br>information about different<br>colonial administrative<br>systems and colonial masters<br>then summarize their points in<br>essay form.   | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |
| 4<br>November<br>1 to 5  | Unit 4:<br>Colonial<br>reforms<br>and their<br>consequences<br>on African<br>societies | <b>Lesson 6</b><br>Consequences of these<br>reforms on African societies   | - Watch films, analyze maps for<br>historical facts and note down<br>points.   | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |
| 5<br>November<br>8 to 12 | Unit 5:<br>Causes of<br>decolonisation<br>in Africa: Case<br>Study, Ghana<br>and Kenya | <b>Lesson 7</b><br>Causes of decolonisation of<br>Africa:  | - Learners read relevant<br>materials and use the internet<br>for information about causes of<br>decolonisation of Africa and<br>the role played by different<br>African nationalists, then make<br>presentations of their findings. | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |

| Week /Date                                | Unit Title   | Lesson/Content  | Learning activities  | Reference   | Observation |
|---|--|---|--|---|-------------|
| 6<br>November<br>15 to 19                 | Unit 6:<br>Analyze the<br>1789 French<br>Revolution        | Lesson 8<br>Causes of French Revolution:<br>- Social inequality<br>- Political causes<br>- Economic situation<br>- Influence of philosophers of<br>the American Revolution etc.   | - Research and discuss in groups<br>and debate the causes and the<br>consequences of French<br>Revolution and point out main<br>points and note them down.   | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |
| 7<br>November<br>22 to 26                 |  | Lesson 9<br>Effects of French Revolution<br><br>Abolition of federal abuses<br><br>Declaration of Human Rights<br><br>Equality among French citizens<br>Freedom of expression<br><br>Effects of the French<br>Revolution in the Rest of<br>Europe, etc. | - Research and discuss in groups<br>and debate the causes and the<br>consequences of the French<br>Revolution and point out main<br>points and note them down.   | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |
| 8<br>November<br>-<br>December<br>29 to 3 | Unit 7:<br>Causes and<br>effects of the<br>First World War | Lesson 10<br>Long term causes:<br>- The immediate cause<br>- Sarajevo incident<br><br>Lesson 11<br>Effects of the first world war<br>and the Versailles peace treaty  | - Research in groups, using the<br>internet and reading a range of<br>written materials.<br>- One group researches on<br>causes and the other<br>researches on effects of the<br>First World War.<br>- Thereafter they make<br>presentations in class and write<br>an essay. | - History and<br>citizenship<br>Student<br>book<br>- Internet |             |
| 9<br>December<br>6 to 10                  | Revision   |   |  |   |             |
| 10<br>December<br>13 to 17                | Exams  |   |  |   |             |
| 11<br>December<br>20 to 24                | Exams and closing  |   |  |   |             |

## Term II 2021/2022

| Week /Date                               | Unit Title  | Lesson/Content   | Learning activities   | Reference   | Observation |
|--|---|--|---|---|-------------|
| 1<br>January<br>10 to 14                 | Unit 8:<br>Between two<br>wars  | Lesson 12<br>League of Nations   | - Learners read relevant materials and use the internet to find out the causes and effects of the league of nations.  | - History and citizenship<br>Student book<br>- Internet |             |
| 2<br>January<br>17 to 21                 |   | Lesson 13<br>The Economic Crisis of<br>1929-1933:<br>- causes and effects                    | - Learners read relevant materials and use internet to find out the causes and effects of the economic depression of 1925-1933  | - History and citizenship<br>Student book<br>- Internet |             |
| 3<br>January<br>-<br>February<br>31 to 4 |   | Lesson 14<br>Totalitarian regimes in<br>Europe:<br>- Fascism                                 | - Form groups for discussions and debate about the factors of the rise and the downfall of totalitarian regimes.<br>- Present and summarize results in an essay form.                         | - History and citizenship<br>Student book<br>- Internet |             |
|  |   | Lesson 15<br>- Nazism  | - Watch films/videos and interpret the speech of Hitler, write a list of lessons learnt from the films.   | - History and citizenship<br>Student book<br>- Internet |             |
| 4<br>February<br>7 to 11                 | Unit 9:<br>Causes and<br>effects of the<br>Second World<br>War  | Lesson 16<br>The causes of the World War 2<br><br>Lesson 17<br>The course of the World War 2 | - Research in groups, using the internet and reading a range of written materials on causes of the First World War.<br>- Thereafter they make presentations in class and write an essay.      | - History and citizenship<br>Student book<br>- Internet |             |
| 5<br>February<br>14 to 18                |   | Lesson 18<br>Consequences of the World<br>War 2  | - Research in groups, using the internet and reading a range of written materials on the effects of the First World War.<br>- Thereafter they make presentations in class and write an essay. | - History and citizenship<br>Student book<br>- Internet |             |
| 6<br>February<br>21 to 25                | Unit 10:<br>National and<br>international<br>human rights<br>instruments and<br>the protection of<br>human rights | Lesson 19<br>National human rights<br>instruments  |   | - History and citizenship<br>Student book<br>- Internet |             |

| Week /Date                             | Unit Title                                 | Lesson/Content  | Learning activities | Reference   | Observation |
|--|--|---|---------------------|---|-------------|
| 7<br>February<br>-<br>March<br>28 to 4 |  | <b>Lesson 20</b><br>Effectiveness of national and international human rights instruments  |                     | - History and citizenship<br>Student book<br>- Internet |             |
| 8<br>March<br>7 to 11                  | <b>Unit 11:</b><br>Democratization process | <b>Lesson 21</b><br>Process of indicators of democratization<br><br><b>Lesson 22</b><br>Indicators of democratization<br><br><b>Lesson 23</b><br>Compare democratization in Rwanda and the sub-region |                     | - History and citizenship<br>Student book<br>- Internet |             |
| 9<br>March<br>14 to 18                 | Exams                                      |   |                     |   |             |
| 10<br>March<br>21 to 25                | Exams                                      |   |                     |   |             |
| 11<br>March<br>28 to 31                | Exams and closing                          |   |                     |   |             |

### Term III 2021/2022

| Week /Date             | Unit Title   | Lesson/Content   | Learning activities  | Reference   | Observation |
|------------------------|--|--|--|---|-------------|
| 1<br>April<br>18 to 22 | Unit 12:<br>Identify Rwandans in reference to regional groupings | Lesson 24<br>Understand oneself in reference to Rwanda and East Africa   | - Presentations in class   | - History and citizenship<br>Student book<br>- Internet |             |
| 2<br>April<br>25 to 29 | Unit 13:<br>National laws in conflict transformation             | Lesson 25<br>Define conflict transformation and the Sources of Rwandan codes and laws<br><br>Lesson 26<br>Sources of Rwandan codes and laws  | - Research about how national laws lead to conflict transformation and present the findings as a written report. | - History and citizenship<br>Student book<br>- Internet |             |
| 3<br>May<br>2 to 6     |  | Lesson 27<br>Legal mechanism and organs vis-a- vis conflict transformation: National Commission for Human Rights, the office of the Ombudsman, National Police, Constitution, relevant laws etc.   | - Discuss in group how national laws lead to conflict transformation and present the results in class.           | - History and citizenship<br>Student book<br>- Internet |             |
| 4<br>May<br>9 to 13    | Unit 14:<br>Factors for national independence                    | Lesson 28<br>Political factors, economical and socio-cultural factors for national independence<br><br>Lesson 29<br>Economical and socio-cultural factors for national independence<br><br>Lesson 30<br>Promoting and sustaining self-reliance | - Research factors that promote national independence and present findings in class.                             | - History and citizenship<br>Student book<br>- Internet |             |

| Week /Date                       | Unit Title  | Lesson/Content   | Learning activities  | Reference  | Observation |
|----------------------------------|---|--|--|--|-------------|
| 5<br>May<br>16 to 20             | Unit 15:<br>Concept of disability and inclusive education | <p><b>Lesson 31</b><br/>Definition of special needs education: Who are children with special needs?</p> <p><b>Lesson 32</b><br/>Ways to help children with special needs: Definition of inclusive education</p> <p><b>Lesson 33</b><br/>Exclusive and inclusive:<br/>- Integration and inclusion<br/>- Impacts of inclusive education</p>  | <ul style="list-style-type: none"> <li>- Research special needs education and inclusive education and summarize the findings.</li> <li>- Discuss in groups special needs education and inclusive education in Rwanda and present the results.</li> </ul> | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> </ul> |             |
| 6<br>May<br>23 to 27             | Unit 16:<br>Tolerance and respect                         | <p><b>Lesson 34</b><br/>Define bias, prejudice, stigma, intolerance, harassment, rejection and bullying</p> <p><b>Lesson 35</b><br/>Impacts of bias, prejudice, stigma, intolerance on healthy relationships among peers, people living with HIV/AIDS, people with disabilities, people who are perceived to be different</p> <p><b>Lesson 36</b><br/>The emotional, economic, physical and social consequences of prejudice, stigma, harassment and rejection</p> | <ul style="list-style-type: none"> <li>- Understand that everybody has a responsibility to defend people who are being harassed or bullied.</li> </ul>   | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> </ul> |             |
| 7<br>May<br>-<br>June<br>30 to 3 |   | <p><b>Lesson 37</b><br/>Ways human rights can be protected in the context of democracy</p>   | <ul style="list-style-type: none"> <li>- Research on the protection of human rights in the context of democracy.</li> </ul>  | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> </ul> |             |
| 8<br>June<br>6 to 10             |   | <p><b>Lesson 38</b><br/>Ways human rights can be protected in the context of democracy</p>   | <ul style="list-style-type: none"> <li>- Research on the protection of human rights in the context of democracy.</li> </ul>  | <ul style="list-style-type: none"> <li>- History and citizenship Student book</li> <li>- Internet</li> </ul> |             |
| 9<br>June<br>13 to 17            |   |  | Review   |  |             |



| Week /Date                         | Unit Title | Lesson/Content | Learning activities | Reference | Observation |
|------------------------------------|------------|----------------|---------------------|-----------|-------------|
| <b>10</b><br>June<br>20 to 24      |            |                | Review              |           |             |
| <b>11</b><br>June- July<br>27 to 1 |            |                | Revision and exams  |           |             |
| <b>12</b><br>July<br>4 to 8        |            |                | Exams               |           |             |
| <b>13</b><br>July<br>11 to 15      |            |                | School Report       |           |             |

## 4. Identify Synergies and Gaps Between National Curriculum and GCED Frameworks/Guidelines with regard to Mainstreaming GCED in the Curriculum Development Process

| No | Current Situation  | Mainstreaming/ Standards   | Synergy  | Gaps /To Improve   |
|----|--|--|--|--|
| 01 | Curriculum of GCED is available  | Availability of GCED curriculum  | There is availability of Global citizenship education curriculum   | The course is in combination with history / we suggest separating the history and citizenship for better students to understand the contents, and time allocation for the GCED must cover the contents at all levels of classes. |
| 02 | Subjects of GCED are taught  | Subjects of GCED are taught in classrooms  | Teachers are teaching the subjects to the students   | Only S1, S2 and S3 are benefiting Citizenship education courses / we suggest availing all citizenship courses to all learners at every stage of level of studies.  |
| 03 | National curriculum reflects a country's vision  | National curriculum reflects a country's vision  | National curriculum reflects a country's vision  | National curriculum reflects country vision / we suggest it also reflects global citizenship.  |
| 04 | Quality curricula ought to keep pace with the rapidly changing world with new challenges, which requires constant change in skills for students to learn | Quality curricula ought to keep pace with the rapidly changing world with new challenges, which requires constant change in skills for students to learn | Quality curricula ought to keep pace with the rapidly changing world with new challenges, which requires constant change in skills for students to learn | No gap identified  |

|   |   |   |  |
|---|---|---|--|
| <p>Learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> | <p>Learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> | <p>Learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> | <p>Learners acquire all necessities to promote sustainable development in terms of GCED but not all levels</p>   |
| <p>Global Citizenship Education (GCED) aims to empower learners to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies</p>   | <p>Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies</p>   | <p>Global Citizenship Education (GCED) aims to empower learners to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive, and secure societies</p>   | <p>Global Citizenship Education (GCED) aims to empower learners NOT for all ages / we suggest that the GCED be taught to all learners since nursery to Universities levels for better globalize the attitude of peace and culture.</p> |

## 5. Summary Globalizing the Findings from the Field Work

About the field work, we conducted the survey from the central level (practitioners in curriculum development), to the educators, teacher trainers, schools, teachers and learners. These questionnaires reflected the role of Global citizenship education at all levels (from the citizen to global level) and also focused on its possible means of implementation of cause and outcome in the future.

The schools targeted in the survey were:

1. Groupe scolaire MUSAZA from Kirehe District
2. Groupe scolaire NDEKWE from Ngoma District
3. Groupe scolaire KABUGA Catholique from Gasabo District

At each school we contacted the following beneficiaries:

1. Head teacher 1
2. Teacher from secondary school
3. Teacher from primary school
4. Parent representative
5. Students' representative

Total beneficiaries at school level are 5 x 3 schools = 15

| Targeted Beneficiaries                                       | About Questionnaires   | Findings Favor to GCED and Global Issues  | Gaps Identified   |
|--|--|---|---|
| Key institutions and practitioners in curriculum development | All questionnaires have been responded and were clear / understood for the beneficiaries.  | All questionnaires are in favor of the GCED and show the interest for globalization to better prepare the best citizens in the future.                    | Curriculum designed concerned the selected level of students senior 1 to senior 3. It is in combination with history and the student book is named "History and citizenship".   |
| Educators, teacher trainers, schools, teachers and learners  | All questionnaires were responded to by beneficiaries after being translated into the national language ( from English to Kinyarwanda). This case of translation has been done to the parents' representatives and students, here we used oral questionnaires, the surveyor noted the answer from the beneficiaries. | Most of the beneficiaries' answers, stipulated to the national identity views, are not interested in foreign issues such as culture, peace and tolerance. | Educators of history and citizenship are qualifying in the history and geography, where they are interested in the history courses, there is no capacity building for the citizenship course such as training, seminar or refresher course on the citizenship course. |

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## 6. Suggestions and Recommendations

The GCED makes someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices. According to this definition, the expert of GCED asks the question: what does it mean to be a global citizen?

To address the goal of improving the quality of Citizenship subject provision and achieving educational excellence, everywhere, we suggest the following:

1. Heads and senior leaders must take ownership of GCED in their schools.
2. Raising the profile of GCED in media communications, such as through Ministerial speeches and other radio and television communication initiatives. The media rarely mentions global citizenship education in any of its messages.
3. Clarifying goals of GCED development across national policies and programs.
4. Fostering the creation of innovative GCED teaching materials to assist high-quality instruction in primary and secondary schools. Providing and distributing examples of excellent practices in GCED.
5. Separate history and citizenship education to guarantee that GCED data is reported as a separate subject and that assessment of its development is possible.
6. From senior management to lower levels of personnel, education providers should receive GCED training.
7. Create challenging GCED opportunities for all levels with qualified instructors (trained teachers).
8. Introduce GCED to parents, as well as other public and private organizations and or groups of individuals.
9. Reform Citizenship Studies at the primary, secondary, and university levels to ensure that students can grow.
10. Evaluate the role of legislation and statutory instruments to ensure that GCED is taught in all schools (primary and secondary) for a determined number of hours.
11. Schools could be encouraged to report on their students' progress and achievement in GCED to parents each year under new assessment and reporting systems. This could also aid schools in keeping track of their impact on Rwandan values and character.

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## 7. Recommendation about Citizenship Planning and Evaluation Tools

The GCED curriculum Presentations, materials and resources shared must includes:

- ✓ Curriculum planning with a purpose: intent, implementation, impact
- ✓ Planning for high impact Citizenship and personal development
- ✓ Making learning live: from personal development to active citizens

### Showing a picture for planning outstanding citizenship education

A multimedia tool to help teachers and schools plan their curriculum and evaluate outcomes for pupils.

### Setting principles of effective citizenship education

These principles help teachers and education publishers consider the features of high-quality Citizenship education when planning the curriculum or a teaching resource to support the curriculum.

### To design lesson planning and observation tools

The lesson planning will help to evaluate and review the quality of Citizenship teaching in lessons.

### To design self-evaluation tool for Citizenship education

A tool for nursery, primary and secondary schools to review and improve their Citizenship provision; Available when working on GCED curriculum design.

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## 8. Conclusion by Expert

A global citizen is aware that we live in an interconnected web where many of our actions and choices affect those locally, nationally and many times even internationally. They are able to respect themselves as well as others, regardless of where they live. Generally, they have an understanding of how the world works, are outraged by social injustice, participate in the community at a range of levels from the local to the global and are willing to act to make the world a more equitable and sustainable place. That's where the students come in.

The younger the generation, the more opportunities they have to still be flexible, creative and proactive. With a global citizenship education, young people are able to solve problems, make decisions, think critically, communicate ideas effectively and work well with others. This not only helps them personally and educationally, but eventually professionally as well. Thus, a global education in the classroom is paramount.

In the classroom, students can start to face issues of global independence through an economics course, diversity of identities and cultures in a history course, sustainable development in an environmental science course and more. Classes that allow for varied learning methods such as debate and role-playing are becoming an increasing necessity for the National curriculum (CBC). This can already be found in all Levels curriculum which allows for open-minded students to get more in-depth knowledge of a subject matter as well as enabling students to explore more about themselves and the world around them, negotiate and work with others and solve problems through more informed decisions.

As a result, students learn to become successful learners, confident individuals, responsible citizens and effective contributors. All in all, this will allow students to explore, develop and express their own values and opinions. They will increase their listening and respecting skills of others and their opinions and be able to make informed choices that not only affect them but others as well. Thus, the future of the world lies in the hands of the youth, so the GCED is needed for students and its curriculum is paramount to be designed and implemented successfully.



# Annexes

## a. Sample questionnaires

### i. Primary School Teachers' Questionnaire/Global Citizenship Education Survey

Please, take time to respond to the survey and support this institutional effort. Your input and ideas will help the Ministry of Education (MoE) to draft a successful Global Citizenship Education Strategy.

#### What students learn at school

| Item   | Strongly Agree | Agree | Neutral | Strongly Disagree | Disagree |
|--|----------------|-------|---------|-------------------|----------|
| 1. Students learn to understand people who have different ideas                  |                |       |         |                   |          |
| 2. Students learn to cooperate in groups with other students                     |                |       |         |                   |          |
| 3. Students learn to contribute to solving problems in society                   |                |       |         |                   |          |
| 4. Students learn to be patriotic and loyal citizens                             |                |       |         |                   |          |
| 5. Students learn how to act to protect the environment                          |                |       |         |                   |          |
| 6. Students learn to be concerned about what happens in other countries          |                |       |         |                   |          |
| 7. Students learn about the importance of voting in national and local elections |                |       |         |                   |          |
| 8. Students learn about cultures of other countries                              |                |       |         |                   |          |
| 9. Teaching materials have plenty of GCED content                                |                |       |         |                   |          |



- 
1. Which of the options below do you find more pertinent to learn more about GCED?
    - a) Develop a curriculum for GCED
    - b) Integrate GCED content in the curriculum
    - c) Attending fresher courses and seminars
    - d) Online through relevant website
    - e) Organize training about GCED
    - f) Through the media
    - g) Through co-curricular activities
  
  2. Which among the following factors do you consider hinder the development of GCED practices in your classroom/school? (More than one option is possible)
    - a) Current teaching pedagogies/methodologies do not match GCED principles
    - b) Lack of training and professional support
    - c) Lack of teaching/learning materials
    - d) Content of the syllabus
    - e) School environment doesn't allow for the promotion of GCED
    - f) Lack of support from school directors
    - g) None of the above, GCED is well covered in the curriculum

## ii. Curriculum Specialists Questionnaire/Global Citizenship Education Survey

Please, take time to respond to the survey and support this institutional effort. Your input and ideas will help the Ministry of Education (MoE) to draft a successful Global Citizenship Education Strategy.

This section of the survey focuses on general perception, attitude and importance of Global Citizenship Education.

**Curriculum:** What we teach and assess. Tick the most appropriate

| Item   | Strongly agree | Agree | Neutral | Strongly Disagree | Disagree |
|--|----------------|-------|---------|-------------------|----------|
| The curriculum reflects awareness of Rwanda's position as a regional or global community   |                |       |         |                   |          |
| The curriculum has strong relevance for all students including those from ethnic minorities, girls and those with low socioeconomic background.                  |                |       |         |                   |          |
| The curriculum reflects national patterns as well as openness of other countries and cultures  |                |       |         |                   |          |
| The curriculum addresses local and global concerns such as, peace, conflict, human rights, injustice, cultural diversity and sustainable development             |                |       |         |                   |          |
| The curriculum integrates basic local and global problems such as, poverty, overpopulation, diseases, and resource distribution                                  |                |       |         |                   |          |
| Global perspectives influence teaching and learning across all subjects and learning areas at primary, secondary and primary teachers colleges                   |                |       |         |                   |          |
| The curriculum create opportunities for learners to understand the relevance to participate in decision making processes   |                |       |         |                   |          |
| The curriculum gives room to learners to think open and critically about local and global issues   |                |       |         |                   |          |
| Teaching and learning activities are designed to foster learner's understanding of their environment and encourage them to be proactive and responsible citizens |                |       |         |                   |          |
| The classrooms are organized in a manner that promotes cooperative interaction and effective communication engaging learners                                     |                |       |         |                   |          |

### iii. Secondary Teachers, Tutors & Instructors in Teacher Training, Technical & Vocational Institutions/Global Citizenship Education Survey

Please, take time to respond to the survey and support this institutional effort. Your input and ideas will help the Ministry of Education (MoE) to draft a successful Global Citizenship Education Strategy.

Tick each item as strongly agree (5), agree (4), neutral (3) disagree (2), and strongly disagree (1).

| Item  | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| GCED is an important aspect in our education process  |   |   |   |   |   |
| GCED learning and teaching experiences can be facilitated through organizations within our local communities and those outside Rwanda |   |   |   |   |   |
| GCED prepares learners to become socially responsible people in their communities and beyond  |   |   |   |   |   |
| The more learners understand in-depth their own country the better they will understand and appreciate other cultures                 |   |   |   |   |   |
| Learning and teaching about other countries and cultures, through GCED is important but not key to achieving the educational goals.   |   |   |   |   |   |
| It is the responsibility of school systems to help students to become global citizens   |   |   |   |   |   |
| GCED helps learners to appreciate other cultures  |   |   |   |   |   |
| GCED can be facilitated and experiences can be at homes through the media and technology  |   |   |   |   |   |

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#### iv. Questionnaire/Interview For Principals Of Primary Teachers Colleges

Please, take time to respond to the survey and support this institutional effort. Your input and ideas will help the Ministry of Education (MoE) to draft a successful Global Citizenship Education Strategy.

1. What do you consider the primary benefits of GCED? Please limit your response to not more than 500 words.
2. What would you consider to be core activities of GCED? Tick appropriately (more than answer is possible)
  - a) Connections with other countries
  - b) Global issues taught in the classroom
  - c) Engagement with other international organizations or institutions
  - d) Academic programmes with international aspects such as cultural diversities
  - e) Study, work, serve, and live abroad
  - f) Understanding other cultures, events and global systems
3. What would be your recommendation to support GCED? Please, limit your response to no more than 500 words.
4. What would be your contributions towards championing GCED in schools?
5. To what extent do you give attention to GCED in schools?  
 Always                       Not always                       Never
6. How is GCED discussed in the lessons? By teachers in primary schools. Tick appropriately.
  - a) Learning skills embedded in values and attitudes
  - b) Through co-curricular activities
  - c) Cross cutting issues connected to GCED
  - d) Preparing school projects
  - e) The curriculum reflects all the content on GCED
  - f) There is a substantive curriculum for GCED

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7. Who else is involved in promoting GCED in schools? Tick appropriately.

- a) UNICEF
- b) WORLD VISION
- c) Plan international
- d) UNESCO
- e) DFID
- f) Save the children

8. What happens outside the classroom? Tick appropriately.

- a) Seminars for students/teachers
- b) Field trips/excursions
- c) Collaboration with other schools locally
- d) Collaboration with another school outside Rwanda
- e) Exchange programmes for teachers and students

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## b. Interview Guide for Teachers

Please, take time to respond to the survey and support this institutional effort. Your input and ideas will help the Ministry of Education (MoE) to draft a successful Global citizenship Education Strategy. Thank you for consenting to participate in this study.

1. Describe your personal experiences outside of the classroom that you have had with other cultures.
2. Have you ever integrated those experiences into your teaching? If so, how? If not, why not?
3. If one of your students asked you what a global citizen is, how would you respond?
4. Thinking back to the answer that you would give your student; do you think the curriculum you are currently teaching for global citizenship fits that definition? Explain.
5. If you were given the task of creating a curriculum to teach global citizenship education, describe the following:
  - a. What would be included in the curriculum? Why do you think GCED is important in your curriculum?
  - b. Who would be responsible for implementing your newly created curriculum? Explain.
  - c. How would the person responsible for implementation be prepared to teach the curriculum?
  - d. What do you see as negative factors when trying to implement your GCED curriculum?
6. Is there anything that you do differently or add to the curriculum at your school to promote global citizenship?
7. What do you see as barriers in preparing students to become global citizens?
8. Thank you for participating in this interview. If necessary, may I contact you for a follow up interview or to clarify some of your responses?

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## c. Focus Group Discussion for Parents and Learners (Parents and Learners' Perceptions)

### Parents and Students' concepts of Global Citizenship

- ✓ What does the word global citizen mean to you?
- ✓ Who is a global citizen?
- ✓ What is Global Citizenship Education?
- ✓ Are you a global citizen? If yes, explain.
- ✓ Why do you think you are a global citizen?
- ✓ Can you be a global citizen locally oriented?
  - ❖ Students' perception towards the curriculum
- ✓ What would you want to be in the curriculum as regards GCED?
- ✓ What would be your favorite topics in terms of learning about GCED?
- ✓ What teaching/ learning style would you prefer?
- ✓ What topics do you think are irrelevant / less important in the curriculum/ syllabus?
- ✓ What would you like to learn about other parts of the world, different cultures?
- ✓ What would you like to learn in terms of Global Citizenship Education (GCED)?



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## References

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- Rwanda education board website <https://www.reb.rw>
- National Examination and school inspection <https://www.nesa.gov.rw>
- Schools report







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