**MINISTRY OF EDUCATION**

**WESTERN PROVINCE**

**KARONGI DISTRICT**

**RUBENGERA SECTOR**

**GS BUBAZI**

**S3 HISTORY AND CITIZENSHIP NOTES 2024-2025**

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**COURSE OUTLINE**

**Unit 1.** The 1789 French Revolution

**Unit 2.** Colonial reforms and their consequences on African societies

**Unit 3.** Causes and effects of the First World War(1914-1918)

**Unit 4.** Between two wars

**Unit 5.** Causes and effects of the Second World War

**Unit 6.** Causes of decolonization in Africa: case study, Ghana and Kenya.

**Unit 7**. Process of democratization

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**UNIT 1 . THE 1789 FRENCH REVOLUTION**

***1.0 INTRODUCTION***

The **French Revolution** refers to the political, economic, religious and social changes that took place in France from 1789 to 1799. The revolution was characterized by the removal of ancient regime and establishment of new social order based on ideas of liberty, equality and fraternity.

**1.1 CAUSES OF THE 1789 FRENCH REVOLUTION.**

1.The nature of the Ancient regime

The ancient regime refers to the rule of the Bourbon monarchy due to its unfair political system. Some of the rulers of the ancient regime included Louis XIII, Louis XIV, Louis XV and Louis XVI.

*The characteristics of Ancient regime in France before 1789include the following*:

* + **Dictatorship:** Power rested into the hands of the king, for example, Louis XIV who could say things such as: “*I am the state and the state is me”, “The thing is legal because I wish it”.*
  + **Nepotism**: Promotions in high government posts, the army and police was for the nobles and the clergy as opposed to peasants.
  + **Abuse of human rights:** People got arrested under the arrest warrant of

*letter-de-cachet* (Imprisonment without trial in courts of law).

* + **Corruption:** State funds were embezzled by the clergy and nobles without a sense of shame.
  + **Lack of democracy**: There was no election of leaders according to people’s choices in the French society. The king has unlimited power.
  + **Lack of a functional parliament:** The French parliament had not functioned for a period of 175 years since 1614. People’s problems remained unsolved up to 1789.
  + **Absence of constitutionalism:** There was no written constitution in France.

2. Social Class divisions/social class struggles

By 1789, the French society was divided into three classes/3 Estates:

-The Clergy

- The nobles

- Middle class and Peasants.

* **The clergy and the nobles** were privileged classes who enjoyed privileges such as
* They owned large land
* Dominated the key government posts
* They were exempted from taxes and military conscription
* They were promoted in the army
* They would attend to education and were judged by special courts.
* They could collect tributes from the peasants
* They had right to get pensions
* The right to enjoy all forms of freedom
* To stay in the King’s palace and the right to move with weapons in public.
* **Peasants** were 3rd unprivileged class. They were 23 million out of 25 million but were denied all sorts of freedom, subjected to forced labour, unfair taxation, denied promotion in the army, were imprisoned without trial and denied access to higher education.
* **The middle class (bourgoisie)** was composed of teachers, lawyers, doctors, scientists and industrialists. Despite their education, they were excluded from top posts in the government and in the army.

This made the French to begin a revolution against King Louis XVI to bring equality of all people before the law.

3.The character of King Louis XVI

He was the last king who ruled France from 1774 to 1793.His weakness that led to the French revolution includes the following:

* *He married a beautiful but less intelligent*, arrogant and proud Marie Antoinette from Austria.
* *He involved France into useless wars* like the American War of independence where France lost massively in terms of finance and human resources like soldiers. This too increased hatred towards him from the masses.
* *The king lacked firmness* and sometimes shade tears during hot debates. This made people to lose confidence in him, making a revolution inevitable.
* *Louis XVI was responsible for the financial crisis* that hit France due to corruption, embezzlement and extravagancy that characterised his reign. This created a revolutionary mood among the masses against him.
* *He signed a free commercial treaty with Britain* to allow her sell her goods in France untaxed. This led to collapse of local industries and generated a lot of hatred from the middle class who also joined the revolution against him.
* *He confined himself in the royal palace* which made him unpopular and he was always asleep and hunting during a crucial meetings.

King Louis XVI was guillotined by the revolutionary regime in 1793.

4.The role and character of Marie Antoinette

She was a wife to King Louis XVI. Her mother was Marie Theresa, the empress of Austria-Hungary. Marie Antoinette played a big role in the outbreak of the French Revolution as follows:

* **Her origin:** She was from Austria, a traditional enemy of France. Austria had played a role in assisting Britain during the seven years’ war where France lost India.
* **She was arrogant and insensitive to the needs of the French masses**. She abused the hungry masses that had come to ask the king to reduce the price of bread. She went ahead and stated: **“Go and eat cakes if you cannot afford bread”.** This made the peasants more violent than ever before and many joined the revolution against the king.
* **She poorly advised the king on political matters.** For example, she advised her husband to expel the financial ministers.
* **She was too extravagant**. for example, by buying four pairs of shoes per week, she had 2000 horses and also had 500 servants.

All these were maintained using government funds which led to financial bankruptcy in France. This paved way for the outbreak of French Revolution.

Marie Antoinette was the queen of France who died on the **guillotine** in 1793 during the French Revolution,

5.Financial crisis/Bankruptcy

By 1789, France was financially bankrupt which was caused by corruption, embezzlement of funds and sponsoring the American War of independence. There was also mismanagement and extravagance of the king and his wife as well as expulsion of financial ministers. All this led to French revolution as follows:

* People lost confidence in the government and wished that it could be removed.
* King Louis XVI failed to pay back the money to the middle class. This raised a lot of hatred from the bourgeoisie who also joined revolutionaries to force him out of power.
* Financial crisis led to inflation and employment which forced people into to revolution.
* It forced the king to call the Estates General meeting in which the revolution started.

6.Unfair land ownership system

Land was unfairly distributed amongst the nobles and the clergy at the expense of the majority peasants. The church also owned 20% of the land that it rented to the peasants. This made peasants to stay temporarily on their landlords’ estates and so made them to begin the 1789 French revolution to end the serfdom.

7.Dismissal of financial controllers

Capable financial controllers including **Necker** and **Turgot** were dismissed.This worsened the financial crisis in France.They had suggested reforms such as taxing the wealth of the nobles and the clergy but were later advised the king to expel them.

8.The role of the French philosophers

These were great thinkers who were highly educated. They put their ideas in writing and condemned the social, political and economic injustices that existed in the French society at that time. The major French philosophers included Voltaire, Montesquieu, Jean Jacques Rousseau and John Locke.

9.Unfair taxation system

In France, the taxation system was unfair in a way that the poor, landless and unemployed peasants paid a lot of taxes like salt tax, land tax and tithes or church tax. The nobles and the clergy were exempted from these taxes. In addition to this, tax collectors were unfair where defaulters were flogged and imprisoned. This became a burden to the peasants forcing them to fight in the French revolution.

10.The effects of American war of independence

France participated in the American war of independene to revenge against the Britain where French soldiers led by General Lafayette came back in France with revolutionary ideas and self determination. the cost of the war in France contributed to financial crisis.

11.The influence of Britain

By 1789 Britain/England was regarded as the most democratic state in the whole world. Britain had a constitutional monarchy, a functional parliament and an independent judiciary, besides modernized then France wanted to copy this system hence outbreak of French revolution.

**12.Natural calamities**

In 1788,there was food shortages as a result of poor harvests caused by bad weather. This led to inflation, unemployment, famine. Government did not provide right solution hence French revolution.

**13.Religious intolerance**

In France, there was no freedom of worship because Catholic church was state religion. Non-catholics such as moslems and protestants were intimidated, tortured, imprisoned and the need the freedom of worship led to French revolution.

**14**.The calling of estates general meeting

This was a meeting of all estate leaders in France. It was held in the hall of mirrors in Versailles. It was called by King Louis XVI so as to find the solutions to the financial crisis that had hit France as advised by Necker. It was attended by 308 clergy, 295 nobles and 621 peasants.

*The estate general meeting led to French revolution in the following way:*

* It united the members of the 3rd estate from different parts of France who later exchanged ideas and finally began the revolution.
* It showed the weak character of the king after he was presented about 600,000 complaints, making him to cry in front of the masses instead of providing solutions. This made the masses to lose confidence in him hence the beginning of the revolution.
* The meeting was characterised by disagreements on sitting arrangements and voting procedures where king wanted to be on class basis and their opinion was one man one vote .
* It made the 3rd estate led by Count Mirabeau to declare itself into a national assembly after the king dissolved the meeting before providing the solutions to the masses. This marked the beginning of the French revolution.

However,the French revolution broke out in 1789 against the Ancient Regime of King LOUIS XVI and his wife Marie Antoinette. It lasted about 10 years, ending in 1799 with the rise to power of Napoleon Bonaparte.

**1.3. EFFECTS OF THE 1789 FRENCH REVOLUTION**

Some of the effects of the French Revolution were as follows:

* + 1. **The feudal privileges and despotism were abolished**. Land that belonged to the Catholic Church and the nobles was nationalised and given to the landless peasants at cheaper prices.
    2. **It led to the declaration of rights of man and citizens** on August 27th 1789. The document abolished the social class divisionism which had existed in France during the Bourbon monarchy (ancient regime), bringing equality among the French citizens. It also declared that all men were equal before the law.
    3. **The revolution ended the rule of Bourbon monarchy** that had ruled France for four hundred years. This was fulfilled after the death of King Louis XVI in 1793.
    4. **It ended dictatorship and despotism in France**. This was after formation of a new constitution which rolled despotism under the political carpet. .
    5. **It led to the introduction of multiparty politics in France**. During the course of French Revolution, different political clubs emerged including **Girondins, Feuillants, Jacobins and Cordeliers**. Though they were short lived, they gave an example of multi-party politics in France.
    6. **The revolutionaries introduced reforms in education system**. Polytechnic schools were built to train and produce skilled labour. Secondary schools were built and old ones were rehabilitated which promoted efficiency in the education sector.
    7. **It resurrected the French parliament**. This had been inactive for a period of 175 years, only to be revived after the French Revolution. From here henceforth, people were able to vote parliamentary members during the directory government.
    8. **The French Revolution ushered in constitutional rule in France**. During the Bourbon monarchy, there was no constitution. However, the revolutionary government formed a new constitution for France in 1791 that was later modified in 1793 and 1795.
    9. **It led to a poor relationship between France and the rest of Europe**. France got involved into wars, and kept her on a collision course with her neighbours between 1793 and 1814.
    10. **The revolutionary tri-colour flag replaced the white flag** which was a symbol of despotism during the Bourbon monarchy.
    11. T**he royal guards of the Bourbon monarchy were replaced by the revolutionary army** known as the national guards responsible for the security of all citizens.
    12. **It led to the occurrence of other future revolutions in Europe** such as 1830 and 1848 revolutions on the European continent.
    13. **It forced many people into exile** in Austria, Russia, Prussia and Italy where they came to be known as the émigrés.
    14. **The French Revolution led to freedom of worship**. The monopoly of the Catholic Church was removed, which saw many religions coming in.

**15. It led to disorganization of the map of Europe**. This was done by France in her expansionist policies and conquering of various states like Spain, Naples, Germany and Italian states.

16. The French revolution resulted **in the loss of lives and destructions of properties**.

In conclusion,The French revolution of 1789 -1799 had both Positive and negative effects on French Society ,in particular and Europe in general.

**UNIT 2. COLONIAL REFORMS AND THEIR CONSEQUENCES ON AFRICAN SOCIETIES**

* **Colonial reforms** refers to the various methods introduced by Europeans to exploit african economic resources and African themselves.
* Colonial reforms are classified into Political,economic and social-cultural reforms.

**2.1. COLONIAL REFORMS INTRODUCED IN AFRICA BY EUROPEANS**

After scrambling for Africa, partitioning and imposing colonial rule on the continent, the Europeans introduced colonial reforms, which helped them to effectively exploit Africa.

**2.1.1.Political reforms:**

1. **New laws were made** to weaken the power of African leaders. In 1923, Belgians introduced a law by which Mwami Musinga was prohibited from appointing or dismissing chiefs and notables without the permission of the resident representative of the Belgian Government.
2. **Local armies were suspended** and colonial police and army were introduced.
3. **European political and judicial systems were applied in the colonies.**
4. **New political institutions were Created** similar to those of Europe in colonies. These included the parliamentary and governmental system.
5. **The European electoral system was also introduced** and political African political African parties were created in order to implement these reforms.

**2.1.2. Economic reforms:**

1. **Promotion of agriculture:** Various colonial agents introduced plantation farming, where crops such as coffee, cotton and tea. The harvests were bought by foreigners at low prices through monopolised trade. This meant little attention to food crops, causing famine in many African societies.
2. **Land alienation:** refers to the confiscation of land belonging to Africans by European colonisers. European colonial agents and their associated companies’ grabbed land belonging to natives where churches, schools, hospitals and administration centres were set up and pushed them in reserve camps.
3. **Introduction of forced labour:** As a result of inadequate labourers, European agents resorted to forcing Africans to provide free labour commonly known as ishiku in Rwanda.. Those who failed to comply with this were flogged, brutally beaten and imprisoned to scare the rest.
4. **Unfair taxation:** In order to raise strong tax revenue, Europeans introduced a variety of taxes, including gun tax and hut tax to meet administration costs and revenue.
5. **Introduction of industries:** Many of these relied on raw materials from cash crops and minerals and built in areas where white settlers lived. These were to exploit Africans.
6. **Introduction of legitimate trade:** Slave trade made Africans to lose their able-bodied men to slave traders. With colonization, slave trade was replaced with trade in goods and services.
7. **Infrastructural development:** The companies and missionaries embarked on the construction of roads and railway lines in areas that had minerals and plantation farms to enable the whites to trade.
8. **Massive exploitation of minerals:** The explorers located and settled in places with raw minerals and fertile soils. This encouraged the coming of many white settlers to exploit these resources.
9. **Creation of import and export economy:** Import and export was a type of trade started and promoted by colonial agents. Africans previously practiced subsistence farming for home consumption. This was replaced by cash crops such as coffee, sugarcane and tea which they could not eat.

**Social reforms:**

1. **Promotion of education:** The missionaries in Africa introduced formal education which replaced informal education that was used in pre-colonial societies in Africa. However, this education was meant to train Africans who would assist colonialists. In Rwanda, schools were constructed in areas such as Astrida and Kabgayi. Technical schools and universities were also built in most parts of Africa.
2. **Spread of Christianity:** Africa was believed to be a **‘pagan’** continent, prompting the evangelicals in Europe to come and spread the gospel and to baptize the converts in the name of God.
3. **Improved health standards in Africa:** Various European agents in collaboration built health centres, including dispensaries and hospitals in different places. For example, they build Kigali hospital in Rwanda and Mulago and Mengo hospitals in Uganda

**2.2 CONSEQUENCES OF THESE REFORMS ON AFRICAN SOCIETIES**

**A.Positive consequences**

* 1. Colonisation led to **creation of bigger African states** as a result of combining small African societies by the colonialists. This resulted into unity of Africans.
  2. Colonial reforms led **to abolition of slavery and slave trade** among African societies. Communities which participated in slave trade, for example the Yao, Nyamwezi, Akamba, had to find alternative ways of generating income. In its place, legitimate trade was started where Africans acquired European manufactured goods in exchange for the African raw materials.
  3. **There was introduction of Western Education** in the colonies which brought new scientific knowledge. New languages were also acquired, including English and French.
  4. **There was establishment of communication networks and infrastructural facilities** such as roads and railways in African colonies.
  5. The colonial reforms led to **the development of agriculture** through introduction of new crops like coffee, cotton, cocoa, rubber and sugar cane.
  6. Colonial reforms led to **the spread of Christianity in Africa**. Many Africans dropped their traditional religion and were converted to Christianity. Today there are many Christians especially in central, eastern and southern parts of Africa.
  7. **There was emergence of towns and urban centers** during the colonial period. Most of them, such as Kigali City, started as administrative centers for colonial governments which have now developed into modern towns today.
  8. **Colonial reforms led to rise of African nationalism** where Africans wanted to rule themselves instead of being ruled by Europeans. This brought unity of African people verse Europeans.
  9. **Colonial reforms opened up parts of African continent to the outside world.** This led to the creation of links between African countries and the rest of the world.

**B. Negative consequences**

* 1. **Colonisation led to loss of independence for many African communities**. Many of them had been independent, until when they were colonised by Europeans.
  2. **The reforms led to rebellions that resulted from resistance by some Africans.** Examples of such rebellions were the Maji Maji in Tanzania, Shona–Ndebele in southern countries of Africa and Mau-Mau in Kenya. Many Africans lost their lives in these wars of rebellion against Europeans.
  3. **Colonial reforms led to creation of artificial boundaries** in Africa which caused conflict between African modern states. Boundary disputes were witnesses between Uganda and Tanzania, Nigeria and Cameroon and Ethiopia and Eritrea. This has led to wars among such states.
  4. **The colonial reforms divided many communities which were not initially co-exiting, causing inter-ethnic conflicts**. This also created hatred and disunity among Africans. Some methods of administration, such as divide and rule, also created division among many African societies that had initially co-exited peacefully
  5. **It led to loss of good African culture** as Africans took up the Western culture, which they equated to civilisation. Examples include cultural dances, hospitality and traditional foods.
  6. **Colonisation made African countries to remain underdeveloped** and dependent on the colonial masters. In some countries, dependency continued to date.

**UNIT 3. CAUSES AND EFFECTS OF THE FIRST WORLD WAR (1914-1918)**

**3.0. Introduction**

The First World War refers to the first most disastrous war that was fought on a global scale from 1914-1918.It was fought between two camps, that is, the *Triple Alliance* and the *Triple Entente*.

* **Triple Entente** was made of France, Britain and Russia while
* **Triple Alliance** was led by Germany, Austria-Hungary and Italy.

This war broke out after the assassination of Archduke FRANZ FERDINAND,the heir to the Austrian throne and his wife SOPHIE at Sarajevo, the capital of Bosnia.

The war fought on land, in the air, on the sea both soldiers and civilians.

**3.1. CAUSES OF THE FIRST WORLD WAR 1914-1918**

1. **The Alliance system:** This was started by Otto Von Bismarck after Franco-Prussian War, 1870-1871 by creating Triple Alliance **.** His intention was to isolate France not to wage a war of revenge against Germany**.** By 1914 the alliance system had divided Europe into 2 hostile and antagonistic camps. There was Triple alliance and triple entente acted as armed fighting camps ,hated each other. this created tension, disorder and mistrust hence causing the First World War.
2. **Arms race:**This was mainly competition between Germany and Britain.For instance,competing in the manufacture of deadly and modern weapons such as Modern artilleries,sophisticated bombs,explosives,war planes.The effectiveness of these deadly weapons had to be tested resulting in the war.
3. **The role of the press:** The newspapers, radio presenters and journalists exaggerated and magnified the fear, suspicion and mistrust among the European masses. Their major aim was to earn money. For example, London Times poisoned the British Public opinion against the Germans.
4. **The character of King Kaiser William II:** He was war like, arrogant and aggressive leader who could not hide his hang over for war. He declared ‘*’Nothing must go on where* *in the world in which Germany doesn’t play a part’’* .He is blamed for starting the naval race to challenge British naval supremacy.
5. **Imperialism and economic conflicts/rivalry:** By 1906, areas of peaceful occupation were no longer there. Most European countries started using force to remove one another in order to have territories in Africa and Balkans for economic benefits, raw materials, markets and fresh areas for investment of surplus capital. This led to conflicts which later exploded during World War 1.
6. **The effects of Franco-Prussian War of 1870-1871:** In this war, France was defeated and forced to sign Frankfurt treaty of 1871.In this treaty, she lost her mineralized provinces of ALSACE and LORRAINE. This spoilt diplomatic relations between France and Germany leaving France boiling for a war of revenge. Later, Bismarck started the Alliance system that destroyed the global peace.
7. **The absence of international Peacekeeping body:** By 1914, Europe and the rest of the world had no international peace keeping body to control the events of the world. The outbreak of the WWI became inevitable because every state considered itself free to do anything according to its will.
8. **The growth of nationalism in Europe:** By the beginning of the 20th Century, nationalism had grown in Europe. The Great Serbian movement had a divine mission of liberating Serbians including those in Bosnia and Herzogvinia who were under Austrian’s control.This made Serbia promoted Anti-Austrian activities and terrorist movements such as *Black hand society*. This sparked off the WWI
9. **Sarajevo incident**

The most immediate cause was the Sarajevo double murder incident in June 1914. On 28th June 1914, Archduke FRANZ FERDINAND, the heir to the Austrian throne and his wife SOPHIA, were assassinated at 10:00 am by *GAVRILO PRINCIP*, a Serbian student of the Black Hand movement at Sarajevo, the capital of Bosnia.

On 23rd july1914, Austria was forced to send Ultimatum to Serbia, which was to be replied in 48 hours. The ultimatum had the following requirements:

* 1. Suppress all anti Austria activities or propaganda.
  2. Dismiss anti Austria officials in the administration and in the military sector.
  3. Allow Austrian officials to enter into Serbia to investigate Serbia’s guilt in the murder.

However, Serbia accepted the first two and rejected the third one. Austria decided to declare war against Serbia on July 28th 1914, leading to outbreak of World War 1.

**3. 1. 2. EFFECTS OF THE FIRST WORLD WAR**

1. **Loss of lives**. People who perished were estimated to be about 13 million on the front. About 10 million people were left with permanent disability.
2. **Destruction of properties** was experienced as a result of World War I. There among others included hospitals, shops, industries, roads, bridges, residential areas, hotels, institutions, administrative offices and railways.
3. **Displacement of people** in continental Europe. Over 21 million people were displaced from their homes, becoming refugees or internal displaced persons. After the war, most people were settled in camps, mainly in Western Europe.
4. **Women emancipation** in Europe and finally worldwide. This was as a result of death of a big number of men during the war. Women and children were allowed to work in factories, public offices, schools, shops and hospitals.
5. **Territorial re-adjustment.** France gained back Alsace and Lorraine while Germany lost her colonies in Africa like Togo, Cameroon and Rwanda. Italy gained Trieste and Trientino from Austria.
6. **Signing treaties** between victor powers and defeated powers. For example, the 1919 Versailles Peace Treaty was signed between Germany and victor powers, mainly Britain, France, Russia and Italy.
7. **Political freedom**, the war gave rise to new and independent states in Europe. The Versailles peace makers granted independence to Poland,Czeckolslovakia,Romania and Yugoslavia.
8. **Formation of League of Nations** as international peace keeping body.it was formed in order to protect European countries outbreak of another war.it came officially cameint existence in 1920.
9. **Economic decline,**due to destruction of property especially productive assets such as industries.this reduced international trade,standard of living leading to inflation and the Great Economic depression of 1929-1933.

**3.2 THE 1919 VERSAILLES PEACE TREATY.**

**Introduction**

The Versailles Peace Treaty was a document that was signed in the hall of mirrors at Versailles between the Victorious powers and defeated Germany at the end of World War I. It was signed on June 28, 1919.

The chief people responsible for the Treaty of Versailles were:

USA President Woodrow Wilson, French Prime Minister Georges Clemenceau and British Prime Minister David Lloyd George, Italian Prime Minister Vittorio Orlando.

1. **AIMS /OBJECTIVES OF VERSAILLES PEACE TREATY**

* To maintain lasting peace in the world
* To look for ways of punishing Germany and her allies
* To promote political integrity of independent states
* To reduce production of dangerous weapons
* To redraw the map of Europe
* To set up a body for maintaining international peace

**B.TERMS OF THE VERSAILLES PEACE TREATY**

1. Germany was entirely blamed as the sole cause of the first world war
2. Germany was to reduce her soldiers from 4,000,000 to 100,000 soldiers
3. She was stopped from having submarines
4. Germany was forced to pay war reparation of 6.5 billion pounds
5. Germany lost her overseas territories in Africa like Rwanda, Togo, Cameroon, Tanganyika and Namibia.
6. Germany lost Alsace and Lorraine to France
7. Germany was not allowed to have tanks and was restricted to only six second hand battle ships

**C. ACHIEVEMENTS OF THE VERSAILLES PEACE TREATY**

1. The 1919 Versailles peace treaty ended the First world war and **created the relative peace in** **Europe** during the inter-war period from 1919-1939.
2. **It granted independence to some states** like Yugoslavia, Poland, Montenegro and Czechoslovakia.
3. The Versailles treaty was realistic because **it reduced the strength of Germany** by taking away Germany’s overseas territories eg: Togo,Cameroon,Tanganyika,Rwanda,Burundi.
4. The Versailles treaty came up with the **disarmament policy**, and although it was only applied on defeated powers, it helped in maintaining world peace
5. The Versailles settlement made **France to regain Alsace and Lorraine** which it had lost in Franco-Prussian war, which reduced France’s need for revenge
6. **Versailles settlement granted neutrality to international water bodies** which reduced the possibility of conflicts that would cause another war
7. The Versailles settlement made arrangements for **exchange of prisoners** between the defeated especially Germany and allied powers.
8. The treaty led to **the formation of the League of Nations** on January 10TH 1920 which registered some success in political ,social and economic aspects in the inter-war period.

**D.WEAKNESSES OR FAILURES OF THE VERSAILLES PEACE TREATY.**

1. **It was imposed on Germany without consultation** because Germany was only invited to sign without participating negociations.
2. **The treaty was too harsh on Germany in terms of disarmament** which led to the rise of Adolph Hitler, who began arms race that led to World War II
3. **Germany was forced to pay huge sums of war reparations** in form of physical goods like ships,chemicals plus 6,5 billion pounds. This led to unemployment, economic depression in Europe.
4. **The composition of the treaty was also unfair,** that is, the treaty comprised of the triple entente members while triple alliance members were not invited and indeed that’s why it became unfair.
5. **The chairmanship and place of the conference** was also unfair. France being the host, and George Clemenceau who hated Germany made the treaty to be unfair.
6. **The war guilty clause was also unfair**, whereby Germany took the whole blame for causing World War I which was unfair, and a good treaty would have been the one where all countries were blamed but not blaming Germany only.
7. **The distribution of Germans to different states** to lose 2.5 million people in the creation of Poland, 2 million people in creation of Yugoslavia and 3 million people in creation of Czechoslovakia, which made future trouble possible because Hitler used this protest to invade Poland which led to World War II.
8. **The confiscation of German territories in Africa** was seen as a way of making victorious powers rich, which made Germany aggressive leading to World War II
9. **The treaty led to a very weak foundation for the League of Nations** as an international peace keeping body. But it did not provide the league of nations with an army to fight against future aggressors.

**GERMANY REJECTED THE VERSAILLES PEACE SETTLEMENT DUE TO THE FOLLOWING REASONS**:

1. **The treaty dictated Germany** which had no chance for explanation since she was excluded from peace negotiations.
2. The treaty only condemned and **blamed Germany for the outbreak of the First World War**.
3. **The war reparation of 6.5 billion pounds was impossible** for Germany to pay alone with her colonies taken by other countries .
4. **The disarmament policy** was also unfair because it was only Germany to be disarmed while other European powers were busy manufacturing weapons
5. **The loss of territories in Europe and in Africa** was rejected by the Germans because it was their source of raw materials and markets, hence leading to their economic decline
6. The Germans rejected the Versailles peace treaty because **it was monopolized by three leaders** who had intense hatred for Germany
7. The Versailles peace treaty **distributed German nationals to different states** of Poland, Czechoslovakia and Yugoslavia. This violated the principle of nationalism which later encouraged Hitler to build the German empire by starting from Austria and Czechoslovakia, Poland which led to the outbreak of the Second World War.
8. **The venue where the treaty was signed**, in the Hall of mirrors was where the German empire was proclaimed in 1871. For this reason, the treaty was considered as the French revenge by most Germans
9. **The treaty was signed under the chairmanship of George Clemenceau** of France who had been Germany’s enemy since the 1870-1871 Franco-Prussian war.

In conclusion, The Versailles settlement sowed the seeds for the outbreak of the Second world war. The Terms of the treaty were unrealistic and harsh to the defeated powers.

**3.3. LEAGUE OF NATIONS**

**INTRODUCTION**

The League of Nations (LON) was an international peace keeping body formed after the First World War. It officially came into existence on January 10, 1920 with its headquarters in Geneva, Switzerland.

* + 1. **OBJECTIVES OF LEAGUE OF NATIONS**

The League of nations(LON) was formed for the following social, political and economic objectives.

* To promote international peace which had been destroyed by the 1914-1918 world war by resolving international conflicts peacefully.
* To prevent aggression
* To defend and promote territorial integrity and independence of the League member states against aggression of any kind.
* To enforce disarmament of both victorious and defeated countries and limit the production of disastrous weapons.
* To defend and protect the achievements of the Versailles peace treaty and put them into practice.
* To resolve the refugee problem by resettling the people displaced in the First world war.
* To promote social welfare of member states by solving problems created by the first world war.
* To ensure efficient administration of the mandate territories like Rwanda,Burundi, Cameroon, Togo, Tanganyika and Namibia.

**B) ORGANS OF THE LEAGUE OF NATIONS**

The league of Nations had a number of organs, commissions and committees to implement its aims and objectives.

-General assembly

-Council of League

-Secretariat

-Permanent court of international justice

-Commissions and committees.

* + 1. **ACHIEVEMENTS OF LEAGUE OF NATIONS**

1. The League of Nations established the International Labour Organisation (ILO) which improved achieved the general conditions of workers.
2. The League of Nations settled refugees and internally displaced people.
3. It set up a mandate commission for effective administration of the Former German colonies in Africa.
4. It prepared the independence for Yugoslavia, Romania, Czeckslovakia.
5. The League of Nations recorded success in maintaining peace by solving political conflicts that involved smaller powers.
6. The League of Nations made an achievement in disarming Germany which helped in reducing Germany’ supremacy.
7. The League of Nations effectively solved the problem of slavery and drug trafficking by setting up anti-slavery commissions and encouraging member states to cooperate in stopping slave trade.
8. The financial commission of League of Nations succeeded in negotiating for loans for the reconstruction of the economy of Austria after World War.
9. LON organized for medical assistance and vaccines eg: Syphilis, Cholera, Maralia.

**D.WEAKNESSES/FAILURE OF LEAGUE OF NATIONS**

1. The League of Nations **failed to disarm victorious powers** like Britain, France and Russia which forced Hitler to revive Germany’s militarism, thus leading to World War II;
2. The league of nations **failed to form a joint international army** that would have been used in checking the activities of dictators;
3. The league of nations **failed to handle conflicts that involved strong powers**, for example, it failed to control the conflicts between Japan and China, conflicts between Italy and Ethiopia;
4. **The league of nations failed to win the membership of USA**, whose military and economic strength would have helped the league in controlling the dictators;
5. The League of Nations **failed to control the entry and exit of the state** **members**, where countries were free to enter and withdraw without any penalty and in 1935, many countries had withdrawn, which made the league very weak.
6. **It failed to prevent the economic depression of 1929-1935** which had many negative effects like inflation, unemployment, famine, etc in many countries;
7. **It failed to follow up the payment of the war indemnity** imposed on Germany which Hitler stopped paying immediately after rising to power in 1933;
8. **It failed to establish financial sources** of its own and depended on handouts from its member states which sometimes delayed consequently its activities and interventions.
9. Members promoted national rather than international interests.

**ACTIVITY :Why the league of Nations failed to preserve peace during the Inter war period of 1920-1939?**

**UNIT 4: BETWEEN TWO WARS**

**4.1. THE WORLD ECONOMIC DEPRESSION OF 1929 -1935**

**INTRODUCTION**

The **World economic depression/Crisis** refers to the general economic decline in economic activities after the first world war in 1929 to 1935.It was characterized by low production, unemployment, low aggregate demand, low income, low prices, low investment and low economic activities.

**A. CAUSES OF THE WORLD ECONOMIC DEPRESSION OF 1929 – 1935**

**1.The consequences of the First world war**. These include destruction of industries, communication lines, loss of lives which had negative effects on production and ability to purchase goods hence depression.

**2.Payments of war indemnity by Germany**: This affected the Germany economy and printed many bank notes leading to inflation then depression.

**3.General reduction in the level of international trade**: Due to low level of consumption ,nations were unable to import in large quantities .This reduced purchasing power hence economic crisis.

**4.Overproduction in agricultural production:** However, when international trade was paralyzed there was “no buying and no selling” due to the low incomes hence depression.

**5.High taxation to escape ‘after war situation”:** This was the policy adopted by many countries to help to their economy recover. these high taxation policies were too harsh .this led to unemployment ,low circulation of money and inflation hence depression.

**6.Poor trading policy:**the defeated powers were not allowed to export to victorious powers and worsestill ,the victorious powers started selective trade as punishment to defeated ones which led to world economic depression.

**7.Weakness of the League of Nations** : LON failed to ensure free trade and that is why USA and other nations started isolationist/protectionist policy that gave to the rise of depression.

**8.Unemployment**: This was the result of closure of industries , demobilization process after world war I. By 1929,over 10 million people were unemployed in Germany alone. This led to poverty ,low demand hence depression.

**9.The crash of the World stock exchange in USA,oct.24.1929/the wall street crash**: This led to the of closure of 4,2000 banks and people who had kept their money in these banks suffered a great losses. the industries shut down hence unemployment low purchasing power hence depression.

**B.EFFECTS OF THE WORLD ECONOMIC DEPRESSION**

1. The world economic depression led to **human suffering** due to unemployment , low incomes and lack of basic facilities.
2. The economic depression led to **the rise of dictators in Europe** such as Adolph Hitler in Germany , Benito Mussolini in Italy and General Franco in Spain.
3. The Economic depression contributed to **the weakness of the League of Nations** as various member states could not meet the financial obligations of the League.
4. The economic depression led to the **international aggression** by powerful countries against the weaker ones as a way to solve their economic problems ,for example Japan occupied Manchuria a province of China ,Italy attacked Ethiopia ,Hitler attacked Rhineland.
5. The economic depression led to **the decline in the world trade** as the affected countries started trade protectionism, For example USA.
6. The economic depression led to **the formation of the regional economic integration** as a way of promoting trade among different countries. For instance The Scandinavians formed the OSLO block.
7. It caused the severe **fall in the standards of living of people** as the cost of living became high after the closure of many businesses and this affected production levels.
8. It led to the **hardworking** , after economic depression countries worked hard and improved their monetary policies.
9. The world economic depression led to **the outbreak of the second world war** because of the rise of dictators , and weaknesses of the League of Nations which failed to check aggression.

**C. MEASURES TO OVERCOME THE WORLDECONOMIC DEPRESSION**

1. Germany on her part attempted to solve the depression by **violating the Versailles peace terms** where she stopped paying the war indemnity and started serious industrialization thus solving the depression.
2. World economic conference was held on Geneva in 1933 in which they resolved **to remove obstacles to free trade** and implementing a uniform tax on imports and exports.
3. World powers attempted to solve the depression by **using an aggressive policy** where they invaded weak states so as to solve the problem of market for their goods.
4. The USA also set up a **social security system** and depreciated the value of her dollar so as to increase the purchasing power of Americans.
5. European countries formed **regional economic integration**, for example, the EEC (European Economic Community), The Scandinavian countries formed the OSLO block,USA formed an integration in the countries of South America.
6. **Socio-economic reforms** were also used to solve the depression, for example, agriculture and industrialization were modernized, and trade unions were given more powers to bargain for rights of workers
7. **Provision of Unemployment benefits:** Powerful countries like Britain, France and USA started providing unemployment benefits to their nationals which was free money given to anybody above 18 years old for the purpose of surviving.
8. **Establishment of programs which created jobs for the unemployed** like The Tennessee Valley Authority(TVA),and construction of schools and hospitals in USA.

In conclusion therefore, every country tried her means to overcome economic depression whereby it led to the rise of dictators who promised their countries to provide right solutions to world economic depression.

**4.2. TOTALITARIAN REGIMES IN EUROPE**

**INTRODUCTION**. **Totalitarian regime** is a political system where the state recognizes no limits to its authority and strives to regulate every aspect of public and private life wherever feasible.

**Examples of Totalitarian regime in Europe** include Fascism in Italy led by Benito Mussolini, Nazism in Germany led by Adolf Hitler.

**4.3.1. RISE OF FASCISM AND MUSSOLINI IN ITALY**

**BACKGROUND OF BENITO MUSSOLINI**

Benito Mussolini wasan Italian politician who led the National Fascist Party,ruling the country from 1922-1943.

Mussolini was born in a small town of Romagna in Italy on July 29th 1883.His father Alexandro Mussolini was a blacksmith and a socialist while his mother Rosa Mussolini was devout catholic school teacher. At the age of 9,Mussolini began his education and graduated as a teacher with diploma in education 1907.He later abandoned his education career and joined journalism as a newspaper editor.

Mussolini fought for Italy in the First world war and he was wounded.

In 1922, Italy witnessed a successful Fascist revolution that led to the rise of Mussolini supported by the Blackshirts.

On October 28th ,1922 he organized a “March to Rome” and King Victor Emmanuel III was forced to welcome him and form a broad based government with Mussolini as a prime minister. later the Fascist party took control of Italy.

**1.FACTORS FOR THE RISE OF MUSSOLINI AND FASCISM IN ITALY**

The main factors for the rise of Benito Mussolini to power include the following:

1. **The 1919 Versailles peace treaty which unfairly rewarded Italy** made the democratic government of Victor Emmanuel III unpopular and this contributed to the rise of Mussolini to power.
2. **The effects of the first world war on Italy** due to socio-economic consequences such as employment, depression Mussolini used to denounce the government and mobilized a lot of support hence rise to power .
3. **Benito Mussolini’s personality and oratory talent:** He was gifted by nature in making sensational and appealing speeches. He regularly made promises to the masses and showed them hope for better life in future. This aided him and fascism to rise to power.
4. **Corruption and embezzlement of public funds :**The ministers and other government officials took bribes and embezzled public funds shamelessly in broad daylight. This made King Victor Emmanuel unpopular hence soft landing for Mussolini and Fascism.
5. **The weakness of King Victor Emmanuel III :** King Victor Emmanuel III was extremely weak. He failed to solve the Italians problems that needed immediate attention. Mussolini took advantage of this weakness and criticized the government, aiding his rise to power.
6. **The parliamentary elections in may 1921.** This increased the number of fascist representation from 2 to 35 members of parliament. They increased the propaganda against the regime of Victor Emmanuel III.

**7. Formation of a Fascist terrorist group known as “Black shirts”.** this group used a lot of violence throughout Italy and killed many people who opposed Mussolini and the king failed to control the situation.

**8.World economic depression** led to the rise of Mussolini due to the unemployment ,inflation ,low incomes. Mussoli promised to be the savior and promising leader.

**9.The successful Fascist March to Rome in 1922:**Mussolini mobilised the **Black Shirts** plus other supporters of fascism from all walks of life to march from Milan to Rome on 28th October 1922. This created a state of panic and forced King Victor Emmanuel III to welcome and appoint him the prime minister.

**2.METHODS USED BY MUSSOLINI TO CONSOLIDATE HIMSELF TO POWER.**

1. **He employed force and violence** to get rid of any form of opposition ,hundreds of Anti-fascists were arrested and killed.
2. **Press censorship**: This was imposed from 1925 onwards for the purpose of controlling public opinion.
3. **Banning all political parties**: this left the Fascist party unchallenged.
4. He created the Fascist army, spies and “Ovra” or secret police and encouraged the Black shirts to terrorize and control the opposition leaders.
5. Mussolini entered an agreement known as ***“Lateran Pact”*** in 1929 with Pope Pius XVI. This led to **the support from Catholic** **church**.
6. **He abolished intellectual freedom** ,institutions were to teach according to Fascist ideologies as they had to swear.
7. Mussolini carried out **fundamental reforms** in the industrial sectors by building the new ones.
8. Mussolini undertook **public programs** which created jobs for the unemployed Italians. hence consolidation to power.

**3.FAILURES/WEAKNESSES OF BENITO MUSSOLINI**

1. Mussolini established the Fascist state in Italy based on **dictatorship** and leadership by decree .This led to a lot of suffering on the Italian masses.
2. **Mussolini denied Italians all sorts of freedom**.There was press censorship and no freedom of speech ,association,worship,this led the majority of Italians living like prisoners in their own country.this made benito Mussolini to become unpopular.
3. **Mussolini failed to control malpractices within the government**.these include rampant corruption,emblezzlement of government funds.
4. **He failed to stabilize the exchange rate** and he devaluated the Italian currency,the *Lira.*Italian wages and standards of living were the lowest in Europe at that time.
5. **Discriminatiom** was rampant in all sectors of the society.The benefits of Mussolini’s achievements were restricted in the hands of few Italians within the Fascist system.
6. **Failures of self-reliance policy**,the protectionism policy failed to encourage the economy hence led to the inflation and unemployment.
7. **Mussolini followed aggressive policies** by involving Italians in hostilities and military confrontation with other Europeans this led to the outbreak of the second world war(1939-1945).

**4.3.2.RISE OF ADOLF HITLER AND NAZISM IN GERMANY**

**BACKGROUND OF ADOLF HITLER AND NAZISM.**

Adolf Hitler was born on 20th April 1889 in Austria-Hungary. He was a politician and the leader of the National Socialist German workers party, commonly known as the NAZI PARTY. He ruled from 1933-1945.

On November 8th ,1923, Adolf Hitler attempted the coup d’etat against the Bavarian government, but the police foiled it.

Hitler was arrested on April1st and sentenced to five year’s imprisonment. While in Prison, Hitler dictated most of the first volume of “**MEIN KAMPF**” (my struggle, Mon combat).

By 1933, When strength and the threat of Hitler’s Nazi party forced the president to appoint him as a chancellor, which favoured his to rise to power.

By 1934, When President Hinderburg died on August 2nd,1934 Hitler became Fuhrer(leader and chancellor). Hitler was at the centre of the founding of Nazism,the start of the Second world war and the Holocaust.

**1.FACTORS FOR THE RISE OF ADOLF HITLER TO POWER IN GERMANY**

Some of the factors that led to the rise to power of Nazism and Adolf Hitler in Germany are:

1. **The effects of World War I :** The war enabled Hitler to acquire military skills which he used to suppress the enemies of Nazi party. World War I also made him popular as a celebrated military officer.

2. **The negative impact of the 1919 Versailles Peace Treaty** by imposing a huge war indemnity on Germany that caused socio-economic problems to Germans and This gave a chance for Nazi party to rise to power.

**3.The role of Nazi storm troopers:**This was Hitler’s private army. It was formed to eliminate enemies (opponents) of Nazi party. They carried out a lot of vandalism and acts of sabotage in Germany. This made Weimar republic unpopular and masses supported Nazi party.

4.**The talent and personality of Adolf Hitler**:He was a blessed demagogue and a celebrated orator with emotional speeches and an infectious mind. His propaganda won him the presidency of the Nazi party in 1920.

**5.The role of the Nazi party:** Hitler was supported by the majority Germans. most especially middle class ,industrialists, landowners.

**6.Adolf Hitler writings :**He wrote articles in various newspapers and pamphlets. Hitler’s most important publication was “Mein Kampf” (My struggle) which he wrote while in prison. This made him popular and aided his rise to power.

**7.Weakness of the Weimar Republic:**It lacked able leadership that could suppress violence which Hitler exploited to rise to powers.

**8.The negative effects of the 1929-1933 world economic crisis**

The crisis created a lot of miseries in Germany including unemployment, inflation, famine and starvation. Germany masses lost confidence in the Weimar Republic. They turned their support to Adolf Hitler and Nazi party as their saviour.

**9.The death of President Hindenburg on August 1st 1934**

He died at the age of 82,the post of President became vacant which hitler added to himself as the new German ruler.This led Nazi party rise to power.

**2.METHODS USED BY ADOLF HITLER TO CONSOLIDATE HIMSELF TO POWER UP TO 1945.**

* Banning all other political parties:Hitler declared those political parties such as communist party,catholic partyetc as unconstitutional and only promoted the Nazi party.
* Press censorship:this was intended to keep the masses ignorant of his failures.
* All books which had Anti-Nazi ideas were collected and burnt in a huge fire in Berlin in 1935.
* He built a strong army that was used against internal and external enemies. he transformed the Storm troopers into a highly disciplined and equipped army.
* Hitler overcame the pre-1933 economic problems which earned him more support from Germans.
* The clergy and professional teachers had to sign an oath promising never to teach materials that were against the Nazi party.
* He used suppressive policies like the secret state police(Gestapo) and special spies to eliminate his political enemies.
* He violated the Versailles treaty and used an aggressive foreign and revenge policy.

**3.FACTORS FOR THE DOWNFALL OF ADOLF HITLER AND NAZISM IN 1945**

* + - * **Poor political agenda and principles :**His regime was mainly dominated by World War I ex-service men. They had no experience as far as political affairs were concerned.
      * **Hitler’s dictatorship and oppressive policies :**Under his orders, most of his opponents were imprisoned or killed, banning of political parties hence Germany turned against him.
      * **The big size of the Germany Empire :** By1942, it was composed byGermans,Austrians,Poles,Dutch**.** This led it to become too big to be controlled.
      * **Withdrawal of Germany from the League of Nations:**He stopped the payment of war indemnity. This led to the breach of the 1919 Versailles Peace Treaty causing an automatic withdrawal from the League of Nations. This left him isolated, and led to his eventual downfall.
      * **The decline of Germany economy :**Many industries and agriculture farms were left in a bad state. This was because of heavy bombings by the Allied Forces during World War II.
      * **The aggressive foreign policy** of Hitler especially in Austria, Czechslovakia and Poland contributed to the outbreak of the Second world war that eventually led led to his downfall.
      * **The invasion of Poland on September 1st 1939 :**This was the immediate cause for the outbreak of World War II which became a turning point to the political career of Hitler and the Nazi Party in 1945. After Germany’s defeat, Hitler decided to commit suicide on April 30th 1945. This was the final blow to the Nazi Party which later disintegrated.

In conclusion therefore all these totalitarian regimes ended up with the disorganization of European affairs and become the root cause of the Second world war(1939-1945).

**4.3.3 COMMON CHARACTERISTICS OF NAZISM AND FASCISM**

Two totalitarian regimes, Nazism and Fascism, developed in different countries and were led by different leaders but had the same and common characteristics or principles such as:

* + - 1. **Extreme nationalism** i.e emphasis on rebirth of the nation after a period of decline with an implication that one’s own state is superior to all
      2. **Abuse of human rights** :all dislike of the importance of human rights.
      3. **Identification of enemies** as a unifying cause in order to divert the people’s attention from other problems
      4. **Supremacy of the military** because the ruling elites were always identified closely with the military and the industrial infrastructure that supported it
      5. **Rampant/ extensive sexism** where males dominated and these regimes inevitably viewed women as second class citizens
      6. **Over-control of mass media** through the control of licensing and access to resources, economic pressure, appeal to patriotism and implied threats
      7. **Defense and protection of religion** because fascist regimes attached themselves to the predominant religion of the country and wanted to be considered as militant defenders of the religion
      8. **Fraudulent elections** in form of plebiscites or public opinion polls which were usually bogus. When elections with actual candidates were held, they would usually be perverted by the elite to get the desired result.

**UNIT 5. CAUSES AND CONSEQUENCES OF THE SECOND WORLD WAR (1939-1945)**

**Introduction**

The Second World War was the most destructive war that mankind has experienced. It started with Germany invasion of Poland on September 1st 1939 and ended with the surrender of Japan on September 2nd 1945.

The war was fought between the **AXIS POWERS**, that is, Italy, Germany and Japan (Rome-Berlin-Tokyo axis) against **ALLIED POWER** that is, Britain, France, Russia and USA.

* 1. **CAUSES OF THE SECOND WORLD WAR.**

1. **The unrealistic Versailles Peace treaty of 1919:** The peacemakers in Versailles treaty were unrealistic and instead of creating peace whereby It dictated Germany to sign without negotiation,it imposed unfair penalities on Germany,she lost her territories.
2. **The appeasement policy:** It was a deliberate move to satisfy the demands of aggressive powers. This was a policy adopted by France and Britain in order to appease Hitler when he occupied the Rhineland and Czechoslovakia. This encouraged Hitler to invade Poland and when he refused to withdraw as demanded by Britain and France war broke out.
3. **The Alliance System :** these were the three axis powers (Italy, Germany and Japan) and Allied democratic powers formed by Britain, France, USA and later Russia among others. The alliance system divided the world into two hostile camps which created enmity fear, mistrust and suspicion leading to the war.
4. **The weakness of the League of Nations:** it failed to keep peace since its formation. It failed to put an economic embargo on the countries which violated peace. It also failed to condemn and react against the aggressors of the time, hence resulting in war.
5. **The effects of the world economic depression of 1929-1933:**  the dictators became aggressive by attacking other countries partly as a solution to the economic depression. For instance, the invasion of Poland by Germany.
6. **The rise of dictators:** For instance**,**  Mussolini in Italy, Hitler in Germany, Franco in Spain and Hirohito in Japan. The dictators formed the axis alliance and started an aggressive foreign policy. The Allied democratic powers waged the war to stop the influence of dictators which created fear, panic and hatred.
7. **The rise and growth of nationalism:** Hitler used nationalistic feelings to demand the occupation of Poland, leading to the Second World War.
8. **Influence of the press:** this exaggerated the military capacities of the countries, especially of Germany and the Allied powers, creating a war atmosphere among the world powers.
9. **Arms race led to World War II:** like in the World War I, arms race contributed to World War II. Adolph Hitler got an excuse to re-arm Germany because other powers did not disarm themselves. The same was done by other axis power, which made them to adopt a foreign aggressive policy leading to World War II.
10. **Germany’s invasion of Poland on September 1st 1939 led to the outbreak of World War II:** with false impression of Germany, Adolph Hitler attacked Poland knowing that France and Britain would not intervene because of the appeasement policy. Britain and France gave an ultimatum of 48 hours to withdraw from Poland which was neglected, leading to World War II.
    1. **THE COURSE OF THE SECOND WORLD WAR**

The war started on September 1st 1939 when Germany troops moved into Poland and within four (4) weeks Poland surrendered because the new kind of warfare called **lighting war,** where tanks and planes were used, and although Britain and France joined, they could not offer any help to Poland.

After defeating Poland, Hitler planned to attack France and Britain and in April 1940, war started in western side as Hitler’s forces captured Denmark despite attempts of France and Britain to stop Hitler’s forces and in May 1940, Neville Chamberlain resigned and was replaced by Winston Churchill.

In September 1940, Hitler’s forces invaded the Soviet Union but Germany forces were defeated because of heavy rains, muddy roads and severe winter of -38oc.

In December 1941, without warning, Japan destroyed the American naval base at Hawaii in the Pacific Ocean which attracted USA in World War II with Japan, Italy and Germany but USA had France, Britain and Russia, making world war inevitable.

In Africa, Britain was fighting with Italy and Germany for the control of Mediterranean Sea. But the British defeated the Italians and Germans and in July 1943, Sicily was invaded, began march through Italy towards Germany.

In 1942, the Allied powers started series of bombing on Germany and in February 1945, 135,000 people died and in April 1945, Berlin had been turned down and people were starving. By April 1945, Germany was on a point of collapse and on April 30th 1945, Hitler and his wife Eva committed suicide which marked the defeat of Germany the Second World War.

With the war won in Europe, the allies poured their resources into defeating Japan. The Japanese showed that they would fight to death rather than surrender. US president HARRY TRUMAN decided to use the new weapon to defeat Japan.

On August 6th 1945, an American plane dropped an atomic bomb “**little boy”** on the city of **Hiroshima**, killing more than 84,000 people and leaving thousands more slowly dying of poisoning radiation, but the government of Japan refused to surrender.

And on August 8th, 1945 the Soviet Union declared war on Japan and invaded Manchuria. Still, Japanese leaders did not respond.

The next day, on August 9th, 1945, the USA dropped a second atomic bomb nicknamed “**Fat Man”** on **Nagasaki,** killing more than 40,000 people and Japan had no alternative but emperor Hirohito broadcasted news of Japanese surrender.

On September 2nd, 1945 the formal peace treaty was signed on board the American battleship Missouri, which was anchored on Tokyo Bay. The Second World War was over.

**5.3.REASONS WHY THE AXIS POWERS WERE DEFEATED IN THE SECOND WORLD WAR.**

1. **They had a numerical advantage** because the axis powers were few in number compared to the allies
2. Germany, as a leader of the axis powers, had many **internal weakness** that made her fail to get massive support at home because her leader Hitler was a dictator
3. **Lack of support:**Germany did not have support from the countries she had occupied
4. **The dropping of the atomic bomb on Hiroshima and Nagasaki** by Americans which forced Japan to surrender
5. **The economies of the axis powers were weak compared to those of the allied powers** and they were suffering from a serious shortage of raw materials and other essential military hardware.
6. **The allied powers were much more experienced in fighting on sea** than on the axis powers
7. **Miscalculation of Hitler**:he failed to realize the danger of winter and refused to withdraw his troops from Russian territory. The strong winter weakened German troops at the battle of Stalingrad leading to the loss of approximately 300,000 killed, wounded or captured soldiers.
8. The axis powers **underestimated the military capacity** of the allied powers.
9. **Lack of the foresight** because the leaders of the axis powers ignored the importance of fighting planes instead the Japanese concentrated on the production of battleships which were defeated by allied powers.

**5.4.CONSEQUENCES OF THE SECOND WORLD WAR**

* **It led to loss of lives**, that is, during the war, it is estimated that about 62,000,000 to 76,000,000 people died, 45,000,000 people wounded and about 21 million people were displaced from their homes.
* **Massive destruction of infrastructure**, especially in France and in Japan due to heavy bombing of major cities
* World War II paved way to **formation of United Nations Organization (UNO)** in 1945 to replace the League of Nations that had proved incapable of controlling world peace.
* World War II led to **production of nuclear weapons** which up to now have disorganized world politics
* The war led to **the defeat and downfall of dictators in Europe**, for example, Adolph Hitler who committed suicide and Benito Mussolini who was killed by his own soldiers towards the end of the war.
* There was **economic decline** since agriculture, trade, transport, and industries were destroyed, which brought famine, starvation, inflation and unemployment among European countries.
* The war changed balance of power in the world because of the rise of new superpowers, that is, USA and USSR.
* The war led to the rise and growth of nationalism in the Middle East and in Africa leading to decolonization process.
* **It led to partition of Germany into two zones till 1989**; East Germany, known as Democratic Republic of Germany, was controlled by Russia; and West Germany, known as Federal Republic of Germany, controlled by USA, Britain and France.
* It led to **the outbreak of** “**cold war”** which was a non-violent confrontation between the western capitalists led by USA and eastern communists led by USSR.

**UNIT 6. CAUSES OF DECOLONISATION IN AFRICA WITH CASE STUDIES OF GHANA AND KENYA.**

**6.0.INTRODUCTION**

**Definitions**

* **Decolonisation** is the act of withdrawal of colonialists, granting independence to a colony. Decolonization was a mass movement for emancipation of the colonized people which characterized the history of the world in the second half of the 20th century.
* **Nationalism** is the desire for the colonized people to end all forms of foreign control and influence.

**6.1 CAUSES OF DECOLONISATION IN AFRICA**

**1.The role of the United Nations Organisation**

This was formed in 1945 after the second world war. Firstly, The UNO became a voice for the colonised. It put pressure to former colonial masters to grant them self rule. It also gave military support to African nationalists.This greatly contributed to decolonisation of Africa.

**2.The 1941 Atlantic Charter**

This was a document signed by American President *Franklin Roosevelt* and the British Prime Minister *Winston Churchill*. It stated that all people of the world have a right to choose a form of government they prefer.

**3.The role of the Super Powers**

These included United States of America (USA) and Union of Soviet Socialist Republics(USSR). They both had anti-colonial attitude. With such they put on pressure to former colonial masters in Africa to decolonise. The super powers gave both military and financial assistance to African nationalists.

**4.The impact of Second World War**

During this war that took place between 1939 and 1945, many Africans were recruited to fight on behalf of their colonial masters. The ex-service men witnessed European cowardice, how they could retreat as some of them died during the war. The soldiers also learnt how to operate guns. After the war, they trained fellow Africans and led liberation movements against colonizers which in turn led to decolonization.

**5.The growth of African nationalism**

This was a strong desire for self-determination, desire for political, economic and cultural independence by Africans locally and those living in Diaspora.This made Africans to agitate for self-rule, leading to decolonisation.

**6.The 1935 invasion of Ethiopia by Italy**

Ethiopia had survived the 19th century European colonisation only to be attacked by Mussolini in 1935. This made Africans to mobilise funds, soldiers and weapons to liberate Ethiopia from Italian invasion. This contributed to decolonisation of Africa.

**7.The rise of Pan-African Movement(PAM)**

This was a movement that was started by Africans in diaspora. They aimed at uniting and sensitising all Africans against colonialism. They formed a united voice that pressurized the UNO to speed the process of decolonisation. Pan-Africanism stressed that “*Africa is for Africans*.”

**8.The formation of OAU (Organisation of African Unity) in 1963**

This was a continental body that aimed at promoting African unity. It set up a liberation committee based in Dar-es-Salam. Through the liberation committee, OAU provided military, financial and moral assistance to liberation movements in Angola, Algeria and Mozambique to fight against colonialism. This led to decolonisation.

**9.The influence of Asian countries**

Asian countries, particularly India, had common problems with African countries. After India got her independence in 1947, Mahatma Gandhi advised Africans to use non-violence means against colonialism by forming political parties. Africans were also invited to attend *Bandung Conference of 1955* in Indonesia for finding independence of both.

**10.Formation of political parties**

These included African National Congress (ANC) by Nelson Mandela in South Africa .Convention People’s Party (CPP) by Kwame Nkrumah in Ghana and Tanzania African National Union (TANU) by Mwalimu Julius Nyerere. All these helped in mobilising Africans to struggle against colonial rule.

**6.2 CASE STUDY OF DECOLONISATION IN GHANA AND KENYA**

**1. DECOLONISATION IN GHANA**

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

**FACTORS THAT HELPED THE DECOLONISATION OF GHANA**

**1.Unity of the population:** Ghana had a homogeneous population. Most people were Akan speakers. The non-Akan speakers also cooperated with others, leading to easy mobilisation for decolonisation. .

**2.Small size and manageable population:** The size and population of Ghana was small and manageable. In 1950’s, she only had around 5 million people which made it possible to mobilise for early independence and decolonisation.

**3.The influence of elites:** Unlike other African countries, Ghana had a developed education system. In the 1950’s, she had produced a big number of intellectuals like lawyers, doctors, businessmen and teachers like William Ofori, Francis Awoonor and Kwame Nkrumah. These provided the required leadership for early independence and decolonisation.

**4.A stable economy:** Ghana’s’ economy was more developed than any other African country at that time. The revenue was obtained from sale of gold and cocoa to foreigners. This was used to fund and facilitate anti-colonial struggles hence obtaining her independence and decolonisation.

**5.The formation of political parties:** The formation of political parties in Ghana like Convention People’s Party (CPP) and the United Gold Coast Convention (UGCC) aided in the mobilisation and sensitisation from the grassroots of the need for independence which led to early decolonisation.

**6.The role of the media:** Newspapers like Accra Evening News, Cape Coast and Daily Mail. All these helped to spread awareness to all people in the countryside and equally exerted pressure to the British to decolonise Ghana.

**7.The role played by Kwame Nkrumah:** He was a gifted speaker with good organisational skills. He was also friendly to people from all walks of life, including school leaders, ex-service men, traders and the jobless. He gave new life to politics of Ghana and mobilised people which led to early independence and decolonisation of Ghana.

**2. DECOLONISATION IN KENYA**

Kenya became a British colony in 1895 until 1963 when she attained independence. Nationalism in Kenya took both peaceful and violent means. The Kikuyu used armed resistance while other tribes negotiated. All these efforts led to independence 1963 with a big role played by Jomo Kenyatta.

**CAUSES FOR DECOLONISATION IN KENYA**

**1.Colonial exploitative policies:** The British grabbed farms in the Kenyan highlands and the Rift Valley areas for cash crop production. This was followed by forced labour. This annoyed Kenyans who began independence struggles that led to decolonisation by 1961.

**2.The formation of political parties:** In order to unite and mobilise the masses with ease, nationalists like Jomo Kenyatta, Tom Mboya and Eliud Mathu formed political parties such as *Kenya African National Union* (KANU) and *Kenya African Democratic Union* (KADU). These parties spread nationalistic feelings, eventually leading to decolonization.

**3.The role of the media:** Kenyan elites formed newspapers like *MUIGWITHANIA*,magazines and writings which were used to circulate nationalistic feelings among them so as to fight for their self rule. In addition to Radio Cairo in Egypt and Radio Accra in Ghana that used to spread nationalistic ideas among the Kenyans.

**4.The role of Mau-Mau rebellion in 1952:** Mau Mau was an armed struggle started by the Kenyans against the British. The rebellion started in areas dominated by the Kikuyu under Kikuyu leadership. It acted as an eye opener to the British to speed up independence for Kenya.

**5.The role of Swahili language:** Swahili acted as a medium of communication as well as a uniting factor for all Kenyans.

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**6.The independence of other African countries:** These included independence of Libya in 1951, Morrocco and Tunisia in 1956, Ghana in 1957 and Congo in 1960. This made Kenyans to unite against the British oppressors leading to decolonisation of Kenya.

**7.Role played by trade unions:** The formation of labor organizations played a big role in sensitizing and creating awareness among workers about their rights. For example in 1939, trade unions organised strikes against colonial employers.

**6.3. EFFECTS OF DECOLONISATION IN AFRICA**

The decolonisation of African continent had far reaching consequences which were both positive and negative.

**A. POSITIVE EFFECTS**

* + 1. It led to **acquisition of independence by African states**. Africans liberated themselves from the hands of foreign rule.
    2. **It stopped the colonial exploitative policies** in Africa including forced labour, land alienation and forced cash crop production.
    3. It led to **self-esteem and pride among Africans** due to getting a chance to fully participate in the running of their own affairs.
    4. **Self governance** has enabled countries such as South Africa, Nigeria, Egypt and Kenya to attain fast growing economies in Africa.
    5. **Africans got back their land**,due to land alienation Africans lost their original land and they were settled in reserve land. Then after Africans regain their land.
    6. It led to the **re-establishment of social-cultural institutions** that had collapsed due to colonial interference.
    7. **It opened space for good governance** based on democracy and constitutionalism which was not there previously.

**B.NEGATIVE EFFECTS**

1. It has led to continued indirect colonial influence in African affairs, popularly known as **neo-colonialism**.
2. It led to **rise of dictators in Africa**. For instance, most post independent governments became dictatorial because they were formed based on revenge and reward for those who agitated for independence, for example the first and second republics in Rwanda.
3. **Many African economies still depend on their colonial masters** for market of their goods. In return, Africa has been turned as a dumping ground for European inferior manufactured goods.
4. **It made some African leaders to become too dictatorial** due to lack of foreign influence. Examples of such leaders include Kamuzu Banda of Malawi, Iddi Amin of Uganda and Mobutu Sese Seko of Congo.
5. **Many economies in Africa have remained backwards.** This has been attributed to defective production where they produce what they cannot consume and consume what they cannot produce.

**UNIT 7. DEMOCRATISATION PROCESS**

**DEFINITION OF DEMOCRACY AND DEMOCRATISATION**

* **Democracy** means a form of leadership where people choose their leaders from amongst themselves.
* **Democratisation**  is a process of building political institutions which ensure equality and freedom of all citizens in decision making.

**7.1. The process of democratization**

The following are some of the basic conditions that must be fulfilled in order to sustain the process of democratization:

* + - 1. **A fair distribution of wealth**

Democracy cannot exist where people do not enjoy equal right distribution of national resources. A democratic regime must satisfy basic needs of its population such as food, shelter, education and security.

* + - 1. **Strong civil society**

Powerful civil society organizations like churches, NGOs, human rights leagues, etc. must be involved in the process of democratization.

* + - 1. **Education**

It has long been theorized that education promotes stable and democratic societies. Research shows that education leads to greater political tolerance, increases political participation and reduces inequality among population. When all the children in a given country go to school, they develop and become more tolerant than others in most of the cases.

* + - 1. **Decentralization policy**

Dictatorship power is decentralized for the purposes of administrative procedures. The population feels involved in national policy elaboration and participates in decision making at the local level.

* + - 1. **International pressure**

The developed countries encourage the process of democratization through economic assistance given to developing countries. Countries must organize free and fair elections, which consequently lead to succession to political power.

**7.2 The indicators of democratization**

The following are some of the indicators of democratization:

* + 1. **The respect of human rights**

There is a strong link, directly and indirectly, between democracy and human rights. Indeed, civil and political rights are constitutive elements of democracy.

1. **Power limitation**

This indicator checks against the interference of one arm of government against the other. In a democratic state, all arms of government are autonomous but work cordially as they depend on each other for effective delivery of services to citizens. .

1. **Popular participation**

This indicator describes citizens’ ability to influence and participate in the decision-making process. Are citizens entitled with the right to address petitions and with the right of legislative initiative?

1. **Free and fair elections**

This indicator explains the ability of the state to organize free and fair elections from the local councils to the president. There should be freedom to choose leaders of peoples’ choice and these should be voted down upon failure to perform to people’s expectations.

1. **Multi-party democracy**

This is the existence of many political parties competing for power. Many parties should exist in a democratic country and favorably compete for power and the party with a high number of votes to form government.

1. **Freedom of press and expression**

Here people within a given country are supposed to express their views and entitled to such through newspapers, radios, television and magazines.

**7.3. Comparison of democratization in Rwanda and the sub-region**

Rwanda, like other countries of the sub-region **(DRC , UGANDA, BURUNDI, KENYA, TANZANIA, SOUTH SUDAN, SOMALIA)** has common indicators of democratization like:

* + - **The existence of the opposition**

The existence of opposition power and a realistic possibility for the opposition to increase its support or gain power through elections explains the presence of democracy in Rwanda just like it is in Tanzania, Kenya and Uganda.

* + - **Open political space for all**

There is participation of cultural, ethnic, religious and other minority groups in political life of Rwanda. Everybody is allowed to contest and convince the public to vote for him/her. This is the same with other countries in the sub-region.

* + - **Existence of multi-party democracy**

The Government of Rwanda, under Rwanda Patriotic Front, has promoted democracy in the country by allowing opposing political parties such as Democratic Green Party of Rwanda and Central Democratic Party. This gives citizens the right to organise themselves in different political parties and political groupings. This is the case with other countries in the sub region, where governments have allowed their citizens to belong to political parties of their choice.

* + - **Accountability and transparency**

This is seen in the openness, transparency and accountability of the government to its constituents between elections, freedom from pervasive government corruption and government policies that reflect the will of the people. Everybody is accountable to the public. This is a reflection of other democratic countries in the sub-region.

* + - **Elections**

There is free and fair executive and legislative elections where there is fair polling and honest tabulation of ballots. Through this, people are able to choose leaders they like, just like in other democratic states in the sub-region.

* + - **Availability of press freedom**

There exist many newspapers, including the New Times, Rwanda Express, ImvahoNshya, Igihe and many others. There is freedom of expression in these papers, which is a clear sign of democracy in Rwanda, just like in other countries in the sub-region.

* + - **Religious freedom**

There is freedom of religion in Rwanda. People belong to religious denominations of their choice. For example, there are Protestants, Pentecostals, Catholics and Adventists among others. This is the same with other countries within the sub-region.

* + - **Respect for human rights**

This is another aspect of democratisation in Rwanda. Children, the youth, men, women and the elderly all are accorded respect and fundamental human rights. This is the case in democratic countries like Kenya, Uganda and Tanzania.

* + - **Rule of law**

The presence of a functional parliament with elected and competent legislators in Rwanda has brought the rule of law. This has led to a peaceful co-existence in the country. There is no domination by the army or police. This is the same with other democratic states in the sub-region.

* + - **Women emancipation**

This is another unique indicator of democratisation in Rwanda where she has been named a model state with 56.2% of its political representation are women. This is super and above other countries with in the sub-region something that has earned her international recognition.

**Q1. State and explain three indicators of a democratic society.**

**UNIT 8. CONSEQUENCES OF THE 1994 GENOCIDE AGAINST THE TUTSI**

**Introduction**

The 1994 genocide against the Tutsi was a carefully planned and executed project to completely destroy the Tutsi population. It was the fastest and most cruel genocide ever recorded in human history and its atrocities have torn the hearts of survivors and severely ruined the country.

The 1994 Genocide against the Tutsi had negatively affected political, economic and socio-emotional life of Rwandans.

**8.1.CONSEQUENCES OF 1994 GENOCIDE AGAINST TUTSI.**

The following are some of its consequences:

**Socio- emotional effects of the 1994 Genocide against the Tutsi**

1. It led to **excessive degradation of human dignity** characterized by inhuman crimes like cannibalism, rape and even the burial of people who were alive.
2. There is also an **increase in HIV/AIDS prevalence** in the post Genocide period because during the Genocide against the Tutsi, the perpetrators used the rape of women and girls as a weapon.
3. **There was an increase in the number of widows, widowers, orphans.** The 1994 Genocide against the Tutsi has led to the death of more than one million Tutsi and left many widows and orphans who lost their family members.
4. At the end of the 1994 Genocide against Tutsi, more than one hundred thousand people suspected of committing Genocide were **arrested and imprisoned.**
5. **Displacement of people:** Because of the 1994 Genocide against the Tutsi, more than two million of Rwandans fled the country and established themselves in neighboring countries in refugees’ camps. Another big number of Rwandans were displaced throughout the country.
6. **It caused physical mutilation**. After the 1994 Genocide against the Tutsi, Rwanda also registered a large number of disabled persons.
7. **It led to a high level of trauma.** Many people were traumatized because of what they have witnessed during 1994 Genocide against the Tutsi.
8. **A climate of suspicion and mistrust among the Rwandans:** there was loss of confidence among Rwandans.
9. **It led to famine.** This came as a result of many factors such as destruction of farmlands, decline in trade and commerce, lack of investment among others.
10. **Unwanted pregnancy.** This was a result of raping girls and women by perpetrators of 1994 Genocide against the Tutsi.
11. **Loss of trust to religions to some Rwandans:** Since some religious leaders were involved in 1994 Genocide against the Tutsi Political consequences.
12. **Trial of a big number of alleged culprits of the 1994 Genocide against the Tutsi.** The Gacaca courts were put in place by Organic Law No. 40/2001 of 26/01/2001 published in the official gazette of the Republic of Rwanda on March 15, 2001 in Rwanda as a solution to the crucial problem of a big number of the victims of 1994 Genocide against the Tutsi. who were waiting for justice. At the international level, the International Criminal Tribunal for Rwanda ICTR based in Arusha, Tanzania, was created to judge the cases of the planners of the 1994 Genocide against the Tutsi.

**• Politically and diplomatically,**

* **Rwanda’s international image was tarnished.** After the Genocide against the Tutsi, the country was seen in a negative way by considering almost all Rwandans as killers. Rwanda was also seen as a country, totally destroyed and without any humanity.
* Due to the 1994 Genocide against the Tutsi, Rwanda became an epicenter of Genocide ideology in the Great Lakes region. The perpetrators of 1994 Genocide against the Tutsi who fled the country and went to live in refugee’s camps in DRC exported the ideology of Genocide and continued to kill innocent people.

**ECONOMIC CONSEQUENCES**

* + 1. **There was decadence of the country’s economy.** During the Genocide most of the active population could not carry out their daily economic activities because of insecurity. The perpetrators and victims of Genocide could not work and participate in economic activities.
    2. It led **to loss of human lives** where more than one million innocent people were killed in just 100 days.
    3. **It led to destruction of infrastructures** such as schools, communication lines, offices…and it resulted in decline of economy.

* + 1. The 1994 Genocide against Tutsi caused **the devastation of the environment.** For instance, many forests were cut down, huge plantations damaged, and domestic animals belonging to the Tutsi slaughtered and eaten.
    2. **It led to agricultural disruption.** The Genocide disrupted agricultural activities, as many farmers were killed, or displaced. This led to a decline in agricultural productivity and food shortages, affecting both rural and urban populations.
    3. **Impact on trade and investment.** The Genocide damaged Rwanda’s image internationally, affecting trade and investment. The country faced challenges in attracting foreign investment and establishing trade relationships.
    4. **Population displacement and big number of refugees.** The Genocide resulted in a massive displacement of people within Rwanda and to neighboring countries. As result, there was loss of human work force.
    5. **It led to poverty.** The economic consequences of the Genocide contributed to high levels of poverty and inequality in the country. Rebuilding the economy and addressing these social issues became key priorities for the government in the post-Genocide era.
    6. **It le to dependence on international aid and external debt.** The 1994 Genocide against Tutsi left the country with no option but dependency on foreign aid and external debt.

**8.2.GENOCIDE MEMORIAL SITE( IMPORTANCE,COMPONENTS)**

**8.2.0.Definition of A Genocide memorial site**

* **A Genocide memorial site** is a place of remembrance and learning dedicated to the victims of the Genocide against the Tutsi in Rwanda or everywhere.

**8.2.1.Importance of the genocide memorial sites:**

* + 1. It provides a dignified final resting place for victims of 1994 Genocide against Tutsi
    2. It serves as a rememblance place for these who are buried in and all victims of 1994 Genocide against Tutsi
    3. It contains proofs of what happened and serves as a way of f ighting against 1994 Genocide against Tutsi denial.
    4. It constructs human values which are taught to new generation.
    5. It helps in rebuilding socio-cultural values such as peace values, unity and reconciliation
    6. It is one way of prevention genocide and its ideology.

**NOTE:** Today, four memorial sites have become UNESCO World Heritage sites. These are **Nyamata, Murambi, Bisesero and Kigali/Gisozi.** However, there are not only four UNESCO memorial sites used to study and preserve the Genocide against the Tutsi victims. There are also various Genocide memorials sites in each district that preserved and using to commemorate the victims of the Genocide against the Tutsi in Rwanda, preventing Genocide ideology and denial as well as peace education in Rwanda and abroad.

**8.2.2.Components of the building of a memorial site**

A building of a memorial site of the 1994 Genocide against the Tutsi must have at least the following elements:

− A reception room.

− A show room of photos and archives to indicate history of Rwanda before the 1994 Genocide against the Tutsi.

− A place reserved for names, photos and identity of the victims, if possible.

− A place reserved for history of how the 1994 Genocide against the Tutsi was planned and executed.

− A place for preservation of evidence of the Genocide against the Tutsi including bodies of the victims preserved in scientific and sustainable manner, their clothes or any other item which can help to identify them.

− A place where tools and weapons, which were used to commit the Genocide against the Tutsi are kept.

− A place reserved for names and photos of planners and perpetrators of the Genocide against the Tutsi.

− A meeting room where visitors of the memorial site get explanations relating to the history of the Genocide against the Tutsi.

− A place reserved for keeping books, tapes, films, testimonies and other items reflecting the history of the Genocide against the Tutsi, specifically that of the area where the memorial site is located.

− A counselling room for people who are traumatized during the visit of the memorial site

− A place for names and photos of persons who manifested bravery to save Tutsi and those who stopped the Genocide against the Tutsi.

− Offices of the employees of the memorial site

− A canteen if possible.

− A storeroom.

− Enough toilets.

− Parking yards.

− A garden for commemoration.

− A sufficient ground for reception of a big number of people during the period of commemoration.

− A monument of the Genocide against the Tutsi if necessary, according to the particular history of the place.

− A quiet place for meditating about the Genocide against the Tutsi.

− A wall bearing names of victims of the Genocide against the Tutsi buried in that memorial site

− The graves.

− A fence.

**8.3.CHALLENGES ENCOUNTERED IN REBUILDING RWANDA**

In the process of re-building the Rwandan society, a number of challenges were encountered. They include the following:

1. **Poverty and bankruptcy -** The government had a very big challenge of the extreme poverty after the 1994 Genocide against the Tutsi. This was serious to the extent that even social and economic institutions were broken and therefore had to be re-established.
2. **The bad image -** After the 1994 Genocide against the Tutsi, Rwanda lost its fame and dignity (which are important aspects in growth) because it had been broken into pieces. The government of national unity had a challenge of creating a dignified state out of nothing.
3. **Refugee crisis–**Prior to the coming of the government of national unity, many Rwandans were roaming around in the neighbouring countries as refugees. It was therefore a very big challenge to have millions of them return to their motherland and resettled.
4. **Insecurity -** There was insecurity, hostility and cross border raids in the country even after the 1994 Genocide against the Tutsi. The Interahamwe militias kept on killing, raping and looting in the countryside. This also contributed to low investment.
5. **A traumatised population -** There is no doubt that even after the 1994 Genocide against the Tutsi, majority of the population was traumatised because of what they had undergone. Massive killings, a divided society, injustice and segregation are what defined Rwanda. This was a very hard situation to deal with because a lot was needed to restore hope.
6. **Armed Interahamwe and ex-FAR -** The perpetrators of the 1994 Genocide against the Tutsi were defeated. They relocated to the neighbouring countries, especially the Democratic Republic of Congo. It was therefore difficult to deal with them when they were not in the country.
7. **Weak administrative structure -** The administrative structure in Rwanda before the government of national unity was very weak. People lost trust in their leaders. It was therefore hard to establish new and trusted leadership.
8. **Huge foreign debt -** The Government of National Unity found a torn country that had accumulated a huge foreign debt. There were no sources to pay the debt, yet a lot of money was needed to re-build the country.
9. **Disability of many people -** There were very many disabled people, especially the victims of the 1994 Genocide against the Tutsi. This therefore called for financial support from the government which had nothing left.
10. **Inflation -** There was inflation because of low foreign currency in the country and local government revenue especially from taxes.
11. **Famine -** There was serious famine that resulted from the burning of many farmlands during the 1994 Genocide against the Tutsi. The youth did not carry out farming because they had to train and prepare for the genocide.
12. **Outbreak of diseases -** The Rwandans suffered from diseases related to malnutrition and poor hygiene. It was very hard to treat these people because most health institutions had either been destroyed or collapsed.
13. **Shortage of labour -** In the process of rebuilding the Rwandan society, labour force was also a challenge. Many people had been killed while others fled as refugees. Rwanda therefore had no skilled and semi-skilled personnel to work towards the rebuilding of the society.

**8.4.MEASURES TAKEN BY THE GOVERNMENT TO REBUILD RWANDAN SOCIETY**

After its military victory, on July 19th, 1994 the RPF-Inkotanyi put in place a coalition government called “Broad-Based Government of National Unity”. Its legal framework was based on the constitution of July 10th 1994, the Arusha Peace Accord, the RPF-Inkotanyi declaration of July 17th, 1994 and the joint agreement between RPF, MDR, PDC, PSD, PSR, PL and UDPR regarding the implementation of the national institutions signed on November 24th, 1994.

The RPF-Inkotanyi had worked out a programme addressing the political, economic and social problems of the country. It was this programme that the Government of National Unity (GNU) adopted on coming to power on July 19th, 1994 as listed below:

1. To promote national unity and reconciliation
2. To establish genuine democracy
3. To provide security for all Rwandans
4. To built an integrated and self-sustaining economy
5. To eradicate corruption in all forms
6. To repatriate and to resettle Rwandan refugees
7. To devise and implement policies for the social welfare for all Rwandans
8. To pursue a foreign policy based on equality. Peaceful coexistence and mutual benefit between Rwanda and other countries.
9. To fight against genocide and eradicate the genocide ideology.

* 1. **ACHIEVEMENTS OF THE GOVERNMENT OF NATIONAL UNITY.**

1. **Resettlement of returnees -** The government united and reconciled its citizens after the 1994 Genocide against the Tutsi. It also repatriated and resettled the refugees who had crossed over to the neighbouring countries especially Tanzania and Congo way back in 1959.
2. **Repair of social and economic infrastructure -** The government has repaired the social and economic infrastructure such as schools, health centres, telecommunications, energy and water. Many bold economic reforms such as commercial farming and entrepreneur skills have been achieved. All this has contributed to the steady economic growth.
3. **Good governance -** The government has brought about a new outlook of the Rwandan society based on equality. It has also cultivated a culture of inclusive and democratic politics in a decentralised framework that allows people in their communities to have a stake in governance.
4. **Fighting corruption -** Rwanda is among the few countries that have almost succeeded in fighting corruption through its strong institutions such as the police. This has not only promoted economic growth and development but also transparency and accountability in society.
5. **Regional and international integration -** The government has engaged in a number of regional and international integrations such as the East African Community, New Economic Partnership for Africa’s Development (NEPAD) and many others which are all aimed at confronting underdevelopment and globalization.
6. **Security -** The government has managed to keep security of all people and their property through formation of many security organs at all levels. Other than the police and the army, there is also the District Administration Security (DASSO), a replacement of the former Local Defense Forces. This has no doubt given peace of mind and security to Rwandans.
7. **Democracy -** The government of national unity has registered a number of achievements as far as democracy is concerned. For example, Rwanda experiences regular and peaceful elections, freedom of speech and expression and freedom of press, all of which were not existent in the previous governments.
8. **Justice -** The government has done quite a lot in ensuring justice for its citizens. All people are equal before the law. On several occasions, leaders in high positions have been seen in courts of law for failure to execute their duties the right way. There are even the Abunzi at the local level whose duty is to promote justice at the local level.
9. **Creation of a national police -** In 2000, the government launched a national police that was in a better position to prevent crime and nearer to people. This has contributed to the prevailing peace and stability in Rwanda.
10. **Education –** The government has promoted education through the twelve-year basic education programme and scholarships to best performing students. This has helped in increasing the literacy levels.
11. **Formation of the National Commission for Human Rights -** It was formed to investigate and take action against allegation of human right violation.
12. **Gender promotion -** The government has promoted gender balance especially by enhancing the position of women in the country. Rwanda has women mayors, senators and members of parliament.

**UNIT 9. NATIONAL AND INTERNATIONAL HUMAN RIGHTS INSTRUMENTS AND THE PROTECTION OF HUMAN RIGHTS**

1. **Definition of National and international Human Rights instruments**

National human rights instruments are state bodies protect and promote human rights. The National Human Rights instruments, also known as National Human Rights institutions (NHRIs) are public institutions that are not under the direct authority of the executive, legislative or judiciary although they are, as a rule, accountable to the legislative either directly or indirectly.

**EXAMPLES**

* Civil rights protector
* Commissioner
* Human rights commissions
* Ombusman

**.2. International human rights instruments**

International human rights instruments are treaties and other international documents relevant to international human rights law and the protection of human rights in general.

**REGIONAL HUMAN RIGHTS INSTRUMENTS**

These are restricted to states in particular regions of the world. Some are adapted by African Union, European Union.

**EFFECTIVENESS OF NATIONAL AND INTERNATIONAL HUMAN RIGHTS INSTRUMENTS**

Among mechanisms for the protection of human rights, states must ensure the following:

* Access to justice for all
* Independent and impartial justice
* Justice system that protects human rights
* Effective justice
* To put in place national institutions for the promotion and protection of human rights
* Allow non- governmental human rights organisations.
* Develop a free press and media.
  1. **Ways through which human rights can be protected in the context of democracy** 
     + During violent conflict, safe places to protect refugees and war victims from any surrounding violence in their communities can sometimes help to safeguard human lives.
     + Putting in place peace keeping organs like the police and the army. These strategies can physically separate conflicting sides and prevent further violence or damage. These measures, together with violence prevention mechanisms, can help to protect human rights.
     + Education about human rights must become part of general public education. Technical and financial assistance should be provided to increase knowledge about human rights.
     + Use of dialogue groups that assemble people from various ethnicities should be organised to overcome mistrust, fear and grief in society. This was the same with the former Gacaca courts and Abunzi mediators.
     + External specialists can offer legislative assistance and provide guidance in drafting press freedom laws, minority legislation and laws securing gender equality. They can also assist in drafting a constitution, which guarantees fundamental political and economic rights.
     + Those who perpetrate human rights violations find it much easier to do so in cases where their activities can remain secret. International witnesses, observers and reporters can exert modest pressure to bring violations of human rights to public notice and discourage further violence.
     + Truth commissions are sometimes established after a political transition. This is to distinguish them from other institutions established to deal with a legacy of human rights abuses.
     + Trying into courts of law without fear or favour all those who are believed to abuse human rights.
     + Establishing and having written constitution so that people know their limitations.
     + Use of an iron hand against those found guilty of abusing human rights. This is meant to teach a lesson to the rest to stop such habits

**UNIT 10. NATIONAL LAWS IN CONFLICT TRANSFORMATION**

**10.1. Definition of Conflict transformation**

* **CONFLICT:** means to fight struggle or direct opposition it may also refer to disaggrement or a general pattern of groups dealing with disparate ideas.
* **Conflict transformation**: is the process by which conflict, such as ethnic conflict, transformed into peaceful outcomes.

Conflict transformation process follows the following order: conflict settlement, conflict management, conflict resolution and conflict transformation.

**10.2. Sources of Rwandan codes and laws**

Law is system of rules that are made and enforced through social or governmental institutions to regulate behavior.

A source of law, in its restricted sense, means the origin of law, the binding rules governing human conduct.

The sources of Rwandan codes and laws include:

* **Constitution**

In Rwanda, the main source of law is constitution. The constitution is a set of fundamental ground rules setting out the powers of the different branches of government (executive, legislature and judiciary) and how these entities operate and interrelate.

* **International treaties and conventions**

Other sources are the international treaties and conventions, where a host country like Rwanda may be subject to laws made by a regional or world grouping by becoming a signatory to a treaty.

* **National legislation**

This consists of the declaration of legal rules by competent authority. Parliament in Rwanda deliberates on bills and passes them into laws.

* **Case law**

Judicial precedent/case law is the accumulated principles of law derived from centuries of decisions. Judgments passed by judges in important cases are recorded and become a significant source of law.

**10.3.Legal mechanisms and organs vis-à-vis conflict transformation**

In Rwanda, there are different legal mechanisms and organs which play a big role in conflict transformation. These are the following:

* **Constitution and other relevant laws**: the constitution is a set of laws governing the country. The role of the constitution is to protect rights, establish rules for peaceful change of government, ensure the predictability of state action and the security of private transactions through legal system, as well as establishing procedures for the settlement of disputes.
* **National commission for human rights:** the national commission for human rights improves both analysis and practice involved in moving from violence to sustainable peace in Rwanda.
* **National unity and reconciliation commission:** this was created after the 1994 genocide against the Tutsi for reconciliation and transforming the conflict situation into a peaceful period.
* **The office of the ombudsman:** the ombudsman has the power to investigate a citizen’s complaints of maladministration and administrative in justice.
* **Rwanda national police:** conflict transformation by the police involves the use of authority and prevention of criminal activity. It also builds trust and understanding among the community members.
* **Abunzi committee:** Abunzi reduced the number of cases introduced in ordinary courts because many problems are resolved in local community.

**THE ROLE OF ABUNZI (MEDIATORS ) IN CONFLICT MANAGEMENT IS AS FOLLOWS:**

* + - * 1. They help to address problems that affect Rwandans
        2. They promote national unity
        3. They reduce the number of cases that would be taken to ordinary courts
        4. The problem are locally resolved
        5. To achieve its goal, as Abunzi committee uses two methods such as negotiation and mediation.

**UNIT 11. FACTORS FOR NATIONAL INDEPENDENCE**

**Introduction**

**Independence** is the freedom for a nation, a country or a state from being under control or influence of another country.

National independence is of great importance for its leads to self –reliance.

**Self -reliance:** is a state of being independent in all aspects I.E: in political, social, and economic.

**National identities:** is the freedom for a nation, a country from being under control of another country.

There are many political, economic and social, factors of national independence

**11.1. Political factors for national independence are:**

* **Respect of principles of democracy**

Democracy means rule by the people. The principal purposes for which the people establish democratic government are the protection and promotion of their rights, interest and welfare. Democracy requires that each individual be free to participate in the community’s self - government, thus political freedom lies at heart of concept of democracy.

* **Good governance**

Good governance is about the process for making and implementing decisions. It is not about making correct decisions but about the best possible process for making those decisions.

The main characteristics of good governance are **accountability, transparency, rule of law, responsiveness, equity, inclusion, effectiveness, efficiency, and participation of the citizens in decision making.**

* **Having a strong sense of patriotism**

Patriotism is the attachment to a homeland. It is acquired through education of citizens. In Rwanda, for instance, the channel through which this value is inculcated into the citizens is the National Itorero Commission.

* **Having self-esteem and confidence among the citizens**

Being independent demands a strong mindset, thinking positively and a belief in the possibility to achieve the desired set goals.

* **National security and sovereignty**

This should be tightly guarded in the whole country for both citizens and foreigners living in the country. This attracts the investors in the country.

**11.2. Economic and socio-cultural factors for national independence**

* **Promotion and support of the private sector:** The government has to enhance collaboration and cooperation between the private sector and the public sector. This will improve service delivery and the performance of the private sector hence paving the way for economic independence.
* **Improvement of the industrial sector**

In developing countries, lack of independence is caused by a deficit balance of payment. The creation of local industries will substitute the imported manufactured goods and with such a strong economy, the country will be economically independent.

* **Promotion of good investment climate**

To be economically autonomous, the country needs to promote business and investment by setting up favourable investment policies and supporting local investors. This can lead to desirable independent economy.

* **Good resource management**

The good management of national resources helps to avoid wastage and underutilization of resources. The national resources include human resources, raw materials, finances and all inputs that can produce outputs. Once well utilized, the available resources can lead to both political and economic independence.

**11.3. Promoting and sustaining self-reliance**

**Self-reliance** is a state of being independent in all aspects. It can be social, political, and economic independence.

To stimulate development and self-reliance, Rwandans have adopted a number of **home-grown solutions** such as:

* **Girinka (one cow per poor family) programme**

The programme of Girinka primarily aims at improving the livelihoods by offering and managing dairy cows for increased milk, meat and fertilizer production. It also boosts social cohesion by passing on the first calf to another household.

* **Umuganda**

This was created to help supplement the national budget spent construction and repair of basic infrastructure.

* **Establishment of forums of mediators (Abunzi)**

The forums of mediators known as Abunzi are panel councils of the people from the local community who play a big role in conflicts resolution.

They have reduced the number of cases introduced in ordinary courts because many are resolved in local communities

* **The establishment of Agaciro development fund**

Agaciro development fund has been the most remarkable home-grown solution that drives Rwanda directly to achieving self-reliance. Though its establishment coincided with the cutting off of aids from donor communities, it has showed signs of home.

* **Ubudehe**

Ubudehe is a poverty eradication programme under the ministry of finance. This consists of categorizing Rwandans into different income groups according to self sustenance. The poor are given priority in terms of health insurance, education, electricity, water supply and even accommodation.

* **Kuremera**

This is the initiative created by the government of Rwanda that aims at solving the problem of unemployment, especially among the youth.

* **The National Itorero Commission**

This was launched in all districts from November 19th, 2007. According to the policy of Itorero ry’igihugu, volunteerism, which is any unpaid communal work, voluntarily undertaken in the service of the nation, is encouraged.

* **Ndi Umunyarwanda**

Ndi Umunyarwanda is a programme of the government of Rwanda aimed at restoring the unity of Rwandan society. This unity had been destroyed by colonizers who, after their arrival in Rwanda, changed social classes into ethnic groups by telling Rwandans that they did not have the sane origin and that they were not equal.

Ndi Umunyarwanda is aimed at building national cohesion and unity with the purpose of avoiding suspicion and distrust among citizens.

* **The campaign of “Made in Rwanda”**

This campaign aims at finding a solution to the country’s socio-economic challenges by promoting locally made products and services to boost domestic production and reduce the country’s heavy import bill.

**UNIT 12. UNDERSTANDING RWANDA IN REFERENCE TO ITS LOCATION IN THE REGION**

**12.1. IDENTITIES OF RWANDANS**

**a. BACKGROUND:** In pre-colonial period Rwandans were identified through clans. Eg: Abega, Abanyiginya, Abasindi Etc.

**b. GEOGRAPHIC FEATURES:** Rwanda is a landlocked and located in East Africa . it is also known as a land of a thousand hills.

**c. Kinyarwanda language:** which is currently spoken through the country.

**d. Rwandan culture**  : the Rwandan culture learnt in Itorero , Ingando, Ibitaramo, and games contributed to the developments of the cultural heritage.

**e. Cleanliness:** Rwanda is known to be clean. Kigali city, the capital of Rwanda is one of the cleanest cities in Africa.

**f. Unity and Reconciliation:** through repentance, confession, forgiveness, and to the restoration of broken relations.

**12.2. The importance of regional integration in East Africa**

Rwanda has been integrated in the East African Community since 2007.

The following points explain some of the reasons why regional integration in East Africa is important:

* **Regional integration promotes trade among countries that are found within the same region**. In some cases, this has developed to a point leading to formation of trading blocs. This is because it attracts investments in various sectors of the economy such as manufacturing and industry.
* **They foster political cooperation**. A group of countries with a common political agenda can significantly influence the strategies within the region, which can help to address conflicts and political instability within such a region.
* **With regional integration, acquisition of raw materials to support local industries is made easy.** Economic integration enables countries to get cheap commodities
* **It stimulates the expansion and establishment of manufacturing industries in a rational way**. Raw materials are cheaply obtained within the integrated area while market for the goods is readily available. An additional advantage is that there is easy transfer of technology across borders.
* **It leads to free movement of factors of production**. These may include labor and capital. The smuggling of goods from one country to another is reduced. This is due to free trade with free competition and no trade barriers.
* **It allows member countries to conduct research and to collect information jointly at a cheaper price**. This is used to encourage industries within cooperating nations to compete and improve the quality of products they produce.
* **Regional integration increases the bargaining power of countries within the integrated area**. This leads to favorable trade policies with other countries.
* **It increases gains from international trade since costs of duplication are reduced.** Within the East African Community, Uganda is well placed in the education sector, Kenya the manufacturing industry and financial services; Rwanda is advancing in the tourism sector and Tanzania in the transport sector. With such specific areas of production, each country benefits from the other.
* **It enables the promotion of trade since there are no complications of converting currencies**. Essentially, trade is freely carried out among members while custom unions are put in place to support trade.
* **Employment opportunities are provided** to the people of the countries involved to harmonize and modernize the customs procedures. For example, a team of competent personnel is always placed at major ports of entry.

**Q1. Examine the benefits countries get from joining regional integration.**

**UNIT 13. CONCEPT OF DISABILITY AND INCLUSIVE EDUCATION**

**13.1. Definition of concepts**

* **Inclusive education:** refers to an education system which takes into consideration the learning and educational support needs for all learners irrespective of their abilities and backgrounds.
* **Special needs education** is a specific educational arrangement put in place for learners with learning difficulties or disabilities.
* **Special educational needs** are learning difficulties or disabilities which make it harder for learners to learn in the same way as their peers of the same age.
* **Inclusion** is based on the right of all learners for a quality and equitable education that meets their basic needs and takes into account the diverse backgrounds and abilities as a learning opportunity.
* **Exclusion** is the act of not allowing someone to take part in an activity or to enter a place.
* **Integration** is the combining of two or more things so that they work together effectively. When people become part of a group or a society and are accepted by them, integration has taken place.
* **Disability:** it is a difficult for some people to carry out activities that a normal person such people are said to be living with disability.

**13.2. Children with special needs**

Children with special needs are children who have a disability or a combination of disabilities that make learning or other activities difficult.

Special needs children include those have:

* **Intellectual disability (ID),** also known as general learning disability or mental retardation (MR) is a generalized neuro developmental disorder characterized by significantly impaired intellectual and adaptive functioning.
* **Physical disability** is an impairment that makes one unable to use his or her limbs to perform a function.
* **Visual impairment (**low vision, totally blind) is a condition of someone being unable to see the blackboard, cannot read print textbooks and cannot write in notebooks.
* **Hearing impairment** (d of hearing or total deafness) is a condition of a learner being unable to hear.
* **Developmental disability** results in problems with growth and development. For example, learners with intellectual disability ( slow learners, autism) may not be able to understand the teacher or to socialize with other children, and may need more time to accomplish class works
* **Gifted and talented learners:** these are learners who have higher abstract thinking. They often get bored in class after finishing tasks quickly and may not be understood by the teachers.

**13.3. Ways to help children with special needs**

Some strategies are necessary to enhance the learning environment of the students with special needs:

* **Inclusion:**  in this strategy, learners with special needs education spend all the school day with fellow learners who do not have special needs.
* Specialized services may be provided inside or outside the regular classroom. These include speech and language therapy, occupational therapy, physical therapy, rehabilitation and counseling.
* Facing the learner while you speak might help the learner with a hearing impairment
* Use large writing on the blackboard and on visual aids
* Try to understand the specific talents of the learner and develop them
* Be motivational
* Give learner lots of practice and time
* Improve the diet of the children for a better growth

**13.4. Impact of inclusive education**

When all children, regardless of their difference, are educated together, everyone benefits. This is the role of inclusive education:

* Learners with special educational needs can access basic education
* Special education needs learners can interact with their peers and develop social skills
* Special educational needs learners have an opportunity to become adults who can work and contribute to the community
* All learners gain respect for others
* Inclusive classrooms develop generic competences of cooperation and life skills
* Reduces dropout rates in schools
* Creates motivating environment for special educational needs learners

**BENEFITS OF INCLUSIVE EDUCATION**

1. They access basic education
2. Learners can interact with their peers and develop social skills
3. It enables all learners to participate in development of their community
4. All learners gain respect for others
5. Reduces drop out rates in school.
6. Creates motivating.

**CONSEQUENCES OF THE ABSENCE OF INCLUSIVE EDUCATION**

1. May create absenteeism and drop outs
2. Violates human rights
3. Learners may be bored in class
4. **Le**arners may not develop respect for others can create an environments of shame and bullying
5. **C**an create disorder in class
6. Demotivates learners.

**Qn. Explain the benefits of inclusive education .**

**UNIT 14. TOLERANCE AND RESPECT**

**14.1. Definition of terms**

* **Bias:** is an inclination towards something. Partially , preference inclined to one side**.(Kubogama)**
* **Prejudice:** is an opinion formed beforehand or without knowledge of the facts. It is preconceived, usually unfavorable, judgments toward people or a person because of gender, political opinion, social class, age, disability, religion, ethnicity/race, language, nationality, etc**.**
* **Stigma:** is a mark of infamy or disgrace. It is also defined as an association of disgrace or public disapproval of something, Eg: HIV infected person.
* **Intolerance:** is the fact of not accepting other people’s opinions or beliefs or practices.
* **Harassment:** I t is behavior which appears to be disturbing or threatening . Eg: sexual harassement.
* **Rejection:** is refusal of accepting other people’s performance. Denying others opinion or beliefs**. (Gutabwa/kwirengagizwa)**
* **Bullying:** is an act of intimidating a weaker person to do something, especially with repeated coercion. Bullying is also defined as the activity of repeated, aggressive behavior intended to hurt another individual, physically, mentally or emotionally. **(Kunnyuzura/Guhabura)**

**14.2. IMPACT OF BIAS,PREJUDICE,STIGMA AND INTOLERANCE**

1. **Impact of bias**

* It leads to loss of confidence (self-esteem)
* It leads o crimes against those biased including violence and death
* It leads to exclusion from society which can lead to psychological problems
* Bias makes an individual lose a sense of belonging
* Bias at work places may lead one to be fired from places of work, hence unemployment results
* It leads to loss of reputation

1. **Impact of prejudice**

* Victims of prejudice may experience shame and anger, leading to detrimental behavior, such as aggression
* They tend to perform worse when they feel they are being stereotyped
* Prejudice forces the victims to have a false social status that strongly influences who they are, what they think and even the actions they take.
* Prejudice greatly influences what people expect from the future and how they feel about their chances for self-improvement, referred to as their life chances
* People acting out their prejudices cause domestic violence, crime or even death
* Opportunities in life are lost and personal relationships damaged when people act upon their prejudice

1. **Impact of intolerance**

* It leads to disunity among the peers because some people will be tolerated in groups while others are segregated
* It makes people feel like the social misfits
* It also leads to school drop outs. A learner who is not tolerated may decide to drop out of school
* Intolerance leads to desperation. This is usually with people living with HIV/AIDS, and disabilities. Such people once not be accommodated in society, they despair and this may lead to death mostly with patients
* It make someone wild, rude for he/she knows that the public is against them
* It makes such people live with regrets for the rests of their life
* It leads to suicide
* Intolerance leads to hatred and malice by those whom it directed to.

1. **Impact of stigma**

HIV related stigma and discrimination refers to prejudice, negative attitude and abuses directed at people living with HIV and AIDS.

The consequences of stigma and discrimination are the following:

* Stigma makes the victims develop fear and mistrust of others and do not want to meet them
* It leads to depression and anger in the victims
* It leads to poor care in the health sector
* It leads to withdrawal of care-giving in the home
* It makes some people ashamed by family, peers and the wider community
* It results in poor treatment of patients in healthcare and educational settings

1. **The consequences of harassment**

* It leads to disbelief
* It causes anger
* It leads to self-blame
* It leads to loss of self-confidence
* I causes a feeling of powerlessness
* It leads to isolation, withdrawal, illness, depression
* It causes loss of sleep
* It causes headache, stomachaches
* It leads to increased anxiety or panic attacks
* It makes one feel humiliated
* It leads to inability to concentrate at school
* It causes increased absenteeism at school

**14.3. SUPPORT TO VICTIMS OF THESE NEGATIVE ATTITUDES**

**The following ways can be suggested to support the victims of such injustices:**

* Use a respectful language because language reveals a lot about what we think and how we feel
* Treat everybody with respect and awareness even if you are different
* Show empathy towards the victims and try to understand their problems because it can also happen to you
* Educate and inform people about the misconception. Consider people with disability the same as other persons
* To avoid these negative practices, political leaders have to elaborate laws to protect children against bullying, harassment, prejudice, stigma, intolerance.
* The bullied student surrounds himself with supportive friends and stays n groups
* The bullied student can also avoid places where they are bullied

In conclusion, tolerance provides an opportunity to learn from others while respecting and valuing their differences in religious and cultural beliefs. Tolerance works as a barrier to prejudice and brings people of a community together.

**REVIEW QUESTIONS**

Qn. 1.A. how can schools prevent bullying and harassment at school.

B. What could be the role of students to stop bullying and harassment in school?

**END OF S3 HISTORY PROGRAM**