



# **Primary Learner's**

# **SOCIAL STUDIES**

## **FOR RWANDA SCHOOLS**



**P5**

## TABLE OF CONTENTS

<b>Unit 1. Our Province and its location in Rwanda.....</b>	<b>5-12</b>
1.1 Our provinces and their locations.....	5
1.2 A case study of Kigali City Province .....	7
1.3 Elements of a map and their importance .....	8
1.4 Revision Exercises .....	12
<b>Unit 2. Complementarity and Social Cohesion in Society .....</b>	<b>13-24</b>
2.1 The roles of different people in society .....	13
2.2 Indicators of complementarity in our province .....	16
2.3 Social cohesion and conflict management in our province .....	17
2.4 Human rights and their importance in our society .....	18
2.5 Conflict management in the society .....	20
2.6 Importance of peace in our society .....	21
2.7 Harmony and disharmony in our province .....	22
2.8 Causes of disharmony in the province .....	23
2.8 Consequences of disharmony in the province .....	23
2.9 Revision exercise .....	24
<b>Unit 3. Hygiene and Sanitation .....</b>	<b>25-40</b>
3.1 Sanitation .....	25
3.2 Hygiene .....	28
3.3 Diseases .....	31
3.4 Revision exercise .....	40
<b>Unit 4. Civics and Governance .....</b>	<b>41-52</b>
4.1 Civic education .....	41
4.2 Rwanda as an independent nation .....	44
4.3 Leadership in our province .....	48
4.4 Revision exercise .....	52
<b>Unit 5. Economy .....</b>	<b>53-60</b>
5.1 What is economy .....	53
5.2 What is a budget? .....	54
5.3 Importance of financial institutions and local markets .....	56
5.4 Revision exercise .....	60
<b>Unit 6. Social services and important places in our province.....</b>	<b>61-71</b>
6.1 Social services and important places in our province .....	61
6.2 Education services .....	63
6.3 Security services .....	64
6.4 Transport services .....	65
6.5 Medical services .....	65

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6.6 Banking service .....	66
6.7 Market services .....	67
6.8 Important places in our province .....	69
6.9 Revision exercise .....	71
<b>Unit 7. Environment and climate in our province.....</b>	<b>72-91</b>
7.1 What is environment? .....	72
7.2 Importance of the natural environment in our province .....	72
7.3 Importance of man-made environments in our province .....	78
7.4 Human activities that affect the environment .....	79
7.5 Dangers of polluting the environment and ways of presirving.....	80
7.6 The climate in our province .....	81
7.7 Weather instruments .....	83
7.8 Seasons in our province .....	89
7.9 Effects of weather and climate on people's activities .....	90
7.10 Revision exercise .....	91
<b>Unit 8. Population .....</b>	<b>92-98</b>
8.1 What is population .....	92
8.2 Factors which influence population distribution .....	93
8.3 Problems caused by high population growth .....	94
8.4 Population census .....	95
8.5 Population growth .....	96
8.6 Revision exercise .....	98
<b>Unit 9. Infrastructure .....</b>	<b>99-111</b>
9.1 What is infrastructure .....	99
9.2 Transport services in our province .....	100
9.3 Special places where different means of transport are found .....	104
9.4 Importance of having good roads in our province .....	105
9.5 Communication .....	107
9.6 Revision exercise .....	111
<b>Unit 10. Colonial Rwanda .....</b>	<b>112-129</b>
10.1 Colonialism .....	112
10.2 Causes of colonization of Rwanda .....	113
10.3 Reaction of Rwandans to colonial rule.....	114
10.4 Why some africans collaborated .....	115
10.5 The influence of foreigners in Rwanda .....	116
10.6 Rwanda's road to independence .....	121
10.7 Independence of Rwanda .....	124
10.8 The Government of Rwanda .....	125
10.9 Revision exercise .....	128
End of year assessment.....	129

# Our province and its location in Rwanda



**Key Unit Competence:** Describe our province

**Attitudes and Values:** Develop a culture of using a map to locate places.

In primary four, we learnt about our districts. Districts are grouped into large administrative units called Provinces.

## 1.1 Our provinces and their locations

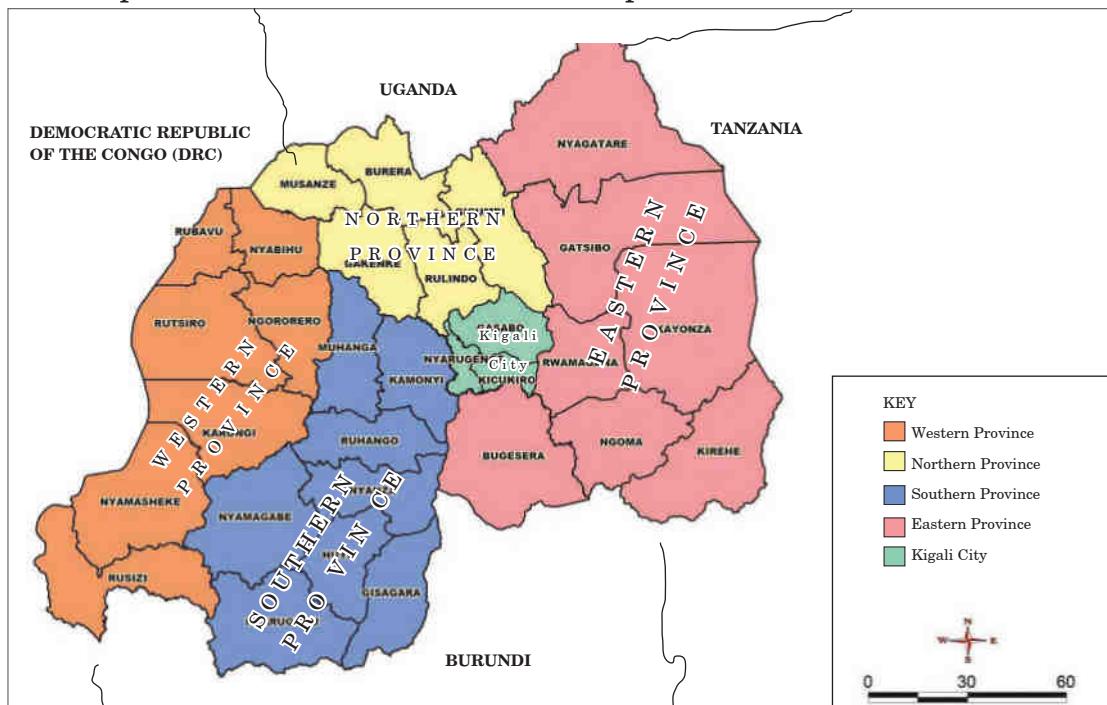
A **province** is a large administrative unit made up of many districts.

In Kinyarwanda a province is called **Intara** and a district is called **Akarere**.

Rwanda is made up of five provinces. These are:

- The Eastern Province
- The Western Province
- The Northern Province
- The Southern Province
- Kigali City Province

The map below shows the administrative provinces of Rwanda.



Map of Rwanda showing its five provinces

## Activity 1.1

Discuss the following questions:

1. How many provinces are there in Rwanda?
2. Name the biggest province in Rwanda.
3. In which province is your school located?
4. Draw a map of Rwanda in your exercise book and show the five provinces.
5. What is the name of your province?
6. Locate your district on the map given on page 5.

Provinces are made up of different districts as shown in the table below:

Eastern Province	Western Province	Kigali City	Southern Province	Northern Province
Rwamagana	Rubavu	Gasabo	Kamonyi	Rulindo
Kayonza	Nyabihu	Kicukiro	Muhanga	Gakenke
Gatsibo	Ngororero	Nyarugenge	Ruhango	Gicumbi
Ngoma	Rutsiro		Nyamagabe	Burera
Bugesera	Karongi		Huye	Musanze
Kirehe	Nyamasheke		Gisagara	
Nyagatare	Rusizi		Nyanza	
			Nyaruguru	

## 1.2 A case study of Kigali City Province



Map of Kigali City Province and its neighbouring provinces

The map shown above is Kigali City Province.

### Location of provinces neighbouring Kigali City

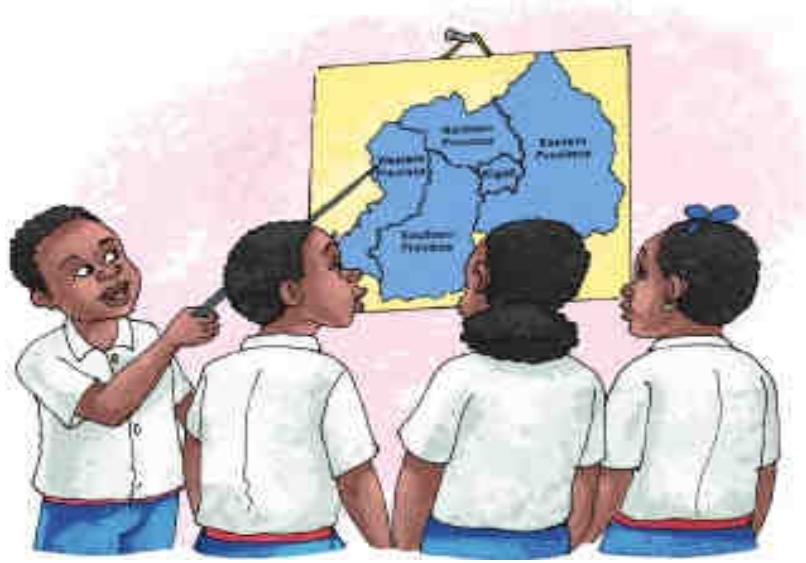
The Provinces have borders with other provinces. The provinces next to them are their neighbours.

Look at the map of Kigali City Province and the provinces on its left, right, top and bottom. They are all neighbouring provinces of Kigali City Province. The topmost part is the North, right side is the East, left side is the West and at the bottom is the South. Therefore, the Northern Province, the Eastern Province and Southern Province are the neighbouring provinces of Kigali City Province. The Northern Province lies in the North, the Eastern Province lies in the South and East directions and the Southern Province lies in the West of Kigali City Province.

## Activity 1.2

Discuss the following questions:

1. How many districts are there in the following provinces?
  - a) Northern Province
  - b) Southern Province
  - c) Eastern Province
2. Which is the biggest district in the Eastern Province.



**Children locating different provinces on the map of Rwanda**

### Activity 1.3

Using the map answer the following;

1. Name the provinces that neighbour Kigali City.
2. Which province of Rwanda is not a neighbour of Kigali City?
3. Using the map of Rwanda, draw the map of your province.
4. What are the neighbouring provinces of your province?

### Districts of Kigali City Province

The Kigali City Province has three districts, namely, Gasabo, Kicukiro and Nyarugenge. Gasabo is the largest district and Nyarugenge is the smallest district.

### Activity 1.4

1. How many districts does your province have?
2. Eastern Province is located in which direction from Kigali?
3. Which is the smallest district of Kigali City Province?

## 1.3 Elements of a map and their importance

### What is a map?

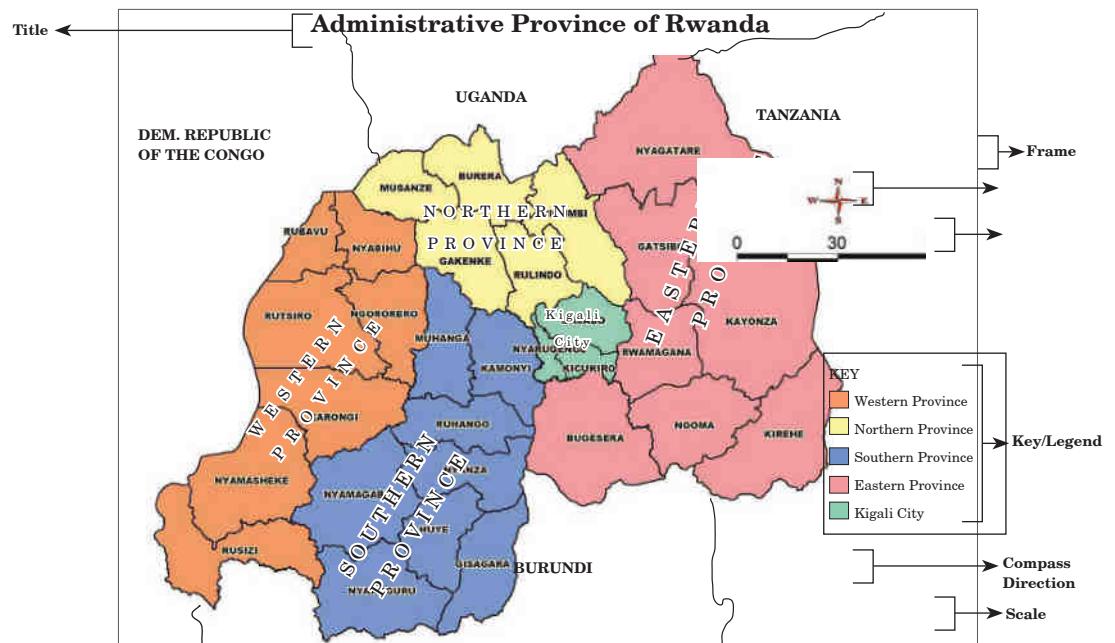
A map is a diagrammatic representation of an area of land showing features like roads, cities, mountains, etc.

### Elements of a good map

A good map should have the following major elements:

- Frame
- Title / Heading
- Key/ Legend
- Scale
- Compass direction/Compass rose

Look at the map given below. Do you find all the elements mentioned above in the map?



**Map of Rwanda showing its five provinces and thirty districts**

### Importance of the elements in a map

Each of the elements on a map are important for map readers in the following ways:

**Frame:** Encloses a map.

**Heading:** Tells us what the map is about.

**Legend:** Is used to interpret symbols found on a map.

**Scale:** Is used to show or calculate the actual distance between places on a map in relation to the ground.

## Compass direction

A figure on a map displaying directions and their intermediate points.

A compass is also an element of a map used to show direction of places on a map.

A **Compass rose** has four major points called cardinal points:

- North
- South
- East
- West

These four directions are also known as the cardinal directions.



Diagram showing the cardinal points of a compass

**Compass:** An instrument used to find directions. It has a needle that always points to the North. It is used by pilots, tourists, mountain climbers, soldiers, travellers and sailors.

Long ago, people used to tell the direction of places with the help of the **sun**, **road junctions** and **landmarks** like mountains, hills, lakes and valleys.

The major point on a compass is North and the compass needle always points in a northerly direction when at rest. Once North is known, we can find out the remaining directions.

The points between the cardinal points are called **Secondary Points or Semi cardinal Points. These are:**

- North East (NE)
- South East (SE)
- South West (SW)
- North West (NW)

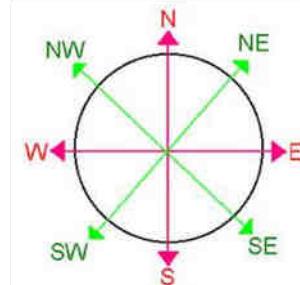


Diagram showing the secondary compass points



Fig 1

### Activity 1.5

Discuss the following questions

1. How many pupils are discussing in the picture above?
2. In which direction is the boy wearing a red shirt seated?
4. Give another name for the 'secondary points' of a compass.
5. Draw and label the four secondary points of a compass.
6. Apart from sailors, name three other groups of people who need a compass to do their work.
7. Which direction is opposite to North East (NE)?
8. What is the use of compass directions on a map?



## Revision Exercises

1. Define a province.
2. A province in Kinyarwanda is called .....
3. Name three provinces that neighbour Kigali City.
4. In which province of Rwanda do we find Lake Kivu?
5. Name the smallest and the biggest province of Rwanda.
6. Match the following provinces with their district.

<b>Province</b>	<b>Main district</b>
a) East	i) Karongi
b) South	ii) Nyarugenge
c) West	iii) Rwamagana
d) North	iv) Nyanza
e) Kigali City	v) Musanze

7. Which one is bigger, a province or a district?
8. Give the two provinces which share their borders with Burundi.
9. How many provinces are there in Rwanda?
10. What is a map?
11. Identify three elements of a good map.
12. How can a map reader interpret map symbols?
13. Why is a scale needed on a map?
14. Differentiate a compass from a compass direction?
15. Apart from using a compass, how else can one tell the direction of a place?
16. Draw a diagram showing the compass directions, indicate the cardinal points only.
17. Draw a diagram only indicating the cardinal compass directions.
18. In which direction does the;
  - a) sun rise?.....
  - b) sun set?.....
19. If a girl is walking in the morning and her shadow is in front of her, which direction is she walking in?
20. Rwanda is made up of ..... provinces, ..... districts and ..... administrative sectors.
21. Which of these provinces does not share boarders with Rwandans neighbours?
  - a) Eastern province.
  - b) Western province
  - c) Kigali city
  - d) Southern province

# **Complementarity and social cohesion in the society**



**Key Unit Competence:** Explain complementarity and social cohesion in the society, and their importance.

**Attitudes and Values:** Acknowledge the importance of complementarity in the society, show respect for basic human rights and understand the importance of harmony.

## **Complementarity**

People in our province perform different works that help to maintain peace and security in society. Everyone in the community has an important role to play by working together with others, in order to maintain peace.

**Complementarity** is the way in which people work together to achieve a common goal.

Complementarity comes from the word complement, which means a part that combines to make something. People in our province have to work together in order to achieve peace, security and development in our province.

### **2.1 The roles of different people in society**

Different people in our province such as leaders, farmers, children, parents, police officers and soldiers should work together to maintain peace.

#### **Role of a school in maintaining peace**

Teachers and other workers at school help to maintain peace in the following ways:

- Teaching good behaviour to children.
- Promoting unity and sharing among children.
- Teaching children how to keep peace.
- The school helps to promote children's rights.
- The school encourages group works.
- Teach children to learn how to forgive each other in case of disagreements.
- Setting school rules and regulations to be followed by all.



Children being taught how to share.

### Role of the security organs in maintaining peace

Security organs include police officers, soldiers and private security companies. They help to maintain peace in our province by:

- Keeping law and order.
- Controlling traffic.
- Arresting criminals.
- Protecting important places.

#### Activity 2.1

1. Discuss the role of the school in maintaining peace.
2. What does complement mean?



Police helping school children to cross the road

### Role of people in maintaining complementarity in the society

People help in maintaining complementarity by:

- Helping the needy, orphans, very poor people, people with disabilities and the elderly, etc.
- Respecting each other.
- Working together in cooperation.
- Reporting bad people to the police.
- Dialogue.
- Sharing resources equally.

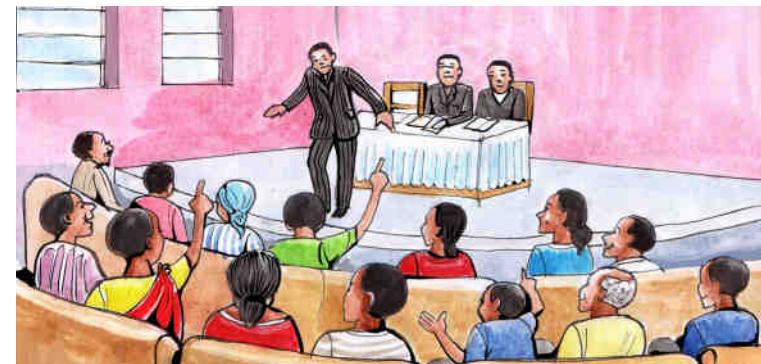


Community members in a dialogue to maintain peace

#### Activity 2.2

1. Discuss how people in your area maintain peace.
2. Give three examples of people who need help in your area.
3. Mention three things that may affect peace in our province.
4. Why is it important for members of the community to promote complementarity?

### Role of leaders in maintaining peace in our province



A leader addressing a public meeting

Leaders work at different levels in our province such as in cells, sectors and districts, to help maintain peace by:

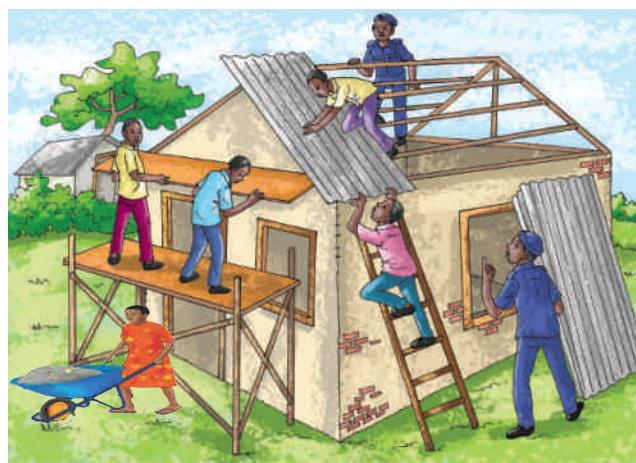
- Encouraging people to cooperate
- Providing social services to people
- Solving conflicts and misunderstandings
- Promoting gender equality
- Educating people on how to maintain peace

## 2.2 Indicators of complementarity in our province

In order to attain good development, people in our province should work together and support each other.

The following are some of the indicators of complementarity.

- Distribution of responsibilities.
- Reporting anti-social elements to the police.
- Participating in community work.
- Cooperation among members.
- Protecting community assets.
- Sharing among people.
- Educating both girls and boys.



Different people working together to build a house

## Importance of complementarity

When people in our province work together as a group, it yields better results.

Complementarity is important because it

- brings about development.
- promotes gender equality.
- promotes harmony among people.
- maintains peace and unity.
- allows people to express their ideas freely.
- promotes respect for one another.
- reduces the crime rate.

## 2.3 Social cohesion and conflict management in our province

Social cohesion is the willingness of members of the society to cooperate with each other. It is an act of keeping together.

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly and efficiently. When people work together, they develop their sense of cooperation. This cooperation develops unity and peace and motivates people to handle conflict in a united way.

Social cohesion includes:

- Doing community work (*umuganda*)
- Building houses for the needy.
- Building schools.
- Maintaining peace by reporting criminals to the police.
- Protecting public assets.



People doing Umuganda

It is important to work together in the community in order to:

- Develop the economy of the country.
- Promote unity.
- Resolve conflicts peacefully.
- Maintain security.

## 2.4 Human rights and their importance in our society

Human rights are the moral principles that govern human behaviour. These are the rights, a person has, simply because they are human. Human rights are universal and are held by all equally and forever. Nobody can take away these rights. These are freedoms that every person enjoys.

These come in the form of justice, respect, fairness and dignity. People must enjoy these rights no matter what race or nationality they belong to.

### Examples of human rights

All human beings are born free, and are equal in dignity and have the same rights. Therefore, they all deserve equal rights. Some important human rights are the:

- Right to life.
- Right to own property.
- Right to a fair trial in a court of law.
- Right to freedom of speech.
- Right to freedom of press.
- Right to form an association.
- Right to freedom of worship.
- Right to vote/elect leaders.

### The organisations that help to promote and protect people's rights in Rwanda

Every country has its own laws. Laws are made by the legislative body of the government, the National Assembly or the Parliament.

There are different bodies that help to protect human rights in our community. They inform people of their rights and help those whose rights have been abused. Some of the organizations and institutions that protect human rights in Rwanda are as follows:

- The Rwanda Human Rights Commission.
- The Imbuto Foundation.
- Amnesty International.
- The Ombudsman's Office.
- The Rwanda Transparency.

Rwanda has been a witness to horrible human rights abuses in the form of genocide. Other forms of human rights abuse in Rwanda include:

- Corporal punishment.
- Child labour.
- Human trafficking.



A group of people beating a person      children being taught their rights

### Activity 2.3

1. Discuss other examples of human rights that are practised in your province.
2. Mention the different ways in which human rights are abused in your province.
3. State two organizations that protect human rights in Rwanda.

### Human rights abuse

This is when people are not given the freedom to enjoy their rights. When people are denied the freedom they need to have in life, it means that their rights have been abused or not respected.

### Forms of human rights abuse

Below are some of the ways in which human rights may be abused in our communities.

- Denial of fair judgment in a court of law.
- Mistreating a person in an unjust way.
- Denial of freedom of movement.

- Denial of freedom of speech.
- Denial of freedom of worship.

### Importance of human rights

Human rights abuses are a negative indicator of a country's development. Abuses create conflict and tension and disturb peace and unity. We should always stand up against human rights abuses.

It is important to respect human rights in order to:

- Avoid harsh punishment.
- Show respect for gender.
- Promote peace and harmony.
- Promote justice.
- Give people freedom of speech and movement.

### Activity 2.4

1. Discuss other reasons why it is important to respect human rights.
2. Name any two forms of human rights abuse.

## 2.5 Conflict management in the society

Conflict arises when there is a misunderstanding between two or more people in an area. However, conflict management helps to solve misunderstandings among people.



Conflict being resolved by people in the community

### Activity 2.5

Discuss other ways of solving conflicts in our province and explain each of them.

There are many ways in which we can solve conflicts in our province peacefully.

These are:

- Respecting human rights.
- Treating people equally.
- Respecting each other.
- Through dialogue.
- Equal distribution of resources

## 2.6 Importance of peace in our society

When we have peace in our province it helps us to:

**Promote unity:** When people have peace, they always work together with the love of one another.

**Avoid conflict:** When people have peace they always love and forgive one another in case of mistakes.

**Promote friendship:** When people have peace they help one another in problems.

**Promote trade:** There is good environment for people to sell, buy and transport their goods when there is peace in an area.

**Ensure security:** People can easily identify and report a wrong person in the community when there is peace among them.

**Provide adequate social services:** When there is peace in the society, people work together in building, maintaining social service centers like schools, water sources and hospitals.

**Develop an area:** It makes it easy to bring development in an area because of good understanding and togetherness among people in an area.

## Role of family in maintaining peace and harmony

Family plays a major role in maintaining peace and harmony in our province.

Parents are responsible for teaching good behaviour to children such as:

- Forgiveness.
- Respecting elders and other people.
- Sharing roles and responsibilities.
- Showing good behaviour.
- Helping others face their problems.
- Sharing what they have with others.
- Teaching good morals.
- Helping to preserve our culture.



Parents teaching children how to solve a conflict

#### Activity 2.6

Discuss other ways in which a family can maintain peace and harmony in their province.

#### 2.7 Harmony and disharmony in our province

Disharmony is misunderstanding between two or more people.

When there is disharmony in an area, there is no peace, as people always engage in bad behaviour such as:

- Fighting.
- Stealing.
- Quarrelling.
- Being physically abusive.
- Disobeying.
- Disrespect of others.



A man and a woman quarrelling

#### Activity 2.7

1. What is taking place in the picture above?
2. Discuss the causes of disharmony in our province.

#### 2.8 Causes of disharmony in the province

Disharmony is a condition or situation in which there is disagreement among people.

There are many causes of disharmony in our province such as:

- **Religious differences:** Some people may not live peacefully with their neighbours because of their religions
- **Lack of respect of human rights:** Some leaders use their powers wrongly on people without respecting their rights.
- **Political differences:** Many political parties in an area may create misunderstanding among the members because of different political wills and ideology.
- **Corruption:** This leads to unequal distribution of resource by the government officials to the beneficiaries.
- **Theft and misunderstanding among people:** Some people steal the assets of their neighbours which makes them not to live in peace in the community.

#### 2.9 Consequences of disharmony in the province

Consequences are bad results brought about by disharmony in an area. When there is disharmony, people are affected in many ways such as:

- **Loss of life (death):** When there is disharmony people can kill one another.
- **Lack of peace:** When people are not living in harmony they do bad acts like fighting, quarreling, stealing among others
- **No unity among people:** Once there is disharmony, people never love one another and they can't work together to achieve their common goal.
- **Human right abuses:** People tend not to respect one another leading to human right abuses like rape, corporal punishment , unfair judgment among others.
- **Domestic violence:** When there is disharmony, families also don't have peace because of misunderstanding among the family members. It can cause fighting, quarrelling and can also lead to divorce.

- **Low development in an area:** Disharmony makes people not to work together in order to get good development. This brings about low or under development because people do not have a common understanding among themselves.
- **Being biased:** When people are biased there will be no fair prejudice or justice in the community. People tend to judge unfairly against some one they don't like.

### Activity 2.8

1. Why is it important to work together as a team to maintain peace in our province?
2. Define the term conflict.
3. Mention three ways in which we can avoid conflict in our province.



### Revision Exercises

1. What is complementarity?
2. Discuss the roles of the school in maintaining peace.
3. How do police help to keep peace in our province?
4. Explain the roles of community in maintaining peace.
5. List down four indicators of complementarity.
6. List four examples of human right.
7. Why is it important to respect human right?
8. State the importance of having peace in our province
9. Give three roles of a family in maintaining peace.
10. Define
  - a). Harmony
  - b). Disharmony
11. List effects of disharmony in our province
12. Which of these is not a way of maintaining peace?
  - a) Forgiving one another
  - b) Respecting one another
  - c) Fighting your friends
  - d) Loving your friends
13. Mention any 2 national or international organizations that advocate for human rights.

# Hygiene and sanitation



**Key Unit Competence:** Recognize the importance of living in a healthy environment.

**Attitudes and Values:** Appreciate the importance of keeping our province clean, show concern regarding the importance of proper hygiene, awareness of HIV/AIDS, STIs and TB.

## 3.1 Sanitation

**Sanitation** is the general cleanliness of our environment.

People need to keep the environment clean to prevent diseases that are caused by poor sanitation.

### Activity 3.1



Children cleaning their compound



A boy brushing his teeth

1. Discuss what activities are taking place in the pictures given above.
2. Explain other ways in which we can keep our environment clean.
3. How can diseases caused by poor sanitation be prevented?



A man putting rubbish in the dustbin

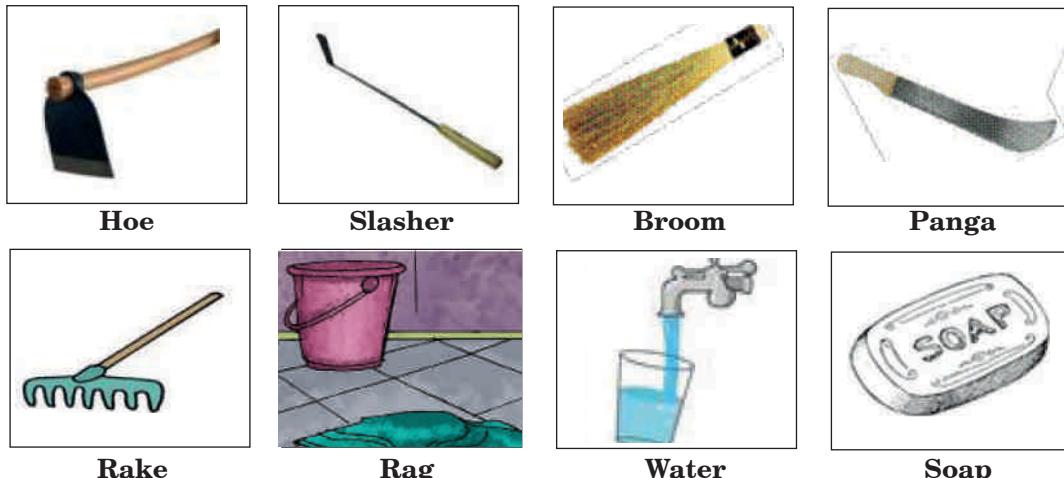
### Activities Being Carried Out

Sanitation involves activities which help to keep the environment clean. These include:

- Sweeping:** Sweeping our compound helps to remove rubbish, which can cause diseases.
- Proper disposal of human waste:** Human waste like faeces and urine, can be a source of germs or microbes which spread disease.
- Draining off stagnant water:** This helps to destroy breeding areas of mosquitoes, preventing the spread of diseases like malaria.
- Slashing grass around our homes:** This helps to keep away dangerous animals like snakes and prevents the spread of mosquitoes.
- Cleaning the house:** In preventing the spread of diseases, people are involved in activities such as sweeping, mopping, removing cobwebs, etc.
- Having a rubbish pit and dustbins:** This helps in the disposal of household waste such as leftover food and other waste. A rubbish pit should be dug 30 metres away from the house.

### Things we use to keep our province clean

We use different tools to ensure cleanliness in our homes, at school and other places in our province. Some of the tools are shown here.



### Activity 3.2

Suggest four other things we use to keep our province clean.

### Importance of keeping our province clean

It is good to keep our province and our homes clean because when we live in a clean environment it helps us to:

- Prevent diseases.
- Avoid bad odours.
- Keep dangerous animals away.
- Stay healthy.
- Avoid the spread of diseases.
- Promote development.
- Maintain proper hygiene.



Easing yourself anywhere contributes to poor hygiene



Dirty environment contributes to poor hygiene

### Activity 3.3

1. Discuss which diseases are spread by living in a dirty environment.
2. How can we prevent the spread of diseases caused by living in a dirty environment?

#### Dangers of poor sanitation

Living in a dirty environment can cause the following:

- Easy spread of disease.
- Pollution.
- Death.
- Slow development.

The most common diseases spread by poor sanitation are diarrhoea, dysentery, cholera, typhoid and malaria.



Slashing grasses around the house

### 3.2 Hygiene

Hygiene is the degree to which people keep themselves or their environment clean.

#### Personal hygiene

Personal hygiene is the way in which we keep our bodies clean.



A girl bathing



A boy and girl washing clothes



A girl brushing her teeth



A man ironing clothes

### Activity 3.4

1. Discuss which of the pictures are related to personal hygiene.
2. Name other activities that we can do to promote personal hygiene.

#### Ways of keeping good personal hygiene

There are many activities we can undertake to keep our bodies clean. These activities help to promote personal hygiene:

- Bathing every day
- Cutting fingernails and toenails short
- Brushing our teeth every day
- Washing our hands after visiting the toilet or latrine
- Washing our hands before eating
- Washing our clothes regularly
- Ironing clothes to kill germs
- Having a regular haircut

#### Importance of personal hygiene

It is important to maintain personal hygiene because it:

- Makes us look smarter.
- Controls the spread of germs.
- Prevents foul body odour.
- Prevents skin diseases like scabies.
- Prevents diseases related to our teeth.

We can use things like a sponge, soap, clean water, comb, razor blade, nail cutters and toothbrushes, to maintain good personal hygiene.

### Activity 3.5

Discuss how you keep yourself clean.

### Dangers of poor personal hygiene

When we do not maintain personal hygiene, it leads to:

- Unpleasant body odour.
- Tooth decay.
- Spread of diseases like diarrhoea.
- Accidental injuries from long fingernails to ourselves or others.

Diseases spread by poor personal hygiene include: tooth decay, scabies, dysentery, typhoid, worm infections, diarrhoea, ringworm and trachoma.

### Hygiene of private parts

Private parts are parts on the human body which are always kept covered by clothing in public. They are external body parts that are visible when a person is naked.

They include: the buttocks, anus, penis, vagina and breasts of women.

Keeping your private parts clean and well-maintained keep you fresh and avoid diseases which can spread through having poor hygiene.



A girl washing under wears.

### We can care for our private parts by:

- Shaving the pubic hair using a pair of scissor.
- Washing the private parts with clean water and soap.
- Drying it with a clean towel.
- Wearing clean pair of underwears daily.
- Putting on dry and ironed underwears.
- Change the underwear every day.
- For girls and women if you have your periods, change your pads regularly.

### Effects of poor hygiene of private parts

Having poor hygiene of private parts can cause social and health problems such as:

- **Bad body smell:** The main cause of bad body smell is interaction of sweat and bacteria.
- **It causes diseases:** Such as trichomoniasis, candidiasis, genital warts and other urinary infections.
- **Itching of the private parts:** It is caused by bacteria which develops on the skin because of dirtiness.
- **Body lice:** Body lice refer to insects which grow and produce eggs in clothing and bedding because of dirtiness. These insects crawl on the skin and feed on your blood making you not comfortable.

### Activity 3.6

1. Briefly explain personal hygiene.
2. Name four items used in keeping good personal hygiene.
3. Why is it important to keep good personal hygiene?
4. State four ways of keeping personal hygiene.
5. Name two diseases caused by poor personal hygiene.
6. Why is it important to wash our hands after using the toilet?
7. List three private parts of the body.
8. Give two ways of caring with our private parts.

### 3.3 Diseases

#### Sexually Transmitted Infections (STIs)

Sexually transmitted infections are diseases which spread from one person to another through sex intercourse with an infected person.

Some sexually transmitted infections are caused by poor hygiene when a person does not wash his or her body and clothes. Sexually transmitted infections can also be called sexually transmitted diseases.

One example of a sexually transmitted disease is:

### Acquired Immune Deficiency Syndrome (AIDS)

The word acquired means to get. The word **immune** comes from the word **immunity** which means the ability of the body to fight diseases.

**Deficiency** means **lack of** something and **syndrome** means signs and symptoms of disease.

**AIDS** is caused by a virus called **Human Immunodeficiency Virus (HIV)**.

It spreads mainly through sex with an infected person.

The AIDS virus can also spread from one person to another in different ways.



Blood transfusion



Extramarital affairs



Pregnancy



People sharing sharp objects

### Activity 3.7

Discuss different ways in which AIDS can be spread from one person to another.

### How AIDS/HIV is Spread

AIDS can be spread from one person to another in different ways:

- Through sex with an infected person.
- Through transfusion of infected blood.
- From an infected mother to her child.
- By sharing sharp instruments with an infected person.
- Through accidents which involve contact of the blood with infected person.

### Signs and symptoms of AIDS

The HIV virus destroys the body's immunity by killing the white blood cells. It leaves the body defenceless. This makes the body weak and unable to fight other diseases.

The signs and symptoms of AIDS include:

- Loss of body weight.
- Itchy skin rash.
- White coating in the mouth (oral thrush)
- Prolonged fever.
- Prolonged dry cough.
- General body weakness.



AIDS patients being treated in hospital

## How to prevent and control the spread of AIDS

We can prevent the spread of AIDS in the following ways:

- Abstaining from sex until marriage.
- Use condoms during sex.
- Being faithful to your partner (fidelity)
- Avoid sharing sharp instruments with an infected person.
- Through health education.
- Use screened blood for transfusion.
- Having an AIDS test with one's partner before marriage.



Health worker spreading AIDS awareness

## Ways of caring for AIDS patients

We should not mistreat HIV patients. They need our help. We should show sympathy towards them. We should take care of AIDS patients by:

- Allowing them adequate rest and sleep.
- Washing their clothes and bedding.
- Spending spare time with patients, giving them hope.
- Providing healthy diet.
- Providing counselling.



Care of an AIDS patient by a family member

## Effects of AIDS

- Causes death in many people.
- Raises the number of orphans, widows and widowers.
- Leads to massive poverty due to the death of productive people and reduction in the labour force.
- Leads to imposition of travel restrictions to some countries.
- Leads to misery and hatred among people due to loss of their loved ones.
- Causes large scale famine due to lack of enough labour force.

## Other Sexually Transmitted Infections (STIs) and ways to prevent them

Carefully study the chart below.

Disease	Signs and symptoms	Preventive, control and treatment
1. Gonorrhea	<p><b>Signs and symptoms in a male</b></p> <ul style="list-style-type: none"><li>- Attacks the sexual organs</li><li>- Caused by bacteria</li></ul> <p><b>Signs and symptoms in female</b></p> <ul style="list-style-type: none"><li>- Blocked oviduct</li><li>- Menstrual problems develop</li><li>- A little pain when urinating</li></ul>	<ul style="list-style-type: none"><li>- Having sex with only one lifelong partner</li><li>- Using condoms during sex</li><li>- Getting immediate treatment once the infection is noticed</li><li>- Encourage infected people to get early treatment</li></ul>

<p><b>2. Syphilis</b></p> <ul style="list-style-type: none"> <li>- Spread by contact between sexual organs</li> <li>- Caused by bacteria</li> </ul>	<p><b>Signs and symptoms</b></p> <ul style="list-style-type: none"> <li>- Painless sores appear on the penis or inside the vagina</li> <li>- Sores in the throat and mouth</li> <li>- Swollen body joints</li> <li>- Painful rash or pimples all over the body</li> </ul>	<ul style="list-style-type: none"> <li>- Provide early treatment to the patient with antibiotics</li> <li>- Have one faithful sexual partner</li> <li>- Practise protected sex</li> <li>- Encourage infected people to get early treatment</li> </ul>	<p><b>7. Chancroid (soft chancre)</b></p>	<p><b>Signs</b></p> <ul style="list-style-type: none"> <li>- Pimples develop on the sexual organs</li> <li>- Caused by bacteria</li> <li>- Swelling around ulcerated area</li> <li>- Swelling in lymph nodes around the groin</li> </ul>	<ul style="list-style-type: none"> <li>- Early treatment with antibiotics</li> <li>- Have one faithful sexual partner</li> <li>- Avoid extra marital sex</li> </ul>
<p><b>3. Trichomoniasis</b></p> <p>It is caused by bacteria</p>	<p><b>Signs and symptoms</b></p> <ul style="list-style-type: none"> <li>- Smelly discharge from the vagina</li> <li>- Blood stained discharge</li> <li>- Itching in the vagina</li> </ul>	<ul style="list-style-type: none"> <li>- Keep the reproductive organs clean</li> <li>- Get early treatment</li> </ul>	<p><b>8. Cancer of the cervix</b></p>	<p>Abnormal growth or tumour on the cervix</p>	<ul style="list-style-type: none"> <li>- Observing personal hygiene</li> <li>- Women over 20 years should go for a pap smear test once a year</li> <li>- Avoid having many sexual partners</li> <li>- Seek medical help</li> </ul>
<p><b>4. Candidiasis (Thrush)</b></p> <p>Caused by fungus</p>	<p><b>Signs and symptoms</b></p> <ul style="list-style-type: none"> <li>- Itchy discharge with bad smell from the vagina</li> <li>- Burning pain when urinating</li> </ul>	<ul style="list-style-type: none"> <li>- Keep the reproductive organs clean</li> <li>- Wash the vagina with warm water and vinegar or lemon juice in water</li> </ul>	<p><b>9. Penis cancer</b></p>	<p>Abnormal growth or tumour on the penis</p>	<ul style="list-style-type: none"> <li>- Observing personal hygiene</li> <li>- Seek medical help</li> </ul>
<p><b>5. Genital warts</b></p> <p>Caused by virus</p>	<p><b>Signs and symptoms</b></p> <ul style="list-style-type: none"> <li>- A small, hard brownish skin growth with rough surface appears on the penis, scrotum and the vagina</li> </ul>	<ul style="list-style-type: none"> <li>- Apply some Vaseline around the wart</li> <li>- Get treatment from a health worker</li> </ul>			
<p><b>6. Pelvic inflammatory disease (PID)</b></p> <p>It is caused by bacteria</p>	<ul style="list-style-type: none"> <li>- Pain in the abdomen</li> <li>- Fever</li> <li>- Loss of appetite</li> </ul>	<ul style="list-style-type: none"> <li>- Early treatment</li> <li>- Immunizing girls above 12 years of age</li> </ul>			

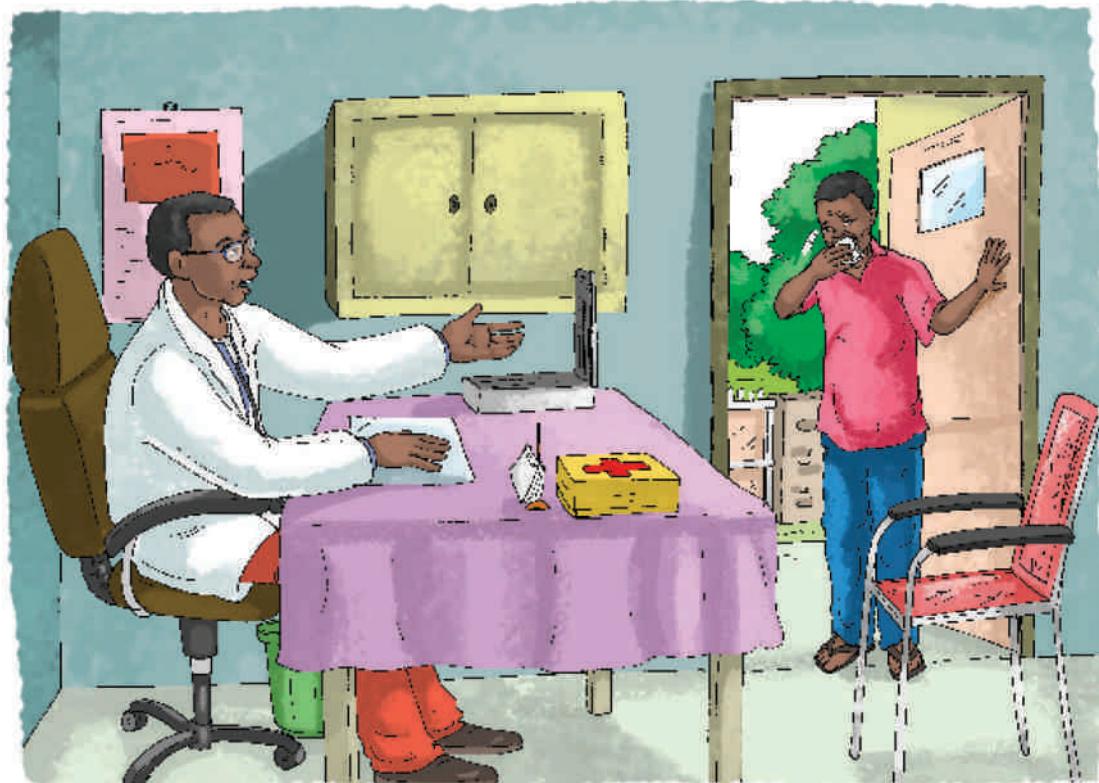
## Tuberculosis (TB)

Tuberculosis is an infectious disease that affects the respiratory system. It is caused by a bacteria called **micro bacterium**.

### How tuberculosis is spread

It is spread by breathing in polluted air containing tuberculosis germs.

It is also spread through saliva when sharing food with an infected person.



A TB patient visiting a doctor for treatment

### Signs and symptoms of tuberculosis

- Prolonged cough
- Prolonged fever
- Loss of body weight
- General body weakness
- Pain in bones, joints and backache
- Sweating at night
- Coughing and spitting mucus with blood



A nurse immunising a child with the BCG vaccine

### Prevention and control of tuberculosis

- Immunize children at birth with the BCG vaccine.
- Isolate children from the infected person.
- Early treatment of tuberculosis infection.

The BCG vaccine (*bacille calmette guerin*) is given to children at birth because the child is not born with immunity that fights against tuberculosis.

The BCG vaccine is injected on the right upper arm of a child at birth, which protects the child throughout life. Some precautions still need to be taken.

### Activity 3.8

1. Name the bacteria causing TB.
2. Give the full name of BCG.



## Revision Exercises

1. Describe three activities involved in sanitation.
2. Why is it important to keep our environment clean?
3. List four things which are used to keep our surroundings clean.
4. State any two dangers of poor sanitation in our province.
5. Differentiate personal hygiene from sanitation ?
6. Why is it important to keep our bodies clean?
7. Give three things we can do, in order to keep our bodies clean.
8. Write the full form of the following:
  - a) AIDS
  - b) HIV
  - c) STIs
  - d) PID
10. What are sexually transmitted diseases?
11. Name any three sexually transmitted diseases.
12. Describe three ways in which AIDS can be spread.
13. Suggest two ways of preventing the spread of HIV in our province.
14. Which part of the body is affected by tuberculosis?
15. How can tuberculosis be controlled?
16. Discuss signs or symptoms of tuberculosis.
17. Match the items use in A to its work in B

A	B
Water	for sweeping the compound
Towel	for slashing the tall grasses
Broom	for drying our bodies after bathing
Slasher	for bathing, washing and mopping house
18. One of the following is not the way how AIDS is spread?
  - a) Sexual intercourse with an infected person.
  - b) From infected mother to the child.
  - c) Sitting in the same class with an infected person.
  - d) Transfusion of infected blood.
19. Mention three ways of caring for our private body parts.
20. Explain two dangers of poor hygiene of private body parts.



### Key Unit Competence:

- Explain how to manage peer pressure.
- Explain the meaning of national symbols and relate leadership to development.

### Attitudes and Values:

- Appreciate acceptable behaviour and show concern about bad behaviour.
- Appreciate and respect national symbols and develop a sense of patriotism.

## 4.1 Civic education

**Civic education** is the study of good citizenship and proper membership in a community.

### Importance of civic education

Civic education helps citizens to:

- Elect wisely.
- Bring the spirit of patriotism and love for motherland.
- Make citizens to live in peace and harmony.
- Know rights and responsibilities of citizens.

### Acceptable behaviour in our province

In the community we live in, people have different behaviour patterns.

Some are good and others are bad.



Children fighting



Children assisting in home activities

#### Activity 4.1

1. Which behaviour in pictures A & B is good, and which one is bad?
2. In groups, discuss other examples of good and bad behaviour.

#### Examples of acceptable behaviour

Acceptable behaviour is a behaviour which brings peace, respect, unity, and cooperation among people. Good behaviour is supposed to be practised by both children and adults within society. Acceptable behaviour includes:

- Cleaning our environment.
- To say 'Thank you' or to appreciate.
- Asking for forgiveness.
- Respecting others.
- Helping parents.
- Listening to teachers, parents and elders.
- Greeting people.
- Being polite.
- Being orderly and smart.

#### Unacceptable behaviour

There are some forms of behaviour which are unacceptable in the society.

These lead to conflict, tension and fights. This kind of behaviour includes:

- Drinking alcohol.
- Smoking.
- Abusing others.
- Fighting.
- Stealing.
- Throwing litter on the ground.
- Disturbing others in class.
- Making noise in class.

#### Peer pressure

Peer pressure is what makes a person start doing what is good or bad in order to fit in with a group. **Peers** are people of the same age.

#### Influence of peer pressure

A person's behaviour can be changed for good or bad by peer pressure, therefore peer pressure can have both positive as well as negative consequences.

#### Positive consequences

A peer group may teach good things and encourage us to

- Adopt good habits and give up bad ones.
- Make the right decisions.
- Shape our personality in a positive way.
- Develop a constructive attitude towards life.
- Improve our academic performance.
- Develop our communication skills.

#### Negative consequences

We can fall into bad peers. We may:

- adopt bad habits.
- take wrong decisions.
- lose our identity and individuality.
- become selfish.
- become alienated from our family.
- fail to perform well in academics.

We should be very careful in choosing our peer groups.

#### Ways of avoiding bad peer groups

There are many life skills that can help avoid bad peer groups. These include:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Saying no to bad behaviour.</li><li>• Join a club, like a sports club.</li><li>• Join cooperative.</li></ul> | <ul style="list-style-type: none"><li>• Listening to good advice from elders.</li><li>• Shun bad peer groups.</li></ul> |
|--|---|



Children involved in various physical activities



A



B

#### Activity 4.2

1. Which activity is each of the above pictures showing?
  - a) Good behaviour
  - b) Bad behaviour
2. Discuss how to avoid bad behaviour.

## 4.2 Rwanda as an independent nation

### A Nation

**A nation** is a group of people with strong bonds of identity, living together within the same geographical and political boundaries, under one government.

**An independent country** is a country free from colonial rule or any external influence.

Each nation has its own symbols which identify it.

These symbols are:

- The national anthem.
- The national flag.
- The national coat of arms / the national emblem.
- The national constitution.
- The national motto.
- The national currency.

### The National Anthem

The National Anthem is a song which is sung to show respect and pride for the nation. It is sung in praise of the nation.

The new National Anthem of Rwanda was composed by Faustin Murigo and set to the music by Captain Jean Bosco Hashakimana.

### The National Anthem has four stanzas or parts

Rwanda nziza Gihugu cyacu  
Wuje imisozi, ibiyaga n'ibirunga  
Ngobyi iduhetse gahorane ishya  
Reka tukurate tukuvuge ibigwi  
Wowe utubumbiye hamwe twese  
Abanyarwanda uko watubyaye  
Berwa, sugira, singizwa iteka.

Abakurambere b'intwari  
Bitanze batizingama  
Baraguhanga uvamo ubukombe  
Utsinda ubukoroni na mpatsibihugu  
Byayogoje Afurika yose  
None uraganje mu bwigenge  
Tubukomeyeho uko turi twese.

Horana Imana, murage mwiza  
Ibyo tugukesha ntibishyikirwa;  
Umuko dusangiye uraturanga  
Ururimi rwacu rukaduhuza  
Ubwenge, umutima, amaboko yacu  
Nibigukungahaze bikwiye  
Nuko utere imbere ubutitsa.

Komeza imihigo Rwanda dukunda  
Duhagurukiye kukwitangira  
Ngo amahoro asabe mu bagutuye  
Wishyire wizane muri byose  
Urangwe n'ishyaka utere imbere  
Uhamye umubano n'amahanga yose  
Maze ijabo ryawe riguhe ijambo.

### The National Flag

The National Flag is a symbol of identity which shows country's independence. The National Flag of Rwanda was designed by **Alphonse Cyirimobenecyo**. The Rwandan National Flag has three colours: Blue, Yellow and Green.



**The National Flag of Rwanda**

#### Activity 4.3

1. Arrange the colours of the Rwandan National Flag:
  - a) From top to bottom
  - b) From bottom to top
2. Which colour on the National Flag occupies the largest area?

## Meaning of colours of the national flag

**Blue:** Shows peace and happiness for our country

**Yellow:** Represents wealth for the people and the country

**Green:** Shows prosperity for the country

The flag also has **the sun** with twenty-four rays against a blue in the top right corner. This represents **hope for the people and the country.**

The Rwandan Flag is raised at **half-mast:**

- During national mourning days.
- When a very important person has died and this has been officially declared by Parliament.

The Rwanda National Flag is hoisted in places like:

- Public offices.
- At the Parliamentary building.
- The National Bank of Rwanda.
- The Police Station.
- In schools.
- At international airports.

### Activity 4.4

1. Discuss other places where the National Flag is flown in your province.
2. When is the National Flag flown at half mast?
3. Give reasons why the Rwandan Flag is flown at half mast in some offices.

## National coat of arms

The national coat of arms is the symbol of official authenticity of a country. It is also called the national emblem.

It represents political, cultural, social and economic aspects of a country.

The National Emblem should have the national motto and symbols with the political, cultural, social and economic ideas of a country.

## Features of the coat of arms of Rwanda

The national coat of arms of Rwanda is made up of different features including the sun, basket, sorghum, coffee plant, cog and two shields.



Rwanda's National Coat of Arms

### Activity 4.5

1. Discuss the symbols found on the National Coat of Arms.
2. Write the national motto of Rwanda in English and in Kinyarwanda.

## Meaning of the symbols on the national coat of arms

**The two shields:** The shields represent defence, patriotism and unity.

**The sun:** Shows hope and transparency.

**The basket:** Represents culture and the gift of friendship.

**Coffee and Sorghum:** Represent agriculture in the country.

**Green ring with a knot at the bottom:** Represents unity.

**Blue cog:** Represents moving forward for technology and industrial development in Rwanda.

## Importance of the national coat of arms

- It is a symbol of independence.
- It is a symbol of the nation.

## The national constitution

A **constitution** is the supreme law of the nation.

A **referendum** is a direct vote by the citizens of a country on a single political issue.

The constitution of the Republic of Rwanda was adopted by referendum on 26 May, 2003 and came into force on 4th June 2003. However, it was later revised on 18 December 2015.

## National motto

Represents unity, work and love for the country.

The national motto of Rwanda is “**Unity, Work and Patriotism**”. In Kinyarwanda it means “**Ubumwe, Umurimo, Gukunda igihugu**”. This motto is written at the bottom of the National Coat of Arms.

## The national currency

Rwanda Franc is the national currency of Rwanda.



Rwanda's National Currency

## 4.3 Leadership in our province

**Leadership** is the act of guiding or managing others.

Leadership is important in our province because it helps in directing and planning resources and meeting the needs of the people.

A **leader** is a person who is given the responsibility of guiding and managing others.

## Main leaders in our province (Intara)

There are many leaders in our province who provide services to the people. They include the following:

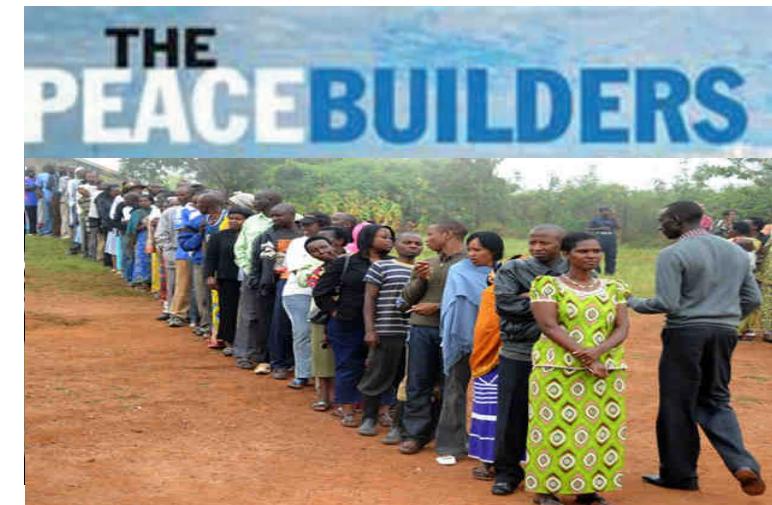
- The Governor, who is the head of the province.
- The Cabinet of the Governor.
- The Executive Secretary.
- The Coordination Committee.
- The Directors of Department.
- The Secretary Committee.
- The Province Executive Secretary.

## Leadership style and democracy in our province

Democracy is the government of the people, for the people and by the people.

Democracy gives people freedom to exercise their rights by electing their leaders.

When the people are given a chance to elect their own leaders, it shows a sign of democracy.



People voting in an election

People can become leaders in different such as:

- Voting through secret ballot
- Being appointed
- Through inheritance

## Role of a leader in our province

There are leaders in our province who perform different roles in providing services to the people.

A leader is called *Umuyobozi* in Kinyarwanda. We should respect our leaders because they help us get services in the province. The role of a leader are the following:

- To promote development
- To solve conflicts among people
- To coordinate between the people and the government
- To guide people on how to use resources
- To Provide social services to the people



Local leader talking to a group of people about development

## Qualities of a good leader

A good leader should:

- Be exemplary.
- Be a good listener.
- Make good decisions.
- Be kind and honest.
- Be creative.
- Be a good conflicts solver.

## Activity 4.6

1. Discuss the other roles of the leaders in our province.
2. What are the qualities of a good leader? Give any five qualities.

## Factors that contribute to good governance in our province

There are many things that should be put in place to provide good governance and development in our province. These include:

- **Cooperation:** When different people work together to make sure that there is good governance
- **Democracy:** When people are given chance to participate in electing their leaders, good governance is ensured.
- **Unity:** Is the spirit of togetherness.
- **Good media:** Helps information to reach the people in a country.
- **Harmony:** When there is peace in an area it helps to promote good governance.
- **Respect for leaders:** This helps to promote a good relationship between the government and the people.

## Activity 4.7

1. Discuss indicators of democracy and good governance and make a presentation.
2. Name the factors that contribute to good governance in our province.

## How good governance contributes to development

Good governance can contribute to the development of an area. Through good governance people are able to benefit from the services such as:

- Excellent security.
- Good medical care.
- Good transport.
- Good communication networks.
- Democracy.

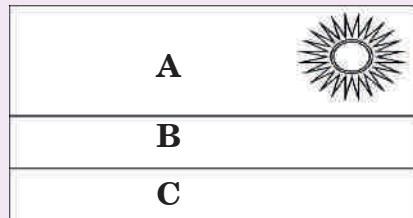
## Activity 4.8

1. What is a leader?
2. Give any two characteristics of a good leader.



## Revision exercises

1. Helping parents ,respecting adults and listening to teachers are ..... behaviour
2. Young children should not drink alcohol because ;.....
3. Discuss bad behaviour shown by children both at home and at school.
4. What is peer pressure?
5. Describe three ways in which you can avoid bad peer groups.
6. What is a nation?
7. Give any four symbols of a nation.
8. Who designed the Rwanda National Flag?



9. Name the colours marked A,B and C
10. Explain the meaning of the colours found in the National Flag of Rwanda.
11. Why is a flag sometimes raised at half mast
12. Identify three places where the National flag is raised.
13. State the National Motto of Rwanda.
14. Mention four features found on the Rwanda National Coat of Arms.
15. What do the following symbols on the National Coat of Arms represent?
  - a) coffee and sorghum
  - b) the sun
  - c) two shields
  - d) the basket

16. What is a leader?

18. Which political title is given to the head of the province?

19. Explain four qualities of a good leader.

20. Find the following words from the puzzle below:

Coat ,leader,good, democracy, bad

A	C	L	E	A	D	E	R	Y	H
S	N	M	S	D	B	N	S	E	T
X	V	Z	S	N	K	L	O	P	R
D	E	M	O	C	R	A	C	Y	S
W	T	Y	G	O	B	N	X	A	Q
Q	S	G	S	A	D	F	G	J	K
Z	F	O	X	T	E	B	A	D	P
V	B	O	A	V	B	M	S	O	R
S	U	D	Z	C	N	Q	W	U	P
Z	C	V	N	H	J	L	F	R	E



**Key Unit Competence:** Make a simple family budget and develop a culture of resource management.

**Attitudes and Values:** Use resources properly to meet needs. Understand the importance of making a simple family budget.

## 5.1 What is economy?

**Economy** is a careful management of available resources.

### Importance of economy

Knowledge of economy helps us to plan well for the resources and income we have, in order to meet our present needs and those of the future.

**Needs** are the basic things we should have, in order to live a better life.

There are two types of needs. These are:

- Basic needs
- Luxurious needs

### Basic needs

These are things that we cannot live without, like food, water, clothing and medical care.

When planning for our families, we should consider basic needs first.

### Luxurious needs

**Luxurious needs** are things that people can live without. These are the things which make our life easier and more comfortable. Those are such as televisions, cars and telephones.

Look at the pictures given below.



Clothes



Motorbike



Water



Sofa



Car



Food



Cupboard



Radio

### Activity 5.1

1. Discuss examples of needs in your province.
2. What are basic needs?
3. Identify basic needs and luxuries in the pictures given above.

## 5.2 What is a budget?

A budget is an estimation of income and expenditure.

### Parts of a budget

There are two main things that need to be considered while budgeting. These include:

- **Income:** This is the money we earn.
- **Expenditure:** This is the money we spend.

### The family budget

**The family budget** is a plan of how the family income is expected to be spent. When making a family budget, we should consider basic needs first and others afterwards. All family members should be involved in making a family budget.

### The importance of a family budget

The family budget is important as it

- helps us to avoid overspending.
- provides us with basic needs.
- avoids debt.
- helps us to save.

### Activity 5.2

1. Discuss the needs of a family that should be considered while making a family budget.
2. If you were the head of a family, what would you consider first while budgeting and why?

### Making a family budget

Mugabo's monthly salary is 120 000 FRW. Look at his family budget (expenditure) below.

Items	Price
Rent	25 000 FRW
Food	20 000 FRW
Medical care	7 000 FRW
Fees	20 000 FRW
Transport	5 000 FRW
Clothing	12 000 FRW
Total expenditure	89 000 FRW
Savings	31 000 FRW

In order to find amount saved you have to add all of items under expenditure and then subtract the total from the total salary.

Therefore Mugabo's saving is (total salary minus expenditure)

$$\begin{aligned} \text{Saving} &= (\text{Salary} - \text{Expenditure}) \\ &= 120\,000\text{FRW} - 89\,000\text{ FRW} \\ &= 31\,000\text{ FRW} \end{aligned}$$

This is a surplus budget. A negative answer indicates a deficit while equality of income and expenditure indicates a balanced budget.

Look at another family budget below

Uwamahoro monthly salary is 100 000 frw look at her expenditure below

Items	Price
Rent	20 000 FRW
Food	22 000 FRW
Clothing	15 000 FRW
Medical care	8 000 FRW
Transport	5 500 FRW
Water bill	2 000 FRW
Electric bill	2 500 FRW
Fees	45 000 FRW
<b>Total expenditure</b>	<b>120 000 FRW</b>

### Activity

Discuss the problems which is faced by Uwamahoro's family?

What advice can you give to her so that she can reduce on her family expenses?

### Savings

Savings are the amount of money put aside for future use.

### Importance of savings

We save to

- Avoid waste.
- Swap to immediate and future needs.
- Improve our standard of living.
- Use savings in future.

## 5.3 Importance of financial institutions and local markets

### Financial institutions in our province

Financial institutions are places which provide financial support, in terms of money. People get money from different financial institutions in order to carry out activities like **trade, farming, paying school fees, building houses, etc.**

### Activity 5.3

1. Discuss other ways in which people use money in our province.
2. Why do we need money in our daily lives?

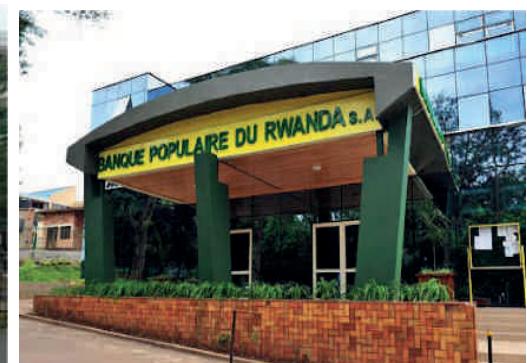
Some financial institutions belong to the government and others are Non-Governmental Organizations (NGOs). Examples of NGOs that provide financial services in the province are:

- IMF – International Monetary Fund
- WB – World Bank
- BOA – Bank of Africa

Examples of financial institutions in our province are banks, cooperatives and markets.



The National Bank of Rwanda (BNR)



Banque populaire du Rwanda (BPR)

### A bank

A bank is an institution that keeps people's money safe and provides other financial services.

In our province there are banks like the:

- Bank of Kigali
- Ecobank
- Equity Bank
- National Bank of Rwanda (BNR)
- AB Bank
- Banque Populaire
- I & M bank
- GT Bank

## Importance of Banks in Our Province

- keep money safe
- provide loans/ credit to people
- help people to save money
- give interest on money kept in the bank

- They give loans to cooperative members
- Provide tools, seeds and fertilisers to farmers
- Help farmers to sell and market their produce
- Promote unity among the people
- Promote development among people
- Give advice to their members on how to improve the quality of their products

### Activity 5.4

1. Discuss the various types of banks in our province.
2. State two functions of banks.

## Co-operatives

A co-operative is a group of people who work together to achieve a common goal.

### Types of co-operative

There are many types of cooperatives. Some of them are profit-making co-operatives and others are service providers. All co-operatives aim for providing financial support to improve the lives of their members.

Below are some of the types of cooperative in our province.

- Producer cooperatives
- Worker cooperatives
- Savings and credit cooperatives like Umwalimu Sacco, Umurenge Sacco, and Zigama CSS.



Sacco Ingezi Byimana



Umwalimu Sacco

## Importance of co-operatives in our Province

### Activity 5.5

1. Discuss other examples of co-operatives in our province.
2. Why are cooperatives important in our province?

## Markets in our province

The market is the meeting of people for buying and selling their goods and services.



People at the market

### Activity 5.6

1. Name the items people sell and buy in the market.
2. Discuss the types of markets in your province.

## Importance of markets in our province

- People buy and sell their products.
- They promote development.
- They are a source of government revenue.



## Revision exercises

1. Explain what a budget is.
  2. Define what a family budget is.
  3. State two reasons why it is important to make a family budget.
  4. Why should people save money?
  5. What are basic needs?
  6. List any three examples of a family's basic needs.
  7. Write the following in full.
    - i) NGOs
    - ii) UNICEF
    - iii) IMF
  8. Differentiate between a bank and banking.
  10. Give any four examples of banks in Rwanda.
  11. Which bank is responsible for printing new notes and coins?
  12. A co-operative is .....
  13. How are co-operatives important to people in our province?
  14. Outline any two roles of banks.
  15. Give two ways in which markets are important in our province.
  16. In the table below, make your family budget using 90 000 FRw.
- Items to be bought include: food, clothing, medical care, rent, transport and electric bill.

Items	Price

# Social services and important places in our province

**Key Unit Competence:** Explain the importance of social services and important places in our province and ways of preserving them.

**Attitudes and Values:** Appreciate the importance of social services, facilities and important places in the province. Acknowledge the importance of money in the provision of social services.

## 6.1 Social services and important places in our province

**Social services** are support provided to the people to improve their well-being.

Social services make life better for people as they help them to meet their needs.

Examples of social services in our province include:

- Educational services
- Medical services
- Security services
- Transport services
- Communication services
- Banking services
- Insurance services
- Housing services
- Water supply services
- Electricity services

### Institutions that provide social services in our province

These are places that provide social services to people.

Institutions that provide social services are also called **Social service centres**.

People who provide social services are called **social workers**.



### Activity 6.1

1. Name the social service centres in A, B, C and D above.
2. Apart from the social service centres given above, name other places that provide us with social services.

### Examples of social service centres in our province

#### Social service centre and services provided

- School — Education
- Hospital — Health services like medicine, treatment, care of patients
- Market — Selling and buying of goods
- Police station — Safety, security, lodging complaints
- Bank — Deposit and withdraw money, loans, safe deposits
- Petrol station — Fuels like petrol and diesel
- Post office — Sending and receiving parcels, postage stamps
- Water supply — Clean drinking water

## 6.2 Education services

Schools, colleges, universities, churches and community centres; provide education. People who provide educational services include teachers, lecturers, parents, religious leaders and professors.

### Types of education

There are three types of education:

- **Formal education:** This is the type of education given in schools. It includes reading and writing.
- **Informal education:** This is the type of education given at home and in society. It does not involve reading and writing. Examples: cooking, hunting, craft work, washing, etc.
- **Non formal education:** It may result from one's observation and personal research.



### Activity 6.2

1. Which type of education is being given in pictures A and B?
2. Which group of people introduced formal education to Rwanda?

### Importance of education

- We learn to read and write.
- We acquire different skills which help us to get jobs.
- Education promotes moral development.
- It brings people together (friendship).

### 6.3 Security services

Security refers to absence of wars, hazards, social and political conflicts, etc.

Security services help to maintain peace in our province.



Images showing Police and Army

#### Activity 6.3

1. Name the groups shown in the pictures given above.
2. What is the role of the police in our province?

#### People who provide security

- The army
- Police
- District Administration Security Support Organ (DASSO)
- Private security guards
- Prison officers

#### Importance of the security services in our province

The security services are important in our province in the following way:

- To keep law and order
- To protect people and their property
- To arrest and keep wrongdoers away from good people
- To control traffic on the roads
- To defend the country from rebels and strange attacks

### 6.4 Transport services

Transport is the physical movement of people and their goods from one place to another.

People move from one place to another in order to get to their destination.

They use different types of transport like land, air, water and railways to move from one place to another.



Nyabugogo Bus Park



RwandAir

#### Importance of transport

Transport is extremely useful because:

- It helps people to move from one place to another.
- Transport promotes trade.
- People are able to carry goods from one place to another.
- It provides employment (jobs) for people like drivers, pilots and captains.
- It promotes tourism in an area.

### 6.5 Medical services

Medical services are an important social service in our province.

We get medical services from hospitals, clinics, dispensaries, pharmacies and health centres.



A dentist extracting tooth



Pharmacy



Banking services



#### Activity 6.4

1. What activities are taking place in the pictures given above?
2. Discuss other places in our province where we get medical services.
3. Name two hospitals found in our province.

The people who provide medical services include:

- Lab technicians
- Nurses
- Midwives
- Doctors, like surgeons, dentists and opticians

#### Importance of hospitals

Hospitals help to provide medical services to people in many different ways such as:

- Treating sick people.
- Immunising children against disease.
- Teaching people how to control diseases.
- Teaching people about good nutrition.

#### 6.6 Banking service

A bank is a financial institution that provides and keeps money safe from theft.

Banking is the act of keeping money in the bank. People who provide banking services include:

- Bank managers
- Bank accountants
- Bank cashiers

#### Activity 6.5

1. Discuss the examples of banks in your province.
2. Why are banks important in our province?

#### 6.7 Market services

Many people in our province buy and sell products at the market. People who buy and sell goods at the market are called market vendors.



People buying and selling goods at the market

#### Activity 6.6

1. Name the items sold at the market in your province.
2. Discuss examples of markets found in our province.

## Importance of markets in our province

Markets are important in our province because they:

- promote trade.
- are a source of government revenue.
- help people fulfil their basic needs.
- promote unity and cooperation.

## Caring for social service centres

Social service centres need to be protected and well maintained for future use. It is the responsibility of each and every citizen to take care of service centres.

Look at the pictures given below.



### Activity 6.7

Discuss the activities taking place in the pictures above.

We can maintain and care for the social service centres in the following ways:

- Cleaning social service centres.
- Proper handling of property in social service centres.
- Respecting people who care for social service centres.
- Educating people about the proper use of social service centres.
- Planting grass to control soil erosion in and around social service centres.
- Guarding by security personnel.

## 6.8 Important places in our province

There are many places in our province which are important to us. People use these places in order to meet their needs. Important places can also be called **public** places because they are used by all.



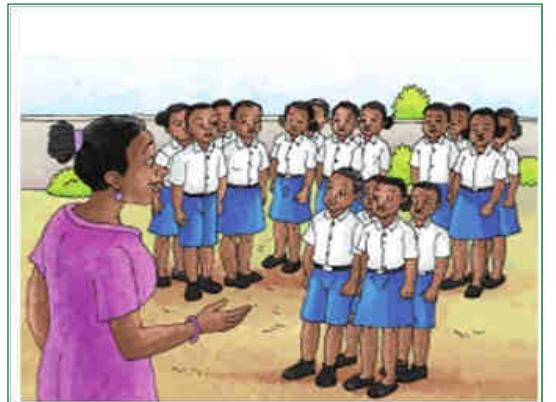
Stadium



Game park



King's Palace



School

### Activity 6.8

1. Discuss other important places in our province.
2. State the use of each of these important places in our province.

The following are some of the important places in our province.

- **Churches:** These are holy places of worship for Christians.
- **Mosques:** These are holy places of worship for Muslims.
- **Markets:** These are places where the buy and sell goods.
- **Banks:** These are financial institutions, which keep people's money safely for future use .
- **Stadiums:** These are playgrounds where sports activities take place.
- **Hospitals:** These are places that provide medical services.
- **Schools:** These are places that provide education.
- **Game Park:** They help to protect wild animals and attract tourists.

- **Forest:** Protect some species of plants and trees that help in the formation of rainfall and also controls soil erosion
- **Water sources:** These are places where we get water for domestic and industrial use.
- **Police station:** These are places which provide security. Police help to keep law and order.
- **Hotels:** These are places which provide accommodation, food and meeting venues in our province.
- **Public toilets:** These are also very important places because they help in proper disposal of human waste like urine and faeces
- **Museums:** These are places where traditional things of long ago are kept.

### Problems faced by important places

The problems faced by the important places in our province include:

- Poor service delivery.
- Poor hygiene and sanitation.
- Bad weather conditions.
- Misuse of public funds by some workers.
- Corruption.
- Dense population.
- Shortage of land.

### Solutions to these problems

Solutions are steps taken in order to solve problems. Below are some of the ways to solve problems faced by important places.

- Increase funds for maintenance
- Provide sufficient social services
- Employ more workers
- Arrest corrupt officials
- Teach people to protect important places
- Control population growth

### Activity 6.9

Identify two groups of people who work in each of the social service centres below:

- (a) Schools
- (b) Hospitals

### Revision exercises

- |             |                    |
|-------------|--------------------|
| Doctors     | transport services |
| Teachers    | banking service    |
| Accountants | medical service    |
| Drivers     | education service  |
1. What are social services?
  2. Give three examples of social services in our province.
  3. Name the two types of education.
  4. Differentiate informal education from formal education
  5. Explain the importance of education in our province.
  6. Name any two groups of people who provide security services in our province.
  7. Explain the role of security in our province.
  8. Match the group of people to the services they offer
  9. Give three types of transport found in our province.
  10. Which type of transport is not found in Rwanda?
  11. Suggest two reasons why transport is important in our province.
  12. Name any three places where people can get medical services in our province.
  13. Name any two groups of people who provide medical services in our province.
  14. Why are hospitals important to our province?
  15. What is the difference between a bank and banking.
  16. Mention any two ways in which banks are important in Rwanda.
  17. Why are markets important in our province?
  18. Suggest any two ways of caring for social service centres in our province.
  19. Give three examples of important places in our province.
  20. State two important places in our province.
  21. List any two problems faced by important places.
  22. Suggest any two solutions to problems affecting these important places.

# Environment and climate in our province



**Key Unit Competence:** Recognize the environmental components and climate conditions in our province and their importance.

**Attitudes and Values:** Appreciate the importance of the environment and show concern about human activities that pollute the environment. Appreciate the importance of climate and acknowledge man's role in contributing to a good environment.

## 7.1 What is environment?

Environment means surroundings.

The environment is made up of both living things and non-living things such as vegetation, soil, lakes and rivers, animals, air, mountains, roads and buildings. All of these are environmental components.

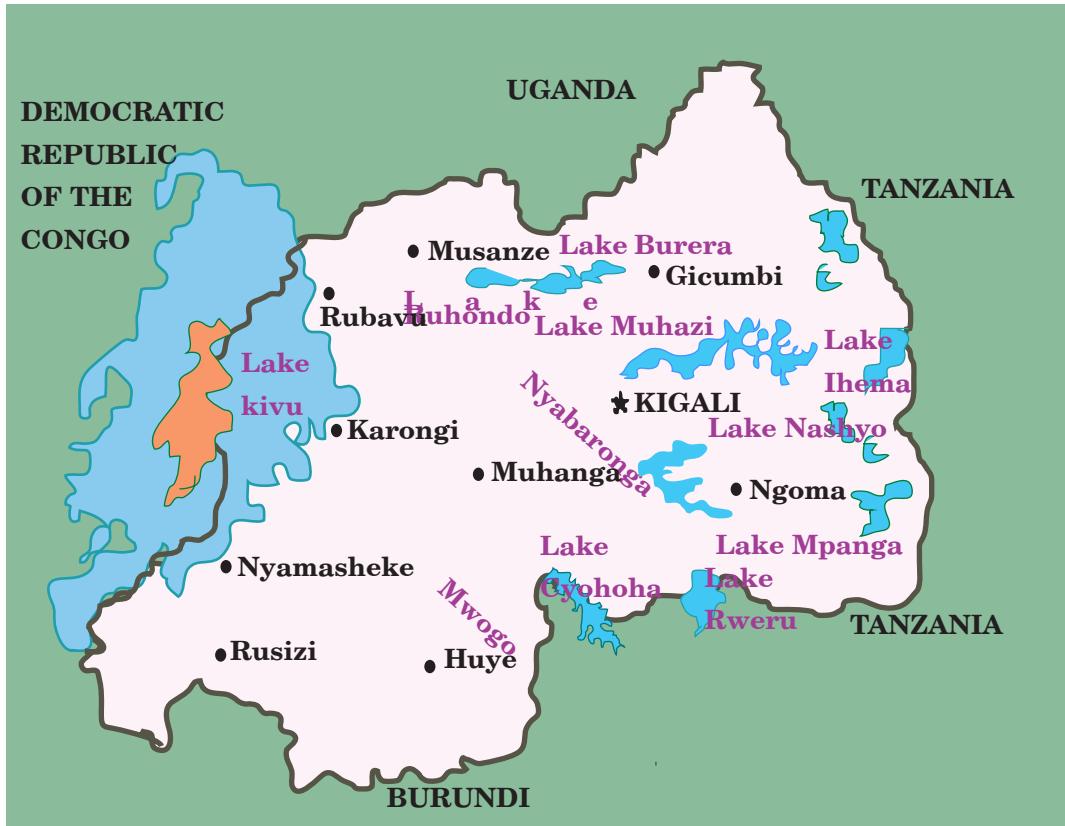
The environment is divided into two types:

- i) **Natural environment:** This is the type of environment found in nature. It is made up of both living things and non-living things. Examples are plants, animals, lakes, mountains, swamps and valleys.
- ii) **Man-made environment:** This is the type of environment made by people in order to meet their needs. Examples are buildings, roads, dams, vehicles and markets.

## 7.2 Importance of the natural environment in our province

### Lakes

A lake is a large depression filled with water. The largest and most important lake in Rwanda is Lake Kivu. It lies between Rwanda and the Democratic Republic of Congo (DRC).



**Map of Rwanda showing different lakes**

### Activity 7.1

1. Discuss and list all the lakes on the map above.
2. Identify the districts and provinces where these lakes are found

### Importance of lakes

Lakes are important to people in the following ways:

- People catch fish in lakes.
- People get water for domestic, industrial and irrigational use.
- Lakes attract tourists.
- Lakes help in the formation of convectional rainfall.
- Lakes are used for water transport.
- People get clay from lakes.
- Some lakes are used to generate electricity.
- They are recreational centres.
- Lakes make the surroundings pleasant.

## Activity 7.2

1. Discuss how lakes are useful to us.
2. Which is the biggest lake in Rwanda?

## Swamps

Swamps are waterlogged areas with dense vegetation. Some swamps are permanent while others are seasonal.



Rusheshe swamp (Kicukiro district)

## Importance of swamps

Swamps are important to us in the following ways:

- Swamps control floods.
- We get water for domestic use from swamps.
- We get clay and papyrus reeds for craft.
- We catch fish in swamps.
- Swamps help in the formation of rainfall.

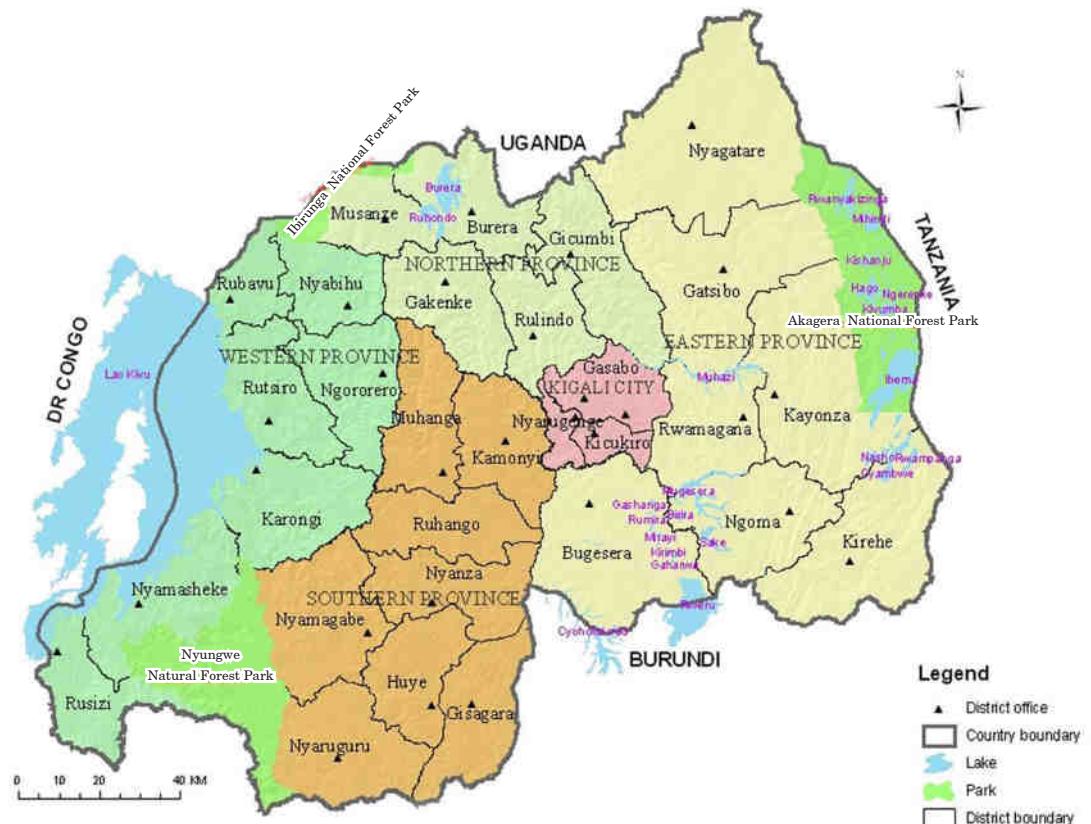
## Activity 7.3

1. Which type of soil do we get from swamps?
2. Apart from clay , name other things we can get from swamps.
3. How are swamps important to people in our province?

## Forests

A forest is a large area covered with trees. There are two types of forests.

- **Natural forests:** These are the type of forests, where trees grow by themselves in large numbers.
- **Artificial or planted forests:** In these types of forests trees are planted by people.



A map of Rwanda showing Natural Forests

## Importance of forests

Forests are important to us in the following ways:

- We get fuel (firewood and charcoal).
- They control soil erosion
- People get timber for construction purposes and for making furniture.
- We get herbs for local medicines.
- Forests help in the formation of relief rainfall.

## Natural forests in Rwanda

The following are natural forests in Rwanda.

- Nyungwe forest
- Gishwati forest
- Mukura forest
- Cyamudongo forest
- Ibirunga forest

### Activity 7.4

1. How are forests important to our province?
2. Discuss the different types of forest we have in our province as well as in others.

## Terms related to forests

**Afforestation:** Planting trees where they have not existed.

**Re-afforestation:** Planting trees where they have been cut down.

**Agro-forestry:** Planting trees together with crops, to enhance production.

**Deforestation:** Cutting down trees on a large scale.

## Mountains and hills

### Mountains

Mountains are the highest features on earth, with peaks and slopes.

The **Peak** is the highest point of a mountain.

Examples of mountains in our province as well as in other provinces are:

- Karisimbi Mountain lies on the border of Rwanda and the Democratic

Republic of Congo (DRC). It is the highest peak, with at height of 4507 m in Rwanda.

- Gahinga Mountain lies at the border of Rwanda and Uganda. It is 3474 m high.
- Bisoke Mountain lies at the border of Rwanda and the Democratic Republic of Congo. It is 3711 m high.
- Muhabura Mountain lies between Rwanda and Uganda. It is 4127 m high.
- Sabyinyo Mountain lies at the intersection of Rwanda, Uganda and DRC. It is 3645 m high.



Mt Karisimbi in Rwanda

### Hill

A hill is a raised piece of land. Rwanda is said to be the land of a thousand hills because it has many mountains and hills.



Hills in Kamonyi district

## Importance of mountains and hills

Mountains and hills

- Help in rain formation.
- Provide fertile soil for agriculture.
- Attract tourists who contribute to the economy.
- Provide stones for construction.

## Caring for the natural environment

There are many ways to care for the natural environment so that it does not become exhausted. Some of these are:—

- **Proper disposal of waste:** We should avoid putting domestic waste in water sources.
- **Avoid cutting down trees:** Trees help to prevent soil erosion and make the soil more fertile.
- **Building industries far from towns to reduce air pollution.**
- **Protect animals in national parks from poachers.**
- **Control bush burning:** This helps to control the destruction of vegetation and soil erosion.
- **Avoid swamp reclamation:** Swamps help to control water drainage. Floods can occur if swamps are destroyed

## 7.3 Importance of man-made environments in our province



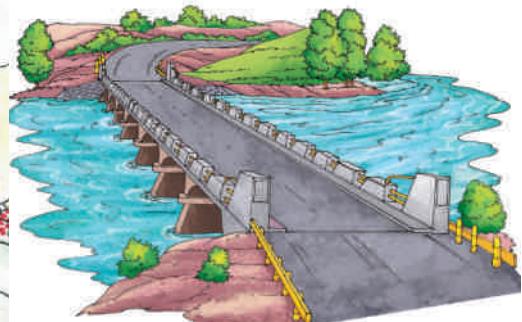
Road



Buildings



Market



Bridge

Examples of physical man-made environment include the following:

- **Roads:** Roads help people to move from one place to another.
- **Buildings:** Buildings provide shelter and offices to people.
- **Bridges:** Bridges help to connect roads across valley and rivers.
- **Markets:** People buy and sell goods at the market.
- **Electricity installation:** This provides power for running industries.

### Activity 7.5

1. Discuss other examples of man-made environment.
2. Why is the man-made environment important to us?

## 7.4 Human activities that affect the environment

There are many activities carried out by the people which can destroy the environment. These include:

- **Burning bush:** Destroys the vegetation cover and leaves the land bare.
- **Deforestation:** When trees are cut down the soil is exposed to agents, which erode it.
- **Vegetation cover:** Is destroyed through **overgrazing** and **overcultivation**.
- Through the **construction of roads** land becomes unfit for cultivation.
- **Building industries** near water sources reduces the water level and quality.
- **Killing animals** and birds creates imbalance in nature.
- **Throwing rubbish** in waterbodies degrades water quality.



Deforestation



Overgrazing



Pupils planting trees



Farming on Terraces

### Activity 7.6

1. Discuss what is taking place in the pictures above.
2. State other ways in which people can destroy the environment.

## 7.5 Dangers of polluting the environment

When the environment is polluted or become dirty, it leads to:

- Easy spread of diseases
- A decline in the quality of the environment
- Soil erosion
- Global warming

## Ways of preserving the environment

We can preserve the environment by:

- Planting trees and grass in the school compound and at home.
- Making terraces.
- Avoiding throwing rubbish in water sources.
- Conserving wetlands.
- Practising agro-forestry.
- Educating people about the dangers of deforestation and swamp drainage.
- Avoiding bush burning.
- Building industries far from the town and water sources.

Rwanda Environment Management Authority (REMA) is responsible for protecting the environment in Rwanda.

## 7.6 The climate in our province

To understand the climate of a place, it is very important to know what weather is.

**Weather** is the conditions of a place (sunshine, rain, wind, etc.) recorded for a short period of time. A weather station tells us about the type of weather in a particular area.

**Climate** is the average weather conditions of a place recorded for a long period of time, for example 30-45 years.

The climate of a place can change due to human activities like deforestation and bush burning.

The climate of Rwanda is almost the same throughout the country.

## Elements of the climate

The elements of the climate are conditions or factors which make up the weather.

The climate of an area changes over a long period of time.

The elements of climate include:

- **Rainfall:** Rainfall is the water which falls from clouds.
- **Clouds:** Clouds are tiny water droplets hanging in the atmosphere.
- **Sunshine:** Is the amount of the sun's rays which reach on Earth.

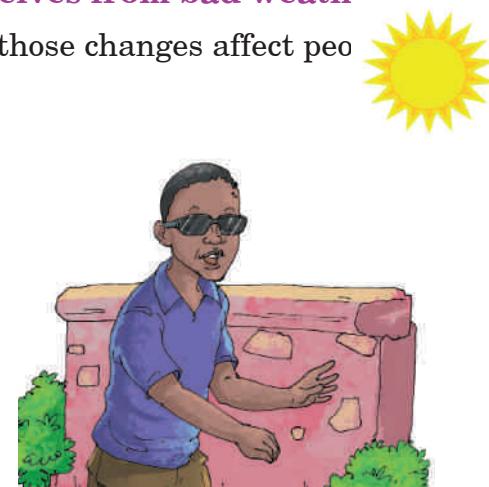
- **Temperature:** Tells us how hot or cold of a place is.
- **Wind:** Is the moving air or air in motion.
- **Humidity:** Humidity is the amount of water vapour present in the atmosphere.
- **Air pressure:** Is the weight of the atmosphere which is exerted on the earth's surface.

### Ways in which people protect themselves from bad weather

Weather changes from time to time and those changes affect people.



People using umbrellas during the rains



A man wearing sunglasses on a sunny day



Trees planted around a house



People wearing thick sweaters for protection from the cold

### Activity 7.7

1. Discuss the types of weather.
2. How do people protect themselves from different types of weather?
3. Define air pressure and wind.

We can protect ourselves from bad weather in different ways.

#### 1. Sunny weather

We can protect ourselves from too much of sunshine by:

- using umbrellas.
- using sunglasses.
- using hats.
- wearing light or white clothes.

#### 2. Rainy weather

We can protect ourselves from rainy weather by using

- umbrellas.
- raincoats.
- gumboots.

#### 3. Cold weather

We can protect ourselves from cold weather by wearing thick woollen clothes like sweaters and jackets.

Thick clothes prevent body heat from escaping, this keep us warm in cold weather.

#### 4. Windy weather

We can protect ourselves from windy weather by planting trees in the compound. The trees in the compound block strong wind and save our houses and property from getting destroyed by strong winds.

### Activity 7.8

1. How does the climate affect people's way of dressing?
2. Why do we wear light clothes when it is hot and thick clothes when it is cold?
3. What is a weather station?

### 7.7 Weather instruments

These are instruments used to measure different elements of the weather.

These weather instruments are kept at the weather station.

A **Weather station** is a place where the weather condition is observed, measured and recorded.

To record the various elements accurately, weather instruments are kept in Stevenson's screen.

### A Stevenson's screen

A wooden box in which delicate weather instruments are kept at the weather station. This helps to protect them from damage and to obtain the accurate shade temperature.

Delicate instruments kept in a Stevenson's Screen are the:

- Barometer
- Six's Thermometer and
- Hygrometer



Stevenson's Screen

Weather records are also kept in a Stevenson's Screen.

A Stevenson's Screen is painted white in order to **reflect the sun's heat**.

The instruments used to measure the weather are:

### Thermometer

The Thermometer is an instrument used to measure temperature.

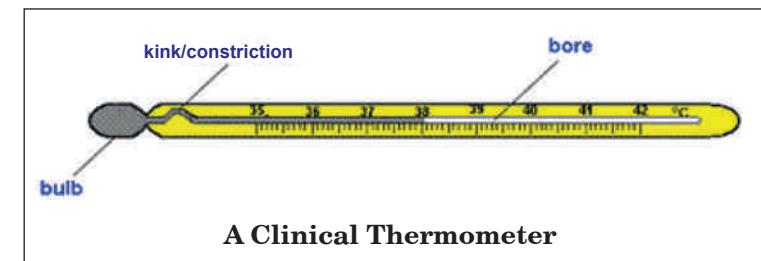
Temperature is measured in degrees.

The two liquids commonly used in thermometers are alcohol and mercury.

### Types of thermometer

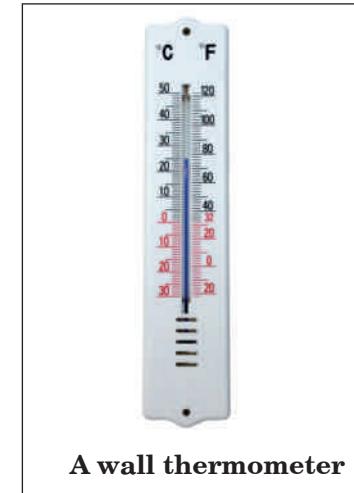
There are three types of thermometer. The uses of these thermometers are different. The thermometers are:

1. **Clinical thermometers** are used to measure the temperature of the human body. They have a kink but other types of thermometer have no kink or constriction.



A Clinical Thermometer

2. **Wall thermometers** are used to measure room temperature or the temperature of the air.

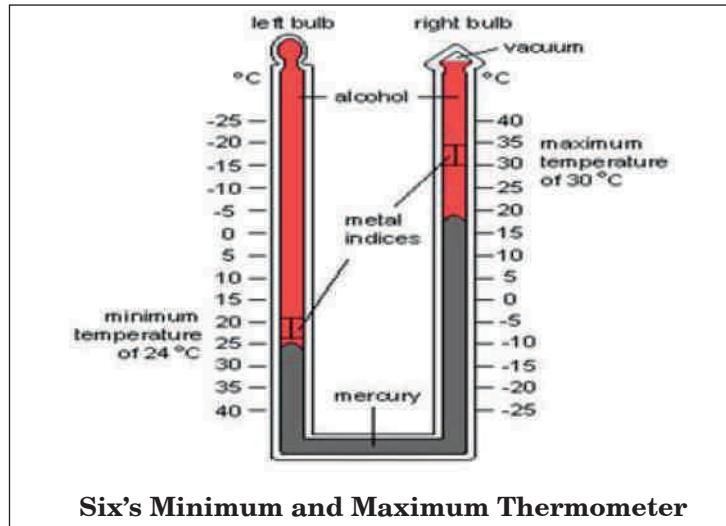


A wall thermometer

3. **Six's thermometer** are used to measure the highest and lowest temperatures of the day.

Six's thermometer is also called a **Minimum and Maximum thermometer**.

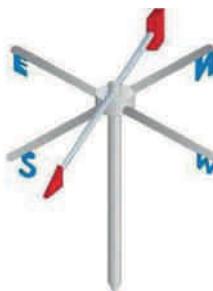
The minimum thermometer measures the lowest temperature of the day while the maximum thermometer measures the highest temperature of the day.



### Activity 7.9

What is the minimum and maximum temperature shown above thermometer?

**Wind vane** It is an instrument used to show the direction of the wind.



**A wind vane**

A wind vane should be placed in an open area to avoid obstructing wind movement.

The pointer of a wind vane faces the direction the wind is blowing to.

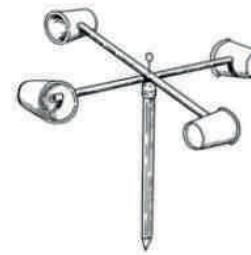
### Windsock

A windsock is also used to measure the direction and strength of the wind.

The windsock points in the direction the wind is blowing to.



**A windsock**



**Anemometer** It is an instrument used to measure the speed of the wind.

The anemometer contains cups on a rotating pole. The rate at which the cups rotate will determine the speed of the wind.

When the cups rotate slowly it means that the speed of the wind is low. When the cups rotate faster it means the speed of wind is high.

### Hygrometer

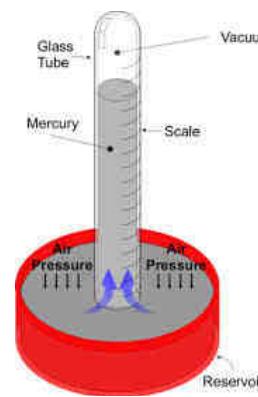
A hygrometer is used to measure humidity. Humidity is the amount of water vapour present in the atmosphere.



**Hygrometer**

### Barometer

A barometer is an instrument used to measure air pressure.



When the air pressure is low, the temperature increases and when the air pressure is high the temperature decreases.

## Rain gauge



It measures the amount of rainfall received in an area.

The rain gauge should be put in an open area in order to collect the right amount of rainfall. It should also be kept on a raised platform above the ground to prevent runoff water from entering it. It contains a funnel and a measuring cylinder.

**Rain gauge**

## Funnel

It directs rain water into the measuring cylinder.

## Measuring cylinder

Measures the amount of rainfall received in an area.

Rainfall is measured in millimeters (mm).

## Sunshine recorder

It records the number of hours of sunshine in a day.

It also measures the sunshine intensity of suneshine.



**A Sunshine Recorder**

## Terms related to weather and climate

**Meteorology:** Is the study of the weather.

**Meteorologist:** Is a person who studies weather conditions.

**Climatology:** Is the study of the climate.

**Climatologist:** Is a person who studies the climate.

### Activity 7.10

1. What is temperature?
2. State the difference between heat and temperature.
3. Name any one type of thermometer.
  
4. Which liquids are used in a thermometer?
5. Name the instruments, kept in a Stevenson Screen.
6. If the wind is blowing in a western direction, in which direction should the wind vane face?
7. Why is it advisable for a wind vane to be placed in an open flat area?
8. Why is a Stevenson's Screen painted white?

## 7.8 Seasons in our province

There are four seasons in our province. There are two wet seasons and two dry seasons.

- **Short rainy season (*Umuhindo*)**

In this season, frequent and heavy rains are experienced. This season lasts from September to December.

- **Short dry season (*Urugaryi*)**

This season starts from December until early February. Rain decreases and finally disappears.

- **Long rainy season (*Itumba*)**

This season lasts from February to May. Rainfall is heavy and may continue for many hours. Floods are common in this season.

- **Long dry season (*Icyi*)**

This season is from June to August. In most cases light cloud covers the sky. The climate of Rwanda is almost the same throughout the country.

## Factors which influence the climate of an area

- **Altitude:** Altitude is the height of a place above sea level.
- **Nature and vegetation:** The vegetation cover of an area can change its climate.
- **Human activities:** Many human activities, like cutting down trees, bush burning and industrialisation, can affect the climate of an area.
- **Distance from waterbodies:** Places near waterbodies receive heavier rainfall compared with places far from the waterbodies.
- **Prevailing winds:** These winds help to move warm, moist air and form clouds.

## 7.9 Effects of weather and climate on people's activities

The weather and climate do not always remain the same. They have a favourable as well as an unfavourable effect on human activities.

### Favourable effects

- Appropriate weather and climate conditions favour farming.
- Winds help boats to sail on water bodies.
- Pleasant weather and favourable climate support tourism.
- Lots of sunshine help to dry clothes.
- Weather and climate help to ripen crops for harvest.

### Negative effects

- a) Extreme weather and climatic conditions restrict people's daily activities.
- b) Heavy rains cause floods. The ground becomes muddy and vehicles may get stuck.
- c) Too hot or too cold causes dehydration.
- d) Agriculture is not possible in heavy rains.
- e) Unfavourable weather and climate result in the spread of malaria and other diseases.

## Revision exercises

1. Briefly explain the term climate.
2. Mention the four elements of climate.
3. How is climate different from weather?
4. What is a meteorologist?
5. Match the items in A with those in B.

<b>A</b>	<b>B</b>
i) Windsock	a) To measure the temperature
ii) Barometer	b) To measure the amount of rainfall
iii) Thermometer	c) To measure humidity
iv) Rain gauge	d) To measure air pressure
v) Hygrometer	e) To measure the speed of wind
6. How do people manage the following changes in their environment?
  - a) Strong wind
  - b) High temperatures
  - c) Very low temperatures
7. What is a forest?
8. Give three ways in which forests are useful to people in our province.
9. Give the meaning of the following terms:

i) Afforestation	ii) Deforestation
iii) Agro-forestry	iv) Re-afforestation
v) Swamps	vi) Lakes
10. What is environment?
11. Name any four examples of lakes found in Rwanda.
12. Suggest three ways in which lakes are important to our province.
13. How are swamps important to people in our province?
14. Name the two types of forests.
15. Give any two forests found in Rwanda.
16. How are mountains important in the environment?
17. Give four examples of man-made environments.
18. Name any three human activities that affect the environment.
19. Give three ways of conserving the environment.
20. Write the full meaning of REMA.
21. How do we protect ourselves from different types of weather?

# Population

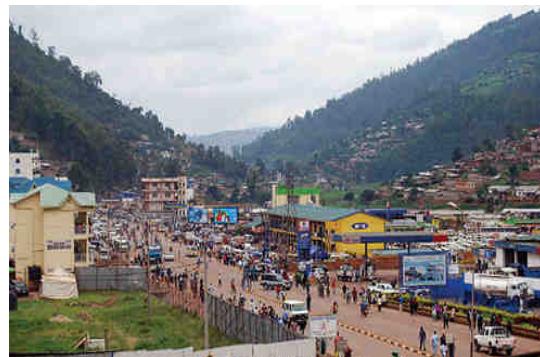


**Key Unit Competence:** Analyse consequences of overpopulation and ways to control population growth.

**Attitudes and Values:** To appreciate the importance of controlling population growth and show concern about overpopulation and population growth.

## 8.1 What is population?

Population is the total number of people living in an area.



City



Village

### Activity 8.1

1. Discuss factors that may lead to overpopulation and sparse population.
2. Identify and explain problems caused by overpopulation in an area?

### Terms used regarding population in an area

- **Dense population:** This is when there are many people living in an area.
- **Sparse population:** This is when there are few people living in an area.
- **Population census:** Is the counting of people living in an area.

- **Population density:** Is the total number of people living in an area per square kilometre.
- **Population distribution:** This is the way people are spread in an area.
- **Population explosion:** This is a sudden increase in the number of people in an area.
- **Optimum population:** When the number of people living in an area is equal to the available resources.

## 8.2 Factors which influence population distribution

There are many reasons for an area to have too many or too few people.

### Reasons for sparse population

The following are some of the factors that lead to sparse population.

- Lack of water.
- Lack of employment.
- Disease
- Shortage of food
- Unfavourable climate

Some areas are mountainous and do not favour agriculture and settlement.

### Reasons for dense population

The following are some of the factors that may lead to dense population in an area.

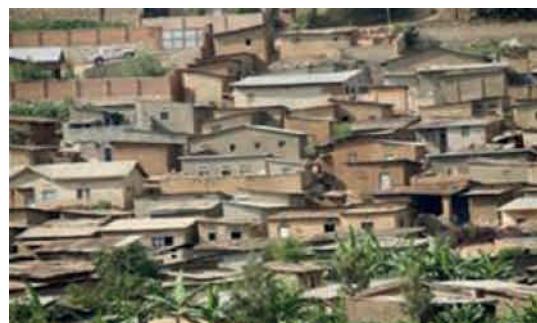


Farming in Rwanda

- **Presence of fertile soil for agriculture:** People prefer to live in areas where the soil is fertile because it is good for growing crops.
- **Favourable climate:** When the climate of an area has enough rain, many people settle there to farm.
- **Availability of social services:** People prefer to settle in areas with good roads, hospitals, schools and banks.
- **Improved medical care:** Many people like to live in towns because good medical facilities are available.
- **Improved security:** Many people like to live in areas with good security.
- **Industrialization:** When an area is industrialised, it provides job opportunities for a large number of people.
- **Urbanization:** Many people like to live in towns because of good social services, opportunities and lifestyle.

### 8.3 Problems caused by high population growth

When the number of people living in an area are higher than the available resources it leads to many problems. Some of these are listed below:



**Slum area (Bad housing)**



**Poor sanitation (Dirty environment)**

- High crime rate.
- Poor sanitation and hygiene.
- Destruction of the environment.
- Shortage of land.
- Shortage of food.
- Disease spreads easily.
- High unemployment.

### 8.4 Population census

This is the official counting of people living in a country.



**Population census booklet**

**Population census** is carried out every ten years.

The most recent population census was carried out in 2012 and the population of Rwanda has reached about 12 millions.

Population census is carried out after about a gap of ten years because it is

- expensive
- a government policy

#### Information needed during a population census

During a population census the following information is required.

- Level of education
- Age
- Sex
- Number of children

#### Reasons why the government carries out census

The government carries out a population census to

- plan for the citizens
- know the birth and death rate
- know the number of people in our country
- demarcate electoral areas
- determine the level of poverty
- determine the level of unemployment
- determine the level of literacy

A person who carries out a population census is known as an **Enumerator**.

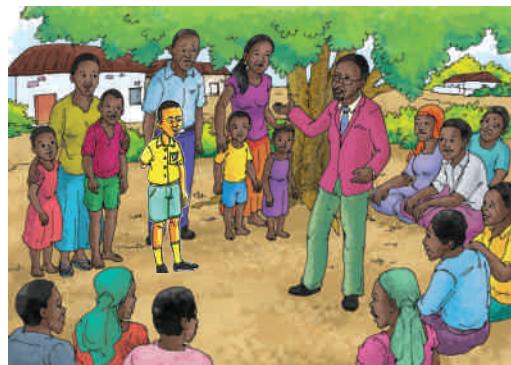
The Ministry of Finance and Economic Planning is responsible for organizing the population census.

### Activity 8.2

1. Who is the minister for finance and economic planning?
2. What is population census?
3. identify information required during population census?
4. Discuss the reasons why the government carries out population census.

## 8.5 Population growth

Population growth is an increase in the number of people living in an area at a given time.



A resource person talking to villagers about family planning

### Ways in which the government can control population growth

The government helps to control population growth by:

- Encouraging family planning.
- Educating people about the dangers of population growth.
- Discouraging early marriage.
- Discouraging polygamy.
- Providing incentives to families which have accepted family planning methods.

### Importance of controlling population

The government tries to control population growth in order to:

- promote development.
- ensure easy family planning for citizen.
- provide good social services.
- reduce crime rate.
- reduce unemployment.
- control the spread of diseases.

### Population density

Population density is the average number of people living in an area, per square kilometre. The Gasabo district of Kigali province is the most populous district, and the Nyarugenge district of Kigali is the least populated district. We can find out the population density of an area if we know the area and number of people given.

Example:

1. An area has a population of 5 000 people. Find its population density if the area is  $10\text{km}^2$ .

$$\text{Population Density} = \frac{\text{No. of People}}{\text{Area}}$$

$$= \frac{5\,000}{10}$$

$$= 500 \text{ People per square km.}$$

2. An area of  $20\text{km}^2$  has a population of 20 000 people. Find the population density.

$$\text{Population Density} = \frac{20\,000}{20}$$

$$= 1\,000 \text{ People per square km}$$



## 8.6 Revision exercises

1. Explain the meaning of the following terms.
  - a) Population
  - b) Population density
  - c) Population census
  - d) Population growth
  - e) Population distribution
  - f) Sparse population
  - g) Optimum population
  - h) Overpopulation
2. Discuss four factors that influence population distribution.
3. Identify the most densely populated province in Rwanda?
5. Why should the government carry out a population census? Give four reasons.
6. Which ministry is responsible for carrying out population censuses in Rwanda?
7. What should the Government of Rwanda do to reduce the population?
8. Give any three questions asked during the population census.
9. Explain why it is good to control the population growth in our province?
- 10 ..... is the counting of people in an area.
- 11 An area of 3 000 km has a population of 44 000 women and 28 000 men. Calculate the population density of the area.
- 12 Choose from the list below problems affecting highly populated areas
  - a) shortage of food
  - b) poor housing
  - c) shortage of labour
  - d) poor hygiene and sanitation.

# Infrastructures



**Key Unit Competence:** Explain the importance of transport and communication in our province.

**Attitudes and Values:**

- To appreciate the importance of transport and communication.
- To show concern about proper use of roads and show awareness of dangers relating to communication.

## 9.1 What is Infrastructure?

**Infrastructure** refers to the fundamental facilities of a country, city, or an area.

Infrastructure includes services and facilities necessary for the economy to function well.

The main infrastructure systems of a country include:

- Transportation
- Communication
- Sewage and water systems
- Electricity



Infrastructure projects

Infrastructure is important to a country's economic development and prosperity. Infrastructure projects may be funded by the government or carried out privately.

## 9.2 Transport services in our province

Transport is the physical movement of people and goods from one place to another.

People move from one place to another using different types of transport.



Road transport



Air transport



Water transport

### Activity 9.1

- How many types of transport can you see in the pictures?
- Which types of transport is common in our province?
- Name the types of transport which is not found in our province.

There are four major types of transport. They are:

- Road transport:** This type of transport uses roads.
- Air transport:** This type of transport is used to travel by air.
- Water transport:** This is the type of transport used to travel on water.
- Rail transport:** This is a type of transport which travels on rails.  
\* Rails are the tracks over which trains pass.

- Rail transport is not yet in Rwanda but the plan to construct the line is already in place

## Means of transport in our province

Means of transport means the various modes of transport used, carry goods from one place to another.

### Means of road transport

The means used in road transport include cars, buses, lorries, pickups, bicycles and motorcycles. Road transport is the most popular transport in our province.

Look at the pictures below.



A motorcycle



A bicycle



A car



A lorry

### Means of water transport

Water transport is mainly used on lakes, rivers, oceans and seas. It can also be used to transport heavy loads. This transport is the slowest and cheapest means of transport.

We use boats, ferries, canoes, ships/vessels and dhows to travel on water.



Ship



Boat



Ferry



Canoe

There are two main airports in Rwanda Kigali international airport and Kamembe airport in Rusizi but other are airfields like Huye airfield, Musanze airfield, Rubavu airfield, Gabiro airfield in Gatsibo District, Gako airfield Nemba air field and others.



An aeroplane



A helicopter



A parachute



A rocket

## Activity 9.2

1. Why isn't water transport commonly used in our community?
2. Name any four means of water transport.
3. Draw and name any two means of water transport.

## Means of air transport

Air transport is the quickest and the most expensive means of transport, therefore, it is suitable for travel over long distances. Perishable goods are also easily transported by this means.

The place from which an aeroplane takes off and lands is called an **airport**.

## Activity 9.3

1. Name any three means of air transport.
2. Why is air transport not used by many people?
3. Give the two International Airports of Rwanda.

## Means of Rail Transport

This type of transport is suitable for transporting bulky or heavy goods. Rail transport is not found in Rwanda. However, the construction plan is on. The means used in railway transport is a **train**.



A train approaching a station

### 9.3 Special places where different means of transport are found

Means of transport have special places where they are found. Look at the table.

Means of transport	Special place
Buses, Taxis and Cars	Bus/ Taxi Park
Boats, canoes, ferries and ships	Landing sites or ports
Aircraft, aeroplanes and helicopters	Airports and airfields
Trains	Railway Station

#### Activity 9.4

Match the different people to the means of transport they are associated with.

People	Means of transport
i) Captain	a) Buses, cars, lorries, taxis
ii) Driver	b) Trains, ships
iii) Cyclist	c) Jets, aeroplanes, rockets, helicopters
iv) Pilot	d) Motorcycles, bicycles

### 9.4 Importance of having good roads in our province

- Easy movement of people from one place to another,
- To transport agricultural produce to market,
- Promotes trade,
- Promotes tourism,
- Easy transportation of fragile and perishable goods.

**Fragile goods** are those that break easily, like glass.

**Perishable goods** are those which get spoilt easily, like flowers, fruit, and fish.

### Difficulties and dangers related to transport in our province

Transport in our province is affected by many factors these makes transportation of goods and people difficult.



A truck stuck in mud during the rainy season



A road accident

Some of the transport problems faced by our province are as under:

**Poor roads:** This affects the movement of people and their goods from one place to another.

**Bad weather:** Heavy rains can spoil roads in our province.

**Landscape:** The land may make it impossible or expensive to construct roads or build railway lines in some areas.

**Strong winds:** These can make boat capsize.

**Accidents:** These are caused by poor roads, overloading, bad weather conditions and speeding. To be speeding is to be above the speed limit.

**Narrow roads:** Roads are narrow in some areas, leading to traffic jams which cause delays people from moving quickly.

**Few means transport:** This makes it difficult for some people to get to work on time.

Some means of transport are very expensive and difficult to build and maintain, such as airports and railway stations.

### Causes of Road Accidents

Road accidents are caused by:

- Bad roads with potholes
- Rash driving
- Drunken driving
- Speeding
- Jumping Red lights
- Use of mobile phones while driving
- Not using safety gear like seatbelts and helmets
- Wrong overtaking and lane driving
- Overloading of vehicles

### Ways of overcoming the difficulties and dangers associated with transport in our province

The problems facing transport in our province can be solved in the following ways.



Construction of new roads



Providing wide roads

- Tarmacating and building wider roads

- Repairing roads
- Respecting road signs
- Avoiding speeding and overloading
- Providing greater means of public transport in the province
- Enforcing strict laws against drunken drivers
- Following traffic rules and regulations
- Converting all unmetalled roads to metalled roads

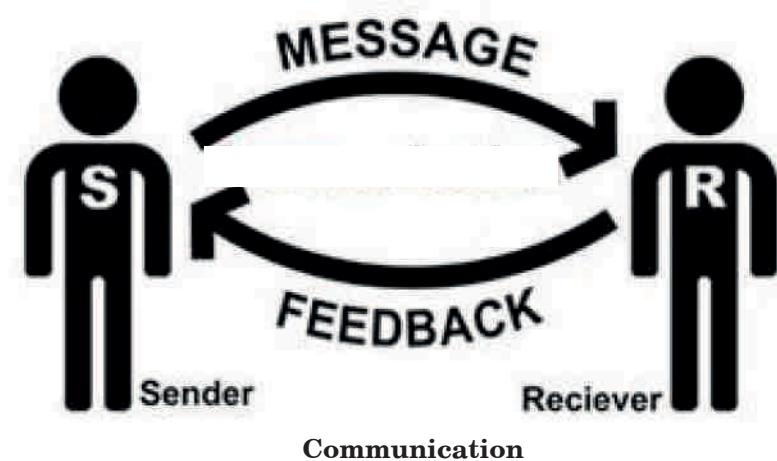
### Activity 9.5

1. Discuss the problems facing transport services in our province.
2. How can problems affecting transport services be solved?
3. State any four causes of road accidents.

### 9.5 Communication

Communication is the sending and receiving of messages.

For communication there must be a sender and a receiver.



### Forms of Communication

There are two types of communication.

#### 1. Traditional communication

This type of communication was used long ago. Before the introduction of modern means of communication, people used drums and horns to convey messages within a long distance.

## 2. Modern communication

This is the type of communication which people use in modern times. It involves the use of phones, internet, telex, telegrams, newspapers and post offices.



**Modern communication  
(using a mobile phone)**



**Traditional Communication  
(Using a Drum)**

### Activity 9.6

Discuss the means of communication which were used long ago and the ones people use today.

### Means of Communication

Means of communication are the means used to send messages from one place to another.



**Means of Communication**

### Activity 9.7

1. Which of the means of communication above are commonly used in our province?
2. Discuss the other means of communication in our province.
3. Identify the fastest means of communication in our province.
4. Differentiate means of communication given above

### Modern Means of Communication

Modern means of communication are faster than traditional means, used long ago.

Modern means have wider coverage compared to traditional ones.

Modern means of communication include:

- Radio
- Television
- Newspaper
- Magazine
- Telephone
- Letter

### Examples of Radio Stations in Rwanda

Radio Rwanda, Kiss FM, Isango Star, Radio10, Magic FM, Radio Flash FM, Contact FM and others

### Activity 9.8

1. Discuss other examples of radio stations found in Rwanda.
2. State the major advantage of modern means of communication over traditional ones.

### Telecommunication Networks in Our Province

There are network companies which provide networks to allow easy communication, by using the telephone in our province.

The telecommunication companies in our province include MTN (Mobile Telecom Network), Airtel and Tigo.



## **Importance of communication in our province**

Good communication networks are important as they promotes:

- Peace and harmony
- Trade
- Friendship
- Development
- tourism

## **Problems facing communication services in our province**

- It is expensive
- Poor network
- Lack of skilled workers
- Poor service delivery by some telecommunication network companies.
- Poor distribution of newspapers; due to poor transport system
- Heavy rains make telecom poles fall down during the rainy season
- Limited market

## **Measures to overcome the problems affecting communication**

- Providing good road networks
- Providing local leaders with telephones, for easy communication
- Setting strict laws to control telecommunication networks
- Training skilled workers to improve customer care services
- Educating people about the importance of communication

## **Revision Exercises**

1. The movement of people and their goods from one place to another is called. a) trade ,transport, business , communication
2. Differentiate transport from communication
3. Which means of transport is shown in the picture below?  

4. .....is the common type of transport in our province
5. The quickest mode of transport is .....
6. Few people in Rwanda use air transport because .....
8. Which is the most commonly used means of communication in our province?
9. List five means used in road transport in our province.
10. Identify any four problems facing transport in our province.
11. How can we avoid the problems facing transport in our province?
12. Name the type of transport used on Lake Kivu.
13. Mention any four forms of communication used in our province.
14. The two telecommunication companies in Rwanda are;
15. Discuss how communication is important in our province?
16. Give three problems facing communication in our province.
17. Explain how the problems facing communication can be solved?

# Colonial Rwanda



**Key Unit Competence:** Analyse important events of colonial Rwanda.

**Attitudes and Values:**

- To appreciate the role of political movements in Rwanda's independence and develop the spirit of patriotism.
- To acknowledge the contributions of foreigners and reforms brought about by King Rudahigwa.

## 10.1 Colonialism

**Colonialism** is when a country is under the total control of a stronger foreign country.

Rwanda was first colonised by Germany and later by Belgium.

Colonization in Africa took place towards the 19 century. The European countries which colonised Africa included **Britain, Spain, Belgium, Germany, France and Portugal**.

### Countries that colonized East Africa

Country colonisor	Colony
Germany / Belgium -----	Rwanda
Germany / Belgium -----	Burundi
Britain -----	Uganda
Britain -----	Kenya
Germany -----	Tanzania

### African countries which were not colonized

**Ethiopia** and **Liberia** were not colonised. Liberia was set aside for freed slaves from America. **Ethiopia** had strong leaders and a strong army.

Before the coming of Europeans, Rwanda had powerful kings called Abami. However in the 19 century, Rwanda lost its independence to Europeans. They took over Rwanda and colonized it.



King alongside christian missionaries

### Activity 10.1

1. Discuss the reasons why Africa was colonized.
2. Name the two European countries that colonized Rwanda.
3. Which two African countries were not colonized and why?

## 10.2 Causes of colonization of Rwanda

European countries had different reasons for colonising Rwanda and other African countries.

These reasons can be divided into different categories:  
**economical, social and political**.

### 1. Economic reasons

- The colonizers wanted minerals such as wolfram, gold and coltan from Rwanda.
- They were attracted by the favorable climate and fertile soil which supported crops for the European market.
- They were looking for a market for their goods.
- They wanted new areas to carry out trade.
- The Industrial Revolution.
- They wanted labour from Rwanda.

### Activity 10.2

1. Discuss other economic reasons why Europeans colonized Rwanda.
2. Identify the two cash crops which were introduced by Germany.

## 2. Social reasons

- The colonizers wanted to spread Christianity
- The missionaries wanted to introduce formal education
- They wanted to improve medical care in Rwanda by building hospitals
- They wanted to introduce their culture to Rwanda
- They wanted to stop the slave trade and introduce legitimate trade

## 3. Political reasons

- Germany and Belgium wanted to increase their colonies in Africa.
- The Europeans wanted to settle in Rwanda
- They wanted to establish civilization in Rwanda
- They wanted to protect missionaries and traders who were in Rwanda
- They wanted to discover more about the interior of Rwanda

### Forms of colonization

A **protectorate** is a weaker country controlled by a stronger country without any interest.

A **colony** is the control of weaker country by a stronger country with the aim of economic or political interest.

## 10.3 Reaction of Rwandans to colonial rule

African societies responded in different ways to European occupation. Some of the African societies and leaders decided to fight the Europeans from the beginning. They include Kabalega of Bunyoro, Samori Toura of the Mandinka, Nandi of Kenya, Menelik II of Ethiopia, Abel Kader of Algeria among others

Those who welcome the Europeans also decided to fight after realising that the European had taken their independence and wealth. They include Buganda under Mwanga and the Ndebele under Lobengula.

Some communities did not mind whether they were colonized or not. They worked together with Europeans. They were known as collaborators. They include Ankole, Buganda, Massai among others. The collaborators supported the Europeans in exchange of material gains.

## 10.4 Why some africans collaborated

Africans collaborated with the colonialist because of different reasons as under

- They thought that they would protect their independence.
- Some Africans collaborated because of military weakness. They realized that Europeans had better weapons and methods of fighting.
- Some Africans collaborated because they had seen how their neighbours were defeated by superior military power of Europeans.
- Their leaders were illiterate and did not know the conditions of treaties they signed with the Europeans.
- They wanted to get weapons and military support to fight against their enemies.
- In Senegal African societies collaborated with the French because of the threat of Smouri Toure of the Mandika Empire.
- Others collaborated in order to protect their social, political and economic organization.
- Natural calamities also forced some Africans to collaborate. For example the Masai had been weakened by chicken pox, rinderpest (cattle disease) and internal conflict.
- The Banyankole also collaborated because they were affected by Epidemic of jiggers and rinderpest. They also expected more attacks from Rwanda and Bunyoro.
- Some Africans collaborated because they wanted to get wealth. Africans liked Europeans goods like clothes, beads, guns, mirrors, and wine because they thought that they were better.
- Some Africans also collaborated because of missionary influence. Missionaries invited their countries to take over areas where they worked. They also convinced Africans to sign treaties of protection. For example Coillard wrote a letter on behalf of King Lewanika of the Lozi in Zambia requesting for British protection.

### Some reasons for King V Musinga's resistance to colonial rule

Given below are some of the reasons King Yuhu V Musinga's resistance to the colonial rule.

- The king was not happy with the belgium system of direct rule.
- The king's power was weakened.
- The king was not allowed to appoint the chiefs.
- The administrators divided the people of Rwanda.
- The king did not support the spread of western civilization, especially Christianity.
- The king was not respected by the missionaries.

The Belgians divided the people of Rwanda according to their tribes. This was done by introducing identity cards.



**King Yuhi V Musinga**

### Impact of Rwanda's resistance to colonial rule

The Belgians, along with the catholic church, never liked King Musinga.

He was sent away (exiled) from his kingdom on November 31, 1931.

He was first sent to Kamembe and later taken to Moba in Belgian Congo, now known as the Democratic Republic of Congo (DRC).

King Musinga died in 1944 and was replaced by his son, King Mutara III Rudahigwa Charles.

#### Activity 10.3

1. In which year did King Yuhi Musinga die?
2. Why did the Belgians exile King Musinga from his kingdom?
3. Which king succeeded King Musinga?

### 10.5 The influence of foreigners in Rwanda

Foreigners are people who come to Rwanda from other countries.

They started coming to Rwanda in the 19 century. That is when they developed contact with Rwanda and other African countries.

### Reasons for the coming of foreigners to Africa (Rwanda)

The foreigners wanted to

- find the source of the River Nile.
- learn more about the physical features of Africa.
- spread Christianity.
- teach people how to read and write.
- promote legitimate trade.
- invest their surplus capital.
- find a market for their goods.
- get raw materials for their home markets.

There were four groups of foreigners who came to Rwanda at different times and for different reasons. They included: **explorers, missionaries, European traders and administrators/colonialists.**

#### 1. Explorers

An explorer is a person who leaves his or her country to go and discover other areas.

The explorers who came to Rwanda were Oscar Bauman and Adolf von Gotzen.



**Oscar Bauman**



**Adolf Von Gotzen**

### Problems faced by the explorers

Explorers were faced with a number of problems in African countries such as:

- Wild animals which could attack them.
- Poor transport due to thick forests and waterfalls.
- Danger from hostile tribes like the Masai and Nandi in Kenya.
- Tropical diseases like malaria and sleeping sickness.
- Shortage of food and medicine.
- Language barriers since they could not communicate in local languages.

## 2. Missionaries

A missionary is a person who moves to a foreign land to spread the word of God. There were different groups of missionaries who came to Rwanda.

**The Roman Catholics** were the first group of missionaries to come to Rwanda. They were headed by the White Fathers missionaries who made their first visit to Rwanda and settle down in few miles north of the town of Huye, former Butare, and in the west of the Gisagara District of Southern Province, Rwanda.

The Roman Catholics came to Rwanda in 1899 under the leadership of Bishop John Joseph Hirth from France. He tried to develop a relationship with King Yuhi Musinga in order to allow him to build the Catholic missions.

The first Catholic mission was built at Save, Gisagara district southern province in 1900 with a thatched structure but it was later replaced by a brick building.

Later in 1901, Zaza catholic mission was built in Ngoma District of the Eastern and Nyundo catholic mission in Rubavu District of the western province were among others.

**The Church Missionary Society (CMS)** were the second group of missionaries to come to Rwanda.

They were the protestant missionaries from England under the leadership of Bishop Johnson and Bishop Alloys.

In 1930s, a Revival began in Gahini the first Anglican mission which became one of the most important movements of spiritual renewal throughout East African Protestantism.

### Reasons for missionaries to come to Rwanda



A Christian Missionary alongside Rwanda Christians

Missionaries came to Rwanda as they wanted to:

- Spread Christianity.
- Teach people how to read and write.
- Spread western civilization.
- Stop the slave trade.

### Achievements of the missionaries

The coming of missionaries to African countries like Rwanda had both a positive and negative impact.

**Positive effects:** These were good things done that contributed to the development of African countries. Among others, they:

- Spread Christianity.
- Stopped the slave trade.
- Built schools.
- Introduced formal education.
- Built hospitals.
- Built churches.
- Introduced the first news paper called Ikinyamateka
- introduced new style of buildings in Rwanda



A Catholic Church at Kabgayi built by missionaries

**Negative effects:** Some negative results were:

- They undermined African culture.
- Their activities led to religious wars in East Africa.
- They paved the way of colonialism and loss of independence.

#### Activity 10.4

Discuss the positive and negative achievements of missionaries in Rwanda.

#### Problems faced by missionaries

The missionaries were faced with many problems and difficulties while spreading Christianity. Many of them lost their lives in the course of doing so. These problems included:

- Tropical diseases like malaria
- They were attacked by wild animals like lions
- Lack of easy means of transport
- They lacked enough funds to run their activities
- Harsh climate
- Language barrier

#### 3. Traders

European trading companies were the third category to come to Rwanda. They were called traders and they came to Rwanda for the following reasons:

- To carry out legitimate trade.
  - To invest surplus capital.
- In order to perform their work effectively, they had to form trading companies.

Traders brought big changes during the Industrial Revolution in Europe in the 19<sup>th</sup> century.

The Industrial Revolution also helped to change methods of making goods from hand-made to machine-made.

It led to high industrialization in Britain and other European countries.

By 1870, there was an increase in demand for raw materials and a market for manufactured goods.

**In 1897**, Carl Peters established a trading company in Rwanda called the **German East Africa Company (GEACo)**.

Items of trade included minerals, animals and animal skins.



Carl Peters

#### 4. Colonialists

A **colonialist** is a person who helps their country to take over control of another country.

A **colonial power** is a country which rules another country.

Oscar Bauman was the first European administrator in Rwanda, received by King Kigeli IV Rwabugiri on 4 May 1894.

#### 10.6 Rwanda's road to independence

A country is independent if it is not under the control of another country.

Rwanda was given to Germany by the Berlin Conference of 1884 -1885.

It was called Berlin Conference because it was held in Berlin the Capital City of Germany. The Berlin conference aimed at allowing all European countries to claim land in Africa. It was shared by the Germany chancellor Otto Von Bismark.



Otto Von Bismark

The European countries which attended the conference included Germany, Portugal, Belgium, France, Spain and Britain.

#### Resolution made in Berlin conference

- All European countries were allowed to claim land Africa.
- Once a country was colonise, it was not allowed to be claimed by another country.
- In case of extinction, all other European had to be informed.
- The colonial master had to stop slave trade in their colonies.

## Rwanda as a German territory (1897-1916)

Germany ruled Rwanda through the King (Umwami). This was called **indirect rule**. Local chiefs had to take orders from the European colonial administrators.

The signing of agreements between local chiefs and Karl Peters allowed the Germans and missionaries to enter Rwanda from Tanganyika from 1897 to 1898.

In 1914, World War I started between European nations. The African countries which had been colonized had to fight on the side of their colonizer's country.

### King Rudahigwa's reforms

Mutara III Charles Rudahigwa became the king of Rwanda in 1931. During his rule, he made many changes to the country.



King Mutara Rudahigwa Charles alongside the queen

### King Mutara Rudahigwa Charles

He stopped the **Ubuhake** and **Uburetwa** systems.

Ubuhake and Uburetwa are the names given to the social and economic systems among the Tutsi, and Hutu. Ubuhake meant someone working for a wealthy cow owner in exchange for being given a cow, and Uburetwa meant forced labour. This did not make the Belgians happy. They introduced the system of elected councils in 1952.

The Belgians divided Rwandans into Hutu, Twa and Tutsi citizens. Mutara knew this would increase divisions among the people of Rwanda.

In 1954, Mutara demanded independence from the Belgians. He wanted Rwanda to remain a monarchy.

He requested the Belgians to remove some one's tribe from identity cards so that Rwandans will be treated equally.

King Mutara III Rudahigwa died in July 1959 in Bujumbura, the capital of Burundi under highly suspicious circumstances. King Mutara III

Rudahigwa is considered as Rwandan hero after his selfless activist struggle to promote unity among Rwandans.

His half-brother, **Kigeli V Jean Baptiste Ndahindurwa** became the new king after his sudden death.

### Activity 10.5

1. Discuss the systems of Ubuhake and Uburetwa.
2. In which year did King Mutara III Rudahigwa Charles die?
3. Which king replaced Mutara III Rudahigwa Charles?

### The role of the political parties in the struggle for independence

In the early fifties, political parties emerged in Rwanda with the aim of helping to acquire independence for the country. The political parties were:

#### 1. Movement Social Muhutu (MSM)

The Hutu Social Movement was formed in 1957 by Grégoire Kayibanda. Kayibanda wrote the Hutu manifesto which focused on social economic development but was highly divisive and encouraged hatred among Rwandans.

#### 2. Association Pour la Promotion Sociale de la Masse (APROSOMA)

The party was formed by Joseph Gitera Habyarimana in 1957. The Association for the Social Promotion of the Masses (APROSOMA) was also divisive in nature. It focused on challenging the privileges initially reserved for certain Tutsi leaders, while at the same time claimed to seek independence for Rwanda.

#### 3. Union Nationale Rwandaise (UNAR)

The Rwandese National Union Party was formed in 1959 by King's supporters, they were mainly the Tutsi of UNAR, and was known to be a strong supporter of the monarchy. It was led by François Rukeba. He wanted immediate independence for Rwanda.

#### 4. Rassemblement Democratique Rwandais (RADER)

The Rwandese Democratic Union Party formed by the Chief Prosper Bwanakweri, in 1959. It was largely supported by the Tutsis. It was called the Tutsi Party, although it had many Hutu supporters.

#### 5. Mouvement Démocratique Républicain (MDR-PARMEHUTU)

This party was based on tribal views, aimed at inciting the Hutu population against the Tutsi. The Rwanda Democratic Movement was formed by members of the MSM in 1959 and was led by its founding member Gregory Kayibanda. It was equally divisive in nature and led to thousands of Rwandans to fleeing the country.

#### Reasons for the formation of political parties

Political parties were formed to:

- Open ways for independence.
- Contribute resources during the struggle for independence.
- Sponsor candidates during the struggle for independence.
- Provide leadership during the struggle for independence.

By November 1959, the political to struggle turned into political chaos among parties resulting in exile of the Tutsis to neighbouring countries.

### 10.7 Independence of Rwanda

An independent country is a country free from colonial rule. Rwanda gained Independence on 1 July 1962.

There were many internal and external factors which made Rwandans demand their independence:

Rwanda wanted her independence because:

- People were being mistreated and exploited by the Belgians.
- The Belgians were forcing them to grow cash crops for their home industries.
- Rwandans had developed patriotism.
- Educated Rwandan were able to rule their own country
- Rwandans had heard enough over exploitation by foreigners
- Rwandans who fought in the world wars no longer feared the colonialists
- African countries like Ghana had already got their independence and this encouraged Rwandans to demand theirs.

Rwanda gained independence on 1 July 1962 and Greogoire Kayibanda became the first President of the independent Republic of Rwanda.

#### Activity 10.6

1. Who was the first President of the Republic of Rwanda?
2. Which political parties led Rwanda to Independence?
3. When did Rwanda get her Independence?

### 10.8 The Government of Rwanda

A government is a group of people given the executive power to rule a country. A good government is important for promoting peace, unity and development.

#### Types of government in Rwanda

There are two systems of government in Rwanda:

##### Constitutional government

This is the type of government which operates under an authoritative document known as constitution

A constitution is a set of law which is used to govern a country. it helps to determine the nature, functions and limits of the government

##### Democratic government

This is the type of government in which people are allowed to elect of their leaders.

#### Organ of a government

There are three main organs of government

- i) Executive.
- ii) Legislature/Parliament.
- iii) Judiciary.

##### i) Executive

This the branch or organ of the government which implements laws.

It consists of the:

- President of the republic
- Prime Minister
- Cabinet Ministers
- Civil servants.

The Executive is headed by the President of the Republic.

## The President

- The president is the commander in chief of armed forces and also the chair person of the council of ministers.

## Functions of the Executive

The Executive performs the following functions.

- Implements laws.
- Collects and spends revenue.
- Protect people and their property.
- Implements government policies.
- Maintains law and order.

### Activity 10.7

1. What is a government?
2. Name the three organs of the government.
3. Who is the current president of the Republic of Rwanda?
4. Which ministry is responsible for
  - a) Education
  - b) Security
  - c) Infrastructure

### ii) The Legislature

The Legislature is the branch of the government that makes laws.

**The Legislature** is divided into two chambers:

- **The Upper Chamber** is called the **Senate** and is made up of 26 members.
- **The Lower Chamber** is called the **Chamber of Deputies** and is made up of 80 members.



The Rwandan parliament in session

## Functions of the Legislature

The Legislature performs the following functions.

- Makes laws
- Approves the National budget
- Checks the powers of the Executive
- Amends laws
- Keeps a check on how the government spends public money

### Activity 10.8

Who is the Speaker of Parliament?

### iii) Judiciary

The judiciary is the organ of government that interprets the law. It punishes lawbreakers. It is made up of lawyers, magistrates, prosecutors and judges. The highest court is the **Supreme Court** headed by the **Chief Justice**.

## Functions of the Judiciary

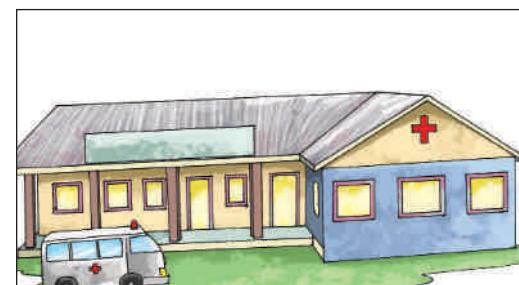
The judiciary performs the following functions.

- Interprets the law
- Punishes the lawbreakers
- Settles disputes and conflicts in courts of law
- Protects the rights of citizens

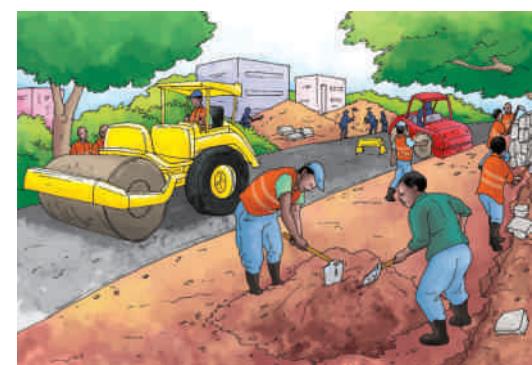
## Duties of the government

The government is responsible for providing different services to its people.

Look at the pictures below.



Hospital



Construction of roads

The following are some of the responsibilities and duties of the government.

- Ensure that the rule of law is respected.
- Protect the rights of citizens.
- Uphold the Constitution.
- Protect citizens and their property.
- Ensure peace and security.
- Promote social services.
- Pay civil servants.

### Activity 10.9

1. Discuss other duties of the government.
2. What can an individual be asked to contribute to the development of a country?

### 10.9 Revision exercises

1. Define colonialism.
2. Name the two European countries that colonized Rwanda.
3. Name the three groups of foreigners who came to Rwanda in the 19th century.
4. Give three reasons why missionaries came to Rwanda.
5. Give any two reasons why Rwandans resisted colonialism.
6. When did Rwanda get her Independence?
7. What is a government?
8. Match the following organs of the government with their duties.

<b>Organ of the government</b>	<b>Duty</b>
i) Executive	a) Interprets and enforces law
ii) Judiciary	b) Makes laws
iii) Legislature	c) Implement laws
9. Name the three positive effects of missionaries in Rwanda.
10. Give a reason why Rwanda, Tanzania and Burundi were taken away from Germany.
11. Identify two countries in Africa that were not colonised.
12. Who was the first European explorer to come to Rwanda?
13. Which king of Rwanda died in Bujumbura Burundi in 1896?
14. What do you understand by the following terms:
  - a) Colony
  - b) Protectorate.
15. Why is king Mutara III Rudahigwa still remembered in the history of Rwanda.

### End of year assessments

#### Sample test paper 1

1. How many provinces are there in Rwanda?
2. How many districts are there in Rwanda?
3. How many sectors are there in Rwanda?
4. Can you tell which provinces that boarder Kigali city province?
5. Draw a compass and name compass directions on it.
6. Which countries boarder Rwanda to the North, South, East and West?
7. Give five examples of human rights.
8. Name any three organisations that protect human rights in Rwanda.
9. Give any four consequences of disharmony in your province.
10. Write any four importance of keeping our province clean.
11. Give four examples of how we can keep personal hygiene.
12. Write any three symptoms of HIV/AIDS.
13. Give any three examples of sexually transmitted diseases.
14. Give any four symptoms of tuberculosis.
15. Give any three examples of National Symbols.
16. Give a reason why the Rwandan flag may be raised at half-mast.
17. What is a constitution?
18. What is a budget?
19. Why should we save money?
20. Write four examples of social services in your province.

#### Sample test paper 2

1. Give four examples of important places in your province.
2. What is environment?
3. Write three ways in which we can protect our environment.
4. What is climate?
5. Give four examples of weather instruments.
6. What are the causes of population growth?
7. What is population density?
8. Give four examples of means of transport.
9. Give four examples of means of communication.
10. a) Who colonised Rwanda?  
b) When did Rwanda get independence.
11. List five political parties that were in Rwanda before Independence.
12. Explain what a constitutional government is?
13. List three organs of the government of Rwanda
14. a) Give two chambers of the Legislature.  
b) How many members compose each chamber?
15. Give three examples of services that are given to the people by government.
16. a) What is the name of the highest court in the Republic of Rwanda?  
b) What is the title of a person that heads the highest court in Rwanda?

## Glossary

**Administration:** The management of any office , business or organization

**A forestation:** The planting of trees where they never exist

**Agro forestry:** The growing of trees together with crops

**Airfield:** A small ground set aside for the plane to land and take off

**Airport:** A place where planes land and take off

**Apologise:** To ask for forgiveness

**Bank:** A social service center that provide financial transaction and services to its customers.

**Basic needs:** The most essential goods or services to make us live well.

**Barometer:** A weather instrument used to measure air pressure.

**Border:** A line separating two political or geographical areas, especially countries.

**Bridge:** A structure carrying a road, across a river, road, railroad, or other obstacle.

**Climate:** The weather condition of an area recorded over a long period of time.

**Colony:** A country taken over and owned by another powerful country.

**Compass:** An instrument used to show direction.

**Communication:** The sending and receiving of messages.

**Community:** A group of people living and working together.

**Complementarity:** The act of working together to achieve a common goal.

**Conference:** A big meeting which discusses important issues.

**Currency:** Money which belong to a particular country.

**Deforestation:** Cutting down of trees in a large number.

**Democracy:** Power of the people for the people by the people.

**Destroy:** put an end to the existence of something by damaging or attacking it

**Disharmony:** A situation where two or more people are not in good terms.

**Disobey:** To not do what someone with authority tells you to do.

**Education:** The process or art of imparting knowledge, skill and judgement.

**Element:** A part of something especially one that is essential.

**Extreme:** Reaching a high or the highest degree.

**Environment:** Everything around us.

**Election:** The act or process of choosing someone for a public office by voting.

**Forest:** A group of trees.

**Gender:** The state of being male or female.

**Harmony:** A situation where people in the community are in good terms.

**HIV:** (Human Immunodeficiency virus ) this is the virus that causes AIDS.

**Honest:** Act of being truthful and sincere.

**Humidity:** The amount of water vapour in the atmosphere.

**Hygiene:** The act of being clean and living in a clean place.

**Income:** Total amount of money earn by a person or a family.

**Injustice:** Anything unfair that is done against a person.

**Immunity:** The ability of an organism to resist a particular infection by the action of specific antibodies or sensitized white blood cells.

**Inheritance:** Things pass on from parents to children.

**Judiciary:** The branch of government given the authority to interpret and apply the law, adjudicate legal disputes.

**Justice:** Fairness in protection of rights and punishment of wrongs.

**Luxurious needs:** Needs which are not very essential to life but help to improve the quality of living.

**Market:** Is where buying and selling take place.

**Medical center:** A place medical services is provided.

**Missionary:** A person who move from the country to other areas to spread and convert people to the religion.

**Nation:** A large group of people united by common descent, history, culture, or language living in a particular country or territory.

**Needs:** Something required to make us live well and comfortable.

**North:** The main cardinal point of a compass opposite to south .

**Organization:** A group of people who work together in an organized way for a shared purpose.

**Over grazing:** When animals feeds on all the vegetation cover leaving the soil uncovered.

**Over population:** This is when the number of people living in an area is more than the available resources .

**Peace:** Freedom from disturbance; quiet and tranquility.

**Pollution:** Adding of harmful substance into the environment.

**Population:** The number of people living in an area.

**Poor :** Lacking sufficient money to live at a standard considered comfortable or normal in a society.

**Private:** Something belonging to or for the use of one particular person or group of people only.

**Reforms:** To make changes in something in order to improve it.

**Resource:** Anything that can be used to satisfy our needs.

**Social services:** Services provided for the benefit of the community, such as education, medical care, and housing.

**Soil erosion:** The carrying away of top soil by agents.

**South:** The cardinal point of a compass opposite to north.

**Trade:** The buying and selling of goods and services.

**Transport:** The physical movement of people and their goods from one place to another.

**Unity:** Togetherness of people, groups and countries

**Vaccinate:** Treat with a vaccine to produce immunity against a disease.

**Vaccine:** Is a biological preparation that provides active acquired immunity to a particular disease.

**Weather:** The state of atmosphere in a short period of time.

**Wind vane:** An instrument used to show the direction of wind.