LEADERSHIP STYLES AND DEVELOPMENT OF RWANDA’S EDUCATION SECTOR IN
THE PRE AND POST TUTSI GENOCIDE OF 19994

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ABSTRACT

This study mainly focuses on the youth of Rwanda, who are regarded as the future leaders. The study will indicate the impact of leadership styles on the development of a country’s economy, especially the effects of leadership in both periods of pre and post genocide of the Tutsi of 1994. The participants were all purposively selected. Data was collected using interviews and structured questionnaires.

The study generally shows that there is a significant difference in the educational development between pre and post Tutsi genocide of 1994 epoch.

During pre genocide of 1994 period, access to education, and employment of graduates were based on ethnicity, regionalism and discrimination, ultimately created an elite class that hindered development.
Transformational and Visionary leadership styles employed by the Rwandan government in the post Tutsi genocide, have not only culminated into educational development but also the reconstruction of the economic and social fabric of the country.

**Key words:** Transformational Leadership, Genocide, Education Sector, Refugees, Structure, Youth, Development.

1. **Introduction to Study Focus**

The main purpose of this study is three fold:

(i) To examine the developmental trend in the educational sector in pre and post genocide of the Tutsi of 1994 period.
(ii) To examine the leadership styles of post genocide of 1994 and their effects on the Rwandan educational sector development.
(iii) To examine the leadership strategies and their impact on education development in Rwanda during the post genocide period.

From the attainment of independence to 1994, the development of the education sector in Rwanda was not only slow but also characterized by regional discrimination and inequality. For instance, between 1967 and 1970, discrimination was in favor of the southern region where the then Gikongoro Prefecture dominated the school intake and population. In 1973, it was the turn of Gitarama Prefecture. Similarly, between 1976 and 1990, more schools were established in the Northern region and access to Secondary School education in this region was greater than other regions in the country (Rwanda Development Gateway, 2003).

This kind of regional variations and inequality in education development was primarily influenced by the home district of the prevailing Minister of Education at the time, in other words, the home prefecture of the prevailing Minister of Education would be favored.

However, currently there is a remarkable and fundamental socio-economic change in Rwanda since 1994 to present compared to the period from 1962 to 1994. Education services are extended equally to all irrespective of region and selection is based on meritocracy. This has made tremendous improvement of the education sector (World Bank CSR, 2011).
This existing gap or the problem is what has triggered off this study.

2. Literature Review:
According to Homrig (2001), transformational leaders increase the awareness of what is right, good, important, and beautiful, when they help to elevate followers’ needs for achievement and self-actualization, when they foster in followers higher moral maturity, and when they move followers to go beyond their self-interests for the good of their group, organization, or society. The truly transformational leader who is seeking the greatest good for the greatest number and is concerned about doing what is right and honest is likely to avoid stretching the truth or going beyond the evidence for he/she wants to set an example to followers about the value of valid and accurate communication in followers.
Whereas Whetstone (2002), and Whittington (2004) have noted a distinction in the moral nature of leadership. Burns (1978) initially described transformational leadership as “moral in that it raises the level of human conduct and ethical aspiration of both leader and led”. Burns (1978) clarified the transformational leader as a moral and value-centered agent who engages the full person of the follower and changes followers’ self-interest into collective interests through transforming followers’ independent values into interdependent higher-order collective values. Later, Bass (1985) offered that transformational leaders could be moral or immoral depending on their values and included tyrannical leaders in the list leaders proposed as transformational. Bass’ statement seemed to be contrary and opposed Burns’ definition. This divergence induced rebuttal from Graham (1991), Stephens et al. (1995), Whetstone (2002), and Whittington (2004).

3. Rwanda’s Ministry of Education Mission for Transformational Leadership:
The mission of Ministry of Education is: to transform the Rwandan citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promotion of science and technology, critical thinking and positive values. It is believed that achieving this mission will surely contribute to the overall goal of the Government of Rwanda of reducing poverty and improving the well-being of the Rwandan population (Vision 2020 and EDPRS).
4. RWANDA EDUCATION STRUCTURE

The structure of education has been the subject of many reforms but the original conception of the system has not changed. Compulsory education lasts 9 years from age 7 to age 15, it covers primary and lower secondary education and is commonly known as “nine years basic education” (9YBE). Later it was expanded to “12 year basic education” (12YBE) covering upper Secondary as well (Senior 4 to 6) going up to age 18.

The structure of the education system in Rwanda is as follows:

4.1 **Pre-primary Education** is organized in nursery schools for a period of three years for children between the ages of 3 and 6. This level of education aims to encourage the socialization of children and stimulate their senses by allowing them to live and play with other children and to practice numerous physical, rhythmic and manual activities.

4.2 **Primary Education** lasts six years; the official age school at this level is from 7 years to 12 years. The objective of primary education is to ensure that all children receive civic, intellectual and physical education. At this stage, the child is prepared for secondary studies. Primary education ends with a national examination which yields eligibility for Lower Secondary education studies.

4.3 **Secondary Education** lasts six years; the official age for this level is from 13 years to 18 years. It is composed by **lower secondary** (the first three years) and **upper secondary** (the second three years) both end with a national examination which respectively yields eligibility for upper secondary and all higher education studies. At upper secondary students enter in to different fields of study such as sciences, humanities, languages, teacher training and technical studies.
4.4 Technical and Vocational Education and Training (TVET) provides young people and the unemployed with the skills to gain productive employment and also provides those already in employment with an opportunity to upgrade their skills, including entrepreneurs and those wishing to work for themselves.

4.5 Tertiary Education, the duration of higher learning Education varies between 3 and 6 years according to the institution and the field of study, the awarded degree are Bachelor’s Degree, Engineering Degree, doctorate in Medicine and Master’s degree.

In the years immediately following the genocide of Tutsi of 1994, Rwanda focused on filling the most urgent and obvious gaps to ensure better access to schools. Such efforts have produced tangible improvements in key education indicators, including primary gross enrollment rates in the excess of 150 percent and relative gender parity across all levels. World Bank CSR, (2011)

Currently, Rwanda has entered a new phase in its development. However, the challenge is to produce a population that is economically and socially secure so that they can tackle the next set of challenges on the national development agenda. Education will continue to play a significant role, as reflected in the sector’s mission statement.

The government’s concern is to embark on an appropriate and fiscally sustainable course for the sector’s long term development and to tackle the challenges in the education sector.
5. THE CONCEPTUAL-FRAMEWORK BETWEEN LEADERSHIP STYLES AND THE EDUCATIONAL DEVELOPMENT IN RWANDA.

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<tr>
<th>Independent variable</th>
<th>Dependent variable</th>
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<tr>
<td><strong>LEADERSHIP STYLES</strong></td>
<td><strong>EDUCATIONAL DEVELOPMENT</strong></td>
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<tr>
<td>1. Transformational</td>
<td>• Access to education</td>
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<tr>
<td>Traits: - Inspirational</td>
<td>• Affordability</td>
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<td>- Redesigns perception, beliefs, attitudes, norms</td>
<td>• Physical infrastructures</td>
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<td>- Challenges conventional wisdom</td>
<td>• Quality education</td>
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<td>2. Transactional</td>
<td>• Quality graduates</td>
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<td>Traits: - Centered on exchange</td>
<td>• Gender equity</td>
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<td>- Short term goals</td>
<td>• Relevant to labour demand</td>
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<td>- Performance based rewards</td>
<td>• Girls education</td>
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<td>3. Visionary</td>
<td>• Early childhood education</td>
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<td>Traits: - Capacity to win</td>
<td>• Inclusive education</td>
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<td>- Assertiveness</td>
<td>• Special education</td>
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<td>- Charisma</td>
<td>• Technical and vocational training</td>
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<td>- Ascendance</td>
<td>• Graduates empowered with job creation skills</td>
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<td><strong>Common leadership traits</strong></td>
<td>• Increased quantity of graduates</td>
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<tr>
<td>- Passion for achievement</td>
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<td>- Sense of Drive and zeal</td>
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<td>- Intelligence</td>
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<td>- Ability to communicate</td>
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<td>- Formal and personal Power</td>
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<td>- Inspire self-esteem</td>
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<th>Intervening variables</th>
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<tr>
<td>• Vision of development</td>
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<td>• Political stability</td>
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<td>• Population growth control</td>
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<td>• Appropriate and reliable infrastructure</td>
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<td>• Decentralized good governance with accountability</td>
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<td>• Conducive environment</td>
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This literature review has focused on defining leadership, identifying different leadership styles and the development issues in Rwanda. The researcher has explored various leadership theories, styles and traits. The researcher also explored the development of the education sector following the 1962 independence and educational reconstruction after the 1994 Tutsi genocide. A researcher generated conceptual model/framework above has also been designed depict the relationship between leadership styles as independent variables and educational development as the dependent variable with clearly defined intervening variables.

The literature review has shown that there is hardly any evidence of the effect of leadership styles on the development of the educational sector in Rwanda. The literature review has pointed to some evidence from Singapore where the leadership has focused on education and training as the hinge of economic development with effective strategies to achieve this. Obura (2003) attempted to analyze the historical trends of development in Rwanda but with a general focus on educational development and not in relation to the leadership styles.

Aurellien Agbenonci, the United Nation’s (UN) Resident Coordinator & United Nations Development Programme (UNDP) Resident Representative 2008-2012, in his introductory remarks of the United Nations Rwanda, Delivering as One, Annual Report, (2011) is quoted saying that:

“Over the last five years, we have witnessed remarkable progress towards achieving national development and poverty reduction in Rwanda as evident from the findings of the recent Integrated Household Living Conditions Survey (EICV 3) and Demographic and Health Survey (DHS 4). The significant reduction in poverty, infant, child and maternal mortality is a testimony to the visionary and determined leadership and commitment of the Government coupled with citizens’ ownership and Rwanda’s dynamic and innovative approach to national development and poverty reduction. Rwanda has achieved and is on track to achieve most of the targets of the Millennium Development Goals. With the dedication and commitment already shown by the Government and the people of Rwanda, I am confident that Rwanda can make even greater progress in meeting the goals of its Vision 2020” (United Nations Rwanda, Delivering as One, Annual Report, 2011).

Rwanda as a nation was still bleeding from the heart-rending pogroms of the genocide visited upon her people by another section of her people. Scenes of dismembered bodies, skeletons
picked clean by dogs and vultures were common threatening phenomena throughout Rwanda. The bereaved, the sick, the displaced, the refugees, as stateless nation, devoid of any pillar that is required for a functioning nation and Rwanda had none. But look all around you today! 18 years later Rwanda has become a model nation in the world. Rwanda is a country that personalities hope, demonstrating that with a population committed to reconstruction, a visionary leadership with an unwavering stead and focus, a long leap with a good reap can be attained. Other than rebuilding all the organs of state, structures that have ensured the delivery of services, the RPF-led government has come up with a plethora of innovations that have quite ensured eloquent results. Some of these superlative innovations have delivered results that even time and money could not buy. Look at the Gacaca traditional courts that have tried over 2 million cases in 10 years, compared to International Committee for Tribunal of Rwanda (ICTR) that has tried less than 100 with billions of dollars (HOBE Magazine, 2012).

Unity and reconciliation have been tackled using multi faceted approaches—Ingando, community services, Itorero, Gacaca courts, Umuganda, Girinka, among others, which, by extension tackle other societal needs such as food security and eliminating poverty. Social services provision is no longer a privilege to the few as was the case prior to 1994 Liberation. The government provides for all; education, health, security—all people get services. The onus today is upon every Rwandan to use the environment and enablers provided to turn his life and community into progressive not simply survival bearing. This government has taken liberation beyond the battlefields; it has taken liberation to our minds, our gardens, our businesses, our day-to-day lives. We should therefore all heed and help ourselves as the government has played its role (Ibid).

During the 50th anniversary of Rwanda’s Independence celebrations, 1st July 2012, His Excellency Paul Kagame, the President of the Republic of Rwanda while addressing the gathering at the National Stadium said that;

“In this century, some have dubbed the African Century offers us immense opportunities and prospects that Rwanda and the Continent should seize and build on. For over a century, including the last 50 years of independence, Africa lost immense opportunities largely due to unbalanced relationships within the global community that were often predatory and even abusive in nature. These relations, built on injustice and prejudice, were possible because some among our citizens,
and even leaders, accepted and accommodated such bad practices, and in so-doing, betrayed and undermined what should have been our independence. Some of these weaknesses are within our means to correct. But we will only succeed if we are brave and honest enough to accept responsibility for our actions and reject the convenient attitude of playing the victim and blaming others.

We are also conscious that along the way, external factors have adversely interfered in Africa’s governance, often supporting lack of accountability in governance and hence promoting illegitimate interests. We for too long, surrendered to transform our countries to various non-state actors that have no clear lines of accountability except to themselves – which resulted in their stranglehold on countries. This is simply unsustainable and we should seize this moment as a true turning point. The situation calls for more collaboration, inclusiveness, and treating one another fairly” (The New Times, 2012, pg 6).

6. Study Methodology:
The study employed exploratory and descriptive study approaches and it was carried out in all the 30 districts of Rwanda. The target population was composed of 53 participants: all district educational officers, Ministry of Education senior officials and education sector donor agencies, legal representatives of faith based institutions and teachers that served in both regimes of pre and post Tutsi genocide of 1994. The participants were all purposively selected. Data was collected using interviews and structured questionnaires.

This study basically used a self-administered questionnaire for interviews with district education officers and legal representatives of the faith-based institutions and teachers. The semi-structured interviews were conducted with Ministry of Education senior officials and donor agencies to the education sector. The study questionnaire, with pre-formulated written set of questions was used during the survey with district education officers (DEOs) and legal representatives of the faith-based institutions and teachers who enabled the researcher to obtain quantitative data on the effect of leadership style and traits on the development of the education sector (see appendices 2A and 2B). The questionnaires were distributed to all the 30 district education officers and legal representatives of the faith-based institutions and teachers. The DEOs have bi-monthly meetings with the Minister of Education at the head office in Kigali and this eased the process of distribution of the questionnaires, for they received them when they attended one of these meetings.
Semi-structured interviews which are researcher controlled, began with a set of themes rather than questions with the option of asking further questions for clarification or explanation to responses given by respondents was used for data collection. These were conducted face to face with the Senior officials of the Ministry of Education, development partners and teachers that have served in pre and post genocide of the Tutsi of 1994. (Cohen, Manion and Morrison, 2007; Bryman, 2001). In addition, various documents were consulted for secondary data including among others archival materials in libraries, website data and official memos and reports.

7. Findings:
The study generally shows that there is a significant difference in the educational development between pre and post Tutsi genocide of 1994 epoch. During pre genocide of 1994 period, access to education, and employment of graduates among others were based on ethnicity, regionalism and discrimination, which ultimately created an elite class that hindered development. Transformational and Visionary leadership styles employed by the Rwandan government in the post Tutsi genocide of 1994, have not only culminated into educational development but also the reconstruction of the economic and social fabric of the country.
The views of the respondents on the development of the education sector in Rwanda were sought. The issues considered were: Performance of the Education sector during pre and post Tutsi genocide of 1994; and educational development indicators before and after genocide. As far as current development of education is concerned, 64.2% of the respondents indicated that it is good, 11.3% said it is excellent while 24.5 % rated it as fair. On the whole, the current development of education in Rwanda was reported to be good. This can be attributed to the educational programs and policies which have been enforced by the transformational and visionary leadership style. Among others, strategies and policies such as; Technical and Vocational Education Training (TVET) Policy, Special needs education policy, Higher Education Policy, Girls education policy, ICT in education policy, and Teacher Development and Management Policy and most recently the Education Innovation Fund that gives grants to a tune of between GB pounds 50,000 and 800,000 to whoever comes with an innovative idea on improving quality education in Rwanda in areas of accountability and empowerment, inclusive education, climate change and environment, effective teaching and learning, skills development,
and finally use of appropriate technologies in education, all these have greatly contributed to the significant improvement in the education sector.

The prime objective of this study therefore, was to examine the developmental trend in the educational sector in pre and post Tutsi genocide of 1994 period, that is, 1990-1994 and 1995-2011 respectively.

Findings show that before the 1994 genocide, accessibility to education was generally very low compared to the post genocide of the Tutsi of 1994 era. From 1990-1994 as seen from table 8, there were 1,174,448 primary school pupils, 36,815 secondary school students, and 3,728 students in Higher Learning Institutions (HLIs). In the post genocide period, the number dramatically increased. For instance, from 1995-1999, Primary school pupils were 1,288,617, Secondary school students were 105,262 and 3,045 students in HLIs.

In terms of sex composition, at primary school level, the number of girls increased from 475,798 in 1994 to 1,190,941 in 2011 with percentage increase of (150%) while that of boys increased from 466,931 in 1994 to 1,150,205 in 2011, making a percentage increase of (146%). Likewise, the number of schools has equally increased significantly from 1,882 in 1994 to 2,543 in 2011 with the percentage increase of (35.1%). For secondary education, the number of students increased from 26,233 for males, 23,877 for females (52.3% males and 47.7% females) in 1994/1995 to 235,750 for males and 250,687 for females in 2011 (48.5% males and 51.5% females) respectively, while in HLIs 41,875 male and 31,799 females accessed HLIs in 2011 compared to 1,969 males and 1,292 females in 1994. By 2011, Rwanda had 32 HLIs with a total of 73,674 students, compared to 3,216 students in 7 HLIs in 1994. This is a hyper increase of enrollment which is attributed to transformational and visionary leadership as noted from the research findings.

**8. Recommendations:**
Regardless of the tremendous improvement in access to education over a short period of time, quality of education remains a challenge. This study is particularly important to the Government of Rwanda, particularly the Ministry of Education in the sense that it will provide data that could be used as the basis for the development of long-term resource strategy and solutions for the education sector and to devise ways of improving the quality of education in Rwanda. In addition, the study will also help the youth who are the future leaders of Rwanda, to understand the effect of Leadership styles on the development of educational sector.
Highly recommended also is the need of professional career guidance right from the foundation levels of education, involving the parents and teachers, as a continuous process of identifying children’s talents and therefore orient them, is an essential recipe for the paradigm shift from advocating for paper qualification mentality to development of talents and job creation skills.

9. Conclusion:
This study is significant mainly for the youth of Rwanda, who are regarded as the future leaders. The study will inform them on the impact of leadership styles on the development of a country’s economy, especially when they compare the effects of leadership in both periods of pre and post genocide of the Tutsi of 1994. The study will also inform policy decision makers on appropriate strategies for the education sector development, especially in addressing the challenges identified from the research findings and also consider the researcher’s proposed recommendations.

Based on the respondents, it is evident that, the current Rwanda Government Leadership styles/strategies adopted during the post Tutsi genocide of 1994 are transformational and visionary unlike the pre genocide period which was characterized by discrimination, nepotism and dictatorship. Leadership plans, such as good governance, good regional and international relations and performance based rewards among others in juxtaposition with strategies and/or policies like 9/12YBE, ESSP, HESLD, EDPRS, Girls education policy, to mention but a few, have intrinsically led to the improvement of the education sector and ultimately or consequently result into development.

By and large, the post genocide leadership styles as affirmed by the research findings has travelled a milestone further of inculcating in the youth, national and social cultural values of patriotism and leadership through civic education done during the political schools programmes popularly known as Itorero. This emphasizes further the transformation of Rwandan society into a society with values geared towards development based on a vision, hence transformation and visionary leadership.

In conclusion, therefore, the Ministry of Education should seriously focus on improving quality of education at all levels. This should be done by mainly considering; increasing the number of qualified teachers, increasing teachers English language competency as a medium of instruction, decreasing teacher-pupil ratio caused by the successful strategies of increasing access to
education as per MDGs requirement, providing more teaching and learning materials, and revising the curriculum to fit the labour market demands. The good news is that, plans are underway in the Ministry of Education to tackle most of these challenges but this research study informs the Ministry further the urgency based on the findings, hence recommendations to hasten the process.

10. REFERENCES:


