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## **Editorial**

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In the line with its mission, Kigali Independent University ULK is committed to teach, educate, research and serve the community. This current issue compiles three scientific articles tackling national and regional issues with an aim to strategize potential schemes of solution.

Prof. Jeyakumar and Prof Hilda Vasanthakaalam studied sectorial contribution towards the economic growth of Rwanda . According to the researchers, the most accurate method of measuring development is the Human Development Index which takes into account the literacy rates and life expectancy which affects productivity and could lead to economic growth. This research attempts to review the economic growth and performance of Rwandan sectors and to provide some strategic concepts for the economic development of the nation.

Lecturer SETUZA RUKUNDO Friend supports the fact that human resource is the most important asset to every organization possesses because people limit or enhance the strength and weaknesses of an organization. His article establishes the “effects of recruitment procedures on employees’ performance in Universite Laique Adventiste de Kigali, Kigali- Rwanda”.

Along their joint paper Prof Jeyakumar Rufus and Harerimana Kinanira Jean Bosco carried a research to understand tourism development and its impacts in a tourist place. Rwanda, “the land

of thousand hills” is one of the most incredibly beautiful places of the African continent. They note that the case study of Tourism in Nyungwe forest proves the fact that the Rwandan tourism is one of the most fast developing industries of Rwanda

In his article, MUGISHO Ndabuli Théophile depicts the relevance of teaching Peace Education in the universities of the Great Lakes Region. Due to warfare in the region, the people and the natural environment have been awfully damaged, communities became enemies and the social stratum was detached. The author suggests that teaching Peace Education can elicit a positive change in students mindset from daily life to social and business life.

**Dr. SEKIBIBI Ezechiel**

**Rector**

# **Sectoral Contribution Towards the Economic Growth of Rwanda**

**By**

**Rufus Jeyakumar<sup>1</sup> and Hilda Vasanthakaalam<sup>2</sup>**

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**Abstract**

In this article the authors have studied the progress and growth trend of primary and selected secondary sectors. Secondary data was used for the study. Trend line was used to depict the situation of educational sector of Rwanda and also for the growth of farmer cooperative both for agriculture and livestock. Pertinent strategic policy is suggested for each sector. Analysis of the obtained data indicated that the primary sector of the nation is largely linked with its secondary sector. The growth of education sector is commendable. Just as the tourism sector, energy sector is inevitable for the growth and sustenance of other sectors.

**Keywords:** economic growth; primary sector; service sector; education sector; health sector; Rwanda



## **INTRODUCTION**

Economic development is a broad term. It is the qualitative measure in the progress of an economy. Amartya Sen, the Nobel Economist sees development as being concerned with improving the freedoms and capabilities of the disadvantaged, thereby enhancing the overall quality of life. Sen pursues the idea that development provides an opportunity to people to free themselves from the suffering caused by: early mortality, persecution, starvation and illiteracy. It is an increase in living standards, improvement in self-esteem needs and freedom from oppression as well as a greater choice (Todaro and Smith, 2011). However, the most accurate method of measuring development is the Human Development Index which takes into account the literacy rates and life expectancy which affects productivity and could lead to economic growth. It also leads to the creation of more opportunities in the sectors of education, healthcare, employment and the conservation of the environment. It implies an increase in the per capita income of every citizen. It usually refers to the adoption of new technologies, transition from agriculture-based economy to industry-based economy, and general improvement in living standards of the population in a country or region.

Economic growth and development are major goals of Industrially Advanced countries (IACs) and Least Developed countries (LDCs). People from all over the world strive for a higher quality of life for their generation and future generations. Economic Development is associated with shift in the sectoral allocation of the workforce which in turn is related to shifts in the production structure. It is generally observed that the development is accompanied by a progressive diversification of employment structure, reflected in a fall in the share of the primary sector and rise in the secondary and tertiary occupations.

Rwanda, a small country of 10,000 square miles has the highest population density in sub-Saharan Africa. According to the UN about 86 % of the population manage to survive on traditional agriculture. It has a GDP estimated at US\$7.103 billion (2012) and a per capita Gross National Income (GNI) of approximately US\$ 560/. Terrill (2012) observes that economic growth between 2006 and 2011 reduced Rwanda's 11 million people living in poverty from 57 to 45 %. One of the vital pillars on which Rwanda wishes to stand is on service sector; as it shifts its focus to having a knowledge based economy.

Real gross domestic product (GDP) growth remained strong in 2012, largely driven by the service and industry sectors. Agriculture grew by a moderate 3.0% during the first three quarters of 2012 due to unfavourable weather conditions. Rwanda's real GDP was on the right track to grow by a robust 7.7% in 2012, driven by services and industry. However, its growth was projected to slow down in 2013 and 2014, due to the suspension of foreign aid, tight fiscal and monetary policies and weak global demand. The protracted suspension of aid could reverse the country's socio-economic progress.

The government has taken immense efforts to diversify the economy. It is still greatly dependent on natural resources and commodities. Agriculture remains the largest source of employment, providing jobs to 73% of the workforce, yet only accounts for 36% of output. Commodities make up 77% of Rwanda's exports. Although their contribution to GDP remains marginal, minerals such as, cassiterite, coltan – columbite-tantalite – and tungsten accounted for 28% of total export earnings in 2012, the remainder being primarily agricultural commodities. Poverty remains a continuous challenge; where 82.4% of the population was living on less than US\$ 2 a day. However, the incidence of poverty is higher in the rural areas (48.7%).

Human development continues to improve strongly, particularly school enrolment, parity in boys' and girls' education, as well as child and maternal health. The infant mortality continued to decrease from 2000 (107) to 2010 (27) indicating that Millennium Development Goal (MDG) has been achieved (NSRI, 2012), and Rwanda is set to meet the targets for universal primary education, gender equality and under-five mortality. Poverty and income inequality have also moved away. In spite of all these challenges, Rwanda has made a modest growth in several sectors of the country that can be analysed in the following paragraphs. The objective of this paper, therefore, was to review the economic growth and performance of Rwandan sectors and to provide some strategic concepts for the economic development of the nation.

#### **ANALYTICAL FRAMEWORK:**

The focal point of analysis of this paper was to find the real growth of the service sector. Secondly it aims to analyze the relationship between the primary and secondary sector and their contribution towards economic growth of Rwanda. The framework is based on related information's gathered pertaining to the time frame from 2000 - 2011.

#### **METHODOLOGY**

The analysis was based on secondary data from different government sectors. A schedule was designed to elicit the required data pertaining to the study that relied on statistical information in the selected sectors. In the service sector, in the field of higher education, the trend in the data was reviewed from 1997 to 2011. In this study both descriptive and quantitative tools were used for analysis.

## **GROWTH OF PRIMARY SECTOR IN RWANDA:**

Agriculture in Rwanda constitutes the main economic activity for the rural households (especially women) and remains their main source of income. Today, the agricultural population is estimated to be **73% of the total population**. The sector meets **90% of the national food needs** and generates more than **70% of the country's export revenues**. Agriculture in Rwanda is susceptible to the variations in the climate, due to the absence of sufficient irrigation and water storage systems. The agriculture sector accounted for 43.1% of the total real domestic product in 2005. Agriculture remains the backbone and the most important sector of the nation's economy. The total arable land is 2,294.34 hectares. It provides the primary subsistence livelihood for 90% of the population of 9.2 million. However this sector has undergone minimal structural transformation over the years resulting in low productivity. In 2006, the agricultural output was expected to maintain its robust growth rate. This was particularly due to the fact ample rainfall was expected in Rwanda. However, from 2007 to 2011 the production of total crops increased steadily from 2005 to 2011. The principle of invincibility of nature (law of variable proportion) is operated and experienced in Rwandan agriculture.

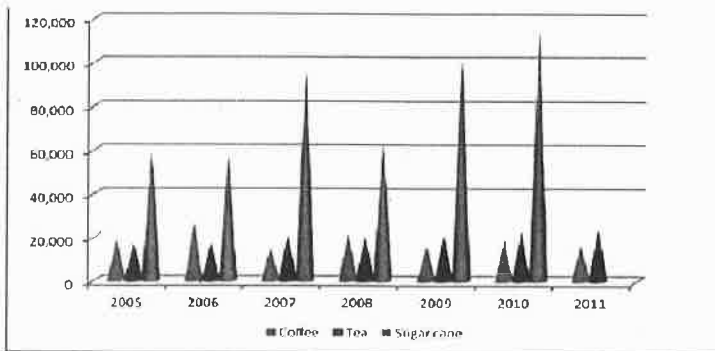
Reports from Animal Resource Extension of RAB indicated that the population of livestock, such as cattle, sheep, goats, pig, rabbits and poultry, increased from 2005 to 2011. A tremendous increase of seventeen fold was observed in rabbits while double fold increase was observed in poultry production. The different animal products obtained during the period 2006 to 2011 are provided in the following table 1 below:

**Table 1: Production of Animal Products from 2006 to 2011**

Product	2006	2007	2008	2009	2010	2011
Milk	152,511	189,827	257,480	334,727	401,672	442,337
Meat	52,226	54,780	69,637	65,863	79,035	73,633
Fish	9,267	9,655	12,594	14,104	16,924	15,526
Eggs	1,536	1,620	2,327	3,268	3,921	5,736
Honey	1,676	1,084	1,654	2,684	3,221	3,221
Hides and skin	3,183	4,137	4,496	4,098	5,327	4,017

**Source:** RAB/ Animal Resource Extension

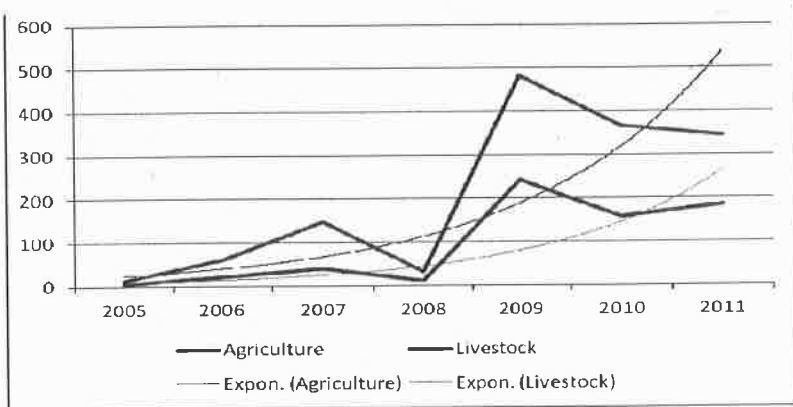
While industrial production is increasing, the rate of food production is low; and there is a limit to its increase due to the limited availability of land. Some widely consumed foods viz., fish, banana etc., are imported from the neighbouring countries. Production of cash crops fluctuated (Fig 1) during the last five year especially the coffee production reduced from 19,319 tons in 2010 to 16,372 tons in 2011 and an increase occurred in tea production from 22,248 tons in 2010 to 24,066 tons to 2011. In 2010 sugarcane cultivation increased when compared to the former years. However, data was not available for 2011. Average market prices for rice and beans were respectively 652 Frw to 306 Frw in 2011 from 306 Frw and 180 Frw respectively in 2005.



**Source:** NAEB and KSW

**Fig 1: Major Cash crop production from 2005 to 2011**

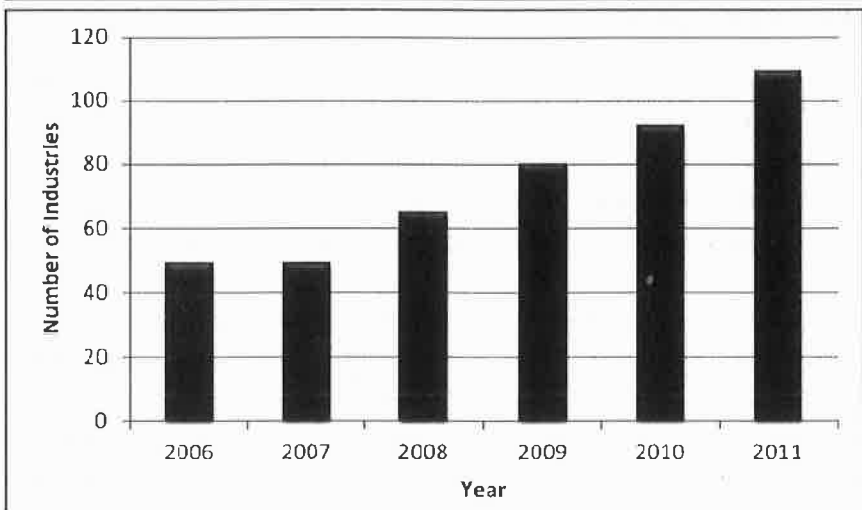
Several vital steps were taken by the Ministry of Agriculture to increase crop production. They included Land Consolidation Policy (LCP), Crop Intensification Program (CIP) and formation of farmer cooperatives. The activities of several NGO's to strengthen the government's efforts such as the Purchase for Progress (P4P) of the World Food Program (WFP) caused the farmers to actively participate. This also enhanced the quality of the grains harvested. The growth of farmer cooperatives, both agriculture and livestock, during the period 2005 to 2011 is provided in Fig 2.



**SOURCE:** Rwanda Cooperatives Agency

**Fig 2: The growth of agriculture and livestock farmer cooperatives with exponential trend line**

The growth of the agro – processing industries has steadily increased as indicated in figure 3; apart from the large food industries like Azam, Inyange, MINIMEX, there are also small and medium scale industries in the country that are thriving well. Within the manufacturing sectors, food processing industry contributes 19.1% towards national accounts (NISR, 2012).



**Source:** Rwanda Industrial survey (2011)

**Fig 3: Growth of the agro – processing industries**

Some of the strategies adopted by the sectors to provide impetus included:

- Improved agricultural input supply systems.
- Strengthening of agro-processing/food processing to improve demand for agricultural commodities.
- Investment in the facilities for specialized storage and transportation requirements for diversified agricultural product outputs.
- Strengthening of research and extension system.
- To augment terracing and contour cultivation.
- Better fertilization techniques in agriculture in rural areas.
- Maximize rainwater harvesting.

## **SERVICE SECTOR:**

The portion of the economy that produces intangible goods is called service sector. Fisher A. G. B. was an early contributor to the modern economic development in 1939 and introduced the concept of primary, secondary and tertiary occupations. The phrase "service" by no means implies that these are necessarily services to the final consumer. The portion of the economy that produces intangible goods is called service sector. A substantial part of the output of the services such as goods, education, transportation, maintenance of commercial buildings, provision of business, tourism, telephone services etc., are rendered at early or intermediate stages of production. Even services such as passenger transport and hotel services, which appears at first sight to be services to the final consumer, may be in effect be services rendered to business (Clark, 1960).

As Kindelberger (1958) observed, "Productivity in tertiary industry is not stationary. Many tertiary occupations are labour intensive, with a given state of arts; and with only small amount of capital, limits of productivity of labour are quickly reached." The following are some of the service sectors that are worth mentioning in this analysis.

### **Tourism sector in Rwanda:**

Tourism is one of the fastest growing industries in the present world. Tourism has been defined by various people under various perspectives. Tourism is not a single activity but an outcome of a group of activities that satisfy the individuals within limitation of the levels. Tourism as an industry generates economic revenue. Rwanda has a lot of tourism potentials. Tourism sector is making progress through ORTPN, five star hotel like Serena,



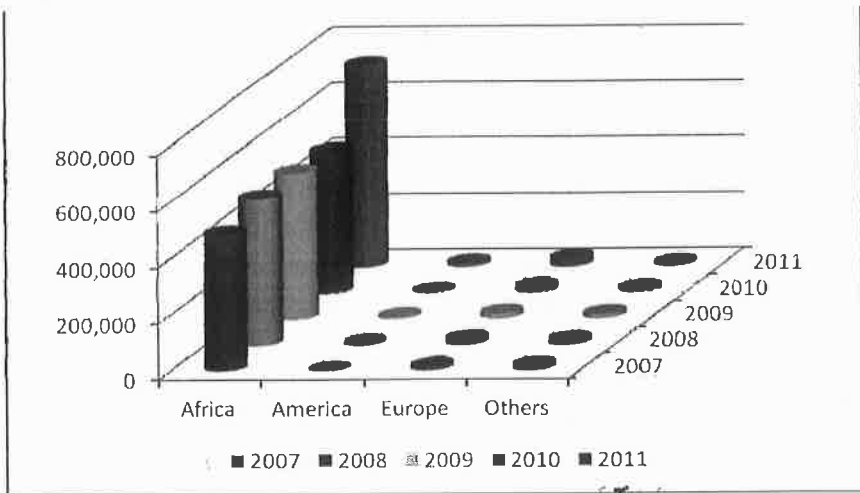
Kivu Sun, Mille Collins, Akagera Hotels, RTI, RTUC that are key organizations for the development of Tourism in Rwanda. At ITB 2007, Rwanda was named “Best African Exhibitor” (MINICOM, 2007). Analysis of visitor profile to the country indicated that 85 % of visitors in 2011 used land as the mode of transport, 85% of visitor arrivals in Rwanda were from Africa and 48% tourists in Rwanda visited Volcanoes National Park and only 23 % of all tourists are Rwandans.

### **Six Governing Principles of Tourism Development in Rwanda**

**(RDB, 2008):** The six overarching principles will underlie tourism development in Rwanda:

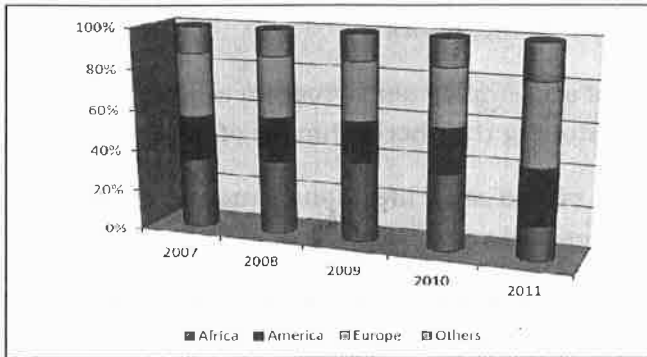
- *Quality experiences based on target visitors’ needs*—Rwanda has unique assets such as the mountain gorillas, its distinctive culture and its unique heritage. These natural endowments and assets are not enough to develop a vibrant and competitive industry. Rwanda will also need to create unique and high quality experiences customized to the needs of its targeted visitors.
- *Broad based partnership*—Rwanda recognizes that the development of its tourism industry will require not only strong public private partnership but also the involvement of civil society and communities. The Rwandan tourism industry will use a collaborative model in developing its tourism industry.
- *Private sector involvement* — Rwanda recognizes that the private sector shall play a leading role in future tourism development. For the private sector to undertake this task it is essential that it develop a strong organizational structure with the participation of major tourism stakeholders and that the sector improves its professionalism.

- *Community participation and benefit*—Rwanda’s tourism industry will ensure that communities, especially the ones living around protected areas, have a stake in tourism. Furthermore, special interest groups as rural dwellers, women and youth will equally benefit from tourism.
- *Respect for natural, social and cultural environment*—Rwanda seeks to develop experiences that leverage its natural, social and cultural assets while respecting and preserving those unique aspects of its heritage for future generations.
- *Regional cooperation*—Rwanda understands that globalization means that neighbours have to collaborate to compete. Rwanda will develop regional and international collaboration in the development of its tourism industry and in the protection of its heritage.



Source: Statistical year Book, 2012

**Fig 4: Visitor arrivals to Rwanda by land from different continents**



**Source:** RDB/ ORTPN and Directorate General of Immigration and Emigration

**Fig 5: Visitor arrivals to Rwanda by air from different continents**

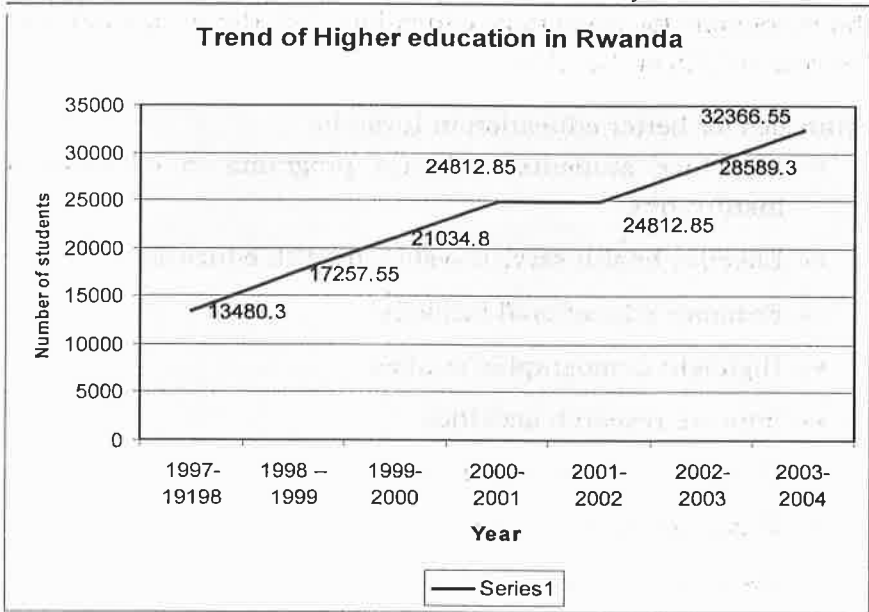
The following strategic promotion steps can enhance tourism sector and economic growth in Rwanda.

- ↳ Strengthening of Tourism organizations and institutions.
- ↳ Introduction of rural tourism.
- ↳ Development of wildlife museum and national parks.
- ↳ Establishment of bird watching tower.
- ↳ Quality vehicles for mountainous terrain of the country in order to facilitate smooth safari travel.
- ↳ Marketing of core zone, buffer zone and tourism zone.
- ↳ Concept of carrying capacity with regard to tourism promotion campaign.

- ⇨ Availability of licensed trained forest staff and tour guides.
- ⇨ Closer working between national parks and village community on wild life affairs.
- ⇨ Introduction of self-employment program among the forest dwellers for reducing the encroachment of the forest.
- ⇨ Enhancement of the wild life management, agriculture, forestry fisheries and water resources.
- ⇨ Development of lake tourism with modern secure boats.

**Education sector:**

Education is the apex of the country and it is a steering wheel for economic development. Education eliminates ignorance, imparts knowledge and equips the people with skill and power to handle uncertainties. From 1994 to 2001, the rate of illiteracy was lower than 42%. However, the educational sector has got a tremendous upward growth in Rwanda from 1997 until now. Both private and government institutions are experiencing a growth boom. Especially in schools, the strength of students was found to be higher in private schools than in government schools between 1998 to 2004. The following graph explains the trend of education in Rwanda. The trend line explicitly indicates the upward growth of education in the country. This trend has continued ever since.



**Source:** Indicators of Development in Rwanda 2000-2004, MINECOFIN, Govt of Rwanda.

**Fig 6: Trends of Higher education in Rwanda from 1997 to 2004**

Slight increases occurred in net enrolment from 93.5% in 2005 to 95.9% in 2011 in primary school and 9% to 25.7% in secondary school during the same period. In higher education learning, the number of students increased from 62,734 from 2010 to 73,674 in 2011.

Though meagre, enrolment of girl children continued to be higher than boys in the primary school from 2005 to 2011. However, during these years, the percentage of girl’s enrolment was between 50.74% and 51.3%. The same trend was observed in

the enrolment for secondary education. But the enrolment was between 47.2% and 51.5%.

Strategies for better education in Rwanda:

- ⇒ Introduce students exchange programs in educational institutions
- ⇒ Effective health service system (Health education)
- ⇒ Enhance educational facilities
- ⇒ Highlight demographic studies
- ⇒ Improve research activities
- ⇒ Planned adult education system
- ⇒ Maximize education (100%)
- ⇒ Localization of open schools
- ⇒ Popularize distance education
- ⇒ Improve technical and professional education, science and medicine
- ⇒ To enhance information technology
- ⇒ Introduce family improvement education
- ⇒ Community development education
- ⇒ Introduce occupational education
- ⇒ Economic based human resource development
- ⇒ Provide disciplinary and quality education
- ⇒ Scholarship and provide educational loans for talented individuals
- ⇒ Developed global educational systems
- ⇒ Teachers should be trained based on attitude development

**Health sector:**

This sector is the most vital sector that paves way for capacity development on healthy population. Rwanda has different categories of hospitals to cater to the medical needs of the growing population. They include the general hospitals, referral hospitals and health centres in categories of II, III and IV. The general hospitals in the country provide preventative, outpatient curative, maternity, inpatient health services, emergency surgery, blood transfusion, laboratory and other general services. They also provide in service training, consultation and research in support of community- based health care programs.

Health Centre II - Out-patient clinics treating common diseases and offering antenatal care. It is supposed to be led by enrolled nurse, working with midwife, two nursing assistants and a health assistant. According to Rwandan government's health policy, every Sector is supposed to have a Health Centre II.

Health Centre III - Health Centres with facilities which include operation room and section for minor surgery headed by clinical officer. Every Sector should have this facility, offer the continuous basic preventive and curative care and provides support supervision of the community and health centre II facilities under its jurisdiction.

Health Centre IV is a mini hospital that provides the kind of services found at Health Centre III, but should have separate wards for men, women and children and should be able to admit patients. It should have a senior medical officer and other doctor as well as a theatre for carrying out emergency operations. It serves a district. National Referral Hospitals In addition to the services offered at regional referral hospital, they provide

comprehensive specialist services and are involved in teaching and health research.

According to the Ministry of Health report, health facilities increased from 579 in 2010 to 722 in 2011 which is an increase of 24.7%. The population per one doctor is 17,149 which represent an increase of 1% from the previous year. HIV prevalence among pregnant women is 1.69% and 97.8% of pregnant women infected by HIV received an Anti-retroviral therapy (ART) to reduce the risk of MTCT/PMTCT. Also the Ministry of Health report revealed that 329,135 women obtained modern family planning in 2011. Rwanda has made progress in reducing stunting due to undernutrition, however they remain high. Undernutrition at an early age pre-disposes children to higher morbidity and mortality. Undernutrition leads to stunting that affects human productivity later on in life. Families of undernourished children incur most of the health costs related to undernutrition; the burden of this is still an expenditure component in the public sector. Students who were undernourished before 5yrs are likely to underperform in school later in life that can have adverse effect on human productivity and later lead to poor performance or low opportunity in the labour market. This can hinder economic growth of the country.

Deaths of under 5 children due to malaria decreased drastically from 1,012 in 2005 to 175 in 2010. Above 5 deaths due to malaria decreased from 907 in 2005 to 494 in 2010. There are different medical insurance schemes in Rwanda – RSSB, Mediplan, MMI, CORAR and Mutelle de santé (MSS). These insurance schemes have helped the people to cushion over the health cost of the family during times of need. The NTWG (Nutrition Technical Working Group) of the MoH works with several partners in the country. They include MINAGRI, Academia, NGO's, UN agencies,



FEWS Net etc. which is a consorted effort of the people from various fields. The launching of the first 1000days campaign in the life of a human being on 28<sup>th</sup> of September 2014 has enabled the MoH to add yet another feather to its cap. This shows the rigorous steps taken by the MoH.

### **Energy sector:**

The Energy Water Sanitation Agency's (EWSA) mission to create conditions for the provision of sufficient, safe, reliable, efficient, cost-effective and environmentally appropriate energy, Water and Sanitation services to households and to all economic sectors on a sustainable basis is laudable. Economic growth and industrialization are contingent upon the adequate availability of inexpensive energy. A country's level of technology and its rate of development hinge upon the nature and sources of available energy. In Rwanda there is a large gap between energy consumption in urban and rural areas. Hence, dual economy is operated in the energy sector of Rwanda.

Major segment of the population in the country uses firewood as its major source of energy for cooking (84.4%). The other sources of energy used for cooking includes charcoal (72%), other vegetal materials (6.8%). In the city of Kigali 65.1% use charcoal and 26.6% use wood for cooking and barely 12% of the household use electricity for cooking (Rwanda Development Indicators, 2004).

Traditional tube lights were replaced by energy saving bulbs to enhance the services of lighting through out the nation. Apart from catering to the basic needs to homes it also provides services to the industrial sector of the country. The billing of water services on mobile phones enhances customer satisfaction and

can be paid by several modes of choice. They respond to customers complaints / requests within a short period of time, for instance 48 hours on email, fax letters etc., EWSA has also worked on the solar power water heater system for home consumption as a energy saving alternative, in fact roads near Kibagabaga hospitals have them fitted and are doing a wonderful job. The identification of the geothermal energy to meet the growing population needs of the country is another admirable achievement.

In rural areas natural forests are depleted for energy. Energy is still limited and costly in Rwanda. However, Rwanda has imported very expensive energy equipments that have increased energy supply and public utility services to the nation. In summer season there used to be a huge scarcity for energy which has drastically reduced due to the vigilant and vigorous energy strategy that was established in the country. The identification of geothermal energy to meet the growing needs of the country has added a remarkable milestone in the development of the nation.

In industries, 46.4% of energy consumption is from furnace/heavy oils (probably used for heating purposes) and electricity accounts for 30.8% of energy consumption (MINICOM, 2012). The survey deliberated the common sources of energy used for industrial activities. They were: electricity, furnace / heavy oils, petrol, wood, solar, and other sources used in smaller quantities.

In the year 2010, the furnace/heavy oils were the most consumed to the tune of 46.4% at a staggering cost of about 8.5 billion RWF (NISR, 2001). This is mainly for use in generators during power failure or where there is fear of power failure. The use of furnace/ heavy oils in construction of buildings and roads and big furnaces accounted for this big figure. Electricity accounted

for 30.8% of the energy consumed by the industrial sector at a cost of about 5.6 billion RWF. The high cost and the power outages of electricity make its utilisation prohibitive despite it being one of the best sources of energy which is environmentally friendly.

Other strategies that can be tapped for energy development in Rwanda:

- To develop biogas plants especially in rural areas.
- Organize solar energy system for domestic and public purposes.
- Provide biomass power.
- Identify strategies to commercialize methane gas from Lake Kivu
- Initiate mechanisms to tap wind power.
- Formulation of renewable energy strategies within the framework of sustainable and integrated development.
- To initiate and establish integrated rural energy program.
- Localize energy parks.
- Increasing social forestry with continued maintenance of the sustainable firewood plantations e.g. bamboos.
- Start projects for energy recovery from wastes.

**CONCLUSION:**

It is well known and documented that agriculture initiated as the primary sector worldwide and led to the development of agro based industries. After industrial and French revolution secondary sector came into existence that led to a major contribution of National income than the primary sector. But most of the LDCs depend on the primary sector. In Rwanda a major portion of the population depend on the primary sector for their existence. Primary sectors are linked with the secondary sector as in the case of agro-based processing firms and also by the other sectors viz., health, medical, tourism, energy etc., since the country's food production is not sufficient they are imported from the neighbouring countries that reduce the per capita income and national income of the nation. Hence both these sectors are correlated in Rwanda. Service sector is experiencing a boom especially in the field of education. The number of schools, colleges and Universities has increased. Many of the human resources are nurtured in foreign nations that increase the quality of input to the students in Rwanda. The immediate challenge is in the field of research, innovation and allocation of capital and labour that is made to agree with long term transformation and growth of the economy. Due to the fast growth in the education sector, it is anticipated to boost the other sectors also. Education sector is also rapidly growing in Rwanda. Its growth is commendable. The infrastructural development is adding to its growth. Tourism sector should be made as a strategic sector of the economy. Combined efforts by the public and private sectors will foster the growth of tourism and gain more foreign exchange for the nation. This will hasten the economic growth rapidly. In the present economic scenario earning of income is not related to wealth which an individual possess (either land or

capital) but earn more skilled qualified human resources generate economic growth. So education sector will boost up the economic growth of Rwanda. Energy sector is also a good contributor to economic development. In fact a nation neglecting this sector will be postponing its growth. Hence, careful economic planning can increase good economic returns and uplift the economic growth of the nation.

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# **Effects of Recruitment Procedures on Employees' Performance on Universite Laique Adventiste de Kigali**

**BY**

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**ABSTRACT**

The study was meant to establish the “effects of recruitment procedures on employees’ performance in Universite Laique Adventiste de Kigali, Kigali- Rwanda”. The study was guided by three objectives: to analyse the employee recruitment process used by Universite Laique Adventiste de Kigali; to examine the procedures used in recruiting employees at Universite Laique Adventiste de Kigali; and to establish the effects (positive or negative) of recruitment procedures on employees’ performance in Universite Laique Adventiste de Kigali. A stratified method of sampling was used; and purposive sampling was used to select the sample. A self-administered questionnaire was used as the main method of data collection. Nonetheless, documentary review was used as well to supplement and validate the data collected through the self-administered questionnaire. The study found that Universite Laique Adventiste de Kigali has a well designed recruitment policy which elaborates the procedures used to recruit new employees, especially the lecturers and administrators. Both inside and outside sources of recruitment are used simultaneously to attract potential applicants. The study found that although external sources are the main source of employees of the University, internal source was observed to have been given special emphasis in order to promote and retain existing competent employees. The study also discovered that recruitment procedures used by the University affects employees’ performance both positively and negatively. In order to maximize the positive and minimize the negative effects of recruitment procedures on employees’ performance, the researcher recommends that UNILAK should: ensure that the process for seeking candidates should not be discriminatory; employees’ recruitment procedures used should always produce clear and updated job descriptions; good records about recruitment should be kept safe; and any procedures that cause negative effects on employees’ performance should as much as possible be minimized, if not completely avoided.



## **1. INTRODUCTION**

Human resource is the most important asset to every organization possesses because people limit or enhance the strength and weaknesses of an organization. Historically, managers used to treat or take employees as tools or machines instead of human beings. In 1911, Frederic Taylor who is known as the father of Scientific Management spearheaded the Scientific Management Theory whose emphasis was on workers' productivity. For this theory, the role of management is to avail favorable conditions, and employees have to work without rest (Maicibi, 2003).

Around the world, managers recognize that human resources deserve retention because they are a significant factor in top management strategic decisions that guide the organization's future operations. However, it is important to remember that people do the work and create the ideas that allow the organization to survive. Even the most capital intensive and, best structured organizations need people to run them. In most organizations, effectiveness is measured by the balance of such complementary characteristics as reaching goals, employing the skills and abilities of employees efficiently and ensuring the influx and performance of well trained and motivated employees.

In today's business world, companies face fierce, unrelenting competition for their most valued employees. As the one responsible for finding and retaining the people who drive your company's success, Managers depend on their ability to develop initiative ways to keep their employees happy, motivated, and productive. But when job security is no longer the carrot, and employees possess nearly unlimited bargaining power, the performance of such a tough assignment is doubtful. Current changes in the environment are often related to changes in human resources such as shifts in the composition, education and attitudes of

employees. The Human Resource Management function should provide for a response to these changes. They are combined with the realization that the performance of a firm's human assets must be managed, led, coached and retained. To achieve this, there is a need for more strategic planning and modern leadership practices.

For a brief overview of Universite Laique Adventiste de Kigali, it was established in 1997 by the federation of Adventist Parents Associations for the development of Education in Rwanda (FAPADER). It was approved by the convention No 001 of 03 February 1997 appointing the private High Education Institution signed between the Governments of the Republic of Rwanda, on the one hand and FAPADER on the other hand.

Upon recommendations from the Council of Higher Education (CHE), UNILAK was granted a definitive Operating License by the Cabinet meeting held on 12 December 2008.

UNILAK is located in the CENTER of Kigali City, Gasabo District, Remera Sector.

For Statement of the Problem, Finding, hiring competent, capable and quality staff is a constant challenge facing large, medium and small businesses. Many companies find that it is even tougher today to compete for talent, and that; as a result, many hire new staff quickly just to have somebody fill a position. Previously, there have been many reports in print media, and documentaries about defective and inefficient recruitment procedures (DeVaro, 2005, p.10). Perceptively, recruitment procedures have led many organizations to run into challenges leading to near closure because of severe laxity in the adoption and choice of suitable recruitment procedures, which emphasize the fact that the problem may be enormous, under reported and/or under researched.

Comparably, the issue of recruitment processes affects negatively or positively organisational performance (Maicibi, 2003). However, the knowledge and literature about the effects of recruitment procedures on employee performance in private Universities in Rwanda remain unknown and unexamined. Therefore, this study sought to investigate the recruitment processes employed by Universite Laique Adventiste de Kigali and how they affect the University's employee general performance.

The purpose of the study was to investigate the effects of recruitment procedures on employees' performance in Université Laique Adventiste de Kigali (UNILAK).

The study was guided by the following objectives:

To analyse the employee recruitment process used by Universite Laique Adventiste de Kigali, To examine the procedures used in recruiting employees at Universite Laique Adventiste de Kigali, and, To establish the effects (positive or negative) of recruitment procedures on employees' performance in Universite Laique Adventiste de Kigali.

This study is valuable to various parties such as the researcher, other scientific researchers, Universite Laique Adventiste de Kigali and other institutions of higher learning.

The study has provided a scientific proposition which may enrich employees and students at Universite Laique Adventiste de Kigali and other scholars with locally generated information on the effects of recruitment procedures on employees' performance at UNILAK, in particular, but also in private universities in country, in general.

The study examined the effects of recruitment procedures on employee's performance in UNILAK. This ultimately came up

with recommendations on approaches that management could adopt to minimize the costs of hiring new employees, and avoid employees' poor performance.

Furthermore, the study will help to ascertain that, there is an urgent need to understand how Laique Adventiste de Kigali has acquired their employees and also to understand the problems that are faced with the same institutions as they are trying to recruit employees in terms of social and economic values of human capacity in the service industry.

Besides, the study has generated findings which may motivate and stimulate further research on the same or related areas. The study findings can be used by future researchers to either validate or invalidate some or aspects used in the study.

This study is structured in the following sections: review of related literature, methodology, findings and recommendations.

## **1. REVIEW OF RELATED LITERATURE**

### **2.1 Overview**

The purpose of this chapter is to discuss the existing body of knowledge of resources and/or scholars, focusing especially on the diverse views about effects of recruitment procedures on employees' performance. The idea is that from all various views, we can synthesize issues that are fundamental and relevant for recruitment of potential employees and their performance at UNILAK. The chapter explores the literature advanced by different scholars in order to identify gaps and prospects in each work review. It draws attention to the effective recruitment, different sources of qualified employees, and shows effects of recruitment procedures on employees' performance.

Recruitment is a generating of applications or applicants for specific positions to be filled up in the organization. In other words, it is a process of searching for and obtaining applicants for jobs so that the right number can be selected.

It is a process of searching for and attracting applicants for the various job positions which arise from time to time in the organization. Both internal and external factors affect recruiting employees in the organization.

There are two sources of recruitment internal (consisting of promotion and transfer of existing employees) and external (consisting of recruitment from outside the organization) (Khanka, 2003). Recruitment process involves five steps: recruitment planning, strategy development, searching, screening, and evaluation and control.

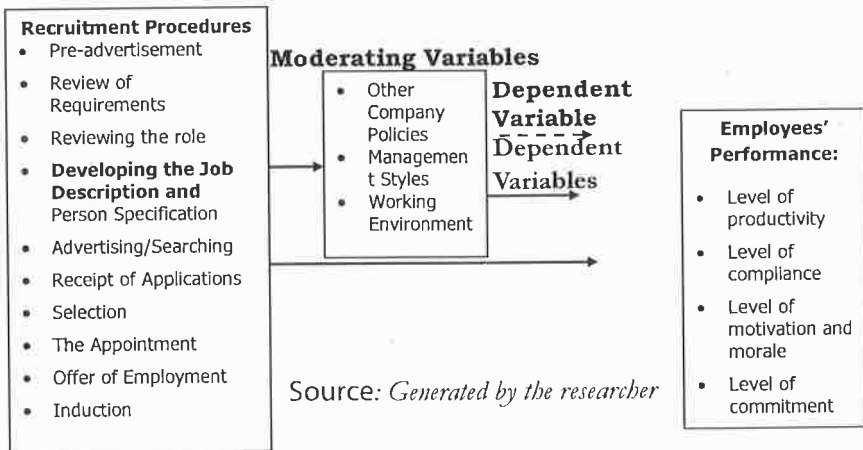
The effects of recruitment consist of different chronological activities which include pre-advertisement, review of requirements,

reviewing the role, developing the job description, and person specification, advertising/searching, selection, notifying unsuccessful candidates after interview, the appointment, offer of employment, and finally induction (Lindner and Zoller, 2000).

Different sources of searching employees include internal source, advertisements, employee referrals, public employment agencies, private employment agencies, school placements, temporary help services and employment leasing and independent contractor.

## 2.2 Conceptual Framework

### Independent Variable



—————→  
Positive effects  
on performance

- - - - -→  
Negative effects  
on performance

The independent variable (which in this case is the recruitment procedures), when used well can influence/effect positively the dependent variables (employees' performance), and the result will be good performance, characterized by high level of productivity, high level of compliance, high level of commitment, and high level of motivation and morale. On the other hand, moderating variables (which in this case include other Company Policies, Management Styles, and Working Environment) can influence employees' performance either positively or negatively. If they influence positively, they will facilitate good employees' performance, and, if influence negatively, they will result in poor employees' performance, which, in this case, will be characterized by low level of productivity, low level of compliance, low level of commitment, and low level of motivation and morale. The researcher intended to find out whether the foregoing conceptual framework applies to the effects of recruitment procedures on employees' performance in Université Laique Adventiste de Kigali (UNILAK).

### **2.3 Factors Affecting Recruitment**

There are a number of factors that affect recruitment. These are broadly classified into two categories:

- a) Internal factors
- b) External factors

#### **2.3.1 Internal Factors**

The internal factors are also called endogenous factors are the factors within the organization that affect recruiting personnel in the organization. Some of these are mentioned here (Khanka, 2003).

- a) **Size of the Organization:** the size of an organization affects the recruitment process. Experience suggests that larger organizations find recruitment less problematic than the organization with small in size.
- b) **Recruiting Policy:** the recruiting policy of the organization i.e; recruiting from internal sources (from own employees) and from external sources (from outside the organization) also affects recruitment process. Generally, recruiting through internal sourcing is preferred, because own employees know the organization and they can well fit into the organization's culture.
- c) **Image of Organization:** image of organization is another internal factor having its influence on the recruitment process of the organization. Good image of the organization earned by the number of overt and covert actions by management helps attract potential and competent candidates. Managerial actions like good public relations, rendering public services like building roads, public parks, hospitals and schools help earn image or good will for the organization.
- d) **Image of Job:** just as image of organization affects recruitment, so does the image of job also. Better remuneration and working conditions are considered the characteristics of good image of a job. Besides, promotion and career development policies of organization also attract potential candidates.

### **2.3.2 External Factors**

Like internal factors, there are some factors external to organizations which have their influence on recruitment process. Some of these are given bellow:

- a) **Demographic Factors:** as demographic factors are intimately related to human beings, i.e.; employees, these have profound



influence on recruitment process. Demographic factors include sex, age, literacy, economic status etc.

- b) **Labour Market:** labour market conditions i.e.; supply and demand of labour is of particular importance in affecting recruitment process. For example, if the demand for a specific skill is high relative to its supply, recruiting employees will involve more efforts. On the contrary, if supply is more than demand for a particular skill, recruitment will be relatively easier.
- c) **Unemployment Situation:** the rate of unemployment is yet another external factor having its influence on the recruitment process. When unemployment rate in a given area is high, the recruitment process tends to be simpler. The reason is not difficult to seek. The number of applicants is expectedly very high which makes easier to attract the best qualified applicants. The reverse is also true. With a low rate of unemployment, recruiting process tends to become difficult.
- d) **Labour Laws:** there are several labour laws and regulations passed by the central and state government that govern different types of employment. These cover working conditions, compensation, retirement benefits, and safety and health of employees in industrial undertakings.
- e) **Legal Considerations:** another external factor is legal considerations with regard to employment. Reservation of jobs for the scheduled castes, scheduled tribes, and other backward classes (OBCs) is the popular consideration of such legal consideration.

## **2.4 The Employee Recruitment Process**

Recruitment is the process of locating, identifying and attracting capable applications for jobs available in an organization.

Accordingly, the recruitment process comprises the following five steps (Khanka, 2003).

**a) Recruitment Planning**

This first step involved in the recruitment process is planning. Here, planning involves drafting a comprehensive job specification for the vacant position, outlining its major and minor responsibilities, the skills, experience and qualifications needed, grad and level of pay, starting date, whether temporary or permanent, and mention of special conditions, if any, attached to the job to be filled.

**b) Strategy Development**

Once it is known how many with what qualifications of candidate are required, the next step involved in this regard is to devise a suitable strategy for recruiting the candidates in the organization. The strategic considerations to be considered may include issues like whether to prepare the required candidates themselves or hire it from outside, what type of recruitment method to be used, what geographical area be considered for searching the candidates, which source of recruitment to be practiced, and what sequence of activities to be followed in recruiting candidates in the organization.

**c) Searching**

This step involves attracting job seekers to the organization. There are broadly two sources used to attract candidates. These are:

1. Internal sources, and
2. External sources

**d) Screening**

Though some view screening as the starting point of selection, we have considered it as an integral part of recruitment. The reason

being the selection process starts only after the applications have been screened and shortlisted.

Job specification is invaluable in screening. Applications are screened against the qualification, knowledge, skills, abilities, interest and experience mentioned in the job specification. Those who do not qualify are straightway eliminated from the selection process. The techniques used for screening candidates vary depending on the source of supply and method used for recruiting. Preliminary applications, de-selection tests and screening interviews are common techniques used for screening the candidates.

#### **e) Evaluation and Control**

Given the considerable cost involved in the recruitment process, its evaluation and control is therefore, imperative. The costs generally incurred in a recruitment process include:

- a) Salary of recruiters,
- b) Cost of time spent for preparing job analysis , advertisement, etc.;
- c) Administrative expenses;
- d) Cost of outsourcing or over time while vacancies remain unfilled , and
- e) Cost incurred in recruiting unsuitable candidates.

In view of above, it is necessary for a prudent employer to try to answer certain questions like: whether the recruitment methods are appropriate and valid? And whether the recruitment process followed in the organization is effective at all or not? In case the answers to these questions are in negative, the appropriate control measures need to be evolved and exercised , to tide over

the situation. However an exercise seems to be only rarely carried out in practice by the organizations/ employers.

## **2.4 The Recruitment Procedures**

Before discussing theories on effects of recruitment on employees' performance, it is important to define recruitment. Lindner and Zoller (2000) defined recruiting as the process of generating a sufficiently large group of applicants from which to select qualified individuals for available jobs. This view is shared by Armstrong as cited by Kagobaire (2007, p.7) who states that "recruit is a process of searching prospective employees and stimulating and encourages them to apply for job in an organization". Arguably, if this process is not carried out, businesses may not be able to select a qualified staff. In fact, there may be no selection at all; a business may be forced to hire those people who are available or allow jobs to go unfilled. This is particularly true for small businesses with affirmative action programs. It is perceived that to a certain extent, these programs fail simply because no organized effort is made to develop sources of minority applicants.

Lindner and Zoller (2000) indicate that there is no generally accepted best way to recruit prospective employees. However, researchers suggest that the type and nature of information used in recruiting has a direct affect on who will apply and accept a particular position Bretz and Judge as cited by Kshitij (2006). It is observed recruiting staff can be simple but very expensive mistakes in all sorts of ways that can be made when trying to take on new staff. Thus, sound recruitment procedures help to avoid mistakes, as well as ensure that recruitment process improves and takes on better staff as well.

Kshitij (2006, p.4) argued that "in order to avoid the danger of discriminating in some way, particularly unconsciously, employers

must take care to develop and use recruitment procedures which will avoid the risk". Furthermore, using sensible procedures will inevitably improve recruitment decisions and the quality of the people, taken on. Because of expenses involved in recruiting employees, each and every organization designs its procedure depending on availability of financial resources. Even though there is no standard of recruitment procedures, there are some important elements that need to be taken into account to assist managers in selecting the best candidate for the job and to ensure equality of opportunity for all applicants. It is perceived that recruitment starts with adverts, but before advertising, there is a lot of things to do, as it is done at City University London (CUL) "except designing a job description, which requires the manager of the department in which the vacancy exists to press a request to Human Resource Manager to review the necessity of that post and look at different factors before posting adverts" Miller (2007, p. 1).

Following is a discussion of some of the factors considered while recruiting employees as proposed by Stafford Borough Council (SBC, 2005) which is also the procedure followed at City University London (CUL).

### **Pre-Advertisement**

A vacancy might occur for a variety of reasons, including, an increase in workload, a requirement for new skills, a change in structure or when a member of staff leaves or retires. For Stafford Borough Council, SBC (2005, p.3) "recruitment can be made as a result of different reasons such as when an employee leaves an existing post, an employee decides to job share or reduce hours, an employee is sick for a long period, an employee takes maternity leave, a new post is established or an employee is suspended".

In the researcher's view, these reasons create an opportunity to reconsider the overall functions and structure within a department and to consider any changes required to the job. But recruitment should not be deemed the automatic reaction to the receipt of an individual's resignation or to any of the above circumstances. In this regard, Lindner and Zoller, (2000, p.11) assert that "time should be taken to consider whether it is appropriate to recruit to the same post, on the same scale in the same structure". Alternatively it should be looked as an opportunity to review current work practices and the fundamental design of a job or a number of jobs, which is also done at Kampala International University (KIU) as observed by Kagobaire (2007).

#### **a) Review of Requirements**

Prior to commencing the recruitment process, it is important to conduct a review of the need for the position, taking into account the strategic aims of the department and of the organization, any foreseeable changes that might impact on the role or the area, budget, current staff structure and skills to see if no one in the organization can perform that work SBC (2005). However, it is essential to review the necessity of the vacant post because they can discover someone performing the same job or they can combine with another post in order to minimize costs.

#### **b) Reviewing the Role**

A comprehensive analysis of the role can emphasize workloads that are too light or too heavy, and provides the basis for the job description and personal specification. It was advised by Lindner and Zoller, (2000, p.13) to consider the following when assessing how the needs for the position might best be met: "Is there a continued need for the work undertaken by the previous post-holder? Can any of the work be re-allocated? Could the job be

done on a part-time, term-time only or job-share basis? Is the post correctly graded?" After identifying the necessity of the vacant post, the person in charge (in general, the Human Resource Manager) develops a job description and personal specification.

**c) Developing the Job Description and Personal Specification**

Once the review of the position has been completed a new or updated job description is required. According to Maicibi (2003, p. 6) "A job description defines the role's purpose; principal duties, activities and responsibilities attached to it as well as its position within the organization chart". An accurate job description allows applicants the opportunity to assess their suitability for the role and to decide whether to proceed with their applications, thereby helping to minimize the number of inappropriate applications. It will also define the expectations of both the successful candidate and the manager and serve as a framework for the working agreement and an essential tool for induction, probation and appraisal.

It is advised to always produce clear job descriptions which identify both the essential activities of the job and the skills and attributes needed by candidates. Regarding this, Hidimba (2007, p.4) states that "it should be possible to see from this, whether a disabled candidate would be able to deal with those essential activities". Avoid gender references such as him or her and only refer to qualifications and/or experience which are clearly required by the job". The danger is that any such attributes which cannot be shown to be essential could be inferred as being there to deter women, candidates from ethnic minorities or those with a disability. The person specification should be based on the job description and describes the knowledge, skills and attributes

required to perform the duties of the position. These criteria provide the standards against which candidates can be assessed objectively.

**d) Advertising/Searching**

After defining job description and personal specifications, both internal and external advertisement can be arranged. Normally, advertisements explain clearly and briefly what the job involves and what qualifications, skills and experience are essential to do the job. "The advertisements should be designed to encourage self-selection and should be non-discriminatory. Consideration should be given to the use of positive encouragement to attract under-represented groups, i.e. flexible working hours as a means of attracting women wanting to return to work" SBC (2005)

To ensure that all staff is provided with opportunities for consideration career development or movement, all vacancies can be advertised within and outside the organization. At City University London (CUL) "most positions are simultaneously advertised externally in print media and/or internet sites" Miller (2007, p. 2). Advertisements are the public face of recruitment, so, they should be designed to attract all the people who would have the experience, qualifications and aptitude to fulfill the role. Kshitij (2006, p.3) advised that adverts should be based on an up-to-date job description and employee specification and should not include additional or irrelevant requirements.

Lindner and Zoller, (2000, p.23) state that "rudiments information to be included in an advert vary from organization to another but there are some key elements that have not to be left out such as type of duties and functions of the post, skills/knowledge/experience/qualifications needed to undertake the post, whether the post is temporary or permanent, whether the post is a whole time, part time or job share and the closing date.



**e) Selection of Candidates**

According to Ivancevich (2001) after advertising, receiving applications to fill the vacancies, people in charge, especially in Human Resource Department face the task of selecting the best candidate(s). The recruiting group is responsible for deciding the most appropriate selection process for the position. An interview is normally the minimum selection method; however, it is recommended by Lindner and Zoller, (2000, p.4) that “consideration be given to incorporating multiple selection methods into the recruitment process. Concurring with this, (Miller, 2007, p.6) argue that “multiple selection methods can help to enable a more rounded and fuller assessment to be made of the candidates”. Different methods of selection include short listing applicants, graphology, questionnaires among others.

**f) Short Listing**

Maicibi, (2003, p.22), asserts that “short listing is done in three phases: being comparison of applications with job description; selecting the final short list, and arrangement for interview”. Concurring with this, Robbins and Coulter (1999) state that comparison of applications with job description is done by evaluating qualifications and requirements to eliminate applicants who do not fit all the essential criteria.

In a related insight, SBC (2005), contends that in preparing the final short list, people who fit all essential criteria are evaluated to pick those with desirable criteria. After drafting a final list of people who meet desired criteria, interviews are arranged. People who have been short listed have to be informed about the time and place of interviews. For those who are not short listed, the recruiting manager should write to the applicant explaining the reasons why they have not been short-listed as it is observed at

City University London by Miller (2007). If the decision is in favor of the applicant, then the department must offer an interview. It is suggested that people must be formally informed about the time and place of interview using a letter SBC (2005), but in our days recruiters prefer to use telephone because it is cheap, no time consuming and they are certain that the message has been transmitted.

**g) Graphology**

“Graphology means the analysis of handwriting on the application. This is particularly more applicable with open application letter than application form” Maicibi (2003, p. 23). This can be applied in organization where they do not use application forms. However, it is not habitually used because in this era of technology, no many organization can accept a handwritten application.

**h) Questionnaires and Tests**

According to Maicibi (2003, p.24) “questionnaires and tests are used to measure effective domains, abilities, stability, team spirit and other aspects of personality”. Relatedly, Kshitij, (2006, p.3) argues that “questionnaires and tests are not also commonly used because of costs associated with it”. He explains that this method of selection entail the service of an expert to design and administer the questionnaire and even interpreting generated data, this adds to the cost of procurement of personnel . Arguably, in the researcher’s view, this method of selection is valuable but it also depends on the kind of vacant post, it means it can not be applied on a post which does not require special skills or techniques such as cleaning.

**i) Interviews**

In his view Hidimba (2007, p.7) says that “the purpose of the interview is to obtain and assess information about a candidate,

which will enable a valid prediction about their suitability for the position". Selection interviews can be carried out by one person or by several people in a panel. Interviewing therefore involves processing and evaluating evidence about the capability of a candidate in relation to the employee specification. Some of this evidence will be on the application form, but this must be supplemented by more detailed or specific information about experience and personal characteristics that can be obtained in a face-to-face meeting. Additional evidence can be obtained from selection tests, other assessments and from references, which supplement the process.

To ensure the fairness of interviews, all interviewees should be asked the same core questions in addition to follow up questions, which allow more in-depth examination of their skills, abilities and approach to the job. Therefore structured interviews must be used for all candidates competing for the same post.

Immediately after the interviews, candidates are evaluated to select the successful candidate. "Selection should be based on the application, measured against the information contained on the job description and person specification, if no clear favorite emerges the criteria should be weighted in terms of their importance to the post in question" Miller (2007, p.5).

It is also advised that Human Resource Manager should ensure he or she or their representatives i.e. recruitment group apply the law of three before the best candidate is selected. "The law of three states that of all those interviewed; there should be the best top three to select one from" Maicibi (2003, p.35). To select the successful candidate one of the above discussed methods of selection can be used being questionnaires, interviews or group exercise. Practical skills testing such as word processing or report writing can be useful to select the final candidate, as they give some idea of how an individual will perform if appointed.

**j) Appointment of Successful Candidates**

Successful candidates for temporary and permanent posts must receive confirmation of their appointment as soon as possible after a decision to appoint is made SBC (2005). At City University London, no employee can start employment until a signed copy of the employment contract has been received, satisfactory references, some organization ask for medical clearance, but this is used to discriminated people with chronic diseases, and a work permit for foreigners although this is obtained after getting appointment letter (Miller, 2007).

**k) Induction**

Dibble, (1999, p.22) states that “the integration process of new employees in an organization is called induction or orientation or socialization”. Many organizations are likely to consider selection as the last step of recruitment, but the final step is to make plans on the new recruit’s arrival and induction. In a related insight, Maicibi (2003, p.36) argues that “the first few days and weeks of the employee in the organization can be very crucial for integrating the new person into the organization”. Lack of attention to the induction process can undo all the good work of a well-planned recruitment and selection process.

Knoontz and Wehrich as mentioned by Maicibi (2003, p.36) defined orientation as “the introduction of new employees to the enterprise, its functions, tasks and people”. Socialization of people is explained in three aspects: acquisition of work skills and abilities, adoption of appropriate role behavior and adjustment to the norms and values of the work group Robbins and Coulter (1999). Arguably, in the researcher’s view, this is important because at initial stages, the new employees may not know from whom to seek advice, the organization structure and hierarchy.

All new employees must have an induction programme designed to meet both departmental and organization needs. This view is shared by Cain and Reynolds (2007, p.13) who assert that” the programme varies according to duties and responsibilities of the post and the individual location of a post”. All new post holders has to be issued with an induction checklist which details the minimum requirements which enables an individual to become integrated into the organization and which together with the job description and person specification should form the basis for the probationary assessment with their manager. Stafford Borough Council advises recruiters that “induction is important to all employees because, failure to provide individuals with a structured induction may lead to a number of consequences poor performance and low job satisfaction, absenteeism, high labor turnover, resignations or early dismissals, high demands on managers, accidents leading to injuries and/or prosecution, tribunal cases if employees complain of unfair dismissal because of inadequate training” SBC (2005, p.14).

Therefore, in the researcher’s view, induction at department level should focus on the employee’s role, the structure of the department and how their role fits into the structure. The head of department preserves ultimate responsibility for staff induction, although it is likely that the line manager or nominated members of staff will actually conduct the induction. Induction is a continuous process of familiarizing new employees with their job, their department, Institute or Portfolio. A well-planned induction will help staff adapt to their new role, whilst a poor induction can lead to confusion, errors and dissatisfaction.

**l) Probation**

During interview, the candidate tries to convince the recruiting group that he or she will perform his/her work very well. For this reason, Dibble (1999) argues that at the beginning of work, there must be a short period of probation to make sure that the recruited employee is competent. The length of this period of probation differs from a company to another, six months is the period commonly used to test the capability of the employee. Relatedly, Stafford Borough Council asserts that "Probationary reviews must constructively assess performance and ability, allowing both the manager and employee input to the discussion and agreement on areas for improvement" (Stafford Borough Council, 2005, p.14).

Therefore, a written record of the review is important and may provide the basis of any further action to be taken. The individual should be provided with a copy of the review, indicating any improvements and time scales agreed. A copy should also be forwarded to Human Resources office for inclusion on the personal file.

**2.5 Sources and ways of sourcing for Qualified Employees**

Ivancevich (2001, p.340) states that "there are commonly two sources of recruiting qualified employees: internal and external". External source of recruitment include different alternatives such as advertissments, employee referrals, public employment agencies, private employment agencies, school placements, temporary help services and employment leasing and independent contractors. It is percieved that certain sources of employees are better than others but it can be added that it depends on the type of post to be filled.

Lindner and Zoller (2000), believe that prospective employees may be recruited from a number of sources, depending on the type of job opening.

Whereas internal recruitment means selecting a person from/ within the company or amongst the existing employees for the vacancy generated in the company and the external recruitment as means of selecting a person outside the company i.e. through the generation of resource database via advertisement in the newspapers so that people from outside can get a chance.

Robbins and Coulter (1999, p.345) argued that “the type or level of a position influences recruitment methods. The greater the position in the organisation’s hierarchy, the more the recruitment process will expand to become a regional or national search”. The scope of recruitment and the amount of effort will take, will be influenced by the size of the organisation. In general, the larger the organisation, the easier to recruit job applicants.

Larger organisations have a large pool of internal candidates to choose from to fill positions above the lowest level. Large organisation also have more visibility and typically more prestige. They may also be perceived as offering greater opportunities for job promotions and increased responsibility.

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### **3. METHODOLOGY**

#### **3.1 Overview**

This chapter explains in details the methods that were used in the study, i.e. the research design, the population, sampling techniques, sources of primary and secondary data, data collection instruments, data processing and presentation of research findings and limitations of this research.

#### **3.2 Research Design**

The design was a case study of Universite Laique Adventiste de Kigali and utilized both descriptive and analytical approach. Qualitative and quantitative data were collected and both primary and secondary sources of data were used.

#### **3.3 Area and scope of the Study**

The study concentrated on examining the effects of recruitment procedures on employees' performance in Universite Laique Adventiste de Kigali. It began on January 2009 and ended on July 2009. It took place at the Universite Laique Adventiste de Kigali, in Kigali, Rwanda.

#### **3.4 Study Population**

The population of the study consisted of lecturers and all other employees of Universite Laique Adventiste de Kigali (of 151 of people). In other words, the study and its eventual findings are applicable to all the 151 employees in UNILAK.



### **3.5 Sample**

A sample of 47 employees/respondents (out of 151) was used. Views and findings from them were generalized as representative to all University employees.

### **3.6 Sampling Procedure**

It was difficult to make contact with all staff. For this reason, the sample was chosen mainly by making contact with 30% of all staff (151). the purposive sampling was used, and respondents were chosen according to Gender, Education levels, ages, position/post, faculty and department and especially who were able to give the information needed. The researcher interviewed only the directors, head of departments, deans of faculty, and vice-rectors.

### **3.7 Methods and Instruments of Data Collection**

A self-administered questionnaire was used to collect primary data. The researcher designed the questionnaire in such format where there were closed and open-ended questions. For closed questions, respondents were supposed to pick responses from a list, category, and/or rating-scaled questions. For open-ended, respondents were requested to give their own opinions.

A pre-test study was conducted to ensure the clarity of questions, their effectiveness and the time required to complete the questionnaire; and to make sure that the questionnaire measured what it was intended to measure.

It, should, however, be noted that other than the self-administered questionnaire, documentary review (method of data collection) was used as well to supplement and validate the data collected through the self-administered questionnaire.

### **3.8 Data Analysis**

Data was continuously analyzed during data collection. Data categories were identified and edited with a view of checking for competences and accuracy. Analyzing qualitative data involved use of attribute numerical codes (so that it can be analyzed statistically).

### **3.9 Validity and Reliability of the Materials**

To establish the reliability of the questionnaires and interview schedules, the researcher used the method of expert judgment, which is recommended by Gay (1992) as the best method for reliability (Kimbowa, 2006). To affect this after constructing the questionnaire and interview schedules, the researcher contacted the supervisor and two other experts, to ensure the reliability and validity of the research instruments. After the consultations, the researcher made the necessary adjustment, to ensure that the questionnaire and interview schedules were made to the advice of the experts. That is, it was made more clearly, relevant, specific and logically arranged.

In addition a pre-test was conducted in order to test and improve on the reliability of the questionnaire. To prove the validity of the data collection instruments, (mainly the questionnaire), the number of relevant questions were divided by the total number of questions, and the outcome was above optimal. The following scale was used (adopted from Sangaire 2007) as the best method for validity.

$$=0.8$$

Whereby, V= Validity

RQ= Relevant questions

TQ= Total number of questions

The above expression, indicates that, the number of questions on the questionnaire, were above the required 0.5 scores. Hence, the instrument used was valid.

### **3.10 Research Procedure**

The research first secured a letter of introduction from the office of the Director of School of Post Graduate studies and Research, Kampala International University, which was presented to the Rector of Universite Laique Adventiste de Kigali, for admission to carry out research in his university. After approving the recommendation letter, the researcher was sent to Human Resource Officer. There after a selection exercise followed.

The researcher ensured that, the completed questionnaires were collected as soon as they were filled, to avoid loss or misplacement, and the appointment for interview was respected.

### **3.11 Ethical Issues**

To gain access to information from respondents, the researcher received a letter from Universite Laique Adventiste de Kigali, which was placed on the top of the questionnaire; and a clear account of requirements was granted to respondents to allow them to be aware of what was required of and from them. The respondents were requested to answer genuinely without any means of coercion, and without fear or favor of the employer, other employees and the researcher. They were guaranteed of strict confidentiality and as such, their names or identity were not required for conclusion on the questionnaire.

**4. PRESENTATION AND DISCUSSION OF FINDINGS**

**4.1 Overview**

This chapter presents, and discusses findings from the study. 47 questionnaires were distributed to the 47 fulltime employees of Universite Laique Adventiste de Kigali, but only 45 respondents were returned to the researcher. Two respondents did not answer because they had gone to participate in the genocide commemoration ceremony before giving them back.

**4.1 Respondents' characteristics**

The study involved the respondents of varying characteristics in view of gender, marital status and education levels as shown in table I.

**Table I: Respondents' characteristics in terms of gender, marital status and education levels**

Variable	Response	Number	Percent
Gender	Male	33	73.3
	Female	12	26.7
Marital Status	Single	20	44.4
	Married	25	55.6
Educational Level	PhD	4	8.9
	Masters	21	46.7
	Bachelors	14	31.1
	Secondary	6	13.3

As indicated in table I above, 45 respondents participated in the study. Majority of were male (73.3%) and female were (26.7%). The findings all indicate that, more than half of respondents

(55.6%) comprised of married and single comprised of (44.4%).

Further to that, the study findings indicate that, of all the responses, 46.7% had Master's Degree, 31.1% had Bachelors Degree, 13.3% had Secondary Education, and only 8.9% held PhDs.

This therefore indicates that Universite Laique Adventiste de Kigali has more bachelor's and Master's degrees holders than PhDs.

### **4.3 Presentation of Findings**

#### **4.3.1 Recruitment Process used by Universite Laique Adventiste De Kigali**

This section deals with the interviewees' view on recruitment process that is used by Universite Laique Adventiste de Kigali. It (section) answers **Research Question One**: "What are the various stages involved in the process of recruiting employees at Universite Laique Adventiste de Kigali?"

The interviewees/respondents in an Interview on March 30, 2009 from Universite Laique Adventiste de Kigali concurred on the following process in regard to the recruitment process at Universite Laique Adventiste de Kigali.

Recruitment is the process of locating, identifying and attracting capable applications for jobs available in an organization. Accordingly, the recruitment process, according to the respondents, comprises the following five steps.

**(a)The first step involved in the recruitment process is planning.** Here, planning involves drafting a comprehensive job specification for the vacant position, outlining its major and

minor responsibilities, the skills, experience and qualifications needed, grad and level of pay, starting date, whether temporary or permanent, and mention of special conditions, if any, attached to the job to be filled (Khanka, 2003).

At UNILAK, the faculty determine the need of an employee permanent or visiting lecture in any domain to Vice Rector of Academic Affaires or the directors show gaps of an employee to the Vice Rector in charge of Finance and Administration for approval committee.

**(b) Drafting a comprehensive job specification.** After approval, the recruitment committee sits for planning which involves drafting a comprehensive job specification for the vacant position, outlining its major and minor responsibilities, the skills, experience and qualifications needed, grad and level of pay, starting date, whether temporary or permanent, and mention of special conditions, if any, attached to the job to be filled.

**(c) Devising a suitable strategy.** Once it is known how many with what qualifications of candidate are required, the next step involved in this regard is to devise a suitable strategy for recruiting the candidates in the organization. The strategic considerations to be considered may include issues like whether to prepare the required candidates themselves or hire it from outside, what type of recruitment method to be used, what geographical area be considered for searching the candidates, which source of recruitment to be practiced, and what sequence of activities to be followed in recruiting candidates in the organization (Khanka, 2003).

At UNILAK, University management prepares the required candidates themselves, and use indirect method which include advertisements in news paper, on the radio, in professional journals, technical magazines etc.), when they do not find suitable candidates to be promoted to fill up the high post.

**(d) The fourth step is searching.** This step involves attracting job seekers to the organization. There are broadly two sources used to attract candidates. These are: Internal sources, and External sources (Khanka, 2003).

At UNILAK, many times for the strategic posts like Deans of Faculties they do promote (internal sources) the lectures for the reason of being experienced in the University culture and philosophy. And for other posts, they recruit from outside University (external sources).

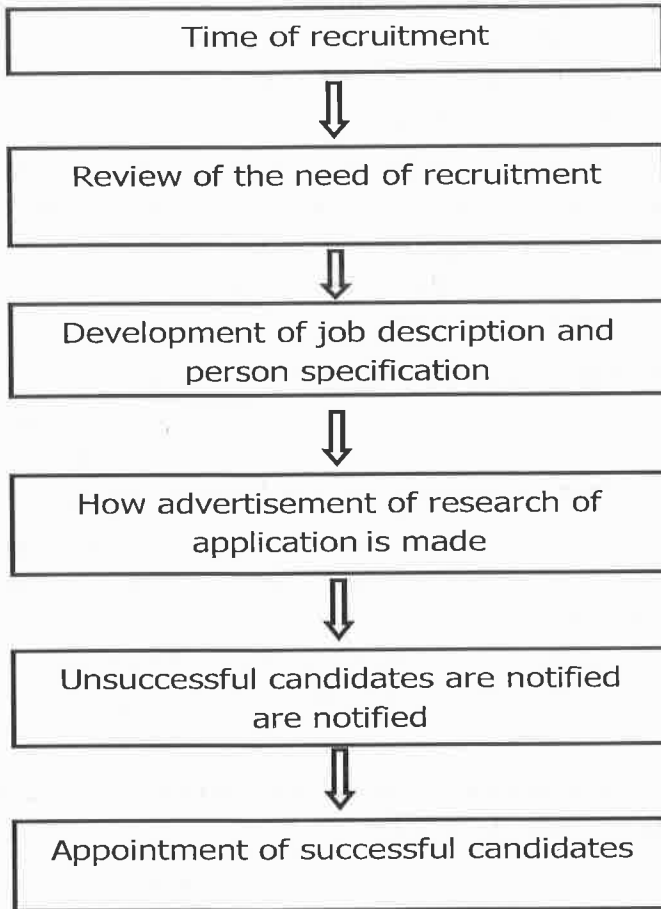
**(e) The next step is screening.** As the starting point of selection, screening is considered it as an integral part of recruitment. The reason being the selection process starts only after the applications have been screened and short-listed (Khanka, 2003).

At UNILAK, Applications are screened against the qualifications, knowledge, skills, abilities, interest and experience mentioned in the job specification. Those who do not qualify are straightway eliminated from the selection process. Those who qualify are screened until the preferred candidates are selected and appointed.

#### **4.3.2 Procedures used in recruiting employees at Universite Laique Adventiste de Kigali**

This section deals with respondents' view on recruitment procedures followed at Universite Laique Adventiste de Kigali. It is answering research question two "what are the procedures used in recruiting employees at universite laique adventiste de Kigali?"

Respondents cited the following (in their order) as the procedures used to recruit the employees at Universite Laique Adventiste de Kigali.





**Table II: Recruitment Procedures used by UNILAK as cited by**

**Respondents**

Variables	Response	Frequency	Percent (%)
Time of recruitment	Every year	6	13.3
	As long as there is a vacant post	39	86.7
Review of the need of recruitment	Yes	40	88.9
	No	3	6.7
	Don't know	2	4.4
Development of job description and person specification	Yes	32	71.1
	No	10	22.1
	Don't know	3	6.7
How advertisement or searching of application is made	Inside the University	13	28.9
	Outside University	8	17.8
	Inside and outside University	18	40
	Don't know	6	13.3
Appointment of successful candidates	Immediately after interview	15	33.3
	After consulting referees	7	15.6
	After probation	23	51
Unsuccessful candidates are notified	Yes	21	46.7
	No	14	31.1
	Don't know	10	22.2

*Source: Field Data*

The above are elaborated below.

**a) Time of recruitment.**

Table II shows that 86.7% of the respondents agreed that at Universite Laique Adventiste de Kigali, recruitment is done as long as there is a vacant post or as long as there is a need, and 13.3% said that recruitment is done every year. Those who said

that it is done every year, justified their answer by saying that at the end of every year, graduates with first class are recruited as Assistant Lecturers or they are given other jobs within the University.

**b) Review of the need of Recruitment**

As shown in Table II, 88.9% were of the view that before recruiting new staff, people in charge assess job description and personal specifications to see if there is no one around who can perform the same job, or if it is really necessary to look for additional employees. However, they review the necessity of the vacant post to ensure that they can discover someone performing the same job or they can combine with another post in order to minimize costs.

It was reported that recruitment starts with adverts, but before advertising, there is a lot of things to do, as it is done at City University London (CUL). Other than designing a job description, the department which has a vacant post must press a request to human resource manager to review the necessity of that post and look at different factors before posting adverts” Miller (2007, p.1).

**c) Development of job description and person specification**

As shown in Table II, 71.1% agree that the person in charge develops the job description and person specification before approval of recruitment necessity, 22.2% of respondents disagree with it and 6.7% don't have any information about it. It is advised to always produce clear job descriptions which identify both the essential activities of the job and the skills and attributes needed by candidates. Regarding this, Hidimba (2007, p.4) states that “it should be possible to see from this, whether a disabled candidate would be able to deal with those essential activities”. Avoid gender references such as him or her and only refer to qualifications and/or experience which are clearly required by the job”.

To ensure that all staff is provided with opportunities for consideration career development or movement, all vacancies can be advertised within and outside the organization. The step which follows the approval of recruitment is search of applicants. (Hidimba, 2007, p.9) asserts that to ensure that all staff is provided with opportunities for consideration for career development or movement all vacancies can be advertised within and outside the organization. Which is also the method used at City University London (most positions are simultaneously advertised externally in print media and/or internet sites).

As far as Universite Laique Adventiste de Kigali is concerned, the researcher observed that both external and internal is the main source of applicants used as advanced by 40% of respondents. It is also observed that internal source of recruitment is also used at Universite Laique Adventiste de Kigali as 28.9% said that they came to know about vacant post at the university through school placements. External source through advertisements on radios and Television However is 17.8%,

d) ***How advertisement or searching of application is made***

As shown in Table II, 46.7% of those who responded/agreed that unsuccessful candidates are notified after the interview; 31.1% disagreed and 22.2% of respondents said that they are not sure if unsuccessful candidates are not notified after the interview.

e) ***Appointment of successful candidates***

Successful candidates for temporary and permanent posts must receive confirmation of their appointment as soon as possible after a decision to appoint is made SBC (2005). At City University London, no employee can start employment until a signed copy of the employment contract has been received, satisfactory references, some organization ask for medical clearance, but

this is used to discriminated people with chronic diseases, and a work permit for foreigners although this is obtained after getting appointment letter Miller (2007).

f) ***Unsuccessful candidates are notified***

As shown in Table II, participants said that 51.5% after probation period, are appointed immediately after passing their interviews as it was said by 33, 3%. 15, 6% said that referees must be consulted before appointing someone.

**4.3.3 Effects of Recruitment Procedures on employee's performance in Universite Laique Adventist de Kigali**

This section deals with respondents' view on the effects of recruitment procedures on employees' performance at Universite Laique Adventiste de Kigali. It is answers research question three "What effects do recruitment procedures have on employee's performance in Universite Laique Adventist de Kigali?"

Respondents in an Interview on April 1, 2009 from Universite Laique Adventiste de Kigali concurred that there are some positive and negative effects of recruitment procedures on employees' performance at Universite Laique Adventiste de Kigali, as follows.

**Positive and Negative Effects of Recruitment Procedures on Employees' Performance at UNILAK**

(a) At UNILAK, the recruitment is done every year for the Lecturers as cited by 13.3% of respondents, and at any time as long as there is a vacant post (as cited by 86.7% of respondents in Table II). The respondents, who said that recruitment is done every year, justified their answer by saying that at the end of every year, graduates with first class are recruited as Assistant Lecturers or they are given other jobs within university. This has positive effects because these candidates are selected based on their

capacities, and they select the best students, who, consequently and always perform either well or very well. The negative effects here are that these candidates have no experience, and some can get the first score marks without having abilities of teaching. Also there is high labor turnover, because some of these candidates are not interested in teaching, and when they get other Jobs, they leave without looking back.

(b) At UNILAK, recruitment is made internally and externally as cited by 40% of respondents in Table II. The positive effect of this, is that, most of people are interested and the best candidates can be found. But for some strategic post, like Deans of Faculties, they promote the existing Lecturers who, may, not necessarily be the best candidates that can perform well than others from outside. This does not tally with what goes at City University London (CUL) where "most positions are simultaneously advertised externally in print media and/or internet sites" Miller (2007, p.2). Advertisements are the public face of recruitment, designed to attract all the people who would have the experience, qualifications and aptitude to fulfill the role. (Hidimba, 2007, p.9) asserts that to ensure that all staff is provided with opportunities for consideration for career development or movement, all vacancies can be advertised within and outside the organization.

(c) At UNILAK, the candidates first are selected by written test. The successful candidates (who get 70%) are called for the interview. The interview is made face-to-face with the interviewee, in a panel of recruitment committee. The selection of candidates has positive effect because there is transparency, and when some one knows that he/she was taken by merit, for sure, he/she can work hard because he/she is competent. And even the unsuccessful candidates will be sure that they were not qualified for that post. But it has also negative effects because the selection

is not made by the experts, and the ability, stability, team spirit, and other aspects of personality, can not be effectively measured. This affects negatively employees' performance because of lack of some abilities, knowledge, and competence on the part of selected candidates, which, sometimes, causes poor performance.

(d) At UNILAK, the confirmation of appointment of successful candidates is made after probation as cited 51% of respondents in Table II. This has a positive effect to employee's performance, because he/she may work hard, for being appreciated and he/she can get a contract after being evaluated. It has also negative effects because an employee can not accept to resign his job, without assurance of job (contract); it therefore causes job insecurity on the employees' side, which, consequently, may affect their performance.

Successful candidates for temporary and permanent posts must receive confirmation of their appointment as soon as possible after a decision to appoint is made SBC (2005). This also does not tally with City University London, where no employee can start employment until a signed copy of the employment contract has been received (Miller, 2007).

The positive effects of recruitment procedures at UNILAK lead to the good performance of employees, and the negative effects of recruitment procedures lead to the poor performance of employees.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

Recruitment procedures followed by Universite Laique Adventiste de Kigali, is summarized in the following: it starts with the review of the need of recruitment. The review is mainly made against the structure of current staff and their skills, and strategic aims of faculty/department or the entire university. If they find that there is a need to recruit, they design job descriptions for that vacant post.

The next step consists of searching for potential applicants which is done internally within University and outside university at the same time. Internal recruitment is done through promotions, transfers and adverts made internally through internal memos, whereas external recruitment is mainly made through advertisements on radios, television, and news papers, and employee referrals.

After receiving application letters, the selection committee composed of people of different departments, faculties and human resource department assess those application letters against job descriptions, the successful candidates do test (administrative staff) and then interview but the unsuccessful candidate are not informed.

The researcher discovered that successful candidates, specially lecturers, are appointed immediately after interviews while administrators were appointed after probation period. To have productive workforce, induction is carried out to the employees in the University. The researcher also discovered that recruitment procedures have both positive and negative effects on employees' performance. The positive effects of recruitment procedures at UNILAK lead to the good performance of employees, and the negative effects of recruitment procedures lead to the poor performance of employees.

Prospective researchers, and even students, should be encouraged to research into the following areas in Private Universities in Rwanda on:

- (a) Employee Retention strategies and labour turn over.
- (b) Impact of employees' motivation on the performance.
- (c) Human resource strategies in private universities in Rwanda.
- (d) How other factors, other than recruitment procedures affect employee performance in public and private universities in Rwanda.



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## **Status of Tourism Activity in Nyungwe National Park and the Development of Kitabi Sector (Nyamagabe District)**

By:

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**Abstract**

Nyungwe is Africa's largest protected mountain rainforest. With about 310 bird species, 26 of which are endemic, Nyungwe is one of the most important bird watching destinations in Africa. Hence a study was conducted to analyse the development of the Kitabi sector and assess the local resident's attitudes in the development of tourism in the region. Questionnaires were used to elicit information from the respondents. About 54 residents, comprising of both sex, in the age range of 17 to 63 years participated in the study. The types of tourist, the benefits and the challenges of the residents and their views are presented in the study.

**Key words:** Nyungwe national park, Domestic tourism, domestic area development, economic development, tourism impact, residents attitudes.

## Introduction

Attractions are the primary motivation for travelling. Tourism activity encompasses both natural and artificial milieu with human interactions. Several factors such as economic, social and cultural factors with them influence tourism activity. The natural environment is made up of flora and fauna in their habitat. It is important to note that the human environment and the natural environment are interwoven and human activity is both affected by and has effects on the natural environment (Mason, 2008). Nyungwe National Park offers a rare and important habitat for many species, especially primates and birds. And at over 1000 km<sup>2</sup>, Nyungwe is **Africa's largest protected mountain rainforest**. With about **310 bird species**, 26 of which are endemic, Nyungwe is one of the most important and still undiscovered bird watching destinations in Africa (RDB, 2013)

Moreover, it is important to understand tourism development and its impacts in a tourist place. Rwanda, "the land of thousand hills" is one of the most incredibly beautiful places of the African continent. It is worth noting that Rwanda's beauty attracts tourists, and the Rwandan tourism is one of the most fast developing industries of Rwanda. Though a small nation, Rwanda has splendid National parks like the Akagera National Park, the Nyungwe National park and the Volcanoes National park. Rwanda has made significant progress in developing and managing its tourism sector in recent years having increased tourism revenue from US\$ 26m in 2005 to US\$ 210m in 2008. The country is endowed with excellent tourism assets (UNWTO, 2005). Nyungwe National Park is a top ecotourism destination with a growing network of hiking trails that offer visitors great opportunities for world class bird watching, chimp tracking, monkey watching, orchid ogling, camping ( at a few sites) and canopy walk (only in East Africa) (RDB, 2013).

Tourism has a significant impact due to human activity (Mason, 2008) that can be positive or beneficial, but also negative or detrimental. Tourism is an attractive tool for economic development, specifically in the developing world. Viewed as an export industry of three G's - "get them in, get their money, and get them out", tourism has assisted many developing countries to move away from dependency on agriculture and manufacturing (Toolman, 1997).

The growth and development of tourism has been associated with several idealistic notions concerning its contribution to society (Murphy, 1985); if tourism supply and demand are both met, then tourism could be profitable.

It is worth understanding the real need of being aware of the perceptions of local residents towards the protection of forests or parks for the sake of developing tourism in the very region (Kailash, 2004). Forests are very important in that they provide a multiplicity of functions that supports the socio cultural as well as the economic life of man (Ekane, 2000). Forests provide fuel wood, timber, cooking oil, bush meat, agricultural inputs and medical products (Neba, 1997). Nonetheless, these benefits are supposed to be legally acquired.

However, if local residents are not eager to satisfy tourists, then tourism development could be hindered. A practical example is Kitabi Sector in Rwanda where local residents residing close to Nyungwe National park devastate the forest. They ruin the milieu by illegally cutting trees for charcoal, making forest fire for clearing land for agricultural reasons, poaching and hunting for food, and mining. The aforementioned dangers are against environment protection, hence hindering tourism development

The Kitabi sector in Nyamagabe district, south province of Rwanda, is adjacent to the Nyungwe forest and therefore the study was conducted here. It is a rare high altitude habitat for a quarter of Africa's species of primates, nearly 250 species of trees, 300 species of birds receives 2000mm of rain situated in the south west Albertine Rift. The study covered selected sample of local residents in the different cells forming Kitabi sector in Nyamagabe District south province. Local residents included those who are involved in agriculture and animal husbandry, motorcyclists, taxi men because they deal with transportation, Kitabi College of conservation and Environment Management (KCCEM) staff since they host tourists when there is no training during one or another period of time. The study was carried out in this area as tourism - based economy to sustain itself in local communities; the residents must be willing partners' in the process. Their attitudes toward tourism and perceptions of its impact on community life must be continually assessed (Allen *et al.*, 1988). Here local residents' attitudes toward tourism development need describing and pointing out so as to draw necessary conclusions and write recommendations to Rwanda Development Board (RDB) which could cater for its decision- making policy toward sustainable tourism development.

### **Objectives of the study**

The objective of this research was to analyse the development of Kitabi sector due to tourism development, identify the attitudes of local residents from Kitabi sector toward tourism development.

### **Methodology**

The research was based on primary data that was collected using the Interview schedule, observation schedule, documentation and

questionnaires. They were employed to elicit information's that were needed and contained both closed and open-ended questions that were kept to the minimum so as to enable the respondents focus on the major aspects of the research. Questions in the questionnaire were open-ended so as to have local residents freely respond to questions like "How....?" and "Why". Simultaneously, note taking and active listening were adopted.

### **Profile of the study**

The research was carried out at Kitabi sector, Nyamagabe District in Southern province. The target population were the local residents of the sector. Simple random sampling was used. The sample was composed of motorcyclists, taxi drivers, staff of the Kitabi College of conservation and environmental Management (KCCEM) and staff of the Nyungwe National park. A total of 54 people participated in the study.

While conducting face to face interviews with respondents, observation technique was also adopted to get relevant information. This helped to clarify certain types of information that were needed. The questionnaires helped to obtain the necessary information in depth related to objectives. The collected data were grouped, analyzed and presented as tables and charts.

### **Results and Discussions**

The sample was made up of 14 females and 40 males representing 25.92 percent and 74.07 percent, respectively.

#### **Age range and Gender of respondents**

The respondents were grouped according to their age and sex. The sample comprised of both men and women. As indicated in



table 3.1, of the 54 respondents; 17 of them (31.8 percent) were in the age range of 17-57 years.

**Table 1 Age range and gender of Respondents**

Age range (years)	Gender		Total	Percentage (%)
	M	F		
17 - 26	13	4	17	31.8
27 – 36	16	3	19	35.1
37- 46	6	4	10	18.5
47- 56	4	3	7	12.9
above 57	1	0	1	1.8
<b>Total</b>	<b>40</b>	<b>14</b>	<b>54</b>	<b>100</b>

**Source:** Primary data

This age range indicates the youth and young adult period when they are energetic. They were willing to support the protection of Nyungwe National park (NNP). Youth are also strong enough to contribute and to be useful toward Tourism Development. Respondents in the age range of 27-36 years constituted the highest number (35.1 percent), and this reflects a good number of respondents who contributed a lot in terms of providing needed information during data collection.

Socially, this is the age of marriage considering the Rwandan constitution. Culturally speaking, this is due to the fact that in Rwandan culture, men have the privilege to education whereas women do not have.

**Age range and education status of respondents**

The local residents were fortunate for local residents to have gone to school. Due to limited financial means and to the history of Rwanda it is true that very few people could be allowed education. Hence it can be justified of those who stopped at primary level of

education (Table 2). This was followed by the percent of the ones who did secondary school (31.4 %), and these are in the age range of 27-36 years.

Majority of the respondents (46.30%) had primary education followed by secondary education (31.48%) while 20.37% had university education. It goes without saying that rural areas have to some extent been lagging behind compared to urban areas in terms of education.

**Table 2: Age range and educational status of respondents**

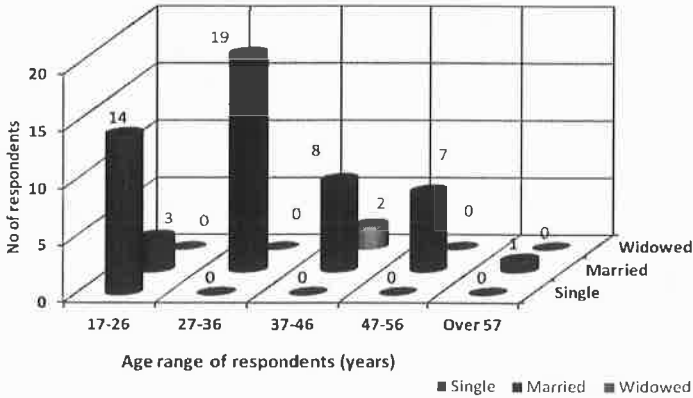
Age range (years)	Education status				Total	Per cent (%)
	University	Secondary	Primary	None		
17 - 26	6	5	6	0	17	44.4
27 - 36	5	7	7	0	19	31.4
37- 46	0	5	4	1	10	5.5
47- 56	0	0	7	0	7	14.8
above 57	0	0	1	0	1	3.7
<b>Total</b>	11	17	25	1	54	100
	(20.37%)	(31.48%)	(46.30%)	(1.85%)		

**Source:** Primary data

### Age range and marital status of respondents

The marital status of respondents is presented in Fig 1. The figure indicates that the majority of the respondents in the study were married people followed by 25.9 percent composed of unmarried people. Moreover, widow / widower were in the age range of 37-46 years and comprised of (3.70%). Among the respondents there were neither divorces nor separated persons. The important percentages of married people reflect social stability. It is true that married people cope with household at the same time they are ready to help in tourism development in that they have the potentiality to protect the park so that they keep it attractive for

the satisfaction of tourists. Widowed ones are as stable as married persons since most of them cater for their families.



**Source:** Primary data

**Fig 1: Age range and marital status of respondents**

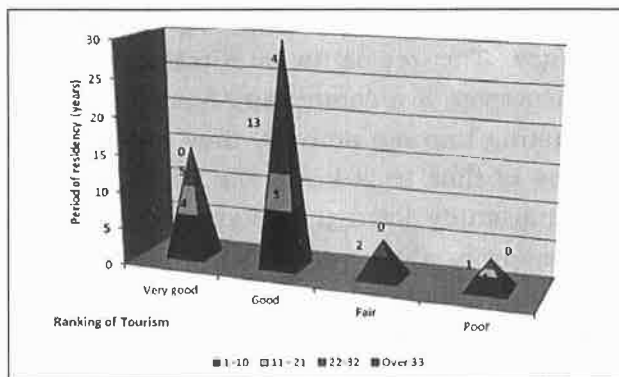
### Duration of residency and ranking of Tourism

The consecutive genocides have caused displaced communities throughout the country. The residents of Kitabi sector have also been displaced. However, if a community has to provide its opinion about the existing tourism activity, they ought to have been there for a period of time to indicate the tourism activity. The respondents in this study lived the Kitabi sector between 1 to > 30 years. The majority of the respondents (38.89%) were residents of Kitabi sector between 21-30 years; of these 24.07% rated tourism activity to be good. Irrespective of the years of residency in the Kitabi sector, 27.77% of the respondents ranked tourism activity to be good. Among 54 respondents majority of

them, irrespective of the ranking, were found in the residency period of 5 to 10 years.

The findings of the study indicated, as shown in Fig.2, that the current situation of tourism in Nyungwe National park is good. However, only 8 people who have lived for 5 to 10 years that revealed that tourism is fair while 4 of informants from all the time range revealed that tourism is poor. Some of the respondent's ranked tourism to be poor because they felt that they were not benefitted by this economic activity. Zoning in the NNP has not been done well. Hence the people had to protect their crops from the invading animals from the park, yet they felt the government did not compensate them for the efforts. Another viewpoint that was expressed was that they protect the park but was not being rewarded.

For most respondents when it comes to lack of compensation, they feel their interests are not catered for. However, if the evaluation of the current situation of tourism is as good as it has been revealed then pending issues could hopefully be handled by Rwanda Development board as it is also in charge of tourism and conservation.



Source: Primary data

**Fig 2: Ranking of Tourism activity by local residents based on the duration of residency**

From the observations of the place it can be deduced that it is true that in Kitabi sector there are bars restaurants and some accommodations. Some tourists stop in the centre for shopping, taking something to eat, to drink and others to find accommodation. Prices were reasonable. During the time of research, accommodations varied between three and five thousand Rwandan francs. An employee from “Ls Maitrise Resto-Bar” declared that “service delivery, cleanliness and customer care are adequate and the proof is that tourists return for accommodation which signifies the level of satisfaction.”

By and large, considering the time range of residency for all the respondents, it is worthwhile to understand that tourism in NNP is good and for a sustainable tourism development there is an appeal for the local residents to work hand in hand towards the protection of NNP so as to attain a very good attractive and sustainable tourism.

**Time range of residency and observation of the nationality of Tourists**

It is only 17 years since the country is rebuilding after the 1994 genocide. Since then the inflow of tourist has steadily increased. The local residents who have lived for 10 to 30 years opined that 96.30 % of the tourists were international tourists while the remaining were only national tourists. Hence domestic tourism was poor. Therefore, the potentials for harnessing domestic tourism remain high. This is true in that internationals have already developed the culture of budgeting for tourism which makes them succeed and achieve their targets. Culturally

speaking, internationals are eager to learn different cultures from different countries hence a need to go to visit the very sites. It goes without saying that compared to internationals Rwandans was very few because they have not developed tourism culture yet. The same is depicted in table 5 that shows that respondents in the range of 1-10 years of residency had the perception that internationals were interested in tourism and therefore visited the NNP.

**Table 3: Time range of residency and observation of the nationality of Tourists**

S. No	Time range of residency (years)	Nationality of tourist			Percent (%)
		Rwandans / Domestic tourists	International tourists	Total	
1	1-10	1	21	22	40.7
2	11-20	0	12	12	22.2
3	21-30	1	14	15	27.7
4	Over 31	0	5	5	9.2
5	Total	2	52	54	100

**Source:** Primary data

Promotion of domestic tourism is one of the ways to help the locals realize the tourism assets the country has and appreciate the richness of their nation. The study therefore indicated that there was an influx of foreign currency due to tourism activity in Kitabi sector.

**Beneficiaries of tourism**

The time range of residency and beneficiaries of tourism if depicted in table 4.

**Table 4: Time range of residency and beneficiaries of tourism**

Time range of residency (years)	Beneficiaries of tourism					Total	Percent (%)
	Local residents near NNP	Government	Tourists	Researchers			
1-10	3	7	3	1	14	25.15	
11-20	10	5	2	0	17	31.4	
21-30	0	19	0	2	21	38.8	
Over 31	0	2	0	0	2	3.7	
<b>Total</b>	13	33	5	3	54	100	

**Source:** Primary data

The study indicated four categories of beneficiaries that existed due to tourist activity. They were local residents, tourists, governments and researchers. The study revealed the highest beneficiary was the government (62.96%) followed by local residents (29.63%) while the tourists (11.11%) and researchers (9.23%) were only meagre. The money generated through tourism activity is portioned to the tune of 5% and ploughed back into Kitabi sector by RDB for the development of infrastructure. However, it is worth mentioning that the local residents poured out their frustrations on the loss of their frustrations on the loss of their investment in crops by the wild animals like Baboons, Monkeys etc. It was also noted their anticipated compensation for the loss of crops was never returned by the country; neither was their efforts to protect the biota of the NNP appreciated.

**Interaction between local residents and tourists**

In any tourism activity the tourists who carry their culture with them face a response at the tourist site that may be adverse or beneficial (Table 5). Majority of the respondents (61.11%) opined that the tourists liked the local residents followed by 25.93% of the respondents who said that the tourists trusted the local residents. However, 12.96% felt that tourists feared them.

**Table 5: Time range of residency and relationship between local residents and tourists**

Time range (years)	Tourists fear local resident	Tourists trust local residents	Tourists trust local residents	Total	Percent (%)
1-10	2	6	11	16	29.6
11-21	0	4	6	14	25.9
21-30	4	3	14	23	42.5
Over 31	1	1	2	1	1.8
<b>Total</b>	7 (12.96%)	14 (25.93%)	33 (61.11%)	54	100

**Source:** Primary data

**Significance of tourism**

Tourism activity always leads to some important significance due to the influence of foreign exchange; positive significance was identified during the study. Income generation was identified to be the highest (62.96%), followed by infrastructure development (22.22%), work opportunities (11.11%) and market for local residents (4.81%), it should be stated that RDB caters for the 5% as revenue sharing to contribute to the host community development. Amazingly, nobody mentioned the communication promotion, and this gives such an impression that except staff from NNP others were not aware of it. However positive expenditure was expressed by (22.22%) while (77.77%) stated that tourism did not attract investments to enhance the socio-economic aspects of the people in Kitabi sector. Cultural activities such as songs, dances, lyrics, poems, flute etc. that influence tourist activity were practiced (85.19%). The respondents felt lack of cultural encouragement would lead to loss of heritage and natural resources.



After the importance of tourism has been understood by local residents, tourism could be easily developed and the park well protected. Among the significances of tourism as shown in table 6 of 54 respondents, 41 local residents said that tourism generates income for the government. Actually, 37 percent of the respondents in the time range of 11-21 mentioned that tourism is important in that it opens work opportunities and it generates in come at the government level. Local residents do not spend time talking to tourists. Also, since tourists could stop in Kitabi sector for shopping, the researcher understands that there could be some people to translate for ordinary people who do not use foreign languages.

**Table 6 Time range of residency and significance of tourism**

Time range (years)	Significance of Tourism						Total	%
	Work opportunities	Market for local resident	Communi-cation	Income generation	Infrastructure development			
1-10	0	2	0	8	2	12	22.2	
11-20	2	0	0	18	0	20	37	
22-32	0	3	0	13	3	19	35.1	
O v e r 33	0	0	0	2	1	3	5.5	
Total	2	5	0	41	6	54	100	

Source: Primary data

### Effects of tourism on local residents

Tourism affects the local economy of the destination, causing more spending or investment.

**Table 7: Time range of residency and effects of tourism on local residents**

Time range (years)	Attractiveness of tourism with regard to expenditures or investment in the economy of host community			
	Expenditure	Investment	Total	Percent (%)
1-10	3	16	19	35.1
11-21	4	13	17	31.4
22-32	2	11	13	24
Over 33	0	5	5	9.2
<b>Total</b>	9 (16.66%)	45 (83.33%)	54	100

**Source:** Primary data

The above table 7 clearly depicted that 45 (83.33%) respondents out of 54 confirmed that tourism really helped them to invest rather than overspending. Besides, 19 respondents in the time range of 1- 10 years of which 16 said tourism attracts more investment and 3 said that it attracts expenditures, altogether indicating 35 percent of respondents. The proof is that in Kitabi sector there is saving and credit Cooperatives (SACCO) bank, and other investment cooperatives. These enhance the socioeconomic aspect of local residents. Tourism is widely recognised as an instrument of local economic development (Agarwal *et al*, 2000)

### **Cultural impacts of tourism**

Tourism could encourage cultural activities as it is shown in Table 8. Cultural tourism is one of the largest and fastest-growing global tourism markets. Culture and creative industries are increasingly being used to promote destinations and enhance their competitiveness and attractiveness. Many locations are now actively developing their tangible and intangible cultural assets as a means of developing comparative advantages in an increasingly competitive tourism marketplace, and to create local distinctiveness in the face of globalisation. Of 54 active

respondents of all the mentioned time range of residency 46 stated that cultural activities were encouraged by tourism in the host community while 8 said that it was not so. Fascinatingly, 11 respondents who are over 33 years of residency in Kitabi sector disclosed that tourism in reality encouraged cultural activities. Additionally during the interview local residents pointed out – lack of cultural encouragement could lead to destruction of heritage, natural resources etc, hence limiting the inflow of tourists. Also, in Kitabi sector a cooperative named “Friends of Nyungwe cooperative” has built a cultural site and songs. Inbound tourists are interested in Rwandan culture because it has peculiarities compared to their songs, dances, lyrics, poems, worship of Lyangombe, cereal grain pounding mortar to remove the chaff, cultural marriages, calabash, traditional doctors, cithara, transverse flute, etc. A respondent had unique experience with a tourist that he roasted sweet potatoes for the tourist and the latter got excited and sang to reflect his culture.

**Table 8 Time range of residency and cultural impacts of tourism**

Time range of residency (years)	Cultural activities encouraged by tourism in the host community				
	Yes	No	Total	Percent (%)	
1-10	12	0	12	22.2	
11-12	14	3	17	31.4	
22-32	9	5	14	25.9	
Over 33	11	0	11	20.3	
<b>Total</b>	46	8	54	100	

Source: Primary data

**Impacts of tourists on local residents**

As to whether tourists are seen as a burden to the host community Table 9 illustrates that of 54 respondents, 25 of all the time range of residency strongly disagreed –tourists are not a problem in

the host community. There were 22 respondents who disagreed while 5 were neutral. Disagreement could be understood in the sense of being discontent. This discontentment could be caused by unemployment and underemployment. As for neutrality, it means a lot and most often it reflects negative attitudes and fear to reveal what is not going on to the satisfaction of local residents. More importantly, nobody from all the time range of residency strongly agreed on perceiving tourists as a problem in the host community. The 2 respondents who agreed reflect the kind of people who wish they could grab much for their interests and this is unfair. The respondents in the time range over 33 represent 9.2 percent of which 2 strongly disagreed, one disagreed and two remain neutral. There is an understanding of neutral people who do not care about business though they do nor support inequality and unfairness.

**Table 9: Time range of residency and impacts of tourists on local residents**

Time range of residency (years)	Opinion of respondents - Tourists perceived as a burden on the host community						
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total	Percent (%)
1-10	4	2	1	1	0	8	14.8
11-20	13	1	2	0	0	16	29.6
21-30	6	18	0	1	0	25	46.2
Over 31	2	1	2	0	0	5	9.2
Total	25	22	5	2	0	54	100

**Source:** Primary data

**Attitudes of local residents while serving tourists**

Tourists are often charged high in the tourist destination. Table 10 shows that of 54 respondents, 33.3 % of respondents above 33 years of residency of whom 15 respondents strongly disagreed on charging more money from tourists doing the shopping while 3 disagreed on that aspect. In addition, from all the presented time

range of residency, 23 respondents strongly disagreed against 21 respondents who disagreed. The idea is that local residents have a positive consideration of tourists in the host area. For business persons, there is no need to charge more money from tourists since in the Rwandan culture there are values that could not allow lack of respect to whoever is in need of any service.

**Table 10 Time range of residency and attitudes of local residents while serving tourists**

Time range of residency (Years)	Charge more money from tourists when supplying goods and services						Total	Percent (%)
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree			
1-10	3	5	2	1	1	12	22.2	
11-20	1	0	2	1	1	5	9.2	
21-30	4	13	0	2	0	19	35.1	
Over 31	15	3	0	0	0	18	33.3	
Total	23	21	4	4	2	54	100	

**Source:** Primary data

**Quality of life of the local residents:**

Residents' quality of life could be enhanced by tourism slowly but steadily. It is worth noting that of 54 active respondents, 33 stated that tourism enhances quality of life while 21 said that it did not (Table 11). In actual fact, during an interview a man allowed that there is what they call revenue sharing –this is 5 percent of the amount paid by tourists to visit National parks. The percentage is dropped in Nyamagabe district to be used in the development of resident's projects for the sake of Nyungwe National park. For local residents to contribute to the protection of the park this revenue sharing is needed as a way to motivate them. In fact that amount is used to develop the infrastructure (Health centres, schools, roads etc) It is does not benefit an individual, it is for common interest. Therefore a healthy person can work to develop

oneself taking advantage of the tourism activity. The quality of life gets better when people are secure in different aspects.

**Table 11: Time range of residency and quality of life of local residents**

Time range of residency (years)	Tourism enhances quality of life of local Residents			
	Yes	No	Total	Percent (%)
1-10	7	1	8	14.8
11-20	13	3	16	29.6
21-30	5	2	7	12.9
Over 31	8	15	23	42.5
<b>Total</b>	<b>33</b>	<b>21</b>		<b>100</b>

Source: Primary data

**Evaluation of the protection of NNP**

The protection of Nyungwe National park by 36 respondents declared that the protection of the park is good while 14 of respondents evaluated the protection as being very good (Table 12). Only 4 found the protection to be fair. A small percentage of the local residents find that the park is more protected than them. Actually these local residents wonder if the park should be protected at the loss of residents. This is because wild animals graze in the cross border without any compensation which affects their socio economic welfare.

**Table 12: Time range of residency and evaluation of the protection of Nyungwe National park (NNP)**

Time range (years)	Evaluation of the protection of NNP				
	Very good	Good	Fair	Total	Percent (%)
1-10	2	5	0	7	12.9
11-20	4	9	0	13	24
21-30	7	16	2	25	46.2
Over 31	1	6	2	9	16.6
<b>Total</b>	<b>14</b>	<b>35</b>	<b>4</b>	<b>54</b>	<b>100</b>

Source: Primary data

### **Hindrances of Tourism in NNP**

The following table 13 presents hindrances of tourism in NNP. Actually, of 5 respondents, 33.3 percent are in the time range of 22-32 and 27.7 percent are in time range over 3 0years.

The table shows the extent to which tourism development in Nyungwe National park is hindered. Among hindrances, both inadequate relationship between tourists and local residents and forest fire have been pointed out by 12 respondents against 12, in that order, from all the mentioned time range of residency.

In actual fact, forest fire has been a hindrance in that local residents have been extending their agriculture sites through making that fire. Again this fire has being made by some local residents to collect honey from beehives. After they had collected honey then they could leave the fire which could damage the forest/ park. The above aspects are hindrances in that forest fire can destroy both fauna and flora which are the most attracting features towards tourism. In the same respect cutting firewood is another danger to flora, also searching medical plants is damage for flora. Prominently, no one fetches water in the park. This is probably because local residents in Kitabi sector have got infrastructure among which clean water is available. More over, inadequate relationship lies in the customer care showed to tourists.

**Table 13: Time range of residency and Hindrances of Tourism in NNP**

Time range of residency (years)	Hindrances of tourism in NNP							Total	%
	Cutting firewood	Poaching	Forest fire	Search medical plants	High price in bars / pubs	Bad service delivery	Inadequate relationship between tourists and local residents		
1-10	4	3	1	0	0	1	2	11	20.3
11-20	1	2	2	2	1	1	1	10	18.5
21- 30	2	5	2	0	0	3	6	18	33.3
Over 31	1	1	7	2	1	0	3	15	27.7
<b>Total</b>	<b>8</b>	<b>11</b>	<b>12</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>12</b>	<b>54</b>	<b>100</b>

**Source:** Primary data

**Negative impacts of NNP in case of change**

The negative impacts that could occur in the case of Nyungwe National park was due transformation of the agricultural land of the district. It was found that 25.9 percent of respondents in the time range 21-30 of which 4 said that there could be extinction of both fauna and flora; 6 said that there could be rainfall shortage; 3 said that there could be climate change, and the 9 mentioned that erosion might take place (Table: 14). Highly extinction of both fauna and flora was mentioned by 18 respondents. This is substantial in that most tourists are attracted by fauna and flora; then once destroyed there could not be any tourism development.

**Table 14: Time range of residency and Negative impacts of NNP in case of change**

Time range of residency (years)	Negative impacts of NNP in case of change				Total	Percent (%)
	Erosion	Extinction of fauna and flora	Rainfall shortage	Climate change		
1-10	2	7	5	1	15	27.7
11-20	3	2	1	7	13	24
21-30	1	4	6	3	14	25.9
Over 31	3	5	3	1	12	22.2
<b>Total</b>	<b>9</b>	<b>18</b>	<b>15</b>	<b>12</b>	<b>54</b>	<b>100</b>

**Source:** Primary data



**Type of people for the protection of NNP**

It is worthwhile to note as shown in Table 15 that local residents, local authorities, and staff of Nyungwe National park- the ones representing Rwanda Development Board (RDB) are the very people who are involved in the protection of the above mentioned park. However, this research project aimed at pointing out the very practical responsibilities. Thus of 54 respondents, 35 respondents said that staff representing RDB are the ones who play an important role in the protection of the park. After local residents were sensitised about the importance of the park, they are now involved in its protection. Then local authorities do also understand their responsibility to cater for the protection of the park. Respondents in the time range over 31 (40.7%) considered staff from RDB and local residents to be the most important people playing a significant role in the protection of NNP. Moreover, respondents in the time range 23-32 years (i.e.24 percent) confirmed that mostly staffs from RDB are the ones protecting the NNP. This really proves that the staffs are playing their role in a substantial manner.

**Table 15: Time range of residency and segments of people for the protection of NNP**

Time range of residency (years)	Segments of people				
	Local residents	Local authorities	Staff of NNP	Total	Percent (%)
1-10	2	3	4	9	16.6
11-20	1	2	7	10	18.5
21-30	2	1	10	13	24
Over 31	8	0	14	22	40.7
<b>Total</b>	13	6	35	54	100

**Source:** Primary data

Sensitization was done and 52 confirmed that they have been sensitized about Nyungwe National park Protection while two respondents in the time range 11-20 and over 33 , said that they have not been sensitized . This is interesting given the fact that they start grasping the importance of tourism through the infrastructure put in place in the host community thanks to Revenue sharing. In fact those who said no they might wish that the revenue sharing be directed to individuals which are not possible when the purpose is to target the interest of the whole host community.

### **Media for tourism development:**

Media plays a tremendous role as it provides adequate and accurate information with regard to tourism development. As highlighted in table 16, of 54 respondents, 24 in the time range over 33 years, representing 44.4 percent of whom 15 mentioned international media as the most important tool to contribute to the development of tourism; 2 mentioned Rwandan media; and 7 pointed out the use of films. In addition, 11 informants (i.e. 20.3 percent) in the time range 23-32 years of whom 8 confirmed that Rwandan media could work for tourism development. Here the media, the mass media and new media- use of computers, the internet, newspapers, magazines, radio, and television contribute to the development of tourism. The above mentioned media tools are mostly utilized in marketing, sales and purchases. In the context of this project the media are to market protected areas so as to motivate tourists to visit them hence income generation and the development of all aspects of both tourists and host communities.

**Table 16: Time range of residency and Media for Tourism development**

Time of residency range (years)	Type of media to be used for Tourism development				
	International media	Rwandan media	Films of protected areas	Total	Percent (%)
1-10	2	8	3	13	24
11-20	3	2	1	6	11.1
21-30	2	1	8	11	20.3
Over 31	15	2	7	24	44.4
<b>Total</b>	22	13	19	54	100

**Source:** Primary data

The above represented table depicts that the International media as brought up by 22 respondents of all time range of residency, is the most substantial tool to contribute to tourism development.

**Conclusion:** Tourism is definitely an economic activity that enhances the livelihood of the people. Tourism has really impacted the life of its people in Kitabi sector, though slowly. There were a total of 54 respondents 54 respondents; 17 of them (31.8 percent) were in the age range of 17-26 years. The Nyungwe national park is unique and is experiencing exceptional challenges in its beautiful milieu. Education of the local residents, increasing guest services, enhancing quality of services, improving infra and super structures will boost tourism in the Kitabi sector.

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# **Relevance of Teaching Peace Education in the Great Lakes Region's Universities**

By

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**Abstract**

This study depicts the relevance of teaching Peace Education (PE) in the universities of the Great Lakes Region (GLR). The region is composed of Burundi, DR Congo and Rwanda; each of these countries has experienced warfare though in different contexts. In 1994, Rwanda experienced the worst times of its history as genocide against the Tutsi occurred. At the same time, Burundi was experiencing another awful warfare. In 1996, the DR Congo also experienced the same plight through the 'so called' liberation war. This triggered more warfare and up to now, the country is still living unending, sporadic and repeated wars. In fact, the man who creates warfare is the same who can set up ways to address it peacefully in a long lasting way. This proves the importance of teaching PE in the universities of the GLR as a way of moving toward sustainable peace. Not only PE can infuse nonviolent attitudes and related behaviours into the students but significantly edify them on ecosystem protection since they are future leaders. Due to warfare in the region, the people and the natural environment have been awfully damaged, communities became enemies and the social stratum was detached. The contribution of this study is in its endeavour to expose the influence of teaching PE to university students of the region. Moreover, it discusses its practicability and the changes expected from university students regarding the use of peace in daily life.

**Key words:** relevance, peace, education, great, lakes, region, universities.



## **1. Introduction**

Peace Education (PE) is a necessary social process of intended learning as it can surely bring sustainable change in communities, like in the Great Lakes Region's Universities (GLRUs). The purpose of PE together with its contents can help lecturers to train and commit the GLRUs students to principles that shun violence to human beings and the ecosystem and any related behaviour toward constructive peace. To Mugisho (2013:75), the culture of educating students for peace infers to instruct them on how to recoil from violence and related attitudes and behaviours toward mankind and the ecosystem. Such vision moves toward sustainable education and involves everyone in the GLRUs and their surroundings. If truth be told, education remains a strong and undeniable tool that can infuse the notions of peace into students' memories. The process can never achieve in case all partners to universities are not really and willingly involved for a better and harmonious future. For that reason, Bar-Tal (2002:39) states that 'Peace Education requires joint collaboration between students, parents and universities staffs' commitment'. Support to PE programme in the GLRUs would legitimise the universities members' plan to build a nonviolent academic environment in particular and the countries that make the region in general. Besides, the current research investigates on how PE can be practical in the universities of the region so that positive change can be observed among the students, the staffs and the catchment area of the universities in particular and the whole region in general.

## **2. Background**

This point tackles an overview of what has been happening in the region since 1994, the year when the GLR became a real turmoil as the genocide against the Tutsi in Rwanda sparked out. At the same moment, bloodshed was occurring in Burundi as well. Some of the people who orchestrated the genocide in Rwanda fled to the then Zaire, today the Democratic Republic of Congo DRC. In 1996, there arose the liberation war of Zaire; it was led by Joseph Désiré Kabila, the father of the current president of the DR Congo. He was heavily backed by the Rwandan Patriotic Front (RPF) and Ugandans. They entered the DR Congo and toppled down Dictator Mobutu Se Se Seko. Since then, different unending and intermittent wars organized by different actors succeeded one another.

The Interahamwe are the people who perpetrated the genocide against the Tutsi in Rwanda; they have been living in the DR Congo for twenty years now. They have been committing awful and indescribable human rights atrocities against women, men and children and the environment in the DR Congo; all culminating into vast human insecurity in the country and in region.

The Rwandan genocide is the trigger of the insecurity prevailing in the region today because it is the beginning of all these sad events in the region. In fact, the people were getting different ways of intoxication that promoted tribal, regional and national hatred. Therefore, education had a great impact on this carnage. Based on this, the researcher decided to discuss the need of teaching PE in the universities of the Great Lakes Region in order to contribute to long lasting peace.

Such an education will not only help the students but also the people dwelling in the region. This is true since educating the youths will generate positive change of minds toward human beings and ecosystem protection, which can enlighten the whole

nation. Such an attempt can lead to achieving sustainable peace in the region as education is a strong weapon to change people both mentally and morally. This confirms that initiatives by the genocide perpetrators and other guerillas and fighters were destructive but this paper shows the constructive side of education.

### **3. Objectives**

This paper aims to expose the following objectives:

- a. To provide a brief magnitude of PE and explain its relevance in the universities of the region;
- b. To discuss the practicability of PE in the GLRUs and detail changes parents and educators expect from students.

### **4. Methods for data collection**

The researcher has used mixed methods for collecting empirical information regarding teaching PE in the GLRUs. Accordingly, he used documentary method, interviews, Focus Group Discussions (FGDs) and in depth interviews in order to get the information depicted in this paper. In fact, the researcher chose these methods solely as they allowed him to collect the primary data on the 'relevance of teaching PE in the GLRUs'. For that reason, and in line with both Charles (1994:41) and Cohen (1997:41), the above mentioned methods are positive tools that help researchers to gather and ascertain the subject matter of a topic under discussion. In the same vein, Denzin and Lincoln (2000:52) underscore that by combining data from books and the interviewees' opinions, researchers compile convincing evidence on their topics. This infers that data from documents and different respondents is vital resource to any researcher who wants to look into social situations like PE in the GLRUs. In addition, such facts are sometimes believed to safeguard the researcher

although some might not be given the consideration they ought to have (Sharp 2002:13).

To Mouton (2001:32), data collected via interviews, in depth interviews and FGDs must be valued and shared among the individuals who live in the area of study in order to better understand the different opinions people support on a social issue they live on daily basis. On the other hand, he argues that since documents are based on some particular conventions and mirror some detailed discourses, they consequently present some advantages to research. Thus, any data that is gathered from the people living in the GLR, students, educators and parents and books or any other different writings are helpful for highlighting the conceptualization of the setting in which peace can be dealt with in the field of education, importantly in the region. It is in this context that the researcher thought such methods are helpful regarding the need for the GLRUs to implement specific courses regarding peace and seek ways to foster the latter in each country member. Above and beyond, this moves the researcher writer to rationalize and value the issue unconditionally.

## **5. Sampling**

The current paper focuses on teaching PE in the GLRUs, which stirred the researcher to seek empirical data with people in the region. Consequently, thanks to interviews, FGDs and in depth discussions he talked to some parents, local leaders, students, lecturers and specialists in the field of PE in the universities of Burundi, the DR Congo and Rwanda. The Universities concerned were UOB and ULT in Burundi; UCB, UEA and ULPGL, in the DR Congo; ULK, NUR and UK in Rwanda. The researcher selected 50 interviewees purposively in the region, all sexes, ages and education, social and marital statuses mixed. Such a selection inferred purposive sampling; ie the researcher selected the sample population considering their knowledge of the phenomena of the study (Denzin and Lincoln 2000:12). Moreover,

this allowed him to obtain high quality information about the significance of teaching PE in the GLRUs. The respondents the researcher selected epitomised a broader community, that is, the GLR university community. The interviewees took the different discussions and their opinions were combined to give a more global view of the whole community than the researcher had been studying (Mouton 2001:32). Although the number of respondents was reduced and did not cover the total population of the region, it remained representative and illustrative on this issue.

## **6. Data Analysis**

This point scrutinizes the results that the researcher collected from the different interviews, FGDs and in-depth interviews he organised on the field regarding the relevance of teaching PE in the GLRUs. To maintain confidentiality, the interviewees' identities are hidden. The findings are categorized into themes and sub-themes, and referred to the existing literature review for discussion.

### **6.1 Respondents' definition of PE**

The understanding of the concept of PE carries different meanings. Respondents from all countries, in the FGDs and interviews argued that this is a process that can be defined differently. They believed that PE can be applied at home, at school and in the wider community to develop some skills, attitudes and values in the individual for changing their behaviour in order to live a nonviolent environment and so spread the culture of peace. In the context of this study, the lecturers from the DR Congo and Rwanda disclosed that students must be educated to get peace tools so that they can live harmoniously and teach peace practically in their communities.

In in depth interviews in all countries, the parents validated that PE tackles different domains that help the people live in peace

among themselves and with the natural environment. To Bar-Tal (2002:33), PE remains a significant instrument to endorse peace, trim down poverty, encourage social justice, human rights, democracy, cultural diversity and environmental awareness. For Burundian and Congolese lecturers, by educating students in PE, 'we expect to move them toward active belief in peace via principles, life abilities and information familiarity in a spirit of impartiality, admiration, understanding and compassion, tolerance and reciprocal appreciation among individuals, groups and nations'.

In FGDs and interviews, Rwandan and Congolese students said their lecturers of PE can help them respect others' rights and involve in cooperation by reducing violence in their families, communities and the region. The students confirmed that peace becomes a long term investment in case they are inculcated positive values to assure them harmonious and democratic social life, as well as the safeguard of the Mother Nature. The students were eager to be taught PE by entailing a culture of peace and nonviolence that goes to the essence of elementary human rights and the ecosystem.

The views of the leaders in the same FGDs were different; those from the DR Congo ascertained that the culture of peace must take root in the university's auditoriums from fresh students. The process must continue in order to be reflected in the universities' curricula. However, Rwandan leaders argued that any skills for peace and nonviolence can only be taught and perfected through practice. To Burundi leaders, PE must be characterised by the culture of peace and nonviolence and the model remains the lecturer. The latter must encourage his students to involve in active listening, dialogue, mediation, and cooperation as delicate skills. On this point, the parents in Burundi added that PE remains a dynamic and long term process in which lecturers must involve all students from their first year of the university.

Accordingly, Gervais (2004:212) believes that involving parents in PE programme creates a nonviolent, fair and respectful society for the students and the different communities that settle in the area. In this line, PE can alter students' mindsets and dispositions towards the other, including behavioural change. This echoes Salomon (2002:15) who stipulates that for such transformation to occur among students, lecturers have to collaborate with their universities by working under a structure in order to secure support of local leadership.

Furthermore, all the interviews pointed out the role of religious beliefs in PE. Unanimously, they confirmed that religion can easily promote peace among people by preaching eternal peace, which begins with attitudes change and unity. Because people bear the image of God, the students can learn how to love and forgive enemies, which thwarts conflict and violence peacefully (Bar-Tal 2002:29). Lecturers and parents admitted that PE can change violent feelings into constructive force as it develops students' critical thinking on the roots of violence and its deterrence. This moves towards building a global GLR that covers the whole human and nature family with identical values and full pride of everyone.

## **6.2 Respondents' views on the necessity for PE**

Respondents revealed that PE is crucial for the GLRUs and its constituent countries because it seeks a more hopeful region for everyone by recoiling from violence.

### **➤ In the GLRUs**

The outcomes of all the interviews, FGDs and in depth interviews, from all countries reveal that all respondents believe that PE is fundamental for the regional Universities. Interviewees admit that universities can vastly change the students' consideration of conflict since they mirror society. This implies that it is decisive

that students must cultivate the knowledge and skills to apply in managing their contentions and differences peacefully in their respective universities and at home. In an in depth interview organised in Goma DR Congo, students and leaders supported the view of Harris (2004:681) who stated that since violence and conflicts are social realities, PE becomes a sure tool that can train people to explore harmony, forbearance and esteem for human rights. Consequently, the responses of interviews done in all the countries show that specialists, parents and leaders support that lecturers in the GLRUs need to strongly consider societal problems and their influence on their students. In an interview done in Rwanda, the leaders and the students brought in a different point when they emphasised that PE can certainly develop community relations in order to build democratic and peaceful life skills among university students and beyond them. Furthermore, the results of all in depth interviews with all parents and students in all the countries confirm that once the students have acquired such abilities then, they become competent enough to create peace provided that these skills boost cooperative and democratic learning methods. The responses of the interview with Rwandan specialists in PE reveal that this is a good strategy to reduce violence since it improves auditorium or classroom management, discipline and develops teachers. This is in line with lecturers and specialists in in depth discussions in DR Congo and Burundi who confirm that through a curriculum that observes the major universal peace principles, students can acquire nonviolent skills. In this vein, the universities members practise the values of inner peace, care for the ecosystem and respect for human dignity (Harris 1999:254; Harris and Morrison 2003:63). In fact the above points emanate from promoting PE in auditoriums. In an in depth interview, one lecturer from the DR Congo emphasised that PE is not just a course intended to the students but a lesson for life of immediate relevance that empowers the students to achieve a just society in which all human rights of all persons are valued and respected. In FGDs,



Congolese and Rwandan local leaders called 'peace education that applies to the contents of all courses, at every level in the university educational structure.'

Such education is not done in an unplanned way. This concludes that lecturers, workers and all education stakeholders, including staff from ministries of education need to undergo specific training (Gervais 2004:101). Interviews results show that lecturers from Burundi and the DR Congo are for promoting the development of the whole person, so as to enable the students to contribute to society in a caring and responsible manner. According to the outcomes from all the interviews, PE specialists in all countries, lecturers and teachers raised the issue of recruiting and retaining the best teachers. The interviewees explained how governments can prioritise adequate salary, which must provide lecturers with a reasonable standard of living for themselves and for their families, as well as the means of enhancing their professional qualifications by developing their knowledge and improving their cultural resources. It is in the same context that lecturers added that if their respective governments can favour them working conditions including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new lecturers, such as mentoring programs, PE can be effectively taught in universities.

➤ **In the countries of the GLR**

All the interviewees' results in all interviews combined divulged that the countries that make the GLR are experiencing vast human rights infringement due to intermittent and unending warfare. They admitted that people's peace, security and respect for their rights can foster their countries' destiny. Thus, PE can train people to live peacefully with others and with the Mother Nature. Clearly, peace education seeks positive peace and development in countries that have been geared for the atrocities of negative peace

and hatred (Dovey 1996:149). As a matter of fact, overcoming the negative consequences of violence inspires a person to fulfil their basic needs, which requires the involvement of new generation of people who can fight negative peace to restore justice (COFAPRI 2013). In an FGDs organised in Burundi, lecturers highlighted that engaging universities in PE can train students in nonviolent choices and can trigger maturity toward achieving both social and national pride

### **6.3 Respondents' opinions on the practicability of PE.**

The practice of PE in the GLRUs may take different forms. In implementing peace at university level, students seek inner peace and safety from violence (Nolan 2005:7). The respondents from all countries and in all the interviews, FGDs and in depth interviews supported this idea as they confirmed that PE becomes practical if it can build values and behaviours that promote the culture of peace in the universities of the region. The PE specialists, the leaders and the parents from Burundi, in both FGDs and in depth interview admitted that by choosing their own actions, acting and reflecting on these actions for making a difference, the students of the GLRUs can be practising PE reasonably. In this vein, Salomon (2002:21) confirms that universities must be guided by the principle of unity in diversity.

The students and lecturers' interviews outcomes from all countries confirm that teachers have the great role of helping students to practice PE so that it extends beyond their intellectual attainment as it includes responsible attitudes and thoughtful positive appropriate action. Bar-Tal (2002:3) supports this by saying that teachers cluster the students in a mutual situation of work toward common goal of making PE more attainable. Besides, Rwandan and Congolese teachers and PE specialists' feedback in interviews show how by involving students in cooperative learning and games can surely reduce prejudices and stereotypes in schools in genera. Consequently, in the long run, the students develop the climate

of peace and behaviour of rights respect in his relationships with the others. In line with Stohl and Stohl (1985:32), it is evident that lecturers apply strategies that involve students for better demonstrating creativity and imaginative thinking in order to transform them. Actually, this is strengthened by the principles of equality and non-discrimination in the universities administrative policies, discipline and practices (Coady 1985:26). Any problem occurring in the GLRUs should be resolved peacefully. To Lantieri (1995:388), such process embraces mediation and nonviolence means that are already rooted in the local culture.

#### **6.4 Changes expected from students**

Responses of all parents, PE specialists and leaders from all the countries show changes among the students who have been following PE courses is very much needed and an expectation because this is not only a theoretical course, but importantly a practical one. They argued that change appears as holistic understanding, critical thinking and action undertaken for peace and justice because PE focuses on students' positive change in their behaviour. In FGDs, one parent from Rwanda emerged with the thought of Montessori (1945:64) that stipulates that behaviour is nested within society where it develops social values and norms which can hinder or promote peace. Basically, university PE can create new behavioural changes in the students and in the community (Lantieri 1995:388). In fact, this hugely depends on lecturers' strategies of teaching, the students' personal commitment and the university's philosophy used to address the values of the entire institution. It is in this context that the outcomes in the interviews in DR Congo and Rwanda revealed that students' new behaviours appear depending on the social and cultural context in which they are. Such transformation starts with the inner self of the student that John (2006:33) calls the 'power of education' that can make the students become peaceful and influence others positively. The parents and the leaders from

all the countries, in in depth interviews, expressed their wish to see students adopting nonviolence as a way of life. To these respondents, students will do so because they have experienced the costs of physical and emotional violence. This is so since both the parents and the teachers discover that the student is trying out new behaviour of negotiation and cooperation in a conflict with a peer. Congruent with Alger (1996:265), when students practise the recommended behaviour as a rule of thumb, they continue to use nonviolent methods and learn about them in order to scale down violence toward the people and the ecosystem in their universities and in the region. The leaders and PE specialists from both Rwanda and Burundi, in FGDs and an interview, openly supported those students who act intelligently to reduce violence and those who bring greater unity and harmony around them; ie at the university and in the region. These respondents substantiate that this cannot be achieved satisfactorily if the student does not develop qualities like tolerance, respect, appreciation of others, interests in others' views than oneself.

Moreover, the specialists in PE, the parents and the leaders from all countries, in FGDs and interviews were eager to see the students from the GLRUs come, live and learn together in unity and collaboration as one people. In this vein, Harris (2002:43) corroborates that the university's role of building dialogue and understanding between cultures will have been achieved. The above respondents are highly impatient to learn that the students are longing for democratic communities where people from all communities forgive the hurts of the past in order to make a new life in togetherness. In fact, all this achieves by building on the role and responsibilities of leaders, lecturers and their universities, as well as their students to fight animosity built on collinism, regionalism, tribalism, racism and xenophobia. The role of the universities in educating students for sustainable peace that parents want to see most would be to challenge violence in all its forms via true and open dialogue among students, lecturers,

communities, cultures and religions and to face up to the dangers of aggression and related behaviours (Suter 2004:54). This can persuade and satisfy the parents and the people in the GLR since they can experience and live respect of the ecosystem, everyone's cultures, honouring differences, human rights, democracy to protect minority rights and access to education of women and girls, even in remote areas of the region.

## **7. Conclusion and recommendations**

### **7.1 Conclusion**

This research paper has discussed the need for introducing PE programme in the GLRUs. This proves necessary since the region has experienced atrocious warfare for twenty years now. Initiating such a programme requires that parents, students, leaders and educators meet and give their opinions correspondingly. In fact, university is a community institution that can educate the youth for social, environmental and personal peace. Again, PE can help the people to learn about the positive values and norms that can root out structural violence to bring positive peace. Finally, the study explained some changes that are expected from the students. Change can help the students to become the people who resolve their conflicts nonviolently in their daily life, in their respective zones and how to protect the ecosystem.

### **7.2 Recommendations**

In order to promote the relevance of teaching PE in the GLRUs, it is recommended that

- PE lecturers be trained accordingly and be given motivating salaries;
- Governments create ministries of Peace Building in each country member to promote nonviolence;
- Both parents and lecturers should jointly communicate on how to encourage PE on both sides;
- Biodiversity should be protected at home and at school as models for students to follow.

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