



Republic of Rwanda
Ministry of Education



CCMCZP501

CITIZENSHIP

Develop attitude of living together in harmony

Competence

RQF Level: 5

Learning Hours



Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: All

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Purpose statement	This module describes the knowledge, skills and attitude required to develop attitude of living together in harmony. Upon completion of this module, the learner will be able to fight against Genocide denial and genocide ideology, to promote unity in diversity, tolerance and respect in the society, to describe democracy and good governance as well as to examine fair operating practices and financial scams.				
Delivery modality	Training delivery	100%	Assessment	Total 100%	
	Theoretical content	30%	Formative assessment	30%	
	Practical work:	70%		70%	50%
	<ul style="list-style-type: none"> Group work and presentation 				
	<ul style="list-style-type: none"> Individual work and presentation 	50%			
		Summative Assessment		50%	

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Fight against genocide denial and genocide ideology	1.1. The concepts of genocide denial and genocide ideology is clearly explained referring to international convention on the prevention and punishment of the crime of Genocide of 9 December 1948
	1.2. The ways to deny genocide are adequately analysed in line with social and political context
	1.3. The forms of genocide denial in Rwanda society and abroad are properly explained referring to international convention on the prevention and punishment of the crime of Genocide of 9 December 1948
	1.4. Ways of fighting against different forms and channels of genocide denial and ideology are clearly explained referring to international convention on the prevention and punishment of the crime of Genocide of 9 December 1948.
2. Promote unity in diversity, tolerance and respect in the society	2.1. The concepts of unity in diversity and tolerance are clearly explained in global context.
	2.2. The unity in diversity in Rwandan society is properly described referring to the Rwandan socio-cultural and political context
	2.3. Different ways that hinder tolerance and respect are adequately analysed referring to global socio-cultural context

	2.4. Impact of intolerance and measures to support tolerance and respect to the society are adequately assessed in global context
3. Describe democracy and good governance	3.1. Concepts of democracy and governance are clearly explained in reference to the political context
	3.2. Democracy is clearly described referring to the political context
	3.3. Good governance is clearly discussed in line with national and international law
	3.4. The role of Democracy is properly evaluated with reference to the socio-economic and political context
4. Examine fair operating practices and financial scams.	3.1. Concepts of fair operating systems and financial scams are clearly explained in line with political and economic contexts
	3.2. The fair operating systems are clearly described in line with political context
	3.3. The financial scams are properly discussed referring to the national and international standard

Learning outcome	At the end of the module the learner will be able to:
	<ol style="list-style-type: none"> 1. Describe genocide denial and genocide ideology 2. Promote unity in diversity, tolerance and respect in the society 3. Describe democracy and good governance 4. Examine fair operating practices and financial scams
Learning outcome 1: Describe genocide denial and genocide ideology	Learning hours: 10
Indicative content	
<ul style="list-style-type: none"> • Explanation of genocide denial and genocide ideology <ul style="list-style-type: none"> ✓ Definition of key terms <ul style="list-style-type: none"> ✚ Genocide ✚ Genocide denial ✚ Genocide ideology ✓ Some examples of acts of genocide • Analysis of the ways to deny genocide. <ul style="list-style-type: none"> ✓ Some ways used to deny the 1994 genocide against Tutsi. ✓ Role of media to deny 1994 genocide against Tutsi and spreading genocide ideology 	

- **Explanation of the forms of genocide denial in Rwanda society and abroad**
 - ✓ Describe the different forms genocide denial in Rwanda
 - ✚ Literal genocide denial
 - ✚ Interpretative genocide denial
 - ✚ Implicatory genocide denial
- **Explanation of ways for preventing different forms and channels of genocide denial and ideology**
 - ✓ At national level
 - ✓ At international level
 - ✚ Terms of the 1948 convention

Resources required for the learning outcome

1.Equipment	Braille materials, jaws software, computer, projector, white board
2.Materials	Chalks, markers, flip charts, paper
3.Tools	Books, poems, media, stories, songs, charts, maps, globes
4.Facilitation techniques	Individual and group work, Storytelling, Group discussion, Role play, Debate, Field study
5.Formative assessment methods	Written assessment, Oral presentation

Learning outcome 2: Promote unity in diversity, tolerance and respect in the society	Learning hours:6
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Indicative content
<ul style="list-style-type: none"> • Explanation of the concepts of unity in diversity and social cohesion. <ul style="list-style-type: none"> ✓ Define key terms <ul style="list-style-type: none"> ✚ Unity ✚ Unity in diversity ✚ Tolerance ✚ Respect • Description of the unity in diversity in Rwandan society. <ul style="list-style-type: none"> ✓ Forms of unity in diversity in Rwanda ✓ Importance of the unity in diversity in Rwanda • Description of the different components that hinder tolerance and respect <ul style="list-style-type: none"> ✓ Discuss the components hindering tolerance and respect <ul style="list-style-type: none"> ✚ Bias ✚ Prejudice ✚ Stigma ✚ Harassment

- ✚ Rejection
- ✚ Bullying
- ✚ Intolerance
- ✓ Discuss the factors affecting tolerance and respect
 - ✚ Time
 - ✚ Culture
 - ✚ Place
 - ✚ Situation
- **Assessment of the impacts of intolerance and measures to support tolerance and respect in the society**
 - ✓ Describe the impacts of intolerance
 - ✚ The emotional impacts
 - ✚ Economic impacts
 - ✚ Physical and social impacts
 - ✓ Measures to support tolerance and respect in the society

Resources required for the indicative content

Equipment	Braille materials, jaws software, computer, projector, white board
Materials	Chalks, markers, flip chart paper.
Tools	Books, poems, media, stories, songs, charts, maps, globes
Facilitation techniques	Individual and group work, Storytelling, Group discussion, Role play, Debate, Field study
Formative assessment methods	<ul style="list-style-type: none"> • Written assessment • Oral presentation

Learning outcome 3: Describe democracy and good governance

Learning hours:7

Indicative content

- **Explanation of the concepts of democracy and governance Democracy**
 - ✓ Define the key terms
 - ✚ Democracy
 - ✚ Governance
 - ✚ State
 - ✚ Good governance
- **Discussion on good governance.**
 - ✓ Describe the three powers of good governance

- ✚ Legislative
- ✚ Executive
- ✚ Judiciary

✓ The relationship between the three powers of government

- **Evaluation on the role of Democracy**

- ✓ Forms of democracy
- ✓ Principles of democracy
- ✓ Role of Democracy
 - ✚ In promoting individual citizenship
 - ✚ In enhancing good governance

Resources required for the indicative content

Equipment	Braille materials, jaws software, computer, projector, white board
Materials	Chalks, markers, flip chart paper.
Tools	Books, poems, media, stories, songs, charts, maps, globes
Facilitation techniques	Individual and group work, Storytelling, Group discussion, Role play, Debate, Field study
Formative assessment methods	<ul style="list-style-type: none"> • Written assessment • Oral presentation

Learning outcome 4: Examine fair operating practices and financial scams

Learning hours:7

- **Explanation of concepts of fair operating systems and financial scams**
 - ✓ Definition of key terms
 - ✚ Corruption
 - ✚ Fair competition
 - ✚ Financial scams
- **Description of the fair operating systems**
 - ✓ Importance of fair competition
 - ✓ Forms of corruption
 - ✓ Causes of corruption
 - ✓ Effects of corruption
 - ✓ Ways to fight against corruption
- **Description of the financial scams**
 - ✓ Types of financial scams
 - ✓ Impacts of financial scams
 - ✓ Methods of fighting financial scams

Resources required for the learning outcome	
Equipment	Braille materials, jaws software, computer, projector, white board
Materials	Chalks, markers, flip charts, papers
Tools	Books, poems, media, stories, songs, charts, maps, globes
Facilitation techniques	Individual and group work, Storytelling, Group discussion, Role play, Debate, Field study
Formative assessment methods	<ul style="list-style-type: none"> • Written assessment • Oral presentation

REFERENCES

I. BOOKS

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30. NURC, (January 2009), The causes of violence after 1994 genocide in Rwanda,
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II. ELECTRONIC RESOURCES

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2. [https://www.soumu.go.jp/senkyo/seiji_s/seijishikin/contents/SS20201127/006410_18.pdf.](https://www.soumu.go.jp/senkyo/seiji_s/seijishikin/contents/SS20201127/006410_18.pdf)
3. [https://www.google.com/search?q=Almond%2C+Gabriel%2C+and+Sidney+Verba.+%22The+civic+culture%3A+political+attitudes+and+democracy+in+five+countries.%22+Princeton%3A+Princeton+university+3+\(1963\).&oq=Almond%2C+Gabriel%2C+and+Sidney+Verba.+%22The+civic+culture%3A+political+attitudes+and+democracy+in+five+countries.%22+Princeton%3A+Princeton+university+3+\(1963\).&aqs=chrome..69i57.1337j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=Almond%2C+Gabriel%2C+and+Sidney+Verba.+%22The+civic+culture%3A+political+attitudes+and+democracy+in+five+countries.%22+Princeton%3A+Princeton+university+3+(1963).&oq=Almond%2C+Gabriel%2C+and+Sidney+Verba.+%22The+civic+culture%3A+political+attitudes+and+democracy+in+five+countries.%22+Princeton%3A+Princeton+university+3+(1963).&aqs=chrome..69i57.1337j0j7&sourceid=chrome&ie=UTF-8)
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6. <http://www.cfp.net/docs/news-events---supporting-documents/senior-americansfinancial-exploitation-survey.pdf?sfvrsn=0>
7. https://www.soumu.go.jp/senkyo/seiji_s/seijishikin/
8. http://www.coe.int/t/dg4/education/edc/Source/Charter/Charterpocket_EN.pdf: Council of Europe Charter on Education for Democratic Citizenship and Human Rights (2010). No Place: No Publishing House.
9. <https://www.google.com/search?q=unity+in+diversity+pdf&oq=UNITY&aqs=chrome.0.69i59j69i57j0i27112j69i60l3.5150j0j4&sourceid=chrome&ie=UTF-8>
10. <https://www.google.com/search?q=democracy+and+good+governance+pdf&oq=Democracy+and+good+governance&aqs=chrome.0.69i59j69i57.26421j0j9&sourceid=chrome&ie=UTF-8>