Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

CITIZENSHIP

CCMCZ401

Promote the Culture of Peace

Competence

RQF Level: 4

Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: All

Learning Hours
30

Issue Date: July 2023

creation *1200*

Purpose statement	This module describes the knowledge, skills and attitudes required to promote peace culture. Upon completion of the module, the learner will be able to make a comparative study of genocides in order to assess the magnitude of 1994 genocide against Tutsi, to protect human rights and to promote social cohesion.					
Learning assumed to be in place	▪					
Delivery modality	**Training delivery**		**100%**	**Assessment**		**Total 100%**
	Theoretical content		30%		30%	
	Practical work:			Formative assessment		50%
	Group project and presentation	25%	70%		70%	
	Individual project /Work	45%				
				Summative Assessment		50%

Elements of Competence and Performance Criteria

Elements of competency	Performance criteria
1. **Make a Comparative study of Genocides**	1.1. Concept of genocide is clearly explained in reference to international convention on the prevention and punishment of the crime of Genocide of 9 December 1948
	1.2. Holocaust genocide is properly described referring to international convention on the prevention and punishment of the crime of Genocide of 9 December 1948

	1.3.	The Bosnia Genocide is properly described referring to international convention on the prevention and punishment of the crime of Genocide of 9 December 1948.	
	1.4.	The magnitude of the 1994 genocide against Tutsi is effectively assessed vis-à-vis other recognized genocides	
2. Protect human rights	2.1.	The principles of human rights are clearly explained with reference to Universal Declaration of Human Rights (UDHR) of 10 December 1948.	
	2.2.	Gender-based violence and child abuse are properly explained as per existing national and international policies.	
	2.3.	Strategies of Human trafficking prevention are analyzed in reference to the law No. 66/2011/QH12 on human trafficking and combat	
3. Promote social cohesion	3.1.	The concepts of social cohesion and inclusion are clearly explained in socio-political context	
	3.2.	The concept of conflict management is properly analyzed in social organization context	
	3.3.	Heritage and cultural diversity concepts are effectively explained in line with a community's sense of identity and diversity preservation.	
	3.4.	Strategies for fighting Socio - cultural discrimination are properly discussed in order to preserve social diversity and inclusion	

Course content

Learning outcome	At the end of the module the learner will be able to:
	1. Make a Comparative study of Genocides. 2. Protect human rights 3. Promote social cohesion

Learning outcome 1: Make a comparative study of genocides.	Learning hours:10
Indicative content	

- **Explanation of concept of genocide**
  - ✓ Definition of genocide
  - ✓ Features of genocide
  - ✓ How genocide develops
- **Description of Holocaust genocide**
  - ✓ Causes of holocaust
  - ✓ The facts of holocaust genocide
  - ✓ Characteristics of holocaust
  - ✓ Effects of holocaust
- **Description of Bosnia genocide**
  - ✓ Introduction to Bosnia genocide
  - ✓ Causes of Bosnia genocide
  - ✓ facts of Bosnia genocide
  - ✓ Effects Bosnia genocide
- **Assessment of the magnitude of the Genocide against Tutsi vis-à-vis other recognized genocides**
  - ✓ Similarities between genocide against Tutsi and other recognised genocides
  - ✓ Difference between genocide against Tutsi and other recognised genocides

Resources required for the learning outcome	
Equipment	▪ Computer ▪ Projector
Materials	▪ Chalks ▪ Markers
Tools	▪ Books ▪ Poem ▪ Media ▪ Stories ▪ Songs ▪ Charts ▪ Maps ▪ Globes
Facilitation techniques or Learning activity	▪ Brainstorming ▪ Group discussion ▪ Individual and group work ▪ Presentations ▪ Field studies ▪ Case studies
Formative assessment methods /(CAT)	▪ Written assessment ▪ Oral presentation

Learning outcome 2: Protect human rights	Learning hours:10
Indicative content	

- **Explanation of the principles of human rights.**
    - ✓ Introduction to human rights
    - ✓ Cases of human rights violation
- **Explanation of Gender-based violence and child abuse**
    - ✓ Definition of key terms
    - ╬ Gender
    - ╬ Gender equity
    - ╬ Gender equality
    - ╬ Gender Based Violence
    - ╬ Child abuse
    - ✓ Forms of gender-based violence
    - ╬ Physical
    - ╬ Psychological
    - ╬ Sexual
    - ╬ Economic
    - ✓ Forms of child abuse
    - ╬ Physical (corporal punishment, child labour)
    - ╬ Psychological (child neglect)
    - ╬ Sexual
    - ╬ Economic
    - ✓ Consequence of Gender Based Violence
    - ✓ Linkage between GBV, HIV /AIDs and STLs
    - ✓ Law, policies and strategies to prevent gender-based violence and child abuse
- **Analysis of Human trafficking prevention strategies**
    - ✓ Definition of human trafficking
    - ✓ Characteristics of human trafficking

	✓ Forms of human trafficking ✓ Effects of human trafficking ✓ Prevention of human trafficking
Resources required for the indicative content	
Equipment	▪ Computer ▪ Projector
Materials	▪ Chalks ▪ Markers
Tools	▪ Books ▪ Poems ▪ Media ▪ Stories ▪ Songs ▪ Charts ▪ Maps ▪ Globes
Facilitation techniques or Learning activity	▪ Brainstorming ▪ Group discussion ▪ Individual and group work ▪ Presentations ▪ Field studies ▪ Case studies
Formative assessment methods /(CAT)	▪ Written assessment ▪ Oral presentation

Learning outcome 3: Promote peace and social cohesion	Learning hours:6

Indicative content

- **Explanation of the concepts of social cohesion**
  - ✓ Definitions of social cohesion
  - ✓ Factors of social cohesion
  - ✓ Challenges of social cohesion
- **Analysis of the concept of conflict management**
  - ✓ Definition of conflict
  - ✓ Types of conflict
  - ✓ Causes of conflict
  - ✓ Consequence of conflict
  - ✓ Conflict management
    - ➕ Conflict resolution
    - ➕ Conflict transformation
    - ➕ Conflict prevention
- **Explanation of the concepts of heritage and cultural diversity**
  - ✓ Definition of key terms
    - ➕ Heritage
    - ➕ Culture
    - ➕ Cultural diversity
  - ✓ Elements of national heritage
  - ✓ The role of culture preservation and cultural heritage
  - ✓ Impact of differing cultures on life style and habits
- **Discussion on Strategies for Fighting socio-cultural discrimination**
  - ✓ Definition of key terms
    - ➕ Social discrimination
    - ➕ Cultural discrimination
    - ➕ Social diversity

- Social inclusion
  - ✓ Forms of socio-cultural discrimination
  - ✓ Impact of socio-cultural discrimination
  - ✓ Strategies for fighting against socio-cultural discrimination

Resources required for the indicative content	
Equipment	▪ Computer ▪ Projector
Materials	▪ Chalks ▪ Markers
Tools	▪ Books ▪ Poems ▪ Media ▪ Stories ▪ Songs ▪ Charts ▪ Maps ▪ Globes
Facilitation techniques or Learning activity	▪ Individual and group work ▪ group discussions ▪ brainstorming
Formative assessment methods /(CAT)	▪ Written assessment ▪ Oral presentation

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5. SENYONGA, M. (2008) Reflections in General Paper: A Comprehensive Guide. Kampala: Wavah Books Ltd. & East African History of UCE.

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3. http://www.faceitproject.org/Cap%20II.pdf: Face It Project (No Year). Definitions of Concepts – including the concept of Active Citizenship. No Place: No Publishing House.

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