



Republic of Rwanda  
Ministry of Education



**RTB** | RWANDA  
TVET BOARD

**CCMCZ401**

**CITIZENSHIP**

**Promote the Culture of Peace**

### Competence

**RQF Level:** 4

**Credits:** 3

**Sector:** All

**Trade:** All

**Module Type:** Complementary

**Curriculum:** All

**Learning Hours**



**30**

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*Creation*

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%	Formative assessment	30%	50%
	Practical work:		70%		70%	
	Group project and presentation	25%				
	Individual project /Work	45%				
			Summative Assessment		50%	

### Elements of Competence and Performance Criteria

Elements of competency	Performance criteria
<b>1. Make a Comparative study of Genocides</b>	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
<b>2. Protect human rights</b>	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
<b>3. Promote social cohesion</b>	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

<b>Learning outcome</b>	<b>At the end of the module the learner will be able to:</b> <ol style="list-style-type: none"> <li>1. Make a Comparative study of Genocides.</li> <li>2. Protect human rights</li> <li>3. Promote social cohesion</li> </ol>
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<b>Learning outcome 1: Make a comparative study of genocides.</b>	<b>Learning hours:10</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>• <b>Explanation of concept of genocide</b> <ul style="list-style-type: none"> <li>✓ Definition of genocide</li> <li>✓ Features of genocide</li> <li>✓ How genocide develops</li> </ul> </li> <li>• <b>Description of Holocaust genocide</b> <ul style="list-style-type: none"> <li>✓ Causes of holocaust</li> <li>✓ The facts of holocaust genocide</li> <li>✓ Characteristics of holocaust</li> <li>✓ Effects of holocaust</li> </ul> </li> <li>• <b>Description of Bosnia genocide</b> <ul style="list-style-type: none"> <li>✓ Introduction to Bosnia genocide</li> <li>✓ Causes of Bosnia genocide</li> <li>✓ facts of Bosnia genocide</li> <li>✓ Effects Bosnia genocide</li> </ul> </li> <li>• <b>Assessment of the magnitude of the Genocide against Tutsi vis-à-vis other recognized genocides</b> <ul style="list-style-type: none"> <li>✓ Similarities between genocide against Tutsi and other recognised genocides</li> </ul> </li> </ul>	

✓ Difference between genocide against Tutsi and other recognised genocides

### Resources required for the learning outcome

<b>Equipment</b>	<ul style="list-style-type: none"><li>▪ Computer</li><li>▪ Projector</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>▪ Chalks</li><li>▪ Markers</li></ul>
<b>Tools</b>	<ul style="list-style-type: none"><li>▪ Books</li><li>▪ Poem</li><li>▪ Media</li><li>▪ Stories</li><li>▪ Songs</li><li>▪ Charts</li><li>▪ Maps</li><li>▪ Globes</li></ul>
<b>Facilitation techniques or Learning activity</b>	<ul style="list-style-type: none"><li>▪ Brainstorming</li><li>▪ Group discussion</li><li>▪ Individual and group work</li><li>▪ Presentations</li><li>▪ Field studies</li><li>▪ Case studies</li></ul>
<b>Formative assessment methods /(CAT)</b>	<ul style="list-style-type: none"><li>▪ Written assessment</li><li>▪ Oral presentation</li></ul>

**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

<ul style="list-style-type: none"> <li>✓ Forms of human trafficking</li> <li>✓ Effects of human trafficking</li> <li>✓ Prevention of human trafficking</li> </ul>	
<b>Resources required for the indicative content</b>	
<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ Computer</li> <li>▪ Projector</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>▪ Chalks</li> <li>▪ Markers</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>▪ Books</li> <li>▪ Poems</li> <li>▪ Media</li> <li>▪ Stories</li> <li>▪ Songs</li> <li>▪ Charts</li> <li>▪ Maps</li> <li>▪ Globes</li> </ul>
<b>Facilitation techniques or Learning activity</b>	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Group discussion</li> <li>▪ Individual and group work</li> <li>▪ Presentations</li> <li>▪ Field studies</li> <li>▪ Case studies</li> </ul>
<b>Formative assessment methods /(CAT)</b>	<ul style="list-style-type: none"> <li>▪ Written assessment</li> <li>▪ Oral presentation</li> </ul>

**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 <ul style="list-style-type: none"> <li>✓ Forms of socio-cultural discrimination</li> <li>✓ Impact of socio-cultural discrimination</li> <li>✓ Strategies for fighting against socio-cultural discrimination</li> </ul>	
<b>Resources required for the indicative content</b>	
<b>Equipment</b>	<ul style="list-style-type: none"> <li>▪ Computer</li> <li>▪ Projector</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>▪ Chalks</li> <li>▪ Markers</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>▪ Books</li> <li>▪ Poems</li> <li>▪ Media</li> <li>▪ Stories</li> <li>▪ Songs</li> <li>▪ Charts</li> <li>▪ Maps</li> <li>▪ Globes</li> </ul>
<b>Facilitation techniques or Learning activity</b>	<ul style="list-style-type: none"> <li>▪ Individual and group work</li> <li>▪ group discussions</li> <li>▪ brainstorming</li> </ul>
<b>Formative assessment methods /(CAT)</b>	<ul style="list-style-type: none"> <li>▪ Written assessment</li> <li>▪ Oral presentation</li> </ul>

## References:

1. GOVIER, T. (2006) Taking Wrongs Seriously: Acknowledgement, Reconciliation, and the Politics of Sustainable Peace. New York: Prometheus Books.
2. MoE (2021). Rwanda Ministry of Education: Law N° 010/2021 OF 16/02/2021 determining the organisation of education.
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## ELECTRONIC RESSOURCES

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2. [http://www.pluralism.ca/images/PDF\\_docs/defining\\_pluralism\\_EN.pdf](http://www.pluralism.ca/images/PDF_docs/defining_pluralism_EN.pdf)
3. [http://www.minecofin.gov.rw/fileadmin/General/Vision\\_2020/Vision-2020.pdf](http://www.minecofin.gov.rw/fileadmin/General/Vision_2020/Vision-2020.pdf): The Republic of Rwanda (No Year). Rwanda Vision 2020. No Place. Accessed on 6May 2014