



Republic of Rwanda  
Ministry of Education



RTB | RWANDA  
TVET BOARD

CITIZENSHIP

CCMCZ401

Promote the Culture of Peace

## Competence

RQF Level: 4

Learning Hours



Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: All

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<b>Purpose statement</b>	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.						
<b>Learning assumed to be in place</b>	▪						
<b>Delivery modality</b>	Training delivery	100%	Assessment		Total 100%		
	Theoretical content	30%	Formative assessment		30%		
	Practical work:	70%			50%		
	Group project and presentation	25%			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	<p>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</p> <p>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</p>

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

## Course content

Learning outcome	At the end of the module the learner will be able to:
	<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>

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

Learning outcome 2: Protect human rights	Learning hours:10
Indicative content	
<ul style="list-style-type: none"> <li>● <b>Explanation of the principles of human rights.</b> <ul style="list-style-type: none"> <li>✓ Introduction to human rights</li> <li>✓ Cases of human rights violation</li> </ul> </li> <li>● <b>Explanation of Gender-based violence and child abuse</b> <ul style="list-style-type: none"> <li>✓ Definition of key terms           <ul style="list-style-type: none"> <li>⊕ Gender</li> <li>⊕ Gender equity</li> <li>⊕ Gender equality</li> <li>⊕ Gender Based Violence</li> <li>⊕ Child abuse</li> </ul> </li> <li>✓ Forms of gender-based violence           <ul style="list-style-type: none"> <li>⊕ Physical</li> <li>⊕ Psychological</li> <li>⊕ Sexual</li> <li>⊕ Economic</li> </ul> </li> <li>✓ Forms of child abuse           <ul style="list-style-type: none"> <li>⊕ Physical (corporal punishment, child labour)</li> <li>⊕ Psychological (child neglect)</li> <li>⊕ Sexual</li> <li>⊕ Economic</li> </ul> </li> <li>✓ Consequence of Gender Based Violence</li> <li>✓ Linkage between GBV, HIV /AIDs and STLs</li> <li>✓ Law, policies and strategies to prevent gender-based violence and child abuse</li> </ul> </li> <li>● <b>Analysis of Human trafficking prevention strategies</b> <ul style="list-style-type: none"> <li>✓ Definition of human trafficking</li> <li>✓ Characteristics of human trafficking</li> </ul> </li> </ul>	

<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>

<b>Learning outcome 3: Promote peace and social cohesion</b>	<b>Learning hours:6</b>
<b>Indicative content</b>	
<ul style="list-style-type: none"> <li>• <b>Explanation of the concepts of social cohesion</b> <ul style="list-style-type: none"> <li>✓ Definitions of social cohesion</li> <li>✓ Factors of social cohesion</li> <li>✓ Challenges of social cohesion</li> </ul> </li> <li>• <b>Analysis of the concept of conflict management</b> <ul style="list-style-type: none"> <li>✓ Definition of conflict</li> <li>✓ Types of conflict</li> <li>✓ Causes of conflict</li> <li>✓ Consequence of conflict</li> <li>✓ Conflict management <ul style="list-style-type: none"> <li>⊕ Conflict resolution</li> <li>⊕ Conflict transformation</li> <li>⊕ Conflict prevention</li> </ul> </li> </ul> </li> <li>• <b>Explanation of the concepts of heritage and cultural diversity</b> <ul style="list-style-type: none"> <li>✓ Definition of key terms <ul style="list-style-type: none"> <li>⊕ Heritage</li> <li>⊕ Culture</li> <li>⊕ Cultural diversity</li> </ul> </li> <li>✓ Elements of national heritage</li> <li>✓ The role of culture preservation and cultural heritage</li> <li>✓ Impact of differing cultures on life style and habits</li> </ul> </li> <li>• <b>Discussion on Strategies for Fighting socio-cultural discrimination</b> <ul style="list-style-type: none"> <li>✓ Definition of key terms <ul style="list-style-type: none"> <li>⊕ Social discrimination</li> <li>⊕ Cultural discrimination</li> <li>⊕ Social diversity</li> </ul> </li> </ul> </li> </ul>	

 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**

<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.
3. LISCIANDRA, M. (2014) A Review of the Causes and Effects of Corruption in the Economic Analysis. In S. Caneppele, F. Calderoni (eds.) *Organized Crime, Corruption and Crime Prevention*.
4. Rwanda Ministry of Health. "National Community Health Strategic Plan" July 2013–June 2018.
5. SENYONGA, M. (2008) *Reflections in General Paper: A Comprehensive Guide*. Kampala: Wavah Books Ltd. & East African History of UCE.

## ELECTRONIC RESSOURCES

1. <http://www.nefmi.gov.hu/letolt/nemzet/eu/Education%20for%20Democratic%20Citizenship.pdf>: BÎRZÉA, C. (2000). *Education for Democratic Citizenship: A Lifelong Learning Perspective*. Strasbourg: Council of Europe
2. <http://www.faceitproject.org/Cap%20V.pdf>: Face It Project (No Year). Additional Reading – including on Active Citizenship. No Place: No Publishing House. Accessible from
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.
4. <http://www.mifotra.gov.rw/fileadmin/templates/downloads/AGF%20RWANDA%20Building%20a%20Capable%20State%20Rwanda%20Country%20Paper.pdf>: MIFOTRA (2007). *Capacity Development and Building a Capable State: Rwanda Country Report*. Kigali. Accessed on 6 May 2014
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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