Republic of Rwanda
Ministry of Education

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RTB | RWANDA TVET BOARD

CCMCZ401

# CITIZENSHIP

## Promote the culture of peace

## Competence

RQF Level: 4

Learning Hours: 30

Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: **All**

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**Issue Date: April 2022**

<table>
<tr><td>Purpose statement</td><td colspan="5">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.</td></tr>
<tr><td rowspan="6">Delivery modality</td><td colspan="2">Training delivery</td><td>100%</td><td colspan="2">Assessment</td><td>Total 100%</td></tr>
<tr><td colspan="2">Theoretical content</td><td>30%</td><td rowspan="4">Formative assessment</td><td>30%</td><td rowspan="4">50%</td></tr>
<tr><td colspan="2">Practical work:</td><td rowspan="3">70%</td><td rowspan="3">70%</td></tr>
<tr><td>• Group work and presentation</td><td>20%</td></tr>
<tr><td>• Individual work and presentation</td><td>50%</td></tr>
<tr><td colspan="2"></td><td colspan="2">Summative Assessment</td><td>50%</td></tr>
</table>

## Elements of Competency 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 |

| Learning outcome | At the end of the module the learner will be able to:<br><br>1. Make a Comparative study of Genocides.<br>2. Protect human rights<br>3. Promote social cohesion |
|---|---|
| **Learning outcome 1: Make a comparative study of genocides.** | **Learning hours:10** |
| **Indicative content** | |
| • **Explanation of concept of genocide**<br>✓ Definition of genocide<br>✓ Features of genocide<br>✓ How genocide develops<br>• **Description of Holocaust genocide**<br>✓ Causes of holocaust<br>✓ The facts of holocaust genocide<br>✓ Characteristics of holocaust<br>✓ Effects of holocaust<br>• **Description of Bosnia genocide**<br>✓ Introduction to Bosnia genocide<br>✓ Causes of Bosnia genocide<br>✓ facts of Bosnia genocide<br>✓ Effects Bosnia genocide<br>• **Assessment of the magnitude of the Genocide against Tutsi vis-à-vis other recognized genocides**<br>✓ Similarities between genocide against Tutsi and other recognised genocides<br>✓ Difference between genocide against Tutsi and other recognised genocides | |
| **Resources required for the learning outcome** | |
| Equipment | Computer, projector |
| Materials | Chalks, markers |
| Tools | Books, poems, media, stories, songs, charts, maps, globes |
| Facilitation techniques | Brainstorming, Group discussion, Individual and group work, Presentations, Field studies, Case studies |
| Formative assessment methods | • Written assessment<br>• 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 learning outcome | |
|---|---|
| Equipment | Computer, projector |
| Materials | Chalks, markers |
| Tools | Books, poems, media, stories, songs, charts, maps, globes |
| Facilitation techniques | Brainstorming, Group discussion, Individual and group work, Presentations, Field studies, Case studies |
| Formative assessment methods | • Written assessment<br>• 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 | Individual and group work, group discussions, brainstorming, |
| Formative assessment methods | • Written assessment<br>• Oral presentation |

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