

# **General Studies and Communication Skills**

## **For Rwandan Schools**

**Senior Four  
Student's Book**

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# Foreword

Dear Student,

Rwanda Basic Education Board is honoured to present to you General Studies and Communication Skills for Senior four which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of General Studies and Communication Skills subject. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

The government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and the competences you acquire. Those factors include quality instructional materials available, assessment strategies for the learners among others. Special attention was paid to activities that facilitate learning process develop your ideas and make new discoveries during concrete activities carried out individually or with peers.

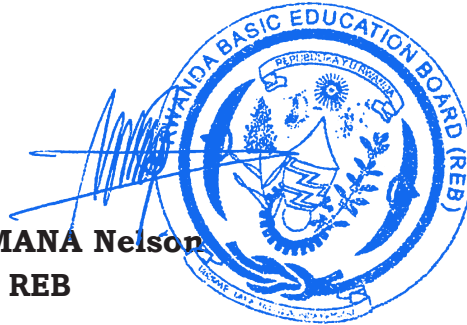
In competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, a situation or a scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values. For effective use of this textbook, your role is to:

- Work on given activities which lead to the development of skills
- Share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, from the internet or from your community;
- Participate and take responsibility for your own learning;
- Draw conclusions based on the findings from the learning activities.

To facilitate you in doing activities, the content of this book is self-explanatory so that you can easily use it by yourself, acquire and assess your competences. The book is made of units whereby each unit comprises: the key unit competence, followed by the introductory activity before the development of General Studies and Communication Skills concepts that are connected to real world situation.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this textbook. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

**Dr. MBARUSHIMANA Nelson**  
**Director General, REB**



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Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence based curriculum. I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB to edit this book. I therefore, wish to extend my sincere gratitude to lecturers, teachers, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department who were involved in the whole process of editorial work.



**Joan Murungi,**  
**Head of CTRLD**

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## **TOPIC AREA 1: LIVING IN SOCIETY**

### **SUBTOPIC AREA 1: PEACE AND CONFLICTS**

UNIT 1: SOCIAL COHESION

### **SUBTOPIC AREA 2: CITIZENSHIP**

UNIT 2: INDIVIDUAL AND SOCIETY

UNIT 3: SPORT AND LEISURE

# Social Cohesion

**Key unit competence:** To be able to make decisions that promote social cohesion in practical situations.

## Introduction

General Studies and Communication Skills is a subject concerned with equipping the students with knowledge, skills, values and attitudes for successful interaction with others and the environment in and out of school. It borrows content from many other subjects and consolidates it in a way that promotes and supports Rwanda National Policies and offers Peace and Value Education.

As a subject, it equips students with a deep understanding of culture, science and society. This will enable the student to make a meaningful and innovative contribution to the nation in a way that conserves and replenishes the natural environment, recognises and respects the cultural dynamics and upholds the values that have shaped their society over time.

In this unit, we will study life in the society focusing on peace and conflicts. In particular, we will explain the concept of social cohesion as a promoter of peace and discuss the factors that promote it. We will also identify the possible challenges to social cohesion. At the end, you will be required to suggest possible ways of addressing these challenges.

As a topic, social cohesion is similar to unity as studied in History and Citizenship. It is also related to the topic of unity in diversity which is studied in Religion. Content in the topics in the two subjects can be useful in this topic.

## Objectives of General Studies and Communication Skills

### Activity 1

From the introduction above, what do you think are the objectives of learning General Studies and Communication Skills? Write them down.

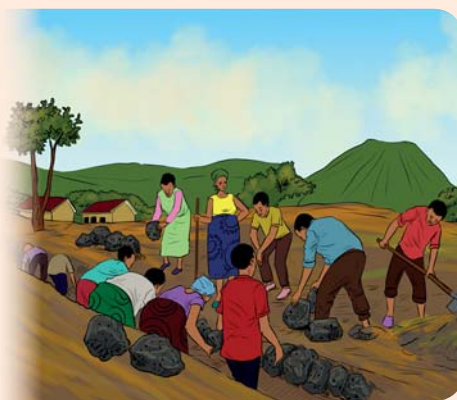
General Studies and Communication Skills enables the learners to:

- i. Acquire values and attitudes that will help them to promote justice, peace and stability in the society for sustainable development of the country.
- ii. Acquire skills and competences that they can apply in addressing the socio-economic, financial, political, environmental and gender issues affecting them and their society.
- iii. Develop communication skills that will help them to express ideas and opinions in a reflective and academic manner.
- iv. Acquire knowledge, skills, values and attitudes that will prepare them for higher education, work and life in a competitive society.
- v. Get a deeper understanding of global issues and challenges and therefore appreciate the need for national, regional and international cooperation in solving these challenges for the good of the human race.
- vi. Increase the appreciation of their culture and that of others, the environment, the society as well as its values and norms.

### 1.1 The concept of social cohesion

#### Activity 2

1. What is happening in this picture?
2. What can make people to work together as shown in this picture?
3. What do we call the harmony and good relationship among members of a group or society?



*Fig 1.1*

From the activity above, you have seen members of different groups working together harmoniously. There seemed to be a good relationship among the members. This good relationship acts as a bond linking people together for better growth. This bond among members of a group or society can be termed as **cohesion**. The overall good relationship that makes people in a group or society to work together and relate well with one another is called **social cohesion**.

Social cohesion balances individual rights against those of society and appreciates that a good relationship enables people to respect each other's values. Therefore, it works towards the well being of all its members. For example, it fights exclusions and marginalisation and creates a sense of belonging. It also offers members of the group or society the opportunity for upward mobility. This promotes peace and unity and results in both individual and national development.

This can be seen when men and women work together in communal work such as when building a house as seen in the picture below.



*Fig 1.2: People working together to build a house*

In the picture on page 4, working together promotes cooperation which leads to social cohesion. Other examples of activities that promote social cohesion in the society include small micro-finance groups, prayer groups, team activities such as playing football or volleyball, monthly community work, school clubs etc.

### Exercise 1

Analyze how umuganura and ubudehe are powerful tools in promoting social cohesion in Rwanda.

## 1.2 The factors of social cohesion

### Activity 3

In 1994 after the genocide against the Tutsi, cohesion among the people of Rwanda was negatively affected. Today, Rwandans have rebuilt this social cohesion. Discuss the factors that promote social cohesion in Rwanda and indicate how.

You have identified many things that promote social cohesion in Rwanda. These can be referred to as **factors of social cohesion**. They include:

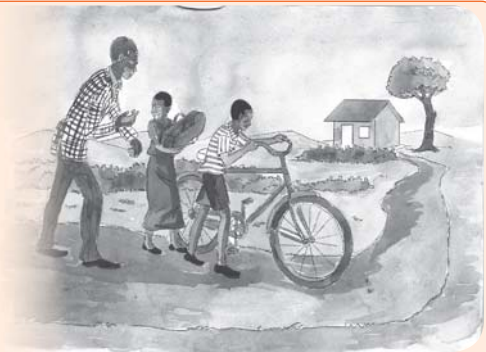
- i. Society norms
- ii. Positive values
- iii. Human rights
- iv. Religious values
- v. National and humanistic values
- vi. Active listening
- vii. Empathy
- viii. Active bystandership

Let us now study the elements of each of these factors.

## 1. Society norms

### Activity 4

1. Which society norm is shown in this picture?
2. What are some of the society norms that have changed over time in your community?



*Fig 1.3:*

In every social group there are norms defining the appropriate behaviour within the society, for example, how students behave in class, how to live with neighbours, how to behave in public places. Failure to follow these norms may lead to a consequence such as being punished, corrected or rejected in the society. However, norms change according to environment, community or situation and may change over time.

## 2. Positive values

### Activity 5

Imagine you come from a big family where your siblings are always fighting over limited resources left by your parents. how would you use positive values to help stop the infighting among the siblings?

In the situation above, your conscience is likely to push you into standing for the old woman to sit down. This is because you may feel obliged to show respect for the elderly. This is a positive value. Indeed, positive values are like a compass direction: they help point the way to critical and logical thinking. We often demonstrate positive values in different ways. For example, by solving problems that affect others, helping those in need, having a sense of responsibility in what we do, being honest or even being caring to others. All these positive values contribute to social cohesion

### 3. Human rights

#### Activity 6

1. Which children's rights have been violated in this picture?
2. How can this violation of human rights hinder social cohesion?



*Fig 1.4:*

In your discussion, you may have observed that as much as you are required to work hard in your studies, there is some time spared for breakfast, lunch and games. This is because each person is entitled to basic needs such as food, clothing and shelter. As a child, you are also entitled to play. Similarly your parents send you to school because you have right to education.

Human rights point to us how to relate with others. When a person's human rights are respected, that person is likely to live in peace with others. Upholding human rights also helps us to respect and appreciate others. This creates an enabling atmosphere for personal as well as national development.

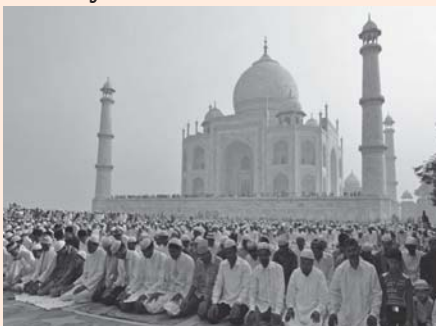
#### Activity 7

How does upholding of human rights promote social cohesion?

### 4. Religious values

#### Activity 8

1. What religions are represented in the pictures below?
2. What are some of the common religious values advocated by the two religions?
3. How can these religious values promote unity among members of the society?



*Fig 1.5:*

Though each religion has its own religious teachings and practices, such as different dress codes, worship of different supreme beings etc, the values promoted by the different religions are mostly the same. For example, Buddhism, Judaism, Islam and Christianity have different religious teachings but they all encourage the religious values of love for fellow human beings, honesty in dealing with others, showing care and concern for the needy and living a righteous life. These values, and others, are drawn from the teachings of each religion.

These religious values make a person embrace others and desire to live harmoniously with them. This translates to social cohesion hence unity which promotes self growth and national development.

### Exercise 2

1. Outline five religious values that are advocated for by your religion.
2. What are some of the things that you cannot do because of your religion?
3. How does your religion affect your relationship with others?

## 5. National and humanistic values

These are the values that are promoted by the government and those which are expected from all of us as human beings. They include:

### a. Resilience

#### Activity 9

1. Explain the ways in which the people of Rwanda have shown resilience.
2. Discuss two activities implemented in Rwanda to build resilience to climate change.

Resilience is the ability of a person or society to recover quickly from difficult situations. A good example here is the story of Rwanda. Though faced with the unfortunate happening of the genocide against the Tutsi in 1994 where many Tutsi people were murdered, the country has sprung back to the path of national development, economic growth and national healing and reconciliation. As a result, the people of Rwanda now live in peace. Indeed, Rwanda is today known to be one of the most peaceful countries in the world. This has happened due to the strong spirit of resilience among the



Rwanda people and leadership. Resilience is thus an important national value in Rwandan which promotes social cohesion.

## b. Benevolence

### Activity 10

Try to think of a time when you were in need and somebody helped you without asking for any compensation or favour. Share your experience with a friend.

Benevolence is the act or quality of being kind to others. A benevolent person is kind and helpful to others. He/she strives to meet the needs of others without expecting anything in return. In Activity 10 above, you have given examples of people who helped without asking for any compensation or favour. Their actions can be termed as benevolence. No doubt their actions brought you closer to them. In the same way, benevolence helps people in the society to become brotherly and to live in harmony. This promotes social cohesion.

### Activity 11

Study the picture below about the story of the Good Samaritan in the Bible.



*Fig 1.6: The good samaritan helping a stranger*

How can the actions of the Good Samaritan be applicable to our community and at school?

### c. Repentance

#### Activity 12

1. Explain the benefits of repentance.
2. Discuss two situations where repentance is required.

Repentance is the act of expressing sincere regret about one's wrongdoing or sin. It is mostly done when asking for forgiveness. It can be done in church, to a friend or to anyone whom you have wronged. Repentance sets you free and restores your human dignity. It takes away feelings of bitterness between or among people in the society. This restores good relations thus promoting social cohesion.

### d. Forgiveness

#### Activity 13

Explain how forgiveness has helped you or other people you know start living happily with others who had wronged you or them.

Forgiveness is the action or process of forgiving or being forgiven. When you are forgiven, you feel free to relate with the person who forgave you. When you forgive, you release yourself from bitterness and therefore you can embrace those who had wronged you. This fosters good relationship among members of the society thereby fostering social cohesion.

It is good to note that we forgive others not because they deserve forgiveness but because we deserve peace.

### e. Reconciliation

#### Activity 14

- 1 a). Discuss the different measures that the government of Rwanda has put in place to promote reconciliation among people.  
b). How effective have these measures been?

Reconciliation is the act or process of restoring friendly relations between two or more people or groups of people. This means that the people had enmity between them or a feeling of bitterness towards each other. Reconciliation helps to drive away the feelings of hatred and bitterness and replaces them with love and friendliness.

Previously, we discussed how divisionism ideology started with the colonization led to the genocide against Tutsi in Rwanda. After genocide against Tutsi, Reconciliation was one way to bring back the unity in Rwanda until the National Unity and Reconciliation Commission was created. The impact of this commission in bringing back good relationship among Rwandans and restore mutual respect and social cohesion is well appreciated.

## f. Consensus-building

### Activity 15

1. Create an object of your choice from improvised materials given to you by the teacher.
2. How did you agree on the object to improvise? Explain.

From the activity above, you realise that it was not easy to agree on what to improvise. This was because each one of you had a different opinion. In order to agree on one thing, each one of you had to communicate his/her ideas, negotiate with the others and cooperate in making a decision on whose idea was the best for the activity. This process of coming up with a conclusion agreeable to all parties after many opinions have been given is known as **consensus building**.

Consensus building involves considering the input of every member of the group and collectively crafting an outcome that best meets the needs of the group with the least opposition from a majority of the members.

During consensus building, people must work together. This promotes cooperation among the members of the group. This cooperation cultivates a good working relationship which promotes peace and unity in the group.

Also, different ideas are suggested then analysed critically so as to come up with the best decision. This builds up the skills of critical thinking and problem solving. These help members to make decisions that are informed, most appropriate for their circumstances and which are acceptable to all. This builds commitment from all members hence leading to oneness that promotes social cohesion.

### Exercise 3

1. Explain some of the challenges of consensus building.
2. How can we overcome these challenges?

## 6. Active listening

### Activity 16

Identify your favourite game and answer the following questions:

1. Who between you interrupted the other while speaking?
2. Who was attentively listening to the other?

From the activity above, those who were able to listen attentively without interrupting the speaker are the active listeners. Active listening is the ability to listen attentively and not just hearing. It is important to practise active listening because it assists in identifying a problem, identifying the cause of the problem and finding a solution to a problem. It also allows others to express their opinion freely and frankly because it assists in identifying a problem, identifying the cause of the problem, analyzing the problem and finding a solution to a problem. It also allows others to express their opinion freely and frankly.

In active listening, one must show interest in the subject matter, try to understand the speaker and respond only when necessary without interrupting the speaker. The result of active listening promotes social cohesion.

### Activity 17

1. What are these people doing?
2. Make a role play demonstrating how active listening leads to social cohesion.



*Fig 1.6*

## 7. Inclusiveness

### Activity 18

1. Explain ways in which your school is inclusive.
2. How does this promote social cohesion in the school?

Inclusiveness is the act of involving all interested parties in a matter and listening to the views of each one of them. It is important to involve all members of the society, regardless of their social status, in making decisions

on issues that affect them. When this happens, every person feels appreciated. They also feel that their opinions matter and that they are important members of the group. This promotes trust and mutual respect among all the members thereby promoting good relations among them. This results in social cohesion.

Inclusiveness should be embraced in education, at the work place and in the activities that a society engages in. This results in a more harmonious society and thus a peaceful and united nation.

Inclusion is not simply physical presence. It is about intentionally planning for the success of everyone. This can be done at the work place, in school, in the village as well as at the national level.

## 8. Empathy

### Activity 19

1. Tell a story of how someone once showed empathy to you.
2. How did this make you feel about the person?

Empathy refers to the ability to understand and share the feelings of others. This is especially when the people you are empathising with are going through difficult times. This makes the person feel valued and cared for even when little help has been given to them. As a result, they get close to those showing empathy. This results in friendly relations and therefore social cohesion.

In Rwanda for example, we know the people called “Abarinzi bigihango.” many of them are people who had empathy towards the Tutsi during the genocide against the Tutsi. They even tried to risk their lives so as to hide & save the lives of Tutsi in that hard time.

## 9. Active bystandership

### Activity 20

Imagine you found your friend copying homework from your classmate. Describe different ways in which you can practise active bystandership in this situation. Show how you would judge when and whether to intervene.

Bystandership refers to the act of watching without extending any help as a victim goes through a bad situation. In active bystandership, the person witnessing what is happening intervenes in a way to solve the problem of the victim. He/she is active and not just passive. Though he/she may not actually offer a workable solution, his/ her intervention shows the victim that someone is concerned about what he/ she is going through. This makes it easy for the victim to reach out to those helping him/ her in a bid to get a workable solution. At the end, good relations are established thus fostering social cohesion. The following are the steps to active bystandership.

- i. Notice what is happening around you.
- ii. Interpret whether it is an emergency that needs intervention or help.
- iii. Imagine yourself in the situation of the person in need of help (empathise).
- iv. Intervene in the situation. This can be done by:
  - Interrupting the harmful situation yourself;
  - Interrupting and disrupting the people involved;
  - Involving others around you;
  - Calling the police or the administration.

When intervening, remember to:

- Approach everyone as a friend;
- Avoid being controversial or antagonistic;
- Avoid using violence;
- Be as honest and direct as possible;
- Keep yourself safe.

### 1.3 Ways in which factors of social cohesion can hinder social cohesion

#### 1. Human Rights

##### Activity 21

1. Identify any instances in your community where human rights were violated.
2. Did that cause any social problems? Explain your answer.

Sometimes the basic, human rights are not respected by the community or those in power. Also, those who are supposed to enjoy the rights sometimes fail to fulfill their responsibilities. This may happen because the culture of

the people may not agree with the right being pursued. This can lead to social problems. For example, the right to self expression can be used by some politicians to bring hatred between different groups. This can lead to breakdown of social cohesion.

## 2. Religious values and views

### Activity 22

Discuss instances where your religious values violated other people at school, in the community.

Previously we discovered that among the factors influencing social cohesion was religious views and values. However, it is clear that sometimes the same factors that should build social cohesion instead pull it down.

In some cases, religious views can result in intolerance. Such intolerance can easily work against social cohesion as different religious groups opt to keep to themselves. For example, if a muslim considers a christian as an infidel, this can cause bad feelings between muslims and christians

## 3. Inclusiveness

### Activity 23

Imagine you are the executive secretary of your cell and there is a community event supposed to happen. The suggestions for the food to be prepared includes pork. This is because most of the residents enjoy it and you intend to practise inclusiveness. How would you handle the Muslims to avoid hurting them?

It is important to note that if inclusiveness isn't well managed, it can lead to conflicts in society. So those in leadership are required to make decisions that will build cohesion but still uphold inclusiveness. This comes with wisdom and discretion.

## 4. Societal norms

### Activity 24

Compare greetings in African culture with those of most European countries. What are the major differences? How can these destroy social cohesion?

A group's culture dictates the way they live. In Africa, greetings are part of the ways of reaching out to others. Greetings in Africa will mostly involve shaking hands. This brings some form of warmth and closeness. However, this may be mistaken as being intrusive in most western countries.

Similarly, hugs and pecks on the cheeks are common in the western countries. In Africa, these may not be accepted and may cause one to be avoided. Thus, some societal norms in one society may be a cause of disunity if applied in another society.

## 1.4 Challenges to social cohesion

### 1. Individualism

#### Activity 25

Think of people who have a habit of not working with others but prefer doing things on their own. What reasons do they give for this behaviour?

The people you have described in activity 25 practise individualism. Individualism is the habit or principle of being independent from others and being self-reliant. It makes an individual to avoid others and do things on his/her own. This limits cooperation with other members of the society and thus can hinder social cohesion.

Individualism can also be used to refer to a social theory that advocates for freedom of action for an individual over collective or state control. Whenever this is practised, it makes people to be self-centred. They have no regard or empathy for others. A society that practises individualism is likely to embrace bystandership as well. This is because no one cares for the other. This is a hindrance to national unity and social cohesion.

### 2. Discrimination

#### Activity 26

1. Think of an occasion when someone tried to treat you differently from the others especially in an unjustified way. How did this make you feel?
2. How easy was it for you to interact with that person after this incident? Explain your answer.



The act of treating someone differently from others and in an unjustified way as you explained in Activity 26 above is referred to as discrimination. Discrimination can happen due to differences in social status, sex, age, nationality or skin colour. The person discriminated against feels unwanted. This reduces the person's ability and motivation to relate well with those discriminating against him/ her. As a result, the person may pull himself/ herself out of the group and adopt individualistic tendencies.

Any form of discrimination is bad. For example, gender discrimination in the work place hinders good relations between men and women. This eventually spills over to the entire society, creating social barriers between males and females. Discrimination hinders social cohesion and national unity.

As Sharron Angle said, "There is a plan and a purpose, a value to every life no matter its location, gender or disability." Embrace everyone!

### 3. Social injustice

#### Activity 27

Think of a situation where you tried expressing your opinion on something and you were silenced. What reason was given for your being silenced? How did it feel? Let your friends analyse how you reacted to the situation.

When you try to express your feelings on a certain matter and someone silences you, arguing that you are not right, or that you should keep quiet as may be the case in Activity 27 above, this amounts to social injustice. Social injustice is the unfair treatment of people who are considered marginalised in one way or another. This could be because they have traits or characteristics that are different from those of the majority or because they are considered less privileged. For this reason, they are considered unequal to other society members.

Social injustice involves a collection of shared unjust experiences. This means that it affects a group of people. This group is mostly seen as inferior and therefore expected to remain silent regarding what they feel or think to the advantage of a dominant group. This makes interaction between the two groups hard thereby hindering social cohesion.

Examples of groups of people who can be considered marginalised and therefore be victims of social injustice include women, people living with

HIV and AIDS, disabled people and the poor. We should make every effort to embrace inclusiveness when dealing with these people.

#### Exercise 4

1. What happens when students adopt individualism during the group work?
2. Identify any aspects of discrimination that you have witnessed in your community.
3. Suggest possible ways of curbing discrimination as identified in question 2 above.
4. How can we overcome the challenges to social cohesion?

#### 1.5 Extended Activities

1. Conduct field visit to the nearest Sector office and ask the sector executive secretary to share with you the list of marginalized groups.. Formulate a questionnaire that will help you collect information from them on how marginalisation has affected them. Analyse the testimonies of these people concerning their social problems. Prepare notes on this and then present your work to the class, quoting stories from your sources.
2. Suggest possible ways of alleviating any challenges faced by the group you interviewed.
3. Write an essay to show your appreciation of the fact that all relationships benefit when people respect each other's values.

#### 1.6 Unit summary

##### Objectives of General Studies and Communication Skills

General Studies and Communication Skills enables the learners to:

- i. Acquire values and attitudes that will help them to promote justice, peace and stability in the society for sustainable development of the country.
- ii. Acquire skills and competences that they can apply in addressing the socio-economic, financial, political, environmental and gender issues affecting them and their society.
- iii. Develop communication skills that will help them to express ideas and opinions in a reflective and academic manner.

- iv. Acquire knowledge, skills, values and attitudes that will prepare them for higher education, work and life in a competitive society.
- v. Get a deeper understanding of global issues and challenges and therefore appreciate the need for national, regional and international cooperation in solving these challenges for the good of the human race.
- vi. Increase the appreciation of their culture and that of others, the environment, the society as well as its values and norms.

**Social cohesion:** The overall good relationship that makes people in a group or society to work together and relate well with one another.

### **Factors of social cohesion**

1. Society norms
2. Positive values
3. Human rights
4. Religious values
5. National and humanistic values: resilience, benevolence, repentance, forgiveness, reconciliation, consensus building
6. Active listening
7. Inclusiveness
8. Empathy
9. Active bystandership

### **Challenges to social cohesion**

1. Individualism
2. Discrimination
3. Social injustice

## 1.7 Test your competence

***Read the case study below then answer the questions that follow.***

David was married to Doreen who came from a neighbouring family. They lived together happily. One day, they had a quarrel and David physically assaulted Doreen. Doreen was very sad and she packed her belongings and went back to her parents. When her parents heard the matter, they called family members to report the whole issue. The family members decided that no one from our family should interact with members of David's family till they asked for forgiveness. David never involved his family and therefore no one went to Doreen's family to ask for forgiveness. Today, the two families live as enemies.

### **Questions**

1. Analyse the problem in this case study. Show who or what contributed to each aspect of the problem.
2. What values did David not have that made him beat up his wife?
3. What values did Doreen not have that made her run away from her husband?
4. What should David's family have done to show active bystandership?
5. Suggest possible strategies that can be put in place to restore social cohesion between the two families.
6. Suggest appropriate behaviour among couples that can promote healthy marriages that lead to social cohesion between families.
7. Discuss violated factors that affecting social cohesion in this situation.
8. Propose factors that could promote the social cohesion between two families.

**TOPIC AREA 1: LIVING IN SOCIETY**  
**SUB-TOPIC AREA 2: CITIZENSHIP**

## Individual and Society

**Key unit competence:** To be able to analyse the role of the individual in society including family, marriage, local, national and global communities.

### Introduction

Living in a society involves being part and parcel of the society in all aspects. This involves having a sense of belonging, which at a national level, can be referred to as citizenship. This context defines how an individual relates with the society.

In this unit, we will study the relationship between the individual and the society .

### 2.1 Individual identity and multiple identities

**Individual identity** are the qualities of person that make him /her distinct from others.

**Multiple identities** are various backgrounds that one has been socialized to or groupings that one belong to.

#### 2.1.1 Belonging of the individual to various social entities

##### Activity 1

Think of the various social groups that you belong to. Why do you belong to each of these groups? Explain your answer to your friend.

It is said that birds of a feather flock together. This means that there will be a reason why you identify with every particular social group that you belong to. There are either shared characteristics, shared interests or a shared vision. For example, you may be a member of a certain religious group because you share the same faith. Similarly, you may also belong to another group of people who share similar ambitions with you.

In spite of belonging to all groups, you maintain your individual qualities, interests and aspirations as a person. These make up your individual identity. The different groups you belong to portray your social identity whereas the way you do things and your beliefs make up your cultural identity. As such though a person may have his/her own individual identity, he/she may also have other multiple identities.

An individual who is socialised to more than one set-up of cultural values and various social groups will acquire multiple identities.

Thus, an individual is likely to identify himself/herself in different ways. For example:

- (a) Individual identity - a teacher, a man etc
- (b) Cultural identity - Christian, Muslim etc
- (c) National identity - Rwandan, Ugandan, Kenyan etc

### Activity 2

1. Discuss one national personality of your choice. It could be the president, the prime minister, a Member of Parliament or any other leader. Write a list of the distinct qualities that make them stand out.
2. If you are a Rwandan born in Rwanda, went to school in Canada, got married in Germany and returned to Rwanda many years later, would your behaviour and values be the same as those who never left the country? Why or why not?

From your discussion, you might have seen that individual identity is defined by the qualities of a person that make him/her distinct from others.

Multiple identities, on the other hand, are the various cultural backgrounds that one has been socialised to. These influence a person's decision making in life. For example, if an individual is religious, they have a part of the religion entity in their personality among other aspects of social life that they are a part of. Therefore, this aspect of religion is going to determine how such an individual makes decisions. A person's identities can also be stated using the person's race, class, gender and sexuality.

### Exercise 1

1. How do multiple identities of an individual promote his/her social relationships?
2. Discuss the disadvantages and advantages of multiple identities

### 2.1.2 Roles and responsibilities of the individual at the levels of family, community, nation and the world

#### Activity 3

1. Explain your role in your family.
2. How do you participate in community and country activities?
3. Discuss the role of students at schools and other school authorities.

As you discussed you pointed out the different roles you have as a child in your family, a member of your community and a citizen of your country. At all these levels, you have roles and responsibilities. In order to discharge each of these roles and responsibilities, there is need for wise decision-making.

In the family set up, you have duties and responsibilities that you are expected to carry out. For example, helping in household chores and running errands for the older members of the family. In school, participating in extra curricula activities could be a responsibility.

An individual's duties to the community include: cooperation, respect and participation in community activities such as *umuganda*. As a citizen, an individual has the responsibility of participating in national activities such as voting in elections.

Adopting habits that help conserve the environment and promote peaceful coexistence among members of the society is part of our individual responsibilities at all levels. By performing our duties, we are living according to the expectations of our societies and this is important because it strengthens our solidarity, unity and patriotism.

When an individual plays his/her roles at the national level, he/she contributes to the improvement of human life hence makes the world better.

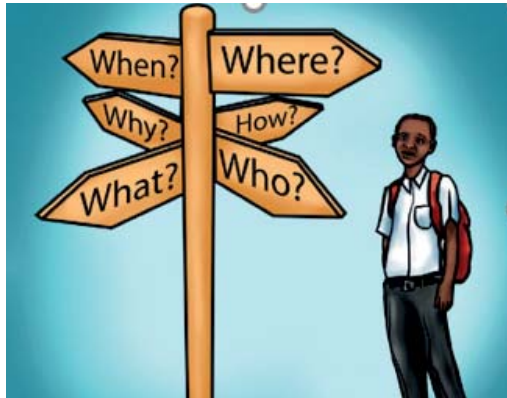
It is also important to note that full human potential cannot be reached if individuality is suppressed by society. Therefore the society gives us a sense of belonging by providing opportunities to share individual traits especially during communal activities.



## Exercise 2

1. Explain your roles and responsibilities at the community level.
2. How do these roles and responsibilities contribute to national unity and development?

## 2.2 Making choices



*Fig 2.1*

We are always faced with opportunities to make choices. We are called upon to choose the subjects to pursue in school, the career path we need to take, the friends we make, and many other such decisions. Making choices has many aspects to it. These aspects are discussed below.

### 2.2.1 Consequences of choices

#### Activity 4

Read the following story and discuss how you would arrive at a decision on solving the problem mentioned.

1. You are a student in Senior Four and you have realised that you have contracted a Sexually Transmitted Infection (STI). Discuss the best way to handle this situation. How did you arrive at the decision?
2. Debate on the various opinions given by the group members and have one student make a presentation on your discussions in class.

You will find out that every choice has consequences and for one to arrive at a decision, he/she must be aware of the nature of consequences to expect. For example, from your discussions, you must have argued on the merits of opening up to someone about the STI infection. You may as well consider going to a health facility or even keep your problem a secret in

fear of stigmatisation. Each of these choices has either positive or negative outcomes to the person making the decision as well as others around him/her.

A choice made without first thinking deeply about the consequences that will follow can be termed as an impulsive decision. Impulsive decisions are likely to lead to negative consequences such as:

- Yielding to peer pressure
- Taking drugs leading to drug addiction
- Making wrong career choices
- Immorality
- Contracting HIV and AIDS
- Unwanted pregnancy
- Failure in exams
- Environmental degradation
- Shame and embarrassment to oneself and family
- Poverty

On the other hand, choices that are made after considering all options and thinking deeply about their consequences are termed as well thought-out or rational decisions. Rational decisions are likely to lead to positive consequences such as:

- Being principled and avoiding peer pressure
- Making the right career choices
- Living a fulfilled life both at work and at the family level
- Prosperity in career, business and other aspects of life
- Environmental conservation
- Fame and recognition in society
- Success in exams

### Exercise 3

1. Using the situation given in Activity 4, discuss the consequences that would follow if you chose not to go to hospital or seek help from anyone because of the fear of stigmatisation.
2. How would this decision affect your close friends?
3. Explain the consequences of going to see a doctor when you suspect to have an STI.

## 2.2.2 Influences to the individual

### Activity 5

What would influence you to decide either to go to the hospital or not to in the situation given in Activity 4?

There are several factors that influence decision-making. These include: past experiences, age, peer pressure, levels of commitment to a certain matter, financial demands and implications, the living environment and one's religious convictions.

In the scenario given in the activity above, financial constraints, fear of being laughed at by peers as well as the fear of being reprimanded by religious leaders may make the victim decide not to go to the hospital where his/ her condition is likely to be made public. On the other hand, the fear of being discovered by peers, high level of education and high level of self-esteem can motivate the victim to seek medical attention.

It is important to understand the factors that influence choices then we can understand why decisions are made. Good choices help an individual to improve a situation while bad choices make situations worse. It is important to note that you can choose your actions, but not the consequences. If you do not like the consequences that may follow your actions, avoid these actions.

## 2.2.3 Manipulations

### Activity 6

1. Identify a time you made a decision because you wanted to impress or please somebody. How did you feel after you had done something you personally didn't feel was right?
2. Discuss and write a list of the possible consequences of making choices just to impress friends.

In life, we are sometimes influenced by manipulations of other people to make certain choices. Manipulation involves controlling or influencing the behaviour or the response of a person on a certain matter using clever, unfair or unscrupulous tactics. We get deceived into doing something that we do not fully believe in but which favours or pleases the other person. For example, teenagers may engage in irresponsible sexual behaviour or go to night parties out of the manipulations of their peers. These manipulations can come in different types. The following are examples of types of manipulations.

1. **Using sympathy and guilt** - this is where an individual appeals to the emotions of others by seeking pity and creating guilt if the targeted person fails to show mercy by doing what was asked of him/ her.
2. **Indifference** – this is where a person pretends not to care about a situation intending to draw the attention of others to himself/ herself.
3. **Criticism to gain control** – this is belittling other people in a way that makes them feel incompetent and unworthy. This way, the critic makes the other people perceive him/ her as being more powerful.

We should be bold enough to stand against any of these types of manipulation when making decisions. When we bow to manipulation, we benefit the other person. We gain nothing and sometimes we lose out of manipulation. We should learn to say 'No' to manipulation. For example, teenagers should learn to say 'No' to peer pressure that coerces them into engaging in irresponsible sexual and reproductive behaviour and other socially unacceptable behaviours.

Remember dealing with saying 'No' is much easier than dealing with a Sexually Transmitted Infection (STI) or an unplanned pregnancy. Abstain from pre-marital sex or protect yourself.

### 2.2.4 The process of decision making

#### Activity 7

Explain how you make your decisions. What process do you follow?  
Share what your partner has told you with the class.

From the different presentations made, you notice that there are different approaches to decision-making. You also notice that decision-making is a process that takes time and different steps. It is not an event that happens on the spot. While spontaneous decisions are sometimes necessary, such as during an emergency, decisions made after consultations and considerations are more informed hence more reliable.

The following are some important steps one should take in order to make a wise and informed decision:

1. **Identify the problem or opportunity:** If one has to make an appropriate choice, he/she must fully understand the problem or opportunity at hand. This will help in determining the most appropriate decision by considering all the available options.

2. **Research:** Get as much information to help you get a deeper understanding of the problem or opportunity.
3. **Analyse the information:** Study the information gathered and opinions given and establish any connections and discrepancies. See how others have solved a similar problem or utilised a similar opportunity and the consequences that followed. Establish whether the same can happen in your case.
4. **Develop options:** Come up with the possible solutions to the problem or approaches to utilising the opportunity. Consider other alternatives and the consequences of each possible solution or approach.
5. **Decide:** Choose the most appropriate option after you have considered all the available options and their consequences.
6. **Implement:** Actualise the decision that you made.
7. **Evaluate:** Establish how effective the decision you have made is. In case the decision is not effective, the second best option can be tried and a new research is carried out.

**Note:** Some decisions have huge financial implications. It is necessary therefore to do thorough research before making any decision. Consulting knowledgeable and experienced people is also necessary to avoid incurring financial losses.

#### Exercise 4

1. Since you have learned what decision making entails, what aspect of your decision-making do you need to change? Explain to your partner.
2. What steps would you take when making a communal decision?
3. Explain what steps you would take to make the decision about the career you would like pursue.

## 2.3 Personal responsibility

#### Activity 8

Explain what would happen if you failed to do the following:

1. Wash clothes.
2. Do your homework.
3. Brush your teeth.

4. Respect each other
5. Suppose you are the head teacher of our school. The environmental club proposes the school to establish the kitchen garden. Which steps would you follow to take decision?

The chores mentioned in Activity 8 are done at a personal level. They constitute an individual's personal responsibility. Personal responsibility refers to a duty to take action and be ready to bear the resultant consequences if something goes wrong.

Although these are simple chores, they have to be done. Number 1 and 3 constitute personal hygiene. Failure to do them can lead to certain health consequences. For example, if one does not wash his/her socks and undergarments, he/she is likely to suffer from athletes' foot and certain infections respectively. Failure to brush our teeth can lead to bad breath and tooth decay. Failure to do these two can also lead to social problems. This can be in form of one being avoided by those close to him/her. On the other hand, failure to work hard will lead to failure in exams.

From these examples, we can see that personal responsibility cannot be avoided. There will always be consequences to our choices. Some of the possible consequences include physical injury, shame, guilt, revenge or even hatred.

## 2.4 Unit summary

### Individual identity and multiple identities

- Individual identity - the qualities of a person that make him/her distinct from others.
- Multiple identities - the various backgrounds that one has been socialised to or groupings that one belongs to.

### Consequences of choices

#### a. Negative consequences

- Yielding to peer pressure
- Taking drugs leading to drug addiction
- Making wrong career choices
- Immorality

- Contracting HIV and AIDS
- Unwanted pregnancy
- Failure in exams
- Environmental degradation
- Shame and embarrassment to oneself and family
- Poverty

#### **b. Positive consequences**

- Being principled and avoiding peer pressure
- Making the right career choices
- Living a fulfilled life both at work and at the family level
- Prosperity in career, business and other aspects of life
- Environmental conservation
- Fame and recognition in society
- Success in exams

#### **Types of manipulations**

1. Using sympathy and guilt - an individual appeals to the emotions of others by seeking pity and creating guilt if the targeted person fails to show mercy by doing what was asked of him/ her.
2. Indifference – a person pretends not to care about a situation intending to draw the attention of others to himself/ herself.
3. Criticism to gain control – belittling other people in a way that makes them feel incompetent and unworthy. This way, the critic makes the other people perceive him/ her as being more powerful.

#### **Steps in decision making**

1. Identify the problem or opportunity
2. Research
3. Analyse the information
4. Develop options
5. Decide
6. Implement
7. Evaluate

## 2.5 Test your competence

***Read the story below and then answer the questions that follow.***

A teenage boy engaged in irresponsible sexual behaviour and ended up impregnating his classmate. Ashamed of the situation, he tried to convince her to abort the child but she objected. She instead shared her predicament with her mother and asked for her advice. Even though the situation did not impress her mother, she guided her and after giving birth, the girl went back to a day school while her parents supported the young child.



### Questions

1. Describe the consequences of the decisions made by the teenage boy and his classmate.
2. Who between the two teenagers was more responsible and why?
3. Do you suppose their irresponsibility would lead them to a long-term commitment? Explain.
4. Who between the boy and the girl made the best decision. Give reasons for your answer.



## Sport and Leisure

**Key unit competence:** To be able to argue how sports, leisure and competition contribute to personal, collective identity shared with others and social development

### 3.1 Difference between sport and leisure

#### Activity 1

**Answer the following question.**

What are the benefits of participating in sports, leisure and competitions?



*Fig 3.1*

At school, you have realised that in between the lessons there is break, lunch and games. Think of watching TV at home, visiting friends, playing board games or any other game in your home environment, tennis, football, and how you feel, after watching your favourite game or movie. It feels very good to come home after a long day and watch your favorite show on the television. However, it will not give the same feeling and benefit if you were engaged in sporting activities.

The difference between leisure and sports is that leisure refers to free time spent away from business, work, domestic chores and education. It excludes time spent on necessary activities such as eating and sleeping. That means to be free from compulsory work and engage in leisure activities such as entertaining friends, going on vacation, doing hobbies such as reading, watching television, listening or dancing to music, among others.

Sport, on the other hand, involves all forms of competitive physical activities which, through casual or organised participation, aim to use, maintain

or improve physical ability and skills while providing entertainment to participants. In sports there are indoor activities such as gymnastics, dance sports, cricket and outdoor activities such as swimming, football, basketball, hockey, golf, canoeing and sailing.

### 3.2 Contribution of leisure, sport and competition to personal and collective identity



Fig 3.2

#### Case study 1

Teta has a low self-esteem so she avoids eye contact and speaks in a hushed tone. However, she always says 'please' and 'thank you' which is a learned behaviour.

1. Discuss how you think Teta really feels.
2. Imagine you are a teacher. In what ways would you help Teta develop self-esteem? How would you make her feel part of the class environment?
3. Suggest an activity that Teta would focus on to improve her self-esteem and practise direct eye contact.

It is important for people to be included in corporate activities if they are to feel that they are part of the group. This is especially true in the school setting. Role playing is one of the most helpful activities for improving social skills, as it allows one to feel confident in handling different types of situations. Role playing can be done through drama where an individual is given a role that is different from his/ her personality. For example, Teta whose self-esteem is low can be given the role of someone in authority. This way she can practise how to be self-confident. Drama, music and other performances are some

of the leisure activities that are carried out in schools. They are encouraged through competitions among schools; that is inter-school competitions. These help in reducing the barrier to positive social interactions.

Sport and leisure are also effective in achieving the inclusion and building of a collective identity.

### Activity 2

1. What is happening in the picture?
2. What do country representatives in a race usually have to identify them?
3. Whenever an athlete wins a race, the country is said to have won. Explain this in relation to collective identity.



*Fig 3.3*

During Olympics, athletes represent their respective countries. The symbol of the national flag helps in identifying the various countries represented. From your discussion of the above identities, you realize that sports contribute to identity both at the personal and collective level. Some sports have actually been related to certain social groups due to their remarkable performance in them. Other national and cultural groups have gained recognition and prestige from various leisure and sports activities that they are known for and which are mostly used as a tourism attraction in their countries. An example is the Brazilian Samba dance, band groups such as the Ingeli band of Rwanda which carries the prestige of winning the African Kora awards among others.

Sport and leisure also bring a sense of national unity. When sporting activities are supported by the government and citizens own them, they contribute to national identity as people identify with these activities and enjoy participating in them either as players or as fans. The president of Rwanda for example has highly supported sports through giving prizes for events such as The Kigali International Marathon, Umurenge Kagame Cup and CECAF Kagame Cup which brings together the East African football teams

Another example is the World Cup. It brings citizens together in celebrating players of soccer at a global level. Socially, sports and leisure have contributed greatly in cultivating inclusion in community building, character building and social cohesion.

## Case study 2

### Victory for Team Rwanda

It was a moment of glory for all of us in Rwanda, gathered in hotels, restaurants and at home to watch the riders from Rwanda participate in the Tour de Rio. They were all riding with passion. It was the stretch between Valenca and Teresopolis, a total distance of 153km that left all Rwandans at the edge of their seats.

Team Rwanda rider Camera Hakuzimana broke away from the leading pack. For 100km he remained in the lead, at some time reaching the highest point of a four and a half minute lead. It looked likely that he would win this race. We chanted and cheered. We clapped in anticipation. I had never felt such excitement due to watching a sporting event, least of all, cycling. The cheers brought even more people to the restaurants. Rwanda was going to win! It was our time of glory. One of us was making us proud.

Though he did not finally win, he was among the top finishers. He crossed the finish line only 54 seconds after the winner, Kleber Ramos Silva of Brasilinvest. Other Rwandans in the race did well too. Jean Bosco Nsengimana and Patrick Byukusenge finished in 14th and 16th positions respectively, to register a remarkable performance for the national side that was the only African team in the competition. Teenage debutant Joseph Aleluya was in 22nd position. Team captain Janvier Hadi and national road race champion Joseph Biziyaremye who had suffered a mechanical problem settled for 44th and 58th positions in that order.

Team Rwanda did the whole country proud. We were all so patriotic in cheering for them. They brought us together. There were no considerations in cheering them on. No grudge could be remembered during this moment. They were Rwandans. We had to cheer them on. Though the success was theirs, the glory was shared among all Rwandans. It promoted a collective identity.

## Questions

1. How do you think the riders felt during the competition?
2. In what ways do you think Hakuzimana's identity changed after this competition?
3. Describe how the performance of Team Rwanda in the riding competition contributed to a feeling of collective identity among the people of Rwanda.
4. Identify other occasions when sport or leisure has promoted collective identity either at a community or national level.

### 3.3 Contribution of sports, leisure and competition to personal and social development

#### Activity 3

1. Consider the various sports you know of. Do they have rules which the players must adhere to? Name some of them.
2. What values do these rules develop in social life and how do they contribute to social cohesion? Apart from the rules, how else do the games enhance social development?

From the discussions, you find out the following:

- Moral behaviour and inculcation of values such as honesty, fairness and determination are enhanced through social interaction that occurs in the regulated physical activities conducted in sports.
- They also engage young people in their communities through volunteering hence reinforcing values of social development.
- Sport and leisure offer equal opportunities to all regardless of gender, ethnicity or ability. This reinforces the values of equality and inclusiveness.
- It also helps young people become more reasonable and critical as competitions involve playing tactfully with the aim of winning.

#### Exercise 1

***Read the case study below and answer the questions that follow.***

Sonelle had always been a shy girl. She had always feared expressing her opinion. She believed it did not matter. After all, others seemed to have the solution to every problem. What would they think if she opened her mouth to say things she was not even sure of?

One day, she was invited by her friends to play the game of Scrabble. Her friends seemed to know the game very well. They were making words so easily. Indeed, this is what they used to do whenever they were free. They were used to it. They knew all the rules and the tricks of the game.

This day, they decided to play in groups of three. Since Sonelle was so timid that she shook whenever she tried to create a word on the board, her group suggested that she become the group leader. She would be telling them what word to make.

Hesitantly, Sonelle suggested the first word and it was correct! Then came the second word, the third one and so forth. Her group was winning. At some point a disagreement arose between the two groups. Encouraged by her success in suggesting words for her team, Sonelle decided to arbitrate between the two groups. Soon, they were back to the game and everybody was happy.

From that day, everyone wanted Sonelle in her team. They wanted her to be the leader too. This extended to school and within no time, Sonelle was appointed a prefect. Today, Sonelle is a Chief Executive Officer of a multinational company. She discovered her leadership skills in the Scrabble game and she never looked back. She became assertive but considerate because of guiding her friends during the game. Who knew a game of Scrabble can bring such a transformation?

### Questions

1. What leisure activity was Sonnelle and her friends involved in?
2. Explain how the competition in this leisure activity helped Sonelle to discover her abilities.
3. In what ways did Sonelle's friends help her to develop her abilities?
4. Draw a chart showing Sonelle's personal development from the day she was invited for a game of Scrabble to where she is today.
5. In what ways can we use leisure and competition to develop ourselves and others around us?

### 3.4 Unit summary

**Leisure** - free time spent away from business, work, domestic chores and education.

**Sport** - all forms of competitive physical activities which, through casual or organised participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants.

#### **Contribution of leisure and sport to personal and collective identity**

1. Leisure activities such as drama allow one to feel confident in handling different situations.
2. Sport and leisure activities promote positive social interactions thus social cohesion.
3. Team sports and leisure activities enhance social inclusion thus building collective identity.
4. Sports can lead to individual, collective and national recognition hence individual and collective prestige.
5. Sport and leisure contribute greatly in character building hence persona growth.

#### **Contribution of sports, leisure and competition to personal and social development**

1. Regulated sport and leisure activities inculcate values such as honesty, fairness and integrity leading to personal development.
2. They also engage young people in their communities through volunteering hence promote social development.
3. Sport and leisure offer equal opportunities to all regardless of gender, ethnicity or ability hence reinforcing gender equality and inclusiveness.
4. They help young people to become more reasonable and critical.

### 3.5 Test your competence

1. Write an essay on the role of sport and leisure to Personal development.
2. Tell and discuss different stories to illustrate the role of sport and leisure to collective identity.
3. Develop a scenario to illustrate the role of sport and leisure to Social development.



## **TOPIC AREA 2: SOCIETY AND CULTURE**

### **SUBTOPIC AREA 3: GLOBAL COMMUNICATION AND INTERDEPENDENCE**

#### **UNIT 4: EFFECTIVE COMMUNICATION**

## Effective Communication

**Key unit competence:** To be able to use various sources of information to construct and disseminate knowledge.

### Introduction

This unit is about communication as a process, its various forms and aspects that make it effective.

#### Activity 1

1. Discuss this scenario: Imagine that you are the Director of a school and you would like to inform your students with all the details that there will be an event taking place, how would you effectively do this?
2. You want to tell your best friend that you are not happy about the way he/she has been spreading gossip about you. How would you communicate your feelings about the matter?

From the discussions, it is clear that any time someone wants to communicate, they will look for ways to express themselves in the most effective way. The appropriate language combined with facial expressions and gestures are combined in delivering the message. No matter what type of message is being communicated, the objective of all communication is to ensure that the message is effectively expressed and well understood. Expression can manifest itself through body language, signs, words or emotions.

### 4.1 Forms and ways of communication

#### Activity 2

**Discuss the following:**

1. Imagine that you have been given homework to assess and report on the flooding disaster happened in the nearest wetland. Which would be the most appropriate way of gathering this information?

From your discussion you are likely to encounter two sources of information; information that is communicated verbally or through non-verbal communication. Oral communication is that which is verbally communicated, while non-verbal is that which is communicated by other means other than verbal. These include; written and recorded messages, online information, expressions such as gestures, tone of the voice, touch, smell and body motion; creative and aesthetic symbols that represent certain meanings.

### Activity 3

1. From your previous discussions in Activity 1, outline the various ways through which you would acquire information.
2. Which of those would be the best or most effective means of communication for each of the assignments and why?

You have most certainly listed ways to communicate such as making a phone call or sending a short message, writing a letter or face-to-face communication. These can be categorised in two main forms of communication: verbal and non verbal communication.

Verbal communication involves spoken words while written communication involves written words.

There are various ways of communication: oral, written and recorded/offline communication. These are called hard ways of communication. Online communication is a soft way of communication.

#### 4.1.1 Verbal communication

Verbal communication includes sounds and words. Language is said to have originated from sounds and gestures. There are many languages spoken in the world. Language is part of the cultural system of a society. Verbal communication is an effective way of communication and is again classified into two types: interpersonal communication and public speaking. Interpersonal communication involves two or more people interacting in a communication process while public speaking is whereby an individual addresses a group of people.

### 4.1.2 Non-verbal communication

Non-verbal communication includes: written information, dancing, sculpturing, symbols, sign language, body language, body posture and physical contact, like shaking hands, pushing, etc.

Broadly, non-verbal communication can be categorised into two categories as shown below.

#### (i) Written communication

This is practised in many different languages and forms. It can be in the form of emails, reports, articles, memos, notes, etc.

#### (ii) Visual communication

This is the display of information like topography, photography, signs, symbols, designs, television and video clips. It involves offline recording.

Effective communication is key for the success of businesses. Informally too, little can be achieved without proper communication. It is therefore a necessary skill of life.

There are more media of communication today as technology advances and this should increase the effectiveness of communication processes.

#### Exercise 1

1. Explain the meaning of the following terms:
  - i. Communication
  - ii. Forms of communication
2. Explain the different ways of communication

## 4.2 Effectiveness of communication

### 4.2.1 Speaking and listening

#### Activity 4

Discuss how abstinence is one of the most effective methods of curbing the spread of HIV and AIDS epidemic in Rwanda. Note down the points you have discussed and present them to class. Make sure to have a set of questions on your presentation to find out whether you have communicated effectively.

From the above activity you realise that the group discussion had to involve active interaction of all members of the group. For a speaker to communicate effectively in a way understandable by other members, he/ she has to have communication skills. In the same way, for the other members of the group to understand the message, they have to be good listeners. Being a good listener involves:

1. Using and recognising body language and non-verbal communication
2. Taking control of emotion and attitude, in a way that doesn't interfere with the interpretation
3. Eye contact and attentiveness that shows interest to the topic being discussed

The process of communication is what allows us to interact with other people. Without it, we would not be able to share knowledge or experience with others. Therefore communication is a process of appropriate transmission, reception and feedback of information.

### Exercise 2

1. Organize public speaking and student volunteers should present on the role of technology in communication.
2. Collect information and debate on the contribution of effective communication to the better education in Rwanda.

### 4.2.2. Writing and reading

#### Activity 5

Choose a piece of writing from the newspaper. Read and summarise it.

The relationship between writing and reading is undeniable as without one, the other cannot exist. Unless what is written is read then it is useless. One cannot read unless writing takes place. Since writing is the act of transmitting knowledge; we must have information to share before we can write it. Therefore reading plays a major role in writing. Effective writing allows the reader to thoroughly understand everything the writer is saying.

Effective writing involves; readability and good choice of words. Readability entails proper use of words, sentences and paragraphs to ensure clear communication of facts and ideas. Good choice of words, on the other hand, ensures that the reader does not get bored by maintaining interest.

For effective and efficient reading, observe the following:

- have clear reading goals
- choose the right texts to read
- use the right reading style; can be skimming, scanning or any other appropriate style depending on your goals
- take notes while reading

Learning to read and communicate is very important as it is the most appropriate way to gain knowledge.

### Exercise 3

Write a one page essay about the importance of friendship and give it to your desk mate to read.

#### 4.2.3 Feedback in effective communication

### Activity 6

Discuss why it is important for the teacher to find out from the students whether they understand what he/she is teaching. How can students show that they understand?

You have discovered that people are happier when communication is clear and effective. The same is true for businesses, schools and homes. There is peace and order when communication is effective.

Businesses thrive or fail depending on how well information circulates within the organisation. This means that feedback is central in all communication as it ascertains whether the communication process was successful or not. Feedback gives people specific goals to reach for and reinforces productive behaviour, encouraging them to look for ways to improve based on the work they are already appreciated for.

Effective feedback has benefits to the sender as it helps to know whether the message was well understood or not.

#### Exercise 4

Give and discuss an example of communication where feedback is very important.

### 4.3 Representation of elements of communication in the form of a cycle

#### Activity 7

How would you describe the transmission of a message from one person to another or to a group of people?

The process of communication involves the following elements:

1. **Sender:** This is the person who encodes the message to be communicated.
2. **Channel:** It is the medium through which the message is to be communicated. It can be written, radio, oral etc.
3. **Message:** This is the information being communicated.
4. **Receiver:** This is the person to whom the message is directed and who must decode the message and have feedback to send back to the sender.
5. **Feedback:** It is the response given by the receiver after decoding the message. In this case, the receiver becomes the sender.

The cycle continues as the sender is involved in decoding the feedback and encoding another message in response to the feedback.

This can be shown in a diagram as seen below:

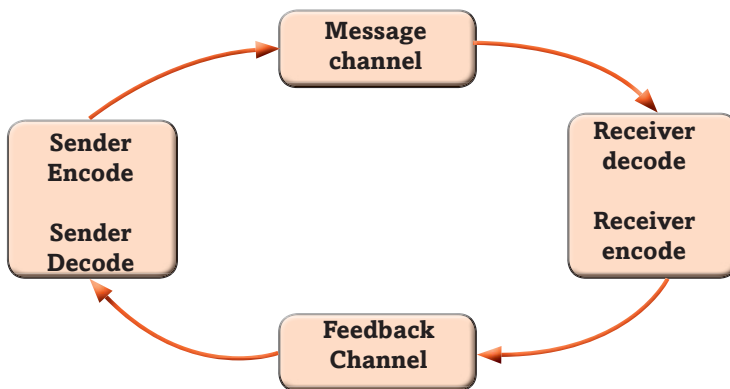


Fig 4.1

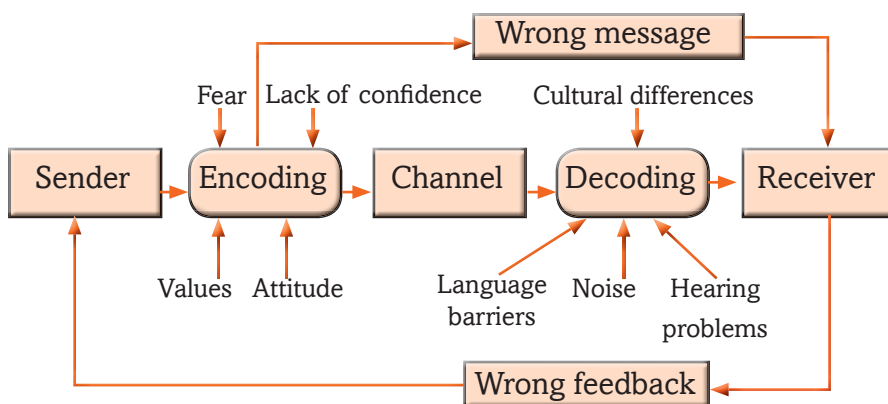
Both the sender and the receiver should have communication skills for effective communication to occur. These include:

- i. listening to others (receiving)
- ii. asserting/expressing information clearly(sending)

### Exercise 5

Imagine an example of verbal communication and use it to develop the cycle diagram of the elements of communication and what each person is doing.

In all these elements, there can be hindrances such as noise and language barrier. Barriers to communication can lead to misunderstanding of the message. The following diagram illustrates how various factors can hinder effective communication between a sender and a receiver.



*Fig 4.2: Barriers to effective communication*

### Exercise 6

State five barriers to effective communication.



## 4.4 Reading and summarising texts and books

### Activity 8

**Read the following text.**

Uwase, who is a secondary school student, has so much to communicate to her parents about; she has lost her uniform, needs games wear, has a cold and also forgot her dictionary at home. Apart from these, Uwase is curious about her aunt's wedding which took place while she was at school. Imagine that you are Uwase and have gotten an opportunity to send a short message to your parents. Write a one paragraph message highlighting the most important items.

A summary gives the most relevant information of a text but in a condensed form. For example, a whole paragraph can be reduced into a simple sentence or a long complex sentence into one or few words where possible. For example, in the case above, there is so much Uwase can say to her parents, but she has to filter the information into a short message that communicates what she feels is the most important.

In most cases you are likely to have a long text, from which you are supposed to write a summary. When summarising a text, consider the following tips.

Key points in summary writing:

- i. Skim the text (go through it to know what type of a text it is and note its subsections e.g. paragraphs)
- ii. Read it again highlighting important information while taking notes
- iii. In your own words write the main points of each section (can be a paragraph, a verse etc.)
- iv. For each main point, write a key support point avoiding details such as examples.
- v. Read your summary to see it flows and includes all the main points.

#### 4.4.1 Features of a good summary

- i. It should contain all the important facts.
- ii. Length should be 1/3 of the text.
- iii. The language should be simple and clear.
- iv. The order of ideas in the summary should not differ from that of the text.

## Exercise 7

Suppose you were assigned to read the text “The Umuganda” below. Following the guidelines outlined above, highlight the major arguments and develop a summary of the text.

### The Umuganda

Community life is important as it gives members of a society belonging. People share the burdens of one another and enjoy the unity of togetherness. When people come together, there is no problem that is insurmountable because the weight of every problem lies on the shoulders of many people. This is why *Umuganda* in Rwanda is a cultural practice that has had so much significance in the society.



Fig 4.3

Umuganda, the ritual of communal labor practiced in Rwanda since pre-colonial kingdom has a long and varied history of implementation. After genocide against Tutsi, Umuganda was reintroduced and well planned so as to contribute in socio economic growth of Rwanda.

Everyone including parents, private and government officials including the president gather in various places to clean the city or get involved in community projects. On this day, all shops remain closed from 7 a.m. to 11 a.m. and everyone is expected to participate. After the cleaning, there is always a public lecture from attending officials or government partners. The clean-up is an exercise done around the country. It has moved from being a government responsibility to the community who take it as their own obligation.

It is a practice that has changed the face of Rwanda and the country is now considered one of the cleanest in Africa, developing at a very fast rate. Roads are well organised, cleaned up and clearly marked. Apart from cleaning, Umuganda also encourages safety for Rwandans by agreeing on safety measures that road users must observe. Motorbike taxi riders

all wear helmets clearly marked with an extra for their passengers. All drivers and riders are expected to adhere to traffic rules.

If other African countries emulated Rwanda, there would be remarkable progress in the entire continent.

## 4.5 Project writing

### 4.5.1 Steps in project writing

The following are the steps followed when writing a proposal:

1. Identify topics of interest.
2. Look for sources of information (library, internet, people.)
3. Make notes.
4. Make a plan/sketch.
5. Write the first draft of the project.
6. Write the final draft after editing.
7. Present your project to the relevant authority.

### Activity 9

In Activity 1 on types of communication, you discussed how to gather information. Question one involved gathering information on the cultural background of your community, while the second question required gathering information on your national history. In this activity, you will carry out the actual research by practically gathering this information. Then present your findings to the class.

The students doing the first question will find it necessary to conduct interviews with the older members of the community as they are better placed to give information on the cultural set-up of the society. While gathering this information, how you record it is of great importance. One, you might decide to do a tape recording or take notes as the interviewee speaks.

Information on the second question which is about the history of Rwanda is likely to be found in history books or from the Internet.

After gathering all the relevant information, the next step will involve writing a report of the findings which should be properly presented after undergoing editing. The sources of the information must be acknowledged in the final report.

Note that when choosing a topic to research on, the following questions are important to consider:

- i. Why undertake the research?
- ii. Will the research add on to the knowledge that is already there? This is important in avoiding repeating research that has already been done. That is why it is necessary to read on the topic before gathering data/information.
- iii. Will I provide the answer to an important practical or significant problem such as environmental sustenance?
- iv. Which is the best way to gather relevant information on the topic I am researching on? It is important to note that information can be obtained from any credible source depending on the topic. A source can be primary or secondary. Primary sources include first hand information such as one - on one interview or telephone interviews, observation and focus groups while secondary sources include; written material, videos, recorded sounds among others.

#### 4.6 Extended Activities

As an individual, carry out a research project on school dropouts within your community in relation to gender.

### 4.7 Unit summary

#### Forms of communication

- Verbal communication
- Nonverbal communication – written and visual communication

#### Ways of communication

- Hard ways: oral, written and recorded/offline communication.
- Soft ways: online communication such as emails, faxes and social media texts.

#### Elements of communication

1. The sender
2. The channel
3. The message
4. The receiver
5. The feedback

### **Features of a good summary**

1. It contains all the important facts.
2. It is a third as long as the original text.
3. It uses simple and clear language.
4. Ideas flow smoothly and are orderly.

### **Steps in project writing**

1. Identify topics of interest.
2. Look for sources of information (library, internet, people.)
3. Make notes.
4. Make a plan/sketch.
5. Write the first draft of the project.
6. Write the final draft after editing.
7. Present your project to the relevant authority.

## **4.8 Test your competence**

Read different texts on the different challenges students face in learning English especially as a second or foreign language. Interview fellow students on the challenges they face when learning English. Thereafter, write a composition on the topic 'Challenges of learning English in my school'. At the end of your composition, show all your sources of information and indicate the references used.



**TOPIC AREA 3: SUSTAINABLE  
DEVELOPMENT**

**SUBTOPIC AREA 4: WEALTH CREATION**

UNIT 5: PERSONAL FINANCES

UNIT 6: EDUCATION AND WELFARE SYSTEMS

UNIT 7: CAREER PLANNING

**SUBTOPIC AREA 5: ETHICS**

UNIT 8: FAIR OPERATING PRACTICES

**SUBTOPIC AREA 6: ENVIRONMENTAL  
AWARENESS AND PROTECTION**

UNIT 9: ENVIRONMENT MANAGEMENT AND  
POPULATION DYNAMICS

## Personal Finances

**Key unit competence:** To be able to make informed financial judgement and decisions.

### Introduction

Personal finances are individual or family finances. How we obtain, budget, save and spend money over a period of time is called financial management. In this unit, we shall learn how to manage personal finances.

#### Activity 1

Explain the term ‘personal finances’.

### 5.1 Sources of revenue

#### Activity 2

1. Discuss the major activities from which your country earns revenue.
2. Tell some of the activities through which your community members earn income.

Revenue refers to all the money coming into a business, a country or a person especially through the sale of goods or services. Revenue can be obtained from different sources.

For an individual, the following are possible sources of income:

1. Personal savings
2. Selling of goods and services
3. Employment
4. Donations or gifts from friends and relatives
5. Selling of personal property
6. Borrowing from friends, relatives and financial institutions



For a company, the following are possible sources of income:

1. Savings
2. Selling of goods and services
3. Rents and leases of company property
4. Interests, dividends and royalties paid by other companies
5. Selling shares to the public

For a government, the following are possible sources of income:

1. Foreign exchange
2. Taxes (property tax, income tax, import duty etc)
3. Fines and penalties charged on those whom have broken the law
4. Fees charged on services rendered by the government
5. Interest from loans given to individuals and institutions
6. Grants and donations from international donors
7. Loans from international lenders
8. Leases and rents on public property
9. Income from government-owned corporations
10. Sale of government assets such as houses
11. Property trustee – where privately owned property reverts back to the government if the owner dies intestate.

### Exercise 1

Discuss the sources of revenue for your country and its importance to the economy of the country.

## 5.2 The concept of saving to an individual and the wider society

### Activity 3

#### Group work

1. Discuss the disadvantages of spending money without saving.
2. What are the advantages of spending money sparingly in order to save?

The concept of savings can be categorised into two kinds in order to be properly defined.

**(a) Personal savings** - This is what people save in order not to consume all their income. These savings can remain on bank accounts for future use or

be invested in other ventures like building houses, shares, and other financial instruments. Personal savings depict a relationship between savings, income and consumption but the level of income is the major determinant of personal savings.

**(b) National (Public) savings** - These are personal savings plus the business savings and public savings. Public savings are basically tax revenues less public expenditure.

At the individual level, the higher the savings, the higher the standards of living. Higher savings among individuals result in financial self-actualisation after a period of time. This enables individuals to fulfill most of their psychological and physiological needs. These are, for example, good feeding and clothing, better housing (private shelter), better child care in form of health and education, and even other luxurious property like cars or luxurious styles of life like big weekend shopping, holiday abroad, big investments, etc.

At the society level, savings have a great impact. Consistent personal/household savings result in big investment e.g. credit cooperative societies which may impact positively on the welfare of the members of society especially through soft loans to start or boost small scale business/economic activities.

When prices of commodities rise, personal savings are affected as people spend more on buying commodities.

Through individual development accounts - these are savings accounts that allow individuals and families to save and generate money for a specific savings goal. For example, to buy a home or rehabilitate an existing one, start or expand a small business, pay for college education or job training, own a vehicle for many purposes e.g. personal transport means for convenience to reach work or income generation.

Personal/household savings bear directly on national/public savings, especially through individual retirement accounts. Economists argue that lower personal savings may lead to a decline in the net national/public saving rate. This decline in national saving may lead to insufficient funds for the economy to invest in people's good standards of living. There is also the possibility that and the entire society members may not be saving enough for retirement.

It is also obvious that when personal savings are low, investment will also be low. Hence low economic growth and economic development in the long run. This is a drawback to the economic advancement of the wider society.

### Exercise 2

1. What is the difference between personal and national savings?
2. Discuss different ways personal savings can be done.

## 5.3 The importance of saving and the role of interest in saving

### Activity 4

Discuss what is meant by saving and the role it plays in an economy.

### The importance of savings

Savings play an important role in an economy. Savings are important at different levels. We therefore need to understand who saves, why and how it can affect the economy entirely.

In an economy, savings are done by households, companies and the government. Households save in order to cater for future expenses e.g. children's education. If households don't save, they will have insufficient funds to cater for future expenses. For example, they may struggle financially at old age or after retirement and as a result become dependent on family members or the government.

Companies always save their net profit; that part of their profits that they do not pay out to shareholders as dividends. It is saved for future investment financing e.g. in rehabilitation of existing facilities or replacement of worn out equipment.

Therefore, if companies don't save sufficiently, they will not have enough capital to finance any replacements or expand investment. The company may not operate efficiently or fully fund its growth potential.

It may not have enough funds to employ more people especially the skilled labour force.

When the government's tax revenues exceed expenditure on wages, social security payments, fuel, school books, hospital supplies, among other national expenses, then it has enough funds to build new roads, bridges, hospitals, schools and other public facilities that will improve the living standards of its citizens.

If the government doesn't save, it will have no funds to finance fixed investment in social infrastructure e.g. schools, hospitals, housing and physical infrastructure such as roads, bridges, airports, etc. This will result in poor standards of living, how economic growth and development.

Therefore, the three parties: households, companies, and government are all interrelated in matters of saving in an economy. Despite the differences in savings behavior, they are not independent of each other.

### **The role of interest in saving**

Interest means the cost of borrowing money expressed as a percentage of the loan amount. Interest rate is the amount charged, expressed as a percentage of the money borrowed by the lenders to borrowers.

Therefore, we can say that savings are dependent on interest/interest rates. If the interest rate is high, the rate of savings will be low and the reverse is true.

#### **Exercise 3**

1. Assess the impact of saving by the:

Companies

Households

Government

Students

2. Discuss the role of interest to promote savings?

### **5.4 Social, moral, ethical and environmental implications of financial decisions**

#### **Activity 5**

Brainstorm on the ways we can make financial decisions at school and outside school as students.

Financial decisions, at individual level, can be defined as ways in which an individual decides to earn and spend his/her income so as to satisfy his/her needs.

A person's financial decisions have implications on the social, moral, ethical and environmental conditions of society. These are as presented below.

### **Social implications of financial decisions**

Wrong decisions at family level impacts the entire society as a society is made up of families. Failure of parents to offer good education to their children due to inappropriate decision making on finances results to a poorly educated society and this has consequences. Either the generation to follow will have poor living standards out of the parents' inability to educate their children or there will be insecurity and crime due to frustration over lack of job opportunities. This can be caused by luxurious spending. This may lead to lack of finances to cater for the immediate household needs like food, clothing, etc.

### **Environmental implications of financial decisions**

These result from the fact that some investments, however income-generating they may be, they can also be destructive to the environment. This can be either due to pollution or depleting the natural resources. For example, a decision to start a business on charcoal must involve cutting down trees which has adverse effects to the environment. Poaching is also destructive as it goes against conservation of wildlife. The business may be intended to create savings but there are other side effects to the environment.

Investing in self-help projects for daily income may be either good or bad to the society, for example, hotel or bakery investment may enhance service delivery and society development as food is a necessity and such a venture will definitely meet that need while generating income to the investor. However, it may have negative effects e.g. pollution of the environment.

### **Ethical implications of financial decisions**

From the ethical point of view, it is necessary to look at morality of one's actions and this involves the sense of right and wrong. No matter how financially favourable a situation might be, one should not engage in illegal businesses. For example, drug trafficking and corruption are morally wrong

and illegal. Using personal funds in corrupt deals like bribery is illegal in society and unethical. Unethical means that it goes against the moral expectations of the society.

Grabbing public land that is meant for public use to use for personal gain is also unethical.

Another example of an unethical financial activity is engaging in prostitution. Practising prostitution is immoral and a social evil.

Spending money on college education or education upgrading, on the other hand, leads to individual and society development. Education is a social need that leads to professional qualifications which qualify an individual for job opportunities. When people in society gain education, they are likely to live better lives.

When making financial decisions on how to generate more income, save or spend money, it is therefore important to consider how the decision is going to impact on the society and the environment.

#### Exercise 4

1. What are they doing?
2. How is the habit they are engaging in affecting their financial situation?



*Fig 5.1*

## 5.5 Keeping track of personal money and payment commitments

### Activity 6

Explain how you keep track of personal money & payment commitments.

This involves ways of managing the way we spend our finances. This can be on a daily, weekly or monthly basis. Keeping track of personal money and payment commitments can be realised if the following is done.

## **1. Managing finances well**

This can be done by keeping track of the spending habits. This is most efficiently done by recording. Recording helps in accounting for every expense incurred. It should be done on a daily or weekly basis. Information recorded on paper can be transferred to a computer for convenience. In case a computer is not accessible, a note book can be used.

In the note book, information about the spending habits; for example, in a month, how much is spent compared to how much should have been spent is recorded. This helps to identify misuse and helps in sticking to a personal budget.

## **2. Develop a personal budget**

A personal budget is essential for one to know how much he/she expects to spend over a period of time. In drawing a personal budget, it is important to consider expenses on necessities such as clothes, food, housing, utilities, entertainment, etc.

The budget should reflect personal savings e.g. retirement savings, study savings, long-term savings and any other goals. Maintaining weekly or monthly checks to see that the expenditures are as budgeted for is very important. Even small amounts of money should be accounted for.

Changes on the budget can be made depending on the available alternatives. This is if the changes are appropriate in meeting the personal needs at lower costs.

## **3. Pay financial commitments in good time**

Payment commitments refer to the resolutions to meet all the financial obligations, such as debts and monthly bills. In day-to-day living, we incur expenses that are payable on say monthly basis, yearly, etc. Budgeting for one's finances allows for accuracy on the amount to be paid and when it is to be paid. These can be electricity bills, water bills, house rent, school fees, loans, credits from friends and financial institutions such as banks.

### **Exercise 5**

Discuss how a business on drug trafficking affects the society.

## 5.6 Extended Activity

Drawing knowledge from the concept of personal/household saving learnt in this unit, make a saving plan for your family for one month. Closely refer to the average income of your family against daily expenditure.

## 5.7 Unit summary

### Sources of revenue

#### For an individual

1. Personal savings
2. Selling of goods and services
3. Employment
4. Donations or gifts from friends and relatives
5. Selling of personal property
6. Borrowing from friends, relatives and financial institutions

#### For a company

1. Savings
2. Selling of goods and services
3. Rents and leases of company property
4. Interests, dividends and royalties paid by other companies
5. Selling shares to the public

#### For a government

1. Foreign exchange
2. Taxes (property tax, income tax, import duty etc)
3. Fines and penalties charged on those who have broken the law
4. Fees charged on services rendered by the government
5. Interest from loans given to individuals and institutions
6. Grants and donations from international donors
7. Loans from international lenders
8. Leases and rents on public property
9. Income from government-owned corporations
10. Sale of government assets such as houses
11. Property trustee



### Importance of saving

1. They cater for future expenses.
2. They can be used for future expansion by companies.
3. They can be used by governments for development projects.
4. They can be used by governments to finance long term investments.

### Keeping track of personal money and payment commitments

1. Managing finances well
2. Develop a personal budget
3. Pay financial commitments in good time

## 5.8 Test your competence

***Read the short story below then answer the questions that follow.***

Isaac was known to many as a mean person. He would never buy anyone a cup of tea though he had a lot of money. His children never had enough to eat. They wore tattered clothes. They would be sent home from school due to lack of school fees. Isaac kept huge amounts of money in the bank. He said that it was his savings for future needs.

In the same village there lived Ellis. She worked with a multinational company and earned a huge salary. However, whenever she got her salary, she went to a spending spree. She would buy expensive clothes, travel to different places and attend parties with friends. Soon, she would be without money. She would start visiting friends and asking them for money to buy food. People started laughing at her saying that although she earned a lot of money, she was poorer than them.

### Questions

1. Do you think Isaac's saving was justified? Explain your answer.
2. Was Ellis' way of life responsible? Give reasons for your answer.
3. What advice would you give to both Isaac and Ellis concerning saving?

## Education and Welfare Systems

**Key unit competence:** To be able to analyse critically how education & welfare systems contribute to economic development

### 6.1 The concept of education

#### Activity 1

1. Brainstorm on the concept of education and try to give its definition.
2. What are the different types of education?
3. What is meant by welfare and welfare systems?

The word education is derived from the Latin word 'educare', which means 'to bring up'. Education can be defined as the process of imparting knowledge, skills, morals, attitudes and values from one person to another.

Education involves the socialisation of the younger generation through continuous efforts to inculcate in them acceptable attitudes, emotional control and mental abilities which they may not have acquired naturally or on their own.

There are two types of education: formal and informal education.

#### 1. Formal education

Formal education implies any education that is provided by a recognised institution, such as a school, following a planned course of study. This begins right from kindergarten.

#### 2. Informal education

This is a kind of education that is traditional and involves the wise, respectful and spontaneous process of imparting knowledge, skills and beliefs through conversation, exploration and experience. An example of this education can be the traditional learning of household chores in Rwanda.

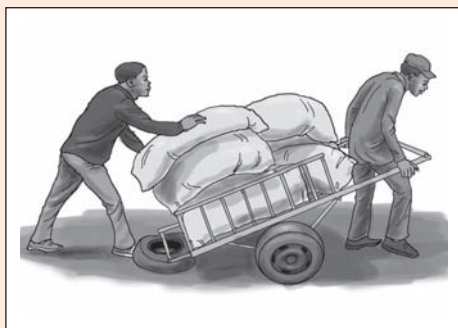
## 6.2 The role of education in economic development

### Activity 2

Use the pictures provided to explain how formal and informal education influences a person's economic status.



*Fig 6.1*



*Fig 6.2*

Economic development can be defined as sustained actions of policy makers that lead to an improvement of the standards of living of a particular group of people.

It involves an improvement on aspects such as: human capital, infrastructure, regional competitiveness, social inclusion, health, safety, literacy, among others. Various roles of education in economic development are explained below:

- (i) Education is very significant in the economic development of a given society. This is because education reduces poverty and social inequality by providing the underprivileged with resources and opportunities for upward social mobility and social inclusion. This is because education to all people ensures that all regardless of social background have equal opportunities in the skilled labour market. It reduces poverty in the sense that the more educated an individual is, the greater income he/she is likely to have and consequently, the higher the standard of living.
- (ii) An increase in the number of people who acquire knowledge and skills means an increase in the number of people who can play a meaningful role in society. However, when young people drop out of school, they are deprived of such skills. This creates social exclusion at individual and societal levels. Such children experience poverty and unemployment. They engage in criminal activities such as theft, drug trafficking, robbery and burglary due to frustration and poverty. This destroys the

harmony of the society and derails economic development as policies are consequently more focused on curbing crime other than economic development.

- (iii) Since the process of education is aimed at producing intellectually and technically skilled people, it is then a fact that it is through education that the human capital of a country is acquired. Without a productive workforce, there would be no economic development. Human capital is an integral part of the resources a country needs in order to drive economic growth.
- (iv) The more the educated people in an economy, the more the tax base through income tax deductions to the government treasury, and the more the spending on commodities especially consumables.
- (v) Education enriches the people's understanding of themselves and the world. This improves the quality of people's lives which leads to social benefits both to the individual and society.
- (vi) Educated people are productive and creative. They make good entrepreneurs and advance technology. In this way, there is economic development arising from education.
- (vii) Education also helps to secure social progress which improves income distribution. It empowers people and strengthens nations. It does so by equalising all people and by so doing creates a level ground for all to maximise their potential, abilities and overcome poverty.
- (viii) Promotion of the advancement of the millennium development goals through universal education and gender equality ensures that education systems are not discriminative.
- (ix) Education promotes democracy which gives power to the people. This is because it enables people to participate in matters of national development by being involved in decision making at a national level. Educated people are knowledgeable and among other things, they are aware of their rights and responsibilities in the society. As such, they are able to take part in national activities at the community level and determine their living conditions.
- (x) Education increases the overall productivity and intellectual flexibility of the labour force. Therefore, it positions the country at a more competitive level in the world market, which is characterised by changing technologies and production methods.

### Exercise 1

“Education plays a key role in the economic development of a country”.  
Discuss.

## 6.3 Inclusive education

### Activity 3

1. What shows inclusive education in this picture?
2. Debate on the motion: inclusive education contributes to good performance.



*Fig 6.3*

Education as already discussed is broad and very influential in the economic development of a country. The education system of a country should not discriminate against any member of the society. All children have a right to education. For education to be non-discriminative, it has to be all inclusive.

Inclusive education means a system of education where all learners regardless of social, cultural or economic background or their academic ability learn together. It also means that they participate in various activities in a conducive environment that recognises and accommodates all their differences.

Inclusive education is about how the classrooms, the school as well as the school programmes and activities are designed to enable all students to learn together. It is guided by three principles:

1. All children belong. This is based on the fact that all children and their families are valued equally and deserve equal opportunities. It focuses on building friendship and membership.

2. Learners have different learning abilities. Inclusive education provides for ways of helping those learners with special needs. Therefore, help from friends and teachers is of great essence in the learning process. Relevant materials such as technological aid can be of help in serving the needs of all learners. Where possible, children with special needs should learn together with the other students of their own age in order to access education of the same quality.
3. Education is a child right not a privilege: All children have right to education.

Inclusive education is important and has the following benefits:

- All the people involved in the learning process are able to develop individual talents and maximise their abilities in a free environment.
- It is easier for all to achieve their goals when the environment is favourable.
- An inclusive education facilitates proper interaction of all and this contributes to better interpersonal skills.
- It also fosters a culture of respect and belonging. People are able to accept and respect individual differences and this reduces disrespect that leads to harassment and bullying.
- Inclusive education also expands friendship among learners and facilitators of various levels.
- It also influences both the school and community to appreciate diversity and inclusion at a broader level.

An inclusive education enhances social cohesion whereby people live together harmoniously. Within a society, people coexist in the sense that those that are disadvantaged in one way or another need the others to help them stabilise and that is why there is need for welfare systems if economic development is to take place.

### Exercise 2

Discuss why learners with disabilities should study together with learners without disabilities.

## 6.4 Types of welfare systems

### Activity 4

- (i) Discuss the various ways in which community members can offer financial support to a widow.

A welfare system is the material and moral support aimed at promoting the wellbeing of those in need. In most developed countries, welfare is mostly done by the government from its revenues. To a lesser extent charities, informal social groups, religious groups, and other inter-governmental organisations also help in welfare.

Welfare systems generally aim at providing services like universal healthcare and unemployment insurance. Some countries run conditional cash transfer welfare programmes where payment depends on the behaviour of the recipients.

In Rwanda, there are two welfare systems: social protection and insurance. Social security is part of social protection.

### 1. Social protection

The Rwanda Social Security Board (RSSB) administers social security in the country. It takes care of such social security aspects as pension, occupational risks and health insurance. The following are examples of social security in Rwanda:

- a. La Rwandaise d'Assurance Maladie (RAMA) – This offers social security to government employees.
- b. Universal Health Insurance (Mutuelles de Santé)- This provides universal health insurance coverage(Mutuelles de Santé) to all Rwandans. It is offered through the Ministry of Health.
- c. Ubudehe programme – This provides support to the Rwandans living below the poverty line.
- d. Girinka programme – This involves giving a cow for every poor family.
- e. Umurenge VUP – This is a fund for the most vulnerable and extreme poor in Rwanda.

## 2. Insurance

- a. RSSB Medical scheme – This offers medical insurance to all government employees and employees from some private organisations.
- b. Military Medical Insurance (MMI) – This offers medical insurance to employees in the military.
- c. Community Based Health Insurance (CBHI) – This offers medical insurance to all Rwandans.
- d. Insurance from private insurers – These offer various covers and policies such as the following:
  - **Education policy** – caters for education of all members
  - **Accidents and losses** – covers members against accidents and losses
  - **Motor vehicles cover** – covers insured vehicles and their users
  - **Health cover** – covers medical bills of the insured
  - **Property cover** – covers business and private premises, equipment and other installations
  - **Agriculture cover** – covers livestock and crops

### Exercise 3

Describe the different welfare systems in your district.

## 6.5 The importance of welfare systems in economic development

### Activity 5

Discuss the following question:

Do welfare systems help in improving the economy of a country? Explain your answer.

The following are ways in which welfare systems contribute to economic development.

1. Welfare systems support education, which is an important aspect of economic development. Welfare systems strive to reduce the gap between the rich and the poor. This lays the basis for a sustained economic development.



2. Some welfare systems also focus on matters of health. Social effort is made to ensure that all people can afford health care. This helps to create a healthy labour force, which is the backbone of economic development. In this way, it increases the life expectancy of the labour force in an economy.
3. All aspects of social security, for example, health insurance, housing assistance and others, provide the members of the society with enough to spend. This contributes to economic growth in the long run. When people have money to spend, the production of goods and service delivery is improved. This cash flow from individuals to the government increases the revenue of the economy.
4. The gender balance that is practised in some welfare systems helps to create a level ground for women to join the workforce. It also undertakes to empower children through early childhood training. This helps to build a much more constructive and productive society.

It can be concluded therefore that welfare systems are not only beneficial to the individual but also to the entire economic system.

#### Exercise 4

1. Explain the role of welfare in economic development by focusing on either health or education.
2. Develop an essay on the contribution of social protection programmes to economic development in Rwanda.
3. Conduct field visit to household supported through welfare system and ask him or her how the social protection received contribute to wellbeing. Student should develop the report to be presented in class.

## 6.6 Challenges facing education for all

### Activity 6

Debate on the motion: Education for all may not be realised in all countries.

The concept Education for all (EFA) refers to a commitment by countries and government to meet the learning needs of all children, youths and adults by 2015. It is spearheaded by UNESCO (The United Nations Educational, Scientific and Cultural Organisation.) in partnership with all governments, development agencies, civil society and non-governmental organisations.

### **These are some of the major challenges facing education for all:**

1. Majority of the donors have neglected to fund EFA goals outside of primary education. As a result, pre-primary education and adult literacy remain underfunded.
2. Donors have largely failed on their commitment to deliver aid more effectively. Effective international coordination and distribution of aid to education have been almost entirely absent.
3. Low transition rate from primary to secondary school. For example, in the Philippines, just 69% of primary school graduates from the poorest families continued into lower secondary, compared with 94% from the richest households.
4. Some students drop out of school before they reach their last grade. This reduces the government's effort to make education available for all.
5. In most countries, there are high levels of illiteracy among adults. This makes it hard for parents to support education of their children in such activities as helping them in homework.
6. Child development and child labour reduce opportunities for children to attend school. For example, children may be involved in quarrying activities or picking tea leaves.

#### **Exercise 5**

1. Discuss the challenges facing the education sector in Rwanda.

### **6.7 Extended Activity**

Attempt the following tasks:

1. Brainstorm on the benefits of education and the challenges of education. Write down a poem on your points and recite it aloud as a group.
2. Define welfare systems. In not more than one month, gather information (within and outside school) and write a short report about welfare in your society.

## 6.8 Unit summary

**Formal education** - any education that is provided by a recognised institution, such as a school, and which follows a planned course of study.

**Informal education** - education that is traditional and involves the wise, respectful and spontaneous process of imparting knowledge, skills and beliefs through conversation, exploration and experience.

**Inclusive education** - a system of education where all learners regardless of social, cultural or economic background or their academic ability learn together.

### The role of education in economic development

1. Education reduces poverty and social inequality by providing the underprivileged with resources and opportunities for upward social mobility and social inclusion.
2. It increases the number of people who acquire knowledge and skills hence an increase in the number of people who can play a meaningful role in society.
3. It produces a productive workforce which contributes to economic development.
4. It broadens a country's tax base through having more employable people hence higher income for the government.
5. Education enriches the people's understanding of themselves and the world thus improving the quality of people's lives.
6. Educated people make good entrepreneurs and help in advancing technology thus promoting economic development.
7. Education also helps to secure social progress which improves income distribution.

### Types of welfare systems

1. Social security
2. Insurance

### The importance of welfare systems in economic development

1. They support education which promotes economic development.
2. They promote good health hence creating a healthy workforce which is the backbone of economic development.

3. They assure social security leading to economic growth.
4. They offer opportunities for all to grow and support economic growth of a country.

### **Challenges facing education for all**

1. Low donor funding for pre-primary and adult education.
2. Low enrolment in early childhood education.
3. Lack of an effective international coordination and distribution of aid to education.
4. Low transition rate from primary to secondary school.
5. Some students drop out of school before they reach their last grade.
6. The lack of an appropriate (and gender-sensitive) curriculum with complementary learning materials that focus on the acquisition of key competencies (such as literacy and numeracy).
7. Inadequate attention to child-centred and gender sensitive teaching methodology and the use of appropriate teaching and learning materials, including books and readers.

## **6.9 Test your competence**

1. Analyse the role of education in economic development in Rwanda.
2. There are different welfare systems in Rwanda. Citing examples, explain how these welfare systems contribute to Rwanda's economic development.

# Unit 7

## Career Planning

**Key unit competence:** To be able to explain the importance of career planning.

### Introduction

Career planning is an essential skill in life. The career that one takes on in life is based on the plans that one made or failed to make earlier in life. In this unit, we shall study the various strategies that one needs to employ in order to actualise his/her career aspirations.

### 7.1 The link between education, training, job and income



Fig 7.1

### Activity 1

1. Discuss the most liked jobs in Rwanda in the current situation and explain why.
2. What would you say is the difference between training and education?

Education differs from training in that training aims at imparting specific skills necessary for performing a particular job task while education is aimed at inculcating knowledge, skills, values, beliefs and habits to an individual.

Education is therefore broader than training as it covers a wide range of aspects and takes a longer time. It influences how an individual thinks and acts in different situations. To some extent, education continues throughout a person's life.

Both education and training, however, are related. They are both processes of imparting knowledge and skills necessary for effectiveness either in daily life or in defined tasks. Even after undergoing education, one may need to train in a specified field in order to efficiently perform in it. Education and training can therefore be termed as complements.

### **So how do job and income come in?**

Education and training, to a large extent, determine the job or career an individual pursues. This in turn determines the amount of income an individual earns. Education for example, covers various fields. The school curriculum gives an opportunity for learners to be exposed to a wide range of fields at the basic level. Once they have basic knowledge on virtually all fields, they are then able to choose areas of interest in which they can pursue a career later in life. These choices determine what type of education an individual gets and the kind of job he/she is likely to do.

Training is done prior the employment to enhance good performance of the job already chosen. While working, training is also done to maintain and improve on skills of doing a particular job. Training can be professional, physical or developmental.

Good education and good training lead to a more skilled and productive labour force. Skilled individual is at a better position to acquire a job that is well paying.

#### **Exercise 1**

Discuss how education and training can influence a person's promotion at work.

## 7.2 Types of jobs and the expected income



Fig 7.2

### Activity 2

1. Identify two common jobs in your community.
2. Try to brainstorm on the income and incentives that the people performing them may be getting. Would you like to perform such jobs in future? Give reasons.

As discussed earlier, jobs can be categorised using different criteria. The most common one is formal or informal employment.

#### 1. Formal jobs

Formal jobs are professional career that involves an official agreement between an employer and an employee.

A formal job has a set salary and benefits, a stable working location, regular working hours and some contributions for taxes and social security.

The formal jobs have a higher remuneration as compared to the informal jobs. Terms of employment is mostly permanent, full time and regular. Examples of formal jobs include: teaching, medical practice and accounting.

#### 2. Informal jobs

Informal jobs are mostly short term engagements between an employer and an employee. The agreement is to do a certain task, usually casual work. There is no written contract between the employer and the employee.

Informal jobs examples are: mechanical jobs, household employment, painting, offloading trucks, quarrying and stone work etc.

Terms of employment can either be temporary, part time or seasonal.

### **a. Seasonal jobs**

Seasonal jobs are jobs that are available at certain periods of time and are dependent on other factors. Such factors include school holiday jobs, agricultural seasons, peak tourism periods etc.

### **b. Temporary jobs**

Temporary jobs are jobs that are to be done within a specified period of time. A good example is a contract job.

### **c. Self employment**

Self employment occurs when an individual has a personal business from which he/ she derives profits.

There is a wide range of fields that one can study in especially for formal employment. They include the following:

- 1) Architecture and engineering
- 2) Community services
- 3) Computer and Maths
- 4) Construction
- 5) Criminal justice/ law enforcement
- 6) Education training
- 7) Farming, fishing and forestry
- 8) Food service: Food preparation and serving can earn a good wage with little or no formal education.
- 9) Health and medical: The health and medical industries offer the most stable and highest paying career fields. They offer competitive pay and benefits.
- 10) Management and administration: Managers and administrators are always in high demand and are valued for their management expertise.
- 11) Natural sciences (physical and social sciences): There are many career opportunities in natural sciences that offer very attractive incentives, wages and salaries.
- 12) Production and manufacturing: These also offer a wide range of job opportunities.
- 13) Sales and marketing
- 14) Transport and material moving



These are some of the various job possibilities that one can have in mind when planning for a career.

### **Expected income from different jobs**

The difference in the amount of income in the formal sector however, depends on various aspects. One such aspect is the level of education required for one to work in a particular job. Some professions require a tertiary college certificate others require a university degree, while others require a post graduate degree. The higher the level of education required for a job, the higher the income.

There is also a variation in the length of time required to gain certain skills and qualifications. Some degrees such as medicine, engineering and law for example, take a longer period of time to acquire as compared to other degrees such as arts. This rates them higher in the amount of income obtained from them.

Scarcity of a skill is also an aspect that distinguishes careers. The more scarce a skill is, the higher the income it is likely to generate. Scarcity is caused by among other factors, the cost of training and qualification to pursue the career. This is because levels of education are transitional and there are certain qualification requirements in moving from one level to another and also choosing the careers to pursue. Different careers require different qualifications.

The choice of a career, is not only determined by the amount of income or qualification required but also by one's interests and talents.

#### **Exercise 2**

1. Using examples, demonstrate how various jobs differ in the amount of pay.
2. Debate on the best job and what makes you to choose such kind of job

### **7.3 Career planning process**

#### **Activity 3**

1. What do you understand by the term 'career'?
2. Share your areas of interest in terms of job aspirations. How did you develop interest in that area? How do you plan to achieve it?

A career can be defined as an occupation undertaken for a considerable period of a person's life and with opportunities for progress.

It is the process and actions taken by a person throughout their lifetime in relation to his or her occupation. One's career is described by the jobs held, titles earned and the work accomplished over a long period.

A career plan, on the other hand, can be defined as an individual's choice of occupation or career path. It is a life-long process in selecting an occupation, locating career opportunities, developing oneself professionally and possibly changing one's career.

Career planning may happen once in one's life. However, it can also happen several times as one gains more experience and re-defines his or her potential and interests.

Career choice is very important because it guides an individual in decision making. For example, in deciding what courses to study. Career planning takes a number of steps as discussed below.

**The steps in the career planning process are:**

- (a) Consider your interests and talents. People have different interests. An interest is something that draws someone's attention and that which one enjoys doing. Talents, on the other hand, are things that one does exemplary well without much effort. When making a choice on the career goals to set, these two aspects are very important. This is because doing a job which one has interest in is fulfilling and the ability to do it without much effort makes one much more productive even after education and training. One's strengths and weaknesses are also important in assessing what form of career is suitable.
- (b) Consider the available options that would suit your interests and abilities. Here, one should find out the job opportunities that make the best use of his/her interests and abilities.
- (c) Find out the academic and other requirements needed to secure the job.
- (d) Set goals to achieve those requirements. For example, aspiring to pursue a career in economics will require one to study courses on that field. To be able to achieve this, one has to do well in business and entrepreneurship subjects.

Goal setting in planning for a career is very essential. This is because it is important to have an end towards which all efforts must be directed. This end is the goal to be achieved.

**Career planning is therefore very important as it:**

1. Enables an individual to focus his/ her abilities, opportunities and efforts towards one major goal.
2. Enables individuals to maximise their potential with an aim of achieving their aspirations.
3. Places individuals at their most suitable career hence enhancing productivity.
4. Helps individuals develop skills.
5. Enhances productivity in one's field.
6. Brings the uniqueness of individuals together therefore enabling complementarity at work.
7. Career planning reduces staff turnover. Staff turnover is the number of people losing jobs.

**Exercise 3**

Why do you think it is beneficial for educated people to carry out career planning? Explain in detail.

**7.4 Importance of career choice in achieving personal financial goals**

**Activity 4**

Discuss why you think your dream career will stabilise you financially and help you achieve your future goals.

As discussed earlier, different careers offer different rates of income. Career choice therefore can either facilitate achievement of financial goals or limit their achievement.

A financial goal is a plan for the future that involves spending money. This can be living comfortably, providing quality education to one's children or even supporting one's aging parents. For one to achieve these goals, he/she has to be financially prepared. To be financially prepared means that one has

the means of earning enough money to cater for these needs. The choice of career directly impacts on the financial ability of an individual to achieve the financial goals.

Career choice enhances achievement of personal financial goals in the following ways:

1. When choosing a career, one is likely to choose a career that is financially rewarding as opposed to an unplanned job that one lands out of lack of another alternative.
2. Choosing a career and directing all efforts in pursuing it results in remarkable skill and a high level of competence in the field. This places an individual in a high ranking position in the field of practice and thus he/she gets a higher income.
3. Career choice and planning provides for upgrading of skills in one's area of specialisation. This leads to professionalism which allows for increment of income as more and more expertise is gained.

#### Exercise 4

1. Analyse the career journey of any successful person you know of. Write an essay highlighting the major steps involved in building his/her career.

### 7.5 Extended Activity

Prepare a career plan for a career of your choice in future. Remember to include all the details.

### 7.6 Unit summary

#### Types of jobs

1. Formal jobs
2. Informal jobs
3. Seasonal jobs
4. Temporary jobs
5. Self employment

### **Steps in the career planning process**

1. Consider your interests and talents.
2. Consider the available options that would suit your interests and abilities.
3. Find out the academic and other requirements needed to secure the job.
4. Set goals to achieve those requirements.

### **Importance of career planning**

1. It enables an individual to focus his/ her abilities, opportunities and efforts towards one major goal.
2. It enables individuals to maximise their potential with an aim of achieving their aspirations.
3. It places individuals at their most suitable career hence enhancing productivity.
4. It helps individuals develop skills.
5. It enhances productivity in one's field.
6. It brings the uniqueness of individuals together therefore enabling complementarity at work.
7. Career planning reduces staff turnover. Staff turnover is the number of people losing jobs.

### **Importance of career choice**

1. It helps one to choose a career that is financially rewarding.
2. It enables one to direct all efforts in pursuing the career leading to remarkable skill and a high level of competence in the field.
3. It provides for upgrading of skills in one's area of specialisation.

## **7.7 Test your competence**

Write an essay explaining the importance of career planning.

## Fair Operating Practices

**Key unit competence:** To be able to analyse critically fair operating practices.

### Introduction

In this unit, we will study some of the fair operating practices in business.

We all depend on certain businesses and business people to get our supplies at home and in the office. We always hope that we get the best deals at the grocers shop and wherever else we do shopping. This cannot happen without fair operating practices. **Fair operating practices** refer to the ethical conduct within the business /organizations & other businesses/ organizations. for example fair trade practices, fair competition, property rights, anti-corruption etc.

### 8.1 The concept of corruption

#### Activity 1

Discuss what you understand by the term 'corruption'.



*Fig 8.1*

Corruption refers to a very broad range of behaviour that particularly has something to do with power misuse. Corruption is an ill that is eating away most societies of the world, especially in the African continent.

It involves the abuse of a position in order to gain an unmerited advantage through means that are illegitimate, immoral or unethical. It can be for personal gains or in favour of certain groups of people. It is mostly associated with bribery.

### Exercise 1

Identify any corrupt practices in your community. Refer to any of them that you witnessed. How was it handled by the authority?

## 8.2 Forms of corruption

### Activity 2

1. Discuss ways in which corruption is practised in most African countries.

Acts of corruption may be petty or grand depending on the magnitude of the resources misappropriated or the measure of the injustice undertaken. Corruption takes many forms depending on the nature of the dishonest behaviour practised. The forms can be analysed as follows:

1. **Bribery** – It is arguably the most common form of corruption. Bribery involves two parties: the giver and taker of the bribe. A bribe is an illegal payment given to a person either directly or indirectly for him/ her to act in a certain way, or refrain from acting in his/her official capacity. This can be to allow illegal businesses such as smuggling of goods or to be exempted from legal procedures such as taxes or licences.
2. **Embezzlement** – This is theft or misappropriation of money and other resources put under one's responsibility but belonging to someone else. Embezzlement of funds is common in political situations where public money meant to be used in improving the standards of living of the citizens is misappropriated and used in personal projects by government officials. Apart from funds, human resource and public facilities can also be embezzled by being used to serve purposes other than the legitimate ones.

3. **Nepotism** – This is the practice of unfair distribution of resources or treatment of people that involves favouring closely related people in performance of one's official duties. It can be giving individuals or groups of individuals jobs, promotions, or even salary increment based on the fact that they are related to you.
4. **Patronage** – This is whereby a public officer gives favours such as employment in return for political support. For example, an aspiring politician may use his influence to illegally help people acquire positions in public offices in exchange for support in his/ her political ambitions.
5. **Theft and fraud** – Some officials steal state assets kept under their watch or those assets made available to them by virtue of their positions in government. Fraud involves using deception to convince the owner of funds or assets to give them up to an unauthorised party. A good example is where a person in authority misdirects company funds into non-existent companies and then later transfers them into a personal account. Acquiring publicly owned assets such as money through illegal means is the most common form of corruption.
6. **Institutional corruption** – This form of corruption can happen where conflicts of interest are not managed. Institutional corruption takes place when those who are in charge of a project make decisions about those projects in their own favour, not considering other people who are in dire need and depend on those projects. For example if an official is foreseeing a water project to help people in a dry locality have piped water, that official may make the decision to have fewer pipes so that he can spend less in the project and reserve more finances for him/herself.
7. **Extortion and blackmail** – Extortion and blackmail involve the use of threats to gain access to another person's information or property. This can be the threat of violence or false imprisonment as well as exposure of an individual's secrets or prior crimes. A good example is where an influential person threatens to go to the media if they do not receive speedy medical treatment or where a person demands money in exchange for continued secrecy.
8. **Abuse of office/ discretion** – This refers to the misuse of one's powers and decision-making facilities. Examples include a judge dismissing a criminal case unjustly or a customs official using their position to allow a banned substance such as drugs to be imported or exported with the intention of gaining financially from it.



## Exercise 2

In about two paragraphs, write about four forms of corruption and cite African examples where possible. Give your essay a relevant title.

### 8.3 The causes and effects of corruption

#### 8.3.1 Causes of corruption

##### Activity 3

Discuss the causes that are influencing the existence of corruption as well as its effects on the society.

Corruption starts within a person. The desire to make money or acquire certain privileges lures people to accept bribes or do certain things for their own gain and so they become corrupt.

The following are the major causes of corruption:

1. Ambiguity of laws - Most constitutional laws are not clear on matters of corruption and this creates loopholes for people to get away with corruption cases.
2. In most cases, corruption begins from the top officials and people in positions of authority. This makes people feel secure in corruption deals.
3. Bribing provides an alternative to following long procedures. People who can afford these alternatives would not take the trouble to follow these procedures.
4. Poor enforcement of law on property rights leads to a misconception that violation of these rights has little or no consequences.
5. Poor governance – The overall system of governance that has no place for moral and ethical values kills any spirit of justice that would help overcome corruption.
6. Personal greed and desire for money or wealth with no regard for morality.
7. The desire to serve personal interests rather than public interest at work place. This may be due to weak supervision in the public sector.
8. Lack of awareness on matters of law and the justice system in the wider population. This renders people incapable of reporting incidents of corruption. This is because if someone does not recognise a crime or an act of injustice committed against them, then it is hard for them to act or resist it.

9. Fear of victimisation. If one really needs a service and his/ her request for the service is met by demands for a bribe, this person may fail to resist offering the bribe out of the fear that resistance may cause difficulties in achieving his/ her goals.
8. Some slogans encourage self-centeredness and therefore inspire corruption. For example: 'take advantage while you can'; 'everyone does it' etc.
9. Systems that do not emphasise on accountability and transparency also cause corruption.
10. Slow and unreliable judicial processes such that even when one gathers enough courage to report corruption, the procedures involved take long and may actually not be effective enough to discourage the crime. The procedures are also costly to follow through.
12. There is lack of moral criteria in promotions. Promotion should be based on proven integrity and responsibility but this is not always the case. Promotions are at times based on corruption and this creates a system built on the vice of corruption.
13. Lack of will to prosecute those in power. Most of the times reports on corruption point at influential public figures whose cases are downplayed as those in charge often feel like they have less power to penalize them.

In conclusion, the causes of corruption can be said to be built around personal, cultural, institutional and organisational factors.

### **8.3.2 Effects of corruption**

Corruption is all about taking advantage of someone else's condition and the possibility of gaining from it. It becomes a social issue when it becomes an assumed culture whereby people in a society cannot access public services and resources without bribing those in authority. The result of this is that the poor suffer more as they lack the social networks and funds to access these services. National resources and opportunities therefore end up being owned by those in power and those with the means. The gap between the rich and the poor widens and oppression and exploitation become rampant. What results is a society whose economic development is crippled as the revenues supposed to develop the nation are misappropriated and unequal distribution of resources denying a high percentage of the population an opportunity to develop.

Corruption has far reaching negative effects from the individual level, community level, national level, all the way to the international level. These effects are:

1. Corruption undermines economic development, distorts political systems and halts infrastructural development.
2. It kills a person's sense of morality. Every act of corruption leads to oppression of one party to benefit another. It is therefore an act of immorality.
3. A system of corruption enhances social inequality as resources are utilised by those in power and the rich.
4. It leads to political instability as leaders are not elected out of integrity but through corrupt means.
5. Corruption undermines human rights. A society where people are deprived of their rights lacks in peace and people are always in a struggle for a dignified life.
6. At the community and national level, corruption slows down development as resources meant to drive development projects are pocketed by the ruling class.
7. Corruption encourages illegal activities and crime as criminals and law breakers are able to bribe their way out. The rule of law is compromised.
8. The authority and integrity of public administration structures is undermined.
9. Corruption leads to depletion of national wealth. Selfish individuals use the national resources for personal advancement. They convert public wealth to private property.
10. It also causes inflation. It is responsible for increased costs of foods and services as the revenue that would have been used to subsidise these necessities is misappropriated.
11. Corruption leads to unequal allocation of resources which leads to imbalance in economic development. Some regions are improved while others remain marginalised.
12. It discourages people from working together for the common good. This may lead to frustration and general apathy among the public which can create a weak civil society that is not unified.

13. Corruption results in social inequality and widens the gap between the rich and the poor, causes civil strife, increased poverty and lack of basic needs like food, water and drugs.
14. It also causes jealousy, hatred and insecurity.

Corruption is therefore a bad practice. It undermines the legitimacy of a government, weakens state structures, reduces productivity and hinders national development.

### Exercise 3

1. What do you think should be done to corrupt officers in your country?
2. Use a corruption case have you listened on radio or other media and discuss the causes and effects of corruption and agree or disagree with reasons on the punishment given.
3. What would be your reaction when you find someone is violating the school property?
4. Debate on how property right can influence someone to work hard and lead to poverty reduction.

## 8.4 Fair competition

### Activity 4

Debate on the following motion: 'Fair competition and respect are unattainable in modern society.'

Fair competition means that the same rules and conditions are applied to all participants and that the actions of some do not affect the ability of others to compete. People can only compete fairly when all the advantages and opportunities are equally provided to all competitors.

In trade, fair competition means a situation where business people compete on balanced factors such as price, quality and service. This means that there is no monopoly of business; rather, there is opportunity for all who are interested in the business.

Healthy competition can improve a country's economic performance. Open business opportunities reduce the cost of goods and services and therefore contribute to improving the economy.

#### **8.4.1 Advantages of fair competition**

1. It leads to friendship among competitors.
2. Respect for one another.
3. It promotes honesty and fairness in business transactions.
4. It encourages teamwork.
5. It promotes economic growth and poverty reduction. It can lead to significant reforms in the business world due to increased competition.
6. Fair competition helps consumers to get a good deal and contentment for what they spend. It ensures that good quality products are produced.
7. Fair competition leads to the urge of being better in the market. It encourages competitors to innovate. This reduces pressure on costs and produces more returns due to efficiency in production.
8. It lowers prices for consumers.
9. It enhances technological advancement.
10. Consumers have a wider variety to choose from; hence they become more informed on different qualities of products that can be available.
11. There is availability of products in different prices, and therefore all classes of people are catered for.

#### **8.4.2 Justification for fair competition**

If there was only one airline that was offering international transport, no matter the quality of the services that it would offer, travellers would have no option but to use it. This kind of airline can be said to be a monopoly. However, if the market was open and there were many other options for air travel, this airline would be forced to ensure that its services are of good quality for it to survive in the transport industry. This would ensure that consumers get value for their money.

#### **Exercise 4**

Discuss with your partner the ways in which your society tries to be fair to everybody.

## 8.5 Respect of property rights

### Activity 5

1. What is happening in this picture?
2. Who do you think the pens belong to?
3. Who has the right to the pens?



*Fig 8.2*

In most cases, disagreement over who owns property or how property ought to be used leads to strife and at times violence. These disagreements arise from disrespect for property rights or unclear definition of ownership. Property rights determine how a resource or property is owned and used. A property can be owned by an individual, a group of individuals, an association or the government.

Property rights are made necessary by the fact that many people live together either in a family, a community or the wider society. If each person lived alone, then there wouldn't be a need for property rights. In essence, property rights help to ensure a peaceful coexistence among members of a family or community as they ensure that ownership to property is defined.

Apart from ownership, property rights also determine the relationship of other parties linked to the property. Violation of these rights is punishable and this reduces incidents of disrespecting others property rights.

A person's property rights can be said to have been violated when:

- someone destroys the property
- someone uses it without permission from the owner

Property such as land can also be infringed upon when:

- Someone grabs the property (such as land)

Property rights enable a property owner to have control over the property in the following ways:

- (i) The right to use the property** - this means that a property owner has the right to decide whether and how to use the property. For example, if someone owns a piece of land, it is within their right to decide whether to put the land to use or not and how to use it.
- (ii) The right to earn income from the property** - an owner of a property may decide to hire it out or put it to personal use.
- (iii) The right to transfer the property to others** - this is where someone decides to sell his/ her property to someone else or even give it without any financial returns.
- (iv) The right to enforcement of property rights** - this means that one who owns a property has the right to exercise all the rights pertaining ownership of that property.

### Advantages of property rights

1. Property rights provide security for the future. This is in matters of inheritance of his/her property. When someone is the owner of a property, he/ she has the right to transfer ownership to an individual of choice. Once ownership has been transferred, the property rights protect the new owner such that no one else can claim the property.
2. Property rights also act as a catalyst for socio- economic progress as people want to work hard to own their own property. If all properties were communally owned, people would not find much prestige in owning property.
3. The boundaries of how a property should be used also enhance peace and harmony in the society.
4. It is a source of prestige and gives one a higher social status.

However, property rights may lead to greed for property, capitalism, inequality and corruption.

#### Exercise 5

What makes it difficult for people to realise their full property rights?

### 8.6 Extended Activity

Imagine you have started a small business in your village. How would you promote fair competition in your business?

## 8.7 Unit summary

### Advantages of property rights

Property rights enable a property owner to have control over the property in the following ways:

- The right to use the property
- The right to use the income from the property
- The right to transfer the property to others.
- The right to enforcement of property rights
- Property rights provide security for the future
- Property rights also acts as catalyst for socio economic progress as people want to work hard to own their own property.
- The boundaries of how a property should be used also enhance peace and harmony in the society.
- It is a source of prestige and gives one a higher social status

### Forms of corruption

1. Bribery
2. Embezzlement
3. Nepotism
4. Patronage
5. Theft and fraud
6. Institutional corruption
7. Extortation and blackmail
8. Abuse of office

### Causes of corruption

1. Ambiguity of laws
2. Long procedures in carrying out a transaction (bureaucracy)
3. Poor enforcement of law on property rights
4. Poor governance
5. Personal greed and desire for money or wealth
6. The desire to serve personal interests rather than public interest
8. Lack of awareness on law and the justice

### Effects of corruption

1. It undermines economic development, distorts political systems and halts infrastructural development.
2. It kills a person's sense of morality.



3. It enhances social inequality as resources are utilised by those in power and the rich.
4. It leads to political instability as leaders are not elected out of integrity but through corrupt means.
5. It undermines human rights.
6. It slows down development as resources meant to drive development projects are pocketed by the ruling class.
7. It encourages illegal activities and crime as criminals and law breakers are able to bribe their way out.
8. The authority and integrity of public administration structures is undermined.
9. It leads to depletion of national wealth.
10. It also causes inflation.
11. It leads to unequal allocation of resources which leads to imbalance in economic development.
12. It discourages people from working together for the common good.
13. It results in social inequality and widens the gap between the rich and the poor, causes civil strife, increased poverty and lack of basic needs like food, water and drugs.
14. It causes jealousy, hatred and insecurity.

#### **Advantages of fair competition**

1. It leads to friendship among competitors.
2. Respect for one another.
3. It promotes honesty and fairness in business transactions.
4. It encourages teamwork.
5. It promotes economic growth and poverty reduction.
6. It ensures that good quality products are produced.

#### **Advantages of property rights**

1. Property rights provide security for the future.
2. Property rights also act as a catalyst for socio- economic progress as people want to work hard to own their own property.
3. The boundaries of how a property should be used also enhance peace and harmony in the society.
4. It is a source of prestige and gives one a higher social status.

## 8.8 Test your competence

### **1. Read the case study below then answer the questions that follow.**

Gasore had shop in his village. He had to travel for long distances to get goods to sell in his shop. For this reason, he sold the goods at his shop at double the expected price. Most villagers did not like this but had no other alternative.

However, Gasore was very kind to his customers. He always packed the goods they bought for them with a smile. He also sold only approved goods and refused to deal in goods bought in the black market. For this reason, the villagers loved him.

#### **Questions**

- a. Identify any unfair operating practices that Gasore engaged in.
- b. What are the fair operating practices that Gasore practised?
- c. In what way do you think the fair business practices benefitted the people of Gasore's village?

### **2. Read the story below then answer the questions that follow.**

There once lived a king who ruled in far island. He made all laws for his people. He distributed land to his people and dictated who could own what. He argued that everything in the island belonged to him. For this reason, he would take people's property at will.

Sometimes he would take other people's cattle for his private party. He would also take their land and give to foreigners who brought him goods. This made the people of the island unhappy.

#### **Questions**

- a. Do you think the king respected property rights? Explain your answer.
- b. What are the effects of not respecting property rights?

# Environmental Management and Population Dynamics

**Key unit competence:** To be able to overcome environmental degradation.

## Introduction

Environmental management is an issue many governments in the world are grappling with. Environment refers to the surrounding or conditions in which a person, animal or plant lives. There are six key elements of natural environment that are significant when talking about environmental degradation. These are:

- 1) Atmosphere
- 2) Water resources
- 3) Soil
- 4) Oceans
- 5) Forests
- 6) Living species

Environment management is an attempt to control human impact on and interaction with the environment in order to preserve natural resources. It focuses on the improvement of human welfare for present and future generation

Many international fora have been held to discuss ways of conserving the environment. Population increase has been blamed for many environmental problems. In this unit, we will study in depth environmental management and population dynamics.

## 9.1 Rwandan and global environmental degradation

### Activity 1

1. Discuss the causes of environmental degradation.

Environmental degradation is the deterioration of the environment through depletion of resources such as air, water and soil. There are many causes of environmental degradation. The following are some of the causes:

1. High population growth
2. Deforestation
3. Wetlands encroachment
4. Overstocking
5. Monoculture
6. Pollution
7. Landfills
8. Natural causes

**1. High population growth:** Rapid population growth puts strain on natural resources which results in degradation of our environment. More population means more demand for basic needs. Most of these basic needs such as food, clothes and shelter are obtained from the natural resources. As the population increases, more space to grow food and build homes is needed. This leads to other factors of environmental degradation: wetland encroachment and deforestation.

**2. Deforestation:** Deforestation involves the cutting down of trees. Trees can be felled for various reasons. The most common reasons are:

- i. To use forest land for agriculture or animal grazing
- ii. To harvest wood for fuel and house construction
- iii. Logging to make way for more homes and industries



**3. Wetlands encroachment:** Wetlands are places where there is shallow water or very soggy soil at least part of the time. They include marshes and swamps. Wetland encroachment involves intrusion of humans into such natural areas either for farming or settlement. Wetlands play a vital role in conservation of the environment. They cleanse and rejuvenate rivers. They also prevent flooding by holding water. In this way, wetlands help keep river

levels normal and filter and purify the surface water. During storms, and whenever water levels are high wetlands accept water. When water levels are low, they slowly release water.

**4. Overstocking:** Overstocking of grazing animals has impact on the environment in two major ways. First, there is the physical impact of the animal on soil as they move around. Secondly, there is the chemical and biological impact of the faeces and urine that the animals deposit to soil which in turn flow to water bodies.

**5. Monoculture:** Monoculture, also known as monocropping, is where farmers opt to specialise in farming only one type of crop year after year. This practice has severe implications on the environment as it depletes nutrients from the earth and weakens the soil making it unable to support healthy farming. Once the soil weakens, farmers are forced to use chemical fertilizers to encourage plant growth and fruit production. These chemicals in turn disrupt the natural make-up of the soil and contribute further to nutrient depletion and water pollution when fertilizers are washed away to water bodies. Monocropping also contributes to the spread of pests and diseases. These are further treated with chemicals. When these chemicals reach ground water or become airborne, pollution results.

**6. Pollution:** This is the contamination of air, soil, or water by the discharge of harmful substances. Pollution can be on air, water or land.



*Fig 9.1*

**7. Landfills:** A landfill is a place where refuse and other waste material are buried and covered with soil. They come from the large amount of waste that gets generated by households, industries, factories and hospitals.

**8. Natural causes:** Things like avalanches, quakes, tidal waves, storms, and wildfires can totally crush nearby animal and plant groups to the point where they can no longer survive impact of climate change in those areas.

## Exercise 1

1. Discuss with a friend the constituents of the environment and show human dependence on the environment.
2. Discuss the impact of human activities to environmental degradation

## Effects of environmental degradation

### Activity 2

1. Which effect of environmental degradation is shown in the illustration?
2. Discuss other effects of environmental degradation.



1. **Impact on human health:** Air pollution from Greenhouse gases coming from industrial exhaustion can cause respiratory problems like pneumonia and asthma. Millions of people are known to have died due to indirect effects of air pollution. Noise pollution can cause irreparable damage to our ears when exposed to continuous high sounds like honking of vehicles on a busy road or machines producing a lot of noise in a factory or a mill.
2. **Global warming:** This is the gradual increase in the overall temperature of the earth's atmosphere. It is generally attributed to the greenhouse effect caused by increased levels of carbon dioxide and other pollutants.
3. **Loss of biodiversity:** Biodiversity is the variety of life in the world or in a particular habitat or ecosystem. Pollution leads to loss of various kinds of life right from small organisms, to aquatic life to human life. Biodiversity is important for maintaining balance of the ecosystem. This happens through combating pollution, restoring nutrients, protecting water sources and stabilising climate. When any kind of life in the ecosystem is lost, one of these elements is affected. Deforestation, global warming, overpopulation and pollution are few of the major causes of loss of biodiversity.
4. **Ozone layer depletion:** Some air pollutants lead to depletion of the ozone layer which is responsible for protecting the earth from harmful ultraviolet rays. Its depletion leads to emission of harmful radiations back to the earth.

- 5. Effects on tourism industry:** When there is water pollution and the green cover is replaced by plastic waste and other landfills, the natural environment that constitutes tourist attraction sites such as waterfalls, wetlands and wildlife are destroyed. This will definitely affect the tourism industry. Landfills are also known to produce foul smell when burned and they pollute the environment and destroy the beauty of the city. This can be a setback to tourism.
- 6. Droughts:** Depletion of natural resources such as forests and water due to hot temperature which can make a drought worse by causing moisture to evaporate from the soil.
- 7. Desertification:** Cutting down of trees can lead to desertification.
- 8. Flooding:** It occurs most commonly from heavy rainfall when natural water courses donot have capacity to carry excess water. the immediate impacts of flooding include loss of human life, damage to property, destruction of crops, live stock and deterioration of health conditions owing to water borne diseases.

## 9.2 Conservation of the environment

### Activity 3

In what ways do you think we can conserve the environment in Rwanda?

Rwanda has done a lot towards the conservation of nature. It's a national policy for all citizens to plant trees. The 'cut one, plant two' and 'one tree per child' program has almost become a common a practice. Environmental education and greening schools program have been initiated by REMA to promote Education for Sustainable Development (ESD).

Environmental conservation is a gradual process of small changes that are more sustainable and can improve life. Rwanda has done a lot towards the conservation of nature. It's a national policy for all citizens to plant trees. The 'cut one, plant two' and one tree per child programmes have almost become a common practice. Environmental education and greening schools programme have been initiated by the Rwanda environment Management Authority to promote education for sustainable development (ESD). Environmental conservation is a gradual process of small changes that are more sustainable and can improve life. The following are ways of conserving and protecting our environment:

1. Planting trees
2. Conserving water
3. Ensuring proper disposal of waste
4. Using less fossil fuel-based products
5. Buying recycled products
6. Protecting wildlife
7. Educating others on environment friendly habits.
8. Enforcement tools like environment inspection, audit and environment impact assessment
9. Law on environment and environment and climate change policy.

### Exercise 2

1. With a reference to your own home as a Rwandan, explain some of the activities you have tried to do in order to be identified as a nature conservationist.
2. Discuss the effects of environmental degradation and its impacts to economic development.

## 9.3 The relationship between economic growth, social development and environmental protection

### Activity 4

Explain the impact of war on the environment.

The three concepts are closely linked in that economic growth ensures the satisfaction of material human needs and aspirations. This leads to social development.

All human activities that are designed and implemented for the economic growth of a country and the social needs may impact on the environment either directly or indirectly.

However, in as much as human beings strive to achieve social development, environmental conservation should be observed. Economic development is associated with technological and industrial advancement. If people are not sensitive to the environment, so much can go wrong in matters of the environment while pursuing economic growth.

Some economic activities can be destructive to the environment even though they are income generating. For example, in commercial agriculture, farmers



may have to use fertilisers and pesticides in order to have higher produce that maximises profits. The practice can lead to economic growth but at the same time the chemicals are likely to destroy the natural resources such as the soil and water.

Other human activities that can have adverse effects on the environment include: diversion of water courses, the extraction of minerals, emission of heat and gases into the atmosphere due to industrial processes, deforestation as a result of people using trees as raw materials to make commercial products and genetic manipulation of natural plants to have more produce at lower costs.

It is also important to note that environmental degradation can be quite costly to a country. The cost of land reclamation is high. These may involve restoration of green cover, cleaning up of landfills and protection of endangered species.

The economic impact can also be in terms of loss of tourism industry. When the natural resources that serve as tourists' attraction sites are polluted and diminished, this impacts negatively on the tourism sector. When there are fewer tourists visiting a country, the revenue also goes down and as a result the socio- economic development of that country is affected.

Another way in which environmental protection is related to socio- economic development is that pollution can cause diseases on the population. Disease is an economic aspect in the society because it means incurring costs in medical procedures and incapacitating a part of the population since when people get sick, they are less productive.

Therefore, even as we strive for economic growth and social development, we should avoid over-exploitation of natural resources to avoid depletion. We should pursue development that encourages environmental sustainability.

### Exercise 3

1. Discuss how man's desire to achieve economic growth and social development has impacted on the environment.
2. Give an example of sustainable development and analyse the contribution of each pillars (Social, Environment, Economy) to wards the sustainable development.

## 9.4 The benefits of renewable energy resources in comparison with unsustainable finite resources

### Activity 5

Give the types and examples of energy resources that are used in Rwanda.

An energy resource is something that can provide energy. Energy can be in the form of heat, light, a force that moves objects, electricity etc. Energy consumption among human beings has increased over time.

Most of the energy we use today comes from fossil fuels. These have consequences on the environment. This is because, they are non-renewable and when burnt, they produce emissions that pollute the environment. Fossil energy sources include oil, coal and natural gas. Fossil fuel industries drill or mine these energy sources, burn them to produce electricity, or refine them for use as fuel, for heating or transportation. A high percentage of emissions from human activities come from burning fossil fuel.

Energy sources can be classified into two types: non-renewable and renewable.

1. Non-renewable energy resources are the resources that can be exhausted by use. Examples of these are the fossil fuels which include coal, gas, oil etc. They are also referred to as unsustainable finite resources.
2. Renewable energy resources are those that regenerate as fast as they are consumed and are continually available. Examples are: wind, water, solar and geothermal.

There are many forms of renewable energy. Most of these renewable energies depend in one way or another on sunlight. Solar energy is the direct conversion of sunlight using panels or collectors.

### 9.4.1 The advantages and disadvantages of renewable energy resources

#### Advantages

1. They are renewable and therefore sustainable. They will never run out.
2. Renewable energy facilities generally require less maintenance than traditional generations. Their fuel is generated from natural and available resources which reduces the costs of operation.

3. Renewable resources produce little or no waste products, hence they have minimal impact on the environment.
4. Renewable energy projects can extend economic benefits to many geographical areas since most projects are located away from urban centers and suburbs of capital cities. These economic benefits may be from the increased use of local services as well as tourism.

### Disadvantages

1. It's difficult to generate the quantities of electricity that are as large as those produced by non-renewable fuel generations. This implies that we may need to reduce the amount of energy facilities or if not, have a balance of many different power sources.
2. There is unreliability of supply because renewable energy relies on the weather for its source of power. Hydro generations need rain to fill dams to supply flowing water. This causes unpredictability and inconsistency.
3. The current cost of renewable energy technology is by far higher than the fossil fuel generation. This is because it is a new technology and as such it has a large capital investment.

## 9.4.2 Advantages and disadvantages of non-renewable energy resources

### Advantages

1. They seem abundant e.g. oil, gas and coal. It is believed that if channelled correctly, the supplies will be safe for the future generations.
2. They seem widely available and affordable e.g. oil and diesel are still good choices for powering vehicles. They are cost effective and much easy to produce and use. They have market value e.g. the produce makes money and pays workers. This boosts the economy.
3. The non-renewable energy sources base can help the governments to possess bargaining tool to help their economy stay afloat despite struggling with their trade practices.

### Disadvantages

1. Because they come from sources on earth, once they are used up, they can't be replaced or revitalised.
2. Pollution through the products they leave behind and mining causes damages to the environment. Fossil fuels contribute to global warming through the high levels of emissions that they produce.

In conclusion, renewable energy resources, unlike the non-renewable resources, are sustainable. They can never run out and hence the future generation can also use them.

#### Exercise 4

- a) Identify some of the key resources that man harvests from nature for survival but must be consumed sustainably.
- b) Explain the merits and demerits of the different types of energy resources used in Rwanda.
- c) Conduct Field study in the sector where your school is located and observe different environmental challenges and propose the protection measures to be taken to overcome that situation.
- d) Use current Rwanda State of Environment and Outlook Report published every two years. Read the chapter on environment challenges and analyse the efforts used for protection of environment and how to overcome that situation.
- e) Compare the benefits of renewable energy and its impact to environment.

### 9.5 Extended Activity

- a) Search information about an energy saving stove, write detailed notes on how it is constructed.
- b) You are then advised to use local raw materials to construct an energy saving stove which you will share with your parents.
- c) Carry out a search about an energy cooking stove and energy saving material in household. Write detailed notes on how they contribute to energy efficiency.

### 9.6 Unit summary

#### Causes of environmental challenges

1. High population growth
2. Deforestation
3. Wetlands encroachment
4. Overstocking
5. Monoculture
6. Pollution

7. Landfills
8. Natural causes
9. Climate change,
10. Human activities (transport, urbanization)

### **Effects of environmental degradation**

1. Impact on human health (disease)
2. Global warming
3. Loss of biodiversity
4. Ozone layer depletion
5. Desertification
6. Decreased earnings from tourism
7. Drought
8. Floods
9. Soil erosion
10. Wetlands degradation
11. Degradation of water bodies
12. Landslides.

### **How to conserve the environment**

1. Planting trees
2. Conserving water
3. Ensuring proper disposal of waste
4. Using less fossil fuel-based products
5. Buying recycled products
6. Protecting wildlife
7. Educating others on environment friendly habits
8. Greening the school compound and other public places, rainwater harvesting, enforcement, 3Rs: reduce, reuse, recycle,

## 9.7 Test your competence

***Read the case study below and then answer the question that follows.***

Charles lived on the slopes of a mountain. He kept so many cattle in his small piece of land. Because they destroyed all the vegetation in his land, soil erosion became a problem to him. Gulleys cut across his farm. His animals could not cross from one side of the farm to the other. Soon, they had little to eat. To reclaim the land, Charles started building gabions.

### **Question**

Write an essay showing the environmental degradation that Charles faced and the approaches he used to conserve his farm. Suggest other possible conservation methods that Charles could use.

## **TOPIC AREA 4: SCIENCE**

### **SUBTOPIC AREA 7: SCIENTIFIC RESEARCH, INNOVATION AND PROGRESS, NUTRITION AND HEALTH**

#### **UNIT 10: SCIENTIFIC RESEARCH, HEALTH AND WELLBEING**

# Unit 10

## Scientific Research, Health and Well Being

**Key unit competence:** To be able to analyse the role of science and technology to improve healthy behaviours.

### Introduction

This unit is about the major role played by science and education in enhancing health in the social lives of Rwandan citizens and the world at large.

Study these pictures and say how they promote or show decline of good health in the society.



*Fig 10.1*



*Fig 10.2*



*Fig 10.1*



*Fig 10.2*

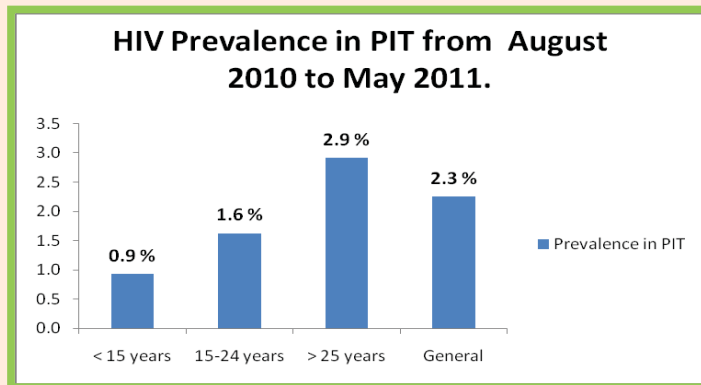


## 10.1 Rwanda's socio – economic and demographic indicators (RDHS)

### 10.1.1 Incidence and prevalence of HIV/AIDS by age and gender

#### Activity 1

Study the graph below showing HIV prevalence by age as captured in Rwanda in 2011. Answer the question that follows.



*Fig 10.5*

*Source: www.rbc.gov.rw*

#### Question

Explain the HIV prevalence in the following age brackets:

- Below 15 years
- 15 – 24 years
- Above 25 years

Even though Rwanda was among the first African countries to record cases of HIV and AIDS, she has had a remarkable improvement in the war against AIDS with incidents of HIV and AIDS mortality dropping with more than 8% per year. This can be seen in the decreasing new cases of infection per year. For example: During the early 1990s, Rwanda experienced over 25,000 new HIV cases per year. In 2013, the country recorded about 10,200 new HIV infections, half the number in the previous decade even as the overall population grew. Studies have also showed that 83% of Rwandans living with HIV and AIDS have successfully repressed the virus. This improvement can be attributed to the Rwandan government's early action and high standards for HIV care.

According to a study carried out by United Nations in the year 2014, people living with HIV and AIDS in Rwanda were estimated to be 210, 000 of the total population. 190, 000 of these were adults aged 15 years and above and 22, 000 were children aged 0-14 years. 85, 000 children were orphaned as a result of AIDS. Deaths caused by AIDS in 2014, were estimated to be 3,000. From these numbers, it is estimated that 60% of the adult population living with HIV/AIDS are women.

HIV and AIDS is more prevalent among women and girls than their male peers in every age group. Young women aged 18-19 years are 10 times more likely to acquire HIV and AIDS than young men of the same age. HIV and AIDS is higher among women living in urban areas, those who are widowed, divorced or separated, women with secondary education or higher, and among those living in the highest wealthy class. In the 20-24 age categories, young women have a 5 times higher risk of HIV and AIDS infection than their male peers.

Among men, HIV and AIDS prevalence is higher among older men, although men have a lower HIV and AIDS prevalence than women in all age groups except those aged 40-44. It is higher in men living in urban areas, those who are divorced or separated, and those with no education. Research also shows that HIV and AIDS is more common among the wealthy men than the poor.

From these statistics on HIV and AIDS prevalence, it is clear that a large population of those at risk of HIV and AIDS are in the most productive age of their lives. In addition to the health strain this condition puts on individuals and their families, it is also significant to the country's economy because when a large population of the most productive workforce either lose their lives or the capacity to take up their responsibilities, the whole economy is destabilised. Orphaned children also may lack opportunities to better their lives, such as education and moral support. A large amount of the country's resources are also directed to medical concerns and matters of development no longer get first priority. What results is a weak economy.

### Exercise 1

The table below shows the HIV prevalence by age and gender among Rwandans in 2013. Study it and answer the questions that follow.

HIV prevalence by age and sex

Age	Percentage prevalence		
	Women	Men	Both sexes
15 -19	0.4	0.5	0.4
20 – 24	1.6	0.4	1.0
25 – 29	2.6	1.4	2.1
30 – 34	5.9	2.7	4.4
35 – 39	5.9	3.7	5.0
40 – 44	8.4	5.7	7.2
45 – 49	6.1	7.1	6.4
50 – 54	-	6.0	6.0
55 - 59	-	4.8	4.8

*Fig 10.6*

*Source: Rwanda AIDS Indicator and HIV Incidence Survey 2013 (Rwanda Biomedical Centre)*

### Questions

1. Explain HIV prevalence among men.
2. Explain HIV prevalence among women.
3. Comment on the general prevalence of HIV by age in Rwanda.

## 10.1.2 Infant and maternal mortality rate

### Activity 2

Study the table below showing the evolution of child mortality rate between 1978 and 2012 by sex and then answer the questions that follow.

Infant mortality rate by census year	Sex	
	Male	Female
1978	155	134
1991	126	114
2002	145	133
2012	53	44

*Fig 10.7*

*Sources: Rwandan 1978, 1991, 2002 and 2012 Censuses (NISR) as captured in January 2014 Thematic Report: Mortality by National Institute of Statistics of Rwanda.*

### Questions

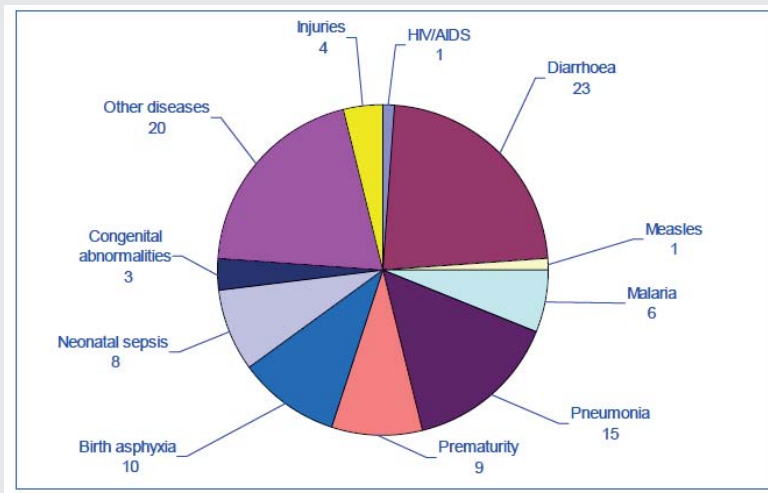
1. Explain the trend that can be seen in the table above.
2. Critically analyse this trend giving reasons why this trend changes by increasing or decreasing.
3. Why do you think the mortality rate among males is higher than that of females?

According to the table shown in Activity 1, infant mortality has been going down in Rwanda. This is except for the year 2002 when it went up. However, with the improved quality of health services provided by the government, the situation has improved drastically. This has dropped to a record low of deaths among males and deaths among females by 2012.

The major cause of mortality amongst children is malaria, followed by anaemia, acute respiratory infection, and diarrhoea – all of which are preventable through comprehensive and well-coordinated interventions, such as the distribution of mosquito nets, improved access to water and sanitation, better cooking stoves, and simple health interventions such as rehydration salts (Ministry of Health et al 2009).

## Exercise 2

Explain the causes of child mortality as displayed in the pie chart below.



*Fig 10.8*

*Source: Rwanda fact sheet of Health statistics, WHO, 2010*

### 10.1.3 Factors contributing to a reduction in infant mortality rate

1. The increase in skilled health care providers during childbirth has been especially important for women and for children. The government of Rwanda has been improving the maternal health services by ensuring that there are enough trained doctors, nurses and midwives to offer the required services in ensuring that there are as few death cases as possible associated with maternity and child care. By 2012, there was one doctor per 16,000 people and one nurse per 1,300 people. Before 1997, Rwanda had no trained midwives, but now there are around 1,000.
2. Improvements in immunisation to children of five years and below and exclusive breastfeeding of children up to six months after birth have also been very effective in reducing child mortality in Rwanda.
3. The fact that parents have been encouraged to plan their families to a size they can provide sufficient care for, has also been a positive factor towards maintaining healthy families, where mothers have good

reproductive health and children have access to health facilities and live healthily. Today the average family size in Rwanda is about four children per family.

### Exercise 3

1. Brainstorm on the causes of the high HIV and AIDS prevalence in the Rwandan society.
2. There has been an improvement on the maternity related deaths in Rwanda since 1994. Explain some of the reasons leading to the improvement.
3. Brainstorm on the causes of the high HIV and AIDS prevalence in the Rwandan society and discuss the effort used by the government to reduce this prevalence.

## 10.2 Medical research and ethics on HIV and AIDS

### Activity 3

There are many diseases today whose cause, cure/ prevention are known. Brainstorm on how these causes, cure or prevention were discovered.

Medical research refers to an organised way to learn more about health in general, and also about better ways to prevent and treat diseases in the future. Research involves finding out the facts about a situation in order to address it in the best way possible. Without research therefore, leaders in a government would be making decisions based on assumptions which can at times be untrue. This makes it absolutely important especially on matters of health such as HIV and AIDS. The government of Rwanda has come up with policies that encourage research such as The Health Sector Research Policy which establishes research projects on three main communicable diseases; HIV and AIDS, malaria and tuberculosis. Research on these areas will enhance proper use of resources in the prevention and treatment of these diseases.

In conducting this research, information has to come from the people within the society. Most of the sources of information may be victims of the disease. Therefore people seeking this information have to be sensitive and have the

right judgement of the right approach to use; rules and standards can also be applied to draw a line on what is acceptable and what is not when doing research on HIV and AIDS. These specific rules and values are known as ethics.

Ethics are specific values, standards, rules and agreements people adopt to conduct any practice such as professions.

The medical profession is one that critically requires ethics because it deals with delicate social matters and if not ethically practised, can cause psychological and social harm to the people concerned.

### **Ethics on HIV and AIDS research**

#### **Activity 4**

If you were a researcher, how would you apply ethics to get information about HIV and AIDS from patients suffering from the disease?

HIV and AIDS is a disease characterised by a suppressed immune system. Its cure is yet to be discovered but research by doctors has come up with Anti-retro viral drugs that help in HIV/AIDS management. With the ARV therapy, patients can realise their full lives. HIV/ AIDS just like any other disease is a sensitive issue especially when victims are involved and as such professionals must apply ethics when gathering information for research purposes.

**The following are some of the ethics to be observed:**

1. Matters of socio-cultural setting must be considered. When conducting research, AIDS should be viewed as a disease that affects humans not merely biologically, but also socially in terms of their conceptions of sexual behavior and their belief systems of disease, illness and sickness.
2. There is need to observe medical ethics in order to avoid stigma in the process of research. 'Vulnerable populations' refers to people in need of special care, support, or protection because of risk of abuse or neglect. For example; if not treated with respect and human dignity, people suffering from HIV and AIDS can be vulnerable to stigma. That is why it is important to be sensitive and conscious to other people's vulnerability when conducting research.

3. In order to interview or take any pictures of individuals, they must be well informed of how the information will be used for them to make a decision whether they want to be involved or not. This aspect is called informed consent. It is against ethics to gather information from children in the absence of an adult who's taking responsibility of them.
4. The dignity and rights of vulnerable populations must be upheld. Matters of privacy and confidentiality of people suffering from HIV and AIDS must be observed. Individual health status is confidential to the individual. When gathering data on HIV and AIDS from people, the information gathered should be maintained anonymous as a way of protecting them from any unwanted negative publicity.
5. Stigma and discrimination; because of the stigma surrounding HIV and AIDS, many people are unwilling to openly discuss the illness. According to UNAIDS, "The stigma associated with AIDS has silenced open discussion, both of its causes and of appropriate responses.
6. Considering this situation the risk of harm when researching on HIV and AIDS must be minimal. Participation in giving information and informed consent must be carefully obtained; consent should be given not due to desperation or lack of other options but out of willingness.
7. Fair representation of both sexes when doing research is part of ethics. This is because, some cultures consider women inferior and this may lead to gender imbalance especially if the information gathered is meant to be used in decision making for the whole society. Sexual roles and gender relationships play a great role in the understanding of HIV and AIDS.

The power set up in the society between men and women influences HIV transmission. Women are attributed lower rank in many societies, making them particularly vulnerable to HIV infection as they lack the support and socio-economic status to fully determine their sexual relations. That is, in some traditional cultures, women do not have the power to determine who their sexual partners are. When collecting data therefore, researchers should make sure that their sources represent both sexes fairly. In this way, the information gathered will not be biased in any way.

In conclusion, it is important to note that as much as medical research is important in determining crucial social aspects such as ways of controlling the spread of HIV and AIDS and improving human life, the process of research



must be undertaken with responsibility. Ethics should guide any research in order to avoid socio- cultural/ psychological harm to the interviewees or the people helping in giving information.

#### Exercise 4

1. Discuss the ways in which you would ethically relate with your friend if he/she openly shared with you that he/she is HIV positive. Refer both to school and community environments.
2. Debate on the best ways of conducting research on HIV /AIDs with respect to ethics.

### 10.3 The role of health education in promoting sustainable health behaviour in relation to HIV/ AIDS and reproductive health

#### Activity 5

Explain how unbalanced diet, unhygienic habits and irresponsible sexual behaviour cause diseases.

Health education is a process of learning aimed at helping people to improve their health by adding on to their knowledge and influencing their attitude towards a healthier lifestyle. Education plays a great role in exposing people to information about possible causes of diseases and therefore enlightens them on preventive measures. Diseases come in different circumstances; some are caused by unhygienic habits such as failure to adopt hand washing habits or not boiling drinking water, others are caused by poor diet such unbalanced nutrition.

Reproductive health refers to a state of physical, mental and social wellbeing in all matters relating to the reproductive system, at all stages of life.

#### Importance of health education on reproductive health

1. Education on sexuality and health imparts skills on how to relate appropriately with people of the opposite sex and other interpersonal relationships, such as relationships with parents and peers. Communication and decision making when it comes to peer pressure and knowledge about the body and how it functions, the menstrual cycle of girls, among other related topics on sexuality are some of the important things to learn.

2. Health education saves lives and improves reproductive health. Reproductive health education in most developing countries has not been well utilised because discussion of issues such as sexual intercourse and sexuality make people feel uncomfortable. This influences parents and guardians and other knowledgeable members of the society to be silent on reproductive health matters. This has consequences because teenagers due to lack of knowledge end up messing up by experimenting their sexuality and through peer influence, they engage in irresponsible sexual behaviour.
3. People especially women have lost their lives due to reproductive health related issues. Care before and during pregnancy, during delivery and after childbirth saves women's and children's lives and prevents ill health and disabilities.
4. A number of people especially adolescents contract sexually transmitted infections due to lack of knowledge on how to prevent the spread and treatment of such diseases. Health education on reproductive health will help adolescents to develop sexual assertiveness communication.
5. Prevention of unwanted pregnancies can reduce cases of unsafe abortion which is one of the causes of maternal deaths. Health education on reproductive health increases knowledge, self-confidence and awareness for preventing pregnancy and fertility choices.
6. Sexual and reproductive health information and services can reduce the prevalence of STIs, including HIV, to which many young people are especially vulnerable.
7. Sexual and reproductive health care education can also be a way to engage men as well as address gender roles and responsibilities, gender-based violence, sexual abuse and harmful practices. Some of the harmful sexual behaviour include sexual harassment and abuse cases such as rape.
8. Girls are more vulnerable to STIs including HIV than young men. Despite this situation, they rarely make use of the available health services partly due to the fact that they have little or no knowledge on how to best use them when they need them. Increased knowledge and a positive attitude towards acquiring reproductive health knowledge is necessary among

the youth. This will no doubt reduce the risk of infection and facilitate treatment to those already affected.

9. It fosters knowledge of positive living by giving guidance to those suffering from HIV and AIDS and other diseases on how to go about treatment and live their lives as desired by working towards achieving their goals. In the same way, discrimination and stigmatisation against any member of society on the basis of his/ her health situation is highly discouraged. This is because all members of the society should live harmoniously supporting each other in order to achieve social cohesion.

The following activities are important in carrying out reproductive health education:

- Promotion of healthy sexual behaviour; this includes, abstinence, proper use of condoms and avoiding high risk sexual behaviour such as: having multiple sex partners, or engaging in commercial sex relationships.
- Encouraging the use of health services for diagnosis and treatment- for example, in case an individual develops symptoms of a sexually transmitted disease, he/ she should seek medical diagnosis and advice on treatment.
- Prevention and care at the primary healthcare level- emphasis should be put on preventive lifestyles rather than curative measures. That is even though there is cure for the sexually transmitted diseases, the best approach should be to abstain from irresponsible sexual behaviour, as this helps in maintaining a well lived life without early responsibilities of parenting and also keeps one safe from diseases and anxieties of early pregnancy.
- Encouraging parent/ guardian/ teacher/ peer educator to adolescent communication on sexual matters- adolescents should be able to open up on their challenges in order to get proper advice.

In a nutshell therefore, reproductive health education, empowers the vulnerable members of the society especially adolescents and women by equipping them with knowledge on the best way to approach issues of sexual and reproductive health. It is also relevant to the male gender in encouraging a responsible sexual behaviour.

### Exercise 5

1. The picture shows Gasore and his mother. His mother is talking to him about responsible sexual behaviour. What is the importance of holding such talks with our parents/guardians?
2. Conduct field visit to nearest health centre with a questionnaires and make a meeting with the director or a nurse who should present on health reproductive and health education.



Fig 10.9

## 10.4 The impact of progress and innovation in science and technology including ICT

### Activity 6

Imagine a world without the technological gadgets shown. How different would it be from the current situation?



Fig 10.10

Technology has been part of our lives. It plays very crucial roles in our daily lives. Practically almost all sectors of life involve use of technology. It saves life, makes work easier and the world a better place to live in.

Innovation is creating new value or modifying what already exists into something more valuable and efficient.

Innovation can be viewed as appreciation of better solutions that meet arising needs. Some of the ways in which innovation occurs is by:

1. Creating new technology in infrastructure such as communication and transport

2. New production techniques in production enterprises or
3. New farming methods in agriculture

The question then is: how does this innovation impact on science and technology?

Science is the coordinated human effort to understand the history of the world and how it works. Scientists apply the knowledge and understanding of the natural world to improve the living conditions.

Technology refers to knowledge that deals with the creation and use of technical means. Innovation therefore is central to technology since it is all about creation that adds value to the existing means.

Innovation also directly impacts on science as it makes it easier to carry out scientific procedures of finding evidence and meaning of nature in relation to social life.

Innovation has led to advances in science and technology and in return due to the increased ability to create, distribute and exploit knowledge there has been an improvement in wealth creation and the quality of life.

ICT (Information and Communications Technology) is evidence of how great an impact innovation can have on the society. Was it not for innovation, the information and communications industry would not be as advanced as it is today. So many applications have been innovated on cell phones and computers which make life easier and more comfortable. Individuals, companies and governments have been empowered to use more efficient means in going about their businesses. For example, through the introduction of electronic business transactions such as western union, banking, money transfers and other ways of electronic commerce. An example is MoMo and airtel money, a mobile payment and money transfer under MTN and Airtel companies.

Business has also been enabled online via internet. Companies transact their services on the website which makes it convenient and reduces costs.

Social life has also been upgraded through availability of advanced technology in entertainment and media such as radio networks and television, music systems and internet. Communication via social media also provides a

medium for people to interact and share ideas which is a major aspect of development. It has led to introduction of improved social media platforms including the internet, Facebook, Twitter, Skype, WhatsApp and Webinar, through the use of electronic gadgets such as computers and mobile and the mobile phones. All these make communication easy, cheap and convenient.

The internet has made it possible for people from all over the world to share knowledge on virtually all fields. This provides information for research purposes in scientific research. This includes health research about HIV and AIDS and other epidemics like Ebola, Marburg, Yellow fever, food science research, medical research for vaccines, synthetic biology, medical theories and technologies, and climatic research. Researchers can access scientific information from the internet which links the whole world irrespective of space and time.

Innovation can be shared as knowledge through institutions that offer technology courses and inspire creativity in young minds. In this way, human capacity is built and an enabling environment provided for future innovation. This spurs economic growth at the national and global level.

Innovation has also led to improvement in education. This is because teachers can use technology such as projections as their teaching tools so as to cater for visual aids of learning.

Innovation is playing a significant role in health. Most medical procedures including tests and treatments are done through technology. In the past it was difficult to carry out medical checkups because doctors/physicians didn't have tools but now, technology has made it very easy.

There are many diseases without cure and many treatments for diseases that still need to be improved.

In the transport system, technology eases movement of both people and goods. This is made possible by the existence of various means of transport such as the road, water or air transportation. Since transport has made movement over long distances possible, people are able to travel to other continents and this enhances cultural interaction and international relationships. For example in 2019, Volkswagen and Siemens launched joint electric mobility pilot project in Rwanda to implement E-mobility which refers to clean and efficient transport



*Fig 10.11*

The use of traffic lights to coordinate movement and control traffic congestion is a result of technology. Innovators are still coming up with new ideas on how to conserve the environment while still embracing technology. For example ideas have been proposed on alternative sources of energy apart from the commonly used fossil fuels.

Agricultural sector has also greatly improved as a result of technological advancement. Through progress and innovation highly productive seeds, animal species and environmental-friendly agricultural fertilisers have been invented. This has improved commercial and subsistence farming in different global societies, thereby improving global economic development.

Innovation provides a source of income to so many people. Information Technology experts, for example, in sharing their knowledge through teaching or in business deals such as mobile phone and other electronics traders are able to earn a living from it. Businesses also earn revenue for the country, China for example is widely known for its extensive businesses in mobile phone trade.

In conclusion, progress in innovation contributes a great deal to science and technology as it is the backbone of all technology. Without the creation and invention of new ideas technology and science would not advance. Technological advancement has far reaching implications most of which are positive as already discussed as it decreases the need for manpower and is time saving e.g. use of computers and home appliances such as washing machines, cookers, among others. Some implications however can be

detrimental. For example: environmental pollution, moral values degradation due to uncontrolled information from the internet and disruption of natural relationships among members of a society as people get used to use of electronic gadgets over interpersonal social interaction.

### Exercise 6

Discuss in detail the impact that science and technology has had on the health, education and private sectors..

## 10.5 Extended Activity

### Either

Assess the impact of one laptop per child and smart classroom programmes on the performance of learners and how technology facilitate teaching and learning process?

### Or

You have been asked to find out the causes of the HIV/AIDS prevalence particularly in your community. What ethical values are you going to observe?

What challenges do public health units face with HIV/AIDS patients and how have they been tackled?

## 10.6 Unit summary

### Medical research and ethics on HIV and AIDS

1. Be sensitive to the beliefs and culture of people involved.
2. Avoid any form of stigma in the process of research.
3. Seek permission from participations, subjects or their guardians beforehand.
4. Respect the dignity and rights of all.

### Ways in which health education promotes sustainable reproductive health

1. It imparts skills on how to relate appropriately with people of the opposite sex.
2. It saves lives and improves reproductive health.



3. It equips women with knowledge on the necessary measures to take during and after pregnancy in order to have healthy children and also live healthy lives.
4. It equips adolescents with knowledge on how to manage and prevent the spread of sexually transmitted infections.
5. It reduces cases of unsafe abortions and maternal deaths.

### 10.7 Test your competence

1. Discuss the impact of health education on the lives of the people of Rwanda.
2. Explain how progress in innovation, science and technology have affected the medical field and therefore people's lives.



## **TOPIC AREA 5: CULTURE**

### **SUBTOPIC AREA 8: CULTURAL DIVERSITY**

UNIT 11: HERITAGE AND CULTURE

### **SUBTOPIC AREA 9: GENDER**

UNIT 12: GENDER AND SOCIETY

### **SUBTOPIC AREA 10: ARTS**

UNIT 13: THE ARTS AND SOCIETY

Unit  
**11**

## Heritage and Culture

**Key unit competence:** To be able to appreciate national heritage, cultural preservation and recognise their impact on lifestyle.

### Introduction

As Rwandans, there are things that belong to us by virtue of being born in Rwanda. There are also historical events or processes that have a special meaning in our memory. Then there are sites that are of great significance to us all and which have been registered by the government as being of national importance to the history of the nation. All these things are what we can collectively refer to as our heritage. This unit explores national heritage, the elements that characterise it and ways in which it can be preserved.

**Culture** is a set of integrated patterns of knowledge, belief systems behaviors, customs and arts manifested in the ways of life of a particular society transmitted from one generation to another.

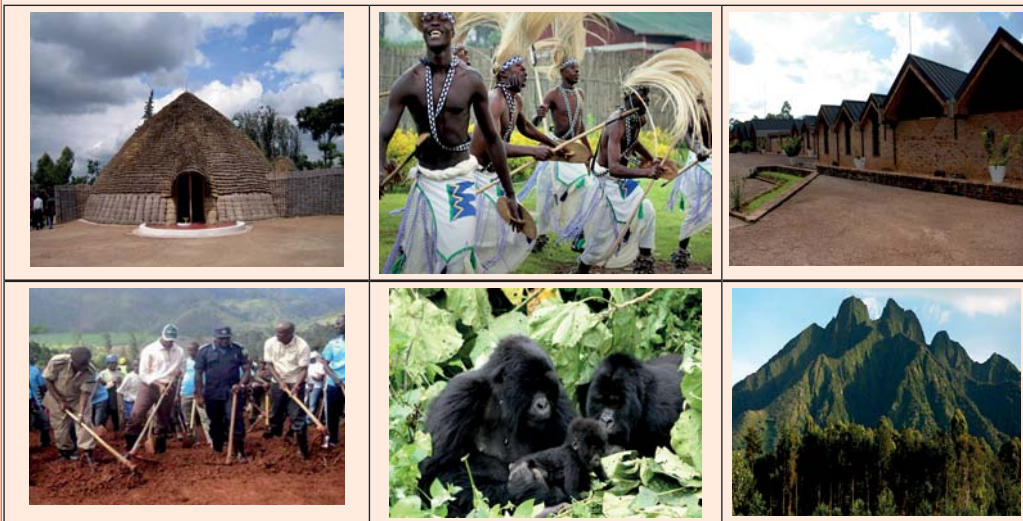
Culture consists of language, ideas, beliefs, customs, taboos, code tools, techniques, works of arts, rituals, ceremonies, symbols.

**Heritage** refers to the transmission of characteristics, from one generation to the next.

**Cultural Heritage** can be defined as the elements of physical artifacts and intangible attributes of a society that are passed from past generations, maintained in the present for the benefit of future generation.

## Activity 1

Study the pictures below. Say what is shown in each picture.



### 11.1 Elements of national heritage

In Activity 1, you identified some things that are specific to us as Rwandans. These form a part of our national heritage. Our national heritage includes all those cultural aspects or traditions that have been passed down through generations. Broadly, there are three elements of national heritage. These are:

1. Fabric
2. Stories
3. Culture

#### 1. Fabric

### Activity 2

What do the following pictures show about Rwanda?

1.



*Fig 11.1a*

2.



*Fig 11.1b*

3.



*Fig 11.1c*

The pictures above show different fabrics that identify us as Rwandans: the national flag, the umushanana dress code and the modern dress. However, the national fabric goes beyond just our dress. It involves physical structures and objects that carry memories and have symbolic meanings to the people. These can be greenstones, old bottles, objects left behind by early settlers or even reminder of our culture such as the King's palace in Nyanza.

It also involves our social fabric: the values we consider important and the way we relate with one another. To instill the right values and promote social cohesion which strengthens our social fabric, programmes such as the following are carried out in Rwanda:

## a. Itorero

Traditional Itorero was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defence. This system was created so that young people could grow with an understanding of their culture. Participants were encouraged to discuss and explore Rwandan cultural values. The tradition of Itorero also provided formative training for future leaders. Unfortunately, Itorero was removed by Belgian colonizers in 1926.

Benefits of ITORERO in General and Urugerero in particular:

- Increased solidarity, and strengthened national identity and reduced stereotypic thinking by interfacing with the realities of the communities and the country in general.
- Increased patriotism and civic participation specially among the young generation
- Receive committed, motivated workers at no financial reward. The committed and motivated workers often influence the atmosphere in the work place
- The well-being of beneficiaries is improved with the injection of new compassionate dedicated workers
- Increases Social integration and cohesion
- Self-actualization because of the recognition of participants' efforts in people's lives or other forms of change emanating from their efforts
- The participation empowers those involved in different ways including gaining new skills, interaction with others etc.
- Bridging the gap between communities and participants who may not otherwise get such an opportunity
- Gain practical skills that bridges the gap between theory and practices thus exposing participants to the world of work
- Increases a sense of responsibility and love for the country
- Increases connection between the well do not and the poor through getting understanding of community life experience.
- Increased opportunities for employment

Itorero was reintroduced in 2009 as a way to rebuild the nation's social fabric and mobilise Rwandans to uphold important cultural values. The culture of an *intore* (a person who has received the teachings of Itorero)

is regarded highly. Itorero creates opportunities for participants to enhance positive values, build a sense of responsibility through patriotism and gain professional knowledge.

The National Itorero Commission is responsible for overseeing the implementation of the program and of ensuring that Rwandans from all walks of life have the opportunity to take part. Between 2007 and 2012, *Itorero ry'Igihugu* (the National Itorero Commission) trained 284,209 *intore* including teachers, executive secretaries, farmers, community policing committees and members of the Rwandans abroad community.

### **b. Ndi Umunyarwanda**

The strongest weapon used by the colonizers in Africa is the divide and rule policy. In Rwanda, the Belgian colonizers replaced the existing social classes by ethnic groups Hutu, Tutsi and Twa, and this divided Rwandans, people speaking one language, sharing taboos, living on same hill,... until they killed each other.

To avoid this, the leadership of Rwanda aims to inculcate true Rwandanness (Ndi Umunyarwanda) among all Rwandans, founded upon Rwanda's national philosophy – Agaciro. This is to be done through the *Ndi Umunyarwanda* programme. This programme aims at bringing reconciliation and with it the essence of our nationhood. This will lead to national cohesion and unity of purpose.

## **2. Stories**

### **Activity 3**

Narrate to each other stories that you have heard from your grandparents or older relatives.

Stories, such as the ones you told each other in Activity 3 form a great part of our national heritage. They are an easy way of communicating societal norms, values and morals. They also describe both real and fictional events that have occurred over time explaining happenings over the course of history. We often encounter stories through reading, listening from oral tradition especially in folk tales and watch them from documentaries that are visual records of historical occurrences. They describe and explain history.



Oral traditions are told with so much creativity and this makes them interesting to share. They enhance understanding of the past practices or people's way of life and make meaning of our cultures clearer.

Apart from oral traditions, stories can be told in other ways: written literature, recorded stories as in videos and movies etc. They can be creatively constructed or told as real events. Real stories remind us of the people involved in major events of our history and the places where these events happened as well as the processes involved. Creative stories on the other hand, are constructed to represent the real events. They are told in a more interesting way. They include legends, songs, plays, folk tales, epics, etc.

For example in Rwanda, there are the royal myths called *ibitekerezo* which means thoughts and narratives of past events.

There is also royal poetry known as the *ibisigo*. This is a record of the deeds of the kings in poetic form. It existed from ancient times.

The *ubucurabwenge* is a list of the order of kings of Rwanda beginning with the reigning king to the first king of man; son of king *Shyerezo Nkuba*.

It is through stories that generations pass on their identity and heritage.

### 3. Culture

#### Activity 4

Study the following pictures in groups. Explain how they form part of our culture.

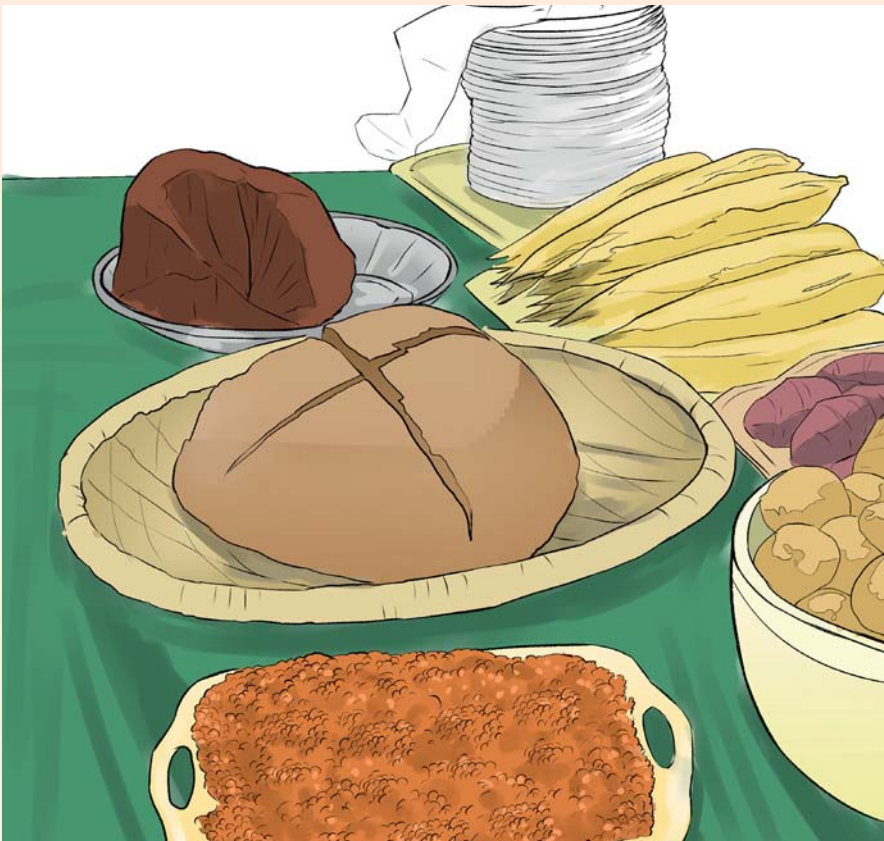
1.



2.



3.



4.



5.



6.



The pictures you studied above form a part of the Rwandan culture. The clothes we wear, the foods we eat, the houses we live in, our costumes and other items of art, the language we speak and the ceremonies we celebrate make up our culture. But culture goes beyond these. It also includes the practices, beliefs, values, and symbols that we share, and that are passed along by communication and imitation from one generation to the next.

Rwanda is blessed with a very rich culture as shown in the pictures above. The following are other examples of the Rwandan culture.

#### **a. Intore dance**

Intore is a sort of war dance which encourages those who wage war or hunt. It is also danced in the royal court to cheer up the king. The carefully selected dancers are called intore. Intore means “the elite” or “leader.” Those who are part of an Intore troupe are selected for their exceptional physical and moral qualities. During their training, not only do they learn to dance but they also receive education in moral values. The Intore dancer is characterised by elegance and littleness.

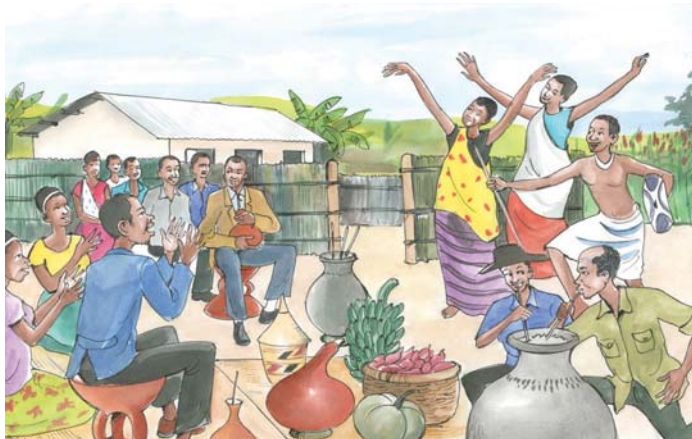


*Intore dancers*

### **b. Umuganura (Harvest day)**

Umuganura means “Thanks Giving Day”. It was performed by Rwandans at the beginning of every harvest. It was a very big event in the kingdom as Rwandans celebrated their achievements in terms of harvest both at the kingdom and family level.

Umuganura today has broadened its meaning from formally being agro-based harvest to include achievements from other sectors that have contributed to the development of the country such as: health, education, ICT, sports, mining, infrastructure, culture, tourism etc. The aim, like it was in early days of celebrating Umuganura, is to thank God for the harvest and to strategise for the next season to ensure that the harvest is good.



*Participants in Umuganura*

### c. Inkinimba

Inkinimba dance is usually performed by the farmers to celebrate their harvest. It can also be performed when telling stories about the Rwandan culture, history or when praising the Rwandan heroes and kings. It is the symbol of strength and stamina, specifically for cattle farmers.

## 11.2 The role of cultural preservation

### Activity 5

You have already learnt a lot about culture. Why do you think it is necessary to preserve culture?

Since times are changing and people are becoming westernised, culture has greatly changed. What was culturally acceptable ten years ago may not be embraced in today's cultural context. Therefore it is necessary to preserve culture. The following are some of the reasons for preserving culture:

1. It safeguards a community's traditions, good practices and ways of life from being eroded.
2. It enables a country to keep its heritage and maintain it.
3. It guides on performance of cultural practices such as naming of children, payment of dowry and burying the dead.

### How culture can be preserved

### Activity 6

Discuss ways in which culture can be preserved?

We can preserve culture in the following ways:

1. Participating in family traditions. For example sharing religious beliefs or customs valued by one's parents enables one to understand and appreciate culture, which causes one to respect and honour that aspect of cultural heritage.
2. Learning to speak the ancestral language that an individual is born into. Language comprises idioms, proverbs and music, which express the values of a specific group of people.
3. Sharing knowledge and information about each culture's way of dress, music, art and storytelling.
4. Keeping traditional artwork in museums as cultural artifacts.

5. Through social gatherings where songs, proverbs and stories can be shared. For example, in Rwanda culture is preserved in oral literature such as:
  - Amateka y’Imiryango - histories of major families.
  - Ibyivugo - self praises and heroic poetry
  - Indirimbo z’Ingabo - army music
  - Amazina y’inka - pastoral poetry
  - Imyasiro - hunting poetry.
  - Imigani - proverbs and sayings
  - Ibisakuzo - riddles and enigmas
  - Inanga - songs by stringed instruments.
6. Maintaining family history through giving children names of dead ancestors in order to keep their legacy and name alive.

### 11.3 Impact of differing cultures on lifestyle and habits

#### Activity 7

In your class, look at the various classmate’s favourite sports. If you do not know, ask them. Do you find girls to prefer certain games to others? How about boys? Do you think their preference has anything to do with culture?

Are men expected to behave in a certain way according to culture? How about girls? What are some of these expectations?

The term lifestyle can mean interest, opinions or habits that define how an individual or group of people lives. Lifestyle entails both psychological and physical factors. The physical factors that influence life styles include the following; the economic status of a person, level of education, geographical location, gender, age among others. Psychological factors on the other hand include the personal values, preferences and cultural orientations.

Culture therefore is a major aspect that influences how individuals live in other words their lifestyle.

As discussed earlier, culture can be viewed from the physical symbols of a community or mere practices and beliefs. A rural setting promotes a more defined culture as compared to an urban setting due to the fact that in the rural area the people living there share the values that constitute culture

while in urban areas there is a mix of cultures as people migrate from various cultural backgrounds and come together. In the rural also, there is more open space which encourages a social life unlike in towns where the open space is limited hence individualism results. This is why most cultural practices are widely practised in the rural areas.

Differing cultures impact on lifestyle and habits in the following ways:

- (i) The food one is likely to prefer is to a large extent determined by how an individual has been socialised, that is the cultural background. In most cultures, certain food types are meant for men as they are perceived to need more heavy meals. This is due to the fact that gender roles in the society define the manual works needing more energy as masculine roles hence meant for men. The way foods are prepared is also a cultural aspect. A lot has however changed in the recent past as the traditional cooking methods are gradually being replaced by western ideas on how food should be cooked. Food preferences are also changing. People seem to be shifting from the natural foods from the farm to processed foods. This is especially happening in towns.
- (ii) The mode of dressing is also determined by culture. This is however being eroded as people adapt to the western influences on dressing.
- (iii) The kind of houses people live in is another aspect of lifestyle influenced by culture. Not only the type of the house but also the way in which people share their spaces influenced by culture in various ways. In some cultures for example, parents should not share a roof with their children who are married. Others have specific positions where individuals should have their houses built depending on their status in the family. This is also changing over time as contact with other cultures through education, urbanisation and media has slowly dissolved these values and today a very small space can be shared by all members of the family including the in-laws.
- (iv) Cultural setup also shapes attitude among members of a community. For example, some cultures exalt men above women and men view women to be inferior on the basis of gender. This leads to habits of disregarding girls to an extent of denying them education in some places. In the same regard, boys grow with the belief that they are supposed to be manly and not show emotion. They should be tough and do the heavier duties in the society, play the rough games and pursue the more demanding careers.



These are however perceptions instilled by culture and should not in any way be emulated. Civilisation has brought a positive change on the issue of gender equality and more emphasis is being put in providing equal opportunities for both girls and boys and enhancing a sense of equality in the society. This new culture encourages the view that gender roles complement each other and none of them is superior to the other.

- (v) Habits are also influenced by the major practices in one's cultural background. For example, you will find certain social groups engaging in activities such as weaving, carving, dancing, etc. they draw these habits from the cultural activities. Others are culturally hunters, due to their geographical locations.

Language spoken is an aspect of culture. Education is however providing optional languages such as English and this is slowly bringing a change in a people's mode of interaction.

- (vi) Religion and spirituality, also impact on a person's lifestyle and habits. Religion more than anything else has a strict sense of right and wrong. This means that one can only do what his/ her religion allows them to do. Be it matters of what food to eat, how to dress or with whom to associate. Communities that have one dominantly shared religion will be a very close-knit community. This is because all cultural values and associations are commonly believed and preserved. In our country we have religious beliefs that hold our society together and it's a common thing for people to be influenced by their religious affiliation.

## **Other factors that impact on lifestyle**

### **1. Migration**

Migration is the movement of individuals from one geographical area to another almost always with the intention of starting a new life or because of occupational, family or other individual reasons. This means that one leaves his original cultural background and will pick up new lifestyle habits from the new environment.

### **2. Education**

Education is the root to civilisation having both positive and negative effects on an individual. Education and exposure through television and the internet has led to people taking on other people's culture and beliefs and leaving their own culture.

### 3. Language

Language as a means of communication will always help to establish its own sense of culture. Where you do not use your first language, you may fail to get certain aspects of your culture.

#### 11.4 Influences of culture on what is considered acceptable and unacceptable sexual behaviour

##### Activity 8

You have heard of taboos on sexual behaviour in your community, discuss some of these taboos.

A taboo is a prohibited act based on a social custom. They therefore spell out what is socially acceptable and what is not. When an individual engages in an unacceptable behaviour, then they are liable to a punishment. Taboos differ from one community to another. Taboos are meant to curb irresponsible or harmful behaviour and what is morally acceptable depends on the society in which an individual lives.

Some of the issues addressed by these taboos include; rape, homosexuality, abortion, prostitution, conducting sexually suggestive behaviour in public, incest (sexual relations between members of the same family) and sex between unmarried people. In some communities, traditionally the young woman to be married did not have to give consent; dowry was paid without her knowledge and marriage was an arbitrary act where the men took her by force to her new home. In other communities, this could be considered as aggression and harassment of young girls by forcing them into marriage. In the same way, for some communities, there are boundaries to the communities from which a man can choose a marriage partner.

Apart from the traditional taboos, the modern society is organised in such a way that citizens of a country are governed by a constitution. The constitution is a set of laws guiding the members of the society on what is unlawful and how it is punished. In some countries, sexual behaviour such as homosexuality and abortion are outrightly prohibited while in other constitutions it is not. In virtually all laws, rape and sexual harassment are totally unacceptable.

The Constitution of the Republic of Rwanda of 2003 revised in 2015, Article 16 says that Protection from discrimination All Rwandans are born

and remain equal in rights and freedoms. Discrimination of any kind or its propaganda based on, inter alia, ethnic origin, family or ancestry, clan, skin colour or race, sex, region, economic categories, religion or faith, opinion, fortune, cultural differences, language, economic status, physical or mental disability or any other form of discrimination are prohibited and punishable by law.

### Exercise 1

Describe harmful social and cultural practices that have a negative impact on health.

## 11.5 Ways in which culture, human rights and social practices influence gender equality and gender roles

### Activity 9

1. In your family set up, what roles do the female members of the family do that would seem inappropriate for the male family members to do?
2. Who defines the roles that are meant for either men /women?

Gender is the state of being either male or female. Culture plays a great role in socialising people to their respective roles. Since culture is passed on from one generation to another, cultural practice that determine gender roles are passed on from parents to their children, grandchildren and great grand children.

Even though culture socialises members of the society to particular roles, it is important to note that members of a society are equal and whatever roles they play contribute to the good of the entire community. These roles; be it babysitting or earning for the family, are all equally important.

### Human rights and social practices

### Activity 10

Write a list of the various human rights you know.

Every human being deserves certain things vital for life. The global law states that human rights must be observed as they are universal for all people regardless of nationality, place of residence, sex, ethnic origin, color, religion, language, or any other status. For example: the right to education, food and

shelter, health among others. We are all equally entitled to our human rights without discrimination. These rights are all organised, co-dependent and indivisible. They are often determined by the law and universally accepted. Article 1 of The Human Rights declares that “All human beings are born free and equal in dignity and rights.” This means that it is wrong to consider any sex (male/ female), race, ethnic group or other groups inferior as the Human Rights Declaration prohibits this and maintains that all people are equal.

## 11.6 Unit summary

### Elements of national heritage

1. Fabric
2. Stories
3. Culture

### The role of cultural preservation

1. It safeguards a community’s traditions and good practices from being eroded away.
2. It enables a country to maintain its national heritage.
3. It guides in performance of cultural practices within a community.

### Impact of differing cultures on lifestyle and habits

1. It leads to introduction of different foods to a community.
2. It introduces varied modes of dressing to a community.
3. It brings about construction of new types of houses to live and do business in.
4. It shapes the beliefs and attitudes of the people.
5. Members of the community may form new habits.
6. A new religion or aspects of another religion may be introduced into the existing one.

## 11.7 Test your competence

1. Describe Rwanda’s national heritage showing clearly the rich cultural diversity in the country.
2. Within one Month, with reference to other events organized at school level and at national level, organize Traditional event to illustrate Rwandan culture. All students in class should participate and have tasks to present on. If the event is well organized work with the school authority and present the traditional culture to the other students.

# Unit 12

## Gender and Society

**Key unit competence:** To be able to relate or interact effectively with families, peers at school and community

### Introduction

The issues of gender, gender roles, gender equality and equity have recently been in the limelight across the world. In this unit, we will study how all the above gender-related issues relate to the society.

### 12.1 Gender equality and equity



#### Activity 1

1. Take two minutes to individually think of what gender and society mean. Write your thoughts and then share them with your partner.
2. If you were asked to put people in your community into groups, how would you categorise them?

From your class discussions you have discovered that people tend to group themselves based on gender, sexuality, social class, religious convictions. In this unit we will concentrate on gender equality, gender roles and families.

#### Activity 2

1. Discuss the possible meanings for the terms equality and equity. Use text books and dictionaries.
2. Decide whether equality and equity are evident in your society.
3. Discuss whether you think human beings need equality.

**Gender** refers to the social understanding of being male or female. It goes beyond the biological meaning to a cultural meaning.

**Gender equality** means that women and men as well as girls and boys enjoy the same rights, resources, opportunities and protection.

**Gender equity** is the process of avoiding discrimination on the basis of sex (male/ female). This can be by engaging both sexes in decision making, allocating resources equally and providing equal opportunities.

In Rwanda, the Gender Monitoring Office which is a government body that ensures that all national activities are gender equitable including elections. Several organisations also work towards promoting positive masculinity which encourages men to be loving, caring fathers and partners who are supportive of gender equality and women's empowerment.

Gender equality means that each gender play roles of equal importance to the society. It is also important to note that biological characteristics relate the female gender to particular roles such as nursing infants as they have the maternal ability to do so.

On the other hand, the masculinity of the male gender places them at a better position to carry out the more demanding manual jobs. This does not limit the women to domestic chores and neither does it prohibit men from carrying out domestic activities such as cooking. Equal opportunities such as education and resources enable girls, boys, men and women to make choices on what to do in life. For example, today there are many chefs who are men and architects who are women.

Traditionally in Rwanda, activities such as drumming were left for men, but today, teams of girls drum with strength and skill. Fathers are encouraging daughters to do engineering and other courses that were perceived to be men's domain. Several women, for instance, have joined the army.

**Gender complementarity** is therefore the aspect of making both males and females carry out roles that support each other. This is because one gender cannot make a society. Both complement each other.

### How to promote gender equality

#### Activity 3

1. Discuss ways of promoting gender equality.
2. Explain why it is important for the government to promote gender equality.

From your discussions you have no doubt learnt that equality is necessary for all of us. Equality can be taught and practised starting from the school environment by creating a positive learning environment in which both boys and girls have positive role models and positive messages about responsibility.

Gender equality in Rwanda has greatly improved. This is evident in the following areas:-

- More girls are enrolled in school as opposed to the past when mostly boys went to school.
- Women can access loans to start businesses and therefore become more self reliant.
- Today, women are taking up high-end jobs that were dominated by the men. Instead of serving as personal assistants and secretaries, they are occupying managerial offices just as the male counterparts.
- Laws are being put in place to allow the female gender to inherit property just in the same way the males are heirs.
- Rwanda has maintained gender equality in terms of leadership as seen in the number of female leaders today. The Constitution of the Republic of Rwanda of 2003 revised in 2015 indicates that women should occupy at least thirty percent (30%) of positions in decision-making organs.
- Rape has been acknowledged as a very serious offence; there are heavily jail sentences for perpetrators.
- Women have been given the right to choose whether to pool assets together with the husband or to keep them separate.

Men, women, boys and girls should be encouraged to explore and understand how gender equality will benefit their families and communities. This can also help individuals understand their roles and place in the family and society.

Good role models, both men and women have a big role to play in teaching and encouraging the different gender groups to develop their own responsibilities. A change in the way children are brought up is necessary. We should eliminate stereotypical influences on the child. This can be done by effecting change in the way we view: class and ethnicity, social norms about women and men, boys and girls –as well as their, capabilities, security, opportunities, empowerment and freedom. After the 1994 genocide against the Tutsi, the Rwandan people had an opportunity to experience women

leadership. Women who make up a majority of judges in Gacaca courts and played great roles in putting the country in order. Since then, the gender stereotypes has slowly faded and gender equality has played a major role in the growth of Rwanda as a nation.

Gender equality can be promoted in schools, families and work places. The following are some of the ways in which gender equality can be promoted.

1. Ensure equal pay and fair representation of men and women at all levels: male teachers assistants; female head teachers and other senior levels.
2. Develop initiatives that promote education for all. This will facilitate equality in opportunities later in life. In Rwanda for instance, there is a compulsory education programme that has put boys and girls in primary and secondary schools in equal numbers.
3. Challenge the existing stereotypes, that is, images that portray either gender in a certain way.
4. Have clear and defined procedures for identifying and reporting sexual harassment for both sexes. Rwanda National Police has provided hotlines as a way of reporting rape cases. Sexual harassment is highly punished in Rwanda. Laws have been put in place to stop gender violence.

### Exercise 1

1. Use examples to differentiate the gender equality and equity.
2. Discuss two ways used by your school to promote gender equality.

## 12.2 Benefits of gender equality and complementarity

### Activity 4

A gender balanced society has an opportunity for socioeconomic development than a gender imbalanced society. Discuss the main points raised by each side after the debate.

There are benefits when gender equality and complementarity is exercised. These benefits are given below:

1. When women are presented with equal opportunities as men, they are able to acquire education as opposed to when they do not enjoy gender equality.
2. Career progression for women becomes easier when there is gender equality and complementarity.



3. Women are able to enjoy financial independence and new roles in society when gender equity is put in practice.
4. When women are given the same opportunities as men, there is human development in the society.
5. When all members of the society have the opportunity to earn, there is likely to be improved economic growth.
6. When women get equal opportunity as men, they also enjoy freedom, choice and happiness.
7. Gender equality improves economic and social conditions for everyone. When both parents are earning, families are healthier and better fed. Their income, savings and investments go up. This extends to the community and the entire nation.
8. When both girls and boys live free from rigid stereotypes that limit their potential, they are able to exploit their full potential in a way that benefits themselves and the society they live in.
9. In organisations and institutions where there is gender balance, there is likely to be better decision-making and more effective implementation of these decisions as everyone is involved in decision and therefore own the decisions made.

### Exercise 2

Highlight the benefits of gender equality and complementarity.

## 12.3 Gender roles and gender stereotypes

### Activity 5

Act out the following dialogue and answer the questions that follow. Interchange the roles and let mother play the role of father and Jacob's sister play the role of Jacob and vice versa.

**Father:** (*Arriving home from work carrying a newspaper*) How are you Jacob?

**Jacob:** (*watching TV*) Am fine dad.

**Father:** Where is your sister? I need a cup of tea.

**Jacob:** She is washing the utensils.

**Father:** How about your mother?

**Jacob:** She is picking vegetables from the garden.

**Father:** Can you make a cup of tea for me?

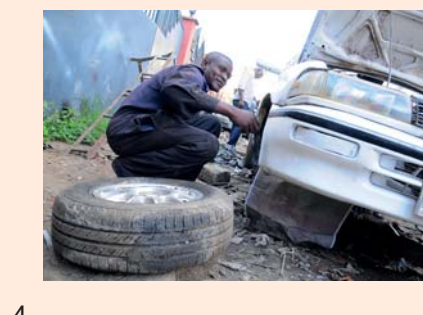
### 12.3.1 Gender roles

The World Health Organisation (WHO) defines gender roles as socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women. Simply put, they are the roles that men and women are expected to occupy based on their sex.

Traditionally, many Western societies have believed that women are more nurturing than men. Therefore, the traditional view of the feminine gender role prescribes that women should behave in ways that are nurturing. One way that a woman might engage in the traditional feminine gender role would be to nurture her family by working full-time within the home rather than taking employment outside of the home. Men, on the other hand, are presumed by traditional views of gender roles to be leaders. Their traditional view of the masculine gender role, therefore, suggests that men should be the heads of their households by providing financially for the family and making important family decisions.

#### Activity 6

Explain the gender roles in the following pictures.



### 12.3.2 Gender stereotypes

Gender stereotypes are over-generalisations about the characteristics of an entire group based on gender. A man might say women aren't meant for combat, while a woman might say men do nothing but watch sports. Stereotypes are not always necessarily true because they come from making general conclusions about a group of people based on mere assumptions.

These general conclusions cannot be true for all people because individuals have different desires, feelings and thoughts. Both the female gender and the male gender have been stereotyped in the society. The following are examples of gender stereotypes:

1. Women are rational beings.
2. Men are tough and protective.
3. Men are neither neat nor clean.
4. Women make good secretaries and teachers.
5. They are also viewed as fragile and emotional, caring and more appropriate for jobs like nursing.

These stereotypes begin right from childhood once the sex of a child is known. The newborn is welcomed in a very stereotyped setting that's decorated with items suggesting how he/she ought to grow. Girls are made to love dolls and take care of them as women take care of children while boys are bought car toys and video games. While growing, they are assigned roles in the same way. Boys can watch TV while girls do all the cleaning and cooking, unless there is a fence to trim. Boys are also encouraged to do outdoor sports such as bicycle riding and hiking. These stereotypes grow with children and are passed on to generations.

### 12.3.3 Why are stereotypes simple assumptions?

Stereotypes are mere assumptions because as discussed earlier, individuals have different desires, feelings and thoughts. It would therefore be untrue to say that all men are leaders and all women are submissive because there are women leaders. Some women are also doing well in the technical careers such as pilots, mechanics and so forth, in the same way men are growing interest in cosmetics industry, hairdressing and others are chefs in restaurants.

### Exercise 3

Identify various gender roles and gender stereotypes in your community.

## 12.4 Impact of gender stereotypes on individuals, families and society

### Activity 7

#### Case study

One day, Mary's mother came home and found the house in a mess. Dirty dishes were left on the dining table. The floor was dirty and the basket was full of dirty clothes. Mary was feeling unwell and was lying on the sofa while her brother was playing his video game. What was the best thing for Mary's mother to do?



Gender stereotypes portray teaching or serving in a hotel as female careers while higher medical professions are perceived to be male careers. From the discussion above, however, you realise that none of these careers belong only to men or women. Holding on to these beliefs has very negative impacts on individuals, families and the society at large. For example, the assumption that women are more emotional than rational is demeaning to the female gender and makes them look inferior to the male gender. This can lead to disrespect in the family and consequently break the harmony that should be in a family.

The following are the effects of gender stereotypes on individuals, family and society:

1. It can cause psychological distress to an individual. For example, where a boy is told that he should not cry in public, he is likely to suppress

his emotions to prove his masculinity yet undergo a lot of emotional suffering.

2. It can easily reduce an individual's self-esteem. When women are viewed as passive members of the family who must always be submissive and have no place in decision-making, their sense of value is ideally diminished. They may end up feeling unwanted yet they are a central part of the society in real sense and can make great leaders.
3. Stereotyping can prevent individuals from pursuing their dreams such as a person's career of interest. This denies such a person the opportunity to live a fulfilling life. For example, a female student may have interest in a mechanical job, but the fear of not meeting the expectations of the society may hold her from pursuing her dream career hence not achieving her full potential.
4. It can be used as a basis for discrimination. For example, this can happen in the family when sharing household chores. The girl child, for example, may be overwhelmed with responsibilities such as preparing meals, cleaning, laundry and buying grocery while her male siblings engage in fun activities.
5. It can lead to subordination of one gender in society. For example, in the earlier days, women were not allowed to vote. This denied them of the right to elect leaders of their choice.
6. It can bring confusion and disagreement in the family about whose responsibility it is to provide for the family. Though any member of the family can be the breadwinner depending on the situation, stereotyping that presumes that the man should fend for the family can be detrimental when the man in the family is not able to earn for one reason or another. He may feel incapable of doing his duty even when he is not to blame. This can also have a negative impact on the family because the idea that a woman should not fend for the family is a hindrance to improving the living standards of the family as the income comes from one source.

#### Exercise 4

1. Explain the impact of gender stereotypes on individuals, families and society.
2. Write an essay on gender issues in the society today.

## 12.5 Unit summary

**Gender** - the social understanding of being male or female.

**Gender equality** – a situation where women, men, girls and boys enjoy the same rights, resources, opportunities and protection.

**Gender equity** - the process of avoiding discrimination on the basis of sex (male/ female).

**Gender complementarity** - the aspect of making both males and females carry out roles that support or complement each other.

**Gender roles** - socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women.

**Gender stereotypes** - over-generalisations about the characteristics of an entire group based on gender.

### Benefits of gender equality and complementarity

1. When women are presented with equal opportunities as men, they are able to acquire education as opposed to when they do not enjoy gender equality.
2. Career progression for women becomes easier when there is gender equality and complementarity.
3. Women are able to enjoy financial independence and new roles in society when gender equity is put in practice.
4. When women are given the same opportunities as men, there is human development in the society.
5. When all members of the society have the opportunity to earn, there is likely to be improved economic growth.
6. When women get equal opportunity as men, they also enjoy freedom, choice and happiness.
7. Gender equality improves economic and social conditions for everyone.
8. When both girls and boys live free from rigid stereotypes that limit their potential, they are able to exploit their full potential in a way that benefits themselves and the society they live in.
9. In organisations and institutions where there is gender balance, there is likely to be better decision-making and more effective implementation of these decisions as everyone is involved in decision and therefore own the decisions made

### **Impact of gender stereotypes on individuals, families and society**

1. It can cause psychological distress to an individual.
2. It can easily reduce an individual's self-esteem.
3. Stereotyping can prevent individuals from pursuing their dreams such as a person's career of interest.
4. It can be used as a basis for discrimination
5. It can lead to subordination of one gender in society.
6. It can bring confusion and disagreement in the family about whose responsibility it is to provide for the family.

### **12.6 Test your competence**

*Read the case study below then answer the questions that follow.*

Rose was working in an institution that took care of children. Though she was more learned than most of her male counterparts, she was always given the responsibilities of taking care of children and feeding them. Whenever an opportunity arose for promotion, she was always overlooked with a simple explanation, 'You are a woman'. This hurt Rose a lot.

#### **Questions**

1. Identify any gender issues in this story.
2. What gender roles do you find in this story?
3. Explain the gender stereotype seen in Rose's case.
4. Suggest possible solutions to the challenges Rose was facing at her work.

# Unit 13

## The Arts and Society

**Key unit competence:** To be able to describe and compare various forms of art.

### Introduction

Art plays a major role in society. It is a skill that has been there even in early civilisation. The society employs the use of art for various purposes. In this unit, we will study how art relates to the society.

### 13.1 History of arts

#### Activity 1

1. Brainstorm on the meaning of art.
2. Find out from any relevant material, either a dictionary or textbook, the various forms of art.
3. Think of the media and the community you live in. What are the forms of art that can be found there?

There are different definitions of art. Each individual explains art uniquely. Simply put, art is a collection of creative human activities and the expression of those activities. It usually involves the results of the imagination and activities that lead to the production of works of art. It mostly involves creativity.

Art is as old as human kind. It began with the Stone Age man who had paintings and carving of sculptures. Some of these paintings and carvings may not have survived time but some of the ancient art works and artists are still popular today. The ancient man carried out these art activities as a way of expressing his understanding of the world around him.



## 13.2 Forms and uses of art

### Activity 2

1. Discuss how you can categorise the various forms of art you know of.
2. What is the value of art to any society?

In your discussion on what comprises art, you may have found out that most art works are majorly for aesthetic purposes. This means that art is about creating beautiful products that can be appreciated. However, art does not only involve beautiful creations for appreciation, some art works are useful in other ways apart from appreciation. Some activities go beyond the value of beauty to other functions such as weaving beautiful baskets to be used in carrying grocery, or artistically baking a cake to be eaten at a wedding. Other art works such as sculptures of national figures are symbolic and carry social memories of past experiences. Paintings and sculptures can also symbolise an idea. For example, a carving that portrays a beautiful African woman holding a baby presents the idea of an ideal African woman and the noble role they play in nurturing life.

Depending on the function they serve and the manner of presentation, art can be categorised into various forms. They include:

**1. The visual arts:** Artists use paint, canvas, stones and clay among other materials to create physical or static art objects. They include paintings, drawings, carvings and sculptures.

**2. Performing arts:** These are art forms where artists use their voices and/or the movement of their bodies, often in relation to other objects, to convey artistic expression. Performing arts include a variety of disciplines but all are intended to be performed in front of a live audience. Artists who participate in performing arts in front of an audience are called performers. Examples of these include actors, comedians, dancers, magicians, circus artists, musicians and singers.



*Fig 13.1*

**3. Media arts:** These are arts that use media devices. They include: photography, visual designs and computer art.

**4. Culinary arts:** This is what we commonly call cuisine. It involves foods that are traditionally eaten and are part of a people's culture. When this happens, the method of cooking becomes an art.



*Fig 13.2*

**5. Literature:** This includes novels, plays, poetry and short stories. At one point in your studies, you must have come across poems, read various novels or story books. These are forms of art.

### Uses of art

1. It is used to communicate an idea e.g. a painting or carving.
2. It is used to entertain e.g. a dance or music.
3. It is used to give pleasure. Observing beautiful art gives pleasure.
4. It fosters community interaction by bringing people together during art activities.
5. It is a means for self expression. Through art, artists are able to express their feelings and ideas.
6. Art preserves history and expresses the human experience. A good example are the prehistoric sites and genocide sites in Rwanda. A piece of art can hold memories of the past experiences of a group of people or even an individual.
7. Art has been used as a way of communicating beliefs.
8. Forms of arts and culture naturally manifest aspects of socio-economic activities popular among certain people.
9. Art has a way of increasing global interactions as people of different cultural origins appreciate art from other regions.
10. Through art, education on social matters is enhanced. For example, the drama and music festivals held in schools have music and poems that are based on educational themes that address social issues.

### 13.3 Characteristics of fine art by region (African, European, Asiatic, Egyptian, Greek, Italian, American, Chinese)

#### Activity 3

Discuss how cultural beliefs and historic experiences influence the art of a particular region.

Fine art is the making and study of visual arts. Different regions have a different sense of art. This is because most works of art reflect the cultural, environmental and political contexts of the regions in which they are created. In Africa, for example, some of the fine arts include:

- (a) **Pottery.** This is due to the fact that in traditional Africa, a pot was useful in cooking and storing drinks.



*Fig 13.3*

- (b) **Masks.** These are associated with religious ceremonies as African Traditional Religion had a lot to do with spirituality. Different masks represented various deities.

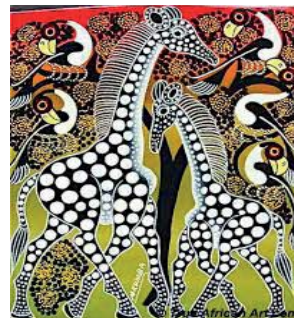
Royal regalia, especially in West Africa, was common due to the monarchy system where there was a royal family ruling a kingdom.



*Fig 13.4*

- (c) **Sculptures, paintings and carvings,** for example the timber carvings, *tinga tinga* paintings and Makonde sculptures of East Africa.

- (d) Zimbabwe is known for its **soapstone sculptures** of birds and impressive buildings, while some of South Africa's art includes **clay figures of cylinder shaped heads** with a mixture of both human and animal features.



*Fig 13.5*



*Fig 13.6*

Chinese fine art is characterised by calligraphy, ceramics, engravings, jewellery, paintings, photography, sculptures, ivory carving, stone carving, woodwork, embroidery and textile works, weaving and government seals.

European modern art does not portray much of nature. Its earlier art was however influenced by the church. The art includes architectural designs, paintings and sculptures. Most of these art works reflected the history of the church. This was followed by an interest in myths of gods and goddesses in art. However, for so many years now, European art has not been based on religion or any particular ideology. Instead, it is influenced by the politics of either the state or other institutions.

Asia is known mainly for dance and theatre performances. From the earliest times in East Asia, dance, music and dramatic performances by masked characters served a religious function. The masked characters were meant to act as supernatural beings during various rituals. Hand puppets, sculptures and paintings were common in South Asia.



*Fig 13.7*

Egyptian art is mostly characterised by paintings, sculptures and statues. In painting, all colours have meaning. Artists used six colours. These were: red, green, blue, yellow, white and black. Red, the colour of power, symbolised life and victory, as well as anger and fire. Green symbolised new life, growth and fertility, while blue symbolised creation and rebirth. Yellow symbolised the eternal, such as the qualities of the sun and gold. Yellow was the colour of Ra and of all the pharaohs, which is why the sarcophagi of the Pharaohs

was made of gold. Funeral masks were made of gold to symbolise the everlasting and eternal pharaoh who was now a god. White was the colour of purity, symbolising all things sacred and was typically used in religious objects and tools used by the priests. Black was the colour of death and represented the underworld and the night.



*Fig 13.8*

Sculpturing also involved carving and casting metal. For Egyptian sculptures, the head and legs had to be visible while the eyes and the upper body were to be viewed from the front. Male statues had to be darker than female ones. When seated, the subject's hands had to be on his/her knees. Gods too were depicted according to their position in the hierarchy of deities and always in the same guise. For instance, Horus (the sky god) was always represented with a falcon's head while Anubis (the god of funeral rites) was always depicted with a jackal's head.



*Fig 13.9*

Greek fine art, on the other hand, is characterised by very distinct features. Even though it has aspects of sculptures and paintings, its art did not draw meaning from supernatural deities. The ancient art featured statues of naked male Greeks and clothed women. Art later advanced to monuments of heroic warriors, fine metal works, weapons and jewellery, mainly placed in graves to show the social status of the deceased. There was also decorated vessels such as jugs and flower vases.

Italian fine art entailed well designed architecture. In the later days, there emerged wall paintings, mosaic ceilings, floor work and funerary sculpture. Other artists carved statues of biblical characters such a King David and the disciples of Jesus.

American fine art is characterised by paintings where all available space is covered with flat figures arranged in geometric patterns. Visual art, includes brightly coloured masks, ceremonial costumes, bracelets and necklaces, as well as a range of clay, stone and wood sculptures.

Mosaic art was frequently used to decorate masks as well as architecture. Megaliths, which are arrangements of stones, were used to create a type of monument. Rock art and wooden carvings as well as mural paintings are also common in American art.



*Fig 13.10*

### Exercise 1

Explain the characteristics of various types of fine art categorising them by the regions.

## 13.4 Various forms of art including architecture, painting, fashion, photography, sculpture and music from a variety of cultures, styles and traditions

### Activity 4

1. Perform a traditional song and a secular song that are common. Identify the differences between the two.
2. Discuss the various dresses and costumes worn during traditional ceremonies such as weddings.

Art forms differ from one culture to another due to the fact that shared artistic qualities and aesthetic conscience exist across cultural barriers. For example, certain architectural designs, sculptures, fashion and music are associated with particular cultures. Let's look at the following distinctions:

#### 13.4.1 African art

African art exhibits form, composition and presence. In most cases, it serves as a metaphor for the African view of the origin and evolution of the universe and dramatically harmonises humanity and the environment. African art has both spiritual and social significance.

Different social spheres such as family, clan, communal groups and tribe reflect their identity through art.

A major characteristic of African art is that it touches on human emotions. Some are subtly expressed while others are overtly expressed.

Consider the Yoruba iron figure. Here, the blacksmith artist has transformed iron, a natural element of the earth, into an image that suggests the very powers of life. The arms and legs, elongated and enlarged, show energy around the static environment.



*Fig 13.11: Iron figure from Yoruba*

Another characteristic of African art is its intricate details. For example, a statue of a Lumbo mother and child captures the essence of the maternal relationship. The tilt of the head and the kneeling pose with turned feet show life. The large left hand cradles the entire child while the heavily lidded, downcast eyes depict serenity and peace. The image therefore portrays the universal nurturing role of a mother.



*Fig 13.12: Lumbo mother and child statue*

African music can also be looked at as an art. It can at times be unaccompanied by instruments. Some music is however performed with instruments.

There are many different instruments that are used in African music. These vary from region to region. The many different types of drums are called membranophones because they have skin. The other main types of instruments can be categorised as shown below:

**(a) Idiophones:** These are instruments that involve banging for them to produce sound. They include:

- Rattlers (shakers)

- Bells
- Mbira (thumb piano)
- Xylophones or balaphones
- Clap sticks
- Slit gongs
- Stamping tubes

**(b) Aerophones:** These are instruments that are played by blowing air through them. They include:

- Flutes (bamboo, horn)
- Ocarinas
- Panpipes
- Horns from animal tusks
- Trumpets made from wood or metal
- Pipes being single or double reeds
- Whistle

**(c) Chordophones:** These are stringed instruments. Examples are:

- Zithers
- Lutes (kora)
- Lyres
- Musical bows

The most common features of African music are:

- Basic form of all songs is 'call and response,
- Melodies are usually short and simple and repeated.
- Melodies can be changed at will by other singers so that we end up with a theme and then variations on that theme. This is ideal as a song can serve many functions.
- Performers often improvise new melodies while others continue the original melody creating a polyphonic texture.

African fashion is diverse depending on the community. In Rwanda, for example, the *umushanana*, which consists of a wrap skirt with enough gathers at the hips and a sash that drapes over the shoulder, the fabric used for the *mushanana* may be any color & is often gauzy & light weight to create a flowing effect. *imishanana* are no longer frequently used as a daily wear, but rather are worn during formal occasions. such as weddings, funerals & church services. .





*Fig 13.13: Umushanana with women and men's traditional attire*

For other parts of Africa such as Uganda, traditional fashion comprises of many variations. However, the most popular of them in women and men is *Gomesi* and *Kanzu*. The pure traditional dresses of the Ugandan people also consisted of many personal adornments like body marks, tattoos and facial paintings. Similarly they were also fond of wearing various ornaments like bracelets, earrings, nose pins, beads and headgears. Ankle jingles, bird feathers and cowrie shells also played an important role in the adornments of the people of Uganda.

#### **13.4.2 Indian art**

Indian art such as the paintings, carvings and sculptures represent the deities. Multiple arms indicate that the figure is a deity, representing their superhuman powers. Asanas are the postures used to reflect the mood of the deity – the mood can be fierceness or relaxation.



*Fig 13.14: A deity belonging to the Indians*

The Buddha is usually seen in either a meditative lotus position or standing. Half-closed eyes symbolise meditation, emphasising looking inwards and cultivating spiritual control. A third eye in the middle of the forehead signifies the deity's divine wisdom and power.



*Fig 13.15: Buddha*

Fire represents destructive, purifying power. Drums, since they make sound that travels through the air, represent ether, the prime substance from which all creation was derived.

Snakes are symbols of regeneration and fertility. They are positive symbols with no association with evil as is the case with Western art. The art on deities emphasises certain attire appropriate for that particular deity and may at times represent the story behind the powers of that deity.

Indian art is often united with architecture, serving the purpose of aiding devotees in ritual worship. The exterior walls of most Hindu temples are in most cases decorated by images of these deities.

Indian art is also characterised by a strong appeal to senses. For example, the twining plant forms leaves, flowers, vines, as framing devices around sculptures, niches, doorways and gateways. They are as well integrated into sculptural design. These symbolise fertility, growth and prosperity.



*Fig 13.16*

Indian sculptures and paintings are also characterised by sharp expression of sexuality. This is portrayed by idealised, voluptuous female bodies. Yakshis (nature spirits) represent procreative abundance and bounty and represent the generosity of the gods. The female form is based on the vajra (2 headed thunderbolts) or the double drum. Both have full rounded forms connected by a narrow waist in the middle. The yakshis and Hindu goddesses are large-breasted, narrow-waisted, round-hipped beauties.

Idealised, sensual male bodies are shown as well with smooth, simplified body volumes and very little muscle definition. This is different from the Western ideal of the male. Explicit references to sexual union symbolise the creative force within the universe. This is seen from the abstracted sexual organs (the male linga, the female yoni), particularly in Shiva temples, symbolise creative force and the union of the male and female principles.

### **Fashion**

Indian women hold sari as their dress of identity. Even though other styles have emerged, women put on sari to occasions and ceremonies. The sari is usually adorned with jewelry to create a dazzling look common among Indian women.



Indian men are known to dress in Lungi which is tied at the waist or a Sherwani. This is the long, dazzling, often jeweled jacket that you see men wearing on special occasions. It is traditionally a wedding jacket, but can be worn for other events. Most of the Indian attires are functional.

### **Music**

Indian music consists of folk, classical and pop music, among others. The Classical music is characterised by microtones, notes, ornamentations and melodies improvised from grammar and rhythmic patterns used in percussion also known as tala. A large number of instruments are used in Indian music and some of the key ones are the Sitar, Veena, Dhol, Tabla, Harmonium, Shehnai, Bansuri, etc.

#### **13.4.3 Western art**

### **Music**

A distinct art of the West is the Ballet dance: Ballet, theatrical dance in which a formal academic dance technique — the *danse d'école* — is combined with other artistic elements such as music, costume, and stage scenery.

### **Architecture**

Western construction methods progressed from the most primitive shed roof and simple truss to the vertical posts, or columns, supporting horizontal

beams, or lintels. In 19<sup>th</sup> century, with the advent of cast-iron and steel construction, a new architectural age dawned and higher, broader and lighter buildings became possible. Later, these architectural designs improved and today computerised architecture comes in more creative designs.

### **Fashion**

Western women of the old times wore full skirts that nearly reached the floor, with the fullness concentrated over the hips to create a broad horizontal profile. Under the gowns, women of fashion wore heavily boned stays (or corsets) that extended from the bust to below the hips. On their feet, women wore high-heeled shoes, and in their hair, which was swept up in high coiffures, they wore jewels and flowers. Gowns were also made of relatively heavy, crisp fabrics, which enhanced the feeling of weight and presence. These garments projected a heaviness and commanding flamboyance characteristic of furniture and architecture of the time as well.

The following years adapted lighter weight fabrics. Skirts were rounded and often finished with a train, and waistlines moved higher. Men's fashions were derived from military models. However, the modern times have a wide range of fashion incorporated from all over the world.

### **13.5 Classification of arts by fine arts and applied arts**

#### **Activity 5**

Have you come across decorated baskets, pots or wooden objects? How about framed photographs or simple paintings? Discuss the difference in function between them.

By definition, fine art means creative art, especially visual art, whose products are to be appreciated primarily or solely for their imaginative, aesthetic or intellectual content. They only serve the purpose of appealing to the senses. They include: painting, sculpture, architecture, music, poetry, film, photography, conceptual art, printmaking and performing arts which include theatre and dance.

The applied arts, on the other hand, are the application of design and decoration to everyday objects to make them aesthetically pleasing. These objects apart from depicting art, are useful in day-to-day activities. Examples of applied art are basketry, weaving and pottery as long as the products of

these art works are not for mere decoration but are also useful in household or outdoor activities. The main difference between the fine arts and applied arts is that fine art is used only for beauty purposes while applied art has utility value.

### Exercise 2

With illustrations, differentiate between fine and applied arts.

## 13.6 Rwandan unique arts and craft

### Activity 6

Describe the unique art of Rwanda.

Considering that Rwanda is a unified country in terms of language and culture, occupied by the Banyarwanda, their culture is more concrete than in other regions where culture is diversified.

Traditional handicraft which forms part of Rwandan art includes:

- Ceramics



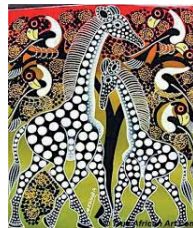
- Basketry



- Woodcarvings



- Contemporary paintings



One of the major unique arts of the Banyarwanda is the Imigongo paintings. These paintings are made using cow dung and are produced by locals from the village of Nyakarambi near Rwanda's Rusumo Falls.



### *Rwanda paintings*

Music and dance also play an important role in the tradition of Rwandan people. They express among other values; bravery, excellence and humour. Traditional songs are often accompanied by a solitary *lulunga*, a harp-like instrument which is made of eight strings.

The most famous traditional dance is *Intore*, a highly vigorous dance consisting of three components - the ballet, performed by women; the dance of heroes, performed by men, and the drums. Traditionally, music was transmitted orally with styles varying between the social groups. Drums were of great importance. Traditionally, the royal drummers enjoyed high status within the court of the *umwami*. Drummers usually played together in groups of seven or nine.

A wide range of traditional handicrafts is produced in rural Rwanda, ranging from ceramics and basketry to traditional wood carvings and contemporary paintings. Rwanda's traditional *Agaseke* baskets are some of the unique form of handicraft that are famous the world over. Most of the art works, however, are functional items rather than purely for decoration. Examples include: Woven baskets and bowls.

Architecture is also part of Rwandan art and craft. Houses with dome-like round shape made from cedar poles, linked with bamboo and reeds and thatched with grass or banana leaves were a common sight in rural Rwanda before colonialism. Later, clay walling with the walls decorated with bold geometrical patterns became common for the circular thatched houses. Today, the clay-filled timber framed walls have been replaced with sundried brick walling.

The people of Rwanda also have a strong oral tradition. Their oral tradition entails poetry and folk stories. The epic musical poetry also known as *ibitekerezo* and the royalty poems also known as *ubucurabwenge* and *ibisigo* form the rich oral tradition of the Banyarwanda. Through them, most of the country's moral values and history have been passed from one generation to another.

### 13.7 Importance of the various forms of art to an individual, national and global community

#### Activity 7

Which kind of Rwandan music catches your attention the most? Discuss the role played by performing artists in Rwanda.

Also, art is a way of communicating beliefs and expressing ideas about the human experience. The artist passes his/her imagination through creating a piece of art that elucidates meaning to the audience. It is a fact that some stories, feelings or ideas cannot be well put in words, but a painting or a photograph exposes all aspects including the emotions of the time and the mood. However, stories can also be creatively narrated.

At an individual level, art provides an opportunity for pleasure. Art appeals to the senses hence giving pleasure to the viewer, listener or reader. At a national level, art serves a communal purpose. For example, the paintings on the historic encounters of a people, serve as a preservation of that particular experience in symbolic forms. Whenever members of that particular community experience the art, they relate it to their past experiences.

Sculptures also serve as symbols as they hold meanings that can be shared by the entire community. A sculpture of a political figure, for example, symbolises the ideas represented by that particular political group which he/she stood for/ stands for.

Music and dance as forms of art also help in bringing people together, hence encouraging social interaction among members of a community.

Art also preserves history. For example, both oral and written literature tells the stories of past experiences. Works of literature do not die, but are passed from generation to generation. In this same way, these collective experiences are passed from generation to generation.

Art also contributes to the national identity of a group of people. For example communities, even nations have attire with which they are identified. Most of these attires are traditional and are commonly worn during occasions or ceremonies. Music and dance are also culture oriented.

Internationally, art can be a means of distinguishing various nations. The uniqueness of art that belongs to a particular nation can draw people from other nations to that appreciate it. Therefore, art serves as a tourist attraction and in this way it contributes to the national revenue significantly.

### Exercise 3

1. Discuss the importance of arts.
2. Link different forms of art and their applications.
3. Discuss how various forms of art can raise awareness to environmental conservation

## 13.8 Unit summary

### Forms of art

1. Visual arts
2. Performing arts
3. Media arts
4. Culinary arts
5. Literature

### Uses of art

1. It is used to communicate an idea e.g. a painting or carving.
2. It is used to entertain e.g. a dance or music.
3. It is used to give pleasure. Observing beautiful art gives pleasure.
4. It fosters community interaction by bringing people together during art activities.
5. It is a means for self expression.
6. Art preserves history and expresses the human experience.
7. Art has been used as a way of communicating beliefs.
8. Forms of arts and culture naturally manifest aspects of socio-economic activities popular among certain people.
9. Art increases global interactions as people of different cultural origins appreciate art from other regions.
10. Through art, education on social matters is enhanced.



### **Importance of the various forms of art to an individual, national and global community**

1. Art is a way of communicating beliefs and expressing ideas about the human experience.
2. It provides an opportunity for pleasure.
3. Sculptures serve as symbols as they hold meanings that can be shared by the entire community.
4. Art preserves a community's or a nation's history.
5. Art can be used to express the national identity of a group of people.
6. Art can be a means of distinguishing various nations.

### **13.9 Test your competence**

Art serves different roles in society. With reference to arts from Rwanda, explain the role of art to the following:

- (i) an individual,
- (ii) a nation,
- (iii) the global community.

# Glossary

**Applied arts** - the application of design and decoration to everyday objects to make them aesthetically pleasing.

**Architecture** - the process of planning, designing, and constructing buildings and other physical structures.

**Career** - an occupation or profession, especially one requiring special training, followed as one's lifework.

**Channel** – a medium through which messages are communicated.

**Citizenship** – the status of a person recognized under the custom or law as being a member of a country.

**Cohesion** - the bonds or unity between members of a community or society.

**Gender complementarity** – the view that men and women have different but complementary roles and responsibilities in life.

**Decode** – to find or understand the true or hidden meaning of something.

**Degradation** – the process in which the beauty or quality of something is destroyed or spoiled.

**Encode** - to put a message into the form of a code so that it can be kept secret.

**Equality** - the quality or state of having the same rights, social status etc.

**Equity** - fairness or justice in the way people are treated.

**Ethics** - rules of behaviour based on ideas about what is morally good and bad.

**Feedback** - the response of an audience to a message or activity.

**Fine art** - a visual art considered to have been created primarily for aesthetic and intellectual purposes and judged for its beauty and meaningfulness.

**Habit** - something that a person does often in a regular and repeated way.

**Heritage** - something possessed as a result of one's natural situation or birth.

**Identity** - the qualities, beliefs, etc., that make a particular person or group different from others.

**Indifference** - absence of compulsion to or toward one thing or another.

**Job** - the work that a person does regularly in order to earn money.

**Leisure** - time when you are not working; time when you can do whatever you want to do.

**Manipulation** – act of controlling someone by artful, unfair, or means especially to one’s own advantage.

**Mortality rate** - the number of a particular group of people who die each year.

**Non-renewable** – not able to be replaced by nature or natural processes.

**Performing arts** - art forms in which artists use their voices and/or the movements of their bodies, often in relation to other objects, to convey artistic expressions.

**Property rights** – rules determining how a resource or economic good is used and owned.

**Receiver** – one who receives something such as a message.

**Renewable** - able to be replaced by nature

**Revenue** - money that is collected for public use by a government through taxes.

**Sender** – one who sends.

**Stereotype** - to believe unfairly that all people or things with a particular characteristic are the same.

**Visual arts** - art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, filmmaking and architecture.

**Welfare** - a government programme for poor or unemployed people that helps pay for their food, housing, medical costs, etc.

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