

General Studies and Communication Skills

**Senior 5
Student's Book**



FOREWORD

Dear Student,

Rwanda Education Board is honoured to present to you General Studies and Communication Skills for Senior five which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of General Studies & 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. NDAYAMBAJE Irénée
Director General, REB

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Joan Murungi,

Head of CTRLRD



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UNIT 2: LEADERSHIP, GOVERNANCE AND
MANAGEMENT

SUBTOPIC AREA 3: INTERNATIONAL POLITICS

UNIT 3: INTERNATIONAL RELATIONS

CONFLICT MANAGEMENT

Key unit competence: To be able to manage conflicts.



Fig 1.1

‘Human beings and human groups need time to deal with emotional issues and relational issues. Groups spend 60 percent of their time working. The remainder is used for group maintenance, dealing with interpersonal issues that arise, and the like.’

Susan Wheelan

Introduction

In today's society, there is increased competition in almost all areas of life. At school, students have different interests and abilities. Each may want to pursue their interests at the expense of others leading to disputes among them. A student may also try to show his/ her special abilities in a way that creates discomfort among the other students. This is likely to cause conflicts among them.

Conflicts can take place in different areas: in the family, at school, at the work place and even at our places of worship. Thus it is necessary to understand how to identify conflicts and have the skill to handle them. This is what is termed as conflict management.

This unit will help you to gain skills that will enable you to manage conflicts effectively wherever you are.

1.1 Concept of conflict

Activity 1

Read the short story below then answer the questions after it.

Ingabire had always sat on her father's lap whenever he came home. One day, Ingabire's father arrived home and went straight to his couch. Ingabire rushed to her father and tried to sit on his lap. To her surprise, the father pushed her away. She tried a second time but the father firmly pushed her away.

Ingabire asked in disbelief, "Dad, why are you doing this?"

"You are no longer a small girl. You are a woman now. In fact, you have become so tall that you choke me when you sit here. Go and sit down on your couch," Ingabire's father answered.

Paul, Ingabire's elder brother chuckled happily.

"Ahaa, you have grown up little dolly! Dad no longer needs you," Paul said sarcastically.

"And who needs a boy full of pimples on his face like you? And a voice that croaks like that of a frog!" Ingabire responded bitterly.



This angered Paul and he rushed towards her sister, his fists clenched. On seeing this, Ingabire rushed to the kitchen and picked a cooking stick. Paul followed her. Soon, there was a loud cry from the kitchen. Paul and Ingabire were up in arms, fighting each other.

Fig 1.2

Their father walked to the kitchen and came back with both of them. Paul was panting in anger. Ingabire was crying. The father kept quiet for some few minutes then said,

“My children, listen to me. You need to live as brother and sister. There is nothing to fight over. I love both of you. But each one should learn to be independent and respect others.”

Questions

1. Identify the conflict in this story.
2. Who are the characters in the conflict in this story?
3. Why does Ingabire’s father refuse to let her sit on his lap?
4. How does he justify his refusal to Ingabire?
5. What do you think made the two children fight?
6. What do you think promotes rivalry among brothers and sisters in families?
7. Basing your argument on this story, describe conflict.

From the activity above, you must have been able to come up with different reasons why people engage in disagreements and fighting. Fighting arises from conflicts.

Conflict can be defined as a lack of understanding or agreement between people with opposing needs, interests, ideas beliefs, values or goals. For example in Activity 1, it is most likely that Paul and Ingabire engaged in a fight

because each needed attention from the father. They were both competing for attention. From this example, we can say that conflict is a misunderstanding or disagreement between two parties.

1.2 Types of conflict

Activity 2



1. a) Which kind of sport is illustrated here?
b) What type of conflict is raised in the illustration?
c) Propose other types of conflict that can happen in this sport?
2. Carry out a research on the types of conflict that can exist between communities.

The following are the different types of conflict.

1. Interpersonal conflict

This refers to a conflict between two individuals. It mostly occurs as a result of personal or individual differences such as different interests, tastes and preferences. When two people with different interests are tasked with making a choice, their differences in choice are likely to be seen. Where neither of them is willing to give up for the sake of the other or even to reason with the other, a conflict is likely to arise. For example, if a couple is to choose what family car to buy, different suggestions are likely to arise out of each partner's preferences in terms of the make, colour, engine size or even the number of passengers that the car can accommodate. Without the spirit of give and take, these different preferences may lead to a conflict between the partners. Such a conflict can be termed as an interpersonal conflict.

2. Intrapersonal conflict

This is conflict that occurs within an individual. It is usually a psychological tussle involving contradictory thoughts, values, principles and emotions occurring in a person's mind at the same time. It may vary from a simple conflict such as being torn between which shirt or blouse to wear to a certain occasion, to major conflicts like choosing a marriage partner or determining which career to pursue.

3. Intragroup conflict

This is a conflict that happens among individuals within a team. The misunderstandings among the affected members of the team trigger an intragroup conflict. Usually, it will start as an interpersonal disagreement among team members who have different personalities or those who have differing ideas and opinions on a given matter. This breeds tension within the group, especially if one among the conflicting members is a leader. For example, if a football team is asked to choose the colour for their uniforms, different suggestions are likely to be given due to the different colour preferences of the different team members. Unless members are willing to listen to each other, a conflict is likely to arise. Such a conflict can be termed as an intragroup conflict.

4. Intergroup conflict

Intergroup conflict occurs when a misunderstanding arises among different teams within an organisation. For example, there can be a misunderstanding between the sales department of a company and the finance department. While the finance department may push for attainment of set targets, the sales department may find the targets too high or unrealistic. This may be motivated by varied interest between the two departments, such as a scenario where the finance department pushes for higher sales while the sales department is pushing for attainable targets. This can lead to a conflict between the two departments. Such a conflict would be termed as an intergroup conflict.

5. Ethical conflict

Ethical conflict occurs when there is a contradiction between an individual's belief system about morality, ethics or justice and their own personal situation(s). This can be a situation that involves choosing between two 'evils' where, perhaps, the ethical decision might result in personal or social injury or where an individual stands to gain from an unethical decision. As such, this

conflict involves the question of whether the end justifies the means, often in situations where doing what is “morally right” results in a negative outcome while doing what is “morally wrong” or immoral results in a positive outcome. Such a conflict can be experienced at the individual, group, professional, or societal level.

e.g Two employees aiming for one promotion & one takes credit for the work of the other, so the boss needs to find out who deserves credit for the work and make a decision accordingly

1.3 Causes of conflict

Activity 3

Read the following situations. Suggest possible causes of each of the conflict situations mentioned.

1. 55 people killed at a football stadium
2. Wife stabs her husband
3. Boy aged 11 commits suicide over a love affair
4. Sharp differences arise in the world football governing body
5. Rival taxi groups fight each other
6. Siblings fight over deceased father’s wealth

From the activity above, you realise that there are several situations that can lead to conflicts. The following are some possible causes of the different types of conflicts.

Causes of interpersonal conflict

1. Personal or individual differences, for example different interests, tastes, likes and dislikes among members of a team.
2. Selfishness, where one person wants only what works for them.
3. Greed, where some people want everything for themselves.
4. Prejudices, which is an unfair opinion or feeling one has about people or things.

Causes of intrapersonal conflict

1. Low self esteem
2. Lack of necessary life skills such as decision-making skills

Causes of intragroup conflict

1. Dictatorial leadership, where one person only wants to be the leader and will not listen to others.
2. Vested/ personal interests in group affairs
3. Individual differences among team members

Causes of intergroup conflict

1. Undefined or poorly defined boundaries in the activities of the conflicting groups
2. Competition between groups within the same organisation
3. Struggle for limited resources shared by the different groups such as finances, land, water, resource depletion issues like deforestation, soil erosion, desertification, flooding and pollution.
4. Lack of a shared vision
5. Insufficient infrastructure such as limited office space
6. Propaganda. This involves unofficial and unconfirmed information against others. It could be true or false information but it comes from unknown sources and is transmitted through verbal means. This may create confusion and feelings of fear and suspicion.
7. Poor communication across departments

Causes of ethical conflict

1. Disharmony between personal beliefs and the situation at hand
2. Conflicting Values between two or more people in an organization. One manager may value product quality over quantity while another manager quantity over quality.
3. Limited resources. Two candidates are equally qualified. One employee is more senior and has been waiting in line longest for a promotion, and the other has a better attitude and needs the promotion to better provide for a large family. choosing one of them will leave the other feeling that it was unfairly done, but you're limited by the company's resources.

1.4 Consequences of conflicts

Activity 4

Read the following case study and discuss what could be the possible consequences of the situation.

Ishimwe who is a Senior 5 student, is going through a hard time. To begin with, he disagreed with his best friend and got into a fight. When he came home he found his parents quarrelling and his mother packed her bags and left, swearing never to come back. This affected Ishimwe terribly as he had no one to share his problems with. He loathed the idea of going to school as he did not want to see his friend with whom they had fallen out. How do you think these two conflicts affected those involved?

The following are some possible consequences of the different types of conflicts.

Consequences of interpersonal conflict

1. Reduced social cohesion among community members
2. Discord in the family
3. Strained relationships among friends

Consequences of intrapersonal conflict

1. Restlessness and uneasiness (anxiety)
2. Depression
3. Delayed decision making
4. Indecisiveness
5. Diseases such as high blood pressure

Consequences of intragroup conflict

1. Mistrust among members of a team
2. Reduced focus on team goals
3. Gossip and slander among team members
4. Lack of respect for those in authority

Consequences of intergroup conflict

1. Unhealthy competition between departments of the same organisation
2. Reduced morale by members of different departments leading reduced performance/ productivity
3. Wastage of company resources and time
4. Increased cost for the company as it invests in solving inter-departmental conflicts

Consequences of ethical conflict

1. Wrong choices
2. A sense of guilt after doing what you believe to be immoral
3. Being seen as a poor role model

However, it is important to note that conflicts can also be positive in the following ways:

1. Conflicts foster an awareness that a problem exists.
2. Discussing conflicting views can lead to better solutions.
3. Conflicting situations require creativity to find the best solutions.
4. Managing conflict is a sign of maturity.
5. Conflict encourages people to grow.
6. Conflicts can help in discovering strengths of the other person.

Activity 5

1. Share your experiences after a conflict with a friend, parent or other family member.
2. State the lessons that you learnt from the experience.

1.5 Management and transformation of conflict

Activity 6

Read Activity 1 again. What was the best way to manage the conflict between Ingabire and Paul?

Conflict management involves acquiring skills related to conflict resolution, self-awareness and communication skills.

Transformation of conflicts is the process through which a conflict ends as a peaceful outcome from a hostile one.

The following are some strategies that can be employed to manage different types of conflict and how they transform the conflict.

1. Mediation

This involves using a mediator to resolve the conflict. This strategy transforms the conflict to an opportunity to make adjustments through listening to others thereby making reasoned choices.

2. Guidance and counselling

This involves talking to an objective or an experienced person for advice. It transforms the conflict into an opportunity to see competing interests or thoughts as platforms to choose the best option. This empowers the decision-maker to make informed decisions.

3. Talking to others about the conflict

This involves sharing your mental struggle with those close to you. This gives the person an opportunity to hear the opinions of others, clear any doubts or confusions and therefore transforming the conflict into a learning opportunity.

4. Arbitration

This involves the use of a qualified arbitrator to bring two opposing groups together. This transforms the conflict into a forum for reasoning together, explaining any shared vision and showing the need to share available resources harmoniously. This is likely to lead to improved interdepartmental relations; increased morale among members of the conflicting groups hence increased productivity.

Peace keeping forces are sometimes used as arbitrators where there are conflicts and wars. The role of the peacekeeping forces usually is to not only maintain peace and security, but also to facilitate the political process, protect civilians, assist in the disarmament of fighting groups, support the organisation of elections in areas where the ruler of law has been restored, protect and promote human rights and assist in restoring the rule of law.

5. Accommodating

This involves giving the opposing side what it wants. This will happen when one of the parties involved in a conflict chooses to maintain peace or perceives the issue as minor. For example, where a couple wants to buy a car

but cannot agree on the size of the engine capacity and the colour of the car, they may use this strategy. One partner may opt for the preferred colour of the other to resolve the conflict. In this case, one party loses while the other one wins.

6. Avoiding

This is a strategy that aims at delaying the resolution of the conflict or even ignoring it altogether, with the hope that the misunderstanding or disagreement will solve itself naturally. That way, addressing the conflict is postponed indefinitely. This aims at avoiding any confrontation. Those who actively avoid conflict frequently have low esteem or hold a position of low power.

7. Collaborating

This involves putting together several ideas given by different people so as to come up with a solution acceptable to everyone. This can be used to solve intergroup conflicts or conflicts at the work place. Though the process of collaboration is time-consuming, it results in a win-win situation.

8. Compromising

This strategy involves both parties in a conflict giving up some aspects of their demands and settling for an acceptable solution. Thus, each party loses something but also gains in a different way. This strategy is mostly used where the conflict is between two parties bearing equal authority or status. It can be employed, for instance, by business people when coming up with a business contract/ agreement.

Activity 7

Imagine that you are revising individually in class and your desk mate keeps interrupting you with stories about the holiday. Whenever you ask her to concentrate on her work, she gets upset and claims that you are hostile. This creates tension between the two of you to a point that she stops talking to you. How would you resolve your differences with your desk mate?

1.6 Prevention of conflict

Activity 8

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

There once lived a group of goat farmers in Ngatane. They owned a big piece of land outside the city. At some time, war broke out in that city and they all fled, along with all the inhabitants of the city.

After many years, the war ended and people started going back to their land. A group of fruit farmers got to the city. They saw the land belonging to the goat farmers. They thought they could use it to grow fruits which they would be selling to the people of the city. They started preparing the land for fruit growing.

However, before they had grown the fruits, the goat farmer arrived from exile. They wanted their land although they did not have good plans about how they would use it. A conflict arose between the two groups.

A judge was called to help resolve the conflict. When he came, he called the two groups and listened to their arguments. The goat farmers argued that the land belonged to them and they could not let it be taken by somebody else. The fruit farmers argued that they had already started work on the land and they could not just leave it. They gave a detailed plan of how they intended to use the land for the benefit of all.

After listening to the two groups, the judge ruled that the land should be given to the fruit farmers because they had shown how they would utilise the land for the benefit of all including the goat farmers. He argued that resources should always be given to those who can make the best use of them.

The goat farmers accepted to abide by this decision. To celebrate the successful outcome of this dispute, a singer was invited to entertain them.

Questions

1. Do you think the conflict in the story above was well managed? Give reasons for your answer.
2. Do you agree with the judge's statement that 'resources should always be given to those who can make the best use of them'? Give reasons for your answer.
3. Mention other ways of resolving conflict?
4. What can we do to prevent conflicts?

From the activity above, you realise that proper communication helps to prevent conflicts. Below are other ways of preventing conflict:

- Solve all problems in time as a small problem can eventually become a major reason to worry about later on.
- Communication also plays a very important role in avoiding conflict. People get to know of other's expectations and make their expectations known only through communicating. This way, conflicts arising from unmet expectations are avoided.
- Planning in time also helps in ensuring that nothing is forgotten and things are done efficiently, hence no one is inconvenienced or offended.
- Controlling one's emotions also is very important as emotional outbursts often result to conflicts and even worse, fighting.
- It is also important to practise patience and listening even if one is in disagreement. Listening helps to make the other party feel respected and this can reduce the likelihood of a conflict as compared to maintaining a rigid standpoint and being insensitive to the other person's point of view.
- Being sensitive to other people when communicating is another way of preventing conflicts. The way one talks, the tone and choice of words determine the effect of the communication. Politeness is a show of respect and it goes a long way in enhancing harmony among people.
- Give equal opportunities to all citizens. This checks against gender, ethnic or any forms of discrimination. Once all citizens know they have equal opportunities, there will be few cases of envy that lead to conflicts.
- Providing equal opportunities for each citizen to access quality education to their highest level possible helps prevent conflict.

- Providing every citizen with access to health facilities that are close and well equipped with all the resources needed will help prevent cases of conflict in a country.
- Ensuring democracy in all political activities will help prevent conflict in the society. Every member will know they can be listened to and they can participate in any political position they chose to, which will ensure peace.
- Ensuring a stable economy in a country will help prevent conflict. When the citizens know they can set up businesses, they can make money and can save and invest without fearing their investment will be stolen will help people work better and with more confidence and with each other fairly.

Activity 9

Discuss the ways of preventing conflicts both at home and in school.

UNIT SUMMARY

Conflict – a lack of understanding and agreement between people with opposing needs, interests, ideas, beliefs, values or goals.

Conflict management – the practice of being able to identify and handle conflicts sensibly, fairly and efficiently.

Types of conflict

1. Interpersonal conflict
2. Intrapersonal conflict
3. Intragroup conflict
4. Intergroup conflict
5. Ethical conflict

Causes of conflict

1. Causes of interpersonal conflict

- a. Personal or individual differences
- b. Selfishness
- c. Greed

2. Causes of intrapersonal conflict

- a. Low self esteem
- b. Lack of necessary life skills

3. Causes of intragroup conflict

- a. Dictatorial leadership
- b. Vested/personal interests in group affairs
- c. Individual differences among team members

4. Causes of intergroup conflict

- a. Undefined/poorly group boundaries
- b. Competition between groups in the same organisation.
- c. Struggle for limited resources
- d. Lack of shared vision
- e. Insufficient infrastructure
- f. Propaganda
- g. Poor communication

5. Causes of ethical conflict

- 1. Disharmony between personal beliefs and the situation at hand

Consequences of interpersonal conflict

- 1. Reduced social cohesion among community members
- 2. Discord in the family
- 3. Strained relationships among friends

Consequences of intrapersonal conflict

- 1. Restlessness and uneasiness (anxiety)
- 2. Depression
- 3. Delayed decision making
- 4. Indecisiveness
- 5. Diseases such as high blood pressure

Consequences of intragroup conflict

- 1. Mistrust among members of a team
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3. Gossip and slander among team members
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Consequences of intergroup conflict

1. Unhealthy competition between departments of the same organisation
2. Reduced morale by members of different departments leading reduced performance/ productivity
3. Wastage of company resources and time
4. Increased cost for the company as it invests in solving interdepartmental conflicts

Consequences of ethical conflict

1. Wrong choices
2. A sense of guilt after doing what you believe to be immoral
3. Being seen as a poor role model

b. Positive consequences

1. Conflicts foster an awareness that a problem exists.
2. Discussing conflicting views can lead to better solutions.
3. Conflicting situations require creativity to find the best solutions.
4. Managing conflict is a sign of maturity.
5. Conflict encourages people to grow.
6. Conflicts can help in discovering strengths of the other person.

Management and transformation of conflict

1. Mediation
2. Guidance and counselling
3. Talking about others
4. Arbitration
5. Accomodating
6. Avoiding
7. Collaborating
8. Compromising

Prevention of conflict

1. Address problems in good time
2. Communicate expectations

3. Plan in good time
4. Control your emotions
5. Practise patience
6. Listen to others
7. Be sensitive to others
8. Give equal opportunities to all

Test your competence

Read the conflict situation below then answer the questions that follow.

Isaro who has lived in Kigali town all his life went to visit his uncle's family in the rural areas. One sunny afternoon, Isaro and his cousin disagreed on how to spend their leisure time and engaged in the following exchange of words.

Isaro: I want to go down the river, and have a walk along the river. It's such a beautiful sight.

Mihigo: Let's play football instead. We can look for some more boys from the neighbourhood.

Isaro: Agh! Football is something I do every day at school. I'd like to do something different and rare.

Mihigo: You find going up and down those valleys fun full? You have no idea how much I dread going there even to fetch water. Besides, if we go along the river right now, we are likely to come across people bathing.

Isaro: What? People bathe there? That's barbaric. Do you use the same water to cook? Yack! I will never eat your food. Just the thought of it makes my stomach turn. *(Frowning)*

Mihigo: Spare me the act. You think, just because we live in the village we are less humans? You dare mock our lifestyle? Do you know how much dirt you people breathe in from the air coming from gas exhaustions in industries? We are better off; we have trees to clean our air.

Isaro: I am going to tell my uncle right now. How dare you say that to me?

Mihigo: You did it first.

(Isaro runs to his uncle to report his cousin.)

Questions

1. What do you think is the cause of the conflict between Isaro and Mihigo?
2. Would they have disagreed if they both had similar backgrounds?
3. What makes Mihigo retort back and say something offensive to Isaro instead of keeping quiet?
4. Is Mihigo right about the air in urban areas?
5. Suggest possible strategies of managing and transforming a conflict like the one seen in this story.
6. Mention other causes of conflict among people.

Unit
2

LEADERSHIP, GOVERNANCE AND MANAGEMENT

Key unit competences: To be able to criticise and improve different leadership styles.



Fig 2.1

'Men make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better.'

Harry S. Truman

Introduction

Leadership refers to the ability to influence followers positively. It can also be defined as the ability to organise and supervise others with the purpose of achieving goals. A leader leads through official authority and power, as well as through inspiration, persuasion and personal connections.

Leadership is the art of leading others to deliberately create a result that would not have happened otherwise.

In Rwanda we experience different levels of leadership, from national level district, sector, cell to the village - 'umudugudu'. Every community or group of people requires a leader. In this unit, we are going to study leadership and how it works. Be keen to make comparisons between each type of leadership and discuss as a class the advantages and disadvantages of each type. At the end of the unit you ought to creatively and innovatively decide which leadership style or type suits your community.

2.1 Concept of leadership

Activity 1

Group discussion

1. Discuss the characteristics of a good leader, a good manager and a good governor.
2. Discuss what leadership is to you.

Now see if you have captured these ideas in your discussions:

- Leadership is the process whereby an individual influences a group of individuals to achieve a common goal or to accomplish a mission.
- Leadership is inspiring others to pursue a vision within the goals set, so that it becomes a shared effort, a shared vision, and a shared success.

Leadership involves:

- Establishing a clear vision, sharing that vision with others so that they will follow willingly.
- Providing the information, knowledge and methods to fulfill that vision, and coordinating and balancing the conflicting situations.
- Leadership is a process of social influence, which means influencing people around you as a leader and maximising their efforts towards the achievement of a goal.

Note that all the definitions have something in common:

1. A person influences others, through social influence, not power, to get something accomplished.
2. Leadership requires others to get something accomplished.
3. There is a need to accomplish something, which means there is a goal to be accomplished.

Activity 2

Choose two kinds of leaders in your community and decide how they express their leadership. Do you think it reflects your understanding of the concept of leadership?

2.2 Leadership styles

Activity 3

In pairs, list down four leaders. They can be student leaders in school, in the village, church, mosque or even at the national level. Discuss your opinion on the method of leadership for each person you have listed. Which among them do you like based on their kind of leadership? Write down your ideas and present to the class.

You have discovered from your discussions about different leaders in your community that each has a different way or method of leading. In this section we shall refer to leadership styles and understand why and how leadership styles vary. Leadership style refers to a leader's characteristic behaviour when directing, motivating, guiding and managing groups of people.

The leadership styles include:

- | | |
|--|---------------------------------|
| i) Authoritarian/autocratic leadership | ii) Paternalistic leadership |
| iii) Democratic leadership | iv) Laissez-faire leadership |
| v) Bureaucratic leadership | vi) Transformational leadership |
| vii) Charismatic leadership | viii) Servant leadership |
| ix) Transactional leadership | x) Situational leadership |

(i) The authoritarian leadership:

It is the type of leadership where the leader keeps strict, close control over followers by keeping close regulation of policies and procedures given to followers. There is direct supervision in order to maintain a successful leadership environment. Followers are expected to be productive, and therefore authoritarian leaders endeavour to keep close supervision, because of their belief that for anything to be done it requires consistent supervision and follow up. Authoritarian leadership style often follows the vision of those that are in control even when the decisions are not agreed upon by every individual.



Fig 2.2

(ii) Paternalistic leadership:

This way of leadership is where the leader works by acting as a father figure: he takes care of the followers as a parent would. In this style of leadership the leader has complete concern for his followers or workers, creating a relationship of trust and loyalty with followers. A team spirit is created and people work interdependently; they treat each other like family within the organisation.



Fig 2.3

(iii) Democratic leadership:

Democratic leadership style involves the leader sharing the decision-making process with his followers. The followers have a sense of belonging, ownership and responsibility; this also promotes the interests of the group members by practicing social equality. One of the main characteristics of this leadership is discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. It



Fig 2.4

requires guidance and control by a specific leader.

(iv) Laissez-faire leadership:

This leadership style is where all the leaders and workers have the right and power to make decisions. Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of work and the running of the community. There is a high degree of independence and self-rule, while at the same time offering guidance and support when requested. The leader guides with freedom, the followers are provided with all materials necessary to accomplish their goals.



Fig 2.5

(v) Transformational Leadership:

This is where the leader is not limited by his or her followers' perception, ideas or innovations. The main objective is to work to change or transform his or her followers' needs and to redirect their thinking. Leaders that follow the transformation style of leading challenge and inspire their followers with a sense of purpose and excitement. They also create a vision of what they aspire to be, and communicate this idea to others.



Fig 2.6

(vi) Bureaucratic Leadership: This style of leadership follows rules very strictly and ensures that their people follow procedures precisely. Bureaucratic leadership is also useful for managing employees who perform routine tasks. This style is much less effective in teams and organisations that rely on flexibility, creativity or innovation.

(vii) Charismatic Leadership: Charismatic leadership resembles transformational leadership: both types of leaders inspire and motivate their team members. The difference lies in their intent. Transformational

leaders want to transform their teams and organisations, while leaders who rely on charisma often focus on themselves and their own ambitions, and they may not want to change anything.



Fig 2.7

(viii) Servant Leadership: Leads simply by meeting the needs of the people or community. In this leadership the person isn't formally recognised as a leader. These people often lead by example. They have high integrity and lead with generosity. This way of leadership creates a positive culture, and it can lead to high morale among the people or community.



Fig 2.8

(ix) Transactional Leadership: Transactional leadership is a style of leadership in which leaders create structures where it is clear what is required of their workers, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood. These leaders look to keep things the same.



Fig 2.9

(x) Situational Leadership: Situational leadership is where the leader must adjust his style to fit the development level of the followers he is trying to influence. With situational leadership, it is up to the leader to change his style, not the follower to adapt to the leader's style. The style may change continually to meet the needs of others in the organisation based on the situation.



Fig 2.10

Activity 4

1. From the various types of leadership you have learnt, which one appeals to you the most?
2. Give reasons for your answer.

2.3 Characteristics of a good leader

Activity 5

Think of an ideal leader, who is capable of bringing positive transformation and describe in writing the character traits that such a leader should possess. Share with your desk mate what you have written and see whether your description is in any way similar.

In your research and discussions you have discovered some of the characteristics of a good leader. Look at this list and check if there are any similarities:

- i) Honest
- ii) Courageous
- iii) Inspiring
- iv) Problem solver
- v) Fair-minded
- vi) Open-minded
- vii) Forward-looking
- viii) Imaginative
- ix) Competent
- x) Straight-forward
- xi) Intelligent

Let us now study each of these elements in detail:

- i) Honest** This is being truthful, sincere, having integrity in every action. Being untrue and deceptive in behaviour will not inspire trust.
- ii) Competent:** To be competent means to be capable, fit, suitably skilled and well qualified. A leader's actions should be based on reason and moral principles. A good leader does not make decisions based on emotional desires or feelings.
- iii) Forward-looking:** Setting goals and having a vision of the future is a good sign of good leadership. Effective leaders envision what they want and how to get it.
- iv) Inspiring:** Another characteristic of a good leader is inspirational. A leader who displays confidence in his actions. By showing endurance in mental, physical, and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.
- v) Intelligent:** When a leader reads, studies and seeks challenging assignments, he or she improves their knowledge. This is very beneficial when leading others.

vi) Fair-minded: A leader who shows fair treatment to all people and does not have prejudice will treat people and give justice fairly. A good characteristic of leadership is when a leader shows and displays empathy by being sensitive to the feelings, values, interests, and well being of others.

vii) Broad and open-minded: This means a leader is open to hearing and considering different points of view.

viii) Courageous: Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. A good leader displays a confident calmness when under stress.

ix) Straight-forward: Use sound judgment to make good decisions at the right time. A good leader considers all points of view and makes positive and workable decisions.

x) Imaginative: A good leader uses his natural gift of being creative and uses his imagination to drive the community towards the goals set.

xi) Problem solver: A good leader should be able to quickly and creatively, while following protocol, solve any problems that arise.

2.4 Challenges facing leaders

Activity 6

Look at the picture below and discuss it in groups.



Fig 2.11

1. What does the picture portray?
2. Is it ordinary for a policeman to smoke in public?
3. How does this act impact on the members of the society?

A policeman is a leader in the sense that he is supposed to enforce law that maintains order in the society. Smoking in public is unacceptable and therefore, as a leader, he should be able to lead by example. Most leaders experience challenges that hinder them from exercising their leadership efficiently. The following are some of the other challenges faced by leaders:

- Leading without being an example. Leadership requires that a leader has a good and admirable life background in and out of office. This can be very challenging when one wants to do and live according to one's desires and yet the leader needs to set a good example.
- A leader may face the challenge of lack of funding and other resources, opposition from forces in the community, and interpersonal problems within the community. Social, economic, and political activities may affect the community, for example regarding differences in human rights beliefs. When world powers decide that homosexuality for instance is a human right, then a leader of a conservative African country will have the challenge of implementing this in his community.
- There is of a challenge of motivating people and keeping them from staying in the same place too long especially when they feel like they are doing well. Leaders also have to motivate themselves, and to be enthusiastic about what they are doing.
- Leaders in most cases are faced with public criticism, especially from those they lead. This may arise because of finances, the politics of the country or community, or the morale of the people.
- Natural disasters and crises may occur and yet a leader has to find a way of controlling the situation. A Police Commander in cases of a tragic situation like murder or a road accident will have to deal with the bereaved families, the logistics of workers at the site among others. These are different from crises in that in a crisis, something important seems to be happening, and the situation needs to be controlled.
- One of the greatest challenges of leadership is facing your own personal issues, and making sure they don't prevent you from exercising leadership. For example challenges and issues from one's home environment, like family problems.
- Leaders also face the challenge of effective communication. This is difficult especially because a leader has a group of people with different

personalities and their own challenges. Communication has to reach each individual in the way the leader intended, but sometimes this doesn't happen.

- The loss of passion and intensity that can come with familiarity and long service. Think of a situation where a president rules a country for more than thirty years. He or she may lose the passion of good leadership.
- Non-cooperation from the community or people being led. This happens when people in the community do not participate in the general leadership and community goals.

Activity 7

What are the sources of the challenges of leadership?

2.5 Concept of management

Activity 8

Group work

Mr Mutanguha is a manager of a firm that deals in carrying out development projects in Rwanda. There is a project on tarmacking a rural road and his firm is involved. What is his role in this project as a manager? Discuss.

See whether your discussion gives the following understanding of the concept of management:

Management is the ability to coordinate or direct, leading to production of results, it involves identifying the mission, objectives and procedures required to meet a particular goal or objective. It involves planning, organising, coordinating and controlling activities of others. It involves the ability to delegate and follow up on goals being set. So managers practise management by delegating duties and ensuring that they are done. It is the skill of knowing what is to be done and seeing that it is done in the best possible way. Management must have people, a positive attitude towards work and good communication. It consists of six functions:

- Leading
- Planning
- Organising
- Staffing
- Coordinating
- Controlling

Management on the whole is the process of these six functions working together. Just like leadership involves working towards a common goal, so does management.

2.6 Functions of management

There are six major functions of management, as listed above. Let's look at these functions in some depth.

- **Planning:** The manager creates a detailed action plan aimed at some organisational goal. Planning is an ongoing step and can be highly specialised based on community or organisational and team goals. It is up to the manager to recognise which goals need to be planned within his or her individual area.
- **Organising:** Organising is done by delegating authority, assigning work, and providing direction so that the team works without any problems. Organising involves designating tasks and responsibilities to employees with the specific skills required to fulfill the tasks.
- **Leading:** The third function of management is leading. In this step, the manager spends time connecting with employees on an interpersonal level. It involves communicating, motivating, inspiring, and encouraging the community towards a higher level of productivity.
- **Controlling:** Once a plan has been carried out, the manager evaluates the results against the goals. If a goal is not being met, the manager must also take any necessary corrective actions to continue to work towards that goal.
- **Staffing:** This involves hiring the right people for the right jobs to achieve the objectives of the organisation. Staffing involves recruitment, training and development, performance appraisals, promotions and transfers.
- **Coordinating:** In management it is important to coordinate the organising, planning and staffing activities of the company and ensure all activities work well together for the good of the organisation. Coordinating involves communication, supervision and direction by management.

2.7 Characteristics of a good manager

Activity 9

Study the two descriptions given below and compare them. In your opinion, which of the two makes a good manager?

Case Study 1

Kahigi is a sales manager of Almond Oil. Aware of the fact that Almond Oil is a new product in the market, he has a good plan on how to launch it. He has gathered all the resources necessary and hired enough staff to have the product in the market. To begin with, Kahigi has planned a launching ceremony and after that he intends to give each member of his team a role to play in distributing the oil product. He plans to hold weekly meetings to discuss the challenges his team might be facing and deliberate on how to tackle them. One of his team members is physically disabled and in consideration of this, Kahigi has given him a one spot job which does not require him to go to the field.

Gasero on the other hand is a part time manager. He coordinates the sale of his products from the main office in Kigali mainly by communicating on phone. He has not met any of his team members: however, he makes follow up on the amount of money made on a monthly basis. Any member of his staff who does not deliver is dismissed without notice and immediately replaced.

From your discussion on the two managers, you realise that a good manager should possess the following qualities:

- **Leadership:** Good managers should be able to lead the employees they manage, they should have emotional stability, self-assurance, enthusiasm and be energetic and engaged. They do not get frustrated and overwhelmed with stress. Enthusiasm means the manager is interested in the work that is being done.
- **Communication:** Good managers must be able to communicate and listen effectively. They take the time to listen to what employees and customers have to say and are able to communicate that they understood what was said and act accordingly. Good managers are also aware of non-verbal communication, through the gestures and expressions of their employees.
- Good managers are **good planners**; they are organised, and they have knowledge of what needs to be done and when it needs to be done. They know and understand the goals of the business and what the employees need to do to achieve that goal. They plan the steps involved in achieving that goal and communicate the steps to the employees.

- A good manager is able to **identify** and **solve problems** and also take responsibility for problems that arise and find ethical solutions.
- **Self-Motivation** is a quality of an effective manager. This is the ability to see one's self getting the job done especially when they are faced with many challenges. A good manager should also be able to motivate others.
- **Integrity:** A good manager expresses integrity in and outside of the work environment.
- A good manager is both **dependable** and **reliable**. Employees will find it easy to fulfill their tasks sufficiently and relate to a manager who displays this character.
- **Optimism and confidence** are traits of a good manager. Being able to have and express a positive attitude inspires and motivates others.
- **Calmness:** This means that a manager ought to be able remain calm even in the most difficult and disastrous situation.
- **Being flexible:** This is required because situations and circumstances are always changing, therefore a leader is required to have the ability to adapt to any situation.
- A good manager has to be **knowledgeable** and **open to learning** more about the environment and the industry.
- Being able to **delegate**; a good manager should know that tasks need to be delegated. Not everything can be done by one or two individuals, therefore successful accomplishment of tasks requires a manager to assign various duties to suitable people.
- Another good characteristic of a good manager is that of being a **mediator**. Managing will require the manager to solve and mediate in conflicts in the work place.
- **Team Player:** Are you part of a team? You need to be able to function as part of a team if you want to succeed as an effective manager. Make sure that you are willing to work with others, and that you will hold up your end.
- A good manager ought to **respect and value others** and be able to combine respect with collaboration and create an excellent team spirit among the workers. You should also be able to work well with others, and understand different personalities.

2.8 Governance

Activity 10

1. As a class prefect in your class, what are some of the things you are expected to do?
2. In a country, what are some of the things that the government takes charge of?

(a) Notion

Governance is the ability to have rule or authority over people, controlling resources and commanding government activity. For example: taxation and providing social services, being responsible for provision of security of people and property.

(b) Types of governance

1. **Democratic Governance:** This is where the leaders in the different institutions; political, economic or private sectors, ensure that the institutions work as they are supposed to and helps the people they are supposed to help. This form of governance aims to not only reform the institutions but also help them find better and more efficient ways of dealing with the challenges affecting them.
2. **Economic and Financial Governance:** Economic and financial governance is where leaders are involved in promoting economic growth and reducing poverty in any institution. This can be done by finding ways for sustainable development, implementing economic policies that are transparent, predictable and credible, and ensuring proper financial management.
3. **E-Governance or information technology governance:** This is the assessment on information technology and communication and the impact it has on government practises, and how the government relates with the society. It has an indirect influence on relations between governments and their citizens, strengthening the participation and involvement of citizens in political choices so that their rights and duties are better understood and respected. The goals of e-governance is to ensure profitability in businesses dealing with information technology and that dangers that could arise are taken care of before they do.

4. **Corporate Governance:** Corporate governance deals with moral principles, values and practises that work to bring a balance between economic and social goals of different people, institutions and the society as a whole and the individual and common goals. The main emphasis of corporate governance is ensuring the best interest of the parties involved is upheld.
5. **Land governance/Environmental governance:** Land governance or environmental governance is concerned with issues of land ownership and tenure. It deals mostly with the policies, processes and institutions which are directly involved in the access to, use of and control over land. It also looks at how these policies are implemented and enforced and the people involved. It is involved in finding ways to sustain land development and reduction of poverty.
6. **Public governance:** Public governance can be said to be the power relationship between the government and its citizens. It can occur through the government working with community organisations to provide services to the citizens and through the government ensuring there is proper competition for goods and services in a market that is regulated by the government.
7. **Private governance:** Private governance occurs when non-governmental entities or private societies or institutions make policies that have a major effect on the quality of life and opportunities of the citizens of a country.
8. **Non-profit governance:** Non-profit governance works in ensuring that an institution achieves its social mission while still making sure the institution or organisation is viable. Public trust and accountability is important to the survival of an organisation, so it needs to achieve its mission in a way that is respected by those it serves and the society in which it is located.

FUNCTIONS OF GOVERNANCE

1. **Determining the objectives of the organisation.** These are expressed through the organisation's vision and mission statements and implemented through its strategic plan.

- 2. Determining the ethics of the organisation.** This means to define what aspects of behaviour are really important. Ethics are based on morals and values. They help to set the rules or standards that govern the conduct of people within the organisation. The set of behaviour normally is set by the people heading the organisation and passed down to the rest of the members.
- 3. Creating the culture of the organisation.** This looks at the way people interact with each other. The leaders of the organisation decide on the culture they want and influence this decision through the people they appoint to top positions.
- 4. Ensuring compliance by the organisation.** This means ensuring the members of the organisation comply with its regulatory, statutory and legal obligations and also work towards achieving the organisation's objectives.
- 5. Designing and implementing the governance framework for the organisation.** The governing body is accountable for the performance of the organisation, and retains overall responsibility for the organisation it governs.
- 6. Ensuring accountability by management.** To ensure the efficient governance of the organisation, various responsibilities need to be delegated to people within the organisation's management. There is a governance framework that defines the principles, structures, enabling factors and interfaces through which the organisation's operational arrangements will operate, which is what ensures accountability.

2.9 Relationship between leadership, management and governance

Activity 11

1. Discuss the relationship between leadership, management and governance.

Your discussion should bring out these characteristics and more.

1. Governance can be said to be representing the owners or people who represent a firm, company or any institution and the will of these people.

These owners will then appoint the management personnel whose mandate is to manage the organisation. These managers must have some leadership qualities for them to be accepted by the governing body as managers. This therefore shows a relationship between management, governance and leadership.

2. One of the functions of governance is to determine the objectives of the organisation, its vision and how this can be made the organisation's policy. Management, on the other hand, is about making decisions for implementing the policies set by the governing body of the organisation. The leadership qualities of the managers brought on board is what will determine how well the policies are implemented or not and how well the rest of the staff in the organisation take up the vision.
3. Management comes second to the governing body of any organisation. This means there has to be an organisation that needs managers. The managers are bound to exist only if they agree to the wishes of the governing body. The qualities of a leader that exist in the manager and how acceptable they are to the governing body are also what ensure an individual stays in management in the organisation.
4. As noted, there are different types of governance and different types of leadership styles. The governing body, based on what type it is, may choose management individuals with specific leadership styles that suit their wants.

UNIT SUMMARY

Leadership - the process whereby an individual influences a group of individuals to achieve a common goal or to accomplish a mission.

Management - the ability to coordinate and, direct, leading to production of results. It involves identifying the mission, objectives and procedures required to meet a particular goal or objective.

Governance - the ability to have rule or authority over people, control resources and command government activity or public affairs.

Leadership styles

1. Authoritarian leadership
2. Paternalistic leadership
3. Democratic leadership
4. Laissez-faire leadership

5. Bureaucratic leadership
6. Transformational leadership
7. Charismatic leadership
8. Servant leadership
9. Transactional leadership
10. Situational leadership

Characteristics of a good leader

- | | |
|---------------------|--------------------|
| i Honest | vii Open-minded |
| ii Competent | viii Courageous |
| iii Forward-looking | ix Straightforward |
| iv Inspiring | x Imaginative |
| v Intelligent | xi Problem solver |
| vi Fair-minded | |

Challenges facing leaders

1. Being a role model
2. Balancing personal and corporate interests
3. Lack of adequate funding
4. Motivating others
5. Natural disasters and crises
6. Communicating effectively
7. Loss of passion
8. Lack of cooperation from other stakeholders

Functions of management

- | | |
|-------------|-----------------|
| 1. Planning | 2. Organising |
| 3. Leading | 4. Controlling |
| 5. Staffing | 6. Coordinating |

Characteristics of a good manager

1. He/ she is a good leader.
2. He/ she communicates effectively.
3. He/ she is a good planner.
4. He/ she identifies and solves problems.
5. He/ she is self-motivated.

6. He/ she is a person of integrity.
7. He/ she is optimistic and confident.
8. He/ she remains calm even in difficult situations.
9. He/ she is flexible.
10. He/ she is knowledgeable.
11. He/ she delegates responsibilities to others.
12. He/ she is a mediator.
13. He/ she is a team player.
14. He/ she respects and values others.

Types of governance

1. Democratic Governance
2. Economic and Financial Governance
3. E-Governance or information technology governance
4. Corporate Governance
5. Land governance/Environmental governance
6. Public governance
7. Private governance
8. Non-profit governance

Functions of governance

1. Determining the objectives of the organisation
2. Determining the ethics of the organisation
3. Creating the culture of the organisation
4. Ensuring compliance by the organisation
5. Designing and implementing the governance framework for the organisation
6. Ensuring accountability by management

Test your competence

Read the two case studies below then answer the questions that follow.

Case study 1

John was always a happy and confident boy. He liked trying new things. He did this mostly to find out what his parents would say to him after his effort of trying a new thing. His parents always told him that they believed in him. They said he could do anything that he put his mind on. To make him believe this, they encouraged him to try anything that he thought of.

Every time he tried a new thing, his mother would comment, “Go on my genius. You can do it. Mum will be there to help you in case you are completely stuck. But geniuses like you have a way of getting things done.”

His father motivated him in a similar way. John went to him most of the times when he was stuck. He would ask him for help then his father would reply, “What did you do the first time?”

After his reply the father would then say, “Well, that was a brilliant one. But I think we can come up with a better idea. What do you think you need to do to make it work? Take a few minutes and think about it. I will be waiting.” Soon, John would get a solution then rush back to his father. His father would remark, “Excellent, I knew you would get it. Good boy. I am proud of you.” With this, he would rush to his mother to report his success. The mother would again heap compliments on John. This always made John very happy and confident.

Case study 2

Grace was never sure of herself. She needed approval for anything that she did. She would even seek for approval from younger girls who knew very little about whatever she needed.

Back at home, her parents controlled everything she did. They insisted that she could not do anything without their approval. They said that she was small and not wise enough to try new things. They said the world was a dangerous place where parental guidance was a must.

Any time Grace tried a new thing, her mother would yell at her and tell her not to become one of those know-it-all girls she sees on the streets. She said that she knew what was best for her and therefore Grace should just wait for her instructions on what to do.

Every time Grace succeeded in anything after guidance, her mother would exclaim, “You see! Your mother is brilliant. Trust her and she will always show you what to do.”

As a result, Grace believed that she always needed someone to show her what to do, even on things that she was well familiar with.

Questions

1. Identify the leadership styles by the parents in these two case studies.
2. What are the benefits of each leadership style as seen through the children?
3. What are the disadvantages of each leadership style as seen through John and Grace?
4. Suggest possible improvements to any of the leadership styles by the two families.

INTERNATIONAL RELATIONS

Key unit competence: To be able to analyse the influence of imperialism, post-colonial nationalism, geopolitics on developing countries.



Fig 3.1

Introduction

All countries in the world are related to each other, historically, politically, socially or economically. There is no country in the world history which has ever succeeded in living and depending on its own politically, socially or economically. They all relate in language, history, among other fields.

In this unit, we are going to focus on the international relationship among many countries, their benefits and costs associated with these relationships, as well as the interest and history behind their relationship.

This unit equips students with the history of pre-colonial and colonial experiences, neo-colonialism and geopolitics on developing countries as well as the relationship between these countries and our country. Therefore, by the end of this unit, you should be able to:

- Establish the difference between imperialism and colonialism.
- Explain the concept of post-colonial nationalism, neo-colonialism and geopolitics.
- Explain the impact of neo-colonialism and geopolitics on developing countries.
- Be able to relate this unit to the East African history of scramble for and partition of Africa as well as European history.

Activity 1

1. Find out from History books and the Internet the meaning of imperialism, colonialism, post-colonial nationalism, neo-colonialism and geopolitics and then make notes.

3.1 Concept of imperialism

Activity 2

Discuss the following scenario:

Imagine a stranger came to your class, interrupting a lesson of your class teacher and takes over giving you new instructions and dictating new rules by which you must abide. They include:

- i. Write with left hand only
- ii. Girls on one side of the room, boys on the other
- iii. Must stand up to speak when answering in class
- iv. Must call your teacher by the name
- v. Must write in their note book from right to left

Take turns to describe how such a situation would affect your normal lives in school.

Definition

The above situation portrays an aspect of imperialism. Imperialism can be described as an extension of a nation's authority by the establishment of economic, social and political dominance over other nations. It seeks to exercise control of the activities of another country or countries through the use of military force and or diplomacy. If another country tries to control the activities of another country, whether through diplomacy or military force, this would be imperialism.

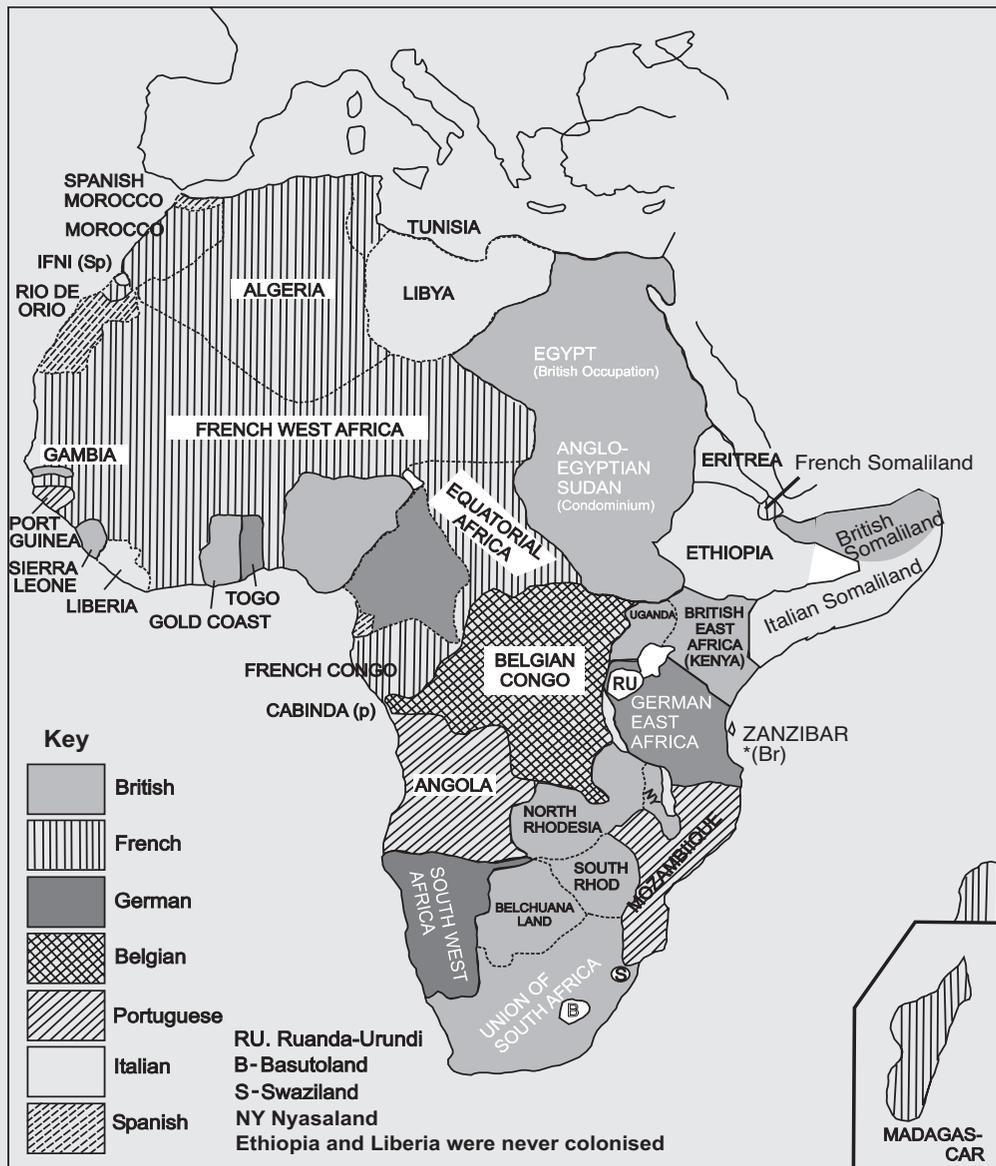
Imperialism can also mean a policy or practice by which a country increases its power by gaining control over other areas of the world.

3.2 The concept of colonialism

Activity 3

The European countries, between November 1884 to February 1885, shared almost all African countries. On page 43 is a sketch map of Africa showing European countries and the African countries they dominated during that period.

European Domination of Africa



Source: History book 2

Fig 3.2

Pair Work

1. Discuss why various African countries have differing national languages. For example, most Rwandans know how to interact in French as compared to the East African countries such as Kenya, Uganda and Tanzania.
2. Discuss the reasons why the Europeans were interested in African states.

From the map above, you have seen how different European countries took over the control of African countries. These countries like France, Britain, Portugal, Germany and the likes are referred to as colonialists.

Therefore, the practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically is termed as colonialism.

Activity 4

1. From the map above, name any 3 colonies for each of the colonialists.
2. Mention any country in Africa, which was not colonised.

3.3 Concept of post-colonial nationalism

Activity 5

All African countries, with the exception of Ethiopia and Liberia started out as colonies. And just as with the American War for Independence, most African countries, such as Angola, Mozambique, Namibia, South Africa and Zimbabwe, also gained their independence only after waging war against their colonial masters. While some African countries gained independence without having to resort to a revolution, in every African country, independence was won only after the people organised themselves in a struggle against colonialism. The fighters needed to have self rule and to control their own activities.

However, even after independence, there have been attempts by foreign governments to exercise control over their former colonies. Discuss any attempts made by foreign countries to control Rwanda's activities. How have the people of Rwanda reacted to this?

From your discussion in Activity 5, you may have noted that any attempts by foreign countries, especially former colonies to interfere with the running of Rwanda's internal affairs is met by stiff resistance from both government officers and the citizens. Such resistance by the citizens of an independent state against foreign intrusion or control can be referred to as post-colonial nationalism.

Nationalism refers to an ideology, a form of culture, or a social movement that focuses on the nation and the need for a nation's self determination. Post-colonial nationalism occurs in those nations that have been colonised and exploited. It takes the form of resistance to new imperialist intrusions either by former colonial masters or new foreign powers. Post-colonial nationalism attempts to ensure that the affairs of people in their independent states/ countries are controlled primarily by the people themselves, and not by colonial powers.

Examples of post-colonial nationalism include the African nationalism in South Africa which is a political movement for the unification of Africa (Pan-Africanism) and for national self-determination. It urges the Africans there to see themselves as South Africans and not members of their ethnic communities such as Zulu, Xhosa, Sotho, etc.

Another example of Post-colonial nationalism is the Arab nationalism. This is an ideology celebrating the glories of Arab civilisation, the language and literature of the Arabs and calls for rejuvenation and political union in the Arab world. Others are Indian nationalism, Chinese nationalism, Mexican nationalism and Haitian Revolution. Venezuela has also experienced this through the ideology of Bolivarianism which has been partly inspired by the anti-colonial ideals of Simón Bolívar.

Activity 6

1. Discuss the tools used by African leaders to bring about post-colonial nationalism in African states.
2. Mention some of the strong leaders of Africa who spearheaded the post-colonial nationalism.

3.4 Concept of neo-colonialism

Activity 7

In your opinion, do you think that African countries are totally free of colonialism after gaining independence? Support your views with tangible examples.

From the above activity, we have seen that though almost all African countries gained their independence, there are still signs of colonialism. Many colonial

masters still dominate the African states politically, socially and economically. The economic and political policy by which a great power indirectly maintains or extends its influence over other areas or people is what we call **neo-colonialism**.

It is a new form of colonialism by which former colonial masters in Africa have used their political and economic power to maintain influence over their former colonies.

For example, most international corporations belong to the developed countries such as America, and these corporations control the socio-economic situations of the developing countries, most of which are African.

A good example is the assimilation of the Western culture by Africans through the media. Most movies and shows as well as the music enjoyed by the developing countries originate from the Western countries due to the fact that they have higher economic ability to produce and distribute them all over the world. Their influence is reflected in the social lives of Africans by way of the more preferred languages and lifestyle such as mode of dressing and choice of food. The African is therefore made to think that which is Western is better than anything African. This is neo-colonialism.

Activity 8

1. Debate, "African countries are still under colonial influence despite their independence from colonialists."

3.5 Concept of geopolitics

Activity 9

1. Brainstorm on the major reasons why some European and American countries are interested in African countries like Libya, DRC and South Sudan.
2. Discuss how the physical and human features influence political activities in some countries.

In your discussion, you found out that Geography studies the places and the relationships between the people and the environment while politics is the practice of influencing other people.

The countries mentioned above like Libya, DRC and South Sudan are endowed with natural resources like oil, and mineral resources like gold, copper, and diamonds. Others are influenced by strong economies, in such a way that many countries are interested in influencing the political, social and economic activities in these countries.

These effects of geographical features (physical and human) in these countries has led to the political influence, a term we call geopolitics. These features include natural resources like land, lakes and rivers, forests, access to the sea, mineral deposits like gold as well as human activities like coastal trade and strategic areas.

Geopolitics focuses on political power in relation to the geography of an area.

Activity 10

Explain the reasons for the scramble for and partition of African states by the European colonies.

3.6 Impact of neo-colonialism and geopolitics on developing countries

Activity 11

Discuss the impact of neo-colonialism and geopolitics in developing countries.

From the activity, you have seen that neocolonialism and geopolitics has both positive and negative impacts. Below are some of these impacts.

3.6.1 Economical impacts

a. Negative effects

1. Due to dependence on the former foreign powers, there is delay in the industrial growth of developing nations. Most have poorly developed manufacturing industries since they import finished products from developed nations.
2. The economy of developing countries is dependent on foreign markets and trade agreements with multinational corporations. This dependence on former foreign powers results in unsustainable development of these countries and continued underdevelopment.

3. International investors own thousands of acres of land for the use of trade in developing nations. If neocolonialism continues, the exploitation of the land will eventually deplete the nation's natural resources.
4. Exploitation of developing countries through profit repatriation by multinational corporations and expatriates.
5. Hindered economic co-operation. Organisations aimed at promoting regional economic integration e.g. the E.A.C, ECOWAS, COMESA have been adversely influenced and weakened by developed countries.
6. Dependence syndrome. African countries have been put in a situation of continuous begging. They think in terms of requesting for loans and grants instead of accumulating local capital.
7. Economic indebtedness. African countries have accumulated heavy debts with no hope of ever being able to repay them. This shows that there is no economic independence in Africa.

b. Positive impacts

1. Transport infrastructure was built, not to serve the needs of the people, but to serve the interests of the neo-colonialists – to transport imported goods to markets. This, however, has improved transport systems in developing nations thus making transport easy for the citizens in the affected areas.
2. Increased commercial exploitation of natural resources e.g. minerals through use of modern machinery.
3. Foreign aid to poor countries and countries facing wars and natural disasters.

3.6.2 Social impacts

a. Negative effects

1. Social cohesion is adversely affected due to existence of a wide economic gap between the elite (who are part of the neo-colonialists) and the common folk.
2. It has promoted divisions among African countries due to attachment by Africans to either Anglophone or Francophone groups.

b. Positive impacts

1. Improved social services and infrastructure e.g. improved education facilities, health facilities, roads, etc.

2. Increased use of science and technology
3. Women emancipation

3.6.3 Political impacts

a. Negative effects

1. Some of the army men that belonged to the colonial power continue to practise colonialism against their own people whether elected or not. A good example was in the 1994 Rwandan Genocide against the Tutsi.
2. There is loss of independence because developing nations cannot make their own decisions without consulting the developed nations which fund most of the programmes in the developing countries.
3. Continued political instabilities in form of coup d'états, rigging of votes, civil wars and political assassinations. These are due to the desire by former colonial masters to maintain influence in Africa.

b. Positive impacts

1. Modern military training
2. Democracy and multiparty politics

3.6.4 Cultural impacts

a. Negative effects

1. Languages of the former colonies became the official languages of the independent countries. This led to dilution of the people's culture, as language is a major component of the culture of any community.
2. With the introduction of the new languages and new forms of communication came the introduction of new culture which brought in new traditions and practices to the communities, for example, new dress codes.
3. Cultural degradation in Africa. Neo-colonialism has promoted western values in Africa, for example western music, foreign religions, western culture, foreign dressing code and foreign languages.

Activity 12

1. Highlight the impacts of neo-colonialism and geopolitics on Rwanda.
2. Suggest possible ways of curbing the effects of neocolonialism and geopolitics to Rwanda.

3.7 Regional and International relations

Activity 13

1. Find out from the Internet and other resource materials how Rwanda relates with other countries within and outside the African continent. What are the factors that bring her together with these other countries?
2. Imagine that your head teacher begins an exchange program with a school located in Asia whereby students from your school are allowed to learn in the other school for a term while students from their school come to yours as compared to a situation whereby the other school is Ghana which is a country adjacent to Rwanda. What is the difference between these two cases?

From the above activity, you learn that sometimes, needs necessitate that people or institutions depend on each other. The difference between the two cases above is that one relationship is regional while the other is international. The first scenario is an international relationship as the two schools are in countries that are far apart and hold differing policies, while the second scenario is regional as Rwanda and Ghana are geographically adjacent.

Countries depend on each other for the following reasons:

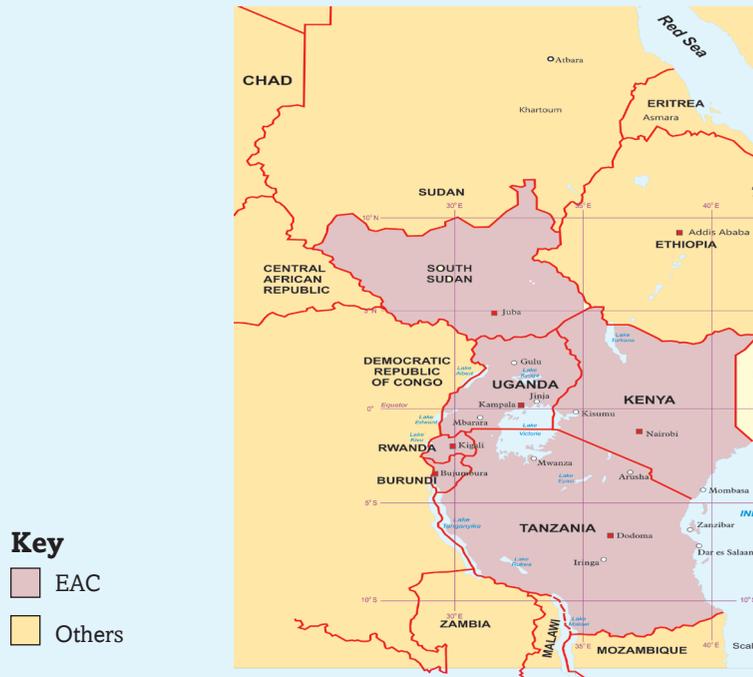
1. They have a common ethnicity like the Bantu in East Africa.
2. They share a common physical feature, e.g. Uganda, Kenya and Tanzania share Lake Victoria, the Great Lakes Region in North America, etc .
3. They may share the same colonial power hence speak the same national language.
4. Geographical proximity.
5. Political friendship to each other by the heads of state, e.g. the presidents of Rwanda, Kenya and Uganda.
6. Common trade.
7. To help each other, either financially or in creating peace.

Activity 14

1. Explain the importance of countries relating with each other, politically, socially and economically.
2. Mention some countries which have a good relationship with Rwanda and the areas where the relationship came from.

3.8. Regional and international integration

Activity 15



Source: Social Studies Book 6

Fig 3.3

1. The countries shown in pink colour in this map belong to a regional block. What is the name of this bloc?
2. Name any other regional bloc you know of.

The map above shows countries in the East African Community. This is an example of regional intergration. Regional/international integration is the cooperation of several countries in order to enjoy political, social and economic benefits.

Some of the international and regional blocs include:

a) Regional blocs

- European Union (EU)
- East African Community (EAC)
- Common Market for East and South Africa (COMESA)

- Southern African Development Community (SADC)
- African Union (AU)
- Union of South American Nations (USAN)
- Association of Southeast Asian Nations (ASAN)
- Economic Community of the Great Lakes Countries (ECGLC/CEPGL)
- The European Economic Community (EEC)

(b) International blocs

- The United Nations (UN)
- The Commonwealth (CW)

The benefits of regional and international intergration include:

1. The free movement of goods and services makes imported products from member states less expensive.
2. It increases industrial expansion.
3. It reduces duplication costs e.g. creating the same type of industry that exists in another member country.
4. Countries can easily obtain foreign resources from the member states.
5. It allows member countries to carry out research easily and access information at lower prices.
6. It increases the bargaining power of member countries. They can compete with non-member states as one block.
7. Member countries share infrastructure and other services, e.g. universities, banks, railway lines, roads, schools, e.t.c.
8. A common currency helps in foreign exchange at border posts which facilitates trade.
9. It encourages political co-operation and exchange of ideas among member countries.
10. It increases employment opportunities to the people.

Activity 16

1. Mention any regional or international blocks where Rwanda is a member.
2. Explain the role of Rwanda in the East African Community.

3.9 South-south cooperation

Activity 17

1. Using a world map or the globe, identify countries on the continent/world that are found south of the equator.
2. Discuss the meaning of cooperation.

From the above activity, you have seen that a cooperation is a group of people coming together for a common goal. Using the globe, South-South Cooperation can be a cooperation between countries in the south.

Therefore, a cooperation among countries of the South in the political, economic, social, cultural, environmental and technical domains is what is called the **South-South Cooperation**. However, South - South cooperation is a term used by policy makers and academics to describe the exchange of resources, technology and knowledge between developing countries, which are also known as countries of the global south. These are countries in Africa, Asia and South America.

It involves two or more developing countries, it can take place on a bilateral, regional, sub-regional or inter-regional basis. Developing countries share knowledge, skills, expertise and resources to meet their development goals through collective efforts.

Recent developments in South-South cooperation have taken the form of increased volume of South-South trade, South-South flows of foreign direct investment, movements towards regional integration, technology transfers, sharing of solutions and experts, and other forms of exchanges.

Objectives of South-South Cooperation

The basic objectives of South-South cooperation are interdependent and mutually supportive and contribute to the broader objectives of international development cooperation. These objectives are to:

- Foster the self-reliance of developing countries.
- Promote and strengthen collective self-reliance among developing countries
- Strengthen the capacity of developing countries

- Increase the quantity and enhance the quality of international development cooperation
- Increase and improve communication among developing countries
- Recognise and respond to the problems and requirements of the least developed countries, land-locked developing countries, small island developing states
- Enable developing countries to achieve a greater degree of participation in international economic activities

UNIT SUMMARY

Imperialism - the extension of a nation's authority by the establishment of economic, social and political dominance over other nations.

Colonialism - the practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.

Neo-colonialism - the economic and political policies by which a great power indirectly maintains or extends its influence over other areas or people.

Geopolitics - it focuses on political power in relation to the geography of the area.

Impact of neo-colonialism and geopolitics on developing countries

The negative impacts of neo-colonialism and geopolitics include;

1. Loss of independence because Africans cannot make their own decisions.
2. Exploitation of Africa through profit repatriation by multi-lateral corporations and expatriates.
3. It has promoted divisions among African countries due to attachment by Africans to either Anglophone or Francophone groups.
4. Hindered economic co-operation
5. Continued political instabilities
6. Economic under development
7. Dependence syndrome
8. Economic indebtedness
9. Brain drain
10. Cultural degradation in Africa

11. New social classes have been created in Africa. that is the selfish and rich and the peasants.
12. Human trafficking (modern day slavery)
13. Diseases and death

The positive impacts of neo-colonialism and geopolitics include;

1. Improved social services and infrastructure.
2. Modern military training
3. Improved science and technology
4. Democracy and multiparty politics
5. Women emancipation
6. Effective exploitation of natural resources e.g. minerals
7. Foreign aid to poor countries and countries facing wars and natural disasters.

Test your competence

Explain the impact of the following on developing countries:

- (a) imperialism
- (b) post-colonial nationalism
- (c) neo-colonialism
- (d) geopolitics

TOPIC 2: SUSTAINABLE DEVELOPMENT

SUBTOPIC AREA 3: WEALTH CREATION

UNIT 4: MULTINATIONAL CORPORATIONS

UNIT 5: MONEY AND FINANCE

UNIT 6: TOURISM AND DEVELOPMENT

SUBTOPIC AREA 4: ENVIRONMENTAL AWARENESS

UNIT 7: ENVIRONMENT AND SUSTAINABLE
DEVELOPMENT

Unit
4

MULTINATIONAL CORPORATIONS

Key unit competence: Ability to analyse the role of multinational corporations in host countries.



Fig 4.1

Introduction

Just like large trees have the advantage of dominating an area due to their prominence over smaller trees, businesses can grow and have several branches even outside their country of origin. This benefits the host country as they are able to access the services offered by these business. On the other hand, the businesses of the host country face a challenge of beating the multi-national corporations economically. They are unable to compete with them and end up being under their shadow.

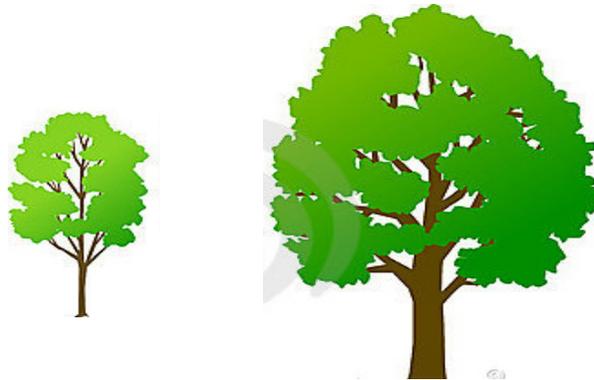


Fig 4.2: A small and big tree

All around us are products that can be accessed the world over such as mobile phones, beverages, televisions, among others. How come these products are available in almost every part of the world? The answer to this question is multinational corporations. **Multinational corporations** are businesses that have branches in several other countries and have their headquarters based in the home country. In this unit, we will discuss in detail how multinational corporations work.

We will also study the various multinational corporations in Rwanda and the East African countries, how they operate and the advantages and disadvantages that come along with them.

4.1 Multinational corporations operating in Rwanda and the East African Community

Activity 1

The picture on page 60 shows a bank that is found in more than one country. Find out its country of origin and other host countries apart from Rwanda.



Fig 4.3

Multinational corporations refer to organisations which have headquarters in one country but branches in different other countries. They contribute highly to the economic development of a country. Rwanda, among other countries especially in the East African region, is a host of an array of multinational Corporations. Among them are international banks and companies dealing with electronics.

Multinational corporations in Rwanda and the East African Community.

The following are some of the multinational corporations in Rwanda and the East African countries: Kenya, Uganda, Tanzania, South Sudan and Burundi:

1. Shell oil corporations
2. Coca cola Ltd
3. Pepsi cola Ltd
4. Nokia
5. Samsung
6. Arab contractors Ltd
7. Maersk Ltd
8. Rwandex Sa
9. Nakumatt

List of banks include:

1. Equity Bank
2. KCB
3. ECO Bank
4. I&M Bank,etc.

Activity 2

Find out the names of supermarkets in Rwanda that fall under the category of multinational corporations.

4.2 Categories of multinational corporations

Activity 3

Study the following case studies and identify the category of corporation in which they belong.

Case Study 1

The organisation of a multi-national company.

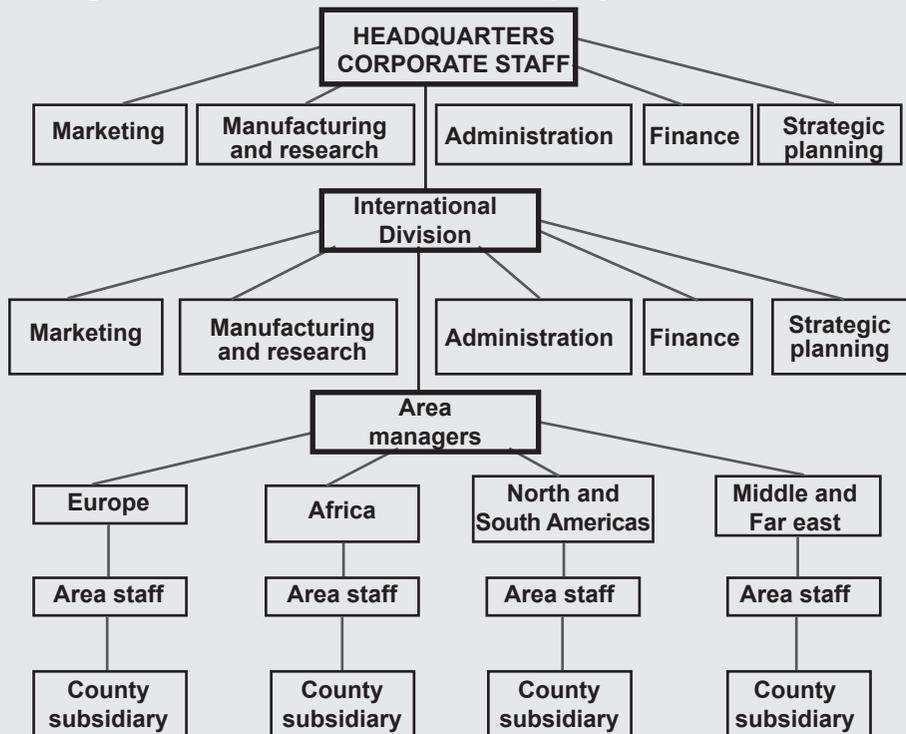


Fig 4.4

Case Study 2

An Indian man opened a construction business, which grew and has branches in three other countries. He put his three sons each to manage a branch on his own.

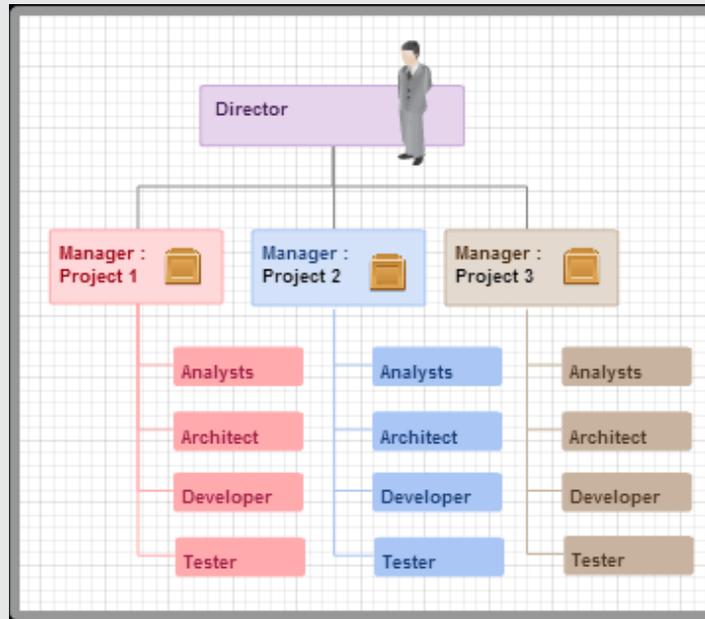


Fig 4.5

Case Study 3

A Chinese company marketing its products through the Internet and shipping them to the buyers who are located in various countries.

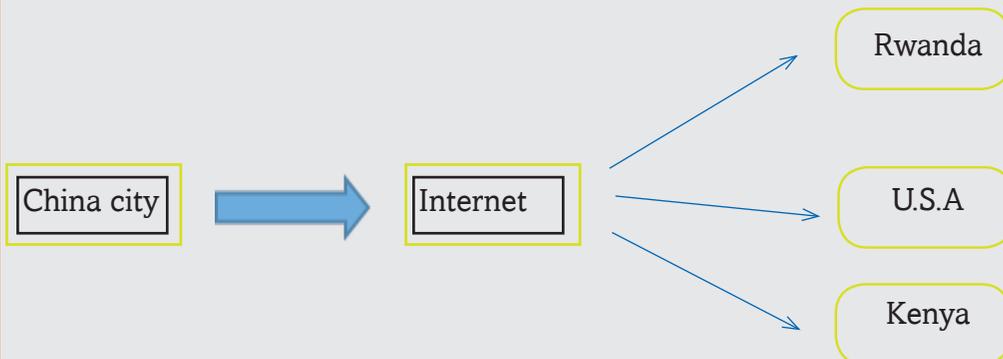


Fig 4.6

From your discussion in the Activity above, you are likely to have found out that multinational corporations operate in different ways. Their organisation in terms of management differs from one company to another. Below are descriptions of the major categories of multinational corporations.

1. **Multinational decentralised corporation** – This is a corporation with strong home country presence but with independent branches in other countries with their own resources and maximising on output. An example is Airtel and Coca cola.
2. **Global centralised corporation** – This is a corporation whose subsidiaries report to the main headquarters, which means coordination is from one focal point. This could be wherever cheaper resources are available, or the pioneer company. For example Microsoft and Nokia.
3. **International companies** - These build on the parent corporation technology. Some corporations expand their business outreach through their accessibility to technology. An example is Airtel company and Philips.
4. **A transnational enterprise** – This is a company that combines the three approaches. For example Nestle.

Activity 4

Use your critical analysis skills to determine the most efficient way of running a multinational corporation.

4.3 Forms of multinational corporations

Activity 5

Below is a product that has been in use in Rwanda over the years. Read the information given below it and discuss the question that follows.



Fig 4.7

Yamaha Motor Company Ltd is a Japanese manufacturer of motorcycles, marine products such as boats and outboard motors, and other motorised products. The company was established in 1955 and is headquartered in Japan. It conducts development, production and marketing operations through 109 subsidiaries.

Find out from books including the dictionary the meaning of the following words and discuss under which form of corporations Yamaha Motor Company Ltd belongs:

1. Franchising
2. Branches
3. Subsidiaries
4. Joint ventures
5. Turn key projects

From your discussion, you realise that there are many ways in which a multinational corporation can conduct business. Given below are details about the various forms of multinational companies depending on the production and marketing techniques used.

a. Franchising

In this form, multinational corporations grant firms in a foreign countries the right to use its trademark and brand name. This system is popular for products which enjoy good demand in host countries. An example is Bralirwa, which produces Coca-Cola product under franchise.

b. Branches

In this form, multinational corporations open branches in different countries which work under the direction and control of the main governing body located at the head office in the host country. Every branch follows the laid down laws and regulations of the head office and host countries. Examples include Equity Bank, which has branches in different countries, including Rwanda.

c. Subsidiaries

In this form, a multinational corporation may establish wholly owned businesses in foreign countries. The subsidiaries in foreign countries follow the rules, regulations and policies laid down by the parent company. An example is Balton Rwanda, the youngest subsidiary of the Balton CP group, a British multinational company with a strong presence across Africa.

d. Joint Venture

Here, a multinational corporation establishes a company in a foreign country in partnership with local firms. The multinational and the established foreign firm share the ownership and control of the business. Generally, the multinational provides technology and managerial skills while the daily running of the venture and its management is left to the local partner. An example is the joint venture between the Government of Rwanda and Africa Improved Foods Ltd (AIF) to improve the nutritional status of its people.

e. Turn Key Projects

In this form, the multinational corporation engages a project in a foreign country. The multinational constructs and operates the running of the industrial plant by itself. It provides training to the people hired to run the project. It may also guarantee the quality and quantity of production over a long period of time. Rwanda awarded a turn key contract to a consortium of India's Bharat Heavy Electricals Ltd. and Angelique International Ltd. to help construct Nyabarongo hydropower plant.

Activity 6

1. List down examples of international companies in Rwanda.
2. Discuss what form of a multinational corporation each is.

4.4 Advantages and disadvantages of multinational corporations on host countries

When a country has more business going on, there is definitely going to be improvement in the economy. However, sometimes the country hosting the foreign investment can experience a few drawbacks in its socio-economic structures. Below are some of the advantages and disadvantages of multinational corporations:

4.4.1 Advantages of multinational corporations

1. Huge capital. Introduction of multinational corporations brings in capital to the host country in the form of jobs created, payment of licenses and buying of materials used to build the companies.
2. Modern technology. The running of the corporations also requires better technology, which will have to be installed in the host country. This technology will not only help in the running of the corporation but also be used by others in the host country. For instance, the coming of telecommunication companies such as Airtel has helped the country get access to fast internet speeds and high end mobile phones.
3. Mass qualitative products. The products that the corporations create are of high quality. This is because multinational companies use modern technology to produce and distribute their products. The fact that the companies choose to settle in the host country also means that production costs are relatively low. This means they produce mass products as a result of the low costs.
4. Efficient management. The different forms like franchising, branches or subsidiaries, have to adhere to the policies of the main multinational corporation head office. Most multinationals have strict policies in terms of how they are run which ensures productivity. This translates to the different branches, subsidiaries, etc, having to do the same, which ensures efficient management.

5. Research and development. Before a multinational corporation decides on a product or service or method of manufacturing, they embark on serious research of the product and its viability. This same professionalism in research and development is carried to the franchises, branches, etc, to ensure continuity of the product in the host country. This research also helps to maintain the good quality of the product.
6. Employment opportunities. Multinationals offer employment to locals in the host country where they operate. This helps raise the living standards of people employed, their family members, the community and the country in general.
7. Elimination of trade barriers. Multinational corporations normally operate in different countries in different forms, such as franchises, branches or subsidiaries. The fact that host countries allow these multinationals to operate in their countries shows they have opened themselves up for trade, and this allows trade to happen with even other businesses.
8. Maintain balance in trade. Multinational corporations ensure that the products and services offered are of the highest quality. This raises the quality of similar goods in the host country made by other companies, even local ones. Trade is therefore balanced because quality is what determines what the consumer buys, not any other reason.
9. International corporation. By a host country allowing the operations of a multinational corporation, it shows it is ready to trade with others for mutual benefit. This leads to international corporation between the host country and other countries where either the multinational corporation exists or countries with other multinational corporations that would like to invest in the host country.

4.4.2 Disadvantages

1. Displacement of local industries. When the multinationals spread their operations to a host country, they bring better products and sometimes at much subsidised prices as they produce in mass. This results in an unfair playing ground for the local companies which need to sell at much higher prices to remain in operation.
2. Economic exploitation. The multinationals usually have a lot of capital and returns and this is why they can expand business in other countries. They can also come up with much better products as they use the best

technology. They can therefore price it at whatever price they want, which may not be affordable to many people if it's high. They may also produce low quality goods for low income earners, which is economic exploitation as they can only afford what is substantive.

3. Consumer exploitation. Multinational corporations usually have the rights to whatever it is they offer. A consumer has no option to ask for a change is a product offered in a host country. They have to simply accept what they are given.
4. Inequality to staff. Most multinational corporations usually establish subsidiaries with their own people at the top, such as the Chief Executive Officers or Managing Directors, saying that with time they will hire locals to these positions. However, they only hire locals to match junior positions and pay them much less while expecting them to work much more.
5. Influence in politics. Through international corporations and large multinational corporations being established in different countries, the leaders of these multinational corporations end up having an influence in major aspects of a country. This may be through giving grants to the host country for projects or departments and in return they be allowed to operate. With time, these leaders of the multinational corporations end up having a stake in different areas of government. They may then start influencing different areas of how the government works so their interests can be protected.
6. Social inequality. The multinational corporations further widen the social gap between the rich and the poor. This is mostly through the products they make or services they give. Since they are mostly appealing to an international market, most things tend to be very expensive and only the wealthy can be able to afford them. For the poor, they will make low quality products for the low income market. This further enhances social inequality.

Activity 7

Debate on advantages and disadvantages of multinational corporations.

UNIT SUMMARY

Multinational corporations are businesses that have branches in several other countries and have their headquarters based in the home country.

Categories of multinationals

1. Multinational decentralised corporation
2. Global centralised corporation
3. International companies
4. A transnational enterprise

Forms of multinationals

1. Franchising
2. Branches
3. Subsidiaries
4. Joint ventures
5. Turn key projects

Advantages of multinational corporations on host countries

1. Huge capital
2. Modern technology
3. Mass qualitative products
4. Efficient management.
5. Research and development
6. Employment opportunities
7. Elimination of trade barriers
8. Maintain balance in trade
9. International corporation

Disadvantages of multinational corporations on host countries

1. Displacement of local industries
2. Economic exploitation
3. Consumer exploitation
4. Inequality to staff
5. Influence in politics
6. Social inequality

Test your competence

Justify the impacts of multinational corporations on the economy of host countries.

Unit
5

MONEY AND FINANCE

Key unit competence: To be able to justify the role of financial institutions to the individual, the community and the country.

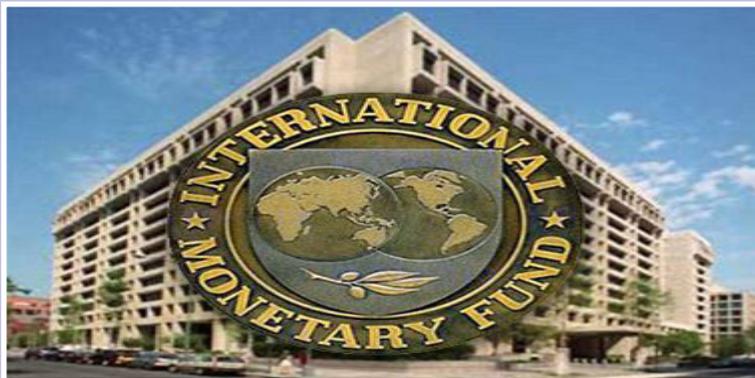


Fig 5.1

Introduction

Money is a vital necessity of life as it is the only means by which one can acquire goods and services. In other words, it gives one the power to transact business. Without money, or items that can be given financial value, it is impossible to even borrow money or access financial services such as loans.

There are very many transactions that we do in our day-to-day lives that are purely financial, for example: withdrawing money, depositing money, sending money, foreign exchange, borrowing or paying money, etc. These activities are made possible by various facilities known as financial institutions. In this unit, we study how these financial institutions are useful to the individual, the community and the country at large.

5.1 Financial Institutions

5.1.1 Types of financial institutions

Activity 1

Fieldwork

1. Visit various banks accessible to you and find out from the staff there what kinds of services they offer. Be sure to take down notes pertaining to every facility you visit.
 - a. What type of financial institutions are they?
 - b. What is the difference between the services offered by various institutions?

a. Banking financial institutions

These are financial institutions which carry out business in the country, accept deposits from the public, give out loans and make profit through interest on loans.

1. Commercial banks

This is a financial institution that provides various financial service, such as accepting deposits and issuing loans. There are also products offered by commercial banks such as investment products like savings accounts and certificates of deposit and loans that can vary from business loans and auto loans to mortgages.

Functions of commercial banks

1. Taking deposits
2. Lending
3. Transferring money
4. Collecting payments on behalf of customers
5. Remitting payments on behalf of customers
6. Providing safe custody of valuables such as wills, precious metals etc
7. Acting as agents of the stock exchange
8. Providing business and investment advice
9. Acting as trustees and executors
10. Acting as referees for their customers
11. Provision of night safe facilities
12. Acting as guarantors
13. Buying and selling of foreign currencies
14. Providing Automated Teller Machine (ATM) services
15. Providing advice on tax matters
16. Facilitating trade
17. Publishing business information
18. Providing the means through which money supply in the economy can be regulated

2. The central bank

A central bank is a financial institution whose aim is to control the quantity and use of money in such a way as to facilitate the implementation of a certain monetary policy.

Functions of the central bank

1. Banker to the Government of Rwanda
2. Regulates and controls credit
3. Holds and manages the country's gold and foreign exchange reserves
4. In charge of the administration of exchange control and external trade
5. Controls and regulates activities of commercial banks and other non-bank financial institutions
6. Lender of the last resort
7. Manages public debt

8. Executing government monetary policies
9. Carrying out research and publishing journals
10. Issue and control of currency

b. Non-banking financial institutions

These are financial institutions that receive deposits from the public, give out loans but do not create new credit, for example development banks, Insurance companies, etc.

Functions of non-banking financial institutions

1. Accepting deposits
2. Lending
3. Providing investment advice
4. Provision of extension services
5. Provision of specialised financial services

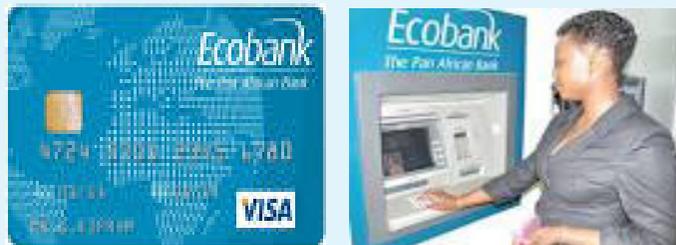
Examples of non-banking financial institutions

1. Development banks: They finance a wide variety of development activities.
2. Building societies: They help customers to acquire real estate.
3. Housing finance companies: They facilitate members to purchase and construct residential houses.
4. Insurance companies. Examples: Sanham, Corar, Britam, BK insurance
5. Pension funds

5.1.2 Products and services offered by financial institutions

Activity 2

What do you observe in the pictures below?



a.

b.

Fig 5.2

Financial services are those intangible things done to a customer to facilitate a financial transaction. They will last for as long as the transaction is ongoing and the client does not take them home. Financial products are those tangible things that a customer gets out of a financial transaction. The following are examples of financial products and services.

<p>Commercial banking services</p> <ol style="list-style-type: none"> 1. Money transfer 2. Foreign currency exchange 3. Remittances 4. Standing orders 5. Mobile banking 6. Internet/ online banking 7. Cash withdrawal services 8. ATM services 9. Cash deposit services 	<p>Commercial banking products</p> <ol style="list-style-type: none"> 1. Debit cards 2. Credit cards 3. Personal loans 4. Personal cheques 5. Overdraft 6. Savings accounts 7. Salary accounts
<p>Investment banking services</p> <ol style="list-style-type: none"> 1. Advisory services (Corporate finance advisory, exchange control advisory etc) 2. Research 3. Foreign exchange for cross-border business transactions 4. Credit trading 5. Interest rates trading and structuring 6. Money markets 	<p>Investment banking products</p> <ol style="list-style-type: none"> 1. Corporate finance (Project finance, leveraged and acquisition finance, real estate finance etc) 2. Exchange traded funds (ETFs) 3. Exchange traded notes (ETNs) 4. Equities 5. Transactional accounts 6. Business cheques

Activity 3

Develop an idea that you think if advanced can meet a certain financial need. Share your idea with a friend.

5.1.3 The role of financial institutions to the individual, the community and the country

Activity 4

1. What roles do the following financial institutions serve?



Fig 5.3

2. Discuss the functions of The National Bank of Rwanda.

From your discussion in Activity 4, you might have found out that nations carry out financial business transactions through these institutions. In the same way, people can form groups at a community level and save money or borrow money from financial institutions. These show that financial institutions serve different roles both to the individual and to the community. Some of these roles are explained below.

a. The role of financial institutions to the individual

1. They act as custodians by offering security for money, land titles, academic documents and wills. This reduces risk to the individual owners of these valuables.
2. They provide money transfer services to individuals.
3. They provide employment through numerous branches, from bank managers, tellers, accountants, credit officers and other branch employees.
4. They provide remittance services such as Western Union. This makes transference of money from one country to another very easy and affordable.
5. They offer credit facilities that promote personal growth and development.
6. They give financial advice to individual clients especially in investment matters.

7. Some offer insurance services that insure wealth owned by individuals against certain incidents that can bring loss of wealth.
8. They pay interest on money saved in savings accounts thus enabling wealth creation.
9. They facilitate foreign travel by providing financial statements to people travelling abroad as proof of good financial accounts and stability.

b. The role of financial institutions to the community

1. They provide the general public with knowledge on savings and wills and encourage saving for the future.
2. They contribute towards the welfare of communities and community members through corporate social responsibility (CSR) activities. For example, in Rwanda, they work together with charitable organisations to support victims and survivors of the genocide.
3. They promote rural development through funding community-led income generating activities.
4. They promote improved living standards of communities by funding community projects as well as initiating some through CSR activities.

c. The role of financial institutions to the country

1. They promote international relations by facilitating international travels.
2. They contribute to economic development of the country through payment of taxes.
3. They provide support to government programmes such as national savings and building of the economy.
4. They participate in stock market trade. This promotes trade and contributes to the economic growth of the country.
5. They provide platforms for foreign direct investment thus promoting economic growth.
6. They also act as foreign exchange bureaus, providing the daily exchange for foreign currencies. This promotes international/ cross-border trade.
7. They also lend money to government. This avails money to government thereby enabling implementation of government development projects.

Activity 5

Without any money or assets of monetary value, it would be impossible for someone to take part in a business transaction with any financial institution. Discuss.

5.2 Methods of payment

Activity 6

In groups, discuss the uses of the following?

1.



Cash

2.



A debit card



A Cheque

Fig 5.4

When we buy goods or services, we must pay for them. Payment can be done in various ways as you may have found out from the discussion in Activity 6. The following are the main means of payment:

a. Cash transaction/ payment

This is payment using liquid money, that is, money in form of notes and coins.

Advantages of cash payment

1. One can benefit from cash discounts.
2. Restricts one to buy only what is needed.
3. It is acceptable everywhere.

Disadvantages of cash payment

1. Cash limits spending.
2. It can easily be stolen or lost.

b. Cheque payment

This is payment made using a cheque.

Advantages of cheque payment

1. A cheque is more convenient than carrying cash.
2. Payments can be stopped if necessary.
3. Cheques are safer if crossed.
4. A cheque can be traced if misplaced.
5. It can be posted cheaply.
6. Cheques can be post-dated.
7. A customer gets a statement at the end of the month.

Disadvantages of cheque payment

1. Some creditors may not accept cheque payment.
2. A cheque can be valueless if the drawer has no money in the account.
3. They are not economical for payment of small amounts.
4. Depositing it into an account is time consuming.
5. Bank charges are levied on cheque books and dishonoured cheques.

c. Money transfers

This involves transferring money electronically from one bank account to another bank account.

Advantages of money transfer

1. Payment can be made to distant places without having to travel.
2. Money reaches the intended person fast.
3. Money return can be done immediately.
4. Immediate verification of cash sent and received is created.
5. User can get good exchange rate.
6. Record of payment is kept.

Disadvantages of money transfer

1. One can easily fall prey to online hackers or cyber criminals.
2. It attracts some bank charges for the transfer.
3. There can be occasional cases of technical difficulties.
4. Accounts can be frozen by authorities for months if they suspect fraud.

d. Credit card payment

This is payment where the buyer uses a credit card to buy goods based on the cardholder's promise to pay for these goods and services at a later date.

Advantages of credit card payment

1. One can benefit from credit card discounts.
2. It is easy to swipe one's card at the pay point.
3. If you lose your card you do not lose all your money.
4. It allows you make a purchase even when you do not have the money.
5. A customer gets a statement at the end of the month.

Disadvantages of credit card payment

1. Not all buying points accept credit cards, especially in rural areas.
2. One pays an annual fee for the credit card.
3. It encourages impromptu buying hence increased expenditure.
4. Payment for the purchases is made with interest; hence the cost is higher than in cash payment.
5. One may not track expenses made through the card easily.
6. No guarantee of secured data of credit card transactions.

e. Barter trade system

Barter is the act of trading goods or services between two or more parties without the use of money.

Advantages of barter trade system

1. It saves money.
2. It makes use of idle resources.
3. It facilitates business networking.

Disadvantages of barter trade system

1. It may take time before getting someone with the product you need.
2. It is not easy to guarantee the trustworthiness of your fellow trader.
3. No warranty is given hence one can buy a faulty product.
4. There is no documentation for future reference.
5. Correct valuation of goods is not easy.

f. Mobile payment

This refers to the use of mobile phones and phone applications to make payment.

Advantages of mobile payment

1. It is convenient as it can be made from anywhere.
2. One can benefit from online deals and offers.
3. Offers can easily be shared to friends through mobile applications.
4. It can be used as a way of business branding.
5. It can boost business networking.
6. Set-up is fast and simple.
7. One can make private transactions.

Disadvantages of mobile payment

1. Chances of hardware incompatibility are high.
2. Device failure can cause frustrations.
3. Mobile phones are prone to theft.
4. It is difficult to read terms and conditions in some phones.
5. Security of passwords may not be assured.
6. Chances of being conned are high.

g. Debit card payment

Advantages of debit card payment

1. It is safer to carry a debit card than to carry cash.

2. Payment is made directly from the bank account so no interest is charged.

Disadvantages of debit card payment

1. It may be easy to track how much money one is using.
2. One can easily be exposed to online hacking.
3. It can encourage buying of expensive goods.
4. It makes it easy for one to buy more goods than they actually need money.

Activity 7

1. What would you say are the advantages and disadvantages of using cash as a mode of payment in a bank or any other financial institution over other modes of payment such as cheques, debit and credit cards?
2. The diagram below shows a way of doing financial transactions. One can use it in conjunction with a bank account transaction. Under what circumstances would you use Airtel or MTN mobile money? Give examples.



Fig 5.5

5.3 Functions and use of documentation

Activity 8

1. What identifies one as a student in your school?
2. What identifies an adult person as a Rwandan?
3. What are the functions of the documents you have mentioned in question 1 and 2?

When the number of people being serviced at a facility is large, documentation becomes very important. Firstly, due to the need for easier retrieval of information as pertains different individuals, and also to ensure efficiency in running of the activities. This applies also to financial institutions. Money is a scarce resource and as such, ownership must be strictly protected. It is for this reason that documentation is very important in banks and other financial institutions.

The following are some of the ways in which documentation is done in financial institutions:

- Personal Current Accounts and Savings Accounts
- Credit Cards
- Payment Table: Personal payment table
- A guide to the Lending Code for consumers
- Customer Information form

5.3.1 Functions of documentation

Activity 9

Describe the functions of financial documentation for the activities taking place in the banking hall shown below:



Fig 5.6

The following are the functions of documentation at a personal and banking level.

a. Functions of documentation at a personal level

1. To keep track of financial transactions.
2. To help in solving contractual disputes in case they arise.
3. To prove one's creditworthiness.
4. To serve as records for use in personal accounting.
5. For personal planning and budgeting.
6. Documents clarify the terms and conditions that apply to any transaction.
7. Helps one keep track of finances.

b. Functions of documentation at a banking level

1. To facilitate approval of loan applications.
2. To enable you make bank transactions such as cash deposit, cash withdrawal or even ATM withdrawal.
3. Some documents such as log books and title deeds can serve as collateral.
4. To ascertain a customer's creditworthiness.
5. Documents serve as evidence of transactions.
6. For use by the bank in accounting and control.
7. Documentation ensures correct and timely payments.

Note that e-banking has brought transition from paperwork documentation to electronic records whereby people are able to carry out transactions online through the Internet by use of computers instead of having to go all the way to the bank and fill financial forms for purposes of record. In this way therefore, technology has helped in saving time and easing work.

Activity 10

Find out how e-banking operates and note down the features that characterise it.

Remember!

We have shades because some people planted trees long ago. Learn to save your finances today in order to grow as the years advance.

UNIT SUMMARY

Types of financial institutions

1. Banking financial institutions

- a. Commercial banks
- b. The central bank

2. Non-banking financial institutions

- a. Development banks
- b. Building societies
- c. Housing finance companies
- d. Savings and Credit Cooperatives (Saccos)

Products and services offered by financial institutions

1. Commercial banking services

- a. Foreign currency exchange
- b. Remittances
- c. Standing orders
- d. Mobile banking
- e. Internet/ online banking
- f. Cash withdrawal services
- g. ATM services
- h. Cash deposit services
- i. Money transfer

2. Commercial banking products

- a. Debit cards
- b. Credit cards
- c. Personal loans
- d. Personal cheques
- e. Overdraft
- f. Savings accounts
- g. Salary accounts

3. Investment banking services

- a. Advisory services
- b. Research
- c. Foreign exchange for cross-border business transactions
- d. Credit trading
- e. Interest rates trading and structuring
- f. Money markets

4. Investment banking products

- a. Corporate finance
- b. Exchange traded funds (ETFs)
- c. Exchange traded notes (ETNs)
- d. Equities

- e. Transactional accounts
- f. Business cheques

The role of financial institutions to the individual, the community and the country

1. The role of financial institutions to the individual

- a. They act as custodians by offering security for money, land titles, academic documents and wills.
- b. They provide money transfer services to individuals.
- c. They provide employment.
- d. They provide remittance services for transfer of money from one country to another.
- e. They offer credit facilities that promote personal growth and development.
- f. They give financial advice.
- g. Some offer insurance services for wealth owned by individuals.
- h. They pay interest on money saved in savings accounts thus enabling wealth creation.
- i. They facilitate foreign travel by providing financial statements to people travelling abroad as proof of good financial accounts and stability.

2. The role of financial institutions to the community

- a. They provide the general public with knowledge on savings and wills and encourage saving for the future.
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- b. They contribute to economic development of the country through payment of taxes.
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- d. They participate in stock market trade. This promotes trade and contributes to the economic growth of the country.
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- f. They also act as foreign exchange bureaus, providing the daily exchange for foreign currencies. This promotes international/ cross-border trade.
- g. They also lend money to government.

Advantages and disadvantages of different methods of payment

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- d. It makes it easy for one to buy more goods than they actually need.

Functions of documentation at a personal and banking levels

1. Functions of documentation at a personal level

- a. To keep track of financial transactions.
- b. To help in solving contractual disputes in case they arise.
- c. To prove one's creditworthiness.
- d. To serve as records for use in personal accounting.
- e. For personal planning and budgeting.
- f. Documents clarify the terms and conditions that apply to any transaction.
- g. Helps one keep track of finances.

2. Functions of documentation at a banking level

- a. To facilitate approval of loan applications.
- b. To enable you make bank transactions such as cash deposit, cash withdrawal or even ATM withdrawal.
- c. Some documents such as log books and title deeds can serve as collateral.
- d. To ascertain a customer's creditworthiness.
- e. Documents serve as evidence of transactions.
- f. For use by the bank in accounting and control.
- g. Documentation ensures correct and timely payments.

Test your competence

Write an essay describing the contribution of financial institutions to the economy of Rwanda.

Unit
6

TOURISM AND DEVELOPMENT

Key unit competence: To be able to argue on the contribution of tourism on sustainable development.

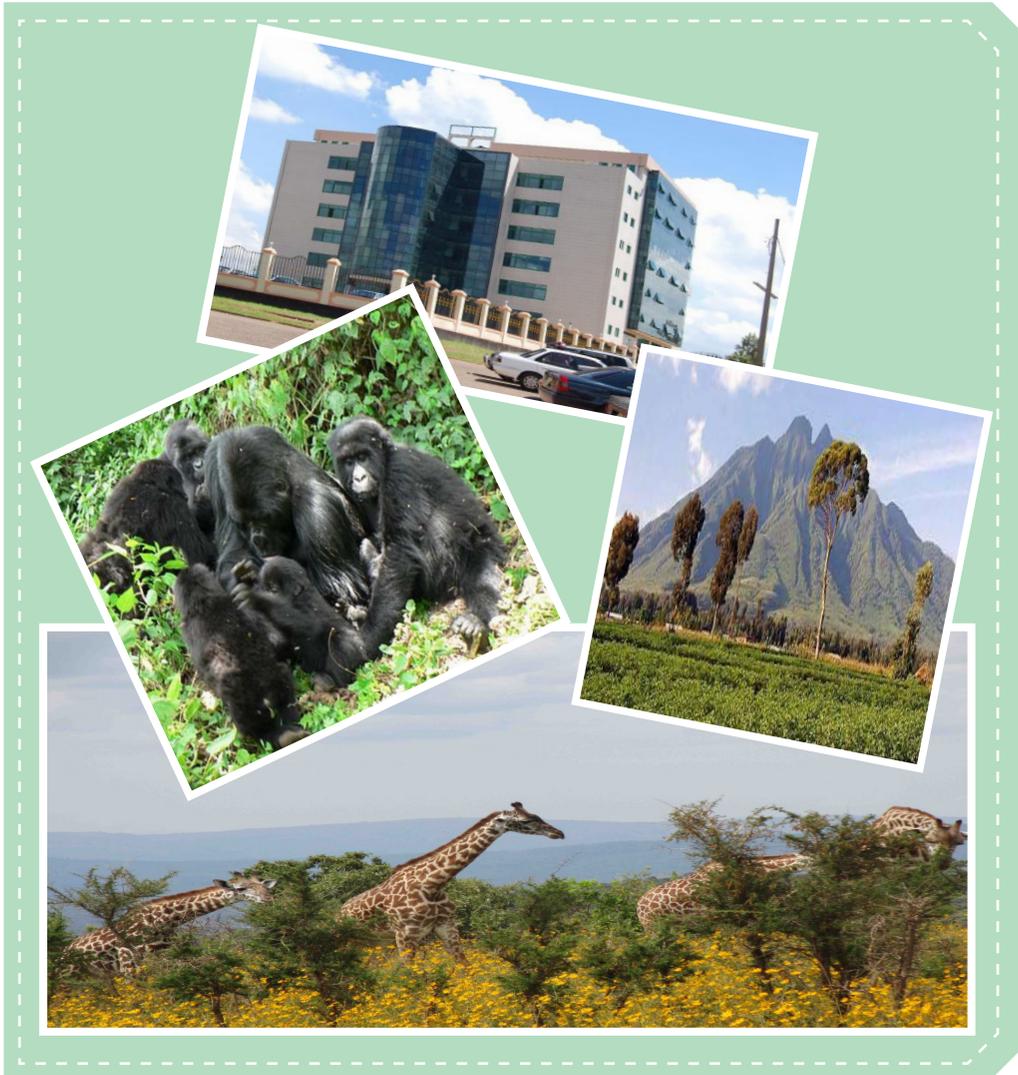


Fig 6.1

Introduction

There are several activities that are done for financial gain, while others are done just for leisure. Whatever the purpose of doing an activity, one must be mindful of the environmental implications of the activity. When the environment is well taken care of, resources last longer and people are able to gain from them for many more years. On the contrary, when we pursue pleasure and economic gain at the expense of the environment, then it means that the future generations will not enjoy the same resources, as they will run out even before we have realised tangible development. This unit explores the importance of taking care of the environment for purposes of tourism and how tourism, sports and pleasure contribute to sustainable development.

6.1 Sustainable development

Activity 1

The picture below shows ivory and ivory products. Does such a business contribute to sustainable development? Discuss in groups.



Fig 6.2

From the discussion, it is clear that sometimes we engage in activities in order to gain economically, but some activities are very shortlived and cannot be depended on for a long time as the resources used to carry them out are depleted. In Activity 1 for instance, the ivory business displayed can help an individual develop economically, but only for a short time as ivory can only

be obtained through poaching. Poaching can lead to extinction of animals. It can therefore be said that:

1. Tourism can simply be defined as travelling from one place to another for pleasure. Tourism can also be defined as the business of attracting, accommodating, and entertaining tourists.
2. Development is the process of growing or making something grow or become larger or more advanced.
3. Sustainable development is the process of meeting human needs of the present without compromising the ability of future generations to meet their own needs.

Activity 2

Take a minute and write down 10 needs that you have in your life. Do you have any need that conflicts with another? For example, imagine that you want to take a herd of cattle down the river to drink water, and at the same time want to have the water at the river clean and clear. Which of these two desires do you think should be met?

Just like we have conflicting needs within ourselves, so do the communities we live in, the city, the country and the whole world have conflicting needs. For example, people have the need for firewood with another need to prevent soil erosion; need for a company to pay low wages, while workers need more wages.

How do we decide whose needs are to be met? The environment or the corporations; This generation or next generations'?

Look at the pictures below showing how paper production requires trees to be cut down.



Trees are cut down



The wood is crushed



www.shutterstock.com - 305329904

Hard papers are made from the dust



www.shutterstock.com - 120261418

Papers are finally produced

Fig 6.3

From this activity, you realise that if we need to meet the needs of the future, we need to make proper decisions of how we live today.

Activity 3

Mention any 5 ways through which you can achieve your family or community needs without affecting the needs of the future generations.

6.2 Principles of sustainable development

Activity 4

Discuss what drives sustainable development.

From this activity, you have seen that when man tries to achieve his basic needs in life, they end up affecting the needs of others, the environment and the economy.

There are 5 basic principles of sustainable development according to the Sustainable Development Commission in the United Kingdom. These are:

1. Living within environmental limits
2. Achieving a sustainable economy
3. Promoting good governance
4. Using sound science responsibly
5. Ensuring a strong healthy and just society

The following are ways these principles apply:

1. Living within environmental limits.

People are entitled to a healthy and productive life which should be in harmony with the environment. Natural resources such as land, water, soil and biodiversity should be used and managed within boundaries that allow the resource to renew itself. If not, well-being for present and future generations will be impacted.

2. Achieving a sustainable economy

Nations have the sovereign right to exploit their own resources, but ensure no damage to the environment happens beyond their borders. The simple principle of 'the polluter should bear the cost of pollution' should be enforced.

3. Promoting good governance

For sustainable development to work, there is need for good governance. For example, they can develop international laws to provide compensation for damage that activities under their control cause to areas beyond their borders. The leaders involved should also facilitate and encourage public awareness by the citizens on sustainable development by making this information widely available. Leaders should enact effective environmental laws, and develop national law regarding liability for victims of pollution and other environmental damage. Governments should work together to have an open international economic system that will lead to economic growth and sustainable development in all countries. In times of warfare, the leaders in the governments shall respect international laws protecting the environment and shall cooperate to establish such laws in areas where they are non-existent.

4. Using sound science responsibly

Sustainable development requires better scientific understanding of the problems a nation is going through. There is need for the nations to reduce or altogether eliminate unsustainable patterns of production and consumption to ensure sustainable development. They should also work together and share knowledge and innovative technologies to achieve the goal of sustainability.

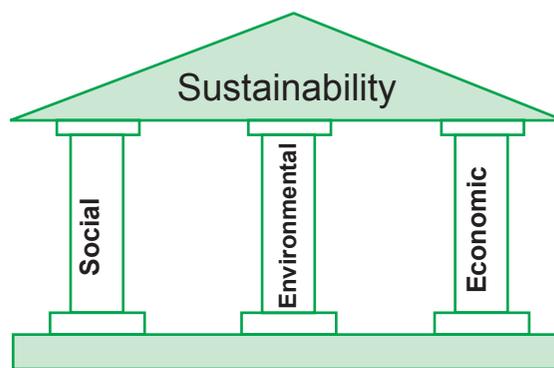
5. Ensuring a strong healthy and just society

This principle insists on the fact that development today must not undermine the development and needs of present and future generations. In achieving a sustainable economy, eradicating poverty and reducing differences in living standards among the citizens is important. There is need for inclusivity of all genders and all ages to ensure this is done.

6.3 Pillars of sustainable development

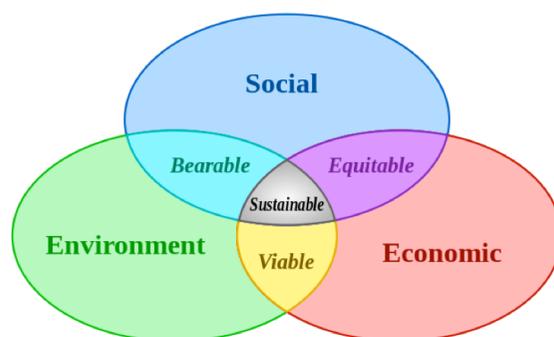
There is a link between the society, economy and the environment.

The diagram below shows the three pillars of sustainable development and how they relate to each other. They can be represented in the following two ways:



Source: www.google.com/search?pillars+of+sustainable+development.

Fig 6.4



Venn diagram of sustainable development: at the confluence of three constituent parts

Fig 6.5

Sustainable development is achieved when all three pillars are working in unison, that is, when all the factors in the pillars have been put into consideration. According to the pillars, sustainability faces potential collapse if one of the pillars is unbalanced.

In the environmental pillar, there are factors such as Green House Gases (GHG), fossil fuels, biotic resources among others. In the social pillar are issues such as working conditions of the people, employment, food safety and animal welfare. In the economy pillar are factors like risk and profitability. There is need for making all three pillars sustainable.

6.4 Social sustainability, economic sustainability, and environmental sustainability

Activity 5

In your groups, discuss the following terms:

1. Economic sustainability
2. Social sustainability
3. Environmental sustainability.

The three levels of sustainability mentioned above are interrelated. For a country to attain economic development, at least all the three have to be well co-ordinated.

1. **Economic sustainability.** This is the use of various strategies for employing the existing resources optimally so that the output can be achieved for a longer term. It can also be defined as the ability of an economy to support a defined level of economic production indefinitely (twinkl.org). For a country to be said to have achieved economic sustainability, then the citizens of that country need to be living in a state where they can at least afford the basic needs. In Rwanda, for example, the government has worked hard to ensure the number of people living below the poverty line reduces each year.
2. **Social sustainability.** This is the ability of a community to develop processes and structures which not only meet the needs of its current members but also of its descendants. For these structures to be formed, there is need to know the needs of its people. From this, we get to learn that social sustainability encompasses all human activities. In Rwanda,

strides have been taken by the government to ensure the social well-being of Rwanda's people is maintained. For example, more efforts have been made to ensure that the rates of people infected with malaria greatly reduces, as well as child mortality and mother's death during childbirth.

- 3. Environmental sustainability.** This includes three major aspects, that is renewable resources, non-renewable resources and pollution. For there to be sustainability, then the rate at which the renewable resources are used, the pollution is created and the non-renewable resources are used up is maintained at all times. There should not be too much of one or the other. The government has worked hard to ensure the environment is maintained through programmes that helped increase the areas under forest cover, public awareness about environmental protection through programmes and reducing the pollution of the environment by banning plastic bags, ozone depleting substances and other persistent organic pollutants.

Exercise:

Give an example for each pillar of sustainable development, link them together and develop a paragraph that indicates sustainable development.

Social: School construction

Economy: tourism

Environment: Gorilla

Activity 6

Explain the costs of economic growth on the society and natural environment.

6.5 Sustainability indicators

Activity 7

Discuss the sustainability indicators in an economy.

In your discussion, you may realise that for a country or an economy to show sustainability, a few indicators can be witnessed. These may include:

Economic indicators

1. Number of hours of paid employment at the average wage required to support basic needs.
2. The availability of job opportunities, and diversity in size of operating companies.
3. Wages paid and spent in the local economy.

Social indicators

1. Number of students trained for jobs that are available in the local economy.
2. Number of households who own their houses with good conditions
3. Number of voters who vote in elections
4. Number of voters who attend town meetings.

Environmental indicators

1. Number of tonnes of waste produced by households in a district annually
2. Number of tonnes of products produced which are durable, repairable, or readily recyclable or compostable,
3. Total energy used from all sources
4. Ratio of renewable energy used at renewable rate compared to non renewable energy
5. Water quality & quantity.

6.6 Role of tourism on sustainable development

Activity 8

1. Have you ever visited a site of interest such as a game park, a geographical site such as a waterfall or even an historical site? Of what advantage was the visit to you and the country?
2. From your answer to the question above, brainstorm on the meaning of 'tourism' and 'sustainable development'.
3. Study the picture below and answer the questions that follow.



Fig 6.6

- a. What makes the animals in the picture attractive to tourists?
 - b. Why do you think it is important to conserve tourist attractions?
1. **Regional development.** When tourists visit an area, they bring economic growth to the area in terms of paying the fees required. These areas will grow as a result of the foreign exchange and this growth will be felt in the areas around the tourist site. This will help in sustainable development as this area will grow socially, economically and the environment as well.
 2. **Employment opportunities.** The existence of a game park or a tourist attraction site is a source of employment for several people hence a factor for economic development. This leads to economic sustainability as the people will work to ensuring the resources available are used well so they can exist for longer. This way they will also get their income for much longer.
 3. **Diversification of the economy.** The government has different ways it can get funds to run the economy of a country. Many times it has to borrow. When there is tourism, this can bring extra income to the government in terms of foreign exchange, payment of taxes, payment

of airfare and customs charges among others. This therefore leads to sustainable development of the country in all the pillars, which is a better life for everyone.

4. **State revenues.** Tourism helps the state get revenue in the form of foreign exchange paid by the visitors. This money can be used to build infrastructure, and make the lives of the citizens better, leading to sustainable development.
5. **Income levels.** Tourism helps to increase the income levels of the people surrounding the tourist sites. This can be in terms of employment to the parks, the tourists buying the local goods and services offered, better infrastructure such as roads and a ready market for farm produce. These lead to sustainable development of the area and the people.

Sustainable tourism is therefore an industry that attempts to make a low impact on the environment and local culture, while helping to generate income, employment, and the conservation of local ecosystems.

6.7 Sustainability and tourism

Activity 9

Discuss how tourism can be made sustainable.

Sustainability principles refer to the environmental, economic and socio-cultural aspects of tourism development, and a suitable balance must be established between these three dimensions to guarantee its long-term sustainability.

Sustainable tourism should:-

1. Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.
2. Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.
3. Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.

Sustainable tourism development requires the informed participation of all

relevant stakeholders, as well as strong political leadership to ensure wide participation and consensus building.

Activity 10

Discuss the importance of tourism on sustainable development.

From your discussion, you are likely to find out that tourism can have both positive roles and negative roles on the three pillars of sustainable development. These include:-

Positive economic roles

1. Tourism creates jobs, both through direct employment within the tourism industry and indirectly in sectors such as retail and transportation.
2. When these people spend their wages on goods and services, it leads to what is known as the “multiplier effect,” creating more jobs.
3. The tourism industry also provides opportunities for small-scale business enterprises, which is especially important in rural communities, and generates extra tax revenues, such as airport and hotel taxes, which can be used for schools, housing and hospitals.

Positive social roles

1. The improvements to infrastructure and new leisure amenities that result from tourism also benefit the local community.
2. Tourism encourages the preservation of traditional customs, handicrafts and festivals that might otherwise have been allowed to wane, and it creates civic pride.
3. Interchanges between hosts and guests create a better cultural understanding and can also help raise global awareness of issues such as poverty and human rights abuses.

Negative social roles

1. Visitor behaviour can have a detrimental effect on the quality of life of the host community. For example, crowding and congestion, drugs and alcohol problems, prostitution and increased crime levels can occur.
2. Tourism can even infringe on human rights, with locals being displaced from their land to make way for new hotels or barred from beaches.

3. Interaction with tourists can also lead to an erosion of traditional cultures and values.

Positive environmental roles

1. Tourism, particularly nature and ecotourism, helps promote conservation of wildlife and natural resources such as rain forests, as these are now regarded as tourism assets.
2. It also helps generate funding for maintaining animal preserves and marine parks through entrance charges and guide fees.
3. By creating alternative sources of employment, tourism reduces problems such as over-fishing and deforestation in the country.

Negative environmental roles

1. Tourism poses a threat to a region's natural and cultural resources, such as water supply, beaches, coral reefs and heritage sites, through overuse.
2. It also causes increased pollution through traffic emissions, littering, increased sewage production and noise.
3. Death of wild animals by eating food waste left by tourists. When you go to the park, do not throw any waste in the park.
4. Destruction of vegetation through the use of firewood by camping groups.

Activity 11

1. Mention any 5 tourist's activities in Rwanda.
2. Explain how the negative effects of tourism on sustainable development can be reduced in Rwanda today.

6.8. Traditional sports vs. Modern sports

Activity 12

1. Look at the pictures below and identify the differences.



Fig 6.7

2. Compare the sports played in Rwanda by the local people with those of most European countries. Come up with a list of these games and sports.
3. Define traditional sports and modern sports.

It is most likely that your discussion reveals the communal nature of the traditional sports while the modern sports show the technological advancement of the modern times. The games also show that:

- Traditional sports are sports that form the backbone of a community. They protect and promote community spirit, bring people together and instill a sense of pride in the cultural roots.

- Some of the traditional games in Rwanda include wrestling, hunting, board game, arm wrestling, tug of war, e.t.c.
- It is also true that most traditional games engaged the players in creativity and innovation as they had to use the materials available to them and create play things, which mostly reflects today's technology.
- Modern sports are those which were introduced after the European influence to African states. They include baseball, basketball, football, swimming, motor racing, tennis, golf, rugby, boxing, cricket, Volleyball, Handball e.t.c.

Activity 13

Make a list of all traditional sports and modern sports that you know.

6.9. Role of sports and leisure on sustainable development

Activity 14

From reading newspapers, books and the Internet, how would you say sports and leisure has contributed to sustainable development?

From the above activity, we realise that sports and leisure play a big role on sustainable development.

Positive roles include:

1. Promotes health and the prevention of non-communicable diseases;
2. Promotes gender equality, including the empowerment of girls and women;
- 3 Sport promotes sustainable cities and human settlements. When people play, they get to be fit as there is a lot of running around. Societies that value sports ensure there are places for people to play, for example playing fields. This will lead to a sustainable society as cleanliness and fair distribution of resources will be enhanced.
- 4 Sport contributes to peaceful and non-violent societies, as people play together, they get to learn each other and the cultures each community has, and through this understanding, peace is fostered

- 5 Sport develops human capital and human potential. It is easy to get to spot people's talents and potential as people play. One can easily get to see people with coaching abilities, referees, good players, good timekeepers and even people who cater to the injured. These talents can be developed and end up becoming careers.
6. Sport produces beneficial effects on mental health, enhances self-esteem, helps to manage stress and anxiety, and alleviates depression;
7. Sport offers multiple avenues to address health challenges and promotes good health for girls and women;
8. It can provide an important venue to share critical health information and education and a safe and neutral space where women can discuss sexual and reproductive health issues and strategies to address them;
9. Sport can be a valuable informational and educational platform for health and development messages targeted to youth and adults alike;
10. Sport can be an effective way to reach out to people, especially youth, and to encourage healthy lifestyle behaviours that will help to protect them against HIV and other diseases;
11. Protect young people from unhealthy and dangerous behaviours such as alcohol and illicit substances abuse, unprotected sexual activity, smoking, delinquency and violence;
12. Regular sport activities can also help to address war-related trauma and promote healing by providing safe spaces for activities that enable victims of war to regain a sense of security and normalcy.
13. Some sports like gorilla tracking, swimming and golf can help to preserve the natural environment.
14. Achieve quality education through values-based learning.

The negative roles of sports and leisure on sustainable development include:

1. Some sport and leisure activities e.g. sky diving are dangerous to people's health.
2. Some leisure activities can affect the natural environment. For example hunting can cause the loss of some animals.
3. Some leisure activities e.g. western music, pornography and the likes destroy cultural values.

4. Most sport activities and leisure activities strain the economy financially since you have to pay for them.

Activity 15

1. Discuss the role of sports and leisure activities to international relationships and development.
2. Explain how Rwandans benefit from sports activities.

UNIT SUMMARY

Development – The process of growing or making something grow or become larger or more advanced.

Sustainable development – The process of meeting human needs of the present without compromising the ability of future generations to meet their own needs.

Principles of sustainable development

1. Living within environmental limits
2. Achieving a sustainable economy
3. Promoting good governance
4. Using sound science responsibly
5. Ensuring a strong healthy and just society

Pillars of sustainable development

1. Social sustainability
2. Economic sustainability
3. Environmental sustainability

Sustainability indicators

a. Economic indicators

1. Number of hours of paid employment at the average wage required to support basic needs.
2. The availability of job opportunities, and diversity in size of operating companies.
3. Wages paid and spent in the local economy.

b. Social indicators

1. Number of students trained for jobs that are available in the local economy.
2. Number of households who own their houses with good conditions
3. Number of voters who vote in elections
4. Number of voters who attend town meetings.

c. Environmental indicators

1. Number of tones of waste produced by households in a district annually
2. Number of tones of products produced which are durable, repairable, or readily recyclable or compostable,
3. Total energy used from all sources
4. Ratio of renewable energy used at renewable rate compared to non renewable energy
5. Water quality & quantity.

Role of tourism on sustainable development

a. Economic role

Positive economic roles

1. Tourism creates jobs.
2. When people spend their wages on goods and services, it leads to what is known as the “multiplier effect,” creating more jobs.
3. The tourism industry also provides opportunities for small-scale business enterprises, which generates extra tax revenues which can be used for schools, housing and hospitals.

b. Social role

Positive social roles

1. The improvements to infrastructure and new leisure amenities that result from tourism benefit the local community.
2. Tourism encourages the preservation of traditional customs, handicrafts and festivals that might otherwise have been allowed to wane, and it creates civic pride.
3. Interchanges between hosts and guests create a better cultural understanding and can also help raise global awareness of issues such as

poverty and human rights abuses.

Negative social roles

1. Visitor behaviour can have a detrimental effect on the quality of life of the host community.
2. Tourism can infringe on human rights, with locals being displaced from their land to make way for new hotels or barred from beaches.
3. Interaction with tourists can also lead to an erosion of traditional cultures and values.

c. Environmental role

Positive environmental roles

1. Tourism, particularly nature and ecotourism, helps promote conservation of wildlife and natural resources such as rain forests, as these are now regarded as tourism assets.
2. It also helps generate funding for maintaining animal preserves and marine parks through entrance charges and guide fees.
3. By creating alternative sources of employment, tourism reduces problems such as over-fishing and deforestation in the country.

Negative environmental roles

1. Tourism poses a threat to a region's natural and cultural resources, such as water supply, beaches, coral reefs and heritage sites, through overuse.
2. It also causes increased pollution through traffic emissions, littering, increased sewage production and noise.
3. Destruction of vegetation by the wild animals.

Traditional games – sports that form the backbone of a community. They include hunting, wrestling, tug of war, etc

Modern games – those introduced after the European influence to African states. They include basketball, baseball, rugby, golf, etc.

Role of sport and leisure on sustainable development

Positive roles

1. Promotes health and the prevention of non-communicable diseases;
2. Achieve quality education through values-based learning;
3. Promotes gender equality, including the empowerment of girls and women;

4. Promotes sustainable cities and human settlements;
5. Contributes to peaceful and non-violent societies;
6. Develops human capital and human potential;
7. Produces beneficial effects on mental health, enhances self-esteem, helps to manage stress and anxiety, and alleviates depression;
8. Offers multiple avenues to address health challenges and promotes good health for girls and women;
9. Can provide an important venue to share critical health information and education and a safe and neutral space where women can discuss sexual and reproductive health issues and strategies to address them;
10. Can be a valuable informational and educational platform for health and development messages targeted to youth and adults alike;
11. Can be an effective way to reach out to people and to encourage healthy lifestyle behaviours that will help to protect them against HIV and other diseases;
12. Help protect young people from unhealthy and dangerous behaviours
13. Can also help to address war-related trauma and promote healing by providing safe spaces for activities that enable victims of war to regain a sense of security and normalcy;
14. Some sports like gorilla tracking, swimming and golf can help to preserve the natural environment;

Negative roles

1. Some sport and leisure activities are dangerous to people's health
2. Some leisure activities can affect the natural environment.
3. Some leisure activities destroy cultural values.
4. Most sport and leisure activities strain the economy financially since you have to pay for them.

Test your competence

1. Explain the role of the following on sustainable development:
 - (a) Tourism
 - (b) Sports and leisure
2. Develop a sustainable project and indicate how it will promote the society, economy and environment.
3. Identify tourism businesses available in the District where your school is located and how these businesses contribute to sustainability

Unit
7

ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

Key unit competence: To be able to propose solutions about the impact human activities have on the environment.

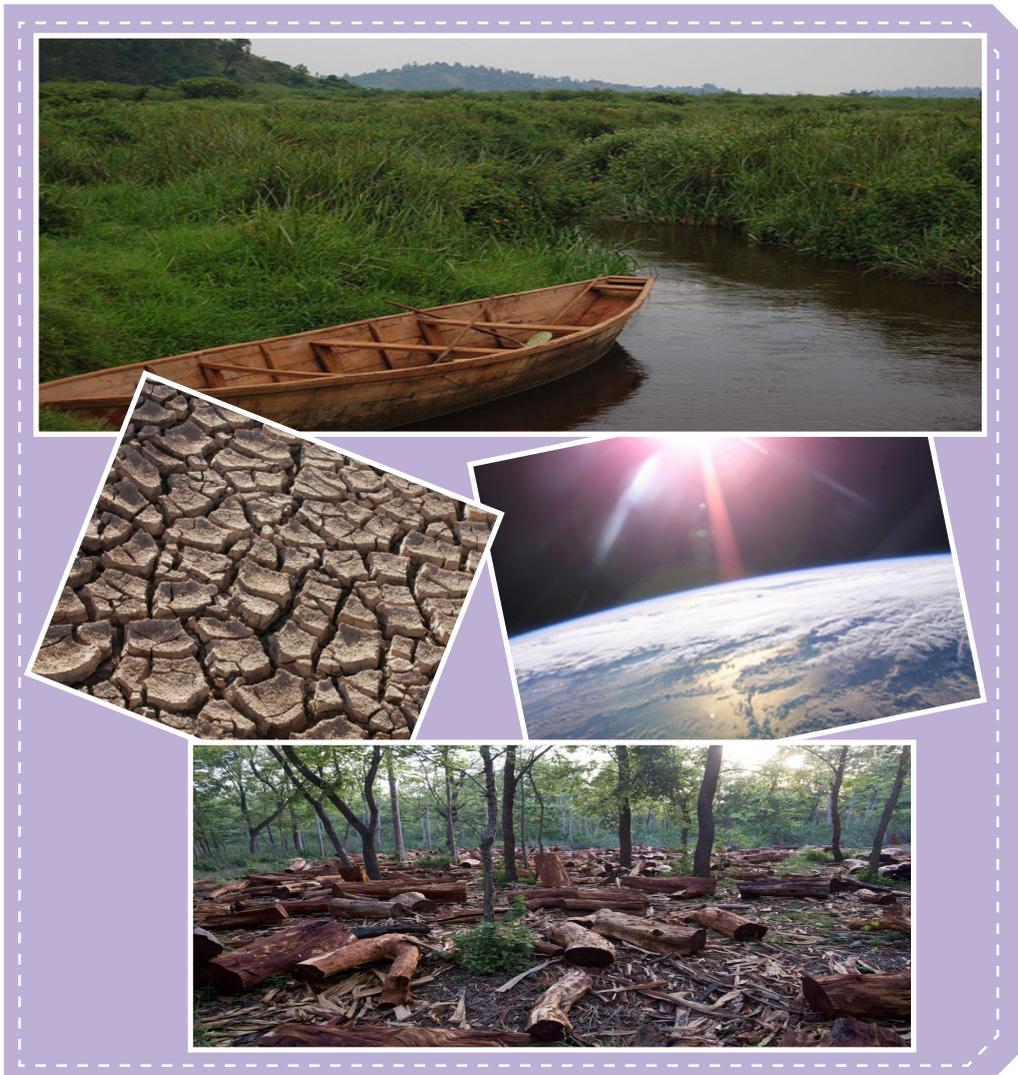


Fig 7.1

Introduction

Climate was once a natural phenomenon until recently when science advancement brought an overhaul in human lives. No doubt, without science and innovation, there would be limited development but we cannot ignore the fact that with it comes environmental degradation.

Emission from human activities release gases such as carbon dioxide which leads to global warming, and consequently climate changes impact such as droughts have occurred. Unfortunately, this situation reverses the process of development since pollution depletes the natural resources that are fundamental for development.

In this unit, we study how industrialisation has contributed to climate change and ways in which environment management can reduce this effect.

7.1 Causes of environmental pollution

Activity 1

Study the pictures below and discuss what causes of pollution are shown.



a.



b.

Fig 7.2

Environmental pollution is caused by several sources including human and anthropogenic activities. Most environmental pollution comes from human activities and enters into the atmosphere, water sources, and soil. The sources include factories, transportation vehicles like cars, trains and planes. Let's look at causes of various types of pollution.

(i) Air pollution

This refers to the contamination of air by smoke and harmful gases, mainly oxides of carbon, sulphur and nitrogen.

Some examples of air pollution include;

- i. Exhaust fumes from vehicles
- ii. The burning of fossil fuels, such as coal, oil or gas
- iii. Harmful gases from things such as paint, plastic and plastic production
- iv. Radiation spills

(ii) Land pollution

This is the degradation of the earth's surface, caused by misuse of resources and improper disposal of waste.

Some examples include:

- i. Litter found on road sides
- ii. Illegal dumping in natural habitats
- iii. Oil spills that happen inland
- iv. Logging practices such as deforestation
- v. Mining

Land pollution is responsible for damage done to natural habitat of animals, deforestation and damage to natural resources and general 'uglying' up of our environment.

(iii) Light pollution

This refers to the brightening of the night sky inhabiting the visibility of stars and planets.

Some examples include;

- i. Street lamps
- ii. Extra, unnecessary light around the home
- iii. Cities that run lights all night long

(iv) Noise pollution

This is any loud sound that is either harmful or annoying to humans and animals.

Some examples include:

- i. Air planes
- ii. Helicopters and motor vehicles

- iii. Construction and demolitions
- iv. Human activities such as sports and music.

Noise Standards for Rwanda

Category of area/zone	Limits in db	
	Daytime	Night
Industrial Area	75	70
Commercial Area	65	55
Residential Area	55	45
Silence Zone	50	40

Source: RBS, reference no. RS 236:2014, Acoustics, Noise pollution, Tolerance limits.

(v) Water pollution

This is the contamination of any water body like lakes, rivers, oceans, ground water etc

Some examples of pollutants include;

- i. Raw sewage
- ii. Industrial waste spills
- iii. Farm runoffs
- iv. Illegal dumping of substances in water bodies.

These kinds of environmental pollution are linked to health issues in human, animals and plants life.

Activity 2

Explain the causes of environmental pollution in the context of Rwanda.

7.2 Environment pollution and its impact on sustainable development

Activity 3

The picture below shows dead fish in a polluted man-made lake. Though the lake was meant for income generation, pollution has made this impossible. Using this example, discuss in groups how pollution impacts on sustainable development.



Fig 7.3: Dead fish in a lake

From your discussion in the activity above, you found out that human activities such as poor waste disposal are harmful to the environment. Releasing chemical wastes in a water source such as a river, a lake or even an ocean, can cause loss of fish and other aquatic lives. These lives contribute largely to the economic development of a society. Some people depend on fishing as an economic activity. Loss of such live, means that there will be no reproduction and therefore the aquatic lives once lost can become extinct. This is a drawback to sustainable development as several economic activities are lost in the process. In the same way, other activities that pollute the natural resources create the same impact in the society.

Pollution poses health risks to human beings and this reduces the human capital that is vital for any development to take place. When there are less people in industries and the workforce in general, the output of economic activities goes down and eventually development is crippled. In the same way, pollutants predispose people to illnesses that drain them financially as they seek medical solutions and this is also counter productive in terms of development.

Below are some of the effects of pollution.

1. Air pollution

Effects on humans

1. It causes irritation to the eyes.
2. It causes nose and throat infections.
3. It causes upper respiratory infections such as bronchitis and pneumonia.
4. It can make asthma attacks more dangerous.
5. Long exposure can cause chronic respiratory diseases, lung cancer and heart diseases.
6. It can lead to premature death.
7. Ozone gas affects people's health.

Effects on animals

1. Acid rain harms animals and fish.
2. Lung diseases.
3. Ozone gas can damage some animal life.

Effects on plants

1. Acid rain destroys plant leaves and kills trees.
2. Ozone gas destroys some types of vegetation.

Effects on ecosystem

1. Acid rain makes the soil unfit for living things that depend on it as a habitat or for nutrition.
2. Acid rain destroys sea ecosystem.

2. Water pollution

Effects on humans

1. People can get hepatitis by eating seafood that has been poisoned.
2. Outbreak of cholera and other waterborne diseases.

Effects on animals

1. Death of aquatic animals.
2. Outbreak of waterborne diseases.

Effects on plants

Polluted water can cause plant diseases.

Effects on ecosystem

1. Water polluted with Nitrogen from the soil results in algae growth in lakes and other water bodies. This makes conditions for living things in these ecosystems harmful.
2. It can cause disruption of food chains.
3. Destruction of ecosystems.

Activity 4

Discuss the impact of environmental pollution on health and development.

7.3 Relationship between poverty and environment issues

Activity 5

Conduct a research to find out why pollution is more prevalent in informal settlements.

The table below shows the relationship between poverty and environmental issues.

Poverty indicator	Environmental issue
1. Poor housing	People in urban slums live in shanties. Such facilities as toilets are non-existent or are very few. Because of this, the level of hygiene is very low. It is common to find plastic bags full of waste lying around in open places between the shanties. This often leads to water pollution and outbreak of diseases.

2. Poor sanitation	The shanties explained above are usually overpopulated. Thus, the facilities and infrastructure available cannot support this population. This leads to such challenges as burst sewers and burst water pipes. This leads to very dirty environments that expose the inhabitants to many health hazards.
3. Lack of access to clean water	Most of these shanties lack access to clean water, whether piped or not. They depend on water supplied to them using animal-driven or human-pushed carts. This water is usually not clean but residents have to make do with it. Sometimes, a majority of them cannot even afford this water. This leaves their houses and environments being very dirty.
4. Lack of necessary facilities	Due to high levels of poverty, there are no facilities such as waste disposal facilities. As such, plastic waste and other household refuse litter the whole residence leading to unhealthy living environments.

Activity 6

Write an essay on the relationship between poverty and environment.

7.4 Principles of environmental management

Activity 7

Rwanda has maintained standards of a clean environment and this contributes highly to its continued development. Discuss.

A variety of principles are used in environmental management. They guide and shape the way people interact with the environment as the nation develops.

Environmental management refers to administrative functions that develop, implement and monitor the environmental policy of an organisation or a society.

Some of the major principles of environmental management are explained below.

- 1. “Polluter pays” principle (PPP):** This is a practice in which those who produce pollution are required to bear the costs of managing it to prevent damage to human health or the environment. For example, a factory that produces a potentially poisonous substance as a by-product of its activities is usually held responsible for its safe disposal.
- 2. Protection principle:** This is a principle that aims at protecting important areas and habitats whose interference with can lead to environmental issues. Such areas include wetlands, forests and parks. In Rwanda, the protection principle was applied to come up with the protected areas of Rwanda which include the Biosphere Reserves of Rwanda, National Parks of Rwanda, different forests, rivers and marshes. This limits human activity in these areas.
- 3. Sustainability and intergenerational equity principle:** This is a principle that addresses sustainability by looking at the past injustices and establishing how they affect present-day social, economic and ecological aspects of society. This knowledge should create an awareness and appreciation of intergenerational justice that results in environmental ethics including improved resource management, social cohesion and governance.
- 4. Cooperation principle:** This is a principle that commits all members of the society to do their part in environmental management. It is borrowed from Paul Grice’s cooperative principle of communication which states, “Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.” Countries should cooperate in a spirit of global partnership to conserve, protect and restore the ecosystem. Environment and climate change do not have boundaries. Countries should share responsibilities to protect environment and mitigate the impact of climate change.

5. **Sensitisation principle:** This principle aims at creating awareness among members of the society about the need for environmental management and ways of doing it. In Rwanda, this is achieved through campaigns on environmental conservation and other such campaigns.

7.5 Environmental Management Standards

Activity 8

1. Look at the pictures below. What is the role of each organisation?



Fig 7.4

2. What criteria would you use to come up with a set of standards for environmental-friendly investment?

The introduction of the standardisation process that was initiated internationally so that organisations may incorporate environmental aspects into operation and ensure that their products are of standard contributed a great deal towards development.

Environmental Management Standards are a set of voluntary environmental management standards that guides operating practices, products and services by:

- Maintaining excellent public relations
- Obtaining insurance at reasonable cost
- Improving cost control by identifying and eliminating wastes
- Reducing consumption of material and hence minimising wastes

Activity 9

Explain the importance of environmental management standards.

7.6 Tools used for environment management, their importance/contribution to sustainable development

Activity 10

Identify five tools used for environmental management in Rwanda.

The Government of Rwanda takes environmental protection very seriously and has taken significant steps to ensure a balance between economic development and environmental protection, as well as to prevent environmental degradation. Notable among the measure taken is the ban of manufacturing and use of polythene bags. The Government has a number of tools that it uses for environmental protection. Rwanda Environmental Management Authority (REMA) is the principal agency responsible for the management of the environment in Rwanda and coordinates, monitors and supervises all activities in this field.

In addition, projects that affect the environment are subject to an **Environmental Impact Assessment (EIA)** before they are allowed to take place.

1. **Environmental Impact Assessment (EIA)** is defined as a systematic process to predict, identify, and evaluate the environmental effects that a project is likely to have. The process is used to prevent negative effects and encourage positive impacts and assist the rational use of natural resources to maximise the benefit of socio-economic development projects and ensuring sustainable development.

Example of projects that undergo an Environmental Impact Assessment are: construction and repair of international and national roads, large bridges, industries, factories, hydro-dams and electrical lines, public dams for water conservation, rain water harvesting for agricultural activities and artificial lakes, large hotels, public building which accommodate more than one hundred daily, extraction of minerals and public landfills among others.

It is however important to note that various projects have different level damage or pollution to the environment depending on their activities, size and products.

2. **Environmental reporting tool.** This is used to find out if there are threatened species such as pollutant emissions in an area. It is also called environmental impact assessment.
3. **Inspection tool.** This tool helps individuals to determine or find out whether their area of interest has natural environmental significance and whether it's protected.
4. **Audit tool.** This is whereby waste management systems are audited to ensure accountability of the environment impact assessment processes.
5. **Environmental education tool.** Global issues such as environment degradation, pollution, soil erosion, growing population are of concern to parents, educators, other stakeholders and government. In an effort to address these issues, Environmental Education for sustainable development is emerging as an important approach to encourage people to conserve and protect the natural environment in their community and in their surroundings. Environmental education inspires environmental stewardship and responsible citizenship to ensure participation and mainstreaming environment and climate change in other development sectors including urbanization. Environmental education initiatives include debates, competition, exhibition, campaigns, public lectures, training workshops and field visits. To ensure the implementation of environmental education in Rwanda, a department of Environment Education and Mainstreaming (DEEM) was established in REMA

The above tools are important as they help in environmental planning and auditing management systems, standards, labeling and lastly minimising environmental impact.

7.7 Importance/ contribution of environment management tools to sustainable development

Activity 11

Case study

Read the letter below written by REMA to an editor of a local media house.

Editor,

This is in response to the letter that featured in the Thursday's issue of *The New Times*, April 21, entitled "KCC, REMA must move fast against illegal structures." The writer raised a serious issue regarding illegal construction of structures in wetlands.

The Rwanda Environment Management Authority (REMA) took the writer seriously. We appreciate the partnership between the public and REMA that is steadily growing in line with public's right to live in a safe and well managed environment.

However, following the publication of the letter, REMA inspectors made a thorough inspection of the Kabeza wetland and did not find any illegal construction going on.

There is, however, a nursery and primary school being constructed right above the wetland which was found to be located in a distance that conforms to the Environmental Law.

The school structure when viewed from the opposite side appears to be in the wetland which is surely not the case.

We still appreciate the author's concern and hereby request them to kindly provide us any precise information that they might have on the email address below.

REMA management.

remainfo@gmail.com,

Questions

1. Explain the role of REMA in relation to this letter.
2. How did REMA help in ensuring that there are no illegal constructions made on wetlands in this case study?
3. What are the contributions of environmental management tools to sustainable development in Rwanda?

These are the contributions of environment management tools to sustainable development.

- 1. Environmental Impact Assessment (EIA):** As a tool, this has helped in achieving acceptable forms of environmentally sound and sustainable development. This is because it has helped in assessing all development projects before inception to ensure that they comply with acceptable environment management standards and how they intend to maintain this in their future operations. Since a permit is issued after the assessment to approve the development, it ensures that only sustainable projects are approved. Those projects that are not sustainable and do not meet the required standards are stopped before implementation.
- 2. Inspection tool:** This has made it possible to avoid starting development projects on protected areas, such as wetlands and forests. This is because an investor has to go through inspection to ensure that the development project is to be established in an acceptable place which will not negatively affect the environment or livelihood now or in the future.
- 3. Audit tool:** Existing and ongoing development projects are audited periodically to ascertain whether they comply with agreed environment friendly practices. Should there be a breach, mitigation measures such as the operationalisation of the polluter pays all principle, are put in place.

7.8 Evolution of industries

Activity 12

1. Name examples of industries in Rwanda.
2. Explain how industries here evolved over the years.

In your discussion, you must have realised that most of the things we use in our daily lives are made from industries. Today, we have industries in Rwanda that did not exist before. There has been an evolution of industries over time. The following are some of the stages in this evolution.

1. Hunting and fishing stage/ Family stage

At this stage, the work of getting goods was done mainly in the single family. Each family produced most of the things which its members consumed. This stage was marked by the following characteristics:

- a. There was little exchange or transfer of goods.
- b. There was little division of labour.
- c. There were no economic classes and no industrial conflicts.

2. Pastoral stage

This is the stage where man had learned the art of making a few simple tools like bows and arrows and primitive stone implements to make hunting and food preparation easier. This stage was marked by the following developments:

- a. Domestication of animals for food
- b. Migration in search of pasture for domesticated animals
- c. Use of captives in war as slaves to look after master's animals
- d. Community/ land ownership
- e. The origin of exchange (barter trade system)

3. Agricultural stage

This is the stage where man learned how to “manage” plants and to grow them for food. This stage was marked by the following developments:

- a. Agriculture, as a means of support, was added to the keeping of flocks and to hunting.
- b. Private ownership of land starts.
- c. The growth of slavery as an institution with the introduction of the labouring class.
- d. Trade, influenced by the love of luxury, took place in a low scale.
- e. Laws and customs reflecting ideas and defining how to live.

4. Handicraft stage/ Guild stage

This is the stage where man learned how to make things with his hands. This stage was marked by the following developments:

- a. Weaving fabrics and fashioning things in wood and metal.
- b. Division of occupations, whereby some men became blacksmiths, some shoemakers, some weavers, etc.
- c. Commerce grew/ expanded.
- d. Introduction of money in form of gold, silver or other acceptable forms for trading.
- e. Emergence of cities on the coasts and major rivers.
- f. Introduction of the guild system which regulated trade.
- g. Political freedom in form of free cities.

5. Domestic stage/ Cottage stage

At this stage, work was done at home, hence the name “domestic”. The following were the major developments in this stage:

- a. All manufacture of products like textiles was done at home and on a small scale. This was done in a cottage with everybody doing their bit. The process of manufacturing was slow and laborious.
- b. Major activity was converting wool to clothes. It took the following process: cleaning of the wool after it had been sheared from the sheep; carding of the wool – this was brushing it to separate the fibres. If a comb was used, this would be to get the fibres parallel. The cleaned and carded wool would then be spun by spinsters. This was frequently done by young girls. If these girls had not got married at a young age, it was believed that they would remain unmarried all their life – hence the term spinster today. The finished product of the spinsters was called yarn. The yarn would then be woven by a skilled weaver using a handloom. The finished product would then be sold to a clothier. Each of these processes probably took place in separate cottages and spinning was seen as a job for women while weaving was seen as a man’s job.
- c. If a worker did not work in his own home, he could work in a small workshop.
- d. Coal mines to fuel local cottages emerged.

6. Present stage/ Factory stage

This is the stage where a building or groups of buildings were constructed and requisite products/goods were produced in large scale in these buildings. The factory system developed because of Industrial Revolution, which completely changed the methods of production of goods.

This factory system is the modern system of production which satisfies the economic needs of individuals, communities and countries by manufacturing products/goods in factories. This system utilises men, materials, machines and methods to meet the market demands.

7.9. Impact of progress of science (industries) on climate change

Activity 13

Using the knowledge of the evolution of industries, discuss the effect of this evolution on climate change. Use the picture below to guide you.



Fig 7.5

Find out whether your discussion included the following points:

- i. High temperatures are projected to bring increasingly severe impacts on global scale which include; low lying coastal areas leading to migration of people and growing risk to human health.
- ii. Damages to sensitive ecosystem such as wetlands that regulate water flows.
- iii. Global warming that has led to temperature increase due to emission of carbon dioxide and the greenhouse gases from human activities.
- iv. Shift in animal habitats such as migration of birds and mammals
- v. Decreased sea ice habitat, hence leading to droughts

Activity 14

Basing your argument on Rwanda, analyse the impact of climate change on national development.

7.10 Impact of climate change on health and development

Activity 15

Use the pictures below to discuss how human activity causes droughts and floods. How do these aspects impact on health?



Fig 7.6

Climate change, apart from economic growth, has a huge impact on human health which can be a major challenge for scientists, politicians and ordinary people in years to come.

1. The first major health impact is rise in rates of mortality and diseases caused by extreme weather changes. These include floods, droughts, tsunamis, e.t.c.
2. Higher temperatures pose major health risks to older people such as farmers and builders who suffer from heat exhaustion and heat stroke.
3. Effect on human society and economic development raising rates of malnutrition and mental health due to crop failure which results to hunger.
4. Infectious diseases spread faster under extreme weather conditions.
5. Aquatic life perishes
6. Mass migration of animals, birds and people to new habitats which can be unsafe

Activity 16

Analyse the health implications of extreme weather conditions.

UNIT SUMMARY

Environmental awareness – being aware of the natural environment and making choices that benefit the earth, rather than hurt it.

Environmental pollution – the introduction of different harmful pollutants into a certain environment that makes this environment unhealthy to live in.

The types of pollution include;

1. Air pollution
2. Land pollution
3. Light pollution
4. Noise pollution
5. Water pollution
6. Animal pollution

Principles of environmental management

1. Polluter pays principle
2. Protection principle
3. Sustainability and intergenerational equity principle
4. Cooperation principle
5. Sensitisation principle

Environmental Management Standards guide operating practices, products and services by

1. Maintaining excellent public relations
2. Obtaining insurance at reasonable cost
3. Improving cost control by identifying and eliminating wastes
4. Reducing consumption of material and hence minimising waste

Tools for environmental management

1. Environment impact assessment
2. Inspection

Evolution of industries followed the following stages

1. Hunting and fishing stage/family stage
2. Pastoral stage
3. Agricultural stage

4. Handicraft stage/guild stage
5. Domestic stage/cotton stage
6. Present stage/factory stage

The impact of the progress of industries on climate change include:

- i. High temperatures are projected to bring increasingly severe impacts on global scale which include; low lying coastal areas leading to migration of people and growing risk to human health.
- ii. Damages to sensitive ecosystem such as wetlands that regulate water flows.
- iii. Global warming that has led to temperature increase due to emission of carbon dioxide and the greenhouse gases from human activities.
- iv. Shift in animal habitats such as migration of birds and mammals
- v. Decreased sea ice habitat, hence leading to droughts

The impact of climate change on health and development includes:

1. The first major health impact is rise in rates of mortality and diseases caused by extreme weather changes. These include floods, droughts, tsunami, e.t.c.
2. Higher temperatures pose major health risks to older people such as farmers and builders who suffer from heat exhaustion and heat stroke.
3. Effect on human society and economic development raising rates of malnutrition and mental health due to crop failure which results to hunger.
4. Infectious diseases spread faster under extreme weather conditions.
5. Aquatic life perishes
6. Mass migration of animals, birds and people to new habitats which can be unsafe

Test Your Competence

1. Explain the role played by environmental management on sustainable development.
2. Develop a public lecture on the role of schools/students in environmental management for sustainable development.
3. Assess the environmental challenges that happen at schools and recommend protection measures that should be implemented by the school.

TOPIC AREA 3: SCIENCES

**SUBTOPIC AREA 5: SCIENTIFIC RESEARCH AND
INNOVATION**

UNIT 8: IMPORTANCE OF ICT IN DEVELOPMENT

Unit

8

IMPORTANCE OF ICT IN DEVELOPMENT

Key unit competence: To be able to justify the role of ICT in developing international exchange.



Fig 8.1

Introduction

Innovation is part of the modern world and everyday, new technology ideas are being developed. These ideas contribute highly in making life easier. Communication for instance has been made easy due to several convenient means that have been innovated. People who are far apart can communicate as if they were speaking face to face; multitudes of people can share a message in an instance and this has reduced the world to a global village, where information is exchanged among nations.

All these achievements are a result of ICT (Information Communication and Technology). In this unit, we study how international exchange is made possible by ICT and how this contributes to development.

8.1 ICT as mobile phones: SMS,digital camera, scan,networking



Fig 8.2

Activity 1

1. Write a list of the general and most common uses of mobile phones. In which ways do you use a mobile phone?
2. How useful are mobile phones in rural communities? Are mobile phones commonly used in these communities?
3. How different would our way of life be without mobile phones?

Functions of mobile phones

Mobile phones are telephones that people can move around with, hence the name mobile. Mobile phones are now the ICT that is reshaping and completely changing communication globally. The models keep advancing to more digital applications such as instant photos and messaging, from scanning to networking especially after the emergence of smart phones. This means that mobile phones can now do the work of a computer. From your discussions you have discovered that mobile phones are now able to do a number of things. Let's look at some of these applications.

Mobile phones have opened numerous possibilities such as:

1. The rapid spread and use of mobile banking services, allowing people to make secure transactions conveniently without having to go all the way to the bank.
2. Mobile networks can also help spread and distribute information by allowing farmers access to best farming practices.
3. Mobile phones make it easier for a large percentage of Africans to access information on better choice of food, safe water and basic nutrition, child care, family planning, immunisation, prevention and control of endemic diseases through educative messages.
4. Mobile telephones make it possible for people to communicate to others who are in distant places without much effort.
5. Mobile phone businesses bring in high profits for entrepreneurs who venture in them, and at the same time this generates revenue for the country through taxation.
6. Mobile telephones provide employment for many who could have been idle, for instance, mobile money agents, phone and accessories sales personnel among others.
7. Access to the internet promotes interaction among people both locally and abroad.

Sms - Short Message Service

Short Messaging Service is commonly known as SMS. SMS is a text message that can have up to 160 characters and can be sent from one mobile phone to another. In most cases it's cheaper to send a text than to make an outgoing call.

- SMS are cheaper when compared with voice messaging or using the Internet.

- SMS do not distract like phone calls, as one can receive them and read later if they are occupied with other work.
- SMS are cost effective and easy to use.
- When compared with an international call that costs you several dollars, by sending an SMS the same information can be passed with a significantly lesser amount.
- SMS are more private and personal than a phone conversation, making it the ideal form for communicating when one does not want to be overheard.
- It is often less time-consuming to send a text message than to make a phone call or send an e-mail.
- SMS is also a convenient way for deaf and hearing-impaired people to communicate.

As a digital camera

Modern phones have inbuilt cameras that can be used for taking photos and videos of special moments by users. Once these photos and videos are taken, they can be shared on different social platforms. This helps in making access to information easy.

As a scanner

Some smartphones can also be used to scan and send/share documents. This technology makes scanning and sharing documents easy as one can do it anywhere, and not just in an office.

As networking gadgets

Modern phones have settings that allow for networking. This means that one can access information in other machines such as desktop computers or even laptops using a phone. Once networked, phones can even be used for printing documents.

8.2 ICT as Internet

Activity 2

Look at the diagram below showing the logos of various social media platforms and identify their function.



Fig 8.3

The Internet provides a number of platforms in which people can interact. Various applications have been developed that enable people to communicate online and share visual as well as audio items. Below is a list of these applications along with the services they facilitate.

1. Emailing is a form of both formal and informal communication. It is mostly used to send information and is the easiest way of sending documents with attachments like Portable Document Format files, photos and music files. It is a form of instant communication. Documents can be shared in real time.



Fig 8.4

2. Facebook is a part of social networking. It's a social site that allows individuals or groups to have a platform to share ideas, posts or stories and news happening wherever they are in real time.



Fig 8.5



3. Twitter is a form of communication which allows people to share instant messages, news or ideas with a large audience or number of people.

Fig 8.6

4. Google maps: These maps show global locations and they establish where one is in the world. They also place areas of interest in perspective.



Fig 8.7



Fig 8.8

5. YouTube is a web system that allows anyone to upload music, movies, teachings or any other form of entertainment in short or long videos. It has numerous benefits. Let's take a look at a few of them:

- Youtube gives businesses the platform and medium to show their products and demonstrate how they work. This is particularly useful for companies with limited physical distribution channels, including those who mostly sell over the Internet. Businesses like technology manufacturers, home appliances or even books, clothing or medical products are marketed in this way.
- It also leads to the creation of communities by allowing businesses that have a following or are part of a community to use YouTube as a tool to share and engage with customers. For example, shops that share produce. Each channel has people who subscribe to it so they are alerted if more information is downloaded onto the YouTube channel. This is very helpful because it allows a group of people to consistently communicate and share ideas.
- Some business people use YouTube to build their reputation as experts in a field. This is done through uploading videos that explain about their businesses. It also allows them to link or connect with

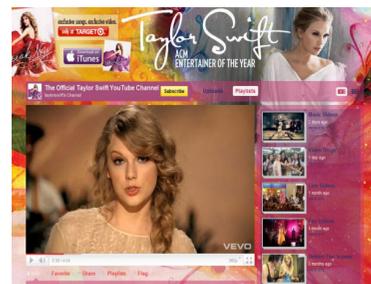


Fig 8.9

other people in the same field. These videos provide a step-by-step process of carrying out any activity, making it a lot easier for people who need this information.

- YouTube also provides a way of advertising business, for example, a coffee supplier can post a video about a coffee shop or a farmer advertising new farming methods and techniques that can help others improve their farming. They can also share videos showing the start of a new farming method up to the end of it. This allows viewers to follow and implement step by step.
- Reviewing events or promotions: These give and allow the ability to revisit successful events by showing video slides of them to people who weren't there or who want to recall what happened. Almost every international, national



Fig 8.10



Fig 8.11

- or community event is recorded and stored on Youtube. This means that if anyone would like to re-watch the event, it can very easily be found on Youtube.
- Solving customers' problems. Some businesses use YouTube to provide solutions for their customers. For example, they can post videos demonstrating how to install their product; they can create videos that will help the users of the product in case they find problems with the products sold.
- YouTube is also a great and efficient way to address frequently asked questions, most especially about everyday problems. Think of possible problems an individual, a community or a nation is likely to face. You will definitely find some assistance with information on how to solve it expressed in a video on YouTube.
- You can also use YouTube to offer solutions to people with different problems. Every day, people post questions into search engines asking how to solve their problems. For example family, marriage, community or work problems. Domestic or political issues and any other issues worthy of discussion are screened on YouTube.

Digital scanning, cameras and networking



Fig 8.12

Digital cameras have numerous advantages, many of which were simply not possible with an ordinary film camera.

- Digital cameras are more convenient than film cameras, and since buying and developing film is not necessary, operating costs are lower.
- A captured image can be instantly checked on the monitor and, if necessary, retaken. In addition, one can view digital images on a TV or PC, print them out at home, and even send them to friends over the Internet.
- Shutter images can be easily deleted and retaken, can also be instantly checked, and retaken if necessary.
- Image processing is possible with a digital camera. Black and White and sepia-tone photos can be easily created.
- Most digital cameras can also take moving pictures.
- Images can be immediately seen and immediately printed, even in a home setting.
- Images can be viewed on a large-screen TV and the image data can be immediately used on a Personal computer PC, without processing.
- Retouching, editing and processing of images are easy using photo editing software; this means that photographs or images can be changed to look better and smarter than they were before. If an object does not make the picture look good, then it can be easily removed from the picture. This allows for colour, tone and other aspects of the image to be changed.
- It is very cost effective to use a digital camera, as there is no purchase of film or development costs. Rechargeable battery packs that are needed are economical.

Digital scanning



Fig 8.13

A digital scanner

A scanner is a machine or device that converts objects or images into digital images through the use of an optical scanner. It has a number of advantages. They include:

- The main advantage of this technology is that it produces a high image quality. This means that it gives an accurate colour reproduction, and allows printing of documents without losing the details.
- Scanners have made it possible for photo restoration. Consider very old photographs or those that have been greatly damaged by weather conditions or other means. The scanning process works on the photograph, which may be in a very deteriorated state -- even in fragments. Once scanned into digital form, these are changed using an application called Photoshop and other image-manipulation programs. After the repairs, the image then can be reprinted on new photo-quality paper. Scanning is very convenient and necessary for offices in handling and reconstructing documents and images.
- Rapid Communication: With digital scanning it is now possible to digital send more quickly a scanned document by email than a paper copy by traditional methods of using the post office, mail or fax. These

methods usually take much longer to get the document to the recipient. The convenience of emailing electronic documents facilitates more timely communication. In business, sending order forms and contracts by email reduces time needed to make deals and carry out business transactions.

- Scanning is also very important in the medical profession; doctors use it for studying medical charts and images. For example a Computerized Tomography (CT) scanner will show how well or how badly body organs are functioning. Other professions also benefit from faster communication, such as physicians reviewing medical charts and images.
- Digital scanning makes capturing, editing and searching for texts easy as it turns a scanned document into text. As an added benefit, text documents take up less hard drive space than graphic images do. Therefore scanners are able to save more information as well turning documents however large into readable texts.
- Business Data Capture: scanners make it possible for data from business cards and other forms to be automatically saved into a computer's contact list. This is very good for large companies. It also reduces the amount of manual work done in feeding information into the computer, saving you the manual labour of typing. These digital scanners are portable and easy to carry around and they make work easier.
- Efficient Filing: For companies or organisations that have a lot of information in files and documents, Scanners organise the process by significantly reducing the space required to store information. Rather than having so many files, scanning stores documents electronically and makes it easy to access documents.

8.3 Role of ICT in creating a global community

Activity 3

Read the story below then answer the questions that follow.

Three emerging Rwandan enterprises on Wednesday evening received about \$95,000 in investments from venture capitalists with a promise of further negotiations for other investments.

At a session dubbed 'Face The Gorrillas' held on the sidelines of the just-concluded Transform Africa forum, five young emerging entrepreneurs were invited to pitch their business models before international

investment moguls with the hope of acquiring capital for their businesses. The panel session took after the popular American television series 'Shark Tank' where emerging entrepreneurs present ideas to billionaires looking for investment and mentorship.

Organised by the ICT chamber of the Private Sector Federation, Tigo, K-Lab (a local tech incubator) and the Ministry of Youth and ICT. The session was aimed at facilitating emerging entrepreneurs to access finance, which has been a key challenge for most of them.

Prior to the session, emerging young business people from the region had been invited to present their businesses that required additional funding for review.

Alex Ntale, the executive director of the ICT chamber, said they were looking for tangible products and services and not ideas.

The investors listening to the pitches included Eugene Nyagahene, the chairman of TELE10 Group, Jeff Gasana, the co-founder of SMS Media, Angela Homsy, a global impact investor, Amir Sheikh, a global investor, and Binbrek Shyma, the head of strategy and business evolution at Tigo.

The investors were keen on the business models that the firms were using, the profitability of their ventures, the previous performance of the business and the stake they were being offered to buy into the emerging enterprises.

The youthful entrepreneurs were given five minutes each to pitch their ideas, followed by 10 minutes of questions before opening up negotiations.

Among the firms that attracted investments was Megrims Market Ltd, which facilitates Diaspora remittances through a mobile application that connects Rwandans abroad with those back home so they can purchase items for relatives and loved ones back home.

Louis Antoine Muhire, the CEO and founder of Mergims, was seeking \$50,000 for the expansion of his firm. After brief negotiations with Gasana, his firm received the sum he was seeking.

Another firm that pulled investors was Vuga Pay, a solution developed by two high school students to facilitate cross-border networking and money transfers.

The solution presented by Patrick Muhire and Cedrick Muhoza was seeking \$20,000 for 10 per cent equity of their firm.

Amir Sheikh and Angela Homsy jointly agreed to invest in the firm after brief negotiations.

(From: <http://www.newtimes.co.rw/section/article/2015-10-24/193776/>)

Questions

1. Explain the role of ICT in promoting business opportunities.
2. Explain the role of ICT in promoting globalisation as seen in the innovation by Megrims Market Ltd.

The following are ways in which ICT creates a global community.

- It is believed that one main cause of poverty is isolation from the rest of the global community. This is because countries that don't have ICT will take longer to develop in every aspect of economic growth. For example they will not be able to acquire new and improved methods of farming or industry.
- It is also true that modern communication devices play significant roles in the collection and dissemination of global information. It's very helpful for communities to have knowledge of what occurs in communities far away or in close proximity.
- ICT is influencing employment both as an industry that creates jobs and as a tool that empowers workers to access new forms of work, in new and more flexible ways. The emerging ICT has enabled employment opportunities in countries around the world. More and more good jobs which have positive economic and social implications for workers and for society are being created from ICT.
- ICT has enabled greater connectivity now in more than 120 countries which has allowed for market penetration of mobile telephones.
- Different aspects of work have become digitised, for example telecommuting and outsourcing which involves getting help from an outside source have become standard business practices globally.
- ICTs has created avenues for providing new ways of job creation that could help tackle global unemployment. For instance, the development of the mobile phone applications industry has created new opportunities for small- and medium-sized enterprises.
- ICTs connect people to jobs. Online employment marketplaces are helping a large number of people worldwide find work by connecting them with employers globally. For example there are websites that are dedicated to job opportunities so people looking for work can find them online.

- ICT supports innovation that has created new, more flexible forms of employment and work: Online contracting uses ICT to increase access to work opportunities worldwide, mainly for smaller employers.
- ICT makes microwork platforms possible. Here, large businesses break down processes into smaller tasks – such as data entry and verification, copy-writing, or graphic design – and distribute them to workers across geographic boundaries. In this case work can be shared and distributed online and workers do not necessarily have to be in a physical place to carry out tasks.
- ICT creates opportunities by enabling new forms of work. ICT changes the structure of jobs, the way people develop their career, and the way they work. ICT also provides supplementary income through online work.
- Financial systems: Efficient and accountable systems to ensure timely payments and access to finance to support innovation and entrepreneurship are possible through ICT. Companies can now pay workers through computer systems.
- Digital radio stations are reaching a wide public in an interactive way through call-in programmes. Monitoring of local elections are reported by radio. Satellite television has greatly expanded the range of programming available. It's now possible to watch and keep in touch with events as they happen in real time.
- The mobile ICT has become the most powerful way to extend economic opportunities and key services to millions of people. ICT provides economic opportunities to both urban and rural populations. One common contribution is that it increases productivity and makes the market work more efficiently.
- New information and communications technologies (ICT) that are high speed and efficient have caused companies to improve in their business, services are delivered to the public quicker and more efficiently.

Activity 4

Explain how ICT keeps people connected and economically, socially and politically interdependent.

8.4 Role of ICT in developing international exchange and disseminating scientific ideas

Activity 5

Doctors, scientists, sociologists and other professionals discover new ideas regularly. Most of these experts are in far away countries but ICT enables them to exchange ideas with the world. How does this happen?

The following are the roles of ICT in promoting international exchange:

- Teleconferencing tools like Skype and how they are used to host virtual international meetings that are crucial in communicating policies, for example, in multinational organisations.
- Medicine: ICT has made it possible for specialised medical doctors to offer critical medical advice and support to patients and other medical practitioners
- Research and Development across borders makes it much easier for researchers in various fields e.g. technology and medicine to share important information that helps in developing more efficient systems.
- In terms of international engagement, decisions by stakeholders on issues of global concern like climate change are communicated to member states simultaneously, almost in real time, allowing for timely feedback from all the concerned.
- International bodies like the UN are able to coordinate their functions around the world more effectively thanks to current ICT tools available to them.
- International events and meetings that enhance international co-operation like sports (athletics and soccer) are streamed live to global audiences.
- Surveillance: International cooperation in areas such as the war against terror is greatly aided by ICT for example by use of satellite and drones (or Unmanned Aerial Vehicles, UAVs) technologies.
- Rescue: The success of rescue missions during major disasters like tsunamis, tornadoes and even plane crashes depends more on efficient utilisation of 'ICT-powered' international expertise these days.



Fig 8.14

- Providing laptops to students in the developing world like the ‘One Laptop per Child’ program allows children in Rwanda to communicate with children in the United States and even to work on class projects together. The potential of such interaction is invaluable. Learning to use technology to expand the reach of a child in a small village in Africa increases the endless possibilities for a better future.
- Low-income countries where institutions exist and provide a positive learning environment, improved access to information or communications is a vital element in people’s potential well-being. Information and communications technologies (ICTs) such as the Internet can play a role in improving the level of living and quality of life of people.

Activity 6

1. Show the role of ICT in quick information exchange.

UNIT SUMMARY

Mobile phone - a telephone that one can move around with.

Functions of mobile phones

1. The rapid spread and use of mobile banking services, allowing people to make secure transactions conveniently without having to go all the way to the bank.
2. Mobile networks can also help spread and distribute information by allowing farmers access to best farming practices.
3. Mobile phones make it easier for a large percentage of Africans to access information on better choice of food, safe water and basic nutrition, child care, family planning, immunisation, prevention and control of endemic diseases through educative messages.
4. Mobile telephones make it possible for people to communicate to others who are in distant places without much effort.
5. Mobile phone businesses bring in high profits for entrepreneurs who venture in them, and at the same time this generates revenue for the country through taxation.
6. Mobile telephones provide employment for many who could have been idle, for instance, mobile money agents, phone and accessories sales among others.

7. Access to the internet promotes interaction among people both locally and abroad.

Applications found in the internet include:

1. Emailing
2. Facebook
3. Twitter
4. Google maps
5. YouTube

The mobile phone can be used:

1. For sending SMSs
2. As a digital camera
3. As a scanner
4. As a networking gadget

Advantages of the Short Messaging Service

- SMS are cheaper when compared with voice messaging or using the Internet.
- SMS do not distract like phone calls, as one can receive them and read later if they are occupied with other work.
- SMS are cost effective and easy to use.
- When compared with an international call that costs you several dollars, by sending an SMS the same information can be passed with a significantly lesser amount.
- SMS are more private and personal than a phone conversation, making it the ideal form for communicating when one does not want to be overheard.
- It is often less time-consuming to send a text message than to make a phone call or send an e-mail.
- SMS is also a convenient way for deaf and hearing-impaired people to communicate.

Advantages of digital cameras

- Digital cameras are more convenient than film cameras, and since buying and developing film is not necessary, operating costs are lower.
- A captured image can be instantly checked on the monitor
- Shutter images can be easily deleted and retaken, can also be instantly checked, and retaken if necessary.

- Image processing is possible with a digital camera. Black and White and sepia-tone photos can be easily created.
- Most digital cameras can also take moving pictures.
- Images can be immediately seen and immediately printed, even in a home setting.
- Images can be viewed on a large-screen TV and the image data can be immediately used on a PC, without processing.
- Retouching, editing and processing of images are easy using photo editing software.
- It is very cost effective to use a digital camera, as there is no purchase of film or development costs. Rechargeable battery packs that are needed are economical.

Advantages of a scanner

- Scanners have made it possible for photo restoration.
- Rapid Communication.
- Scanning is also very important in the medical profession.
- Digital scanning makes capturing, editing and searching for texts easy as it turns a scanned document into text. As an added benefit, text documents take up less hard drive space than graphic images do. Therefore scanners are able to save more information as well turning documents however large into readable texts.
- Business Data Capture
- Efficient Filing: For companies or organisations that have a lot of information in files and documents.

Role of ICT in creating a global community

- Modern communication devices play significant roles in the collection and dissemination of global information.
- ICT is influencing employment both as an industry that creates jobs and as a tool that empowers workers to access new forms of work, in new and more flexible ways.
- ICT has enabled greater connectivity which has allowed there to be market penetration of mobile telephones.
- Different aspects of work have become digitised
- ICT has created avenues for providing new ways of job creation that could help tackle global unemployment.

- ICT connects people to jobs.
- ICT supports innovation that has created new, more flexible forms of employment and work.
- ICT makes micro-work platforms possible. Here large businesses break down processes into smaller tasks and distribute them to workers across geographic boundaries.
- ICT creates opportunities by enabling new forms of work. It also provides supplementary income through online work.
- Efficient and accountable systems to ensure timely payments and access to finance to support innovation and entrepreneurship are possible through ICT.
- It's now possible to watch and keep in touch with events as they happen in real time.
- The mobile ICT has become the most powerful way to extend economic opportunities and key services to millions of people.
- New information and communications technologies (ICT) that are high speed and efficient have caused companies to improve in their business, where services are delivered to the public quicker and more efficiently.

Roles of ICT in promoting international exchange

- Teleconferencing tools and how they are used
- ICT has made it possible for specialised medical doctors to offer critical medical advice and support to patients and other medical practitioners
- Research and development across borders makes it much easier for researchers in various fields to share important information that helps in developing more efficient systems.
- Decisions by stakeholders on issues of global concern like climate change are communicated to member states simultaneously, almost in real time, allowing for timely feedback from all concerned.
- International bodies like the UN are able to coordinate their functions around the world more effectively thanks to current ICT tools available to them.
- International events and meeting that enhance international co-operation are streamed live to global audiences.

- International military cooperation in areas such as the war against terror is greatly aided by ICT
- The success of rescue missions during major disasters depends more on efficient utilisation of 'ICT-powered' international expertise these days.
- Providing laptops to students in the developing world allows children in Rwanda to communicate with children in the United States and even to work on class projects together. This increases the endless possibilities for a better future.
- Information and communications technologies (ICTs) such as the Internet can play a role in improving the level of living and quality of life of people.

Test your competence

1. Study the following cases and explain the role of ICT in each.
 - a. During The Kigali Fashion Week, the organisers needed to invite as many people from all over the world as possible. So they made good use of the social media platforms to advertise it.
 - b. Mr Iwaso, a businessman, is based in Saudi Arabia. However, he has businesses in several African countries. He saves his benefits in one major bank based in Dubai. How can he use ICT to transfer his finances?
2. Write an essay analysing the contribution of ICT in people and international exchange.

TOPIC AREA 4: CULTURE

SUBTOPIC AREA 6: GLOBAL MEDIA

UNIT 9: WRITING OFFICIAL DOCUMENTS AND MASS MEDIA

SUBTOPIC AREA 7: CULTURAL DIVERSITY

UNIT 10: FIGHT AGAINST CULTURAL DISCRIMINATION

SUBTOPIC AREA 8: GENDER

UNIT 11: GENDER-BASED VIOLENCE AND CHILD ABUSE

SUBTOPIC AREA 9: LITERATURE

UNIT 12: FORMS AND GENRES OF LITERATURE

SUBTOPIC AREA 10: ARTS

UNIT 13: PRESERVATION OF NATIONAL HERITAGE AND CULTURE THROUGH THE ARTS

WRITING OFFICIAL DOCUMENTS AND MASS MEDIA

Key Unit Competence: To be able to judge and react effectively to the information received.

Introduction

Writing is a common way of communication that is used in both social and formal communication. There are various types of written information depending on the purpose, the language and the format in which a document is written. However, despite there being differences in all these aspects, most written works have some things in common. For example, the process of writing involves steps that help in ensuring that the final document is well organised, contains all the necessary information and that the message is received as intended.

This unit covers majorly the processes involved in writing official and mass media documents and how the information communicated by these documents impact on the targeted audience.

9.1 Composing texts based on own ideas

9.1.1 The writing process

Activity 1

1. Have you written a story before? If yes, what was the story about?
2. Tell your friend the steps you took from the time you thought of writing the story to the time you gave it to someone to read.

(a) Concept of prewriting (planning of writing)

First step in writing is prewriting, which is mainly concerned with planning. The writer has to have the ideas he or she wants to write about before he or she can express them in writing. For any activity or task to turn out successful, one has to plan on how to go about it. In writing particularly, it is important to have in mind certain things even before one begins to write. The following

questions must be addressed in the planning stage. Answers to these questions determine the message, language and presentation to be used when writing. These questions are:

1. What is the purpose of writing?
2. Who will read the message?
3. What other topics and ideas relate to the message?

Activity 2

Using the criteria discussed in (a) above, choose a topic of interest and sketch down points that you are going to use in writing a composition on the topic.

(b) First draft from prewriting

Activity 3

Uwase wanted to write an essay about healthy relationships among the youth. Below are notes made by Uwase during her prewriting stage. Use them to come up with paragraphs that will develop her essay.

1. Purpose for writing – educate the youth
2. Audience - the youth
3. Related topics – responsible sexual behaviour, adolescence

After the prewriting stage, the writer already has focus on the main ideas he/ she would like to present in the draft. The next step therefore involves using the notes developed in the prewriting stage to make paragraphs. Each paragraph should carry a main idea, and supporting arguments. This makes up a draft. A draft is subject to corrections due to the likelihood that part of the important message could have been left out, as well as the possibility of grammatical errors and incoherence in the organisation of ideas.

Knowledge about who is to read the work enables the writer to choose the most appropriate language and presentation of the work. Age, for example, determines the level of complexity of the language to be used. Work that is meant for children has to be presented in an easily understandable way. It must also be attractive with exciting drawings. This is contrary to information

meant for adults. When writing for specific professions, technical words used in that particular field can be used, but when writing for the public, the language should be broken down in common language.

In Activity 3 above for example, the essay should capture all the necessary facts about healthy relationships among the youth, drawing additional information on the topics on 'responsible sexual behaviour' and adolescence. Bearing in mind that the youth have knowledge of language above the basic knowledge, the language used should take into account their ability to understand while at the same time avoiding obscene expressions.

Activity 4

The image below shows how industrialisation causes air pollution. Write a first draft composition about it. Begin by planning the ideas for your composition.



Fig 9.1

(c) Feedback on a draft

Activity 5

Identify the parts of the article below that need correction and suggest possible corrections.

'There are various ways of stopping married couples from fighting. They can seek counseling from professionals or invite an elder to help solve their disputes. Domestic violence is rampant in very many communities. It is a vice that has diverse consequences on children, the parents and the society at large. This article is meant to foster values of peace in families by enlightening the masses on ways to solve family conflicts in a peaceful manner.'

Feedback refers to the aspects of a written work that are faulty and should be corrected. In the above article, some of the feedback given can suggest that the language be changed to suit a particular audience, and the points be reorganized to flow coherently. It can also state that the ideas stated should be further explained.

Activity 6

The image below shows a rhino that has been killed by poachers.



Fig 9.2

Use the ideas you have discussed to write a composition about poaching. Follow the steps you have learnt so far about the writing process.

(d) Use of feedback to revise draft

Activity 7

Use the feedback from Activity 5 to rewrite the article on 'domestic violence.'

As earlier discussed, feedback on a draft helps in revising it by adding details, strengthening word choice and reordering content. Grammatical errors are also corrected at this stage. Activity 5 for example, can be done as follows:

Domestic violence

'Cases of domestic violence have increased in our societies today. Several families have broken up; people have suffered physical and psychological harm all because of conflict mismanagement at the family level. This article, aims at fostering peace values and skills of conflict management among family members. These two are key tools in eradicating domestic violence and can go a long way in improving the societies we live in today.'

Once the feedback is received, the writer needs to read the work again for final corrections. The issues the writer will be correcting include:

- any misspelt words
- wrong sentences, that is subject verb agreement
- wrong punctuation
- removing any repeated words
- checking to ensure the correct phrases are used
- ensure smooth flow from one paragraph to the next
- ensuring the grammar used is correct

Once the writer is assured the piece of work is well written, it can then be published.

Stages of writing



Activity 8

Write a composition on any topic of your choice. Follow the steps learnt, and when you are sure it is okay, give it to your friend to mark it for you.

9.2 Writing official and administrative documents correctly

9.2.1 Types of writing

Activity 9

1. Have you written a letter before? Who did you write the letter to?
2. Do you know of any other types of writing beside a letter? Describe these to your friend.
3. Write a letter to your friend, talking about your last school sports day.
4. Write a letter to your class teacher, asking to be moved from the back to the front. Give good reasons for the request.

From the work you have done in the activity above, you must have realised there are different types of writing. From the two letters written, you must also have noticed a difference in how you write them.

When writing a letter, one should bear in mind the type of letter they are writing. A letter that is intended to communicate an official message is called a formal letter, while the one meant for social communication is known as an informal letter. Apart from letters, there are other documents such as the CV, reports, memos, minutes among others. Documents that serve as records for reference of achievement are known as academic documents. These are the major types of writing.

9.2.2 Parts of an administrative and business letters

Activity 10

Have you ever received a letter from an office, inviting you to act in a particular manner? How did it look like? Discuss in class.

An administrative letter

An administrative letter is an official document which is formal, brief and to the point. It explains matters of administrative and official business. For example, when writing for an institution, a bank, an organisation or any government administrative body and in any aspect of the business world, letter writing is not just a way to communicate with other agencies, businesses or prospective clients; it's a way to represent the company and let others know the quality of its service or product.

An administrative letter has the following parts:

- The date is written on the top left of the document. The date refers to the day the letter is being written.
- Below the date, there is a name and address of the office, written on separate lines for the name and each part of the address. The recipient's address next, for instance, if the letter is written to a specific department within a company, the name of the individual to receive the letter and the department is indicated.
- The heading bears all the necessary information about the organisation's identity. The address, information and contact details.
- Date of writing. The month should be fully written out and the year written with all the four digits e.g. October 12, 2005 and should be aligned with the return address which is the sender's address.

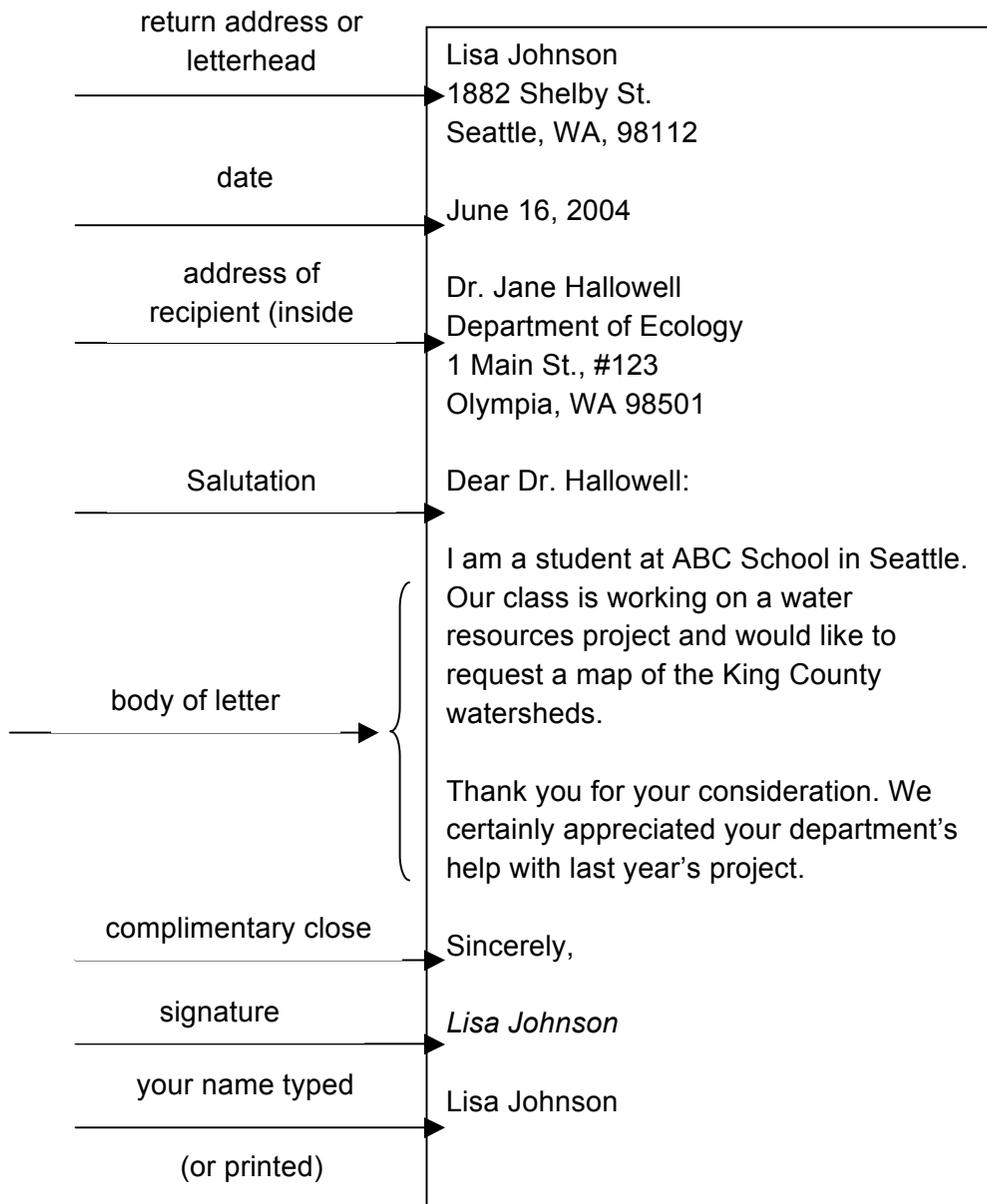


Fig 9.3

Activity 11

Imagine that you are a secretary in a secondary school. Write an administrative letter of admission to a pupil of your choice. Ensure that it contains all the parts.

Parts of a business letter

Activity 12

Look at the business letter below and identify its various parts.

*John Mugwaneza
Dreamtime Movies Ltd
Muhima Nyabugogo Road
Kigali, Rwanda
Tel: 0223 123 4567*

*Email: info@dtmovies.co.rw
4 November 2016*

*The Manager
Linguistics Services Ltd
Imia Street
Kigali, Rwanda*

Dear Sir,

RE: Translation Brochure

I should be grateful if you would send us your brochure and price list about your translation services.

We are currently developing our sales literature and web sites and are interested in translating these into five languages apart from English.

I look forward to hearing from you.

Yours faithfully

John Mugwaneza



Marketing Manager

A business letter has the following parts:

- The Inside Address - In a business or formal letter, the address of the recipient is written after the sender's address. The recipient's name, company, address and postal code are included. The recipient's name and title are separated with a comma.
- After this is the reference part headed as "RE:" followed by the subject of the notice. Subject line is underlined, using bold font, or all capital letters. Any reference number given or any important dates or numbers are included.

- The next line shows more details about the reason for writing. The purpose of the letter is explained and facts laid out.
- The close of the letter should be short and polite; the writer asks to be contacted either by phone or mail. The name, address and phone number are given at the end. The traditional rule of writing format is that a formal letter must end 'Yours faithfully' or 'Yours sincerely'.
- The signature and writer's identification is the last part of the letter. The individual writing the letter signs the first and last names and a title if necessary for example the Mayor, Executive Secretary, manager or director.

9.2.3 How to write an application letter?

Activity 13

1. Write a letter applying for a job at the local radio station.
2. Look at the letter below. Is it different from yours? How is it different?

Applicant's Name
Address
Phone Number

Company Name
Name of the person in charge of hiring
Title
Address

Date

Dear Mr. or Ms. (Name of the person who is in charge of hiring),

With reference to your advertisement in the *Local News* on August 28, I wish to apply for the position of clerk at your video store.

I believe I have the necessary skills and abilities for this job. I am organized, resourceful, personable and a fast learner. I am also fluent in both official languages.

Your company excels at customer service, a field in which I would like to pursue a career. I am also very eager to become part of a winning team like yours. Joining your organization would give me a chance to develop useful skills that will help in pursuing my long-term career goals.

If you are interested in meeting with me, I am available for interview weekdays after 3:30 p.m. or any time on the weekend.

I look forward to hearing from you.

Signature
Encl. (résumé)

Fig 9.4

A letter of application is intended to introduce an individual to potential employers, it is therefore important that it is well written and presented. An application letter determines whether or not an individual is invited for a job interview.

How to organise a letter of application

The first part of an application letter is the header; it begins with both the contact information of both the person writing and the employer's. This includes the name, address, phone number and email address. The letter begins with a salutation:

- a) **Begin** the letter with "Dear Mr/Ms. Mrs Last Name." If the individual writing does not know the employer's last name, one should simply write, "Dear sir/madam".
- b) Next, an **introduction** is made. Have you stated what job is being applied for. This part of the letter explains where the writer heard about the job, if it was from an advertisement or a contact associated with the company. One will briefly mention how the skills and experience match the company or position being applied for; this will give the employer a preview of the rest of your letter.
- c) In the third part of the letter, their **body**, in a paragraph or two, an explanation is made as to why the individual is interested in the job and why he or she makes an excellent candidate for the position. It also mentions the specific qualifications listed in the job posting, and explains how the individual meets those qualifications. One ought to provide specific examples that demonstrate one's abilities.
- d) **In conclusion** the skills one has are restated and one makes a strong and confident make fit for the company or position. One states that he or she would like to discuss employment opportunities, after which the letter ends with thanking the employer for his/her consideration.
The letter ends with the handwritten signature, followed by the typed name.

Note: It is important to proof read and edit any letter before sending it.

9.2.4 Writing a resignation letter

Activity 14

1. Imagine you have been working as the school bursar for the last 10 years and now you feel it is time to move and get another job. Write a letter to the school head teacher expressing your desire to leave the current job.
2. Look at the letter below. Say how different your letter is to the one below.

To quit a job, one has to resign. This is done through a resignation letter. This kind of letter is written when an employee decides to remove him or herself from a current position of employment. This letter notifies or expresses to the employer the intention and reasons for leaving the job and gives a time limit in which the employee will organise and complete all the tasks at hand. A resignation letter contains the following:

Part 1:

It includes the basics facts about the employee. The first parts states the position being resigned from and the effective date. It should have a friendly but formal opening. The letter should be amicable while maintaining professionalism.

The letter can start like this:

'Please accept this letter as a formal notification that I am resigning from my position.'

The individual must state the position that was held. It is ethical and professional to let the employer know the last day of work. This is called giving a notice.

When writing a resignation letter it is important to state reasons as to why one is resigning. The reasons could include retirement, maternity leave, personal reasons, or because an individual has accepted an offer at a different company.

An individual can use expressions such as:

- I was recently offered a new opportunity at a different company, and have decided to accept the offer.
- I received an offer to serve with a company that suits my needs, and after careful consideration, I've realised that this opportunity is the right path for me.
- I would like to inform you that I will be retiring on April 3.
- After much thought and consideration, I have decided not to return after maternity leave.

To,

Robinson Henry
HR Manager
Apex Enterprises Limited

Subject: Resignation Letter

Respected Sir,

Through this letter, I would like to notify you that I am resigning from the job post of a financial head at Apex Enterprises Limited and the effective date of my resignation is 1st June 2014. Through this letter, I do not want to miss an opportunity to express my deepest gratitude towards you for offering me an opportunity for serving this company.

Over my 4 years of employment at Apex Enterprises Limited, I have thoroughly enjoyed working and contributing towards the financial team. This resignation comes because I have earned the post of a financial manager at Royals' Firm that is offering me wider horizons and better exposure. As I look forward to advance in my career, I would like to tell you that I am going to miss each and every person linked to this company. The working atmosphere, the discussions sessions, the office tours and every aspect of the employment tenure would be forever cherished by me. I request you to kindly fulfil the resignation formalities and let me know if I can be of any help to you. I wish Apex Enterprises Limited all the best for its future prospects.

Thanking you. Sincerely,

Andrew Paul

Fig 9.5

- I have decided to resign for personal reasons.

Part 2

The second part of the letter contains a note of thanks and gratitude to the employer. It should express gratitude to the employer for the opportunity, of working for that company. It should describe the key things one has enjoyed and learned on the job. When writing this kind of letter, it is important to remember that an employee may require a reference from the employer and leaving a good impression will make it easier to get it if the need arises.

The employee clearly states the intention to resign. It's important to state the intention to resign in clear terms so that the employer prepares to fill the position as soon as possible. Here is an example of what to say:

Thank you so much for the opportunity to work in this position for the past (state the amount of time one has been in the role). I've greatly enjoyed and appreciated the opportunities I have had to (a few of the job responsibilities), and I have learned (a few specific things one has learned on the job), all of which I will take with me throughout my career.

Note: It is important to document positive memories, mention how the job has positively influenced one's career and how it has or can help secure an even better position. When an individual writes this way, it expresses that one has had a positive experience at the company and it will minimise any potential conflict that may occur. An employee can use these statements in the letter:

- I can't thank you enough for all of the experience and confidence my position has given me.
- I want to give you my sincere thanks for all of the opportunities you have given me and for all of the knowledge I have gained at your company over the years.

Part 3

The third part of the letter is the final one; it explains the willingness of the outgoing employee to help with the transition of getting a new employee to take over the job. It should state that all the duties, assignments and any unfinished work will be completed and submitted before one leaves the job.

Note: It is good practice to give one's employer a good amount of time and notice to fill your position. If the job is complicated, the employer may need time to train a new replacement. Notice of not less than two weeks should

be given. When writing this letter, an individual should state the last workday immediately after the intentions to resign have been expressed.

This can be for example,

- I hereby submit my resignation.
- Please accept this letter as notice of my resignation from my position.

End the letter on a kind note. In these last few lines, the employee states that he or she would be happy to help recruit and train a new person for the position. The individual also provides room for the company to contact him or her if there is a situation with the job that need their attention.

For example:

'You can reach me any time for any help required.'

This will show your boss that you really are committed to the success of your company.

Close and end your letter by using "Sincerely".

It is important to use professional, respectful and courteous language.

Activity 15

Mrs Mutanguha decided to resign from Tropical Beverages Ltd where she served the position of sales manager in order to care of her newborn baby after maternity leave. Write her resignation letter.

9.2.5 Letter of complaint

Activity 16

Imagine you have gone to eat at your favourite restaurant. The waiter/waitress takes too long to serve your food and is rude to you when you ask why. Write a letter to the manager of the restaurant to complain of the bad behaviour.

A letter of complaint expresses displeasure or a fault or problem that a client could have found with a service offered. It is normally sent to the customer service department.

Parts of a letter of complaint

Complaint Letter

Sender Name
Sender's Title or Position
Sender's Organization Name
Sender Street Address
City, State, Zip Code

Date: DD/MM/YYYY

Recipient's Name
Recipient's Position or Title
Recipient's Organization Name
Recipient's Street Address
City, State, Zip Code

Dear Sir/ Madam,

I am writing this letter to bring your attention that I am not satisfied with your quality of services provided at _____ (business name). I am talking about the services I took on DD/MM/YYYY and want to let you know I was very upset with your staff's performance. They used to deal with me quite inefficiently and did not show their interest which they must show while dealing with regular customers.

I have been a regular client of your business but now I am completely disappointed. I expect quality services from you and request you to address this issue with immediate attention. I expect full compensation and look forward to your replies within shortest time.

Yours Sincerely
Write Your Name Here

Fig 9.6

A letter of complaint begins with 'Dear Mr/ Mrs/ Miss/ or Ms' followed by their surname. If one cannot find the name of the customer service manager, then it is enough to simply write 'Dear Sir or Madam.'

The first line of the letter should clearly address the reason for writing the letter and the exact complaint. It is important to give as many facts as possible, including the date, time and location where the service was received, along with any relevant serial or model numbers.

The next part of the letter should specifically suggest a solution that will remedy the problem. A client or customer may ask for a replacement, a refund, a repair, or some other form of compensation. This is to be stated in this paragraph.

Finally, it is very important to attach copies of supporting documents. These may include receipts, guarantees, warranties, copies of cheques you sent and, if appropriate, photos or videos. All documentation should be included with your letter.

Also make sure to state in the body of the letter the exact materials you are including. For example: "Please find attached a copy of my original receipt, along with a copy of a guarantee and information regarding the serial number." Give them a time limit to resolve the matter. It is helpful to provide an exact time period within which you would like the issue to be resolved.

Finish the letter respectfully. Thank the recipient for their assistance, and let them know how and when they can reach you to resolve the matter. This will make their job a lot easier, resulting in a more efficient outcome for you. Sign off the letter with 'Yours sincerely'.

9.2.6 Curriculum Vitae

Activity 17

1. Your parent or guardian has a shop and wants to hire someone to help them sell during the holidays. You want to apply for the job because you have the skills. Write a curriculum vitae to present to them to show you are qualified.

A Curriculum Vitae (CV) is a document that explains your life in summary. It is usually presented when one is looking for a job. Below is a sample CV.

Personal details

Names: Violet Ingabire

Date of birth: 27th April 1990

Nationality: Rwandan

Gender: Female

Telephone: +250 7299003322

Email: Vingabire@hotmail.com

Education Background

Year:	Institution:	Qualification:
2008-2014	Maranyundo High School	A-level certificate

Experience

2015: PARKSIDE OFFICE Rwamagana Administration Assistant

Skills

- Good knowledge of standard office software, including e-mail and the internet
- A driving license
- Fluent in French and English

Language spoken.

Kinyarwanda -Excellent

French -Very good

English- Good

Referees

Mrs Yvone Samatha Director General, WHO Tel: 07888333898	Mr. Kalisa peter Headmaster, Groupe scoiraire nyamata Tel: 0788888888	Miss rosine mutesi CEO Akright Tel: 0787777777
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I declare that all the information provided above is true to the best of my knowledge.

Sign-----

Curriculum Vitae

A CV has the following parts as seen from the sample above.

- **Personal profile:** name, address, phone numbers and e-mail address.
- **Employment history:** Under this section, dates and relevant places of employment are stated.
- **Education background:** Starts with the most recent or expected degree. List degrees, majors, institutions, and dates of completion (or expected date) in reverse chronological order (most recent first). Also include your minors, subfields, and honours.
- **Interests/ hobbies:** These are the things one likes to do during free time or the things one is talented in.
- **References:** References are given to show the people that can be contacted to testify that the information given is true. Their names, titles and contact details must be provided.

Activity 18

There are different ways of writing a Curriculum Vitae. Research and find them out.

Make your presentation to the class.

Activity 19

Write a proper CV putting all the information about your life where it should be.

9.2.7 Memo

Activity 20

1. Imagine you are the patron of the drama club in your school. The club is launching the Drama Week at the school, on 20TH November 2017. Write a memo today to the members of the Drama club reminding them of the launch.
2. Name some parts that a memo should have.

A memo is a document intended to inform a group of people about a specific issue, such as an event, policy, or resource, and encourages them to take action. The word memo comes from the word “memorandum” meaning something that should be remembered or kept in mind.

A memo is a formal business communication that should be addressed to the reader formally.

Below is a sample memo:

Date: 06/12/2016

To: Environmental Club Members

From: Patron, Environment Club

RE: Launching the ‘Dust bin’ program

This is to remind all the Environment Club members that the dustbins that were to be purchased from the contributions we made last year were delivered last week. The committee appointed to organise the program has scheduled a meeting to launch the use of the dustbins in the school compound. The meeting will take place at the meeting hall on Thursday 08/ 12/ 2017 at 5.30 pm.

We look forward to your attendance.

The memo has almost the same parts as a formal letter as seen in the sample above.

9.2.8 Report

Activity 21

Your class has had a trip to the neighbouring school for a debate on how communication can make learning better. Your class had chosen to be the opposers and they lost the debate. As the class prefect, you have been asked by your teacher to write a report of what happened during the debate. Write down the report you would present to the teacher.

The following are parts of a report

1. **Title Section** - the title section gives information on the date, author and the contents of the report.
2. **Introduction** - The first part of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if any and explain how the details of the report are arranged.
3. **Body** - This is the main section of the report. The report needs to be written in plain English. Information is usually arranged in order of importance with the most important information coming first. Usually employers will require employees to write a report mostly at the end of the month, season or term. This report will have information regarding how work and activities have been handled. It also outlines challenges and possible solutions for the way forward. These are referred to as recommendations - this is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.
4. **Conclusion**- the conclusion sums up the whole report in a brief way.

9.2.9 Minutes

Activity 22

Imagine you have had your weekly class meeting. You have been asked to write the minutes of the meeting you had, where the class teacher was also present and some of the things you discussed included cleanliness in class and punctuality for the morning lessons by some teachers.

'Minutes' is a term used to define notes taken by a secretary during an official meeting. Minutes are important as they help members present to remember some of the things discussed.

When writing minutes it is important to be objective. The same tense should be maintained throughout.

These are a few things to avoid when writing minutes:

1. Avoid using people's names except for motions or seconds. This is a business document, not about who said what.
2. Avoid inflammatory or personal observations. The fewer adjectives or adverbs you use, the better.

3. If you need to refer to other documents, attach them in an appendix or indicate where they may be found. Don't rewrite their intent or try to summarise them.

A Sample of minutes

<p>MINUTES OF THE SCHOOL PREFECT'S MEETING HELD AT 5.00 PM ON 25 JANUARY 2016 AT MOUNTAIN HALL</p>	<p><i>Date, time and venue of meeting</i></p>
<p>Members Present:</p> <p><i>Gatimu Ibrahim - Chairperson Mombeo Lawrence – Secretary Irvin Gatau Abel Mumbua Imeo Matumbi</i></p>	<p><i>Name of those who attended the meeting</i></p>
<p>Absent with apology</p> <p><i>Christian Kahigi Anabel Mutoni</i></p>	<p><i>Names of those who were absent with an apology</i></p>
<p>In attendance</p> <p><i>Antony Munyenzero – The head teacher, new hope high school</i></p>	<p><i>Names of special guest to the meeting</i></p>
<p>Preliminaries</p> <p><i>The School captain opened the meeting with a word of prayer.</i></p>	<p><i>Preliminaries show that the meeting is starting and how it starts.</i></p>
<p><i>Minutes of the previous meeting were read, confirmed by the games captain and seconded by the dining hall captain.</i></p> <p>Matters Arising</p> <p><i>There were no matters arising from the previous minutes.</i></p>	<p><i>Reading of minutes of the previous meeting. If there are corrections to the minutes, are made here. If there is a matter that arises from the previous meeting, it is raised and addressed here.</i></p>

<p>Agenda of the day <i>The prefect on duty gave a report on his observations of the ongoing exam week pertaining punctuality and overall discipline of the students. Members agreed that strictness has to be employed to improve discipline among students. The school captain urged the prefects to set a good example to other students by adhering to school rules.</i></p> <p><i>The members agreed on being keen in their areas to ensure that the school runs well.</i></p>	<p><i>Agendas for the day are the things to be discussed on that day during the meeting. They are first listed down then each discussed on its own.</i></p>
<p>AOB(Any other Business) <i>The dining captain suggested that the members hold an end of term party a few days before closing day. The head teacher objected the idea.</i></p>	<p><i>The AOB stands for Any Other Business that the members may have to discuss. These matters are discussed and finalised before closing the meeting.</i></p>
<p>Adjournment <i>The Chairperson declared the meeting closed at 7.30 pm. The next meeting was scheduled for 30th January, same venue and time.</i></p>	<p><i>This is the closing of the meeting. Shows the time the meeting ended, when the next meeting will be and where.</i></p>
<p><i>Chairperson signature & date _____</i></p> <p><i>Secretary signature & date _____</i></p>	<p><i>This is the part of the minutes that the officials sign during the next meeting. They sign after the minutes have been read and confirmed.</i></p>

Activity 23

Imagine that you are the secretary of the scouts' club in your school. Draft minutes for a meeting held in your school meeting hall.

9.3 Mass Media

Introduction

Technology alongside traditional media such as newspapers has made it possible for masses all over the world to receive news about any event taking place anywhere all at an instant speed. This subunit covers the various mass media that aid this process and their impact on various aspects of human interaction.

9.3.1 The Role of Mass media

Activity 24

Study the diagrams below and discuss in groups what they have in common.



Fig 9.7

Your discussion should point out the role of the mass media to reach out to

large numbers of people at a go.

Mass media is communication — whether written, broadcast, or spoken — that reaches a large audience. This includes television, radio, advertising, movies, the Internet, newspapers, magazines, telephones, fax machines and websites.

Mass media is a significant force because it reflects and creates the culture. It makes possible the concept of celebrity: without the ability of movies, magazines, and news media to reach across thousands of miles, people could not become famous. So media creates political and celebrity personalities.

Mass media is a significant force in modern culture. People are constantly bombarded with messages from televisions, billboards, movies and magazines, radio networks and the Internet as well as information on advertisements of products, companies and events. Everywhere around us there is a product of mass media. This helps in transferring information.

These forms of media are able to promote products, attitudes, and a sense of what is and is not important, or socially acceptable.

Mass media is an important and necessary tool for entertaining. In regards to this, the radio and televisions are extremely popular. It is also an educational tool. Media not only imparts knowledge, but also can be part of larger efforts to promote actions having social utility, for example promoting social services and human rights.

As public relations tools, media assist organisations in achieving credibility and respect among the public and community.

It is also a very important tool for advocacy. Mass media assist leaders in setting a policy agenda, shaping debates about controversial issues, and gaining support for particular viewpoints. A good example is in presidential debates in Uganda and America. These discussions enable people gain information on political issues.

Activity 25

Debate on the motion 'What would happen if there was no mass media?'

9.3.2 Mode of communication (traditional, colonial period, modern period)

Activity 26

1. Identify the modes of communications in the pictures below.
2. What are the advantages and disadvantages of the modes of communication shown below?

a.



b.



c.



Fig 9.8

TRADITIONAL MODES OF COMMUNICATION

Traditional modes of communication include horn blowing, smoke signals, village criers and face to face communication. Advantages of traditional modes of communication include:

1. They were cheaper than most modes of communication.

2. Traditional communication mostly feels more personal. This is because one person is talking to another.
3. Another advantage is that one could easily get to read the body language and other non-verbal signals from the other person.
4. Traditional modes of communication were localised so one could easily understand the message.

DISADVANTAGES OF TRADITIONAL MODE OF COMMUNICATION

1. Sometimes the messengers sent could get lost or get attacked by wild animals on the way to deliver the message to different villages. This therefore meant that the message was not delivered.
2. Sometimes the forms used were confusing, like for example in the drum beating or horn blowing, one had to be very keen to understand the message.
3. Traditional modes of communication were not reliable. This is because the village criers could forget the initial message and make up something else, which meant a different message was passed.
4. Traditional modes of communication were discriminatory. The smoke signals or drum beating only passed a message to the people who lived in that village and understood what each sign meant.
5. Traditional modes of communication relied on other factors such as weather for them to work. For instance, if it rained, the villagers could not send smoke signals.

COLONIAL MODES OF COMMUNICATION

Colonial modes of communication include letters, the Morse code, pigeon mails, telephones, print media among others. The advantages of colonial modes of communication include:

1. Colonial modes of communication were on the most part reliable. The letters sent could get to their destination on time and safe.
2. Colonial modes of communication did not rely on the elements of weather to work. You could easily send a letter or make a phone call.
3. These modes could be understood by many more people who could read the letters or decode the codes like the Morse code.
4. These modes were safer compared to the traditional modes of communication.

DISADVANTAGES OF COLONIAL MODES OF COMMUNICATION

1. One could only understand the message in the letters if one could read it. This therefore discriminated against the locals as many people could not read.
2. The colonial modes mostly favoured the colonialists. They are the ones who had the telephones and knew how to use them, and they could easily read and write so they could send the letters even to their relatives back at home.
3. The colonial modes of communication reminded the locals that they were still under the colonialists. These modes only came into effect when the colonial masters came and took over our countries.
4. Colonial modes of communication came to wipe out the traditionally used and highly regarded modes of communication. Use of these colonial modes ensured people like the village criers lost their important place in society.

MODERN MODES OF COMMUNICATION

Modern communication is made possible because of the use of technology. Examples of modern modes of communication include the mobile phones, the laptops, the Internet, billboards, radios, televisions, magazines among others. Advantages of modern modes of communication include:

1. They are much faster. For example, a television can easily transmit happenings in real time.
2. These modes help connect people who are far apart at a much faster rate. For example, you can make a call to a person in any country and talk to them or chat through emails.
3. Modern modes of communication are much cheaper. This is because one has options to choose from when they want to communicate, from sending emails to making a call to writing an advertisement in a local newspaper.
4. Using the modern modes of communication, one can easily reach a much larger audience. For example, advertising using a billboard will reach many people compared to simply writing a text message to each person you know.

5. Modern modes of communication can also be translated to reach many more people. For example, it can be translated to the local languages so the people who do not know English can easily understand in their local languages.

DISADVANTAGES OF MODERN MODES OF COMMUNICATION

1. Since the modern modes of communication can reach many people at a go, they can also be used to spread lies or unrest to a large population. For instance, if a false message is transmitted on the local radio station during a popular show, people may believe it and it may cause unrest among the country.
2. Some of these modern modes of communication are slowly eroding the morals of the young generation. Some of the content shown in televisions and magazines may contain sexually suggestive material that may be bad for the youth.
3. Some people get addicted to these modern modes of communication. For example, people are addicted to the mobile phones and can be found chatting with their friends or playing games or busy with the many social apps found in many of these smartphones. This may also lead to antisocial behaviour, where people only keep to themselves.
4. Whereas other modes of communication enhanced a bit more of human interaction, most modern modes of communication have completely reduced this. For example, people can interact only through emails, which means you will not see the other person or talk to them at all.

Media plays an extensive role in an individual's daily life. Right from the second one wakes up till going to bed we are surrounded by a world built just for us by the media.

Activity 27

Find out more ways that modern modes of communication have made people become anti-social.

9.3.3 Local media and global media impact on lifestyle, culture and behaviour

Activity 28

Study the images below. They represent a local media and a global media.

1. Say what each is.
2. Analyse the impact these two types of media have on:
 - a. Lifestyle
 - b. Culture
 - c. Behaviour



Fig 9.9

Our daily activities depend heavily on the information that is provided and the way that it is communicated, be it entertainment, hard or soft news, personal relationships, travelling, or even healthcare.

A. IMPACT OF LOCAL MEDIA ON LIFESTYLE, CULTURE AND BEHAVIOUR

1. Mass media operates with the mission of providing one with more information than they might have expected. Some decisions made may be based on the information that comes from televisions, newspapers, friends, family and other local media. For example, when the local media portrays a brand of soap to be better than most and to be of a high standards, people may end up buying the soap, which is a different behaviour. The lifestyle also changes because the person may need to pay more to buy the soap.
2. Most of the decisions, values and beliefs we have are based on what we know for a fact, our assumptions and our own experience. However, the mass media makes its audience believe that whatever one does, sees

and hears is true, and can be trusted. This has changed a lot of people's choices on different life issues. The programme 'Nyampinga' has changed how girls view themselves. They can now make better choices in terms of behaviours, lifestyle and the cultural aspect has also changed as a result of exposure to this.

3. The media can also impact positively, for example in terms of positive role models for young people. For instance, Jimmy Gatete, who is a famous football player, might influence a young people whose favourite sport is football. This influence could make the young student work hard in the sport to improve their future lives. They will exercise more, which will make them more fit, improve their lifestyle and thinking pattern.
4. On a different note, the young person admiring the local celebrity could also be negatively influenced if the media portrays him as a party fan. The young person will think this is the right life to live and will start missing school and engage in vices like alcohol and drugs as their local celebrity is doing. This will be a change in their behaviour, their lifestyle will also have to change because now they may start stealing to support their new life, which further erodes their cultural values.
5. Sometimes advertisements of junk and fast foods on the local media have led to unhealthy eating habits, leading to obesity and other health related problems. This is because people view eating fast foods as the way the wealthy live, and in an attempt to appear wealthy, they pick this habit. When one is obese, it affects the life they live as they will have problems breathing and moving, and will be in hospital most of the time. This impacts the lifestyle because one now becomes sick, as well as missing important things like school. Culturally, it is not good for one to be obese, so they also move away from what is traditionally considered normal.
6. People's dependence on the media has allowed them to create notions and opinions of events, places and people based on what they see. For example, when it is time to cast votes, people will make a decision based on how the media portrays the candidates. Even though they know it might be false, the fact that the local media brings up a story about a candidate will make us believe it. This will influence behaviour. Culture will also be impacted because you no longer believe what you know but what appears on the media. Lifestyle may change because now you may also start talking ill about someone who might even have been a family member or a friend, which will hurt even your friendship.

B. IMPACT OF GLOBAL MEDIA ON LIFESTYLE, CULTURE AND BEHAVIOUR

1. Global media paints an image of what a perfect man and perfect woman should look like. This image is given a lot of praise and is portrayed to be the look of successful people. People, especially the young adults, often find themselves working very hard to be like these people so they can also be successful and perfect. This sometimes leads to bad behaviours like engaging in eating disorders, which leads to several health issues and even death. This also impacts on the lifestyle of these young people because they stop associating with what's normal in an attempt to look 'perfect'. This also impacts on the cultural aspect because culturally, one should eat a balanced diet and appreciate themselves as they are, but these young people change their eating and are never satisfied with how they look.
2. The global media is also influential in the way they facilitate the spread of culture and lifestyle. The 'global youth culture', in which one finds young people around the world displaying a common interest in music, clothing styles and films, is an example of the media's influence. For example, people like Michael Jackson would not be as popular were it not for the media's exposure. This therefore affects the lifestyle, behaviour and culture of the young people.
3. The global media has also impacted the culture of the society. It has made it possible for people to shape their minds to understand different cultural values and perspectives. Media brings views of different people over the same issues, and based on the circumstances and cultural orientation, react, oppose or embrace their different views. The global media is able to bring different people on a single platform to learn about multi-cultures. This exposure helps people understand others based on where they come from and what their cultural values are. This changes behaviour as it promotes understanding and togetherness, as well as impacting on our own cultural views and values because we may borrow some values. Our lifestyles also change as there is more interaction and more growth even of social networks.
4. The global media sometimes has programs that have different content. For example, some programs have content on violence. It may be entertaining at first to watch these programmes, but in the long run they can be damaging to a person's behaviour. When children are exposed to these programs, they will tend to imitate what they see. This means they will start fighting first as a joke but it may get serious with time and they

may start injuring each other. This affects their behaviour negatively as violence is a vice. It also affects lifestyle as the children will grow up very violent if this behaviour isn't stopped while they are still young. It also affects culture as violence is normally frowned upon in society.

5. A lot of what global media discusses is issues to do with celebrities and the lives they live. It is assumed that that is the best life where one has a lot of money to spend, attending all parties and having many relationships. While some celebrities are good, some portray a bad image for the young people. If someone decides to have one of these celebrities as a role model and they imitate their lives, it may prove disastrous. If this person is in school, for example, then they will start having many relationships and may start sexual relationships, which is dangerous to their health. This will negatively impact on their lifestyles and cultural values.

Activity 29

Were it not for media, do you think the traditional culture would have been foregone?

9.3.4 Relationship between local media and global media

Activity 30

Look at the picture below that made headlines in Rwandan newspapers. How do you think the story impacted on Rwandans? Suppose the news media in which it was published was international, how different would it be?



President Kagame participating in Umuganda day on 27th October 2013.

Source: <http://www.rwandapedia.rw/explore/umuganda-ndera-sector-kicukiro-district-27-october-2013>

Fig 9.10

The news item on the president of Rwanda taking part in *Umuganda* social activities is a good story that serves in strengthening patriotism among Rwandans. When read internationally, it inspires other leaders to lead by example. It is important to note that before a news item can reach the international media, it must reach the local media who then shares it with the international media. That is the relationship between the local and international media.

It is commonly known that global media is a strong power in both economy and politics. Local media is important because it increases national participation in the dissemination of information. On the other hand, the globalised media increases the worldwide information exchange and participation.

Global media brings universal information to the local, but it doesn't mean global media takes the place of local media because they serve two different purposes yet serving the same group of people.

The global media is fed information by the local media and then shares it with the world. The global and local media have an interdependent relationship. Facebook, Google, CNN, or BBC are global media corporations that get information from the local media.

Global media has led to a globalised market, which has caused international unification. This can be seen in the areas where online and even physical markets are becoming common selling both local and global products. Some leading transnational organisations will spread the global idea to the locals via the products.

On the one hand, a globalised media may also lead to media conglomerates; this is a group of major companies for example Nakumatt and Simba Supermarkets. Due to their prominence it enhances the companies' profits and satisfy the audiences' information need. On the other hand, media conglomerates may not be successful because of the competitors and the cultural conflicts, even under the same globalised media environment.

9.3.5 Effects of global media on culture

Activity 31

Debate

Debate the motion: 'Global media has more adverse than good effects on culture.'



Fig 9.11

Global media mainly consists of TV, radio, newspapers or magazines, telephone system and the Internet. Through these mediums, we are able to access all cultures and choose from them what seems the most suitable. As a result, people are slowly abandoning their cultural dress, language, food and even home construction and decoration styles.

Children and teenagers throughout the world imitate the celebrities they see in the media. They dress up like famous footballers or models. They adopt the lifestyle of the developed countries, as shown on television. To cite few examples, marriage is no longer a lifelong relationship, cohabitation has become a usual thing, and children no longer respect their parents and want to live on their own terms. All this has been learnt from TV shows and programs.

Materialism has also been adopted to be the new culture. Socialism is slowly fading away giving way to individualism and competition for the newest lifestyle as presented by the media. As a result, the gap between the rich and the poor is widening and this causes disharmony in the society.

9.3.6 Impact of advertising & role models, in the media, on financial decision-making process of the consumer

Activity 32

1. The image below shows an advert promoting a communication company. How would it influence your decision as a consumer?
2. Debate the motion: 'Role models in an advert attract more customers than the product itself.'

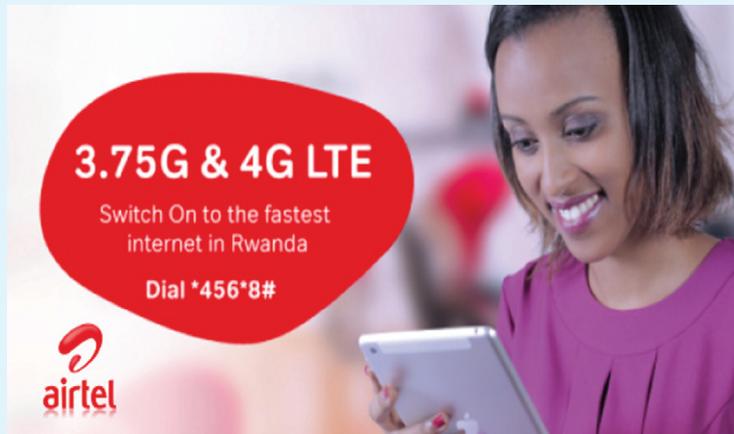


Fig 9.12

When one watches, listens to or reads a message promoting a certain product, the manner in which that promotion is presented makes one convinced that owning the product will no doubt improve their status. This is in most cases associated with the celebrity advertising the product; they could be very good looking or wealthy, and these aspects makes one desire to possess the product.

The following are other ways in which advertising impacts on a person's financial decision making:

- It announces the existence of a new good, previously unknown and unnoticed by the general public. It raises awareness and conveys information about new, possibly imported, goods. Sometimes, it makes it easier to reach the good, e.g. by showing where it can be bought. This therefore makes you want to get it,
- Advertising connects a good to a need, suggesting that by consuming the good the need will be fulfilled. For example, an advertisement for building materials or a new international school, people have a need for construction or education and they will meet this need by responding

to the advertisement. A common method is to link the good to the most fundamental and universal need, take the example of advertisement for mattresses. It is a fundamental and universal need.

- It is true that advertising can change the way a consumer values a product, therefore increasing his or her choices. Advertising can suggest new uses for a product and new occasions when to consume it, therefore it is important to note that advertising has a great impact on the public.
- It is true that advertising can give rise to numerous reactions in social networks, so that, for instance, people who have recently seen the advertisements will suggest the exact product they saw being advertised to many others because they have had the experience of using the product.
- Advertising also enlarges or increases the kind of occasions for consuming the good, take for instance using domestic electronics like a microwave for different cooking styles.
- Media affects how people diet, what food they eat for example fast foods, or what medicines they will take. For example, the media will provide health and lifestyle advice taken from celebrities and their personal assistants and trainers. Websites such as Cosmopolitan list favourite skincare and makeup products of celebrities so readers can purchase the same products in the hopes of achieving similar results.
- Companies, when advertising any product from household products to vehicles, will use people or celebrities who are physically attractive, because this will attract more buyers for the product being advertised. It is true that notable figures, that is celebrities and famous people, are what gets the attention of the public, rather than the product itself.
- Advertisement can also lead to what is called 'celebrity worship'. When popular individuals are used in advertising, they are used as symbols of a product. Their physical attractiveness will bring them popularity and exterior happiness. Consumers believe physical attractiveness will bring that happiness, and cosmetic surgery can help them attain this. They therefore go for it.
- Blogs and the Internet provide spirituality articles, family meal recipes, and the Hollywood or modern life. Women and mothers read this information but they cannot afford the expensive lifestyle and so they become anxious and dissatisfied.

9.3.7 Influence of pornographic media on gender stereotyping

Activity 33

Case study

Read the case study below then answer the questions below it.

Jane (not her real name) is a 25 year old girl. Jane has had a difficult life growing up in one of the rural villages in Rwanda. She is the second born in a family of 5, and is the first of the two daughters of the home. Jane has always had a love for education from an early age, and she performed well in school, where she was position 2 in class most of the time. However, Jane's father did not think girls needed education. To him, a woman was supposed to grow up learning household duties such as cooking and raising a family and not reading in school. Boys are the ones who should learn so they can get good jobs like being doctors, pilots and business people. So after she got to Level 6, her father married her off to an older man.

Jane tried to talk to her husband to let her finish school but he would not listen to her. He told her he had married her to make sure she bore him healthy children and also take care of the home. She was also exposed to a lot of sexual activity by this older man who was more experienced.

He would have sex with Jane every night, and would leave her badly bruised. Jane got pregnant and gave birth to a boy who died shortly after birth due to malaria. Her husband beat her up, blaming her for the death of their child because according to him, she was supposed to ensure the child was healthy.

She later gave birth to twin girls, but the husband blamed her for not giving him boys. She was constantly beaten, even in front of the children. Now that she is 25, she looks very old because of all the hardships she has gone through. She has tried going back home but her parents tell her that it is the work of the woman to make her home, so she should go back and build her family.

Questions

1. Identify the cases of stereo typing in the case study above.
2. What is the pornographic information in the case study?
3. What, according to your understanding of the case study, is the impact of pornography on gender stereotypes?

From the discussions, you discover that stereotypes involve generalisations based on assumptions about various groups of people. They can be gender stereotypes, for example, all women may be assumed to be weak and lacking in rationality while men on the other hand may be assumed to be more rational and stronger. These are mere assumptions and are therefore stereotypes.

When various media such as movies, magazines and music videos exhibit pornographic material, more and more gender stereotypes are created. Pornographic material in most cases portrays women as objects of pleasure, who are emotional and less reasonable. This creates unhealthy social attitudes and physical habits of behaviour involving females. Women who are taught to see their bodies as sexual objects can develop problems like eating disorders, low self-esteem, and depression, especially in situations where they are not sexually appreciated. They tend to feel unwanted.

Sexualised images legitimise violence against women and girls, sexual harassment, and anti-women attitudes among men. When people are exposed to pornography, they view images of women in explicit sexual acts and they assume that all women are like that. This exposes women generally to unwanted sexual attention.

Exposure to sexual content is also associated with more permissive attitudes toward premarital sex, especially by young girls. The more women view other women on sexually explicit videos and music shows, the more they will think it's acceptable and normal behaviour.

In music videos and pornographic media, women dance and perform acts in a sexual manner. Sometimes the woman's face isn't shown in these videos. Her body becomes a showpiece and is put on display. The woman loses her identity and this reinforces her role of the sex symbol. This makes some people think that the woman's body is no longer connected to her mind and emotions. Therefore, the community generalises this perception for all women.

Pornographic media involves women in sexual engagements with different men who are strangers. They have no attachment whatsoever to each other. The stereotyping that results is that women are willing to have sexual encounters with any man.

9.3.8 Negative mass media portrayals of men and women

Activity 34

Of the four pictures shown below, which ones are common in the media? Discuss their impact on gender stereotypes.



1. A man baby sitting



2. A woman fire fighter



3. A woman baby sitting



4. A male doctor

Fig 9.13

- Most media products such as shows, movies, and other local programs, portray images that influence the people watching, listening or reading them to have a certain perception about men and women.
- For example, men are portrayed as being dominant, leaders and capable of being in charge. They are shown to always be in control and this undermines women. One of the most common types of this kind of stereotyping in the media is the professional field in which most male and female characters are placed. Often the doctor in a film is likely to be a man and the nurse is likely to be a woman. In other scenarios, the boss will always be a man, while the secretary is a young lady. This leads to negative gender stereotyping.
- The mass media also portrays men as sexually driven and with the

perspective of women as sex objects who are supposed to fulfill a sexual need anytime and anywhere. This is an assumption because there are responsible men with self control out there and women have a choice on what to do and what not to do.

- Women are portrayed as being materialistic and money driven. A large number of news articles, videos and movies show women doing anything to get money and have a good life. Sometimes they manipulate others, tell lies or even sell their bodies to make money in order to gain good clothes, cars or even houses. This is an unfair representation because not all women are like what the mass media presents.
- In most cases also, men are portrayed as being unfaithful and lacking integrity. On the contrary women are portrayed as victims. This is an unrealistic portrayal. Men and women sometimes are driven to engage in affairs because they are not happy where they are.
- Finally, the media has over the years depicted the woman as a caregiver, and the man as the breadwinner. It would be a rare event to find a man babysitting a child, while his wife is at the office working. This is also a stereotype that needs to be corrected.
- The media therefore, portrays both men and women negatively in many ways.

9.3.9 Influence of mass media on one' s self-esteem

Activity 35

1. Have you ever felt like you are not good enough? How can the media create such feelings within an individual? Discuss.



Fig 9.14 Mihigo is afraid of people. He feels embarrassed whenever someone looks at him.

2. What do you think has caused Mihigo's weakness and how can he overcome it?

You will find in the following discussion the ways in which mass media affects self-esteem.

1. The mass media consists mainly of social networks such as Facebook, twitter, Instagram, and other minor ones such as Reddit and linkedin. Individuals open accounts through which to share pictures and information and the public or friends can view and like them and make comments on them. People measure the level of popularity and how much they are liked by other people's reaction and 'likes' to their posts on the Internet. On-line popularity has become very important for many people and if they are not liked on the Internet, their self esteem is negatively affected.
2. A number of people have had their self-esteem affected when they compare their own accomplishments to those of their online friends, for example when their friends seem to have a better lifestyle than their own. This can be seen in the photos they post on the social media sites.
3. It has also been discovered that people experience work or relationship difficulties because of "online confrontations", for example when negative communication has been exchanged through the Internet concerning job or relationship problem. Individuals end up feeling "worried or uncomfortable".
4. It has become very common for individuals to feel anxious, disturbed and out of control when they are unable to access and use Facebook, email and other social media sites, leading to low self-esteem and anxiety, because they feel left out and not part of the online community.
5. You will find that individuals who have a large following or receive a lot of attention on the Internet will tend to feel better about themselves and will tend to experience an increase in self-esteem when browsing social networks and it will boost their self-esteem and influence user behaviour. Take the example of famous people, celebrities or politicians they feel good about themselves because a large number of people are following their everyday life activities.
6. Every day the global media is constantly stereotyping young ladies, showing them to look flawless, thin and with a particular face shape. Young girls become conscious about how they look because they are convinced that beauty is defined by the media. In order to look thinner or leaner they lose sight of staying healthy and they do everything they can to change their self image. The media's harmful affect on the self

body image and self esteem of young girls has brought about some of these three damaging effects: eating disorders, mental depression, and physical depression.

7. The media is always introducing and advertising methods of losing body weight and changing one's physical appearance: the media shows; perfect figured girls in advertisements etc . Seeing this gorgeous girl no doubt would motivate anyone to want to look like that. Every individual must train their minds to not be affected by "unrealistic body shapes" and what they view over the media.

9.3.10 Negative and inaccurate mass media portrayals of men and women can be challenged

You have discovered from the previous section that there is gender stereotyping as a result of pornography and other media products. It is therefore important to challenge these portrayals. There are a number of ways this can be done. Let's look at them.

1. The mass media from magazines, television to film and the Internet, media is filled with negative gender stereotypes. Talk with friends and family members about the stereotypes you see and help others recognise how sexism and gender stereotypes can be harmful and remove the challenge.
2. Take the initiative of becoming a role model. Respect other people regardless of the negative portrayals. Every individual regardless of gender, education, status or wealth possession should be treated with equality and without prejudice.
3. It is important to learn to speak up and challenge negative comments when they are brought up. For example, in a situation where women are being generalised, someone can challenge the negative portrayals by declaring that not all people are the same.
4. In situations where an individual or a group of people are struggling with negative portrayals in a community, they can seek counselling with a trusted individual or leader.

9.3.11 Impact of mass media to influence behaviour positively and promote equal gender relations

Activity 36

The picture below shows a clip shown by the media to advertise the Kigali fashion week. How does such an advertisement promote equal gender relations and influence positive behaviour?

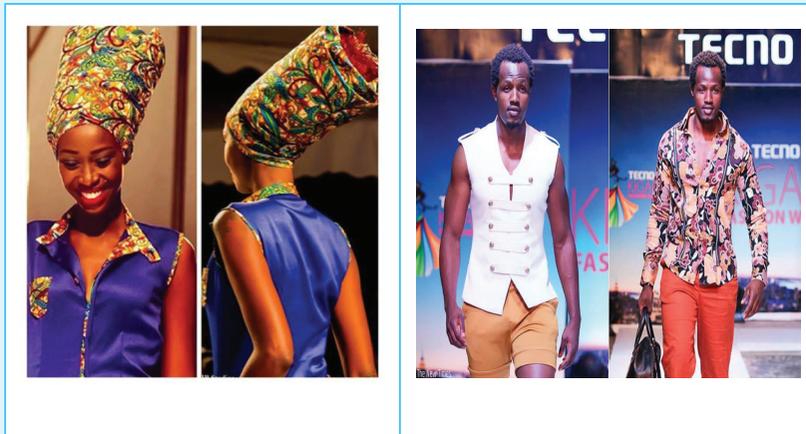


Fig 9.15

Mass media has both negatives and positives. Let's look at the following benefits of the influence that mass media has had on behaviour and gender promotion:

1. In both local, and global media, there has been a presentation of strong women fighting for the rights, recognition and appreciation of the huge role that women have in the community and the economic growth of every nation. Women leaders speaking out has greatly influenced gender promotion.
2. There are programmes that are dedicated to improving the lives of people regardless of their gender. Non-government organisations under the United Nations air activities in the media that are aimed at promoting girl child education and improvement of health.
3. Mass media is used to stop stigmatisation of towards groups of people, like disabled children, those suffering from incurable diseases like HIV and AIDS or even marginalised racial groups. The media is used to enlighten people about ways of improving health, preventing sexually transmitted diseases and suggesting different methods of protecting health.

4. In Rwanda, the mass media presents the Miss Rwanda competition. It is a positive programme to develop young women. It is very inspiring because the young women on the show have to use their initiative to develop projects that help the young people and the country develop. This improves behaviour of young people when they are exposed to positive role models.
5. Mass media especially through advertisements on billboards, television and radio discuss, debate and share information on the consequences of unprotected sex and having too many sexual partners. People gain education and wisdom by listening to other testimonies of people who are experiencing problems from making wrong choices. Therefore, the mass media influences positive behaviour.
6. The mass media also influences positive self esteem when it exposes the audiences to people who prospered in life despite an unfortunate upbringing. For example children from poor backgrounds who have worked hard and improved their lives and their families. It is a great inspiration to others. It influences positive behaviour and esteem.
7. When positive, successful women are presented through mass media, it helps to challenge the negative attitude, stereotyping and perspective that people have towards women. It also motivates and encourages young women who are determined to improve their lives to do so because they have support.
8. The emergence of international media has changed the face of the earth. It has transformed the world into a global village, where a new uniform culture exists. Firstly, local culture benefits from international media in myriad ways. Man knowingly or unknowingly has come to trust upon media for its ideas, views on different issues and so on. For instance, citizens of developing countries have started comparing their political leaders to those of developed countries, and have started raising voices if injustice is observed. Moreover, it is only because of the global media that people have become aware of human rights and started demanding their privileges. Women in unindustrialised countries have recognised the power of feminism and have adopted it with open hands.
 - The mass media has become widely used around the world, it has led to the elimination of the boundaries of cultures among people and brought about globalisation. Globalisation has made it possible

for different people from other countries to experience how other cultures dress and as a result they copy and adapt to new ideas.

- Mass media is a source of information. It informs people about daily events or new discoveries. This information sometimes is used to change people's opinion. For example, during presidential elections, take the example of the elections recently held in Uganda and America, supporters of different candidates will advertise over the media using television or the Internet, people are able to watch the debates and discussions and therefore they are able to make informed decisions.

Activity 37

Identify ways in which the mass media could make a positive contribution in promoting safer sexual behaviour and gender equality.

UNIT SUMMARY

Writing goes through the following process:

1. Pre writing
2. Drafting
3. Getting feedback and review
4. Editing
5. Publishing

Types of writing

- A letter that is intended to communicate an official message is called a formal letter
- A letter meant for social communication is known as an informal letter
- Documents that serve as records for reference of achievement are known as academic documents

Parts of a formal letter

- Date, written on the top left of the document
- Name and address of the office letter is going to
- Date of writing
- The address of the recipient, written after the sender's address

- The reference part headed as “RE:” followed by the subject of the notice
- The close of the letter. Formal letters must end ‘Yours faithfully’ or ‘Yours sincerely’
- The signature and writer’s identification

Types of formal writing

- Formal letters
- Business letters
- Application letters
- Resignation letter
- Letter of complaint
- Curriculum vitae
- Memo
- Report
- Minutes

Mass media – Communication—whether written, broadcast, or spoken—that reaches a large audience.

Modes of communication

- Traditional communication
- Colonial communication
- Modern communication

Negative mass media portrayals of men and women

- Men are portrayed as being dominant, leaders and capable of being in charge. This leads to negative gender stereotyping.
- The mass media also portrays men as sexually driven and with the perspective of women as sex objects who are supposed to fulfill a sexual need anytime and anywhere. This is an assumption.
- Women are portrayed as being materialistic and money driven. This is an unfair representation because not all women are like what the mass media presents.
- In most cases, men are portrayed as being unfaithful and lacking integrity while women are portrayed as victims. This is an unrealistic portrayal.
- Finally, the media has over years depicted the woman as a caregiver, and the man as the breadwinner. It would be a rare event to find a man

babysitting a child, while his wife is at the office working. This is also a stereotype that needs to be corrected.

Challenging negative and inaccurate mass media portrayals of men and women

- Talk with friends and family members about the stereotypes you see and help others recognise how sexism and gender stereotypes can be harmful and remove the challenge.
- Take the initiative of becoming a role model. Respect other people regardless of the negative portrayals.
- It is important to learn to speak up and challenge negative comments when they are brought up.
- In situations where an individual or a group of people are struggling with negative portrayals in a community, they can seek counselling with a trusted individual or leader.

Impact of mass media to influence behaviour positively and promote equal gender relations

- In both local and global media, there has been a presentation of strong women.
- There are programmes that are dedicated to improving the lives of people regardless of their gender.
- It is used to stop stigmatisation of negative attitudes towards groups of people.
- In Rwanda the mass media presents the Miss Rwanda competition. It is a positive programme to develop young women.
- People gain education and wisdom by listening to other testimonies of people who are experiencing problems from making wrong choices..
- Also influences positive self esteem when it exposes the audiences to people who developed in life despite an unfortunate upbringing.
- When positive, successful women are presented through mass media it helps to challenge the negative attitude, stereotyping and perspective that people have towards women. It also motivates and encourages young women who are determined to improve their lives to do so because they have support.

Test Your Competence

You were reading the newspaper and came across the article below. It bothered you because it is too sexually explicit. Write a letter of complaint to the newspaper editor expressing why it is culturally unacceptable to publish such an article.

Volunteer at Anti-Sex Trafficking NGO on Trial for Rape

By
[Hay Pisey](#) and [Alex Consiglio](#)

September 17, 2014

The Phnom Penh Municipal Court on Tuesday heard the case of a Cambodian volunteer for a Christian anti-sex trafficking NGO who is charged with raping four boys who were under his care.

Sim Sam, 20, a former volunteer with Agape International Missions NGO, is on trial for allegedly raping four boys, aged 8 to 12, in November 2013 at Agape's safe house for vulnerable and abandoned children in Russei Keo district.

The hearing was closed to the public, but the four boys, who remain in Agape's care, testified against Mr. Sam, according to Don Brewster, executive director of Agape, who also testified.

Lim Chanlida, the lawyer for the boys and Agape, said Mr. Sam, who was arrested in April, confessed

to one of the rapes but denied the other three in court Tuesday.

Mr. Brewster was repentant for failing to protect the boys at his NGO.

"In this case we failed and there's no question about that," Mr. Brewster said Tuesday at his office in the NGO's Svay Pak commune safe house, which offers educational programs during the day and a place to sleep for abandoned children at night.

"The mistake we made is that we normally don't take volunteers that haven't completed our two-year training program," he said.

Mr. Sam, along with five other employees, was left to care for 18 boys overnight at the safe house after volunteering for six months with Agape, where he had helped organize art activities.

Previously, volunteers would not be asked to care for children unless they had a high school diploma

and had completed Agape's two-year child welfare program.

But for a brief period in 2013, Mr. Brewster changed the policy, and Mr. Sam had completed neither requirement when he was left to care for children overnight.

"I made the decision that if we kept that vetting process, we were never going to get young people in the community to be part of the solution," Mr. Brewster said. "That was a poor decision to do that on my part."

Mr. Brewster has since reverted back to his old system but has not introduced any new vetting measures. Criminal background checks are not part of the process for Cambodian staffers, Mr. Brewster said, because he cannot rely on authorities to provide him with proper information.

"We have nine years of a pretty damn good record," he said. "We're not perfect."

Source: pisey@cambodiadaily.com; consiglio@cambodiadaily.com

Unit
10

FIGHT AGAINST CULTURAL DISCRIMINATION

Key unit competence: To be able to examine and avoid any form of cultural discrimination.



'I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.' Martin Luther King, Jr.

Fig 10.1

Introduction

Many times we have held certain cultures in esteem over others. This is especially when such cultures are practiced by the majority. But why should one culture be accorded status while all cultures regardless of number of followers or origin are equally prestigious to its people? In this unit, we study the place of culture in our societies, how different cultures interact and the value of diversity in various cultures.

10.1 Concept of culture

Activity 1

Study the diagrams below. What elements of culture can you see?



Fig 10.2

Culture refers to the general characteristics and knowledge that make up the people's way of life and social organisation at a particular time. It is composed of the activities, the language, beliefs, art and the sense of beauty of a community.

Culture is passed on through social interactions and offers a unique identity, social patterns and experiences that separate one society from another. However, it is important to note that culture is dynamic which means that it changes over time. It changes as the people acquire more knowledge, as the technology advances, and as more foreign people immigrate to a given cultural context bringing in new ideas and new ways of doing things.

Activity 2

Write down all the activities and practices that constitute Rwandan culture.

10.2 Types of cultural discrimination

Activity 3

Find out from peers at school and other people outside school what they think about the following:

- The traditional food of Rwanda as compared to other communities.
- The economic activity of the nomads
- The mode of dressing of the Islam communities

Cultural discrimination refers to exclusion, restriction, or hate that is directed towards any person or groups of people on the basis of perceived or real differences in cultural values and beliefs. Religious hatred, tribalism, and racism are the most common forms of cultural discrimination. Cultural discrimination is commonly directed towards ethnic minorities within a country and it can manifest itself through unfair hiring and firing of workers, sexual harassment, and racial profiling. Cultural discrimination is unacceptable and illegal all over the world.

The following are types of cultural discrimination:

- **Harassment:** This may occur when inappropriate jokes, insults, name-calling or displays of posters or cartoons directed at a person or individuals within a society because of their race, ethnic group, religious affiliation or gender.

- **Wage discrimination:** This happens when an employer offers a lower wage for a woman, new immigrant or people from a specific race due to a biased or perceived attitude towards gender, nationality, ethnicity and origins. Their qualifications, experience, skills or competences are ignored.
- **Discrimination in hiring:** This normally takes place during a job interview, where a person may be asked inappropriate questions for example about one's religion, nationality or and language.
- **Discrimination in firing:** Firing happens when an employer has his or her work responsibilities and job removed from him or her. For example, firing a person because of their religion, language or even nationality.
- **Discrimination in education:** A number of years ago, blacks were denied quality education just because they were blacks, a colour and race regarded as unfortunate and backward by the Europeans who regarded themselves highly and as a chosen race by God. Many African countries might have witnessed discrimination in education within their set ups, both during and after colonialism.
- **Discrimination in residential areas and housing:** This was common in some countries where blacks were subjected to stay in either camps created by the whites or in shanty places. Today, even when such extreme cases are rare, discrimination in housing still exists. Some landlords do not give out their rentals to members outside their religious sects.
- **Discrimination based on language:** This normally takes place in societies or nations that have a major group or language. Such strong ethnicities may suffocate the languages of ethnic minorities by allowing more benefit to those of the majority language.

10.3 Cultural dilution

Activity 4

1. Look at the couples below. Discuss the impact that marriage will have on their cultural orientation.



Fig 10.3

2. If the three couples made a community, what would be the culture of that community?

From the discussion above, you realise that despite how much one is anchored in their culture, the interaction with people from other cultures weakens the original affiliation. This happens because, in the process of socialisation, people may get attracted to the cultural practices of other people that they relate with and eventually get assimilated in certain aspects such as dressing, language, religion and the type of food that they eat.

Media also plays a major role in this process of cultural interaction. People who are far apart are able to interact through the media such as television, the radio and other computerised social platforms and exchange of culture. When different cultures blend, the original one may die out or be replaced by new ones that have never existed in the society's history. Often, dilution takes place due to stronger influences.

Below are some of the factors that cause cultural dilution:

1. A country receives new immigrants with a strong culture and influence
2. Due to the effects of globalisation
3. From within, whenever a society grows or changes. There is always a likelihood of losing some of its core principal values unknowingly as the citizens strive to acquire new skills for political, economic and social survival.

All cultures and people have a great attachment to their cultural roots, practices and way of life. No society wants to surrender or exist without culture and thus, dilution is unwanted. Each society or group of people world over are on a struggle to preserve and sustain their culture, language and practices, which give them an identity.

Activity 5

Describe the causes of cultural dilution.

10.4 Culture diversification

Activity 6

Look at the following African women. By looking at their attire, one can tell their country of origin. Use the cultural dress adorned by each of them to discuss the diversity of culture in Africa.



Fig 10.4

Due to differing past experiences and environmental endowment, people adapt to varying social systems, practices and beliefs. The African countries, for instance, went through different colonial experiences. These experiences in one way or another shaped their social interactions including the religion that the people in these communities subscribe to.

In the same way, the surroundings of a people influence the activities carried out in those societies to a great extent. This can be explained by the fact that the natural resources available determine the economic and social activities to be carried out. A community living by the lake for instance is bound to practice fishing as an economic activity. Its beliefs and social constraints are also likely to be around that practice. Some roles such as canoeing may be associated with the male gender for example. The staple food is also likely to be fish accompanied by other locally available food.

Communities grow various food crops depending on the climatic conditions of their area. The pictures below show how the environment determines the economic activity of a people as well as the traditional food mostly eaten.



Foofoo is a staple food in Nigeria made from yams



Isombe is eaten in Rwanda. It's made from pounded cassava leaves.



Beans are a staple food in Ghana due to the cocoa beans grown locally.

Fig 10.5

Art, being a part of a people's culture, is different from region to region. This is because art is inspired by the history and the surroundings within the environment. Historically, Rwanda was ruled by kings and their royal palaces were based in Nyanza, in the southern province on Rwesero Hill. Artists have made wood carvings of the kings who ruled and these carvings are preserved in royal palace in a gallery at Rwesero Hill. The carvings are shown below:



Fig 10.6

Imigongo is an art form popular in Rwanda traditionally made by women using cow dung. Often in the colours black, white and red, popular themes include spiral and geometric designs that are painted on walls, pottery, and canvas. These art forms convey the spirit of the Rwandan landscape, its flora and fauna and of its people.



The *imigongo* paintings

Fig 10.7

Cultural diversification may also occur when a given society welcomes people of different races, gender, sexual orientations or national origins. A good example is the existence of seafood hotels in countries where seafood is not common. In major towns today, hotels provide foreign foods targeting the immigrants who may want to look for meals that are culturally preferable to them.

It is important to look at cultural diversification as an advantage. This is because it provides an opportunity for positive exchange of ideas that can improve the lives of people by enriching them in one way or another. It is also important to be conscious of the fact that all people are entitled to the same

rights and freedom in terms of work, respect, fair laws, values, education among other aspect of life. For people of different cultural backgrounds to co-exist, the following is necessary:

1. Drafting multiple activities into the national activity calendar to allow the co-existence of all ethnicities and their multi-practices to exist in one country.
2. Giving all groups in society equal opportunities in education, business, government, and sports.
3. Ensuring equality for all principles. Laws must apply to all people under a fair law system.
4. Co-existence of all people with varying experiences and backgrounds should be practiced.
5. There should be commitment to tolerate and learn from other people with different experiences and backgrounds. For example, Rwanda has now become a cosmopolitan city, allowing many different nationalities to settle and interact.

The following are some of the benefits of cultural diversification:

1. It promotes productivity and profitability: When people from various backgrounds work together, they share unique characteristics and the best is attained. This impacts on the output of businesses and other organisations positively.

2. It helps to create a pool of talent: Talents naturally develop as people share varying experiences and perspectives in life.

3. It promotes unity: As mentioned earlier, diversity helps people appreciate the differences that exist among people in terms of beliefs and practices, values and norms, race and gender.

Activity 7

Do you consider Rwanda a culturally diverse country? Illustrate your answer.

10.5 Consequences of cultural dilution

Activity 8

In groups, look at the illustrations below showing Lawino and Clementine from the poem whose summary is given below. Use the story of these two women to discuss the consequences of cultural dilution.



Clementine



Lawino

Fig 10.8

Song of Lawino, which is a narrative poem by Okot P'Bitek, describes how Lawino's husband, Ocol, the son of the tribal leader of their Acoli tribe, has taken another wife, Clementine, who is educated and acts European by wearing make up that is characteristic of the white women. Although Ocol's polygamy is accepted by society, and by Lawino herself, her description of his actions shows that he is shunning Lawino in favour of Clementine. Ocol is also said to be fascinated with the culture of the European colonialists. As an example of this, Lawino says Ocol no longer engages, or has any interest in, the ritualistic African dance but prefers the ballroom-style dances introduced by the colonising Europeans. This loss of culture on the part of Ocol is what disturbs Lawino the most. The poem is an extended appeal from Lawino to Ocol to stay true to his own customs, and to abandon his desire to be white.

Cultural dilution may cause many negative situations to occur in societies whose cultures, languages or core beliefs are being blended or diluted. The minds of the affected groups whose cultural practices, language and general life characteristics are being blended are equally put under threat of patronage and dependence. The people whose culture is under dilution are made to think that they are not very intelligent and experienced in what ever they do and thus must be helped or supported.

Cultural dilution leads the affected groups within society to lose their collective rights; they are dominated and made to exist without identity. They have no room to enjoy their rights and freedoms, are denied social, civil, economic and political opportunities within their own society and above all, subjected to a terrible struggle for survival other than progress.

Cultural dilution leads to loss of language. Normally, languages from stronger cultures become popular at the expense of the local languages. For example, in Africa, the English, French, and Portuguese languages took over and dominated the indigenous African languages in former British, French and Portuguese colonies leading to either total loss or blending of many aspects of African culture in the fore mentioned territories.

Cultural dilution can impact national identity and culture, which would be dissolved or eroded by the impact of global cultural industries and multinational media. When a nation has many other cultures expressing their lifestyle through food, music, dress and the media, it overwhelms the predominant culture and leads to dilution.

Dilution hinders social integration or cohesion. This is because the human worth of some people or groups within society whose culture is under the threat of dilution is ignored and the people are subjected to discrimination and other forms of harassment and denial. The society is divided into social classes leading to social tension, hatred, conflicts and deaths.

Societies undergoing dilution will lose their core values, beliefs and practices, such as morals or religious orientations. New influences will set in and take control especially due to global influence or new immigrants or weaknesses from within or a combination of all. For examples other cultures that believe in making abortion or homosexuality legal and any other idea which goes against a particular culture's norms and values is likely to attract the members of the host culture hence diluting it.

The youth and women among others may greatly loose their moral fabric and may adopt immoral practices for survival like prostitution and theft. Nothing will stop them since the strong customs that bound them to observe strict morality is now weakened by ideas of liberalism and individuality.

Politically, societies or nations suffering dilution are becoming recipients of international thinking and practices, international laws and order which have no direct connection to their customs. There is a great change of attitude towards the basic and core values, norms, or practices in African countries in modern times. Civil marriages are becoming popular and legalised at the expense of traditional marriages. Homosexuality and lesbianism is being accepted quietly but steadily due to global influence against indigenous cultures in Africa that have and are suffering cultural dilution.

Foreign owned businesses introduce new ideologies resulting in a dilution of culture and ultimately affect its identity. This impact has been felt most in our food culture, coffee shop culture and traditional culture. This has caused the younger generation to prefer fast foods to traditional local foods. The younger generation is attracted to fast food due to its wide range of food, affordability and convenience. Food has always been part of the identity of any group of people, so when the younger generation begin to appreciate and enjoy these foods, they will begins to lose sight of the significance of these food and traditions and consequently, lose their identity. In the long run, fast food will result in recipes and skills of traditional foods not being passed down to the future generation. This will lead to the traditional foods being forgotten.

Cultural dilution is very likely to cause the traditional dressing of a community to be neglected. Clothing has been an important part of the different cultures. The traditional costumes of any culture is unique in its own way with historical values and different significance and symbols closely connected to the culture. For example, the traditional Rwandan dress and traditional symbols are very unique. When the younger generation do not feel proud but feel uncomfortable or awkward to wear their traditional costumes, they will not have a sense of belonging and no longer associate themselves to their culture. This is a dilution of culture and loss of identity.

Activity 9

Write an essay that includes at least five examples of cultural dilution and its consequences in one particular society.

10.6 Principles of inclusion

Activity 10

Look at the diagram below. What would you say is the principle that brings the people shown together despite being of diverse religious affiliation?



Fig 10.9

Inclusion implies involving and collaborating with every member of society irrespective of ethnicity, race, religion, language or origin towards social integration. For inclusion to exist in a community, the following principles must be followed:

1. Tolerance for all people and the diversity that exists within society. People should appreciate and value the co-existence as a blessing and view each member as a valuable resource in society.
2. Respect for all human rights, freedoms, and rules of law irrespective of the diverse cultures that may exist.
3. Provision of equitable opportunities to all members, therefore no matter one's nationality, religion, race or culture they ought to have equal opportunities based on job, housing, health and justice.
4. Recognition of each member's worth and allowing each member to make a contribution to the society while at the same time helping other members to realise their targets.

5. Involvement of all members in society, including free participation in all civic, economic, social and political activities in their society.
6. Exploration of all the multiple culture identities within society, making each proud and passionate about co-existence and diversity.
7. Prevention of prejudice and negative biases by creating a strong all inclusive civil society that will support active participation in public works and that can make every person accountable to the society and its entire people.
8. Promotion of social justice, including engaging the citizens to distinguish fairness from unfairness or what is respectful from what is disrespectful.
9. Universal access to public infrastructure, social services and amenities therefore making each person feel secure and taken care of by his/ her society.
10. Equitable distribution of the national resources that are allocated and utilized by all the citizens, with an emphasis on social integration.
11. Education about different cultures in a positive way that avoids biasness and enables students to pick useful information that can benefit them as they grow.
12. In Rwanda, the national *Itorero* program is emphasising similar principles in order to train the Rwandan citizens to appreciate and work towards social integration. Inclusion starts with the individual and then spreads out to the whole society. Educational institutions should similarly develop practices that reflect, promote, and value cultural diversity. Such good practices will help train and prepare the minds of young people and enable them look at inclusion as the way to go.

Activity 11

How can you practise principles of inclusion at school?

UNIT SUMMARY

Culture - The general characteristics and knowledge that make up the people's way of life and social organisation at a particular time. It is composed of the activities, the language, beliefs, art and the sense of beauty of a community.

Types of cultural discrimination

- Harassment
- Wage discrimination
- Discrimination in hiring
- Discrimination in firing
- Discrimination in education
- Discrimination in residential areas and housing
- Discrimination based on language

Factors that cause cultural dilution

1. A country receives new immigrants with a strong culture and influence
2. Due to the effects of globalisation
3. From within, whenever a society grows or changes. There is always a likelihood of losing some of its core principal values unknowingly as the citizens strive to acquire new skills for political, economic and social survival.

Benefits of cultural diversification

1. It promotes productivity and profitability
2. It helps to create a pool of talent
3. It promotes unity

Factors necessary for co-existence of different cultures.

1. Drafting multiple activities into the national activity calendar to allow the co-existence of all ethnicities and their multi-practices to exist in one country.
2. Giving all groups in society equal opportunities in education, business, government, and sports.
3. Ensuring equality for all principles. Laws must apply to all people under a fair law system.

4. Co-existence of all people with varying experiences and backgrounds should be practiced.
5. There should be commitment to tolerate and learn from other people with different experiences and backgrounds. For example, Rwanda has now become a cosmopolitan city, allowing many different nationalities to settle and interact.

Consequences of cultural dilution

- Leads the affected groups within society to lose their collective rights; they are dominated and made to exist without an identity.
- Leads to loss of language.
- Can impact national identity and culture, which would be dissolved or eroded by the impact of global cultural industries and multinational media.
- Hinders social integration or cohesion.
- Societies undergoing dilution will lose their core values, beliefs, and practices, such as morals or religious orientations.
- The youth and women among others may greatly lose their moral fabric and may adopt immoral practices for survival like prostitution and theft.
- Foreign owned businesses introduce new ideologies resulting in a dilution of culture and ultimately affect its identity.
- It is very likely to cause the traditional dressing of a community to be neglected.

Principles of inclusion

- Tolerance for all people and the diversity that exist within society.
- Respect for all human rights, freedoms, and rules of law irrespective of the diverse cultures that may exist
- Provision of equitable opportunities to all members
- Recognition of each member's worth and allowing each member to make a contribution to the society
- Involvement of all members in society
- Exploration of all the multiple culture identities within society
- Prevention of prejudice and negative biases

- Promotion of social justice
- Universal access to public infrastructure, social services and amenities
- Equitable distribution of the national resources
- Education about different cultures in a positive way that avoids biasness and enables students to pick useful information that can benefit them as they grow

Test your competence

The information given below was sent to New Peace Corps staff in Rwanda. Read it and answer the questions that follow.

In fulfilling the Peace Corps' mandate to share the face of America with our host countries, we are making special efforts to see that all of America's richness is reflected in the Volunteer corps. More Americans of colour are serving in today's Peace Corps than at any time in recent years. Differences in race, ethnic background, age, religion, and sexual orientation are expected and welcomed among our Volunteers. Part of the Peace Corps' mission is to help dispel any notion that Americans are all of one origin or race and to establish that each of us is as thoroughly American as the other despite our many differences.

Our diversity helps us accomplish that goal. In other ways, however, it poses challenges. In Rwanda, as in other Peace Corps host countries, Volunteers' behaviour, lifestyles, background, and beliefs will be judged in a cultural context very different from our own. Certain personal perspectives or characteristics commonly accepted in the United States may be quite uncommon, unacceptable, or even repressed.

Outside of Rwanda's capital, residents of rural communities have had relatively little direct exposure to other cultures, races, religions, and lifestyles. What is viewed as "typical" cultural behaviour or norms may be a narrow and selective interpretation, such as the perception in some countries that all Americans are rich and have blond hair and blue eyes. The people of Rwanda are justly known for their generous hospitality to foreigners; however, members of the community in which you will live may display a range of reactions to differences that you present. We will ask you to be supportive of one another.

To ease the transition and adapt to life in Rwanda, you may need to make some temporary, yet fundamental compromises in how you present yourself as an American and as an individual. For example, female trainees and Volunteers may not be able to exercise the independence available to them in the United States; political discussions need to be handled with great care; and some of your personal beliefs may best remain undisclosed. You will need to develop techniques and personal strategies for coping with these and other limitations. The Peace Corps staff and the Peace Corps/Rwanda Diversity and Peer Support group will lead diversity and sensitivity discussions during your pre-service training and will be on call to provide support, but the challenge ultimately will be your own.

(From: http://peacecorpswiki.org/Diversity_and_cross-cultural_issues_in_Rwanda)

Questions

1. Explain the elements of cultural diversification seen in this article.
2. Describe the strategies employed by Peace Corps to embrace cultural diversification as shown in this article.
3. Suggest strategies that Rwandans can use to avoid cultural dilution and discrimination when dealing with the Peace Corps staff members.

Unit
11

GENDER-BASED VIOLENCE AND CHILD ABUSE

Key Unit Competence: To be able to protect the individual and stand against GBV and child abuse.



'Man perfected by society is the best of all animals; he is the most terrible of all when he lives without law, and without justice.'

Aristotle

Fig 11.1

Introduction

Gender in our societies is a very complex phenomenon. People grow up being socialised to certain ideas and perceptions about gender differences. These perceptions end up describing the expectations of one gender against the other. As a result, one gender is held superior over the other, and unless an individual holds principles of morality, oppression and violence results. Men may for example exercise their superiority by being violent against the opposite gender. Children may also be victims of child abuse and so forth. This unit studies the various forms, consequences and solutions to Gender Based Violence and Child Abuse.

11.1 Definition of gender based violence and child abuse

Activity 1

Take turns to give an example of a story that describes either child labour or gender based violence.

Gender based violence

Gender based violence is defined as any act that results in a bodily, psychological, sexual and economical harm to somebody just because they are female or male. Such acts result in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households. It includes physical, sexual and psychological violence such as domestic violence; sexual abuse, including rape and sexual abuse of children by family members; forced pregnancy; sexual slavery; traditional practices harmful to women, such as honour killings, burning or acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict such as murder and rape; and emotional abuse, such as coercion and abusive language.

Trafficking of women and girls for prostitution, forced marriage, sexual harassment and intimidation at work are additional examples of violence against women. Gender violence occurs in both the 'public' and 'private' spheres. Such violence not only occurs in the family and in the general community, but is sometimes also perpetuated by the state through policies or the actions of agents of the state such as the police, military or immigration authorities. Gender-based violence happens in all societies, across all social classes, with women particularly at risk from men they know.

Child abuse

Child abuse occurs when a parent or a caregiver, whether through action or failing to act causes injury, death, emotional harm or risk of serious harm to the child.

Activity 2

1. Describe gender-based violence as witnessed in your community.
2. Suggest possible ways of controlling them.

11.2 Forms and consequences of gender based violence

Activity 3

Read the story below about Umwere and her family and discuss the questions below it.

Kamwere came home from a drinking spree one day and found his daughter Umwere occupied doing her homework quietly. He hit her because the door to that led outside was still open. He then ordered his six year old son who was already asleep to get up and take in all the construction material that was lying outside despite them being too heavy for him. As if that was not enough, he slapped his wife who was cleaning utensils and ordered her to serve him food. The following day, when Umwere left school, she felt too afraid to go back home and so she sought refuge at her friend's home, only to be raped by her friend's brother who was under the influence of drugs. This affected Umwere so much that she later committed suicide.

Questions

1. What forms of violence do we find in this family?
2. What are the causes of violence?
3. What are the consequences of this violence?

The activity above describes a number of different types of gender-based violence and some of their consequences. Gender based violence can happen in various forms i.e. physical, psychological, sexual and economic violence.

a) Physical violence

- **Physical assault:** Beating, punching, kicking, biting, burning, maiming or killing, with or without weapons, often used in combination with

other forms of gender-based violence Perpetrated by spouse, intimate partner, family member, friend, acquaintance, stranger or anyone in a position of power.

b) Emotional/Psychological violence

- **Abuse/ humiliation:** Insulting, degrading, demanding, and compelling the victim to engage in humiliating acts, whether in public or private, denying basic expenses for family survival
- **Confinement:** Isolating a person from friends/family, restricting movements, deprivation of liberty or obstruction, restriction of the right to free movement.

c) Sexual violence

- **Rape:** The fact that a person is involved in sexual intercourse without consent by force, intimidation, paying prices among others.
- **Conjugal rape:** Coercing a spouse into sexual relation without that spouse's consent, by way of force, intimidation, paying prices among others.
- **Sexual abuse:** Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions.
- **Sexual harassment:** Any unwelcome or unsolicited sexual attention, demand for sexual access or favours, sexual innuendo or other verbal or physical conduct of a sexual nature, or display of pornographic material.
- **Sexual exploitation / Sexual slavery aimed at achievement of self-satisfaction:** Any abuse of a position of vulnerability, difference in power relation or abuse of trust for sexual purposes.
- **Forced sodomy/anal rape:** Forced/coerced anal intercourse, usually male to male or male to female.
- **Forced prostitution:** Forced/coerced sex in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children.
- **Sexual violence as a weapon of war and torture:** Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterilisation or another form to prevent birth, forced

pregnancy, forced delivery, and forced child rearing, among others.

d) Socio-Economic Violence

- **Economic violence:** occurs when the abuser has complete control over the victim's money and other economic resources.
- **Discrimination and /or denial of opportunities, services:** Exclusion, denial of access to education, health assistance or remunerated employment, denial of property rights.
- **Social exclusion /ostracism based on sexual orientation:** Denial of access to services, social benefits or exercise and enjoyment of civil, social, economic, cultural and political rights, imposition of criminal penalties, discriminatory practices or physical and psychological harm and tolerance of discriminatory practices, public or private hostility to homosexual, transsexuals or transvestites.

e) Harmful traditional practices

- **Female genital mutilation:** Cutting of genital organs for nonmedical reasons, usually done at a young age. Ranges from partial to total cutting, removal of genitals, stitching whether for cultural or other nontherapeutic reasons, often undergone several times during a lifetime, i.e. after delivery or if a girl/woman has been a victim of sexual assault.
- **Early marriage:** Arranged marriage under the age of legal consent.
- **Forced marriage:** Arranged marriage against the victim's wish/desire. Often dowry is paid to the family. When refused, there are often violent consequences for the victims.

Activity 4

1. Explain the possible causes of the various forms of gender-based violence in Rwanda.
2. Mention any measures Rwanda can adopt to reduce the various forms of gender-based violence today.

11.3 Forms of child abuse

Activity 5

What forms of child abuse can you see in these picture?



Fig 11.2

From your discussions, you realise that children undergo physical, sexual, psychological and economical abuse.

- (a) **Physical abuse** is non-accidental physical injury as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap or other object), burning, or otherwise harming a child, that is inflicted by a parent, caregiver or other person who has responsibility for the child.
- (b) **Sexual abuse** includes activities by a parent or caregiver such as fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or the production of pornographic materials.
- (c) **Emotional abuse** (or psychological abuse) is a pattern of behaviour that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats or rejection, as well as withholding love, support, or guidance.

- (d) **Economical abuse** occurs when the abuser has complete control over the victim's money and other economic resources.
- (e) **Neglect** is the failure of a parent, guardian or other caregiver to provide for a child's basic needs. Neglect may be:
- Physical (e.g. failure to provide necessary food or shelter, or lack of appropriate supervision)
 - Medical (e.g. failure to provide the necessary medical or mental health treatment)
 - Educational (e.g. failure to educate a child or attend to special education needs)
 - Emotional (e.g. inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs)

Activity 6

1. Discuss the effects of child abuse to the society we live in.

11.4 Consequences of gender based violence

Activity 7

Explain the consequences of gender-based violence and child abuse.

From the above discussion, you realise that gender based violence can lead to various effects on an individual, families and the entire community. These may include the following:

1. Health

Individual consequences to the victim:

- (i) Injury
- (ii) Disability or death
- (iii) STDs and AIDS
- (iv) Injury to the reproductive system including menstrual disorders
- (v) Childbearing problems
- (vi) Infections
- (vii) Miscarriages

- (viii) Unwanted pregnancies
- (ix) Unsafe abortions
- (x) Depression, leading to chronic physical complaints and illnesses
- (xi) Loss of sexual desire and painful sexual intercourse
- (xii) Difficult pregnancy and labour, chronic pain and infection
- (xiii) Infertility

Impact on wider society:

- (i) Strain on medical system
- (ii) High economic expenses for medical care for victims of GBV
- (iii) Effect on availability of human resources as victims cannot participate in the development and economic growth of the country.

2. Psychological

Individual consequences to the victim:

- (i) Emotional damage including anger, fear, resentment and self-hate
- (ii) Shame, insecurity, loss of ability to function and carry out daily activities
- (iii) Feelings of depression and isolation
- (iv) Problems sleeping and eating
- (v) Mental illness and thoughts of hopelessness and suicide
- (vi) Gossip, judgments made about the victim, blaming the victim, treating the victim as a social outcast

Impact on wider society:

- (i) Expensive, drain on community resources; family, neighbours, friends, schools, community leaders, social service agencies, etc.
- (ii) If perpetrators are not apprehended or arrested, this sends a strong message that the behaviour is somehow acceptable, leading to further incidents.

3. Legal/Justice System

- (i) Strain on police/court resources already challenged and overburdened
- (ii) Lack of sensitivity to the issues on the part of some judges and legal officers

- (iii) Costs incurred by the victim
- (iv) Lack of access to legal system due to lack of knowledge of existing laws or victims reluctant to report due to heavy stigma attached to sexual abuse.

4. Security, Physical Environment of the Community

- (i) Victim feels insecure, threatened, afraid, climate of fear and insecurity-impacting women's freedom and perception of personal safety.
- (ii) Lack of female participation in the community life.
- (iii) Fear of traveling to school or work, the market, etc.

Activity 8

Explain the consequences of gender - based violence in Rwandan society.

11.5 Linkage between gender based violence, HIV and AIDS and STIs

Activity 9

Discuss the types of gender-based violence, which can lead to the spread of HIV and AIDS and STIs.

In your discussion, you may realise that most of the common HIV and AIDS and STI infections are either a result or a cause of gender based violence. The following are some of them:

(i) Rape/ Sexual Assault

Forced or coerced sex increases women's vulnerability to HIV infection by severely limiting, if not destroying, women's ability to negotiate safe sexual behaviour. In situations of rape, condom use is rare.

(ii) Intimate partner violence

Many abusive partners are less likely to use condoms thus leading to HIV and AIDS.

(iii) Violence against HIV positive women

Women who are or who are even perceived to be infected with the HIV virus face considerable risk of violence, discrimination, ostracisation and abandonment, including by their partners or other family members, all over the world.

(iv) Sexual violence in conflict

Women and girls are at greatly increased risk of violence in times of war and conflict. Under these conditions, acts of violence include strategic use of rape and gang rape, forced pregnancy, forced marriages with enemy soldiers, sexual slavery and mutilations are perpetrated by various community and state actors, including soldiers, members of militias and police.

(v) Violence against sex workers

It is estimated that sex workers, who on a global level are mostly young and female, may number in the tens of millions. Statistics indicate that HIV prevalence among sex workers is high in many regions. Sex workers are more vulnerable to HIV infection and violence because they are often demonised and discriminated against, as well as invisible in decision-making processes.

(vi) Trafficking

Trafficking is a form of violence in which people, primarily women and children, are forcibly transported from their home communities through the use of threat or violence or other coercive means and placed in forced labour, servitude or slavery-like practices, including but not limited to forced marriage and forced prostitution.

In each of these situations, women may experience abuse differently from men, and may be targeted in ways directly related to their gender.

Activity 10

Explain the relationship between gender based violence and HIV and AIDS in the society.

11.6 Negotiation skills

Activity 11

Role-play the following skit in groups.

Kwizera who is deeply in love with Didi, tries to woo her to a sexual relationship. Act out the dialogue between the two as written below.

Kwizera: Hi Didi, you look gorgeous.

Didi: Thank you Kwizera. I am fine.

Kwizera: Where are you headed to, I'd like to accompany you.

Didi: Oh! That's kind of you, but I'm going to the library. I want to concentrate so I don't really need company. But thank you anyway.

Kwizera: When can I see you? I really need to talk to you about something.

Didi: What could that be? I'm curious.

Kwizera: *(holding her hand)* I'm in love with you.

Didi: *(pulling away)* That's not what I want right now. I want to concentrate in schoolwork and score good grades. Love is a good thing, but at least not now. We can be friends, as usual, but nothing beyond that.

Kwizera: *(Looking disappointed)* Well, it's your decision. I respect it. But be warned, I will wait for you, until that time comes.

Didi: Time will tell. Bye Kwizera. *(Walking away)*

Kwizera: Goodbye Didi.

From the activity above, one can clearly see that there is mutual respect between the two young people. To begin with, Didi has time for Kwizera. She attentively listens to what he has to say, and then assertively states her position which is refusal to his advances. This shows that negotiation can help individuals in building responsible relationships of respect regardless of their gender as opposed to violence and prejudice.

Activity 12

Describe specific strategies that can be used to reduce gender-based violence, including rape and sexual abuse.

11.7 Mechanism to respond to gender based violence

Activity 13

Having heard of the different cases of gender based violence from your group members, discuss how you can advise or respond to victims of such acts.

From this activity, you have shared various ways to address and respond to gender based violence victims. Check more ideas provided below:

- (i) Health Care i.e, providing necessary health care to the victims
- (ii) Psycho-social counseling to the victims
- (iii) Legal assistance in case of abuse or any related acts of violence
- (iv) Community Awareness and Training about gender based violence
- (v) Capacity Building for Local Women's Organisations
- (vi) Skills Training, Economic Opportunities and other Rehabilitation Programs

UNIT SUMMARY

Child abuse - the physical, psychological or sexual mistreatment of a child.

Gender based violence - any act that results in bodily, psychological, sexual and economic harm to somebody just because they are female or male.

Forms of gender based violence

- a) Physical violence
- b) Emotional/Psychological violence
- c) Sexual violence
- d) Socio-Economic violence
- e) Harmful traditional practices

Forms of child abuse

- (a) Physical abuse
- (b) Sexual abuse
- (c) Emotional abuse
- (d) Economical abuse
- (e) Neglect

Consequences of gender based violence

- (i) Health
- (ii) Psychological
- (iii) Legal/justice system
- (iv) Security, Physical environment of the community

Linkage between gender based violence, HIV and AIDS and STIs

- (i) Rape/ Sexual Assault
- (ii) Intimate partner violence
- (iii) Violence against HIV positive women
- (iv) Sexual violence in conflict
- (v) Violence against sex workers
- (vi) Trafficking

Mechanisms to respond to gender based violence

1. Health care i.e, providing necessary health care to the victims.
2. Psycho-social counseling to the victims.
3. Legal assistance in case of abuse or any related act of violence.
4. Community awareness and training about gender based violence.
5. Capacity building for local women's organisations.
6. Skills training, economic opportunities and other rehabilitation programmes.

Test your competence

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

Jane was desperate. She had gone for three months without pay and she needed money to pay the rent and school fees for her younger sister. She called her friend, Jared, who came from the same village as her and worked as a clerk in the county council offices in Kajiado.

Jane explained her problems to him and he told her that he had a friend in Maasai Mara who had many contacts with people in the tourist hotels. So they organised and Jane took her Curriculum Vitae to him.

About a month later, Jared called Jane one evening and told me her that she should report to a tourist hotel in Maasai Mara the next day. After

borrowing money for her bus fare, Jane left for Maasai Mara. She got to Maasai Mara in the evening and found Joseph waiting for her. Joseph explained that he was Jared's cousin. They went to his house where she spent the night in her own room. Joseph lived on his own in a two-bedroom apartment in town. He told her that he had separated from his wife.

The next morning he took Jane to the hotel, which was about three kilometres away. At the hotel, they met the hotel manager who was a short and smart man, with a big potbelly. He told Jane that she could start work that Monday at the reception, for 18,000 Kenya shillings a month.

Later that evening, Joseph told Jane, "There is no need for you to rent a room here, you can stay here with me." Jane called Jared and he said, "Joe is my cousin, there is no need to worry."

For three months, everything went on well. Jane would wake up early and make tea for Joseph and cook for him in the evening after work. He was an older man and Jane served him as if he were her father. But soon, Jane realised that Joseph had started to treat her in a different way and she became uncomfortable.

In the middle of the next month, the hotel manager called Jane to his office and said, "Jane, we have helped you and you need to pay us back." "Please wait until the end of the month and I will give you something," Jane told him.

That evening, Joseph called Jane and told her to go to another hotel near where she worked so he can buy her a bottle of soda. When she got there, she found Joseph and manager waiting for her. The manager said, "We have helped you, Jane, and now we can see that you are becoming independent. We want our pay."

Jane told him, "You are just repeating the same thing you said in the office today. What did I tell you after you asked that question?"

He said, "You said we should wait."

Then Joseph gave Jane a look that she could not understand. Jane could feel there was a game going on that made no sense to her. Joseph then said, "Jane, we helped you and we want our pay. It is not a must that you give us money; you can also pay us through anything you can offer."

“Through anything?” Jane asked.

The manager replied, “You are here, you have your body. You can pay us through your body.”

“Eh,” Jane responded. “Look at how old you are! Yes, I struggled to get that job but do you think I can sacrifice my body for that job?”

The manager showed Jane a receipt for a lodging in another hotel, a few kilometres from where they were. Then he said, “This is the lodging where we will go. Take the receipt. You can go first and we will meet you there.” Jane started crying. She stood up and left and went back to the house.

When she went to work the following day, the manager called her to his office and told her that her services were no longer needed. When asked what she had done, the manager told her to just pack and go. She asked him about her dues and he said, “Where is the letter that shows you were given a job here? I do not want to see your face in this hotel again.”

Jane left and walked the three kilometres back to Joseph’s house. She tried to get back into the house but Joseph refused to pick her calls and she could not get in. She called Jared who called Joseph and he eventually opened the door. He just stood there with a towel wrapped around his waist and he did not even greet Jane.

Jane went straight to her room, packed her things and left without saying goodbye. She reported the matter to the police and the hotel manager just recorded a statement with the police and was let free. Nothing was done to him later. Until today, Jane still wonders whether she will ever get justice for wrongful dismissal from her work.

Questions

1. Identify the form of gender-based violence in this story.
2. Who were the perpetrators of the gender-based violence in this case study?
3. Do you think the police addressed this case in the correct way? Give reasons for your answer.
4. What are the best actions that the police should have taken to address Jane’s grievances?

Unit
12

FORMS AND GENRES OF LITERATURE

Key unit competence: To be able to read and analyse the forms (oral and written) and genres of literature.

Portrait of a Lazy Student

Before she wakes up from deep slumber
Or sprout up to go to class
She stretches and strands in bed until the sun is hot.
She drags herself like a salted snail
She crosses to class long past the calling bell
She appears with her blouse buckled
She opens her book with a disinterested look
She reads with her mind away from the book
She uses her mouth more than her brain
She avoids the teacher's eyes
She plays hide and seek with him
Never ready to answer any question
Her mind all on the forthcoming bell

'Human beings across every culture I know about require such stories, stories with cool winds and wood smoke. They speak to something deep within us, the capacity to conceptualise, objectify and find patterns, thereby to create the flow of events and perceptions that find perfect expression in fiction. We are built this way, we create stories by reflex, unstoppably.'

Peter Straub

Introduction

The culture of a society is expressed and preserved in various ways. Most communities have narratives, songs and other art forms through which their culture is expressed and passed on from one generation to another. In this unit, we study the forms and genres of literature and establish the role they play in terms of culture.

12.1 Forms of Literature (Oral and Written)

Study the case studies below and in groups, discuss their similarities and differences.

Case Study 1

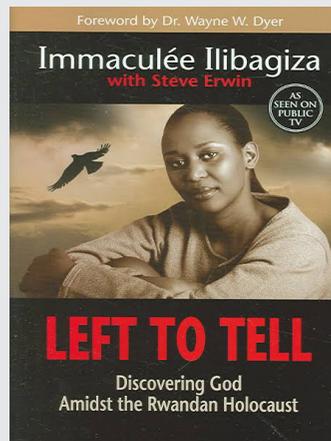


Fig 12.1

This is a story written by Immaculée Ilibagiza about her genocide experience. She narrates how she grew up in a country she loved, surrounded by a family she cherished. But in 1994 her idyllic world was ripped apart as Rwanda descended into a bloody genocide against the Tutsi. Immaculée's family was brutally murdered during a killing spree that lasted three months and claimed the lives of nearly a million Rwandans.

Incredibly, Immaculée survived the slaughter. For 91 days, she and seven other women huddled silently together in the cramped bathroom of a local pastor while hundreds of machete-wielding killers hunted for them. She narrates this story about her experience and survival of genocide against the Tutsi; and her ability to embrace forgiveness and reconciliation after the ordeal.

Case Study 2



Fig 12.2

The picture above shows Lite's diary. She records all the experiences of the day or other periods arranged by date.

Case Study 3

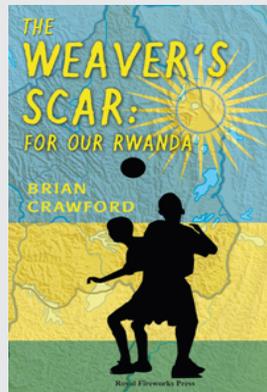


Fig 12.3

This is a novel authored by Brian Crawford. It is about negative ethnicity. Faustin, a normal schoolboy growing up and very good at running and soccer who is however faced with challenges of ethnic discrimination is the main character.

Looking at the three works elaborated above, one major difference stands out; one of them is imaginative writing, while the other two are factual writings. Case study 3, which is a novel, is based on an imaginative character, who does not exist in real life, but his experiences represent those of many others in the community. This characteristic makes it a fictional work. All works of literature that are based on such characters and events are known as fiction. Fictional work is composed of a setting, a plot and characters. All these are developed by use of literary language to give the story a make-believe effect. Apart from novels, other fictional works include plays, poems and oral narratives. These will be covered in detail in the next sub unit.

Case studies 1 and 2 on the other hand are based on facts and nothing imaginary. They therefore fall under the category of non-fiction form of literature. Case study one for instance, is an autobiography. An autobiography is a narration of one's life experiences, told by them. When someone else writes the story, then it is known as a biography. For example, a prominent person can pay a writer to put in writing their life stages and experiences. Such is called a biography.

Case study 2 is a diary. Diaries are important in recording day-to-day activities and experiences. Other forms of writing that fall under this category are journals. Journals are different from diaries in that they are much more detailed. When writing a journal, an individual may include the feelings and opinions about certain experiences, as opposed to a diary that simply records the event.

In conclusion therefore, the two major forms of literature are fiction and non-fiction

12.2 Genres of literature

Activity 1

1. Examine various literature books. Have one of each of the following categories:
 - A play
 - A novel
 - Poems
 - Speech and essays
 - Oral literature such as fairy tales and songs
2. Identify their differences in presentation.

From the discussion you realise that each of the item you looked at has a unique outlook.

- A play, for instance, is composed of dialogues and stage directions.
- A novel is written in prose (Continuous paragraphs making chapters)
- Songs and poems are written in stanzas.
- Speeches, essays and narratives are shorter than novels, and are written in paragraphs.

Literary works can also be categorised by their function. For example, when a fiction work is filled with comic characters and events that create humour, then it is called a comedy. On the other hand, if it is a story about a hero who meets death towards the end, it is known as a tragedy.

All these genres play a great role in the society. Literature as a form of art is meant to reflect the society, point at the ills within the society. It also helps in preserving culture and recording the history of a society. All literary works carry themes that in most cases are contemporary. The stories told in these works, therefore, will remind generations to come of the experiences of their people even long before they were born. Several works in Rwanda for example have documented either in fiction or factual narration of the genocide against the Tutsi events.

As we know, history and past communal experiences are part of a people's culture. This means that without literature, much of these cultural features would be forgotten. In the same way, oral narratives, are socially created

based on the social activities of a people. By telling them to children, elders pass on the knowledge that is a cultural heritage from one generation to another.

Activity 2

Literature is a significant part of culture. Discuss this statement in relation to literary books in Rwanda.

UNIT SUMMARY

Forms of literature

- Fiction
- Non-fiction

Genres of literature

- Play
- Novel
- Songs and poems
- Speeches, essays and narratives

Test Your Competence

Read the two case studies below and then answer the questions that follow.

Case study 1

Ngugi burst onto the literary scene in East Africa with the performance of his first major play, **The Black Hermit**, at the National Theatre in Kampala, Uganda, in 1962, as part of the celebration of Uganda's Independence. "Ngugi Speaks for the Continent," headlined **The Makererian**, the Student newspaper, in a review of the performance by Trevor Whittock, one of the professors. In a highly productive literary period, Ngugi wrote additionally eight short stories, two one act plays, two novels, and a regular column for the Sunday Nation under the title, As I See It. One of the novels, **Weep Not Child**, was published to critical acclaim in 1964; followed by the second novel, **The River Between** (1965). His third, **A Grain of Wheat** (1967), was a turning point in the formal and ideological direction of his works. Multi-narrative lines and multi-viewpoints unfolding at different times

and spaces replace the linear temporal unfolding of the plot from a single viewpoint. The collective replaces the individual as the centre of history. The year 1977 forced dramatic turns in Ngugi's life and career. His first novel in ten years, **Petals of Blood**, was published in July of that year. The novel painted a harsh and unsparing picture of life in neo-colonial Kenya. It was received with even more emphatic critical acclaim in Kenya and abroad. The Kenya Weekly Review it described as "this bomb shell" and the Sunday Times of London as capturing every form and shape that power can take. The same year, Ngugi's controversial play, **Ngaahika Ndeenda (I Will Marry When I Want)**, written with Ngugi wa Mirii, was performed at Kamirithu Educational and Cultural Centre, Limuru, in an open air theatre, with actors from the workers and peasants of the village. Sharply critical of the inequalities and injustices of Kenyan society, publicly identified with unequivocally championing the cause of ordinary Kenyans, and committed to communicating with them in the languages of their daily lives, Ngugi was arrested and imprisoned without charge at Kamiti Maximum Security Prison at the end of the year, December 31, 1977. An account of those experiences is to be found in his memoir, **Detained: A Writer's Prison Diary** (1982). It was at Kamiti Maximum Prison that Ngugi made the decision to abandon English as his primary language of creative writing and committed himself to writing in Gikuyu, his mother tongue. In prison, and following that decision, he wrote, on toilet paper, the novel, **Caitani Mutharabaini** (1981) translated into English as **Devil on the Cross**, (1982).

(From: <http://www.ngugiwathiongo.com/bio/bio-home.htm>)

Case study 2

ABSTRACT

Rwanda has been well-defined on the international stage. However, international understanding of the genocide against the Tutsi does not sufficiently represent the perspectives of Rwandan citizens. The popular construction of Rwanda as a nation over the past eighteen years has used the Rwandan Genocide against the Tutsi as a defining feature of Rwandan national identity. Governed by colonial rule from 1884-1962, Rwanda continues to be defined by neocolonial forces.

In response to this problematic reality, literary representations of the genocide are beginning to provide a forum for Rwandan voices to assert authority over the cultivation of Rwandan identity for Western citizens. This dissertation considers seven diverse literary texts about the Rwandan Genocide against the Tutsi which attempt to bridge the socio-political distance between Rwandan and Western citizens.

Philip Gourevitch's **We Wish to Inform You That Tomorrow We Will Be Killed with Our Families** and Gil Courtemanche's **A Sunday at the Pool in Kigali** offer a detailed consideration of Rwandan history and culture to challenge the colonial rhetoric used to explain the genocide to Western citizens. Élisabeth Combres' **Broken Memory**, Jean-Philippe Stassen's **Deogratias**, and Tierno Monémbo's *The Oldest Orphan* explore the lived experience of genocide and the impact of violence on individuals and communities, effectively conveying the complexity of genocidal suffering in order to escape the media binary of victims and perpetrators. Véronique Tadjo's **The Shadow of Imana** and Sonja Linden's play **I Have Before Me a Remarkable Document Given to Me by a Young Lady from Rwanda** demonstrate the significant post-genocide recovery achieved within Rwanda, and consider the value of cross-cultural interaction in further affirming this recovery.

This study draws on the insights of postcolonial theory, trauma theory, and scholarship in the area of national identity to parse the role of these texts in recovering a productive sense of Rwandan identity for Western readers. This dissertation argues that these texts provide Western citizens with an understanding of national Rwandan identity that allows critical recognition of the superstructure of Western neo-colonialism. As such, these narratives have the potential to enable Western citizens to recognise and challenge the role of the superstructure in shaping public discourse about the Rwandan Genocide.

(From: University of Calgary: *The Decolonizing Potential of Local and Metropolitan Literature of the Rwandan Genocide* by Kate O'Neill. Accessed via http://theses.ucalgary.ca/bitstream/11023/263/2/ucalgary_2012_o%27neill_kate.pdf)

Question

Basing your argument on these two case studies and your own experiences, analyse the role of literature in society.

Unit
13

PRESERVATION OF NATIONAL HERITAGE AND CULTURE THROUGH THE ARTS

Key unit competence: To be able to appreciate national heritage and culture preservation in the arts.



Fig 13.1

Introduction

When we look at something that is attractive, we appreciate its beauty. Art involves the process of giving something a sense of beauty. Beauty can be any form of attraction that appeals to any of the senses, be it the eyes, the ears as in music, the sense of taste as in culinary arts, etc. Art can be created just for aesthetic purposes or it can be created in the items we use for daily activities. It can also be created for purposes of preservation of culture, for instance paintings that express past experiences, or carvings that depict the socio-economic practices of a community. In this unit, we study various forms of art and their role in cultural preservation.

13.1 Types and forms of art

Art can be expressed in very many ways such as traditional dance, music, paintings, carvings, pottery, basketry, architectural designs, dressing and culinary arts.

Activity 1

Demonstrate the steps of dancing the **Amaraba** dance of Rwanda.

Taking part in the **Amaraba** dance is one of Rwanda's cultural pride. Dance, just like any other art, is a way of expressing the ideas and beliefs shared by a community. The Amaraba dance for example, is a way of appreciating the respect Rwandans have for cattle.

Activity 2

The table below shows major forms of art. Discuss them in groups.



Fig 13.2

Check whether you were able to identify the following art forms from your discussion of the above activity.

- **Paintings** – This is a picture made by putting paint on a canvas or a board.
- **Sculpture** – This is a piece of art that is made by carving or molding clay, stone or metal into a fine piece of object.
- **Carving** – Cutting a hard material such as wood in order to produce an aesthetically pleasing object or design
- **Architecture** – A process of planning, designing and constructing buildings
- **Fashion** - A popular style or practice, especially in clothing, footwear and accessories.
- **Pottery** – Moulding pots from clay and creating beautiful patterns on them.
- **Basketry** – This is the art of weaving baskets artistically from sisal.

Activity 3

Collect pieces of art of all the categories learnt, and find out how they were created.

13.2 National Heritage and Culture Preservation through Arts

Activity 4

The following diagrams show the exhibitions found in the King's Palace Museum located in Rukari, Southern province. Discuss the role of each of them in preserving culture.



Traditional palace



'Inyambo' the traditional long horned cows

Fig 13.3

From your discussion, you find out that through art such as architecture and carvings, we are able to keep a memory of the past social structures and

activities. The traditional king's palace, for instance, reminds Rwandans of the monarchy and the kings that ruled the kingdom then. The *Inyambo* cows remind us of the traditional wealth of cows and the prestige of cattle herding as a social economic activity. As such therefore, art enables new generations to appreciate their history and feel the pride of belonging and associating with their roots.

In the same way, other art forms such as traditional music and dance, e. g. the *amaraba* and *intore*; the traditional dress *umushanana*, the Rwandan paintings, *Imigogo* among other forms of art that characterise Rwandan culture, serve the noble role of cultural preservation and national heritage.

Activity 5

Focus on one aspect of culture and find out how it preserves culture.

13.3 Traditional and modern arts

Activity 6

Look at the musical instruments below. Some are modern while others are traditional. Which ones do you think are modern and which ones do you think are traditional?



Fig 13.4

Traditional art is that part of culture of a group of people, skills and knowledge which is passed down through generation, for example music and dance. It plays an important role in the tradition of Rwandan people, whereby traditional songs are accompanied by the **Lulunga** – a harp like instrument with eight strings. However, the finest display of Rwanda's varied and dynamic traditional musical and dance style was performed by the Intore dance troupe but today their exciting act can be arranged at a short notice through the national museum in Huye.

A more modern form of Rwandan music is the upbeat and harmonious devotional singing that can be heard in any church service around the country. Rwandan pop stars are also developing a name for themselves.

Similarly, a wide range of traditional handicrafts is produced in rural Rwanda ranging from ceramics and basketry, traditional wood carvings and paintings. For example, Rwanda's traditional *Agaseke* basket has become famous over the world. Also a good selection of painted and handcrafted artifacts can be viewed in craft villages, shops, and numerous art galleries in Kigali. Dung paintings that are produced by a local cooperative in the village of Nyakarambi popularly known as *Imigongo* are also part of the traditional art of Rwanda.

Traditional art, refers to art which was brought about during the precolonial period while modern art is a little more complex in that its usually a result of cultural interaction.

Activity 7

Debate on the motion: Traditional art is better than modern art.

13.4 Importance of Arts

Activity 8

Make a presentation about the importance of arts.

From your discussion you must have come up with several reasons why art is important in day to day life. There is no doubt that without art everything around us would be gloomy since art brings about beauty and attraction. Below is a list showing the importance of art.

1. Art plays an important role in molding the mind of children to appreciate natural beauty.
2. Helps student to develop an interest in creativity hence developing their talents.
3. Enhances interpersonal communication
4. Art provides an avenue for self-expression; hence it acts as an outlet of emotions that could otherwise be pent up.
5. Art preserves history
6. It provides entertainment, e.g musical dances.

UNIT SUMMARY

Types and forms of art

- Paintings
- Sculpture
- Carving
- Architecture
- Fashion
- Pottery
- Basketry

Traditional art – that part of culture of a group of people, their skills and knowledge which is passed down through generations, for example music and dance.

Modern art – art as a result of cultural interaction.

Importance of Arts

- i. Molding the mind of children to appreciate natural beauty.
- ii. Help develop interest in creativity hence developing talents.
- iii. Enhances interpersonal communication
- iv. Provides an avenue for self-expression;
- v. Art preserves history
- vi. It provides entertainment

Test Your Competence

Describe the various forms of art in Rwanda and illustrate how they help in preserving Rwanda's national heritage and culture.

TOPIC AREA 5: SCIENCE

SUBTOPIC AREA 11: HEALTH EDUCATION

UNIT 14: NUTRITION

Unit
14

NUTRITION

Key unit competence: To be able to propose and personally implement good practices of diet and hygiene.



Fig 14.1

Introduction

To be alive, we have to feed. Sometimes the decision on what to eat lies with an individual, other times circumstances limit the options of food available. Whatever the situation, it is important to remember that we are what we eat and bear in mind that health is a fundamental part of life.

The modern society predisposes an individual to several health hazard behaviours especially due to the availability of fast foods and processed foods that have moved away from the natural foods fit for the body. Depending on such foods is unhealthy and as a result, non-communicable diseases such as diabetes and hypertension have become very rampant.

This unit studies diet; the implications of poor feeding habits; the relationship between hygiene and communicable diseases.

14.1 Diet

Activity 1

Which of the dishes below shows a balanced diet and which ones do not? Explain your answer.



1. Carrots, boiled potatoes, peas, beef



2. Chicken, Isombe and rice



3. Fish and potato chips



4. Mashed potatoes and sausages

Fig 14.2

The activity above shows various types of food. The food eaten by an individual is known as diet. Diet can be balanced or unbalanced. A diet that provides all the necessary nutrients to an individual is a balanced diet, while one that does not is unbalanced. Among the food types shown in Activity 1, some are balanced while some are not. The meals numbered 1 and 2 are balanced since they contain all the nutrients; protein, carbohydrates and vitamins, while the meals numbered 3 and 4 are unbalanced as they are lacking in vitamins.

14.2 Relationship between diet and non-communicable diseases

Activity 2

Find out the distinction between communicable and non – communicable diseases and come up with examples of each.

Check whether your definitions are close to the following:

- **Communicable diseases** are diseases that can be spread from one person to another person, animal or object. Examples are: common cold, influenza, tuberculosis, typhoid, cholera, among others.
- **Non-communicable diseases** are diseases that cannot be spread from person to person. Examples are diabetes, hypertension, cancer, heart disease, lung disease, etc.

Activity 3

Two students, Uwimana and Muvunyi approached their teacher having some health problems.

Uwimana had problems whenever it came to the physical education lesson. She could not run long distances and was starting to gain a lot of weight at the age of 16. Her friends advised her to eat one meal a day, but due to that, she developed ulcers since small amounts of food were being taken

and the acid produced from digestion was too much hence burning the sides of the stomach.

Muvunyi on the other hand had a related problem, though his signs were different. He had problems running during the football games, for he could not run for a long time. He felt thirsty often, took plenty of water and always wanted to pass urine every now and then. He often had a dry mouth and itchy skin and poor vision. He had started losing weight and grew very weak.

Questions

1. From the above scenarios, explain what you think these two students were suffering from.
2. Which foods would you say caused Uwimana to gain weight?
3. Explain the relationship between what these two students eat and the diseases they have.

From the above cases, we realise that when one is on a diet and does not balance the amount and value of food eaten, this can lead to lack of sufficient nutrients in the body, which may cause a disease like ulcers. More so, too much of some food in the body like fats can also cause hypertension and diabetes.

Hypertension/high blood pressure is a common condition in which the force of the blood against the artery walls is too high that it can cause a heart disease.

The following are the causes of diabetes

- Physical inactivity
- A salt-rich diet through processed and fatty foods
- Alcohol and tobacco use
- Overweight

Diabetes is a chronic disease that occurs when the pancreas does not produce enough insulin (a hormone that regulates blood sugar) or alternatively, when the body cannot effectively use the insulin it produces. The overall risk of dying among people with diabetes is at least double the risk of their peers without diabetes.

Comparison between traditional diet and modern diet

Modern diet differs greatly from traditional diet. The table below summarises those differences.

Traditional diet	Modern diet
1. Foods were from fertile soils.	1. Foods are from depleted soils.
2. More organ meat, less muscle meat.	2. More muscle meat, less organ meat.
3. Animals fed freely on pasture.	3. Animals are fed in confinement.
4. Used animal fats.	4. Uses vegetable oils.
5. Dairy products were raw or fermented.	5. Dairy products are pasteurised.
6. Grains and legumes were soaked/ fermented.	6. Grains are refined and extruded.
7. Bone froths were used.	7. Artificial flavourings are used.
8. Unrefined sweeteners were used e.g honey.	8. Refined sweeteners are used.
9. Unrefined salt was used.	9. Refined salt is used.
10. Natural vitamins in food.	10. Synthetic vitamins are added.
11. Traditional cooking.	11. Microwave or irradiation is used.
12. Cooking involved boiling and steaming.	12. Cooking involves deep or shallow frying.
13. Traditional seeds were used.	13. Hybrid/ Genetically Modified Organism (GMO) seeds are used.
14. Meals include traditional foods.	14. Most meals include fast foods and snacks.

Activity 4

1. From the experience of Uwimana and Muvunyi in Activity 3, what advice would you have given them if you were the teacher?
2. Explain the role of a balanced diet in having a healthy body.

14.3 Relationship between hygiene and communicable diseases

Activity 5



Fig 14.3

Looking at the pictures shown above, what would you say are the dangers of such acts?

A communicable disease is an illness due to a specific infectious agent or its toxic products capable of being directly or indirectly transmitted from man to man, from animal to man, from animal to animal, or from the environment (through air, water, food, etc.) to man.

Such infectious agents are transmitted due to lack of hygiene in most cases or irresponsible social behaviour. However, one can contract such diseases innocently without having to be irresponsible. Nevertheless, it is important to maintain hygienic standards in our environments to prevent such diseases from spreading.

Below are various modes of disease transmission:

- Blood-borne or sexual – HIV, Hepatitis B, C
- Inhalation – Tuberculosis, influenza, anthrax, cough
- Food-borne – Cholera, typhoid
- Contaminated water- Cholera, rotavirus, Hepatitis A
- Vector-borne- malaria, trypanosomiasis
- Fomites
- Zoonotic diseases – animal handling and feeding practices (Mad cow disease, Avian Influenza)

14.4 Feeding the global population

Activity 6

The picture below shows emaciated children begging for food. This reflects on the challenges being faced by various countries to feed their population. Discuss in groups possible causes of this situation.



Fig 14.4

From Activity 6 above, we have seen that although an increasing population can cause hunger, there are other factors that have led to scarcity of food and hunger in the world.

These include:

1. Poverty in many countries
2. Natural disasters like floods and earthquakes
3. Poor soils in some countries
4. Wars and political instabilities
5. High food wastage in developed countries
6. Land rights and ownership
7. Diversification of land use to non-productive use
8. Inefficient agricultural practices
9. Over fishing
10. Poor crop yield
10. Drought
11. Shortage of water

Activity 7

1. Explain the measures that can be followed to control the problem of global food problem mainly in developing countries.
2. Examine the impact of small kitchen gardens to the health of many Rwandan people.

UNIT SUMMARY

Diet – the food eaten by an individual

Diet can be balanced or unbalanced.

Non-communicable diseases – Diseases that cannot be spread from person to person. Examples are diabetes, hypertension, cancer, heart disease, lung disease

A communicable disease – An illness due to a specific infectious agent or its toxic products capable of being directly or indirectly transmitted from man to man, from animal to man, from animal to animal, or from the environment to man. Examples are common cold, influenza, typhoid etc.

Modes of disease transmission:

1. Blood-borne or sexual/transmitted diseases
2. Inhalation
3. Food-borne
4. Contaminated water
5. Vector-borne
6. Fomites
7. Zoonotic diseases

Factors leading to scarcity of food in the world

1. Poverty in many countries
2. Natural disasters like floods and earthquakes
3. Poor soils in some countries
4. Wars and political instabilities
5. High food wastage in developed countries
6. Land rights and ownership
7. Diversification of land use to non-productive use

8. Inefficient agricultural practices
9. Over fishing
10. Poor crop yield

Test Your competence

Imagine you come from a village where there is a shortage of rain. Because of this there is lack of food and people eat mainly cereals provided as relief food by the government. Because of water shortage the level of hygiene is low.

Things to do

1. Propose some practices that can promote the eating of a balanced diet in the village.
2. Suggest any measures that can be taken to promote good hygiene in the village.
3. Draw a plan of action that can be used by the authorities to implement the strategies and measures you have suggested above.

Glossary

A

Abuse – to treat (a person or animal) in a harsh or harmful way.

Advertising – to make the public aware of something (such as a product) that is being sold.

Arbitration – a process of settling an argument or disagreement in which the people or groups on both sides present their opinions and ideas to a third person or group.

Art – something that is created with imagination and skill and that is beautiful or that expresses important ideas or feelings.

Assimilation – the process through which individuals and groups of differing heritages acquire the basic habits, attitudes, and mode of life of an embracing culture.

Audience – the people who watch, read, or listen to something.

Authoritarian – expecting or requiring people to obey rules or laws without allowing personal freedom.

B

Belief – a feeling of being sure that someone or something exists or that something is true.

Bureaucratic – using or connected with many complicated rules and ways of doing things.

C

Child abuse – the physical, psychological or sexual mistreatment of a child.

Cohesion – a condition in which people or things are closely united.

Colonialism – control by one country over another area and its people

Colony – an area that is controlled by or belongs to a country and is usually far away from it.

Communication – the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.

Community – a group of people who live in the same area (such as a city, town, or neighborhood).

Conflict – a lack of understanding and agreement between people with opposing needs, interests, ideas, beliefs, values or goals.

Corporation – a large business or organisation that under the law has the rights and duties of an individual and follows a specific purpose.

Corporation – a large business or organization that under the law has the rights and duties of an individual and follows a specific purpose.

Coup d'états – a sudden attempt by a small group of people to take over the government usually through violence.

Cultural – of or relating to a particular group of people and their habits, beliefs, traditions, etc.

Culture – the beliefs, customs, arts, etc., of a particular society, group, place, or time.

Customers – someone who buys goods or services from a business.

D

Debt – the state of owing money to someone or something.

Decentralized – the delegation of power from a central authority to regional and local authorities.

Development – the act or process of growing or causing something to grow or become larger or more advanced.

Dilution – a lessening of real value (as of equity) by a decrease in relative worth.

Discrimination – the practice of unfairly treating a person or group of people differently from other people or groups of people.

Domestic violence – the inflicting of physical injury by one family or household member on another.

Draft – a version of something (such as a document) that you make before you make the final version.

E

Eco system – everything that exists in a particular environment.

Economy – the process or system by which goods and services are produced, sold, and bought in a country or region.

Editing – to prepare (something written) to be published or used.

Environment – the conditions that surround someone or something.

Ethical – involving questions of right and wrong behaviour.

Exploitation – to use (someone or something) in a way that helps you unfairly.

Exploitation to use (someone or something) in a way that helps you unfairly.

F

Female genital mutilation – the ritual removal of some or all of the external female genitalia.

Fiction – written stories about people and events that are not real.

Film – a special material that is used for taking photographs.

Finance – the way in which money is used and handled.

Fomites – objects or materials that are likely to carry infection, such as clothes, utensils, and furniture.

G

Gender based violence – any act that results in bodily, psychological, sexual, and economic harm to somebody just because they are female or male.

Gender – the state of being male or female.

Genre – a particular type or category of literature or art.

Geopolitics – the study of how geography and economics have an influence on politics and on the relations between nations

Governance – the way that a city, company, etc., is controlled by the people who run it.

H

Healthy – enjoying health and vigour

Heritage – the traditions, achievements, beliefs, etc., that are part of the history of a group or nation.

History – past events that relate to a particular subject, place, organisation, etc.

Hybrid – an offspring of parents with different genes especially when of different races, breeds, species, or genera

Hygiene – the things that you do to keep yourself and your surroundings clean in order to maintain good health

I

Image – a reproduction or imitation of the form of a person or thing.

Inclusion – something taken in as part of a whole.

Institution – an established organisation.

Internet – an electronic communications network that connects computer networks and organisational computer facilities around the world.

Interpersonal – of or pertaining to the relations between persons.

Intrapersonal – existing or occurring within the self or within one's mind.

L

Laissez-faire – a philosophy or practice characterized by a usually deliberate abstention from direction or interference especially with individual freedom of choice and action.

Language – the words, their pronunciation, and the methods of combining them used and understood by a community.

Leadership – the power or ability to lead other people.

Leisure – enjoyable activities that you do when you are not working.

Literature – written works (such as poems, plays, and novels) that are considered to be very good and to have lasting importance.

M

Management – the act or skill of controlling and making decisions about a business, department, sports team, etc.

Mass media – a medium of communication (as newspapers, radio, or television) that is designed to reach the mass of the people.

Mediation – intervention between conflicting parties to promote reconciliation, settlement, or compromise.

Money – something (such as coins or bills) used as a way to pay for goods and services and to pay people for their work.

Multinational – working in several countries.

Multinational – working in several countries.

N

Nationalism – a feeling that people have of being loyal to and proud of their country often with the belief that it is better and more important than other countries.

Networking – the exchange of information or services among individuals, groups, or institutions.

Non-fiction – writing that is about facts or real events.

Nutrition – the act or process of nourishing or being nourished.

O

Obscene – very offensive in usually a shocking way.

Optimism – a feeling or belief that what you hope for will happen.

Overweight – having an excess of body fat.

Ozone – a form of oxygen that is found in a layer high in the earth's atmosphere

P

Paragraph – a part of a piece of writing that usually deals with one subject that begins on a new line, and that is made up of one or more sentences.

Payment – something that is given to someone in exchange for something else.

Play – the stage representation of an action or story.

Poem – a piece of writing that usually has figurative language and that is written in separate lines that often have a repeated rhythm and sometimes rhyme.

Pollution – the action or process of making land, water, air, etc., dirty and not safe or suitable to use.

Population – all the inhabitants of a particular town, area, or country.

Poverty – the state of being poor.

Precolonial – earlier than/before the colonial period.

Preserve – to keep (something) in its original state or in good condition.

Process – a series of actions that produce something or that lead to a particular result.

Propaganda – ideas or statements that are often false or exaggerated and that are spread in order to help a cause, a political leader, a government, etc.

Publish – to make generally known.

R

Regional/international integration – the cooperation of several countries in order to enjoy political, social and economic benefits.

Religion – an organised system of beliefs, ceremonies, and rules used to **worship** a god or a group of gods.

Renewable – able to be replaced by nature.

Resign – to give up (a job or position) in a formal or official way.

S

Sanitation – the process of keeping places free from dirt, infection, disease, etc., by removing waste, trash and garbage, by cleaning streets, etc.

Scan – to examine systematically (as by passing a beam of radiation over or through) to obtain data especially for display or storage.

Slavery – the state of being owned by another person.

Society – people in general thought of as living together in organised communities with shared laws, traditions, and values.

Song – a short musical composition of words and music.

South-south cooperation - a cooperation among countries of the South in the political, economic, social, cultural, environmental and technical domains.

Staple food – a chief commodity or production of a place.

Stereotyping – to believe unfairly that all people or things with a particular characteristic are the same.

Subsidiaries – owned or controlled by another company.

Suicide – the act or an instance of taking one's own life voluntarily and intentionally especially by a person of years of discretion and of sound mind.

T

Tax – a compulsory contribution imposed by government to raise revenue and levied on the person's/ organization's income or property

Transnational – operating in or involving more than one country.

V

Venture – to start to do something new or different that usually involves risk.

W

Writing – the way that you use written words to express your ideas or opinions.

Acronyms

DRC	– Democratic Republic of Congo
ECOWAS	– Economic Community of West African States
UN	– European Union
EAC	– East African community
COMESA	– Common Market for East and Central Africa
SADC	– South African Developed Countries
AU	– African Union
USAN	– Union of South American Nations
ASAN	– Association of Southeast Asian Nations
CEPGL	– Common Markets for the Great Lakes Region
ECGLC	– Economic Community of the Great Lakes Countries
UN	– The United Nations
CW	– The Commonwealth
Ltd	– Limited
KCB	– Kenya Commercial Bank
BRD	– Development Bank of Rwanda
GHG	– Green House Gases
HIV	– Human Immunodeficiency Virus
EIA	– Environmental Impact Assessment
REMA	– Rwanda Environmental Management Authority
CEO	– Chief Executive Officer
CT	– Computerized Tomography
ICT	– Information Communication and Technology
PC	– Personal Computer
PDF	– Portable Document Format
SMS	– Short Messaging Service
TV	– Television
UAV	– Unmanned Aerial Vehicle
BBC	– British Broadcasting Corporation
CNN	– Cable News Network
CV	– Curriculum Vitae
RE	– With reference to/referring to
AIDS	– Acquired Immune Deficiency Syndrome
GBV	– Gender Based Violence
STD	– Sexually Transmitted Disease
GMO	– Genetically Modified Organism

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