

ASSOCIATE NURSE PROGRAM

CITIZENSHIP

Student's Book

SENIOR 4

First Edition

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FOREWORD

Dear Student,

Rwanda Basic Education Board is honoured to present to you this Citizenship Textbook for Senior Four for Associate Nursing program which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Citizenship 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 the instructional materials available among others. Special attention was paid to the activities that facilitate the learning process in which you can 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 including application 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.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this book, the Ministry of Health, Human Resource for Health Secretariat (HRHS), University of Rwanda, School of Nursing and Midwifery, Higher Learning Institutions and Rwanda Basic Education Board.

Special gratitude goes to University faculty, Nurses, Midwives, Teachers, illustrators, designers, HRH Secretariat Staff and REB Staff who diligently worked to successful completion of this book.

Dr. MBARUSHIMANA Nelson

Director General of Rwanda Education Board

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Furthermore, I owe gratitude to different partners more especially the Ministry of Education for their guidance, and the Clinton Health Access Initiative (CHAI) for its contribution to financial support.

MURUNGI Joan

Head of Curriculum, Teaching and Learning Resources Department / REB

LIST OF ACRONYMS

1. **AIDS:** Acquired Immune Deficiency Syndrome
2. **ATM:** Automated Teller Machine
3. **CFSVA:** Comprehensive Food Security and Vulnerability Analysis
4. **CHAI:** Clinton Health Access Initiative
5. **CHUK:** Centre Hospitalier Universitaire de Kigali
6. **EDPRS:** Economic Development and Poverty Reduction Strategy
7. **HGIs:** Home-Grown Initiatives
8. **HIV:** Human Immunodeficiency Virus
9. **HRHS:** Human Resources for Health Secretariat
10. **IPRC:** Integrated Polytechnic Regional Centre
11. **JADF:** Joint Action Development Forums
12. **KP:** Kibogora Polytechnic
13. **MDGs:** Millennium Development Goals
14. **NCNM:** National Council of Nurses and Midwives
15. **REB:** Rwanda Basic Education Board
16. **RGB:** Rwanda Governance Board
17. **RNMU:** Rwanda Nurses and Midwives Union
18. **SACCOs:** Savings and Credit Cooperatives
19. **STI:** Sexually Transmitted Infection
20. **UNESCO:** United Nations Educational, Scientific and Cultural Organization
21. **UR:** University of Rwanda
22. **WHO:** World Health Organization

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Key Unit Competence:

The student should be able to make decisions that promote social cohesion in practical situations.

Introductory Activity 1

Mugabo was born in the village of Masaka to business parents. His father was a shop keeper and his mother a small scale milk seller. One day, when he was coming from school, he saw a young girl called Keza who was crying..... When Mugabo asked her why she was crying, Keza replied that she was hungry. Mugabo decided to take her to his mother so that she could get what to eat. When the two arrived, his mother served them with milk and Keza was very happy. From that day, they became great friends.

How can you term or name this kind of positive and humanistic value? Discuss the importance of Citizenship Education to both students and the entire Rwandan community basing on this afore-mentioned social behavior.

Learning Activity 1.1

Using internet and/or other reference books, carry out research and write the meaning of Citizenship Education and its objectives. Afterwards, share your findings in pairs with one of your classmates.

1.1. The concept of Citizenship Education and its objectives**1.1.1. The Citizenship Education**

Citizenship comes from two Latin words, '*Civis*' (citizen), and '*Civitas*' (city) which is equivalent to the Greek word of '*Polis*'. In that sense, citizens are members or inhabitants of a city, or a state, they form a political community and can be differentiated from foreign citizens.

The term citizenship is often used interchangeably with nationality, but it refers to the legal relationship between an individual and a state, in which the state recognizes and guarantees the individual's rights. 'Legal' is used to mean formal status, with prior registration, recognition, and publication by civil status services.

As regards the concept of Citizenship Education most often named “civic education” in different countries and organizations, it can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decision making concerning society.

Citizenship education is also defined as the approach of facilitating civic/ democratic competence development by providing the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society. Therefore, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation.

Objectives of Citizenship Education

Citizenship Education in Associate Nursing Program has the following objectives:

- Equip the learners with required knowledge, skills, attitudes and values which enable them be accountable, committed, responsible and patriotic citizens;
- Teaches learners the theories, principles, values and procedures on which dependents the qualities of a good and patriotic citizen.
- Promote the ethical, humanistic, and moral values that characterize Rwandan society.
- Show awareness of cultural aspects affecting or likely to affect society.
- Play a central role in uniting people, the preservation of culture and conservation of social identities.
- Develop attitudes and values relevant to peace and tolerance, justice, respect for others and for human rights, solidarity and democracy, patriotism, hard work, commitment, resilience and dignity.
- Get a deeper understanding of global issues and challenges and therefore appreciate the need for national, regional and international cooperation in solving these challenges for the good of the human race.

Application Activities 1.1.

1. Explain the concept of citizenship Education
2. Discuss the objectives of citizenship Education

1.2. Importance of Citizenship Education

Learning activity 1.2.

In group of 4 or 5 learners Use internet and other reference books, conduct a research and write the importance of learning Citizenship Education. Write it down and then present it to the whole class.

It is of great importance to study Citizenship Education for different reasons. First of all, Citizenship education gives learners the knowledge and skills which help them become informed and responsible citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Therefore, Citizenship Education helps learners become active citizens once they understand their role within society and how they can go about improving it.

Citizenship Education also helps learners to develop self-confidence and a sense of agency, and successfully deal with life changes and challenges such as bullying and discrimination.

Moreover, Citizenship Education enables learners to make a positive contribution by developing the knowledge and experience needed to claim their rights and understand their responsibilities. As a result, it prepares them for the challenges and opportunities of adult and working life.

For schools and other educational organizations, Citizenship Education helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community.

For society, it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process.

Application activities 1.2.

Explain why it is very important to learn Citizenship Education.

1.3. Concept and factors of social cohesion

Learning activity 1.3.

In Rwanda, after the 1994 genocide against the Tutsi, cohesion among the people of Rwanda was negatively affected. Today, Rwandans have rebuilt this social cohesion. Discuss with your friend and come up with the definition of the term of social cohesion and the factors that have contributed to its promotion in Rwanda and indicate how.

1.3.1. The Concept of social cohesion



Figure 1: Teamwork of Nurses caring for a patient portrays social cohesion and unity.

Social cohesion is similar to unity. When members of different groups work together harmoniously, this means that there is a good relationship among them. This good relationship acts as a bond linking people together for better growth.

This bond among members of a group or society can be termed as **cohesion**. The overall good relationship that makes people in a group or society to work together and relate well with one another is called **social cohesion**.

Social cohesion balances individual rights against those of the society and appreciates that a good relationship enables people to respect each other's values. Therefore, it works towards the well-being of all its members.

For example, it fights exclusions and marginalization and creates a sense of belonging. It also offers members of the group or the society the opportunity for upward mobility. This promotes peace and unity and results in both individual and national development.

1.3.2 Factors for social cohesion



Figure 2. *The cult of Gusaba no Gukwa in Rwandan culture is a factor of social cohesion*

In each society, there are many things that can contribute to the promotion of social cohesion. These can be referred to as **factors of social cohesion**. In Rwanda, the factors of social cohesion include society norms' respect, positive values, the respect of human rights, religious tolerance, promotion of national and humanistic values, active listening, and empathy and active bystandership.

a) The Society norms' Respect

Norms can be defined as rules or expectations that define the appropriate behavior within the society, for example, how students behave in class, how to live with neighbors, how to behave in public, etc. Norms can be prescriptive when they encourage positive behavior, for example "be honest" or proscriptive when they discourage negative behavior, for example "do not cheat". Failure to follow these norms may lead to a consequence such as being rejected in the society. However, norms change according to environment or situation and may change overtime.

b) Strengthening Positive values

Suppose you are travelling home from school. On the way, an old woman gets into the bus and finds all seats occupied. You are the only young person in that bus. How would you react to this situation?

In the situation above, your conscience is likely to push you into standing for the old woman to sit down. This is because you may feel obliged to show respect for the elderly. This is a positive value. Indeed, positive values are like a compass direction: they help point the way to critical and logical thinking.

- i. We often demonstrate positive values in different ways. For example, by solving problems that affect others, helping those in need, having a sense of responsibility in what we do, being honest or even being caring for others. All these positive values contribute to social cohesion. **The Human rights' Respect.**

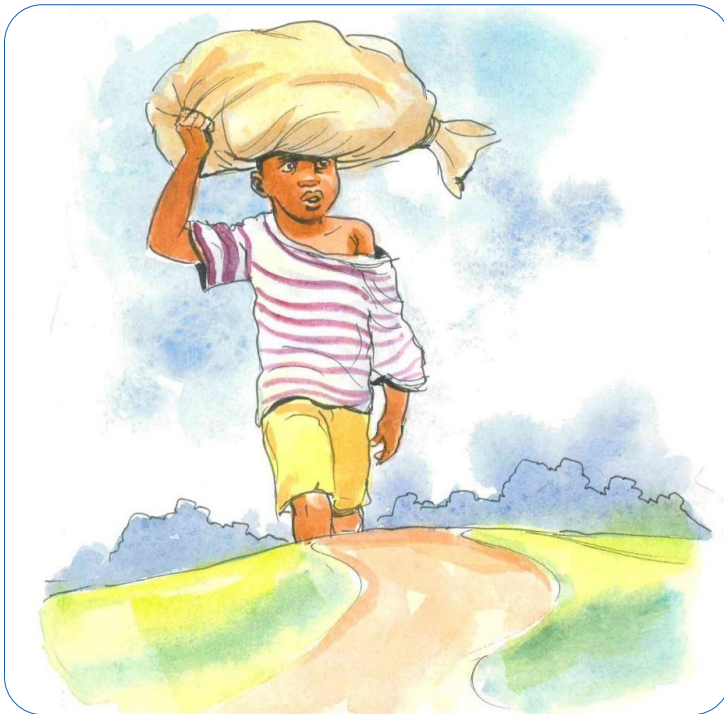


Figure 3. A case of non respect of human children's rights is a sign of lack of social cohesion

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

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

c) The Religious Tolerance

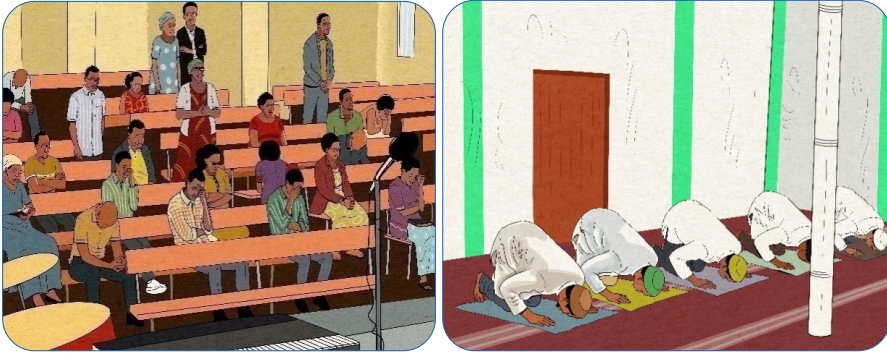


Figure 4. Religious values are sources of social cohesion and unity

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

These values, and others, are drawn from the teachings of each religion. These religious values make a person embrace others and desire to live harmoniously with them. This translates to social cohesion hence unity which promotes self-growth and national development.

1.3.3. Promoting National and humanistic values

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

a) Resilience

Resilience is the ability of a person or society to recover quickly from difficult situations. A good example here is the History of Rwanda. Though faced with the unfortunate happening of the genocide against the Tutsi in 1994 where many Tutsi were murdered, the country has sprung back to the path of national development, economic growth and national healing and reconciliation. As a result, the people of Rwanda now live in peace.

Indeed, Rwanda is today known to be one of the most peaceful countries in the world. This has happened due to the strong spirit of resilience among the Rwanda people and leadership. Resilience is thus an important national value in Rwanda which promotes social cohesion.

b) The Benevolence activities



Figure 5. Benevolent people helping the needy by giving food

Benevolence is the actor quality of being kind to others. A benevolent person is kind and helpful to others. He/she strives to meet the needs of others without expecting anything in return. People who help others without asking for any compensation or favor, their actions can be termed as benevolence. No doubt their actions bring you closer to them. In the same way, benevolence helps people in the society to become brotherly and to live in harmony. This promotes social cohesion.

c) Repentance

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

d) Forgiveness

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

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

e) Promoting unity and Reconciliation

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

f) Consensus-building

Consensus building is the process of coming up with a conclusion agreeable to all parties after many opinions have been given. Consensus building involves considering the input of every member of the group and collectively crafting an outcome that best meets the needs of the group with the least opposition from a majority of the members.

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

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

g) Active listening and Empathy

Active listening is the ability to listen attentively and not just hearing. It is important to practice active listening because it assists in identifying a problem, identifying the cause of the problem and finding a solution to a problem. It also allows others to express their opinion freely and frankly.

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

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

h) Inclusiveness

Inclusiveness is the act of involving all interested parties in a matter and listening to the views of each one of them. It is important to involve all members of the society, regardless of their social status, in making decisions on issues that affect them. When this happens, every person feels appreciated.

They also feel that their opinions matter and that they are important members of the group. This promotes trust and mutual respect among all the members there by promoting good relations among them. This results in social cohesion.

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

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

i) Active bystandership

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

The following are the steps to active bystandership:

- Notice what is happening around you;
- Interpret whether it is an emergency that needs intervention or help;
- Imagine yourself in the situation of the person in need of help (empathize);
- Intervene in the situation.

This can be done by:

- Interrupting yourself the harmful situation;
- Interrupting and disrupting the people involved;
- Involving others around you;
- Calling the police or the administration.

When intervening, remember to:

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

Application activities 1.3

1. Define the concept of social cohesion.
2. Outline five religious values that enable tolerance in Rwanda
3. Identify and explain different national and humanistic values
4. Explain ways in which your school is inclusive. How does this promote social cohesion in the school?
5. Imagine you found your friend copying homework from your classmate. Describe different ways in which you can practice active bystandership in this situation.

1.4. Challenges to social cohesion

Learning activity 1.4

Think of a situation where you tried expressing your opinion on something and you were silenced. What reason was given for your being silenced? How did you feel? Let your friends analyze how you reacted to the situation and to which extent this act constitutes a challenge to the social cohesion.

1.4.1. Regionalism

It makes an individual to avoid others and do things on his/her region. This limits cooperation with other members of the society and thus can hinder social cohesion.

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

1.4.2. Discrimination and exclusionism

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

Any form of discrimination is bad. For example, gender discrimination in the workplace hinders good relations between men and women in the workplace. This eventually spills over to the entire society, creating social barriers between males and females. Discrimination hinders social cohesion and national cohesion. As Sharron Angle said, "There is a plan and a purpose, a value to every life no matter its location, gender or disability." Embrace everyone!

1.4.3. Social injustice

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

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

Examples of groups of people who can be considered marginalized and therefore be victims of social injustice include women, people living with HIV and AIDS, disabled people and the poor. We should make every effort to embrace inclusiveness when dealing with these people.

Application activities 1.4

1. What dangers would arise if a country adopted the regionalism as a national decision?
2. Identify any aspects of discrimination that you have witnessed in your community and suggest possible ways of curbing it.
3. Identify Possible ways of curbing discrimination
4. Explain what ways of overcoming challenges to social cohesion

1.5. End Unit Assessment

End Unit Assessment

1. Define the term of Citizenship Education and account for its importance.
2. Identify and explain two factors of social cohesion in the Rwandan society.
3. Account for three objectives of Citizenship Education.
4. Discuss the different measures that the government has put in place to promote reconciliation among people living in different place in Rwanda.
5. Explain the benefits of repentance.
6. Explain the ways in which the people of Rwanda have shown resilience.
7. How does upholding of human rights promote social cohesion?
8. Explain ways in which your school is inclusive. How does this promote social cohesion in the school?
9. Suggest possible ways of overcoming different challenges to social cohesion.

Key Unit Competence:

To be able to identify and avoid any form of cultural discrimination

Introductory Activity

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 Junior

Read the above quotation of Martin Luther King, Junior and discuss the forms of cultural discrimination and consequences of cultural dilution.

2.1 Concept of culture and cultural discrimination

Learning activity 2.1

Using internet and/or other reference books, carry out a research and write the meaning of cultural discrimination. Afterwards, share your findings in pairs with one of your classmates.



Figure 6. Activities that portray Rwandan Culture

Etymologically, the word “**Culture**” (from the Latin *culturas* terming from *colere*, meaning “to cultivate”) generally refers to patterns of human activity and the symbolic structures that give such activities significance and importance. Cultures can be “understood as systems of symbols and meanings that even their creators contest, that lack fixed boundaries, that are constantly in flux, and that interact and compete with one another.”

Culture can be defined as all the ways of life including arts, beliefs and institutions of a population those are passed down from generation to generation. Culture has been called “the way of life for an entire society.” As such, it includes codes of manners, dress, language, religion, rituals, art. norms of behavior, such as law and morality, and systems of belief.

Culture refers to the general characteristics and knowledge that make up the people’s way of life and social organization 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.

Application activities 2.1

1. Basing on the definition of the concept of the culture, write six activities or practices from the Rwandan culture.
2. What are the channels through which the culture is transmitted to the future generations?

2.2. Types of cultural discrimination

Learning activity 2.2

1. Find out what the group members and 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
2. If their views are discriminative, find out from the discriminated groups how the perceptions held against them can be changed.

2.2.1. Definition of cultural discrimination

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.

2.2.2. Types of cultural discrimination

The following are the 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 their gender, nationality, ethnicity and origins. Their qualifications, experience, skills or competences are not taken in consideration as the basis for payment.

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 and what he or she answers will be the basis for disqualifying him or her.

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 color 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 (precise where this happened).

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 is 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.

Application activities 2.2

1. Define the concept of cultural discrimination.
2. Explain three types of cultural discrimination.

2.3 Cultural dilution and cultural diversification

Learning activity 2.3

Using internet and/or other reference books carry out a research and write the meaning of the terms of cultural dilution and cultural diversification. Afterwards, discuss your findings with the members of your group work.

2.3.1 Cultural dilution

Cultural dilution takes place when two or more cultures are blended and progressively become similar through the influence of their cohabitation or interaction. In fact, interaction between people from different cultures weakens the original affiliation. This happens because, in the process of socialization, 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 computerized 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.

In the process of cultural dilution, the cultures indubitably change. In reality, cultures are internally affected by both forces encouraging change and forces resisting change. These forces are related to social structures and natural events, and are involved in the perpetuation of cultural ideas and practices within current structures, which are themselves subject to change. Resistance can come from habit, religion, and the integration and interdependence of cultural traits. For example, men and women have complementary roles in many cultures. One sex might desire changes that affect the other, as happened in the second half of the 20th Century in western cultures (for example with the women's movement), while the other sex may be resistant to that change (possibly in order to maintain a power imbalance in their favor).

Cultural change can have many causes. These include the environment, technological inventions, and contact with other cultures. In addition, cultural ideas may transfer from one society to another, through diffusion or acculturation.

In diffusion, the form of something moves from one culture to another. For example, hamburgers, mundane in the United States, seemed exotic when introduced into China.

Acculturation refers to replacement of the traits of one culture with those of another, such as happened to certain Native American tribes and to many indigenous peoples across the globe during the process of colonization. Related processes on an individual level include assimilation which is adoption of a different culture by an individual and transculturation.

Assimilation means the adoption, by a minority group, of the customs and attitudes of the dominant culture while “**Direct Borrowing**” on the other hand refers to technological or tangible diffusion from one culture to another.

Some of the factors that are responsible for the cultural dilution are the following:

Discovery and invention are mechanisms of social and cultural change. Discovery refers to the finding of new knowledge within an existing realm. Generally, it relates to discovering new understanding of a particular behavior or ritual. Invention is the creation of a new device or process. New discoveries often lead to new inventions by people.

A country receives new immigrants with a strong culture and influence. The dynamics of this process were manifest in the period of colonization of Africa by European who placed an utmost emphasis on the cultural alienation of African cultures.

In the framework of globalization, the strongest culture by virtue of economic, technological and military superiority tends to impose itself upon the *modus vivendi* (use simple word) of relatively weaker communities. This has led to the creation of hybrid cultures all around the globe, whereby the most powerful community or civilization has been able to become a trendsetter of life styles especially among the youth, and most obviously in pop culture. In the decades since World War II, this has been most visible in the fields of music, fashion, entertainment, or esthetical perception in general. 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.

2.3.2 Cultural Diversification

Cultural diversity refers to the quality of diverse or different cultures, as opposed to monoculture, the global monoculture, or a homogenization of cultures, akin to cultural evolution. The term of cultural diversity can also mean having different cultures which respect each other's differences.



Figure 7. Various types of wearing identify people according to their culture

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. Therefore, the environment determines the economic activity of a people as well as the traditional food mostly eaten.

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. For instance, in Rwanda, 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.



Figure 8. *The imigongo paintings*

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 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 coexist, the following is necessary:

- 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.
- Giving all groups in society equal opportunities in education, business, government, and sports.
- Ensuring equality for all principles. Laws must apply to all people under a fair law system.
- Co-existence of all people with varying experiences and backgrounds should be practiced.
- 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:

- a) The cultural diversification 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 organizations positively.
- b) It helps to create a pool of talent:** Talents naturally develop as people share varying experiences and perspectives in life.
- c) 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.

Application activities 2.3

1. Give short notes to explain the following words: Diffusion, assimilation, direct borrowing and acculturation.
2. Explain the factors that can cause the cultural dilution.
3. Describe one situation which is likely to lead to the cultural diversification.
4. Explain any conditions that can help people of different cultural backgrounds coexist.
5. Find out the benefits of cultural diversification.

2.4. Consequences of cultural dilution and principles of inclusion

Learning activity 2.4

By watching a documentary film or using internet and/or other reference books, carry out a research and explain the consequences of the cultural dilution and the principles of inclusion. Afterwards, present your findings to the whole class.

2.4.1. Consequences of cultural dilution

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 whatever 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 lose 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 legalized 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 begins to appreciate and enjoy these foods, they will begin 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 are 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.

2.4.2. Principles of inclusion



Figure 9. Social inclusion is necessary for a peaceful society

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:**

- a) 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.

- b) Respect for all human rights, freedoms, and rules of law irrespective of the diverse cultures that may exist.
- c) 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.
- d) 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 realize their targets.
- e) Involvement of all members in society, including free participation in all civic, economic, social and political activities in their society.
- f) Exploration of all the multiple culture identities within society, making each proud and passionate about co-existence and diversity.
- g) 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.
- h) Promotion of social justice, including engaging the citizens to distinguish fairness from unfairness or what is respectful from what is disrespectful.
- i) Universal access to public infrastructure, social services and amenities therefore making each person feel secure and taken care of by his/ her society.
- j) Equitable distribution of the national resources that are allocated and utilized by all the citizens, with an emphasis on social integration.
- k) 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.
- l) In Rwanda, the national Itorero program is emphasizing 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.

Application activities 2.4

1. Examine the consequences of cultural dilution in any society familiar to you. Write an essay that includes at least five examples of cultural dilution and its consequences in one particular society.
2. How can you practice principles of inclusion at school?

2.5. End Unit Assessment

End Unit Assessment

1. Define the term cultural discrimination and explain its different types.
2. What should do people of different cultural backgrounds so as to coexist.
3. Debate on what people should do so as to void or combat the cultural discrimination.
4. Explain the advantages of the cultural diversification.
5. Describe three principles of inclusion.

Key Unit Competence:

To be able to relate/interact effectively with families, peers at school and community.

Introductory activity

Discuss different ways people interact effectively in families and community.

3.1: Gender equality and equity**Learning activity 3.1**

Using various resources, search about the following concepts: the meaning of gender, gender equality and equity and prepare presentation.

- **Definition of the concept of gender, gender equality and Gender equity**

Gender: Basing on the studies carried out by Connell, R. (2002); Fine, C. (2010); Pringle, R. (1992); Rahman. M. and Jackson, S. (2010); Connell, R.W. (2012) and corroborated later by Fletcher, G. (2015), gender is defined as a process of judgement and value (a social hierarchy) related to stereotypes and norms of what it is to be *masculine or feminine*, regardless of your born sex category. Here 'Masculine' and 'feminine' categorizations of gender are assessments or judgements that can be applied to a person regardless of the sex assigned to them at birth. Gender, unlike sex, is not rooted in biological difference but in socially constructed norms and expectations.

Gender refers to the social understanding of being male or female. It goes beyond the biological meaning to a cultural meaning. Many other authors have also defined the concept of gender in the following ways:

According to UNESCO (2015), gender refers to the socially constructed relations between men and women. Societies decide which resources men and women can access jointly or separately, the work they can perform, the clothes they wear, and the knowledge they are allowed to acquire, as well as how they acquire

and use it. Gender is about relationships that may change over time and place. While sex tends to be fixed, gender is amenable to change over time depending on circumstances. Gender relations between men and women may vary between classes, races and cultures. Institutions may have cultures that determine the executive, administrative and service positions of men and women. Students' specializations are also being shaped by gender.

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

Gender equity: According to UNESCO (2015), gender equality in education means ensuring that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. They become empowered and can fulfill their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds.

Education is a human right and an essential tool for achieving the goals of equality, development and peace. Education enables girls and boys, women and men to participate in social, economic and political life and is a foundation for the development of a democratic society (SADE, 2011). Gender equality is the process of avoiding discrimination on the basis of sex (male/ female). This can be by engaging both sexes in decision making, allocating resources equally and providing equal opportunities.

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

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

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

Gender complementarity

I learned a new phrase: “gender complementarity”. What does it mean? Well, “complementarity” is “The state or quality of being complementary”. so what in the world does *that* mean?» Well, obviously it’s when you say nice things about people. «Complementary as opposed to «complimentary” means “completing” (in short). Presence B has *those* qualities and *these* shortcomings. Put them together and what do you get? A complete working model. The idea, then, behind *gender* complementarity is that men have *these* qualities and *those* short comings while women have *those* qualities and *these* short comings. Put them together and you’ve got a great working model. Apart, and you might hear, «It is not good for Man to be alone» or something like it. Perhaps you’ve heard this before. “Children do best growing up in a home with a mother and a father.” Now, I dare you ... toss that grenade out in an open forum and see what happens in the fallout. You see why, I assume. *If* we agree that «mother and father» are best for kids, then what do we do with «mother and mother» or «father and father» kids? You can likely see fairly quickly that the idea of same-sex couples raising children becomes questionable. Of course, it will be instantly repudiated. But have you ever looked at the repudiation? Here are the types of responses you will see. “Married couples are no better than other family forms at raising children.” (An argument in a vacuum.) “Children do best in a family where the adult relationship is steady, stable and loving.” ((One of the all-time favorites) “Abuse is rampant in the traditional family.” (Similar to and related to the previous. Gender complementarity is the aspect of making both males and females carry out roles that support each other. This is because one gender cannot make a society. Both complement each other.

Application activity: 3.1

Explain different ways Rwanda has promoted gender equality.

3.2 Benefits of gender equality and complementarity

Learning activity: 3.2

Discuss the importance of complementarity in socio-economic development.

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

- a) When women are presented with equal opportunities as men, they are able to acquire education as opposed to when they do not enjoy gender equality.

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

Application activity 3.2

Identify the benefits of gender equality and complementarity in society

3.3. Gender roles

Learning activity 3.3

Observe the following pictures and answer the following picture



Figure 10. For learning Activity 3.3.

The World Health Organisation (WHO) defines gender roles as socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women. Simply put, they are the roles that men and women are expected to occupy based on their sex.

Traditionally, many Western societies have believed that women are more nurturing than men. Therefore, the traditional view of the feminine. Gender role prescribes that women should behave in ways that are nurturing. One way that a woman might engage in the traditional feminine gender role would be to nurture her family by working full-time within the home rather than taking employment outside of the home.

Men, on the other hand, are presumed by traditional views of gender roles to be leaders. The traditional view of the masculine gender role, therefore, suggests that men should be the heads of their households by providing financially for the family and making important family decisions.

Application Activity 3.3

Identify various gender roles found in your community.

3.4. Gender stereotypes

Learning Activity 3.4

Observe the following picture, interpret and carry out a discussion about it in relation to consideration of women in Tradition Rwanda.



Figure 11. For learning activity 3.4

Gender stereotypes are generalizations about what men and women are like and what they are capable of doing. Hence, there is typically a great deal of consensus about them. According to social role theory, gender stereotypes derive from the contrasting distribution of men and women into social roles both in the home and at work (Eagly, 1987, 1997; Koenig and Eagly, 2014). There has long been a gendered division of labor, and it has existed both in foraging societies and in more socioeconomically complex societies (Wood and Eagly, 2012). Gender stereotypes are used not only to characterize others but also to characterize oneself (Bem, 1974). The process of self-stereotyping can influence people's identities in stereotype-congruent directions. Stereotyped characteristics can thereby be internalized and become part of a person's gender identity – a critical aspect of the self-concept (Ruble and Martin, 1998; Wood and Eagly, 2015). Young boys and girls learn about gender stereotypes from their immediate environment and the media, and they learn how to behave in gender-appropriate ways (Deaux and LaFrance, 1998). These socialization experiences no doubt continue to exert influence later in life and, for this reason, the gender stereotypes tend to have a self-perpetuating quality. Gender stereotypes are over-generalisations about the characteristics of an entire group based on gender. A man might say women aren't meant for combat, while a woman might say men do nothing but watch sports.



Figure 12. Illustration of Gender Stereotype Case and Consequences

Stereotypes are not always necessarily true because they come from making general conclusions about a group of people based on mere assumptions.

These general conclusions cannot be true for all people because individuals have different desires, feelings and thoughts. Both the female gender and the male gender have been stereotyped in the society.

The following are examples of gender stereotypes:

- a) Women are rational beings.
- b) Men are tough and protective.
- c) Women make good secretaries and teacher

They are also viewed as fragile and emotional, caring and more appropriate for jobs like nursing.

These stereotypes begin right from childhood once the sex of a child is known.

The newborn is welcomed in a very stereotyped setting that's decorated with items suggesting how he/she ought to grow. Girls are made to love dolls and take care of them as women take care of children while boys are bought car toys and video games. While growing, they are assigned roles in the same way. Boys can watch TV while girls do all the cleaning and cooking, unless there is a fence to trim.

Boys are also encouraged to do outdoor sports such as bicycle riding and hiking. These stereotypes grow with children and are passed on to generations.

Application activity 3.4

Identify various gender roles and gender stereotypes in your community.

3.5. Impact of gender stereotypes on individuals, families and society

Learning activity 3.5

Identify gender issues that you know in your community

Gender stereotypes portray teaching or serving in a hotel as female careers while higher medical professions are perceived to be male careers. From the discussion above, however, you realize that none of these careers belong only to men or women. Holding on to these beliefs has very negative impacts on individuals, families and the society at large. For example, the assumption that women are more emotional than rational is demeaning to the female gender and makes them look inferior to the male gender. This can lead to disrespect in the family and consequently break the harmony that should be in a family.

The following are the effects of gender stereotypes on individuals, family and society:

- a) It can cause psychological distress to an individual. For example, where a boy is told that he should not cry in public, he is likely to suppress his emotions to prove his masculinity yet undergo a lot of emotional suffering.
- b) It can easily reduce an individual's self-esteem. When women are viewed as passive members of the family who must always be submissive and have no place in decision-making, their sense of value is ideally diminished. They may end up feeling unwanted yet they are a central part of the society in real sense and can make great leaders.
- c) Stereotyping can prevent individuals from pursuing their dreams such as a person's career of interest. This denies such a person the opportunity to live a fulfilling life. For example, a female student may have interest in a mechanical job, but the fear of not meeting the expectations of the society may hold her from pursuing her dream career hence not achieving her full potential.
- d) It can be used as a basis for discrimination. For example, this can happen in the family when sharing household chores. The girl child, for example, may be overwhelmed with responsibilities such as preparing meals, cleaning, laundry and buying grocery while her male siblings engage in fun activities.
- e) It can lead to subordination of one gender in society. For example, in the earlier days, women were not allowed to vote. This denied them of the right to elect leaders of their choice.
- f) It can bring confusion and disagreement in the family about whose responsibility it is to provide for the family. Though any member of the family can be the breadwinner depending on the situation, stereotyping that presumes that the man should fend for the family can be detrimental when the man in the family is not able to earn for one reason or another

He may feel incapable of doing his duty even when he is not to blame. This can also have a negative impact on the family because the idea that a woman should not fend for the family is a hindrance to improving the living standards of the family as the income comes from one source

Application 3.5

Explain the impact of gender stereotypes on individuals, families and society.

3.6. End Unit Assessment

End unit assessment

1. Explain why it is important for the government to promote gender equality.
2. Evaluate the benefits of gender equality and complementarity.
3. Discuss the of gender stereotypes on a society in general.

Key Unit Competence:

To be able to protect the individual and stand against GBV and child abuse.

Introductory Activity:

Read the story below about Uwera and her family and discuss the questions below it.

Muhire came home from a drinking spree one day and found his daughter Uwera 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 Uwera 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 Uwera 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.

4.1 Concept and forms of gender based violence

Learning Activity 4.1

Read the following story

Umulisa and Gatete twins children born in a harmony family. Their mother died when they were in primary school. Their father got married with another wife. The stepmother obliged them to leave the school while they were in senior one at 14 years old and came to help her in domestic activities. They always obliged to wake up at 4:00 am and carry out waste to the land to cultivate up to evening and coming back home with animal grasses. At 15years old Umurisa leaved home to the town to look for a job. In the way, a seropositive person raped Umulisa. After one month, she went to the health centre for test exam and realised that she was pregnant and contaminated of HIV/AIDS.

1. What forms of violence do we find in this story?
2. What are the causes of 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 act results in the deprivation of freedom and negative consequences. This violence may be exercised within or outside house holds.



Figure 13. Violence within families is a problem to social and economic welfare

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.

Application activity 4.1

1. Describe gender-based violence as witnessed in your community
2. Suggest possible ways of controlling Gender based violence.

4.2 Forms and consequences of gender-based violence

Learning activity 4.1

Using various resources search, explain and present forms of gender based violence

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 apposition of power.



Figure 14. A case of Emotional/Psychological violence

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.



Figure 15. Children Soldiers

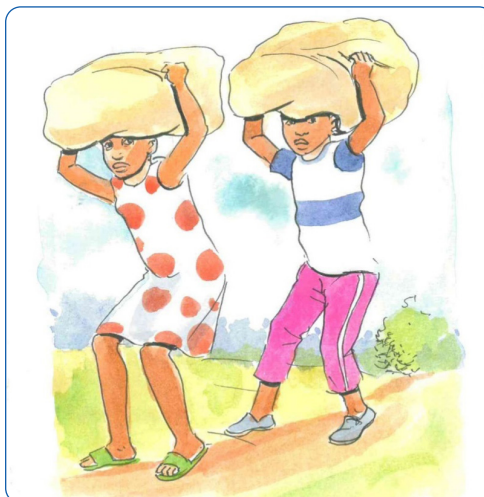


Figure 16. Children abused by performing heavy work for survival

Confinement: Isolating a person from friends/family, restricting movements, deprivation of liberty or obstruction, restriction of the right to free movement.

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/analrape:** 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 sterilization or another form to prevent birth, forced pregnancy, forced delivery, and forced child rearing, among others.

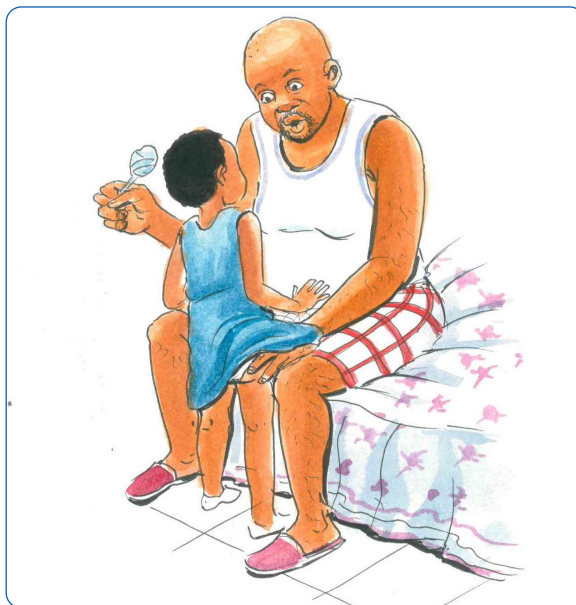


Figure 17. Rape or sexual abuse, one of the major problems in the society

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.

4.3. Consequences of gender-based violence

Learning activity 4.3

Search and explain the consequences of gender based violence and child abuse

From the above discussion, you realize that gender based violence can lead to various effects on an individual, families and the entire community. These may include the following:

Consequences on Health

Individual consequences to the victim:

- Injury
- Disability or death
- STDs and AIDS
- Injury to the reproductive system including menstrual disorders
- Child bearing problems
- Infections
- Miscarriages
- Unwanted pregnancies
- Unsafe abortions
- Depression, leading to chronic physical complaints and illnesses
- Loss of sexual desire and painful sexual intercourse
- Difficult pregnancy and labour, chronic pain and infection
- Infertility

Impact on wider society:

- Strain on medical system
- High economic expenses for medical care for victims of GBV

Effect on availability of human resources as victims cannot participate in the development and economic growth of the country.

B. Psychological

Individual consequences to the victim

- Emotional damage including anger, fear, resentment and self-hate
- Shame, insecurity, loss of ability to function and carry out daily activities
- Feelings of depression and isolation
- Problems sleeping and eating
 - i) Mental illness and thoughts of hopelessness and suicide
 - ii) Gossip, judgments made about the victim, blaming the victim, treating the victim as a social outcast

Impact on wider society

- Expensive, drain on community resources; family, neighbors, friends, schools, community leaders, social service agencies, etc.
- If perpetrators are not apprehended or arrested, this sends a strong message that the behaviour is somehow acceptable, leading to further incidents.

C. Legal/justice system

Strain on police/court resources already challenged and over burdened

- Lack of sensitivity to the issues on the part of some judges and legal officers.
- Costs incurred by the victim.

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

Application activity 4.3

Debate and discussion on how separated or divorced parents, spinsterhood, and bachelorhood are related to GBV and affect children

4.4. Linkage between gender-based violence, HIV and AIDS and STIs.

Learning activity 4.4

Using various resources search and discuss the types of gender-based violence, which can lead to the spread of HIV and AIDS and STIs

In your discussion, you may realize 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 demonized 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 labor, 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.

D. Mechanism to respond to gender based violence

The following are some mechanism to respond to gender based violence

- i) Health Care i.e, providing necessary health care to the victims
- ii) Psycho-social counseling to the victim
- iii) Putting in place strong policies, laws, programs and regulations that prevent Gender Based violence of any kind in the society
- iv) Legal assistance in case of abuse or any related acts of violence
- v) Community Awareness and Training about gender based violence
- vi) Capacity Building for Local Women's Organisations
- vii) Skills Training, Economic Opportunities and other Rehabilitation Programs

Application activity 4.4

1. Discuss the relationship between gender-based violence and HIV and AIDS in the society.
2. Suggest any 5 methods applied in your community to prevent GBV

4.5. End Unit Assessment

End unit assessment

1. Give at least three examples of GBV and three 3 examples of child abuse.
2. Discuss the consequences of GBV and child abuse on socio-economic development of a country.
3. Explain different strategies put in place by the government of Rwanda in order fight against GBV and child abuse.

Key Unit Competence:

To be able to manage conflicts effectively

Introductory Activity

Mwiza Alice is a young girl studying in Senior 4 in one of the schools in Kigali. She likes to be with her friends. One day, during holidays, she attended a birthday party of her classmate Gasaro without informing her parents. It was getting dark and dark, and the father was in the sitting room watching a television. He noticed her absence and called Alice's Mother and asked "I cannot see Alice where is she? The mother replied innocently, I do not know either. They became worried but hoping that she will return home soon. The father was very angry and was murmuring "she will see me!, how can she go out without permission?" Suddenly, Alice entered the house, talking on telephone and went in her room without greeting the parents. The Father got bitter and follows her in the room. Opening the door, he found out that Alice was still on the telephone, with a beer bottle on the table. The father, picked the beer bottle and the telephone and requested her to come to the sitting room for further explanation. Alice got angry and said bitterly to her father, father I am grown, I need my freedom, what have I done wrong? I am able to take decisions that please me? Alice's Mother intervened and requested her to calm down and obey his father's orders.

Questions:"

1. Why do you think is the source of Alice and Her Father's conflict?
2. If you were Alice what could you have done?
3. Alice and her father's conflict happen at home? Where else do you think conflict happen
4. What do you think are sources of conflicts?
5. What do you think are potential consequences of Alice and her Father's conflict?

5.1 Concept of conflicts

Learning Activity 5.1

John and Janet living in Amahoro Village. They are married to each other for many years. One day, after dinner, Janet brought an interesting conversation with her husband and said, lovely husband, we know have enough money on our saving account, it is now the time to think what we will do with the money. I suggest that we buy a car, I am tired of going on foot everyday. John said, No No No it can't be, we rather buy a house I am tired of paying rent month. Janet said, for what now??? This house is good, we have never failed to get rent and we will not fail to get it in the future? They continue to argue bitterly and ended up in a serious fight.

Questions:

1. Basing on your own experience and what you have read in the story, what is conflict?
2. Find other sources of conflicts between people in everyday life
3. If you are invited to solve the problem of John and Janet what can you do.

The term conflict is obvious in everyday life. Every person experience conflicts in their individual and social life. A conflict means competitive or opposing actions of incompatible or antagonistic state or action of diverging ideas, interests or persons. It may mean mental struggle resulting from opposition or incompatible needs drives, wishes or internal demands. For example, a person may need to go to church and to go to Cinema at the same time or he/she may be in dilemma of choices. This situation requires to settle and to be handled so that life continue.

In society, Conflict means a state or a condition marked by lack of agreement or harmony between people or groups of people that may result into quarrel or misunderstanding or disputes. The conflict may result from difference in nature, opinions, ideas, wishes and interests.

A Conflict is an outgrowth of the diversity that characterizes our thoughts, our attitudes, our beliefs, our perceptions, and our social systems and structures. It is as much a part of our existence as is evolution (Weeks, 1994: 7).

A conflict is the manifestation of how people think and behave according to their different personal identities and social histories. It also occurs as a response to frustration, and some would say as an expression of aggressive and competitive instincts. It is an affirmation that people are unique and different.

In everyday life, there is increased competition in almost all areas of life. At school, students have different interests and abilities and compete in various spheres of school life such as marks, sports, fashions, styles.... In the society, people have different feelings, attitudes, values, cultures, behaviors, perceptions, ...

It is obviously difficult to value the same things, to see things in the same way or to like or to love the same things. Each person has his or her own preferences. When interests of one person or a group are confronted with interests of others this leads to conflicts or disputes among people or groups of people. For example, in a group of students who are set to watch a movie, some may like to watch a romantic movie while others like to watch action or war full movie. This situation creates tension and discomfort among group members and consequently leads to conflict.

Conflicts take place in different areas: in the family, at school, at the workplace, in churches, and in society in general. Conflicts are parts of human life as Rwandese like to say “ *Ntawutira uwo batongana*”. Conflicts are important in a way that they help the society to be strongly unified after solving them. That is why it is very important to have skills on how to solve and prevent conflicts. Conflicts are inevitable in a person’s day-to-day life. And when they happen, the idea is not to try to prevent them but rather to resolve and manage them in an effective manner. This is what is termed as conflict management.

Conflict occurs between people in all kinds of human relationships and in all social settings. Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2000).

Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Fisher, 1990). The opposing actions and the hostile emotions are very real hallmarks of human conflict.

Therefore, it is essential to understand the basic processes of conflict so that we can work to maximize productive outcomes and minimize destructive ones.

A conflict has five phases.

- **Prelude to conflict** - It involves all the factors which possibly arise a conflict among individuals. Lack of coordination, differences in interests, dissimilarity in cultural, religion, and educational background all are instrumental in arising a conflict.

- **Triggering Event** - No conflict can arise on its own. There has to be an event which triggers the conflict. For example Gasaro and Bwiza are fiends and they were given a pair assignment. Gasaro criticized Gwiza to present badly which lead to the teacher to award them little marks.
- **Initiation Phase** - Initiation phase is actually the phase when the conflict has already begun. Heated arguments, abuses, verbal disagreements are all warning alarms which indicate that the fight is already on.
- **Differentiation Phase** - It is the phase when the individuals voice out their differences against each other. The reasons for the conflict are raised in the differentiation phase.
- **Resolution Phase** - A Conflict leads to nowhere. Individuals must try to compromise to some extent and resolve the conflict soon. The resolution phase explores the various options to resolve the conflict.

Application activity 5.1

1. Discuss the concept of conflicts and its sources in human life.
2. Conflicts are neither good nor bad. Discuss this affirmation
3. Explain the phases of conflicts

5.2. Types/Levels of conflicts

Learning activity 5.2

Using various resources and using your own experience, discuss the types/levels of conflicts in the society.

5.2.1. Inner or intrapersonal conflict



Figure 18. A man with intrapersonal conflict

Internal conflict is something that people continue to face on an ongoing basis around difficult decisions. It arises within an individual, often involves some form of goal conflict or cognitive conflict. It comes out of one's thoughts, emotions, ideas, values and predispositions. Goal conflict exists for individuals when their behaviour will result in outcomes that are mutually exclusive or have compatible elements (both positive and negative outcomes). For example, a student who completes senior three and is faced with difficult to choose options to undertake in senior 4. The inner or internal conflicts is within an individual and it is sometime the source of stress, isolation and other behaviours. People have to solve inner conflict in order to have a tranquilly and calm state of the mind.

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

5.2.2. Interpersonal conflict



Figure 19. *Interpersonal conflict involving two people who are quarrelling over the road*

This refers to a conflict between two individuals. It mostly occurs because 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.

5.2.3. Intragroup conflict



Figure 20. A family conflict

This is a conflict that happens among individuals within a team or a group. The misunderstandings among the affected members of the team trigger an intragroup conflict. Usually, it will start as an interpersonal disagreement among group 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. If group members do not reach a consensus, some leave the group or the whole group dissolves.

Intragroup conflict seems to fall into two distinct categories: (1) substantive conflict and (2) affective conflict. Substantive conflict refers to conflict based on the nature of the task or to “content” issues. It is associated with intellectual disagreements among the group members. In contrast, affective conflict derives primarily from the group’s interpersonal relations. It is associated with emotional responses aroused during interpersonal clashes

5.2.4. Intergroup conflict



Figure 21. Groups within antagonistic ideas and outweigh each other

Intergroup conflict occurs when a misunderstanding arises among different teams within an organization. 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.

5.2.5. Intra-national conflict



Figure 22. UN Mission soldier in protecting nations into conflicts

Intra-national conflict is the confrontation between one part of the population and another. The civil wars that exist in many countries emanate from this type of conflict between fellow citizens sharing the same space. They cause many victims, and their consequences are difficult to repair as long as they break the friendly and social ties. Such conflicts are loaded with more emotions, and everyone sees the other as his enemy or traitor who must be wiped out with all his potential allies.

5.2.6. International conflict

The international conflict pits two or more countries against one another for territorial reasons or the supremacy of the powers. Intra-national conflict can turn into an international conflict and vice versa if the object is not resolved in time and / or the protagonist groups get support from their opposing exteriors.

Border conflicts are between two or more countries or cultural groups with common borders. Borders can be seen as lines or as areas of contact, fronts or links between states but also between social groups.

These conflicts originate in territorial boundaries, nationality issues or access to resources. They are aimed at the attempt of territorial expansion and others mainly because of the course of this limit. These conflicts are the basis for the creation of United Nations and security council as one organ of UN.

Application activity 5.2

1. Differentiate intrapersonal from interpersonal conflict with concrete examples
2. Discuss the intergroup and intragroup conflicts and give examples on each to explicit your answers

5.3 Causes of conflicts

Learning activity 5.3

Using various resources and your own experience discuss the causes of conflicts in everyday life.



Figure 23. The behaviours of family members lead to conflicts

In society conflicts are of different natures and happen anywhere in the society. Particular conflicts may have appropriate causes. However, the following are the common causes of conflicts in human community:

5.3.1 Differences in perception

Differences in perceptions, values and attitudes of individuals or groups over the same problem leads to interpersonal or intergroup conflicts. Differences in perceptions is due to uniqueness, education, background, values, cultures, and attitudes of individuals. For example: In a family, if asked preference of what to cook for dinner, family members may come up with several proposals leading to conflicts. Differences in views lead to conflicts.

5.3.2 Excessive competition

Competition in society and organization leads to conflicts. Some people may compete for power and influence while others may compete for resources. Competition for power occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting. It is impossible for one party to be stronger without the other being weaker, at least in terms of direct influence over each other. Thus, a power struggle ensues which usually ends in a victory and defeat, or in a “stand-off” with a continuing state of tension. Power conflicts can occur between individuals, between groups or between nations, whenever one or both parties choose to take a power approach to the relationship. Power also enters into all conflicts since the parties are attempting to control each other.

5.3.3 Differences in goals

Different goals of individuals or groups leads to conflict among them. For example, in order to maximize profits, production department may want to produce limited varieties in large volume so that costs are minimized. Sales department, on the other hand, may feel that selling products of different sizes, colours and models can increase sales and, thus, minimize costs. Differences in group goals leads to conflict between the two.

5.3.4 Interdependence of tasks

When organs or units within society are interdependent to each other, and one organ or unit fails to accomplish its task, the conflict emerges. If one organ or unit fails to process its work on time, this will affect the deliverables of other units and the overall performance of an organization or institution. Hence leading to inter-group conflict.

5.3.5 Habit patterns

Some people like to argue and debate. They enjoy conflict as a matter of habit. It acts as a motivator for them to improve their performance. Personal or individual differences, for example different interests, tastes, likes and dislikes among members of a team. Some habits are not good in the group and may lead to conflicts: **Selfishness**, where one person wants only what works for them ignoring others. **Greed**, where some people want everything for themselves forgetting that other people have the same rights. **A prejudice** which is an unfair opinion or feeling one has about people or things.

5.3.6 Personal characteristics

When group members differ in work attitudes, age, education, temperament and status levels, the possibility for conflict is high. However, in all institutions and organization, people should adopt a habit of respecting the views of others, appreciating the uniqueness diversity of people as a richness to live and work together.

5.3.7 Responsibility relationships

When authority and responsibility of individuals and groups is not properly defined, people do not understand each other's role. There is lack of consistency in work activities and communication distortions take place. This becomes a source for inter-group conflict.

5.3.8 Ineffective communication

Miscommunication and misunderstanding can create conflict even where there are no basic incompatibilities. If in the organization there is no vertical communication from superiors to subordinate, there is a tendency of creating rumors which may lead to a conflict. Again, lack of horizontal communication leads to a conflict. For an organization or an institution to reach its goals, effective and efficient communication is important elements because it prevents and solves conflicts when they arise.

It must be noted that most conflicts are not of a one source or cause but involve a mixture of causes. For example, Cooperative or group management conflict typically involves economic competition, but may also take the form of a power struggle and often involves different ideologies or political values. The more the causes that are involved, the more intense and intractable the conflict usually is.

Application activity 5.3

Basing on your experience and knowledge acquired, discuss the causes of conflicts in groups, organization and institutions in the society

5.4. Consequences of conflicts

Learning activity 5.4

Read the case study and answer questions

One day, Mary stayed with her brother Peter 9 years old. As elder sister, she took care of the house and was commanding her brother to perform some simple home chores. "Peter, go and bring me water in the bucket", Peter said I am tired, go there aged yourself. Mary said bitterly you Monkey!! I will not give you food. You call me Monkey? You should apologize because that is an abuse! Mary said, apologizing for what you stubborn boy!! Peter god angry, went in Mary's room and picked two new pair of shoes and three them into the pit latrine. When Mary noticed this, she beat her brother seriously. When the mother came back home, Peter narrated the story to her mother that Mary beat him. She called Mary in a soft voice, grabbed her and gave her some punches and slaps. Mary cried until the eyes become red. When the father arrived home, Mary reported her mother to the father. The father started quarrelling with the mother over beating Mary, and they ended in a serious fight until the neighbours intervened. They had injured each other and were taken to the Hospital.

Questions:

Basing on what you have read in the story and your own experience, discuss the consequences of conflicts, family, institution and society at large.

In conflict, people show disrespect for others' ideas. They aim to promote their interests at the cost of others.

A. Negative consequences of conflicts

5.4.1. Mental strain

Excessive conflict creates tension and frustration amongst people. This not only harms the individuals (as they may enter into a state of depression) but also

harms the organization (people do not positively contribute to organizational productivity).

5.4.2. Discontentment

Conflict breeds antagonism and discontentment. This reduces power to think creatively and reduces group effectiveness. If people do not arrive at mutually agreeable solutions, it results in discontentment. People are not satisfied with their jobs. This lowers the organizational productivity.

5.4.3. Communication breakdown

When individuals or groups develop conflicting ideas, they avoid interacting with each other. This reduces communication amongst them leading to inter-group rivalry and loss of productive ideas.

As conflicts lead to disagreement and communication breakdown, people do not agree with each other leading to splitting up of groups and units. This diverts energy from organizational goals and leads to instability in the organizational structure.

5.4.4. Resignation

Discontentment can lead to resignation from jobs. If results are not in favour of people who strongly oppose certain decisions, they do not wish to work in those organizations and look for other job outlets. If these people are dynamic and creative individuals, it is loss for the organization.

5.4.5. Distorted perceptions

Groups hold strong perceptions about their activities and disregard those of the other group. They highlight their strong points and competitors' weak points. This leads to deviation from organizational goals.

5.4.6. Competitive struggle

Conflict leads to competition. Rather than arriving at consensus, agreement or settlement, competitive struggle declines group's ability to think and act positively.

5.4.7. Subordination of group goals to individual goals

Members promote personal goals rather than group goals. They think of ways to promote their personal interests rather than organizational interests. This reduces organizational efficiency. People divert energy from constructive to destructive thinking.

They think of how to win over conflicting situations rather than pursuing organizational goals. Short-term personal problems, thus, supersede long-term interests of the organization. People focus on personal goals at the cost of organizational goals. This results in goal displacement as short-term perspective overpowers the long-term perspective.

5.4.8 Threat to group survival:

In extreme situations, members can stop working. This stop functioning of the group and threatens its survival.

B. Positive consequences of conflicts management and resolution

Conflicts are inevitable and they have not only negatives consequences. However, they have positive consequences if they are efficiently managed and resolved. Then conflict become constructive and encourages new ideas to solve organizational problems. It promotes change and keeps the organization going in the desired direction. Within conflict management and resolution, differences in opinion do not hurt anyone's feelings. People respect each other's ideas and arrive at new solutions to the problems to develop working relationships.

5.4.9. High degree of cohesion

Inter-group conflict gives rise to commitment and loyalty amongst members of the group. Group members unite together, take advantage of opportunities, overcome threats and take strong actions to resolve their problems. All members of the group work together for a common goal.

It promotes group cohesiveness if people of different groups compete with each other. In order to do better, members of each group work together. They become loyal and bonded to each other which promotes organizational performance.

5.4.10. Improvement in quality of decisions

When group members face conflict, they think of all possible solutions to the problem, evaluate the decisions and use their creative and innovative abilities to arrive at the best decisions. Inter-group conflict, thus, improves the quality of decisions and stimulates creativity and innovation. When people have conflicting opinions, they deeply analyze facts of the case. Deep understanding of concepts promotes new thinking, new ideas and, thus, fosters innovation.

5.4.11. Emergence of leaders

Everybody does not think alike in conflicting situation. Group members bestow power on those who can positively contribute to the problem situation to take decisions. Increased power gives rise to leaders who act as the group captain.

This also reduces rivalry amongst members to become group leaders.

5.4.12. Response to change

Conflict promotes change if people do not readily agree to each other. Differences in opinions, values and perception introduce new ways of working which is different from the traditional thinking. Conflicts challenge the existing a situation and promote new ideas and reassessment of current group practices. Conflict signals something wrong with the present system of working and promotes ability to assess the present and desire for a better future. Conflict, thus, increases responsiveness of group to change.

5.4.13. Increased productivity

It is empirically proved that productivity of conflicting groups is more than those which have close agreement amongst the members. Members with different perceptions and interests produce high-quality solutions to problems. This improves productivity of the group. Conflicts highlight weaknesses in the existing system of management. These weaknesses can be removed to improve efficiency of the organization's operating system.

5.4.14. Releases strain

If group members do not agree with pre-defined values and norms, conflicts give them a ground for voicing their reservations. This releases strain that would otherwise remain suppressed in their minds. In conflicting situations, people openly express their thoughts and feelings, even if they are against the thought process of other members of the organizations. This releases strain and provides mental satisfaction to the members.

Application activity 5.4

1. Discuss the consequences of conflicts to individuals and to the community in general
2. Discuss the positive consequences of conflicts management and resolution to individuals and to the community in general

5.5. Management and transformation of conflict

Learning activities 5.5

1. Differentiate, conflict resolution, conflict management and conflict transformation

2. Using various resources and basing on your own experience at home, school and community identify various methods/styles of conflicts resolution and management



Figure 24. The Abunzi(conciliators) in solving conflicts among citizens

Conflicts are part and parcel of human life and experiences. When they occur, they are either solved, managed or transformed. The following are differences between conflict resolution, conflict management and conflict transformation:

5.6.1. Meaning of key concepts

- Conflict resolution



Figure 25. A DASSO staff in solving a conflict between two men who were fighting

Conflict resolution seeks to heal the conflict at the heart of dispute. It focuses on finding creative solutions and common grounds between parties. It views the conflict as a neutral source rather than negative a harness the possible outcome of conflict creates a solution. Conflict resolution focuses on short term disputes that are present through the understanding of the root causes of conflicts and envisages methods to solve them. Conflict resolution is often utilized to create positive-sum constructive outcomes from a conflict. In deciding what conflicts should be solved using conflict resolution, the creative potential of conflict should be considered. It is more accurate to describe conflict as a neutral force with constructive and destructive potential.

- **Conflict management**

According to Bloomfield and Reilly, conflict management can be defined as “the positive and constructive handling of difference and divergence” (Bloomfield and Reilly, 1998). Instead of focusing on resolving differences between people, conflict management takes a pragmatic approach to conflict by constructing agreements and practices that allow people to effectively cooperate despite their differences. Thus, conflict management is used for long standing conflicts that cannot be resolved easily and helps the parties to learn how to continue being in the same space without reverting the behaviors present at the highest of the conflict. Therefore, it is a system that handles differences and disputes positively and constructively to encourage parties to work together even during conflicts. It seeks to mitigate the negative effects in the environment of the conflicting parties.

For some conflicts or disputes, conflict resolution and conflict management work together since when the conflicts surface parties start looking into conflict resolution to solve the disputes and when it intensifies, they use conflict management.

- **Conflict transformation**

Unlike conflict management, which focuses on providing tools to mitigate conflict, and conflict resolution, which focuses on providing creative solutions through resolving conflict constructively, conflict transformation asserts that individual conflicts are influenced by larger cultures, systems, and structures that promote the continuation of conflict. Like conflict resolution, conflict transformation fulfills psychological needs by not only making sure parties' needs are addressed in individual conflicts but by ensuring they are being fulfilled by the system surrounding the conflicts. Conflict transformation empowers individuals to handle conflicts creatively and nonviolently on their own while addressing changes in the surrounding system that may allow for sustained peace

There is no one solution that will work in all situations in solving and managing conflicts. Each situation will be different, from the trigger of the conflict to the parties involved. A manager skilled in conflict resolution should be able to take a birds-eye view of the conflict and apply the conflict management style that is called for in that specific situation.

Conflict management is the process by which disputes are resolved, where negative results are minimized and positive results are prioritized. There are five conflict management styles:

5.5.2. Conflict Management styles/Methods

- **Accommodating**

This style is about simply putting the other parties needs before one's own. You allow them to 'win' and get their way. Accommodation is for situations where you don't care as strongly about the issue as the other person, if prolonging the conflict is not worth your time, or if you think you might be wrong. This option is about keeping peace, not putting in more effort than the issue is worth and knowing. Accommodation can be the absolute best choice to resolve a small conflict and move on with more important issues.

Example: Daniel and Peter are arguing about discussing about the best Combination to choose after ordinary level. Peter considers Science combinations as the best combinations ever, while Daniel proposes humanities combinations as the best one. Peter prefers to stop arguments and agrees that science combinations are better just to stop arguing and confirms that both combinations are fine.

- **Avoiding**

This style aims to reduce conflict by ignoring it, removing the conflicted parties, or evading it in some manner. Team members in conflict can be removed from the project they are in conflict over, deadlines are pushed, or people are even reassigned to other departments. This can be an effective conflict resolution style if there is a chance that a cool-down period would be helpful or if you need more time to consider your stance on the conflict itself. Avoidance should not be a substitute for proper resolution, however; pushing back conflict indefinitely can and will lead to more and bigger conflicts down the line.

Example: Kalisa and Kaliza are students in Senior four Nursing program. They have been given assignment to accomplish and submit in five hours. They do not agree on the procedures to follow. However, when the teacher informs them that they are given one additional day to submit, they leave out misunderstanding and draw new strategies to accomplish the task in new time schedule.

- **Compromising**

This style seeks to find the middle ground by asking both parties to concede some aspects of their desires so that a solution can be agreed upon. This style is sometimes known as lose-lose, in that both parties will have to give up a few things in order to agree on the larger issue. This is used when there is a time crunch, or when a solution simply needs to happen, rather than be perfect. Compromise can lead to resentment, especially if overused as a conflict resolution tactic, so use sparingly.

Example: James and Rosette are students in Senior 4 Nursing program, they are given an assignment on maternal childcare, James wants to present using video while Rosette prefer to use pictures, texts and illustrations. This causes a dispute among them. However, they resolved it by taking a half of assignment as a video and other part to include pictures, text and illustrations.

- **Competing**

This style rejects compromise and involves not giving in to others viewpoints or wants. One party stands firm in what they think is the correct handling of a situation and does not back down until they get their way. This can be in situations where morals dictate that a specific course of action is taken, when there is no time to try and find a different solution or when there is an unpopular decision to be made. It can resolve disputes quickly, but there is a high chance of morale and productivity being lessened.

- **Collaboration**

Collaboration involves putting together several ideas given by different people so as to come up with a solution acceptable to everyone. It produces the best long-term results, at the same time it is often the most difficult and time-consuming to reach. Each party's needs and wants are considered, and a win-win solution is found so that everyone leaves satisfied.

- **Negotiation**

The principles of collaborative negotiation are useful to solve a dispute around you. This is the technique of deal-making that help to solve a problem within your limit. For instance, you should target to explore the interests underlying parties' positions, such as a need to resolve a dispute without attracting negative publicity. By negotiating options and looking for minimum best across disputes, you may be able to negotiate a desirable outcome to your disagreement without the help of outside parties.

- **Mediation**

In mediation, disputants come up with a skilled, neutral third party to help them come to harmony. Rather than imposing a solution, a professional mediator inspires disputants to search the interests underlying their positions. Working with disputants both together and individually, mediators seek to help them find out a resolution that is viable, voluntary, and not obligatory. This strategy transforms the conflict to an opportunity to make adjustments through listening to others thereby making reasoned choices.

- **Arbitration**

Arbitration resembles a court trial. Here, a neutral third party serves as a judge and make proper decisions to end the dispute. The arbitrator listens to the arguments and evidence presented by each side and then extracts a binding and often confidential decision. Although disputants typically cannot appeal an arbitrator's decision, they can negotiate most features of the arbitration process, including whether lawyers will be present and which principles of evidence will be used. Arbitration 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.

- **Litigation**

In a civil trial, a defendant and a litigant face off before either a judge or a judge and bench, who weigh the evidence and make a decision. Information presented

in hearings and trials usually enters the public record. Lawyers typically rule litigation, which often ends in a negotiated settlement during the pretrial period.

Note that negotiation and mediation are the informal procedures that always try to make decisions without harming the disputants. Conflict-resolution training can further improve your ability to negotiate satisfactory resolutions to your disputes.

- **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.

- **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

Application activity 5.5

Discuss different conflict resolution and management in the society

5.6. Conflict Prevention

Learning activity 5.6

Read the following case study and answers the questions that follows:

Once upon time, there was family in Eastern part of Rwanda and all inhabitants fled to other districts to find some food. The found fertile lands and stayed there for a long time. Across the border in Tanzania, the Rwandese who live there decided to come back to their home country and were settled in Eastern part. They grew crops, they reared animals and became rich. They considered that area as theirs. When the inhabitants who fled because of the famine heard this, they started planning how to come back to chase away those who repatriated from Tanzania.

Questions:

- 1) Suppose you are a leader how would you solve the land settlement issue?
- 2) Propose conflict preventive measures that you would take to ensure that the conflict over land does not break at home, community and society.

Conflict prevention is a broad term that refers to a variety of activities and strategies within the field of peace building that are deployed to pre-empt and subsequently neutralize potential triggers to widespread violent conflict.

Conflict prevention is defined as “a medium and long-term proactive operational or structural strategy undertaken by a variety of actors, intended to identify and create the enabling conditions for a stable and more predictable international security environment.”

According to Michael Lund conflict prevention is any structural or intercessory means to keep intrastate or interstate tension and disputes from escalating into significant violence and use of armed forces, to strengthen the capabilities of potential parties to violent conflict for resolving such disputes peacefully, and to progressively reduce the underlying problems that produce these issues and disputes. Hence, conflict prevention are any measures that prevent violent conflicts and strengthen the capacity of concerned actors to act structurally to reduce the possibility of conflict. There are two types of conflict prevention

- **Direct or operational conflict prevention**

Direct or operational conflict prevention is a reactive and often short-term interventions and measures taken to prevent an imminent outbreak of violence. Direct prevention of conflict uses mediators. Example: Getting a mediator or withdraw of military forces in an area.

- **Structural conflict prevention**

Structural conflict prevention is a long term institutional or grass roots changes and measures designed to help create sustainable peace, while addressing the underlying causes of violence within a community. Example: Economic development assistance or increased political participation.

If conflicts are not resolved and managed, can lead to major problems which may affect the whole nation and affect development negatively. It is a duty of everyone and political entities to ensure that conflicts are resolved, managed and prevented. Conflicts can be prevented in the following ways:

- **Good governance**

Good governance is effective in preventing conflicts. It achieves this through its participatory approach where every citizen's voice is taken into consideration in decision making process. It is consensus oriented and protects the minority, it ensures accountability, efficiency, transparency, equitability and the rule of law at all leadership levels. It ensures that legal frameworks are impartial, protects human rights and ensure justice at all levels.

- **Effective and efficient communication**

Effective and efficient 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. The way one talks, the tone and choice of words, politeness and respect in communication can prevent or trigger conflicts.

- **Emotion management**

Emotions and feelings are lived every day. Controlling one's emotions, feelings also is very important as emotional outbursts often result to conflicts and leads to negative consequences unnecessarily. People should sound judgments, critical thinking in decision making to avoid conflicts.

- **Values Education**

Values education helps to prevent conflicts since it imparts necessary traits, and the concept of good and bad right and wrong which leads people to have the same point of view on some things. For example, patience and listening, honest, justice, peace, respect, humility are core values in conflicts prevention.

- **Transparency and accountability**

Transparency and accountability ensures that all people are given equal opportunity opportunities and have access to all services. When some do not abide by principles, they are held accountable of their actions or decision and therefore justice is ensured. to all citizens. This checks against gender, ethnic or any forms of discrimination, nepotism, corruption that may come across.

- **Equality of all people in all spheres of lives.**

Equality of people is the mother of harmony and peace in the society. When all citizens are given equal opportunity to services, jobs, health care, education, economy conflicts are minimized. Because if a problem arises is solved immediately. Again, ensuring inclusivity, gender equality and equity, participatory approach in all spheres of life is a value to conflict prevention in the society.

- **Putting in place laws that protect all citizens.**

Legislation and law enforcement are forces that manage and prevent conflicts. In Rwanda, many laws were put in place to protect citizen rights and their property. For example, there laws that protect of gender-based violence, laws for child protection, for social protection, for crime prevention. In addition to this, the Government of Rwanda prevents conflicts by putting in place policies and programs that support and help vulnerable people. Example: mutual health insurance, VIUP, Girinka, Abunzi program among others.

- **Security and economic stability**

Ensuring a stable economy in a country helps to 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.

Application activity 5.6

1. Differentiate direct from structural conflict prevention
2. Assess strategies of conflicts prevention in Rwanda and elsewhere in the world.

5.7. End Unit Assessment

End Unit assessment

1. Explain the meaning of the following concepts
 - a). Conflict
 - b). Conflict management
 - c). Conflict resolution
 - d). Conflict transformation
2. Discuss the types of conflicts in society
3. Assess the causes and consequences of conflicts on individual, community and society in general.
4. Suppose you are elected a leader of a given non-government organization, what strategies would you use to solve, manage and prevent conflict in your organization.

Key Unit Competence:

Be able to analyze the role of the individual in society including family, marriage, local, national and global communities.

Introductory activity 6.1

Living in a society involves being part and taking part in society in all aspects. As a learner, describe your individual role in your daily environment?

6.1. Individual identity and multiple identities

Learning activity 6.1

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

Identity is a socially and historically constructed concept. Anybody learns about his or her own identity and the identity of others through interactions with family, peers, organizations, institutions, media and other connections he/she makes in his/her everyday life.

Key facets of identity like gender, social class, age, race and ethnicity, religion, etc. play significant roles in determining how people understand and experience the world, as well as shaping the types of opportunities and challenges they face. Social and cultural identity is linked to issues of power, value systems and ideology.

When we think about identity, we may focus on cultural markers, like clothing, or biological and physiological markers as skin color. However, it's also important to understand that our identities are comprised of shared ideas, ideologies, biases and ways of seeing the world around us. Our identities, therefore, are socially constructed, and our biological attributes are only one part of who we are.

It is said that birds of a feather flock together. This means that there will be a reason why you identify with every particular social group that you belong to. There are either shared characteristics, shared interests or a shared vision. For

example, you may be a member of a certain religious group because you share the same faith. Similarly, you may also belong to another group of people who share similar ambitions with you.

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

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

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

For example:

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

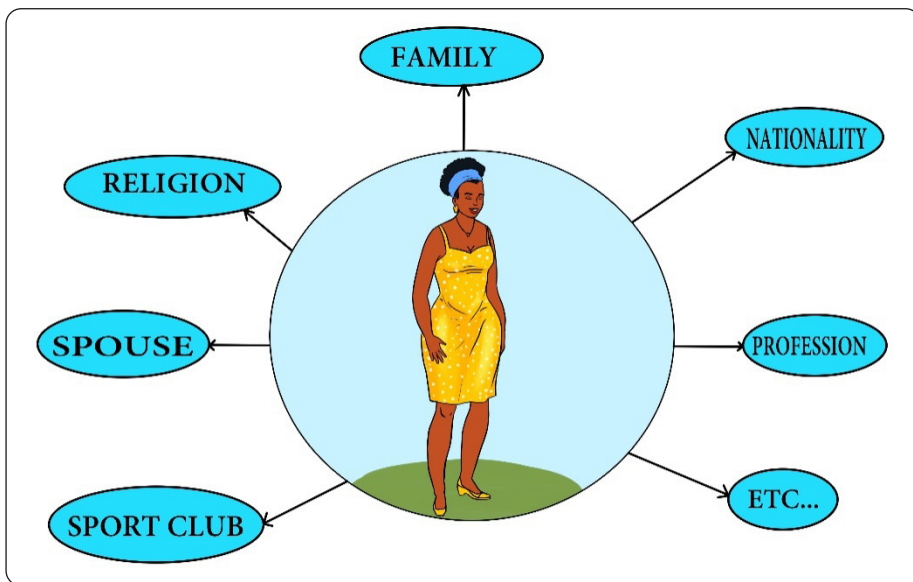


Figure 26. An individual belongs to multiple identities

Application activity 6.1

You are a Rwandan born in Rwanda, went to school in Canada, got married in Germany and returned to Rwanda many years later, explain how you have an individual and multiple identity

6.2 Roles and responsibilities of the individual at different levels

Learning activity 6.2

1. Explain your role in your family.
2. How do you participate in community and country activities?



Figure 27. Members of the Society in community service

Any individual has the different roles in his/her family, as a member of your community and as a citizen of his/her country. At all these levels, he/she has roles and responsibilities. In order to discharge each of these roles and responsibilities, there is need for wise decision-making.

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

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

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

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

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

Application Activities 6.2

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

6.3. Consequences of making choices and various influences on the individual

Learning activity 6.3

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

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

Every choice has consequences and for one to arrive at a decision, he/she must be aware of the nature of consequences to expect. For example, from your discussions, you must have argued on the merits of opening up to someone about the STI infection. You may as well consider going to a health facility or even keep your problem a secret in fear of stigmatization. Each of these choices has either positive or negative outcomes to the person making the decision as well as others around him/ her.



Figure 28. A pregnant student makes a decision after consulting her friend's opinions.

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

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

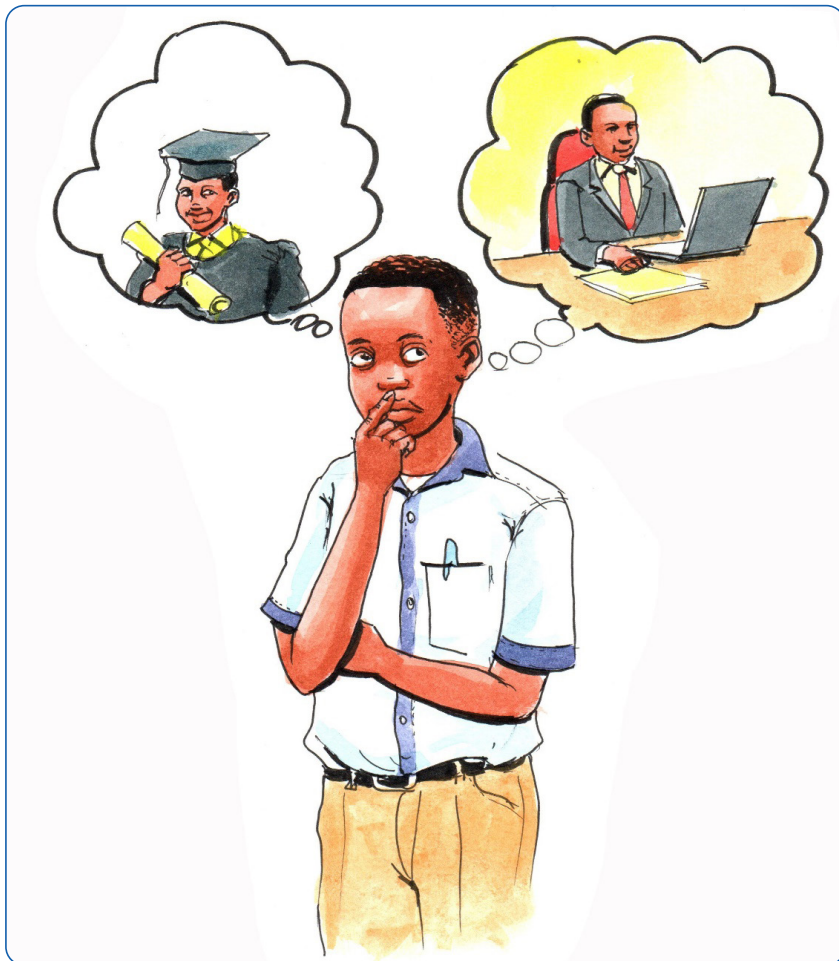


Figure 29. What meaning of the picture????

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

Rational decisions are likely to lead to positive consequences such as:

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

Application Activity 6.3

1. What would influence you to decide either to go to the hospital or not to in situation given in Activity 3?
2. Using the situation given in Activity 4, discuss the consequences that would follow if you chose not to go to hospital or seek help from any one because of the fear of stigmatization.
3. How would this decision affect your close friends?
4. Explain the consequences of going to see a doctor after realizing that you have an STI.

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

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

6.4. Types of manipulations and process of decision making

Learning activity 6.4

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

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

their peers. **These manipulations can come in different types. The following are examples of types of manipulations.**

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

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

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

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

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

- **Identify the problem or opportunity:** If one has to make an appropriate choice, he/she must fully understand the problem or opportunity at hand. This will help in determining the most appropriate decision by considering all the available options.
- **Research:** Get as much information to help you get a deeper understanding of the problem or opportunity
- **Analyze the information:** Study the information gathered and opinions given and establish any connections and discrepancies. See how others have solved a similar problem or utilized a similar opportunity and the consequences that followed. Establish whether the same can happen in your case.

- **Develop options:** Come up with the possible solutions to the problem or approaches to utilizing the opportunity. Consider other alternatives and the consequences of each possible solution or approach.
- **Decide:** Choose the most appropriate option after you have considered all the available options and their consequences.
- **Implement:** Actualize the decision that you made.
- **Evaluate:** Establish how effective the decision you have made is. In case the decision is not effective, the second best option can be tried and a new research is carried out.

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

Application activity 6.4

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

6.5 Personal responsibility

Learning activity 6.5

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

1. Wash clothes.
2. Does your home work.
3. Brush your teeth.

Personal responsibility is understood as a level of commitment one is willing to make in setting and achieving clear goals. In other words, being personal responsible means taking responsibility for one's actions, words, and performance at work. Responsible employees understand that they are in full control of themselves. Personal responsibility refers to a duty to take action and be ready to bear the resultant consequences if something goes wrong. Personal responsibility can also be conceptualized as a duty to try hard to make your life worthwhile and to be fair to others.

The following are illustrative examples of personal responsibility:

- **Agency:** Agency is an individual's capacity to control their own life. A person, such as a very small child, who has no agency also has personal responsibility. Most adults have enough agency to be completely responsible for their own life. There are things that can limit agency such as living in an extremely repressive society or having serious medical conditions or disability.
- **Self-control:** The basic responsibility to control your emotions, desires and impulses. For example, the responsibility to control feelings of anger such that you don't act out in an unreasonable way.
- **Honesty:** The responsibility to be honest to yourself and the others. This can be expected of a small child, particularly with regards to honesty to others. Being honest to yourself implies also knowing one's strength, limitations, and weaknesses and making effort to improve your personality. Honest implies matching words with actions.
- **Accountability:** Taking the blame when you have done something wrong. Responsibility of holding yourself accountable means communicating about projects, your role within them, wins and failures, and ways to improve in the future. It involves owning your failures, communicating about them openly, and issuing a real and genuine apology if necessary.
- **Moral duty:** The responsibility not to do things that are morally wrong, even if this means challenging authority. For example, following orders doesn't absolve one of personal responsibility for morally reprehensible acts.
- **Civility:** The duty to try to resolve differences with others in the most peaceful and respectful way possible. For example, following the rules of a society in that society.
- **Reasonable Expectations:** Conforming to the reasonable expectations of others where this makes sense. This implies adhering to cultural norms unless there is some good reason not to adhere. For example, removing your shoes when you enter someone's home if that is the local custom.
- **Diligence:** The responsibility to apply attention and care in your actions. For example, the duty to pay attention to the road when driving.

- **Risk management:** Risk management encompasses the identification, analysis, and response to risk factors that form part of the effective risk management means attempting to control, as much as possible, future outcomes by acting proactively rather than reactively. Therefore, effective risk management offers the potential to reduce both the possibility of a risk occurring and its potential impact. For example, performing basic safety related maintenance on a vehicle.
- **Introspection:** The study to try understanding your own thoughts, emotions, motivations, character values and goals.
- **Extrospection:** The responsibility to observe your environment and others and to be mindful of your impact on the world.
- **Motivation:** The duty to find energy and enthusiasm for things. For example, an adult can't expect others to be constantly motivating them but rather need to find their own source of drive.
- **Knowledge:** Knowledge to develop a reasonable level of knowledge with regards to your family, community, society, culture, planet and profession. For example, the responsibility to know a little about local manners traveling.
- **Roles:** The responsibility to do your very to fulfill your roles in life whether they are social or economic. For example, trying to perform your job.
- **Self-direction:** Solving problems and making decisions without anyone having to push you. For example, example, a high school student who is expected to complete any activity or study.
- **Resilience:** The duty to build resilience to stress. For example, an adult can be reasonably expected to handle criticism without losing it.
- **Health:** Taking good care of your body and mind and always being responsible of your health habits.
- **Self-Fulfillment:** The duty to try to do something meaningful with your life as you see it.

Application activity 6.5

Using concrete examples, explain the characteristics of personal responsibilities

6.6. End Unit Assessment

End Unit Assessment

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

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

Questions

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

Key Unit Competence:

To be able to criticize and improve different leadership styles

Introductory activity

1. Observe the pictures above and identify different ways of leading.

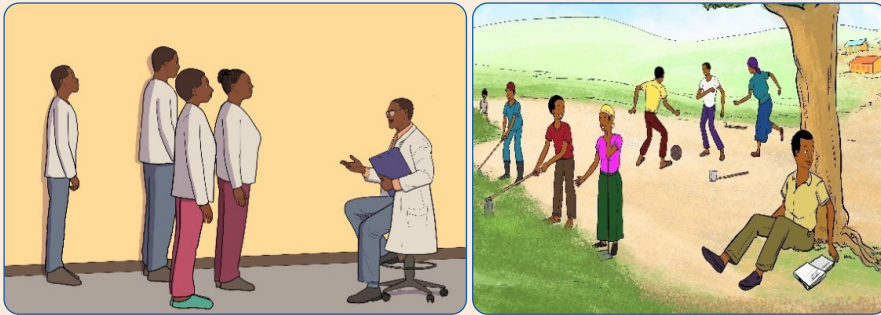


Figure 30. Image Observation for Introductory activity

2. Examine the characteristics of a good leader and challenges facing them.

7.1. Concept and styles of leadership

Learning activity 7.1

1. Discuss the meaning of leadership that you know.
2. In groups discuss the characteristics of a good leader, a good manager and a good governor.

7.1.1. Concept of leadership

Meaning of leadership: Leadership refers to the ability to influence followers positively. It can also be defined as the ability to organize and supervise others with the purpose of achieving goals. Leadership is the process whereby an individual influences a group of individuals to achieve a common goal or to accomplish a mission. Leadership is defined as a social relationship between two or more persons who depend on each other to attain certain mutual goals in a group situation.

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 maximizing their efforts towards the achievement of a goal.

7.1.2. The leadership styles

Leadership styles refer to a leaders' characteristic behaviors when directing, leading, motivating, guiding, and managing groups of people. Great leaders can inspire political movements and social change. They can also motivate others to perform, create, and innovate. They refer to classification of a person while leading a group. All leaders do not possess same attitude or same perspective and the same ability to lead. Thus, all of the leaders do not get the things done in the same manner. Their leadership style varies. The leadership style varies with the kind of people the leader interacts and deals with. A perfect/standard leadership style is one which assists a leader in getting the best out of the people who follow him.

a) The authoritarian/autocratic leadership:



Figure 31. Authoritarian Hospital leader leading a meeting.

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 endeavor 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.

b) Paternalistic leadership:



Figure 32. A hospital Leader holding a meeting with staff advising them as a parent

This is a leadership style where the leader works by acting as a father figure, he takes care of the followers as a parent. In this style of leadership, the leader has complete concern for his followers or workers, creates 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 organization

c) Democratic leadership:



Figure 33. A democratic head teacher holding a meeting with parents, students and teachers

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, sharing of ideas and encouragement of people to feel good about their involvement. It requires guidance and control by a specific leader.

d) Laissez-faire leadership:



Figure 34. A laissez-faire leader in holding meeting and everyone is distracted.

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.

e) Transformational Leadership:



Figure 35. A transformational woman leader wants his followers to achieve more

This is the leadership style 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.

f) 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 organizations that rely on flexibility, creativity or innovation. Bureaucratic leaders are like autocratic leaders in that they expect their team members to follow the rules and procedures precisely as written. The bureaucratic style focuses on fixed duties within a hierarchy where each employee has a set list of responsibilities, and there is little need for collaboration and creativity. This leadership style is most effective in highly regulated industries or departments, such as finance, health care or government.

g) Charismatic Leadership:



Source: <https://www.kigalitoday.com> article published on 14 March 2013

Charismatic leadership is a type of leadership style that 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 organizations, while leaders who rely on charisma often focus on themselves and their own ambitions, and they may not want to change anything.

h) Servant Leadership:



Figure 37. A Servant Leadership

Servant leadership is a style of 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.

i) Transactional Leadership:



Figure 38. A leader is using a stick to beat people to achieve what he wants

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.

j) Situational Leadership

Situational leadership is where the leader must adjust his style to fit the development level of the followers he/she 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 organization based on the situation.

Application activity 7.1

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

7.2. Characteristics of a good leader and challenges facing leaders

Learning activity 7.2

Case study: Kaneza was appointed to be a leader of the health Centre. After three years he became the leader of hospital because he was competent.

Discuss the possible reasons that led to the promotion of Mr Kaneza as characteristics of a good leader

7.2.1. Characteristics of a good leader

Leading other people or an activity a strong set of leadership qualities to help positively interact with employees, team members, and clients and other people in surrounding environment. Behavioral theories suggest that leadership skills aren't ingrained and can be taught people can obtain good leadership qualities through teaching and learning these skills over time while some others suggest that some leadership skills are hereditary.

The following are some of the characteristics of a good leader:

- **Honest:** This is being truthful, sincere, having integrity in every action. Being untrue and deceptive in behaviour will not inspire trust.
- **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.
- **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.
- **Inspiring:** Another characteristic of a good leader is inspirational. A leader 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
- **Intelligent:** When a leader reads, studies and seeks challenging assignments, he or she improves their knowledge. This is very beneficial when leading others.

- **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 wellbeing of others.
- **Broad and open-minded:** This means a leader is open to hearing and considering different points of view.
- **Courageous:** Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. A good leader displays a confident calmness when under stress
- **Straightforward:** 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.
- **Imaginative:** A good leader uses his natural gift of being creative and uses his imagination to drive the community towards the goals set.
- **Problem solver:** A good leader should be able to quickly and creatively, while following protocol, solve any problems that arise.
- **Communication:** Good communication skills are one of the leadership attributes that are absolutely important in leadership positions. Good leaders ensure that horizontal and vertical communication are effective and efficient.
- **Integrity:** Integrity is doing the right thing, even when no one is watching. **Without integrity, no real success is possible.** A leader cannot expect his or her followers to be honest when he or she lacks this tremendous value: Integrity. Honest and great leaders succeed when they stick to their word, live by their core values, lead by example, and follow-through.
- **Accountability:** A good leader takes little more than his share of the blame and little less than his share of the credit.” Strong and good leaders are accountable for the team’s results, good or bad. They hold themselves and their employees accountable for their actions, which creates a sense of responsibility among the team. Being accountable and leading by example is one of the quickest ways leaders can become good leaders are by building trust with their team. Being responsible for the actions and behaviors of those around you is essential to developing leadership qualities, like accountability.
- **Empathy:** Truly great leaders have enough open-mindedness to understand their followers’ motivations, hopes, dreams, and problems so that they can forge a deep personal connection with them.

- **Humility:** “Pride makes us artificial and humility makes us real.” Being humble and vulnerable with their team members will make a leader much more relatable and effective.
- **Resilience:** The true grit of a good leader is not how they perform during good times, but how they roll up their sleeves and produce when times get difficult. Great leaders with positive attitudes lead by example and rally their team no matter the circumstances. It’s this inherent positivity that helps react to situations with a calm, collected manner and **focus on solutions rather than on problems.**
- **Vision:** True leaders inspire loyalty, enthusiasm, and commitment, help remind everyone of the big picture and challenge people to outdo themselves. Every great leader has had to develop the leadership attributes of vision and foresight; it wasn’t gifted to them. Sharing this vision and compelling others to act is a secret trait of successful leaders.
- **Influence:** Some leaders believe that when they attain a certain level of leadership status and those leadership qualities we have talked about are owed to them. This is not the case. Leadership and influence are not interchangeable, and respect has to be earned, not given.
- **Positivity:** Leaders inspire their team not based on their own goals or outcomes, but on their exhibited behavior, life outlook, and attitude in any given situation. It’s often said that employees and direct reports exhibit the behavior of their managers and good leaders need to lead by example at all times while mirroring how they want their team to act. Positivity isn’t one of those leadership qualities that should be over looked and deemed not important. Being positive during stressful or unfortunate situations is a sign of strength.
- **Confidence:** To be an effective leader, you need to roll up your sleeves and take charge. This includes being confident enough to lead, knowing that your plans and vision are not only viable for the team but the absolute best decision possible. Being confident in every situation is one of the leadership qualities that you must develop. Truly great leaders are able to be confident during any situation even if they feel fear or uncomfortable.

7.2.2. Challenges facing leaders



Figure 39. An Executive secretary of the sector called for a meeting and people are late

Executive secretary is a leader in the sense that he is supposed to enforce law that maintains healthy and wealthy in the society. Refusal paying health insurance is unacceptable. 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/her community.
- There is 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.

Application Activity 7.2.

1. After listing characteristics of a good student, search and find other characteristics of a good leader.
2. Suggest the causes of challenges to leaders.

7.3. Concept and functions of management and characteristics of a good manager.

Learning Activities 7.3.

Mr Kwizera is a manager of a pharmacy that deals in selling medicine in Rwanda. He delivers a service to different patients in the area and people appreciate good service they receive. Basing on your experience, suggest the role and responsibilities of Mr Kwizera.

7.3.1. 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, organizing, coordinating and controlling activities of others. It also involves the ability to delegate and follow up on goals being set. So managers practice 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.

Functions of management: There are six major functions of management

- **Planning:** The manager creates a detailed action plan aimed at some organizational goals. Planning is an ongoing step and can be highly specialized based on community or organizational and team goals. It is up to the manager to recognize which goals need to be planned within his or her individual area
- **Organising:** Organizing is done by delegating authority, assigning work, and providing direction so that the team works without any problems. Organizing involves designating tasks and responsibilities to employees with the specific skills required to fulfill the tasks.
- **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:** 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 organization. Staffing involves recruitment, training, performance appraisals, promotions and transfers.
- **Coordinating:** It is important to coordinate the organizing, planning and staffing activities of the company and ensure all activities work well together for the good of the organization. Coordinating involves communication, supervision and direction by management.

7.3.2. Characteristics of a good manager

Learning activity 7.3.2

Case Study 1: Kagabo is a sales manager of a company that sells Hand sanitizer in Rwanda. This company is new in the country. Kagabo 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, Kagabo has planned a launching ceremony and after that he intends to give each member of his team a role to play in distributing the medicine product. He plans to hold weekly meetings to discuss the challenges his team might be facing and deliberate on how to tackle them.

Case study 2: NDIZEYE is a part time manager of a company that sales medicines. He coordinates the sales of the company 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. After reading carefully two case studies above, identify who is a good manager and justify your answer.

The following are some characteristics of a good manager.

- **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 organized, 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.
- **Identify and solve problems:** 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.
- **Dependability and reliability:** 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 workplace.
- **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 personal.

Principles of management according to Henri Fayol.

Henry Fayol, also known as the 'father of modern management theory' gave a new perception of the concept of management. He introduced a general theory that can be applied to all levels of management. The Fayol theory is practiced by the managers to organize and regulate the internal activities of an organization. He concentrated on accomplishing managerial efficiency.

The fourteen principles of management created by Henri Fayol are the following:

1. Division of Work

Henry Fayol's first principle for management states that staff perform better at work when they are assigned jobs according to their specialties. Hence, the division of work into smaller elements then becomes paramount. Therefore, specialization is important as staff perform specific tasks not only at a single time but as a routine duty also. Efficiency and effectiveness of work are better achieved if one staff member is doing one thing at a time and another doing a different thing, but all leading to the same collective goal, at the same time. Henri believed that assigning clear work and tasks in the workforce amongst the worker will enhance the quality of the product. Similarly, he also concluded that the division of work improves the productivity, efficiency, accuracy and speed of the workers.

2. Authority and Responsibility

This principle suggests the need for managers to have authority in order to command subordinates to perform jobs while being accountable for their actions. These are the two key aspects of management. Authority facilitates the management to work efficiently, and responsibility makes them responsible for the work done under their guidance or leadership. The formality is in the organizational expectations for the manager (his responsibilities), whereas the informality (the authority) can be linked to the manager's freedom to command, instruct, appoint, direct, and ensure that his or her responsibilities are performed successfully.

3. Discipline

This principle advocates for clearly-defined rules and regulations aimed at achieving good employee discipline and obedience. Fayol must have observed the natural human tendencies to lawlessness. He perceived the level of organizational disorder that may erupt if employees are not strictly guided by rules, norms, and regulations from management. Without discipline, nothing can be accomplished. It is the core value for any project or any management. Good performance and sensible interrelation make the management job easy and comprehensive. Employee's good behaviors also helps them smoothly build and progress in their professional careers.

4. Unity of Command

This means an employee should have only one boss and follow his command. If an employee has to follow more than one boss, there begins a conflict of interest and can create confusion. This principle states that employees should receive orders from and report directly to one boss only. This means that workers are required to be accountable to one immediate boss or superior only. Orders and directives emanate from one source and no two persons give instructions to an employee at the same time to avoid conflict.

5. Unity of Direction

This principle proposes that there should be only one plan, one objective, and one head for each of the plans. Whoever is engaged in the same activity should have a unified goal. This means all the person working in a company or organization should have one goal and motive which will make the work easier and achieve the set goal easily.

6. Subordination of Individual Interest

The interests of the organization supersede every other interest of staff, individuals, or groups. Imperatively, employees must sacrifice all their personal interests for the good of the organization. In other words, organizations should not tolerate any staff that is not committed to the organization's objectives and goals. This implies that a company or organization should work unitedly towards the interest of a company rather than personal interest.

7. Remuneration-

Payment of staff salaries should be as deserved. The salary should be reasonable to both staff and management and neither party should be short-changed. The salary of every staff member must be justifiable. A supervisor should receive more pay than line staff. Thus, whosever management appoints to be supervisor takes more than the subordinates by virtue of his or her responsibilities. This plays an important role in motivating the workers of a company.

8. Centralization

This principle suggests that decision-making should be centralized. This means that decision-making and dishing-out of orders should come from the top management (central) to the middle management, where the decisions are converted into strategies and are interpreted for the line staff who execute them (decentralization). In any company, the management or any authority responsible for the decision-making process should be neutral. However, this depends on the size of an organization. Henri Fayol stressed on the point that there should be a balance between the hierarchy and division of power.

9. Scalar Chain

This principle is a product of the formal system of organization. It is also known as the hierarchy principle. It asserts that communication in the organization should be vertical only. It insists that a single uninterrupted chain of authority should exist in organizations. Horizontal communication is only allowed when the need arises and must be permitted by the manager. Fayol on this principle highlights that the hierarchy steps should be from the top to the lowest.

10. Order

This is another formal organizational control system which has been interpreted in different ways. Some see it as the rule of giving every material its right position in the organization and others think that it means assigning the right job to the right employee (Rodrigues, 2001). A company should maintain a well-defined work order to have a favourable work culture. The positive atmosphere in the workplace will boost more positive productivity.

11. Equity

Another word for equity is fairness. Henri Fayol suggested that manager should be fair to their staff. But the fairness required, probably, is such that must make staff to comply with principle of subordination of individual interests to organizational interests. Such organizations make staff feel at home, share a portion of profits with staff, communicate with staff, remain open to staff, share staff feelings, and identify with staff personal/family challenges. . All employees should be treated equally and respectfully. It's the responsibility of a manager that no employees face discrimination.

12. Stability

In this principle, Fayol expresses the need to recruit the right staff and train them on the job with a hope to retain them for long. The basis of this principle is the belief that such staff with a secured tenure will put back into the organization the knowledge and experience which they may have garnered while working for the organization. An employee delivers the best if they feel secure in their job. It is the duty of the management to offer job security to their employees.

13. Initiative

A good manager must be one who can be creative to initiate new ideas and also be able to implement them. Fayol was direct to managers at this point. He understood the importance of good ideas to the growth and success of organizations. The management should support and encourage the employees to take initiatives in an organization. It will help them to increase their interest and make them worth.

14. Esprit de Corps

It is the responsibility of the management to motivate their employees and be supportive of each other regularly. Developing trust and mutual understanding will lead to a positive outcome and work environment. This is a French phrase which means enthusiasm and devotion among a group of people. Fayol is of the view that organizations should enforce and also maintain high morale and unity among their staff. Thus, understanding, love for each other, unity, peace, and common determination is paramount to their success.

Relationship between leadership and Management

Leadership doesn't require any managerial position to act as a leader. On the other hand, a manager can be a true manager only if he has got the traits of leader in him. By virtue of his position, manager has to provide leadership to his or her group. A manager has to perform all five functions to achieve goals, i.e., [Planning](#), [Organizing](#), Staffing, [Directing](#), and Controlling. Leadership is a part of these functions. Leadership as a general term is not related to managership. A person can be a leader by virtue of qualities in him. For example: leader of a club, class, welfare association, social organization, etc. Therefore, it seems to be true to say that "All managers are leaders, but all leaders are not managers."

A leader is one who influences the behavior and work of others in group efforts towards achievement of specified goals in a given situation. On the other hand, manager can be a true manager only if he or she has got traits of leader in him. Manager at all levels are expected to be the leaders of work groups so that subordinates willingly carry instructions and accept their guidance.

Table: Comparative Leader and Manager

BASIS	MANAGER	LEADER
Origin	A person becomes a manager by virtue of his position.	A person becomes a leader on basis of his personal qualities.
Formal Rights	Manager has got formal rights in an organization because of his status.	Rights are not available to a leader.
Followers	The subordinates are the followers of managers.	The group of employees whom the leaders leads are his followers.
Functions	A manager performs all five functions of management.	Leader influences people to work willingly for group objectives.

Necessity	A manager is very essential to a concern.	A leader is required to create cordial relation between person working in and for organization.
Stability	It is more stable.	Leadership is temporary.
Mutual Relationship	All managers are leaders.	All leaders are not managers.
Accountability	Manager is accountable for self and subordinates behaviour and performance.	Leaders have no well defined accountability.
Concern	A manager's concern is organizational goals.	A leader's concern is group goals and member's satisfaction.
Followers	People follow manager by virtue of job description.	People follow them on voluntary basis.
Role continuation	A manager can continue in office till he performs his duties satisfactorily in congruence with organizational goals.	A leader can maintain his position only through day to day wishes of followers.
Sanctions	Manager has command over allocation and distribution of sanctions.	A leader has command over different sanctions and related task records. These sanctions are essentially of informal nature.

Application activity 7.3

Discuss the importance of managerial functions in any organization.

7.4 Governance

Learning activity 7.4

As a future associate nurse, how do you expect to do in your career that can contribute to the good governance of the country.

7.4.1. 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.

7.4.2 Types of government

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.

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.

E-Governance or information technology governance

This is the assessment on information technology and communication and the impact it has on government practices, 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

Corporate Governance

Corporate governance deals with moral principles, values and practices 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.

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.

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.

Private governance:

Private governance occurs when nongovernmental 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.

Non-profit governance:

Non-profit governance works in ensuring that an institution achieves its social mission while still making sure the institution or organization is viable. Public trust and accountability is important to the survival of an organization, 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

- **Determining the objectives of the organization:** These are expressed through the organization's vision and mission statements and implemented through its strategic plan.
- **Determining the ethics of the organization:** 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 organization. The set of behaviour normally is set by the people heading the organization and passed down to the rest of the members.
- **Creating the culture of the organization:** This looks at the way people interact with each other. The leaders of the organization decide on the culture they want and influence this decision through the people they appoint to top positions.
- **Ensuring compliance by the organization:** This means ensuring the members of the organization comply with its regulatory, statutory and legal obligations and also work towards achieving the organization's objectives.
- **Designing and implementing the governance framework for the organization:** The governing body is accountable for the performance of the organization, and retains overall responsibility for the organization it governs.

- **Ensuring accountability by management:** To ensure the efficient governance of the organization, various responsibilities need to be delegated to people within the organization's management. There is a governance framework that defines the principles, structures, enabling factors and interfaces through which the organization's operational arrangements will operate, which is what ensures accountability.

Application activity 7.4

Discuss any four types of governments that are used in your community.

7.5. Relationship between leadership, management and governance

Learning activity 7.5

Discuss the relationship between leadership, management and governance

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 organization. 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.

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.

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 organization.

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.

Application activity 7.4

Show the relationship between leadership, management and governance

7.6. End Unit Assessment

End Unit Assessment

1. Define leadership?
2. Discuss leadership styles applied by leaders in your community?
3. Differentiate the characteristics of a good leader and a good manager?
4. Suggest the causes of challenges to leaders
5. What do you think is importance of electing leaders in democracy?

Key Unit Competence:

To be able to critique how the home-grown solutions contribute to self-reliance (Abunzi, Gacaca, Girinka, Ingando, Imihigo, Itorero, Ubudehe, Umuganda, umwiherero)

Introductory activity

Discuss how Rwandan people were handling their problems in traditional society in different domains such as medicine, education, agriculture, justice, leisure, arts, handcraft and environment and then propose which methods from Rwandan traditional society should be applied to our modern society to handle problems. Write your answer on not more than one page.

8.1. Concepts of home-grown solutions and self-reliance

Learning activity 8.1

1. Examine in which context Rwanda has initiated her proper innovations such as Gacaca, Abunzi, Itorero, Umwiherero and Girinka to achieve economic and social development and write your response in not more than 15 lines.
2. Read and use your knowledge on Umuganda to comment on the following statement:

“Our country was once known for its tragic history. Today, Rwanda is proud to be known for its transformations... When your achievements are a result of hard work, you must be determined to never slide back to where you once were... What we have achieved to date shows us what we are capable of and Umuganda is an integral part of achieving even more... Umuganda is one of the reasons we are moving forward, working together and believing in our common goal of transforming our lives and the lives of our families”, President P. Kagame at Ndera on October 30, 2015

8.1.1. Home-grown solutions initiatives

Home-Grown Initiatives (HGIs) are Rwanda's brain child solutions to economic and social development. They are practices developed by the Rwandan citizens based on local opportunities, cultural values and history to fast track their development. Being locally created, HGIs are appropriate to the local development context and have been the bedrock to the Rwandan development successes for the last decade.

HGIs are development/governance innovations that provide unconventional responses to societal challenges. **They are based on:**

- National heritage/legacy
- Historical consciousness
- Strive for self-reliance

HGIs include Umuganda (community work), Gacaca (truth and reconciliation traditional courts), Abunzi (mediators), Imihigo (performance contracts), Ubudehe (community-based and participatory effort towards problem solving), Itorero and Ingando (solidarity camps), Umushyikirano (national dialogue), Umwiherero (National Leadership Retreat) and Girinka (One cow per Family program). They are all rooted in the Rwandan culture and history and therefore easy to understand by the communities.

Self-reliance: This is a state of being independent in all aspects. The independence could be social, political or economic.

8.1.2 Abunzi Community mediators

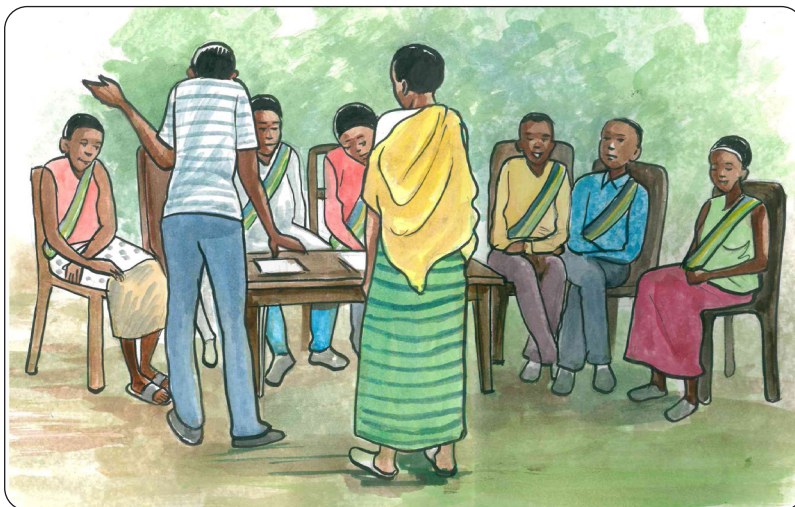


Figure 40. The Abunzi committee solving citizens' issue

The word “**abunzi**” can be translated as “those who reconcile” or “those who bring together” (from verb kunga). In the traditional Rwanda, *abunzi* were men and women for their integrity and were asked to intervene in the event of conflict. Each conflicting party would choose a person considered trustworthy, known as a problem-solver, who was unlikely to alienate either party. The purpose of this system was to settle disputes and also to reconcile the conflicting parties and restore harmony within the affected community.

Abunzi can be seen as a hybrid form of justice combining traditional with modern methods of conflict resolution. The reintroduction of the *Abunzi* system in 2004 was motivated in part by the desire to reduce the accumulation of court cases, as well as to decentralise justice and make it more affordable and accessible for citizens seeking to resolve conflicts without the cost of going to court. Today, *Abunzi* is fully integrated into Rwanda’s justice system.

a) Conflict resolution through community participation

Historically, the community, and particularly the family, played a central role in resolving conflicts. Another mechanism for this purpose was *inama y’umuryango* (meaning ‘family meetings or gatherings’) in which relatives would meet to find solutions to family problems. Similar traditions existed elsewhere, such as the “*dare*” in Zimbabwe. These traditional mechanisms continue to play important roles in conflict resolution regarding land disputes, civil disputes and, in some instances, criminal cases.

The adoption of alternative dispute resolution mechanisms in Rwanda emerged from the recognition of a growing crisis in a judiciary where it had become almost impossible to resolve disputes efficiently and in a cost-effective manner. The Government of Rwanda concluded that modern judicial mechanisms of dispute resolution were failing to deliver and so the decision was taken to examine traditional mediation and reconciliation approaches as alternatives. By doing so, it would not only help alleviate the pressure on conventional courts but also align with the policy objective of a more decentralized justice system. In addition, the conflict resolution mechanisms rooted in Rwandan culture were perceived as less threatening, more accessible and therefore more intimate. Those who referred their cases to *Abunzi* were more comfortable seeking mediation from within their community, which afforded them a better understanding of the issues at hand.

b) Establishment of the mediation committees (*Abunzi* committee)

In 2004, the Government of Rwanda established the traditional process of *abunzi* as an alternative dispute resolution mechanism. Established at the cell and sector levels, *abunzi* primarily address family disputes, such as those relating to land or inheritance. By institutionalizing *Abunzi*, low level legal issues could be solved

at a local level without the need to be heard in conventional courts. Citizens experiencing legal issues are asked to first report to abunzi, cases not exceeding 3,000,000 Frs (for land and other immovable assets) and 1,000,000 Rwf (for cattle and other movable assets). Cases of these types can only be heard in a conventional court if one party decides to appeal the decision made at the sector level by the mediation committee.

As the Abunzi system gained recognition as a successful method to resolve conflict and deliver justice, the importance of providing more structure and formality to their work increased. Consequently, the abunzi started receiving trainings on mediating domestic conflicts and support from both governmental and non-governmental organisations to improve the quality of their mediation services.

8.1.3 Gacaca Community courts

The word *gacaca* refers to the small clearing where a community would traditionally meet to discuss issues of concern. People of integrity (elders and leaders) in the village known as *inyangamugayo* would facilitate a discussion that any member of the community could take part in. Once everyone had spoken, the *inyangamugayo* would reach a decision about how the problem would be solved. In this way, *Gacaca* acted very much as a traditional court. If the decision was accepted by all members of the community, the meeting would end with sharing a drink as a sign of reconciliation. If the parties were not happy with the decision made at *Gacaca*, they had the right to take their case to a higher authority such as a chief or even to the king.

One aspect particular to traditional *Gacaca* is that any decision handed down at the court impacted not only the individual but also their family or clan as well. If the matter was of a more serious nature and reconciliation could not be reached, the *inyangamugayo* could decide to expel the offenders or the members of their group from the community.

The most common cases to come before *Gacaca* courts were those between members of the same family or community. It was rare for members of other villages to be part of the courts and this affirmed the notion of *Gacaca* as a community institution.

Colonisation had a significant impact on the functioning of *Gacaca* and in 1924 the courts were reserved only for civil and commercial cases that involved Rwandans. Those involving colonisers and criminal cases were processed under colonial jurisdiction. While the new justice systems and mechanisms imported from Europe did not prohibit *Gacaca* from operating, the traditional courts saw far fewer cases. During the post-colonial period, the regimes in power often

appointed administrative officials to the courts which weakened their integrity and eroded trust in *Gacaca*.

The Genocide against the Tutsi in 1994 virtually destroyed all government and social institutions and *Gacaca* was no different. While *Gacaca* continued after the Genocide, its form and role in society had been significantly degraded.

a) Contemporary *Gacaca* as a home-grown solution

Contemporary *Gacaca* was officially launched on June 18, 2002 by President Paul Kagame. This took place after years of debate about the best way to give justice to the survivors of the Genocide and to process the millions of cases that had risen following the Genocide.

Contemporary *Gacaca* draws inspiration from the traditional model by replicating a local community-based justice system with the aim of restoring the social fabric of the society. In total, 1,958,634 genocide related cases were tried through *Gacaca*. The courts are credited with laying the foundation for peace, reconciliation and unity in Rwanda. The *Gacaca* courts officially finished their work ten years later on June 18, 2012.

Gacaca first began as a pilot phase in 12 sectors across the country one per each province as well as in the City of Kigali. After the pilot, the courts were implemented across the country and the original Organic Law No. 40/2000 (January 26, 2001) was replaced by the Organic Law No. 16/2004 (June 19, 2004) which then governed the *Gacaca* process.

b) The aims of the contemporary *Gacaca*

- Expose the truth about the Genocide against the Tutsi
- Speed up genocide trials
- Eradicate impunity
- Strengthen unity and reconciliation among Rwandans
- Draw on the capacity of Rwandans to solve their own problems.

These aims were carried out at three levels of jurisdiction: the *Gacaca* Court of the cell, the *Gacaca* Court of the Sector, and the *Gacaca* Court of appeals. There were 9013 cell courts, 1545 Sector courts and 1545 Courts of Appeal nationwide.

According to the statistics given by National service of *Gacaca* Courts, the *Gacaca* Courts were able to try 1,958,634 cases of genocide within a short time (trials have begun on to 10/3/2005 in pilots sectors). This is an irrefutable evidence of the collective will and ability of Rwandans to overcome huge challenges of their country and work for its faster development basing on “Home grown solutions”.

8.1.4 Girinka Munyarwanda- One Cow per Poor Family Programme

The word *girinka* (*gira inka*) can be translated as “may you have a cow” and describes a centuries’ old cultural practice in Rwanda whereby a cow was given by one person to another, either as a sign of respect and gratitude or as a marriage dowry.

Girinka was initiated in response to the alarmingly high rate of childhood malnutrition and as a way to accelerate poverty reduction and integrate livestock and crop farming.

The programme is based on the premise that providing a dairy cow to poor households helps to improve their livelihood as a result of a more nutritious and balanced diet from milk, increased agricultural output through better soil fertility as well as greater incomes by commercializing dairy products.

Since its introduction in 2006, more than 203,000 beneficiaries have received cows. *Girinka* has contributed to an increase in agricultural production in Rwanda - especially milk products which have helped to reduce malnutrition and increase incomes. The program aimed at providing 350,000 cows to poor families by 2017.

Traditional Girinka

Two methods, described below, come under the cultural practice known as *gutanga inka*, from which *Girinka* is derived.

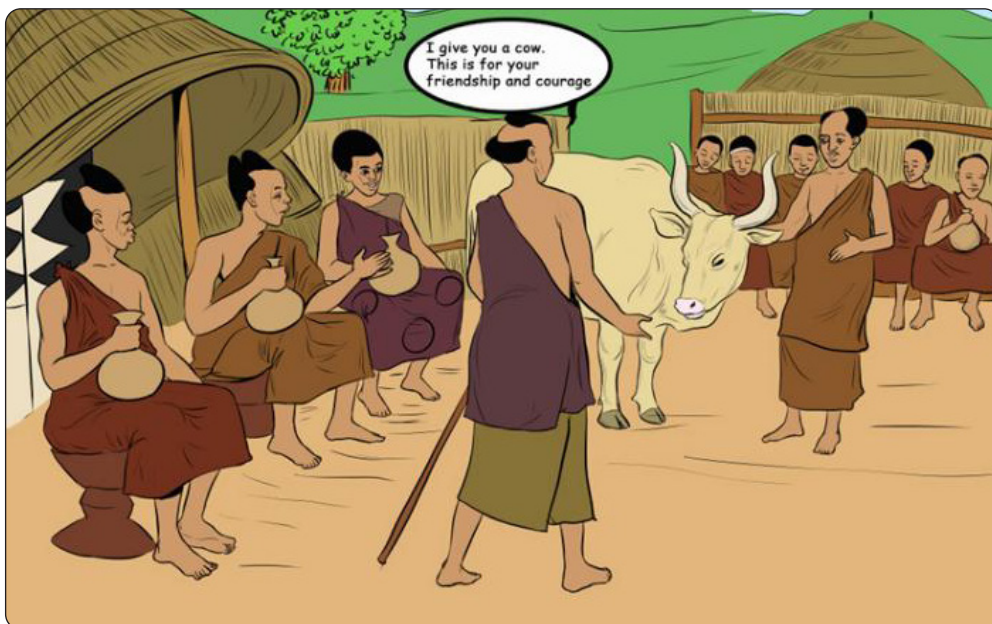


Figure 41. A traditional Rwandan giving a cow to a friend.

Kugabira: Translated as “giving a cow”; such an act is often done as a sign of appreciation, expressing gratitude for a good deed or to establish a friendship.

Ubugake: This cultural practice was a way for a parent or family to help a son to obtain a dowry. If the family was not wealthy or did not own cattle, they could approach a community or family member who owned cows and requested him/her to accept the service of their son in exchange for the provision of the cows amounting to the dowry when the son marries. The aim of *ubuhake* was not only to get a cow but also protection of a cow owner. This practice established a relationship between the donor and beneficiary. An informal but highly valued social contract was established which was fulfilled through the exchange of services such as cultivating the farm of the donor, looking after the cattle or simply vowing loyalty.

Contemporary Girinka

Girinka was introduced in 2006 against a backdrop of alarmingly high levels of poverty and childhood malnutrition. The results of the Integrated Household Living Conditions Survey 2 (EICV 2) conducted in 2005 showed rural poverty at 62.5%. The Comprehensive Food Security and Vulnerability Analysis (CFSVA) and Nutrition Survey showed that 28% of Rwanda’s rural population were food-insecure and that 24% of the rural population were highly vulnerable to food insecurity.

The objectives of the programme are as follows:

- Reducing poverty through dairy cattle farming.
- Improving livelihoods through increased milk consumption and income generation.
- Improving agricultural productivity through the use of manure as fertilizer.
- Improving soil quality and reducing erosion through the planting of grasses and trees.

Promoting unity and reconciliation among Rwandans based on the cultural principle that if a cow is given from one person to another, it establishes trust, respect and friendship between the donor and the beneficiary. While this was not an original goal of *Girinka*, it has evolved to become a significant aspect of the program.



Figure 42. A *Girinka bene ciary* receives a pass on Heifer from a fellow Gatsibo resident.

Source: <http://www.rwandapedia.rw/sites/default/files>

Girinka has been described as a culturally inspired social safety net program because of the way it introduces a productive asset (a dairy cow) which can provide long-term benefits to the recipient. Approved on 12 April 2006 by Cabinet decision, Girinka originally aimed to reach 257,000 beneficiaries; however, this target was revised upwards in 2010 to 350,000 beneficiaries by 2017. The Government of Rwanda was initially the sole funder of the Girinka program but development partners have since become involved in the program. This has led to an increase in the number of cows being distributed.

Girinka is one of a number of programs under Rwanda's Vision 2020, a set of development objectives and goals designed to move Rwanda to a middle income nation by the year 2020. By September 2014 close to 200,000 beneficiaries had received a cow.

8.1.5. Ingando- solidarity camps

The word *Ingando* comes from the verb *kugandika*, which means going to stay in a place far from one's home, often with a group, for a specific reason.

Traditionally, the term *ingando* was used in the war context. It represented a temporary resting place for warriors during their expeditions, or a place for the king and the people travelling with him to stay. In these times of war, *ingando* was the military camp or assembly area where troops received briefings on their organisation and mission in preparation for the battle. These men were reminded to put their differences behind them and focus on the goal of protecting their nation.

The term *Ingando* has evolved in contemporary Rwanda to describe a place where a group of people gather to work towards a common goal. *Ingando* trainings served as think tanks where the sharing of ideas was encouraged. *Ingando* also included an aspect of *Umuganda*. The trainings created a framework for the re-evaluation of divisive ideologies present in Rwanda during the colonial and post-colonial periods. Thus, *ingando* was designed to provide a space mainly for the young people to prepare for a better future in which negative ideologies of the past would no longer influence them.

The other aim of *Ingando* is to reduce fear and suspicion and encourage reconciliation between genocide survivors and those whose family members perpetrated the Genocide. *Ingando* trainings also serve to reduce the distance between some segments of the Rwandan population and the government. Through *Ingando*, participants learn about history, current development and reconciliation policies and are encouraged to play an active role in the rebuilding of their nation.

8.1.6. Imihigo- performance contracts

The word *Imihigo* is the plural Kinyarwanda word of *umuhigo*, which means to vow to deliver. *Imihigo* also include the concept of *guhiganwa*, which means to compete among one another. *Imihigo* practices existed in pre-colonial Rwanda and have been adapted to fit the current challenges of the Rwandan society.

Traditional Imihigo

Imihigo is a pre-colonial cultural practice in Rwanda where an individual sets targets or goals to be achieved within a specific period of time. The person must complete these objectives by following guiding principles and be determined to overcome any possible challenge that arises. Leaders and chiefs would publicly commit themselves to achieving certain goals. In the event that they failed, they would face shame and embarrassment from the community. Definitions however vary on what constitutes a traditional *Imihigo*. Some have recalled it as having a basis in war, where warriors would throw a spear into the ground while publicly proclaiming the feats they would accomplish in battle.

Contemporary Imihigo

Imihigo were re-initiated by Rwanda's President, Paul Kagame, in March 2006. This was as a result of the concern about the speed and quality of execution of government programs and priorities. The government's decentralisation policy required a greater accountability at the local level. Its main objective was to make public agencies and institutions more effective and accountable in their implementation of national programs and to accelerate the socio-economic development agenda as contained in the Vision 2020 and Economic Development

and Poverty Reduction Strategy (EDPRS) policies as well as the Millennium Development Goals (MDGs).

Today, *Imihigo* are used across the government as performance contracts and to ensure accountability. All levels of government, from the local district level to ministries and embassies, are required to develop and have their *Imihigo* evaluated. Members of the public service also sign *Imihigo* with their managers or head of institution.



Figure 43. *President Kagame presides over the 2020/21 imihigo signing ceremony*

Source: <https://www.gov.rw/blog-detail/president-kagame-presides-over-the-2020-21-imihigo-signing-ceremony>

8.1.7. Itorero: Civic education

Traditionally Itorero was a traditional institution where Rwandans would learn rhetoric, patriotism, social relations, sports, dancing, songs and defence. This system was created so that young people could grow with an understanding of their culture. Participants were encouraged to discuss and explore Rwandan cultural values. Itorero was reintroduced in 2009 as a way to rebuild the nation's social fabric and mobilise Rwandans to uphold important cultural values.

Traditional Itorero

As a traditional school, itorero trainers planned daily activities according to different priorities and every newcomer in itorero had to undergo initiation, known in Kinyarwanda as gukuramo ubunyamusozi. The common belief was that Intore were different from the rest of the community members, especially in matters of expression and behaviour because they were expected to be experts in social relations, quick thinkers and knowledgeable.

Each Itorero included 40 to 100 participants of various age groups and had its own unique name. The best graduates would receive cows or land as rewards.

The tradition of Itorero provided formative training for future leaders. These community leaders and fighters were selected from Intore (individuals who took part in Itorero) and were trained in military tactics, hand to hand combat, jumping, racing, javelin, shooting and endurance. They were also taught concepts of patriotism, the Rwandan spirit, wisdom, heroism, unity, taboos, eloquence, hunting and loyalty to the army.

Itorero was found at three levels of traditional governance, the family, the chief, and the king's court. At the family level, both girls and boys would be educated on how to fulfil their responsibilities as defined by the expectations of their communities. For example, the man was expected to protect his family and the country, while the woman was expected to provide a good home and environment for her family. Adults were also asked to treat every child as their own in order to promote good behavior among children.

At the chief level, a teenage boy was selected by either his father or head of the extended family to be introduced to the chief so that he could join his Itorero. Selection was based on good behavior among the rest of his family and his community.

8.1.8. Ubudehe - Social categorisation for collective action and mutual support

Ubudehe refers to the long-standing Rwandan practice and culture of collective action and mutual support to solve problems within a community. It is one of Rwanda's best known Home-Grown Solution because of its participatory development approach to poverty reduction. In 2008, the program won the United Nations Public Service Award for excellence in service delivery. Today Ubudehe is one of the country's core development programs.



Figure 44. People working and sharing together during Ubudehe

The origin of the word Ubudehe comes from the practice of preparing fields before the rainy season

and finishing the task in time for planting. A community would cultivate clear the fields together to make sure everyone was ready for the planting season. Once a community had completed Ubudehe for everyone involved, they would assist those who had not been able to take part, such as the very poor. After planting the partakers gathered and shared beer. Therefore, the focus of traditional Ubudehe was mostly on cultivation. It is not known exactly when Ubudehe was first practiced, but it is thought to date back more than a century.

At the end of a successful harvest, the community would come together to celebrate at an event known as Umuganura. Everyone would bring something from his/her own harvest for the celebrations. This event would often take place once the community's sorghum beer production was completed.

Ubudehe was an inclusive cultural practice involving men, women and members of different social groups. As almost all members of the community took part, the practice often led to increased solidarity, social cohesion, mutual respect and trust.

8.1.9. Umuganda: Community work

In simple terms, the word Umuganda means community work. In traditional Rwandan culture, members of the community would call upon their family, friends and neighbors to help them complete a difficult task.

Umuganda can be considered as a communal act of assistance and a sign of solidarity. In everyday use, the word 'Umuganda' refers to a pole used in the construction of a house. The pole typically supports the roof, thereby strengthening the house.

In the period immediately after independence in 1962, Umuganda was only organised under special circumstances and was considered as an individual contribution to nation building. During this time, Umuganda was often referred to as umubyizi, meaning 'a day set aside by friends and family to help each other'.

On February 2, 1974, Umuganda became an official government programme and was organised on a more regular basis – usually once a week. The Ministry of District Development was in charge of overseeing the program. Local leaders at the district and village level were responsible for organising Umuganda and citizens had little say in this process. Because penalties were imposed for non-participation, Umuganda was initially considered as forced labour.

While Umuganda was not well received initially, the programme recorded significant achievements in erosion control and infrastructure improvement especially building primary schools, administrative offices of the sectors and villages and health centres.

After the Genocide, Umuganda was reintroduced to Rwandan life in 1998 as part of efforts to rebuild the country. The programme was implemented nationwide though there was little institutional structure surrounding the programme. It was not until November 17, 2007 with the passing of Organic Law Number 53/2007 Governing Community Works and later on August 24, 2009 with Prime Ministerial Order Number 58/03 (determining the attributions, organisation, and functioning of community work supervising committees and their relations with other organs) that Umuganda was institutionalised in Rwanda.

Today, Umuganda takes place on the last Saturday of each month from 8:00 a.m. and lasts for at least three hours. For Umuganda activities to contribute to the overall national development, supervising committees have been established from the village level to the national level. These committees are responsible for organising what work is undertaken as well as supervising, evaluating and reporting what is done



Figure 45. *Umuganda* at Masaka, Kicukiro, Kigali, 22 November 2012

Rwandans between 18 and 65 are obliged to participate in *Umuganda*. Those over 65 are welcome to participate if they are willing and able. Expatriates living in Rwanda are also encouraged to take part. Those who participate in *Umuganda* cannot be compensated for their work – either in cash or in kind.

Today close to 80% of the Rwandans take part in monthly community work. Successful projects have been developed for example the building of schools, medical centres and hydro-electric plants as well as rehabilitating wetlands and creating highly productive agricultural plots. The value of *Umuganda* to the country's development is very remarkable in many parts of the country.

While the main purpose of *Umuganda* is to undertake community work, it also serves as a forum for leaders at each level of government (from the village up to the national level) to inform citizens about important news and announcements. Community members are also able to discuss any problems they or the community are facing and to propose solutions together. This time is also used for evaluating what they have achieved and for planning activities for the next *Umuganda* a month later.

8.1.10. Umwiherero: National leadership retreat

Umwiherero, translated as retreat, refers to a tradition in Rwandan culture where leaders convene in a secluded place in order to reflect on issues affecting their communities. Upon return from these retreats, the objective is to have identified solutions. On a smaller scale, this term also refers to the action of moving to a quieter place to discuss issues with a small group of people.

For a few days every year, leaders from all arms of Government come under one roof to collectively look at the general trajectory the country is taking and seek remedies to outstanding problems. Initially, Umwiherero had been designed exclusively for senior public officials but it has evolved to include leaders from the private sector as well as civil society. Provided for under the constitution, Umwiherero is chaired by the Head of State and during this time, presentations and discussions centre on a broad range of development challenges including but not limited to the economy, governance, justice, infrastructure, health and education.

Since its inception, organizers of Umwiherero have adopted numerous innovative initiatives to expedite the implementation of resolutions agreed upon at each retreat. Since then, the results are quantifiable. These efforts have resulted in noticeable improvements in planning, coordination, and accountability leading to clearer and more concise priorities.

As discussions go deep in exposing matters affecting the well-being of the people of Rwanda, poor performers are reprimanded and those who delivered on their mandate are recognized.



Figure 46. *The 15th National Leaders Retreat took place from February 26, 2018 to March 1, 2018*

Umwiherero provides a platform for candid talk among senior officials. For example, an official raises a hand to mention his/her superior who is obstructing a shared development agenda. The said superior is then given a chance to explain to the meeting how he/she intends to resolve this deadlock.

Application Activity 8.1

1. Use your own words to explain the following concepts of home-grown solutions: umuganda, imihigo and ubudehe.
2. Compare the traditional umuganda and contemporary umuganda.
3. Discuss the reason why Rwanda adopted home-grown solutions to social and economic development.

8.2 Contribution of the home grown solutions towards a good governance, self-reliance and dignity

Learning activity 8.2

“*Akimuhana kaza imvura ihise*” in English: help from neighbours never comes in the rain it comes after. Discuss this Kinyarwanda proverb in reference to the concepts of home-grown solutions

As part of the efforts to reconstruct Rwanda and nurture a shared national identity, the Government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programmes to the country's needs and context. The result is a set of Governance and Home-Grown Initiatives (GHI) - culturally owned practices translated into sustainable development programmes.

As the abunzi system gained more recognition as a successful method to resolve conflicts and deliver justice, the importance of providing more structure and formality to their work increased.

During the fiscal year ending June 2017 for example, mediation committees received 51,016 cases. They were composed of 45,503 civil cases representing 89.1% and 5,513 penal cases received before the amendment of the law determining organization, jurisdiction, and competence and functioning of mediation committees. A total of 49,138 cases equivalent to 96.3% were handled at both sector and cell levels. 38,777 (76.0%) cases received by mediation committees were handled at cell level, 10,361 (20.3%) cases were mediated at sector level whereas only 3.6% were undergoing at the end of the year. The number of cases received by mediation committees increased at the rate of 30.9% over the past three years.

The Rwanda Governance Board (RGB) conducted an investigation into public perceptions of some of the benefits of Abunzi in comparison to ordinary courts.

Those surveyed highlighted the following positive attributes:

- The reduction of time spent to settle cases (86.7%).
- Reduction of economic costs of cases (84.2%);

The cultural based policies have contributed a lot in helping getting some socio-economic solutions that were not possible to get otherwise.

8.2.1. Contribution of Gacaca courts

Gacaca courts officially finished their work on June 18, 2012 and by that time a total of 1,958,634 genocide related cases were tried throughout the country. As earlier mentioned Gacaca is credited with laying the foundation for peace, reconciliation and unity in Rwanda.

8.2.2 Impact of Girinka

Girinka has led to a number of significant changes in the lives of the poorest Rwandans. The impact of the program can be divided into five categories including agricultural production, food security, livestock ownership, health outcomes, unity and reconciliation.

Agricultural production

Girinka has contributed to an increase in agricultural production in Rwanda, especially milk products. Milk production has risen due to an increase in the number of cows in the country and because beneficiaries have received cross breeds with better productive capacity than local cattle species. Between 2000 and 2011, milk production increased seven fold allowing the Government of Rwanda to start the One Cup of Milk per Child program in schools. Between 2009 and 2011, national milk production increased by 11.3%, rising to 372.6 million litres from 334.7 million litres. Over the same period, meat production increased by 9.9%, according to the Government of Rwanda Annual Report 2010-2011.

The construction of milk collection centres has also increased and by February 2013, there were more than 61 centres operational nationwide with 25 more due to be completed by the end of 2013.

Most of the beneficiaries produce enough milk to sell some at market, providing additional income generation. The manure produced by the cows increases crop productivity, allowing beneficiaries to plant crops offering sustenance and employment as well as a stable income. Girinka has also allowed beneficiaries to diversify and increase crop production, leading to greater food security.

Food Security

According to the Comprehensive Food Security and Vulnerability Analysis and Nutrition Survey (CFSVA) conducted in March/April 2012, almost four in five have workspace reserved for them and must share space with the staff from cells and/or sectors offices; this sharing can sometimes result in the loss or mix-up of case les.

- **Incentives:** A number of mediators complained that the incentive promised to them and their families in the form of “*mutuelle de santé*” (health insurance) was not always forthcoming.
- **Transportation for field visits:** According to a study conducted by RCN Justice & Démocratie in 2009, mediators complained about not always being able to afford transportation to perform site visits when reviewing cases. While each chairperson at the appeal level received a bicycle, it has been recognised that field visits for all mediators have been very difficult in some cases. This can result in delays in the mediation process.
- **Communication facilities:** To perform their duties, mediators have to commu-nicate among themselves or with other institutions, but they are not given a communication allowance. This proves problematic at times and can lead to financial stress for some when they are obliged to use their own money to contact for instance litigants and institutions.

8.2.3. Contribution of Imihigo

Since its introduction, Imihigo has been credited with improving accountability and quickening the pace of citizen centred development in Rwanda. The practice of Imihigo has now been extended to the ministries, embassies and public service staff.

Once the compilation of the report on Imihigo implementation has been completed, the local government entity presents it to stakeholders including citizens, civil society, donors and others. After reviewing the results, stakeholders are often asked to jointly develop a way forward and this can be done by utilising the Joint Action Development Forums (JADF).

SACCOs (Savings and Credit Cooperatives) and payment of teachers’ salaries and arrears: Good progress was made in mobilising citizens to join SACCOs and reasonable funds were mobilised. Although most of the SACCOs obtained provisional licenses from the National Bank of Rwanda to operate as savings and credit cooperatives, they needed to mobilise more member subscriptions in order to realize the minimum amount required to obtain full licenses. Most of all SACCO at the sector level needed adequate offices. In addition great efforts were made to ensure that teachers were paid their monthly salaries on time.

8.2.5. Impact of Ingando

Ingando has contributed significantly to the national unity and reconciliation in Rwanda. This is especially true for the early years of the programme (between 1996-1999) when most participants were returning combatants or Rwandans afraid or unsure of their new government. Special attention was paid to social justice and helping participants understand government strategies to improve social welfare. This approach was key in ensuring that the progress made in reconciliation was sustainable.

At a consultative forum in 2001, a number of observations were made that are indicative of the progress towards national unity, reconciliation and development. These included rejection of genocide ideology, a desire to be involved in safeguarding national security and having equal access to education as well as being part of the national army and the police force.

This consultative forum also gathered strong and positive recommendations from Rwandans throughout the country on the necessity to teach love and truth, denounce wrongdoing and encourage forgiveness among people, foster tolerance, promote the culture of peace and personal security, as well as promoting development and social welfare for all Rwandans.

Between 1999 and 2010, more than 90,000 people took part in the Ingando trainings organised by the National Unity and Reconciliation Commission.

8.2.6 Contribution of Itorero

The contribution of Itorero as a home-grown solution towards good governance, self-reliance and dignity is observed through Itorero activities described above.

Capacity building for Itorero ry'Igihugu: structures of Intore were elected from villages up to sector levels in 2009. Later on in 2012, Itorero ry'Igihugu was officially launched in primary and secondary schools. From November 2007 up to the end of 2012, Itorero ry' Igihugu had a total of 284,209 trained Intore. The number of Intore who have been trained at the Village level amounts to a total of 814 587. Those mentored at the national level are the ones who go down to mentor in villages, schools, and at various work places. In total, 1 098 599 Rwandans have been mentored nationwide.

Itorero ry'Igihugu was launched in all districts of the country. Each district's regiment presented their performance contracts at that colour ful ceremony marked by cultural festivals. Each district's Intore regiment publically announced its identification name. At the national level, all the 30 district Intore regiments comprised one national Itorero, but each district regiment has its identification name. Each district regiment can have an affiliate sub-division which can, in turn,

also have a different identification name. There is also Itorero for Rwandans in Diaspora that has the authority to develop its affiliated sub-division.

In order to enable each Intore to benefit and experience change of mindset, each group chooses its identification name and sets objectives it must achieve. Those projected objectives must be achieved during or after training, and this is confirmed by the performance contracts that necessarily have to be accomplished. With this obligation in mind, each individual also sets personal objective that in turn contributes to the success of the corporate objectives.

8.2.6 The contribution of Ubudehe

Ubudehe has been recognized internationally as a highly successful development program. In 2008, Ubudehe was awarded the United Nations “Better Management: Better Public Service” Award.

One of the most significant impacts of Ubudehe is the way in which it has transformed citizens’ engagement with their own development. Much of the twentieth century in Rwanda was characterized by centralized planning and delivery of services with little or no involvement from local communities. Ubudehe has changed this and, coupled with decentralisation efforts, has changed the way Rwandans participate in decision making processes that affect their lives. *Ubudehe* has achieved almost nationwide coverage and communities across Rwanda are now actively involved in developing their own social maps, visual representations and collection of data to the extent of poverty in their village.

This information is used to determine national development objectives against which the national government and its ministries are held accountable.

The way in which Ubudehe has brought communities together for collective action based on their own priorities is also considered a major achievement of the programme. The provision of a bank account to each community has enabled thousands of community led actions such as purchasing livestock, undertaking agriculture activities, building clean water facilities, classrooms, terraces, health centres as well as silos for storing produce. In 2006-2007, 9,000 communities undertook different projects through *Ubudehe* and in 2007-2008 that number rose to 15,000. 2010 saw over 55,000 collective actions by communities with the assistance of 30,000 Ubudehe facilitators.

At least 1.4 million people, around 20% of the population, have been direct beneficiaries of Ubudehe. Between 2005 and 2008, around 50,000 people were trained on Ubudehe concepts and procedures.

This has resulted in a greater level of skills available to the community at the local level helping Ubudehe to be more effective.

5.2.7 Contribution of Umuganda

Umuganda is credited with contributing to Rwanda's development, particularly in the areas of infrastructure development and environmental protection. Common infrastructure projects include roads (especially those connecting sectors), bridges, health centres, classroom construction (to support the 9 and 12) Years of Basic Education programs), housing construction for poor and vulnerable Rwandans (often to replace grass-thatched housing) and the construction of local government offices and savings and credit cooperative buildings.

8.2.9 Impact of Umwihherero

For a few days every year, leaders from all arms of Government come under one roof to collectively look at the general trajectory the country is taking and seek remedies to outstanding problems. Initially, Umwihherero had been designed exclusively for senior public officials but it has evolved to include leaders from the private sector as well as civil society. Provided for under the constitution, Umwihherero is chaired by the Head of State and during this time, presentations and discussions centre on a broad range of development challenges including but not limited to the economy, governance, justice, infrastructure, health and education.

Since its inception, organizers of Umwihherero have adopted numerous innovative initiatives to expedite the implementation of resolutions agreed upon at each retreat. Since then, the results are quantifiable. These efforts have resulted in noticeable improvements in planning, coordination, and accountability leading to clearer and more concise priorities.

As discussions go deep in exposing matters affecting the well-being of the people of Rwanda, poor performers are reprimanded and those who delivered on their mandate are recognized.

Application activity 8.2

1. Analyze the impact of Abunzi as a home-grown initiative.
2. Discuss the contribution of home-grown initiatives to social and economic development of Rwanda.
3. Analyze the contribution of home-grown initiatives to Unity and Reconciliation of Rwandans.
4. Evaluate the role of umuganda as a home-grown solution.

8.3. Challenges encountered during the implementation of the home grown solutions.

Learning activity 8.3

Discuss in not more than 500 words challenges encountered in Girinka programme and how they can be handled.

1. Analyse challenges encountered in the implementation of Gacaca courts.
2. Using internet, reports, media and your own observation discuss the challenges met by abunzi.
3. Discuss the key challenges in the Imihigo planning process and implementation

8.3.1. Challenges of Abunzi

Some of the challenges encountered during the implementation of Abunzi are:

- **Inadequate legal knowledge:** While most mediators acknowledged that they received training session on laws, they expressed a desire to receive additional training on a more regular basis to enhance their knowledge of relevant laws.
- **Insufficient mediation skills:** Mediators also expressed a desire to receive additional training in professional mediation techniques in order to improve the quality and effectiveness of their work.
- **Lack of permanent offices:** In some areas, mediation committees do not always have workspace reserved for them and must share space with the staff from cells and/or sectors offices; this sharing can sometimes result in the loss or mix-up of case
- **Incentives:** A number of mediators complained that the incentive promised to them and their families in the form of “mutuelle de santé” (health insurance) was not always forthcoming.
- **Transportation for field visits:** According to a study conducted by RCN Justice & Démocratie in 2009, mediators complained about not always being able to transportation to perform site visits when reviewing cases. While each chairperson at the appeal level received a bicycle, it has been recognised that field visits for all mediators have been very difficult in some cases. This can result in delays in the mediation process.
- **Communication facilities:** To perform their duties, mediators have to communicate among themselves or with other institutions, but they are not given a communication allowance. This proves problematic at times and

can lead to financial stress for some when they are obliged to use their own money to contact for instance litigants and institutions.

8.3.2. Challenges of Gacaca courts

Below are challenges faced during implementation of Gacaca.

- At the beginning of the data collection phase at the national level, 46,000 Inyangamugayo representing 27.1% of the total number of judges, were accused of genocide. This led to their dismissal from Gacaca courts.
- Leaders, especially in the local government, were accused of participating in genocide constituting a serious obstacle to the smooth running of Gacaca.
- In some cases there was violence against genocide survivors, witnesses and Inyangamugayo.
- Serious trauma among survivors and witnesses manifested during Gacaca proceedings.
- In some cases there was a problem of suspects seeing their communities and claiming that they were threatened because of Gacaca.
- In some cases there was corruption and favouritism in decision making.

8.3.3. Challenges of Girinka

The following are the major challenges faced by the Girinka programme:

In some cases, the distribution of cows has not been transparent and people with the financial capacity to buy cows themselves were among the beneficiaries. This issue was raised at the National Dialogue Council. (Umushyikirano) in 2009 and eventually resolved through the cow recovery programme. This program resulted in 20,123 cows given to unqualified beneficiaries (out of a total of 20,532 wrongly given) redistributed to poor families.

8.3.4. Challenges of Ingando

Ingando has contributed significantly to national unity and reconciliation in Rwanda. But when the programme was established, it faced significant challenges including a lack of trust between participants and facilitators as well as low quality facilities. These issues were slowly overcome as more resources were dedicated to the programme.

8.3.5. Challenges of Ubudehe

The major challenges of Ubudehe can be divided into categorisation and project implementation:

Categorisation

In some cases, village members have preferred to be classified into lower poverty levels as a way to receive support from social security programs such as health insurance and Girinka.

To overcome this, household poverty level categorisation takes place publically with all heads of households and must be validated by the village itself.

In the event that community members dispute the decision made by their village, they are entitled to lodge a complaint and appeal in the first instance to the sector level. The Ubudehe Committee at the sector level conducts a visit to the household and either upholds or issues a new decision. If community members remain unhappy with the decision they can appeal in the second instance to the district level. The final level of appeal is to the Office of the Ombudsman at the central government level.

8.3.6. Challenges of Imihigo

While Imihigo has provided the Government of Rwanda and citizens with a way to hold leaders to account, some challenges listed below have been identified from the 2010-2011 evaluation report:

- There is a planning gap especially on setting and maintaining logic and consistency: objectives, baseline, output/targets and indicators
- Setting unrealistic and over-ambitious targets by districts was common. Some targets were not easily achievable in 12 months. For example, construction of a 30 km road when no feasibility study had been conducted or reducing crime by 100%.
- In some districts low targets were established that would require little effort to implement.
- The practice of consistent tracking of implementation progress, reporting and monitoring is generally still weak.
- Some targets were not achieved because of district partners who did not fulfill their commitments in disbursing funds - especially the central government institutions and development partners.
- There is a weakness of not setting targets based on uniqueness of rural and urban settings.

Setting targets that are beyond districts' full control was observed: For example, construction of stadiums and development of master plans whose implementation is fully managed by the central government.

There was general lack of communication and reporting of challenges faced that hindered implementation of the committed targets.

8.3.7. Challenges of Itorero

During its implementation, Itorero faced a series of challenges including:

- Inadequate staff and insufficient logistics for the monitoring and evaluation of Itorero activities;
- Low level of understanding the important role of Itorero's Igihugu on the part of partners;
- Districts lack sufficient training facilities;
- Some Itorero mentors lack sufficient capacity to train other people;
- The National Itorero Commission does not get adequate information on partners'
- commitment to Volunteer Services;
- A number of various institutions in the country have not yet started considering voluntary and national service activities in their planning.
- Low understanding of the role of Itorero especially at the village level;
- Existence of some partners who have not yet included activities.

8.3.8. Challenges of Umuganda

The challenges faced by Umuganda fall into two broad categories: planning and participation. In some areas of the country, poor planning has led to unrealistic targets and projects that would be difficult to achieve without additional financing. In urban areas, participation in Umuganda has been lower than in rural areas.

To address these challenges, the team responsible for Umuganda at the Ministry of Local Government has run trainings for the committees that oversee Umuganda at the local level.

These trainings include lessons on monitoring and evaluation, how to report achievements, the laws, orders and guidelines governing Umuganda as well as responsibilities of the committee.

To overcome the issues of low participation rates in some areas of the country, especially in urban areas, an awareness raising campaign is conducted through

documentaries, TV and radio shows to inform Rwandans about the role Umuganda plays in society and its importance.

8.3.9. Challenges of Umwiherero

The first four years of Umwiherero saw questionable results. The organisation of the retreat was often rushed, objectives were poorly defined and few tangible results could be measured.

This led President Paul Kagame to establish the Strategy and Policy Unit in the Office of the President and the Coordination Unit in the Office of the Prime Minister. At the same time, the Ministry of Cabinet Affairs was set up to improve the functioning of the Cabinet. These two newly formed units were tasked with working together to implement Umwiherero.

While the first retreat organised by the two new teams suffered from similar problems to previous retreats, improvement was noticeable.

Following *Umwiherero* in 2009, Minister of Cabinet Affairs served as head of the newly formed steering committee tasked with overseeing the retreat. The steering committee was comprised of 14 team members. Alongside the steering committee, working groups were set up to define the priorities to be included on the retreat agenda. This process was overseen by the Strategy and Policy Unit who developed a concept paper with eleven priority areas to be approved by the Prime Minister and the President.

Since that time the organisation, implementation and outcomes of Umwiherero have vastly improved and significant achievements have been recorded.

The focus on a small number of key priorities has made it easier for meaningful discussions to be had and for effective implementation to take place. For example, the number of national priorities agreed upon by participants fell from 174 in 2009 to 11 in 2010 and to six in 2011. The retreats are also credited with significantly improving coordination and cooperation between government ministries and agencies.

Application activity 8.3

1. Analyze challenges encountered in the implementation of Gacaca courts.
2. Using internet, reports, media and your own observation discuss the challenges met by abunzi.
3. Discuss the key challenges in the Imihigo planning process and implementation.

8.4. End Unit Assessment

End Unit Assessment

1. Assess the achievements and challenges of Umuganda in social and economic sector and propose what can be done to improve it.
2. Explain the contribution and challenges of Umwiherero on economic development and good governance and what can be done to improve it.
3. Discuss the contribution of Ubudehe to dignity and self-reliance.
4. Analyse the contribution of Girinka to poverty reduction.
5. Discuss the social impact of Abunzi and its contribution to unity and reconciliation.

Key Unit Competence:

To be able to analyze critically fair operating practices.

Introductory activity

One day, a villager went to the office of a Sector to ask for a construction permit. He was refused this service. Instead, the land office invited him to offer him some money so that he could help him get it.

Read the above case study then after discuss the reasons why the aforementioned villager was not given the service he was asking for. What kind of offence the land officer was about to commit?

9.1. Concept and forms of corruption

Learning activity 9.1

Using internet and/or other reference books, carry out a research and write the meaning of corruption and explain its forms. Afterwards, share your findings in pairs with one of your classmates.

9.1.1. Concept of corruption

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

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

9.1.2. Forms of corruption

Acts of corruption may be petty or grand depending on the magnitude of the resources misappropriated or the measure of the injustice undertaken. Corruption takes many forms depending on the nature of the dishonest behavior practiced.

The forms can be analyzed as follows:

- **Bribery:** It is arguably the most common form of corruption. Bribery involves two parties: the give rander taker of the bribe. A bribe is an illegal payment given to a person either directly or indirectly for him/her to act in a certain way, or refrain from acting in his/her official capacity. This can be to allow illegal businesses such as smuggling of goods or to be exempted from legal procedures such as taxes or licenses.

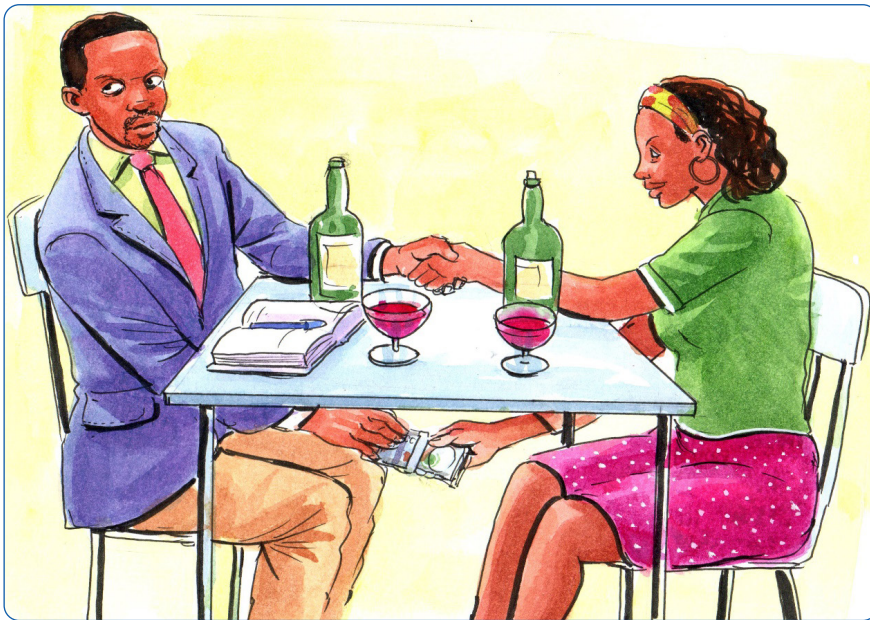


Figure 47. A case of bribery

- **Embezzlement:** This is theft or misappropriation of money and other resources put under one's responsibility but belonging to someone else. Embezzlement of funds is common in political situations where public money meant to be used in improving the standards of living of the citizens is misappropriated and used in personal projects by government officials. Apart from funds, human resource and public facilities can also be embezzled by being used to serve purposes other than the legitimate ones.
- **Nepotism:** This is the practice of unfair distribution of resources or treatment of people that involves favouring closely related people in performance of one's official duties. It can be giving individuals or groups of individuals jobs, promotions, or even salary increment based on the fact that they are related to you.
- **Patronage:** This is where by a public officer gives favours such as employment in return for political support. For example, an aspiring politician may use his/her influence to illegally help people acquire positions in public offices in exchange for support in his/her political ambitions.

- **Theft and fraud:** Some officials steal state assets kept under their watch or those assets made available to them by virtue of their positions in government. Fraud involves using deception to convince the owner of funds or assets to give them up to an unauthorized party. A good example is where a person in authority misdirects company funds into non-existent companies and then later transfers them into a personal account. Acquiring publicly owned assets such as money through illegal means is the most common form of corruption.
- **Institutional corruption:** This form of corruption can happen where conflicts of interest are not managed. Institutional corruption takes place when those who are in charge of a project make decisions about those projects in their own favour, not considering other people who are in dire need and depend on those projects. For example, if an official is foreseeing a water project to help people in a dry locality have piped water, that official may make the decision to have fewer pipes so that he can spend less in the project and reserve more finances for him/herself.
- **Extortion and blackmail:** Extortion and blackmail involve the use of threats to gain access to another person's information or property. This can be the threat of violence or false imprisonment as well as exposure of an individual's secrets or prior crimes. A good example is where an influential person threatens to go to the media if they do not receive speedy medical treatment or where a person demands money in exchange for continued secrecy.
- **Abuse of office/ discretion:** This refers to the misuse of one's powers and decision-making facilities. Examples include a judge dismissing a criminal case unjustly or a customs official using their position to allow a banned substance such as drugs to be imported or exported with the intention of gaining financially from it.

Application activity9.1

1. Basing on the definition of the concept of the corruption, identify any corrupt practices in your community. Refer to any of them that you witnessed and say how it was handled by the authority.
2. Discuss different ways in which corruption is practiced in most African countries
3. In about two paragraphs, write about four forms of corruption and mention African examples where it is possible.

9.2. Causes and effects of corruption

Learning activity 9.2

In groups, brainstorm and account for the causes and effects of corruption. Afterwards, present your findings to the whole class.

9.2.1. Causes of corruption

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

The following are the major causes of corruption:

Ambiguity of laws: Most constitutional laws are not clear on matters of corruption and this creates loopholes for people to get away with corruption cases.

In most cases, corruption begins from the top officials and people in positions of authority. This makes people feel secure in corruption deals. Bribing provides an alternative to following long procedures. People who can afford these alternatives would not take the trouble to follow these procedures.

- Poor enforcement of law on property rights leads to a misconception that violation of these rights has little or no consequences.
- Poor governance: The overall system of governance that has no place for moral and ethical values kills any spirit of justice that would help overcome corruption.
- Personal greed and desire for money or wealth with no regard for morality.
- The desire to serve personal interests rather than public interest at workplace. This may be due to weak supervision in the public sector.
- Lack of awareness on matters of law and the justice system in the wider population. This renders people incapable of reporting incidents of corruption. This is because if someone does not recognize a crime or an act of injustice committed against them, then it is hard for them to act or resist it.
- Fear of victimization. If one really needs a service and his/ her request for the service is met by demands for a bribe, this person may fail to resist offering the bribe out of the fear that resistance may cause difficulties in achieving his/ her goals.
- Some slogans encourage self-centeredness and therefore inspire corruption. For example: 'take advantage while you can'; 'everyone does it' etc.
- Systems that do not emphasize on accountability and transparency also cause corruption.

- Slow and unreliable judicial processes such that even when one gathers enough courage to report corruption, the procedures involved take long and may actually not be effective enough to discourage the crime. The procedures are also costly to follow through.
- There is lack of moral criteria in promotions. Promotion should be based on proven integrity and responsibility but this is not always the case. Promotions are at times based on corruption and this creates a system built on the vice of corruption.
- Lack of will to prosecute those in power. Most of the times reports on corruption point at influential public figures whose cases are down played as those in charge often feel like they have less power to penalize them.

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

9.2.2 Effects of corruption

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

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

Corruption undermines economic development, distorts political systems and halts infrastructural development. It kills a person's sense of morality. Every act of corruption leads to oppression of one party to benefit another. It is therefore an act of immorality.

A system of corruption enhances social inequality as resources are utilized by those in power and the rich. It leads to political instability as leaders are not elected out of integrity but through corrupt means. Corruption undermines human rights. A society where people are deprived of their rights lacks in peace and people are always in a struggle for a dignified life.

At the community and national level, corruption slows down development as resources meant to drive development projects are pocketed by the ruling class.

Corruption encourages illegal activities and crime as criminals and law breakers are able to bribe their way out. The rule of law is compromised.

The authority and integrity of public administration structures is undermined.

Corruption leads to depletion of national wealth. Selfish individuals use the national resources for personal advancement. They convert public wealth to private property. It also causes inflation. It is responsible for increased costs of foods and services as the revenue that would have been used to subsidize these necessities is misappropriated.

Corruption leads to unequal allocation of resources which leads to imbalance in economic development. Some regions are improved while others remain marginalized. It discourages people from working together for the common good. This may lead to frustration and general apathy among the public which can create a weak civil society that is not unified.

Corruption results in social inequality and widens the gap between the rich and the poor, causes civil strife, increased poverty and lack of basic needs like food, water and drugs.

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

Application activity 9.2

1. Explain two causes of corruption.
2. How does corruption affect the society? What do you think should be done to corrupt officers in your country?

9.3 Fair competition

Learning activity 9.2

Using internet and/or other reference books, carry out a research and organize a debate on the following motion: "Fair competition and respect are unattainable in modern society."

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



Figure 48. *Young boys are fairly competing in marathon*

In trade, fair competition means a situation where business people compete on balanced factors such as price, quality and service. This means that there is no monopoly of business; rather, there is opportunity for all who are interested in the business. Healthy competition can improve a country's economic performance. Open business opportunities reduce the cost of goods and services and therefore contributes to improving the economy.

9.3.1. Advantages of fair competition

- It leads to friendship among competitors.
- Respect for one another.
- It promotes honesty and fairness in business transactions.
- It encourages teamwork.
- It promotes economic growth and poverty reduction. It can lead to significant reforms in the business world due to increased competition.
- Fair competition helps consumers to get a good deal and contentment for what they spend. It ensures that good quality products are produced.
- Fair competition leads to the urge of being better in the market. It encourages competitors to innovate. This reduces pressure on costs and produces more returns due to efficiency in production.

- It lowers prices for consumers
- It enhances technological advancement.
- Consumers have a wider variety to choose from; hence they become more informed on different qualities of products that can be available.
- There is availability of products in different prices, and therefore all classes of people are catered for.

9.3.2 Justification for fair competition

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

Application activities 9.3

1. Discuss with your partner the ways in which your society tries to be fair to everybody.
2. What are the advantages of fair competition?

9.4 Respect of property rights

Learning activity 9.4

By watching a documentary film or using internet and/or other reference books, carry out a research and explain the consequences of the cultural dilution and the principles of inclusion. Afterwards, present your findings to the whole class.

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

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

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

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

- Someone destroys the property
- Someone uses it without permission from the owner
- Property such as land can also be infringed upon when:
- Someone grabs the property (such as land)

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

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

Advantages of property rights

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

Application activity 9.4

1. In which way the property rights enable a property owner to have control over the property?
2. What are the advantages of property rights?

9.5 End Unit Assessment

End unit assessment

1. What are different strategies that have been adopted in your country to fight against corruption?
2. Discuss with your partner the ways in which your society tries to be fair to everybody.
3. Explain the advantages of fair competition.
4. Evaluate the different ways in which the property rights enable a property owner to have control over his or her the property

Key Unit Competence:

To be able to protect oneself against financial scams and identity fraud.

Introductory activity

1. Explain different ways in which people are conned of their money by fraudsters or criminals worldwide.
2. Describe ways people can use to protect themselves from such people.

10.1. Concept and types of financial scam in the world today and identity fraud**Learning activity 10.1**

Answer the following questions.

1. Research and find out examples of financial scams that are on the rise in the country since the introduction of mobile and online banking.
2. Visit a bank near your school. Ask a resource person at the bank the following questions:
 - a). Have they witnessed cases of financial scams at the bank?
 - b). What methods were used by fraudsters to steal money from innocent people?
 - c). How can individuals protect themselves from fraudsters?

Financial scams are deceptive schemes used by fraudsters to rob people and business organisations off their money. Fraudsters are also called **financial scammers**. Financial scams do not involve documentation since most of the information they provide is falsified. Financial scams are treated as serious crimes and a violation of civil law. Financial scamming is also called **white collar crime** because of the non-violent means used to rob victims off their money.

In the world, there are numerous financial fraudsters who have robbed people and organisations of billions of dollars' worth of money. Financial scams characterise every economy in the world today. World governments are increasingly concerned about the catastrophic effects of fraudulent activities carried out by numerous financial scammers and fraudsters.

In terms of types, financial scams have been characterised according to the methods or ways used by scammers. Some of the common types of financial scams include the following:

1) Advance fee scams

Scammers communicate with their target victims informing them that they have won prize money from a lottery, sweepstake or other competitions in which the target victims did not participate. They inform their intended victims that they need to pay some advance fees to a specified account before the prize money is released. Once the money is deposited in the specified account, the prize money is not released. The scammers then vanish by switching off their communication channels. The victims end up losing their money to the scammers.

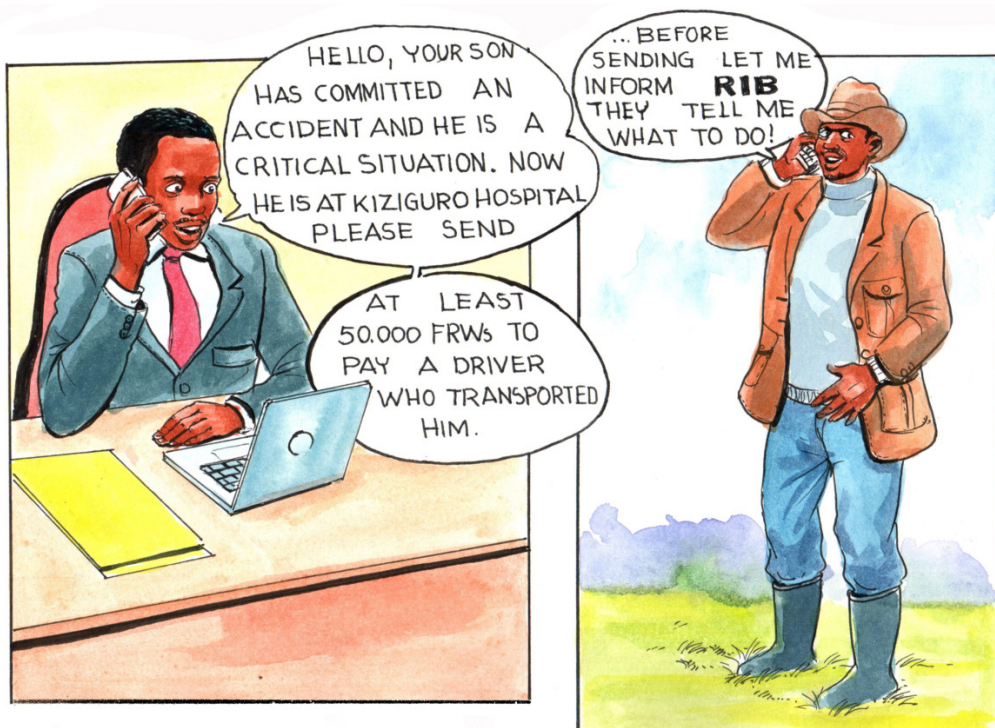


Figure 49. A scammer is appealing to emotions of a parent of his son to get money

Alternatively, scammers call their target victims and trick them into entering a non-existent lottery or sweepstake competition. They are lured into buying fake lottery, sweepstake or gambling competition tickets. The victims are then informed that they have won huge sums of money in the lottery or sweepstake competition they entered. The victims will then be told that they need to pay a prize fee to a specific account before the money is released to them. Once the prize fee paid, scammers switch off communication, having conned the victims

2) Investment scams

Scammers use investment scams to con people who want to invest their money in highly profitable ventures. Some of the investment scams that scammers use to con their victims are:

a) Ponzi investment scams or pyramid schemes

Scammers establish fake companies to target wealthy investors. These companies trick their victims by offering very high rates of return on investors' money in the form of share capital. The victims invest in buying shares in fake companies and become 'shareholders'. The scheme collapses when money from new investors is not enough to pay the original initial investors. The new and initial investors lose their money once the scheme collapses. Investors are also tricked into marketing schemes that appear to be real, for example, marketing of products. Investors are promised large profits based on the number of people they recruit in the marketing scheme. Profits are not based on the actual sale of products but rather the number of recruits.

(Sources: The Little Book of Big Scams (Third Edition) (2014) pages 1-40, and The Little Black Book on Scams (2012), pages 4–30)

b) Pump and dump stock scam

This is where the price of stocks in a specific company are promoted based on false and misleading information. The stock prices rise to high levels on the stock exchange markets. This overvalues the actual price of the stocks in the market. Promoters sell their stock at an overvalued price and stop promoting the stock. The stock prices then fall to low levels. Investors end up losing the value of their capital.

c) Offshore investment scams

Financial scammers promote non-existent offshore investments. These are investments made in fake foreign companies and sold to investors. The scammers benefit from high rates of return and avoid paying government taxes. These fake companies will then vanish making it impossible for investors to trace or recover their money in the foreign company.

d) Foreign exchange (forex) scams

Scammers lure investors into trading in foreign currencies in a forex market. An unsuspecting investor is lured into wiring money to an offshore account as a requirement before being accepted to trade in foreign currencies. Financial scammers then disappear with the investor's money.

e) Purchase of precious minerals scams

Financial scammers target victims promising them a sale of precious minerals, for example, diamonds. They persuade their victims that the sale of precious minerals is a lifetime opportunity to grow wealthy. The unsuspecting victims then buy these precious minerals only to realize later that they are not worth the money invested. By this time, the financial scammers have vanished.

f) Door- to- door sale scams

Door-to-door sales scammers use this method to scam their target victims by selling them poor quality products at high prices. Such scammers pretend to sell or promote goods of very high quality. Financial scammers carry out a survey in advance to obtain personal details of their intended victims. They use this information to scam their victims. They also con people out of their household goods.

g) Dating and romance scams

Many people, especially the young, use online dating websites and applications such as Facebook in search of companions. Financial scammers take advantage of these online dating sites to scam innocent people. Scammers use fictitious names to conceal their identities and target people. They play with the emotions of the target victims by establishing close relationships. They also send the victims gifts, personal photos and greeting cards. Scammers then ask for personal information which may be used to scam a victim. After the victims have sent information or money, the scammers vanish and block their communication channels.

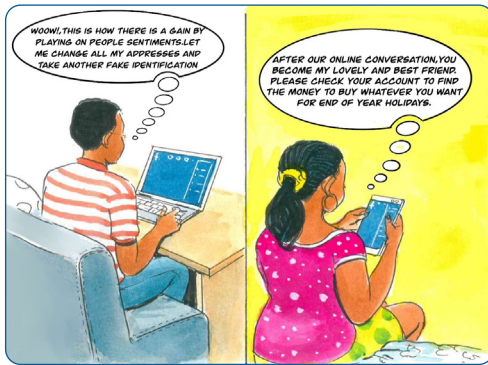


Figure 50. A young girl is engaged with the scammer on the Facebook

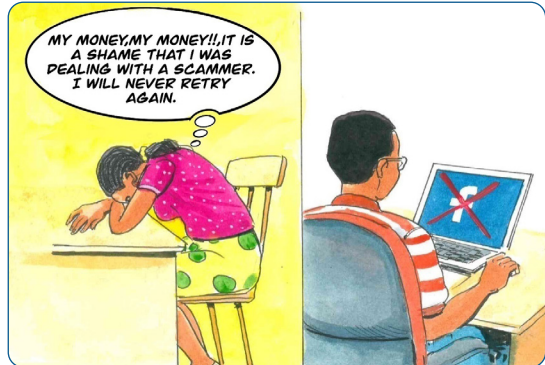


Figure 51. A girl after dealing with a scammer

h) Banking and online payment scams

Internet and mobile banking are the latest business technologies in today's electronic age. Electronic commerce (e-commerce) is revolutionizing the way people do business across the globe. Financial scammers have encroached on the new banking technologies to steal money. There are three main categories of banking and online payment scams. They include the following:

i) Phishing

Scammers email their victims pretending they are from the victims' banks. They inform the victim that they want to rectify a problem that has occurred in the victims' accounts. They ask their victims to give them their bank account details such as account name and number. If the victims respond, scammers use the details to send information electronically to manipulate personal identification details such as passwords and fraudulently transact business on the victims' behalf.

j) Vishing

This is similar to phishing. However, instead of emailing, scammers call the victims purporting to be working for a bank, police unit or fraud investigation agency. They inform their intended victims that they need their bank account details such as account name and number, passwords or debit/credit card details. They inform victims that their accounts are at risk and that they are likely to lose their money. The victims may respond by giving out their account details. Scammers then use the details to access funds from victim accounts and transfer them to another or other accounts. The victims may lose their money through this method.

k) Card skimming

Scammers steal information from credit cards and ATM cards during a legitimate transaction. They use skimming devices to store information on a magnetic strip. This information is used to access victims' accounts and steal money from them.

l) Card fraud

Scammers use stolen credit or debit cards to make unauthorized transactions from the victims' accounts. They can also use information from unsuspecting victims to make fake cards. The fake cards are then used to make transactions and steal money from a victim.

m) Online shopping scams

E-commerce involves buying and selling of goods and services online. Many online businesses are legitimate. However, financial scammers use e-commerce to con unsuspecting shoppers. ***They use the following financial scams.***

i. Online-classified scams

Financial scammers create online-classified websites that provide an opportunity for would-be sellers and buyers of online goods to transact business. Scammers also use genuine websites pretending to be genuine sellers or buyers of goods to con unsuspecting members of the public. Thus, they create an opportunity to scam their victims, for example, by giving out bouncing cheques.

ii. Online auction scams

Financial scammers take advantage of websites that auction products online. They send messages to their targets claiming that they are winners in an auction for a specified product. They ask for advance payment as commitment to buy the product. The excited victim promptly pays the advance payment. After receiving the advance payment, the financial scammers vanish from the auction sites. The victims end up losing their money.

iii. Fake retailer's scams

Financial scammers create fake retailer websites. They ask unsuspecting buyers to pay for items through online money transfers. Once the victims pay, the scammers vanish and never communicate again.

6) Job and employment scams

With the high rates of unemployment, financial scammers promise unemployed people's job placements with high salaries. This scam is promoted by advertisements on fake websites or the use of the Short Message Service (SMS). The scammers lure their victims to pay a certain amount of money to a specified account for processing of documentation and a commission fee. Once unsuspecting victims have paid the money, the websites are closed and scammers cut-off all communication.

7) Charity scams

Scammers create fake websites where they target victims of charity scams. They are most prevalent when there are national disasters in certain countries. Victims are requested to make donations to assist the people affected by the disaster. Once the victims deposit money in the scammers' account, the scammers disappear and the websites are closed down.

Concerning identity fraud, this one is the unauthorized use of another person's identity to deceive or defraud someone else. Identity fraudsters use other people's personal details to operate bank accounts, order goods and services, take over bank accounts, use mobile phone contacts and obtain personal identification documents to commit crimes.

The victims, whose identities are used, may receive loan statements, service bills, invoices or statement of accounts for transactions they did not carry out. Identity fraud is a growing problem in the world today. Most of the organised crimes witnessed such as illegal immigration, drug trafficking, money laundering, terrorism and human trafficking are linked to identity fraud. ***These are types of identity fraud:***

– Identity theft

This is the fraudulent use of another person's identity or information to commit fraud without his or her knowledge. Imposters (identity fraudsters) create new accounts and obtain new debit or credit cards using the personal details of the victims. The new card that carries similar information to an original one is used to transact illegal transactions. The Internet is used to facilitate fraudulent activities of identity thieves.

– Phishing

Fraudsters create fake bank websites that look like genuine websites of known banks. The fraudsters then send emails to bank customers and lure them to the fake bank websites where they provide personal details. With such information,

they access the customers' bank accounts to withdraw money without their knowledge. This type of identity fraud usually affects customers who use online banking.

– **Hacking**

Fraudsters may hack into the website of a financial institution and access details of customers' e-banking transactions. They steal the password or PIN to access the bank's computerised software system. They may then lure the bank's customers into fake websites that look similar to the bank's real websites. The fraudsters then use such information to steal money from the unsuspecting customers' accounts.

Fraudsters use personal information stolen from innocent people to process licenses, identity cards and passports to carry out fraudulent business transactions.

– **ATMs and credit cards skimming**

The credit and ATM cards' information are captured or copied using electronic means when customers are carrying out genuine transactions. Fraudsters can steal vital information by looking over the shoulder of a customer when he or she is performing business transactions.

Application activity 10.1

1. Identify other types of online financial scams prevalent in the world.
2. Discuss how people lose their money to financial scammers through the seven types of financial scams identified above.
3. Explain reasons why people in Rwanda are vulnerable to the types of financial scams identified in question (1) above

10.2. Impact of financial scams on individuals and families

Learning activity 10.2.

Carry out a survey on the impact of financial scams on individuals and families in Rwanda

Some of the major impacts of financial scams on individuals and their families include the following:

Financial loss

Financial loss harms individuals and their families. Many people lose large sums of money to scammers. As a result, victims find it difficult to fulfill their financial obligations, as they may be bankrupt. They have trouble providing for their basic needs such as food, clothing, shelter and health. Some of the affected persons may be too old to start building wealth afresh.

Loss of employment

If individuals affected by financial scams are self-employed and experience bankruptcy, their businesses may close down. Similarly, if the organisations where individuals are employed are victims of financial scams, it also leads to loss of employment. This happens when the organisations become bankrupt and are forced to close down or lay off workers. Their families also suffer as there is no money to satisfy their needs.

Mental health problems

Victims who are scammed by fraudsters become shocked, anxious, embarrassed, worried, upset and angry. This may lead to depression among individuals and family members. A prolonged period of depression results in health problems that make it difficult for them to carry out their day-to-day activities.

Psychological, sociological and emotional problems

Victims blame themselves for being scammed. They feel ashamed and embarrassed to report incidences of financial fraud to their spouses, close friends, family members and colleagues because they fear being criticized. There is a tendency for relationships to break down between the affected victims and their friends, relatives and family members.

A large number of victims lose their self-esteem because of feelings of guilt, embarrassment and shame. Some victims suffer in silence and may develop undesirable temperamental behaviour. Other victims may resort to substance use and abuse or attempt suicide. Victims who are in business develop an extreme fear of transacting business or trusting people. Victims of online dating scams develop a fear of other potential partners.

Application activities 10.2

Carry out a survey on the impact of financial scams on individuals and families in Rwanda.

10.3. Steps to take when you are a victim of financial scams

Learning activity 10.3

With the help of your teacher, visit the nearest bank or mobile banking customer service agent. Ask the relevant person to provide you with information on what to do to avoid being a victim of financial scam.

They are some steps you can take when you are a victim of financial scams. In fact, it is not easy for victims of financial scams and identity fraud to recover from the impact of such fraudulent schemes. There are steps that one should take if scammed by fraudsters. The steps to be taken include the following:

The first step a victim should take to is report to the respective authorities. Detailed information should be provided about how one has been scammed. This will help to prevent and warn others of such scams. For fake online scams, one should report to the genuine online websites.



Figure 52. A scammer is arrested after being reported after deceiving a citizen

Most victims blame themselves for being scammed. However, we should not blame ourselves. Victims should accept the reality and stop brooding over it. One should recover as quickly as possible in order to lead a normal life.

Care should be taken not to fall victim of financial scams. You should always be extra careful and cautious of people who might be attempting to lure you into financial scams.

If you realise that you are being scammed, stop contact immediately with the scammers. You should not respond to further communication from the scammers and contact the relevant authorities. You should educate yourself comprehensively about financial literacy and knowledge of financial scams and identify frauds. Knowledge prepares you to protect yourself from future possible scams and frauds. If the financial scam involves your banking transactions, report immediately to the bank. Cancel all other pending transactions. Get new ATM and credit or debit cards and change your PIN number.

Be on the lookout for possible scams such as miracle cures, fake weight-loss pills, deceptive lotteries, fake charities, gambling or sweepstake tickets and pyramid schemes.

Never provide personal identification details or information to suspicious people. If one calls or emails asking for personal information, always confirm with the relevant agencies that the caller is genuine.

Application activity 10.2

Design a poster educating the public about measures they can take to avoid being victims of financial scams and identity fraud do to avoid being a victim of financial scam.

10.4. Methods of protecting oneself from financial scams and identity fraud.

Learning activity

Supposing your friend receives a short message service (SMS) or email from an unknown number and has the following message:

You have won Rwf 250,000 in the National Lottery Draw. Call +255012345 for further details on how to get your cash prize.

How would you treat such a text message or email?

Supposing your friend is excited and would like to call that number to enquire how they can get the prize money, what recommendations would you give him or her?

Supposing your friend called the number and was asked to send Rwf 20,000 for processing the prize money and they sent the money, suggest ways in which you will assist him or her.

You should do a thorough investigation of investment companies that offer huge returns on invested capital. You should check whether the company is real, registered and licensed to do business.

Do not rush to invest in shares or stocks of companies which unprecedentedly rise one day. You may lose your investment if the stock or share prices of these companies tumble to very low levels.

If you operate an e-banking account and receive suspicious emails, you should not open them. They may contain a virus which corrupts files in your computer. You should always update your anti-virus or have the latest anti-virus for your computer. Remember to change your email password regularly.

Do not be lured into wiring money into an offshore account or assist a stranger to buy foreign currencies. Always buy foreign currencies from a reputable foreign exchange dealer. Scammers may lure an innocent person into money laundering schemes.

Do not give your personal details or photographs to strangers you meet online. Neither should you send money to them.

Your personal identification documents should be kept secure. If such documents are stolen or misplaced, report immediately to the relevant authorities.

If you are withdrawing money from an ATM machine, be conscious of people around you. You should shield your transactions in the ATM keypad from those who may be checking your transactions over your shoulder.

After making transactions, safely keep your personal identification documents. Do not leave behind your receipts, mini statements or balance enquiries. If your card is retained in the ATM machine, report immediately to your bank or the issuing company.

Do not buy goods online from unfamiliar websites. Always buy goods from genuine websites. When accessing social media sites such as Facebook and Twitter using public computers, ensure you log out after you are through. Before doing anything online, stop, think and click.

Application activity 10.4

1. Describe measures you would use to ensure you do not fall victim to online identity theft on social media networks such as Facebook, WhatsApp, Instagram or Twitter.

10.5 End Unit Assessment

End unit assessment

1. Distinguish the meaning of the terms financial fraud and identity theft.
2. Identify financial scams and identity frauds most common in Rwanda.
3. Explain common types of identity theft found in the digital world today.
4. Discuss reasons why victims of financial scams and identity frauds rarely report incidents to state security agents or their relatives.
5. Examine reasons why security agents in your country may not fully contain the activities of financial scams and identity frauds.
6. State reasons why pyramid schemes usually go on for a very long time before being uncovered.
7. Suggest steps that can be used in helping victims of financial scams and identity fraud to recover quickly.
8. Assess strategies one may use to protect oneself against financial scams and identity fraud.
9. Describe how you would help someone if you witnessed an act of identify fraud happening.
10. is it possible to recognise persuasive messages of scamming intent in the current era of sophisticated information and communication technology?

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