

CITIZENSHIP

TEACHER'S GUIDE SENIOR 5 ASSOCIATE NURSING PROGRAM

First Edition

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FOREWORD

Dear Teacher,

Rwanda Basic Education Board is honoured to present teacher's guide for associate nursing program which assists the teacher as guidance to the competence-based teaching and learning to ensure consistence in the learning of Physical Education and Sports subject.

The Rwandan educational philosophy is to ensure that student-associate nurses achieve full potential at every level of education which will prepare them to be able to respond to the community health needs and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teacher's pedagogical approaches, the assessment strategies and the instructional materials available.

We paid special attention to the activities that facilitate the learning process in which student-associate nurse can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teacher, student-associate nurse will gain appropriate skills and be able to apply what they have learnt in real life situations.

Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation. This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher.

In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the student-associate nurses where concepts are mainly introduced by an activity, situation or scenario that helps the student-associate nurses to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages student- associate nurses in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes.

In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching and learning materials.
- Organize group discussions for student-associate nurse considering the importance of social constructivism suggesting that learning occurs more

effectively when the student-associate nurses works collaboratively with more knowledgeable and experienced people.

- Engage student-associate nurses through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.
- Provide supervised opportunities for student-associate nurses to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity innovation, communication and cooperation.
- Support and facilitate the learning process by valuing student-associate nurses' contributions in the class activities.
- Guide student-associate nurses towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided in 3 parts:

The part 1: Explains the structure of this teacher's guide and gives you the methodological guidance;

The part 2: Gives the sample lesson plans as reference for your lesson planning process;

The part 3: Provides the teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the Answers to all activities given in the Student book, you are requested to work through each question and activity before judging the student's findings. I wish to sincerely extend my appreciation to the people who contributed towards the development of this Teacher's Guide, 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 Basic Education Board

ACKNOWLEDGMENT

I wish to sincerely express my special appreciation to the people who played a role in the development of this book. The process would not have been successful without the support from different stakeholders. My thanks first go to the Ministry of Health, Human Resources for Health Secretariat (HRHS) and all people who actively participated in the development of the program: These are the Rwanda Basic Education Board (REB), University of Rwanda (UR), College of Medicine and Health Sciences, Kibogora Polytechnic (KP), East African Christian College (EACC), Adventist University of Central for Africa (AUCA), Mount Kenya University, University of Gitwe, Institut Catholique de Kabgayi, Ruli Higher Institute of Health Sainte Rose de Lima (RHH), King Faisal Hospital (KFH), University Teaching Hospital of Kigali (CHUK), University Teaching Hospital of Butare (CHUB), Rwanda Military Hospital (RMH), Nemba District Hospital, the National Council of Nurses and Midwives (NCNM), the Rwanda Nurses and Midwives Union (RNMU), who availed their staff at various stages of the development of this associate Nursing Teacher 's Book. 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.

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PART I. GENERAL INTRODUCTION

1.1 About the teacher's guide

This book is a teacher's guide for Citizenship subject, for senior four in Associate Nursing program. It is designed to accompany student book and intends to help teachers in the implementation of competence-based curriculum specifically Citizenship syllabus.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt the guidance provided but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

1.2 The structure of the guide

This section presents the overall structure, the unit and sub-heading structure to help teachers to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

- **Part I: General Introduction.**

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for students with special educational needs, active methods and techniques of Fundamentals of Nursing and guidance on assessment.

- **Part II: Sample lesson plan**

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

- **Part III: Unit development**

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

Each unit is made of the following sections:

- **Unit title:** from the syllabus
- **Key unit competence:** from the syllabus
- **Prerequisites**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

– **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be addressed depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teacher is free to take another cross-cutting issue taking into consideration the learning environment.

– **Guidance on the introductory activity**

Each unit starts with an introductory activity in the teacher’s book. This section of the teacher’s guide provides guidance on how to conduct this activity and related answers. Note that students may not be able to find the right solution but they are invited to predict possible solutions or answers. Solutions are provided by students gradually through discovery activities organized at the beginning of lessons or during the lesson.

– **List of lessons/sub-heading**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson / subheading is then developed.

– **End of each unit**

At the end of each unit the teacher provides the following sections:

- Summary of the unit which provides the key points of content developed in the teacher’s book.
- Additional information which provides additional content compared to the student book for the teacher to have a deeper understanding of the topic.
- End unit assessment which provides answers to questions of the end unit assessment in the teacher’s book and suggests additional questions and related answers to assess the key unit competence.
- Additional activities :(remedial, consolidation and extended activities). The purpose of these activities is to accommodate each student (slow, average and gifted) based on the end of unit assessment results.

– **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.

– Learning activities

This section provides a short description of the methodology and any important aspect to consider. It provides also answers to learning activities with cross reference to student's book.

– Exercises/application activities

This provides questions and answers for exercises/ application activities.

1.3 Methodological guidance

1.3.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary and general secondary education. For TTCs, it is in 2019 that the competence-based curriculum was embraced. This called for changing the way of learning by shifting from teacher centered to a learner centered approach. Teachers are not only responsible for knowledge transfer but also for fostering teacher's learning achievement and creating safe and supportive learning environment. It implies also that a student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learners know. Students develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in learner-centered rather than the traditional didactic approach. The students are evaluated against set standards to achieve before moving on.

In addition to specific subject competences, students also develop generic competences which are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed Citizenship Education:

Generic competence	Examples of activities that develop generic competences
Critical thinking	<ul style="list-style-type: none"> - Read and analyse the case study and answer related questions - Assess causes and consequences of Conflicts on individual and society
Research and Problem solving	<ul style="list-style-type: none"> - Research using internet or books from the library - Suppose you are a leader; propose how you would solve problems related to land conflicts - Propose methods you would use in solving, managing and preventing conflicts in society
Innovation and creativity	<ul style="list-style-type: none"> - If you were XXX what could you have done..... - Advise on what could have been done to..... - Suggest the best way of solving conflicts.
Cooperation, Personal and Interpersonal management and life skills	<ul style="list-style-type: none"> - Work in Pairs - Small group work - Large group work
Communication	<ul style="list-style-type: none"> - Organise and present in writing and verbally a complete and clear report on the research done - Present using power point, word and excel the researched content - Select and use appropriate formats and presentations, such as tables, graphs and diagrams in presentation of findings
Lifelong learning	<ul style="list-style-type: none"> - Exploit all opportunities available to improve on knowledge and skills. Reading scientific journals to keep updated.

1.3.2 Addressing cross cutting issues

Among the changes in the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: genocide studies, environment and sustainability, gender, Comprehensive Sexuality Education (CSE), Peace and Values Education, Financial Education, standardization Culture and Inclusive Education.

Some cross cutting issues may seem specific to particular learning areas or subjects but the teacher needs to address all of them whenever an opportunity arises. In addition, student should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom so as to progressively develop related attitudes and values.

Below are examples on how crosscutting issues can be addressed in Biology:

Cross-cutting issues	Examples on how to integrate the cross-cutting issues
Inclusive education	Involve all students in all activities without any bias. Eg: Allow a student with physical disability (using wheelchair) to take notes or lead the team during an experiment.
Gender	Involve both girls and boys in all activities: No activity is reserved only for girls or boys. Teacher should ensure equal participation of both girls and boys during experiments as well as during cleaning and tidying up related activities after experiments.
Peace and Values Education	During group activities, debates and presentations, the teacher will encourage students to help each other and to respect opinions of colleagues.
Standardization culture	<ul style="list-style-type: none">- In addition, when performing experiments students have to record data accurately.- Outline standards/ characteristics for a good leader/ manager

Environment and sustainability	<ul style="list-style-type: none"> – Insist on interdependence on biodiversity and role of leaders in ensuring safe environments for all living things. – Encourage harmony, social cohesion and wellbeing of all people in the environment by highlighting the role of every individual as a social member.
Financial Education	Discussing on the role of leaders in ensuring financial stability and food security of the citizens as well as everyone’s responsibility for his home, family and country development.

1.3.3 Attention to special educational needs specific to each subject

In the classroom, students learn in different way depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adopt his/her methodologies and approaches in order to meet the learning needs of each student in the classroom. Also teacher must understand that students with special needs need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, teacher needs to:

- Remember that students learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Maintain an organized classroom and limits distraction. This will help students with special needs to stay on track during lesson and follow instruction easily.
- Vary the pace of teaching to meet the needs of each student-teacher. Some students process information and learn more slowly than others.
- Break down instructions into smaller, manageable tasks. Students with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.

- Pair a student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the student-teacher. Both students will benefit from this strategy
- Use multi-sensory strategies. As all students learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student is unique with different needs and that should be handled differently.

Strategy to help students with developmental impairment:

- Use simple words and sentences when giving instructions.
- Use real objects that the student can feel and handle, rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The student should start with an activity that s/he can do already before moving on to something that is more difficult.
- Gradually give the student less help.
- Let the student work in the same group with those without disability.

Strategy to help students with visual impairment:

- Help students to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the student has some sight, ask them what they can see. Get information from parents/caregivers on how the student manages their remaining sight at home.
- Make sure the student has a group of friends who are helpful and who allow the student to be as independent as possible.
- Plan activities so that students work in pairs or groups whenever possible.

Strategy to help students with hearing impairment:

- Strategies to help students with hearing disabilities or communication difficulties
- Always get the student's attention before you begin to speak.
- Encourage the student to look at your face.

- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication use the same signs yourself and encourage other students to also use them.
- Keep background noise to a minimum.

Strategies to help children with physical disabilities or mobility difficulties:

- Adapt activities so that students who use wheelchairs or other mobility aids, or other students who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adapting furniture e.g. The height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under.
- Encourage peer support friends can help friends.
- Get advice from parents or a health professional about assistive devices.

1.3.4 Guidance on assessment

Each unit in the teacher's guide provides additional activities to help students achieve the key unit competence. Results from assessment inform the teacher which student needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ **Continuous/ formative assessment** intends to improve student-teachers' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an ongoing process that arises out of interaction during teaching and learning process. It includes lesson evaluation and end of sub-unit assessment. This formative assessment plays a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

The formative assessment principle is applied through application activities that are planned in each lesson to ensure that lesson objectives are achieved before moving on. At the end of each unit, the end unit assessment is formative when it is done to give information on the progress of students and from there decide what

adjustments need to be done. Assessment standards are taken into consideration when setting tasks.

Summative assessment

The assessment done at the end of the term, end of year, is considered as summative. The teacher, school and parents are informed on the achievement of educational objectives and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

1.3.5 Student teachers' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered are: the uniqueness of subjects, the type of lessons, the particular learning objectives to be achieved, the allocated time to achieve the objective, instructional available materials, the physical/sitting arrangement of the classroom, individual student teachers' needs, abilities and learning styles.

There are mainly four different learning styles as explained below:

a) Active and reflective learners

Active learners tend to retain and understand information best by doing something active with it, discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.

b) Sensing and intuitive learners

Sensing learners tend to like learning facts while intuitive learners often prefer discovering possibilities and relationships. Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitive learners like innovation and dislike repetition.

c) Visual and verbal learners

Visual learners remember best what they see (pictures, diagrams, flow charts, timelines, films, demonstrations, etc.); verbal learners get more out of words (written and spoken explanations).

d) Sequential and global learners

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."

1.3.6 Teaching methods and techniques that promote the active learning

The different student learning styles mentioned above can be catered for, if the teacher uses active learning whereby students are really engaged in the learning process.

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning

- The teacher engages students through active learning methods such as inquiry methods, group discussions, research, investigative activities and group and individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Teacher supports and facilitates the learning process by valuing student-teachers' contributions in the class activities.

The role of learners in active learning

Learners are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A learner engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation)
- Actively participates and takes responsibility for their own learning
- Develops knowledge and skills in active ways
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking
- Draws conclusions based on the findings from the learning activities.

Some active techniques that can be used in Biology

The teaching methods strongly emphasised in the competence Based Curriculum (CBC) are active methods. Below are some active techniques that apply in sciences:

A. Practical work/ experiments:

Many of the activities suggested in Fundamentals of Nursing curriculum as well as in the teacher's book are practical works or experiments.

Practical work is vital in learning Biology; this method gives the student the opportunity to implement a series of activities and leads to the development of both cognitive and hands-on skills. The experiments and questions given should target the development of the following skills in student-teachers: observation, recording and report writing, manipulation, measuring, planning and designing.

A practical lesson/Experiment is done in three main stages:

- **Preparation of experiment:** Checking materials to ensure they are available and at good state; try the experiment before the lesson; think of safety rules and give instructions to lab technician if you have any.
- **Performance of experiment:** Sitting or standing arrangement of student-teachers; introduction of the experiment: aims and objectives; setting up the apparatus; performing the experiment; write and record the data.
- **Discussion:** Observations and interpreting data; make generalisations and assignment: writing out the experiment report and further practice and research.

In some cases, demonstration by the teacher is recommended when for example the experiment requires the use of sophisticated materials or very expensive materials or when safety is a major factor like dangerous experiments and it needs specific skills to be learnt first.

In case your school does not have enough laboratory materials and chemicals, experiments can be done in groups but make sure every student participates. You can also make arrangements with the neighbouring science school and take your students there for a number of experiments.

B. Research work

Each student or group of students is given a research topic. They have to gather information from internet, available books in the library or ask experienced people and then the results are presented in verbal or written form and discussed in class.

C. Project work

Fundamentals of nursing teachers are encouraged to sample and prepare project works and engage their students in, as many as possible. Students in groups or individually, are engaged in a self-directed work for an extended period of time

to investigate and respond to a complex question, problem, or challenge. The work can be presented to classmates or other people beyond the school. Projects are based on real-world problems that capture learners' interest. This technique develops higher order thinking as the students acquire and apply new knowledge in a problem-solving context.

D. Field trip

One of the main aims of teaching Fundamentals of Nursing in Rwanda is to apply its knowledge for development. To achieve this aim we need to show to students the relationship between classroom science lessons and applied sciences. This helps them see the link between science principles and technological applications.

To be successful, the field visit should be well prepared and well exploited after the visit:

Before the visit, the teacher and student:

- agree on aims and objectives
- gather relevant information prior to visit
- brainstorm on key questions and share responsibilities
- discuss materials needed and other logistical and administrative issues
- discuss and agree on accepted behaviours during the visit
- Visit the area before the trip if possible to familiarise yourself with the place

After the visit

When students come back from trip, the teacher should plan for follow-up. The follow-up should allow students to share experiences and relate them to the prior science knowledge. This can be done in several ways; either: Students write a report individually or in groups and give to the teacher for marking. The teacher then arranges for discussion to explain possible misconceptions and fill gaps. Or students write reports in groups and display them on the class notice board for everyone to read.

1.3.7 Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that students are involved in the learning process. Below are those main parts and their small steps:

1) Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short

discussions to encourage students to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

2) Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of student-teachers' findings, exploitation, synthesis/summary and exercises/application activities, explained below:

- **Discovery activity**

Step 1

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to instigate collaborative learning, to discover knowledge to be learned)

Step 2

- The teacher let the students work collaboratively on the task.
- During this period the teacher refrains to intervene directly on the knowledge
- He/she then monitors how the students are progressing towards the knowledge to be learned and boost those who are still behind (but without communicating to them the knowledge).

- **Presentation of student-teachers' productions**

- In this episode, the teacher invites representatives of groups to present the student-teachers' productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of the student-teachers' productions.

- **Exploitation of student-teachers's productions**

- The teacher asks the students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the student-teachers' products, corrects those which are false, completes those which are incomplete, and confirms those which correct.

- **Institutionalization (summary/conclusion/ and examples)**

- The teacher summarises the learned knowledge and gives examples which illustrate the learned content.

- **Exercises/Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit
- Exercises in real life contexts
- Teacher guides students to make the connection of what they learnt to real life situations. At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

3) Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, students work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework assignment.

PART II: SAMPLE LESSON PLAN

School Name: Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson Number:	Duration	Class size
I	16/10/2022-2023	Citizenship	S ₅	4	2 of 6	40min	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category Two learners with physical disabilities (using wheelchair).							
Unit title Gender and society							
Key Unit Competence: To be able to analyse specific national, regional and international strategies for the prevention of, and response to gender based violence and child abuse and advocate their elimination							
Title of the lesson Regional commitments on GBV							
Instructional Objective Using various examples of Regional commitments on Gender Based Violence, learners will be able to explain different Regional commitments on Gender Based Violence accurately.							
Plan for this Class (location: in / outside) In classroom							
Learning Materials (for all learners) Text books, political maps							
References Curriculum of citizenship, textbook, other books related to citizenship.							

Steps and Timing	Description of teaching and learning activity		Competences and Cross-Cutting Issues to be addressed
	Facilitator's/teacher's activities	Learners' activities	
I. Introduction 5min	<p>Greeting all learners and ask them to keep silence.</p> <p>Ask them to recall examples of national commitments on gender based violence learnt last time.</p> <p>The teacher appreciate their participation and announces new lesson and its objectives.</p>	<p>4.1.2 Learners respond to the greeting and keep silence. They give different examples of national commitments on gender-based violence. For example Gender-Based Violence laws and Gender -Based Violence policy and strategic plan.</p>	<p><u>Cross cutting issues that can be addressed.</u></p> <p>Peace and values: learners work peacefully and promote social cohesion and positive value.</p> <p>Gender: Boys and girls will participate equally without any segregation.</p> <p>Generic competences to be addressed:</p> <p>Communication: through sharing ideas about the meaning of citizenship.</p>

II. Development of the lesson

25 min

Take the students in smart classroom to search the regional commitments on GBV. (If you have smart classroom). If not, Put learners in group of five learners and discuss about the regional commitments on GBV.

Attention will be paid to those learners with physical disabilities(using wheelchair) by helping them to take notes or lead the team during activities.

Each group chooses one group representative and present their findings to the whole class.

Ask learners to listen the presentations of other groups and appreciate the findings.

Guiding learners on selection of the true regional commitments on gender-based violence from the findings of learners.

To go in computer lab and search the regional commitments on GBV. In groups, learners discuss the regional commitments on GBV.

One group representative will come and present their findings to the whole class.

Learners listen, criticize and appreciate the findings.

After presentation, all learners, select the true regional commitments on gender based violence under guidance of the teacher. For example:

Cross cutting issues that can be addressed.

Peace and values: learners work peacefully and promote social cohesion and positive value.

Gender: Boys and girls will participate equally

Inclusive education: all learners will be involved and treated equally and attention will be paid to those learners with physical impairments.

Generic competences to be addressed:

Communication: through sharing ideas about examples of regional commitments on GBV and some cases of GBV in the region

Critical thinking:

by thinking raised GBV and regional commitments on GBV

	<p>Providing the true prepared answers of regional commitments on GBV.</p>	<p>The African charter on Human and people's Rights of 20003 also known as the Maputo Protocol; The protocol on prevention and suppression of sexual violence against Women and children of 2006, The Goma Declaration (2008) requires that member states to provide the necessary protection for women and girls against gender based-violence.</p>	<p>Cooperation: By sharing and respecting other's views.</p>
<p>III. Conclusion 10 min Summary Assessment</p>	<p>Ask learners to summarize what they have just gotten from the lesson.</p> <p>Ask learners to brainstorm examples of cases of gender based violence found in the region they know.</p>	<p>Learners summarize what they have just gotten from the lesson.</p> <p>Learners brainstorm different cases of gender based violence they know or they heard in the region.</p>	<p>Lifelong learning: by taking initiative to become a future good leaders characterized by all the above characteristics.</p>

	<p>Ask learners to copy the summary of cases of gender based violence from the chalkboard.</p> <p>The teacher appreciate the participation of learners.</p>	<p>Learners copy all regional commitments on GBV and different cases of GBV found in the region in their notebook and take initiative to become the role model in fighting against GBV and report any case of GBV.</p>	
<p>Teacher-Self evaluation</p>	<p>The lesson has been taught and understood</p>		

PART III. UNIT DEVELOPMENT

1.1 Key unit competence

To be able to analyse the causes and consequences of genocide with a special emphasis on the Genocide against the Tutsi and devise ways of reconstructing the Rwandan society as well as preventing genocide from happening again

1.2 Prerequisite

This topic is closely linked to History of Genocide and Genocide against the Tutsi in Social Studies and Religious Education in P6 and in History and Citizenship S1, S2 and S3. The teacher ask learners what they have learnt in these subjects and bring the connection to the introduction of genocide. The topic of history of the genocide against the Tutsi in Rwanda will enable them to grasp the content on the genocide in this unit. To facilitate the teaching and learning of this unit, because students have been learned before, teacher asks students the definition of the concept genocide, development of genocide, the Holocaust the Genocide against the Tutsi, consequences of genocide in general and those against the Tutsi and the prevention of genocide.

1.3. Cross-cutting issues to be addressed

- **Peace and values education:** With this cross-cutting issue, student will be enabled to have a better awareness of the root causes of conflicts, violence, and lack of peace and how they can build more peaceful families, communities, societies and ultimately a more peaceful world. They will also have positive values. This is addressed on social reconstruction and reconciliation. Peace is a step towards achieving reconstruction and reconciliation. This content also emphasizes on the need for peace for a society to prosper. In addition, it addressed on prevention of any or future occurrence of genocide in Rwanda and abroad; this is achieved through peace building as one of the ways.
- **Inclusive education:** Care will be given to all student including special Education Needs cases. All learners should be given a quality and equitable education that meets their basic learning needs, and takes care of the diversity of their backgrounds and abilities. Illustrations in this unit depict active participation of both males and females. Learners with special needs should be included in the teaching and learning process.
- **Genocide Studies:** With this cross-cutting issue, Rwandan student will be offered the opportunity to know about the genocide perpetrated against the Tutsi as well as other genocides, like the Holocaust. Ensure learners

understand that we should all work towards preventing genocide ideology. All activities in this unit address this from various dimensions.

- **Gender:** With this cross-cutting issue, ensure learners form groups that take into account gender, all genders should be represented in each group. Students both boys and girls will be enabled to exploit their full potential and talents without any discrimination or prejudice. When discussing the consequences of genocide in general, explain how women experienced gender-based violence that led to spread of HIV and AIDS during the Genocide against the Tutsi.

1.4 Guidance on introductory activity

Give an activity that requires students to be fascinated to know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. As they are engaged in the lesson, they themselves discover answers to the questions they were asking at the beginning. This will help them to identify some issues and open them to what they did not know and be curious to know in this unit about living together in Rwanda.

Question: Using the Internet, search for United Nations High Commission for Human Rights and read the whole Convention on the Prevention and Punishment of the crime of Genocide of 9th, December, 1948. This will help you understand the international legal framework that deals with genocides. Evaluate how this convention has been applied in Rwanda. Then after, describe different steps of genocide development.

Possible answer of the introductory activity

The questions on the first activity in the Student's Book are meant to find out what learners know on genocide. Let learners attempt the questions and give answers. Give them a chance to present their answers. This will enable them build on their previous knowledge from other subjects. This activity will broaden their knowledge and interest in the unit.

1.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concept of Genocide	The learners should be able to explain the concept of Genocide	1
2	Stages / Steps of Genocide development	The learners should be able to explain how Genocide develops	1
3	Consequences of genocide in general	The learners should be able to explain the consequences of Genocide in general Holocaust	1
4	Prevention of genocide in general	The learners should be able to describe values and how they can contribute to combating Genocide ideology.	1
5	Holocaust(Shoah)	The learners should be able to recognise	1
6	Consequences of Genocide against the Tutsi in Rwanda	The learners should be able to analyse the consequences of Genocide against the Tutsi	1
7	Ways of addressing the consequences of genocide	The learners should be able to analyse ways to address the consequences of Genocide	1
8	Genocide against the Tutsi	The learners should be able to recognise the Genocide against the Tutsi	1
9	Prevention of any future occurrence of genocide in Rwanda	The learners should be able to describe Rwandan values and how they can contribute to combating Genocide ideology in Rwanda	1
10	End Unit assessment		1

1.5.1 Concept of genocide

- a) **Learning objectives:** By the end of the lesson, a learner should be able to:
Explain the concept of genocide
- b) **Prerequisite:** Introduce the topic by finding out what learners know about genocide. Let them discuss what they learnt about on Genocide and Genocide against the Tutsi in Social Studies P6 and History and Citizenship S1.
- c) **Teaching and learning resources:** Pictures, charts, internet, chalk board, Student's Book.
- d) **Learning activities:** teacher organizes the learners into groups of 4 up to 6 students and asks them to reflect on the definition of genocide and its objectives. Explain to the learner's examples of places in the world where acts of genocide have taken place. Clarify to the learners the difference between mass killings and genocide such as killing members of a certain group with intent. Ask questions on the differences between genocide and the other forms of mass atrocities. Let learners given an explanation of the genocide and at least be able give two differences between genocide and other mass atrocities. Thereafter, the learners present their work to the whole class and the teacher intervene using information from the respective groups, elaborate the meaning of the concept of genocide.

Suggested answers to the learning activity 1.1

The 1948 United Nations (UN) convention on the prevention and punishment of the crime of genocide defines "genocide" as any of the all acts committed with intent to destroy, in whole or in part a national, ethnical, racial or religious group. Genocide is the mass extermination of a whole group of people, an attempt to wipe them out of existence. It is the specific intention to destroy an identified group, either "in whole or in part", that distinguishes the crime of genocide from a crime against humanity. These acts were perpetrated against the Tutsi in Rwanda in 1994. This is why it is called the Genocide against the Tutsi. They were also perpetrated against the Jews by the Nazi (Holocaust/Shoah) in Germany.

Expected answers to application activity 1.1

1. Carry out a research in a library or use internet and explain the tangible features of genocide.

Genocide is an international crime. For the Genocide to happen, it must be supported by the government. The government deliberates intentionally on eliminating part of its citizens and ensures that the plan is successfully executed. The government intending to commit genocide puts in place effective plans and measures to achieve the crime. The victims are killed not because of the crime they have committed, but because of their belonging to a certain group of people meant to be eliminated or unwanted.

Every genocide should have tangible features such as: *involvement of the government* that puts in place all necessary mechanisms to destroy the targeted group; *intention of destroying or completely wiping out* the targeted group; *selection of the group to be killed* therefore what differs from other mass crimes; innocent people are killed because they belong to the targeted group; *Cruel forms of killing* are employed that involve torturing victims; *large-scale killing* of the targeted group; attacks and killings resulting from *genocide are always intentional*, not accidental.

2. Discuss acts perpetrated on victims of genocide and other mass atrocities /crimes.

Massacres or mass killings do not involve an ethnic, racial or religious group due to its persuasion. Comparatively the deaths are fewer and by extension their injuries and damages. Genocide refers to a planned act of killing in whole or part of a group of people either because of their race, ethnicity, religious or political persuasion with the intent of eliminating them completely from the face of the Earth. Massacre it is the indiscriminate and deliberate murder of people. Mass killing-it is the murder of a large number of people, simultaneously, over a short period and in close geographical proximity for example, mass killings in Darfur, Sudan where many people lost their lives. The government got support from a local militia, Janjaweed.

1.5.2 Stages/ Steps of Genocide development

a) Learning Activity

By the end of the lesson, learners should be able to:

- Explain the factors that lead to the development of genocide

- Describe the continuum of violence in 10 steps as developed by Gregory H. Stanton

b) Prerequisites/revision/introduction

Review the previous lesson on the concept of genocide and link it to the development of genocide. To start this lesson, the teacher invites learners to recall the definition of genocide and explain how genocide develops. Explain the continuum of violence in 10 steps as developed by Gregory H. Stanton. Give more explanation for each step and provide relevant examples to enable learners understand the concepts. Let them compare the steps they identified ones developed by Stanton. Let them write how the genocide developed using the steps explained by Stanton. Each pair of learners to present their findings in class. Finally let them find out on the development of genocide as devised by Ervin Staub.

c) Teaching and learning resources: Charts, Student's Book, Internet, chalk board, Atlas of Rwanda and Europe

d) Learning activities

Organize student teachers into groups and then invite them to do activities 1.1 that are in the student's book. To make a synthesis of the lesson, summarize the content that is in the Learner's Book basing on the answers developed by the students.

Suggestion answers to the Learning activity 1.2.

1. Explain the factors that lead to the development of genocide

The government and powerful citizens or hate groups provide the necessary arms, equipment, and instructions to torture and perpetrate the Genocide. Extremists drive the groups apart. Hate groups broadcast and print polarizing propaganda. Full extermination is the aim of the killing, because the perpetrators do not believe the victims to be truly human. In general Genocide ideology, hate, propaganda, expulsion of the Tutsi from Rwanda into exile, waging of government-led propaganda against the Tutsi, mass training of the militia groups, occurrence of violence on the Tutsi, discrimination of the Tutsi, arming of the militia groups etc.

2. In distinct steps, describe how the Genocide against the Tutsi in Rwanda occurred.

Expulsion of the Tutsi from Rwanda into exile, waging of government-led propaganda against the Tutsi, mass training of the militia groups, occurrence of violence on the Tutsi, discrimination of the Tutsi, arming of the militia groups.

Expected answers to Application Activity 1.2.

1. Discuss each of the ten stages in the continuum of violence as developed by Gregory H. Stanton.

- *Classification*: is a primary method of dividing society and creating a power struggle between groups. Distinguishing people into ‘us’ and ‘them’ by race, identity, religion or nationality etc. In Rwanda, these identification cards were later used to distinguish Tutsi from Hutu in the 1994 Genocide perpetrated against the Tutsi.
- *Symbolization*: This involves giving names or symbols to classify the victim group to distinguish them by religion, race, ethnicity or other identifying factors may become mandated information for use by the government.
- *Discrimination*: The ruling class, caste, or ethnic group excludes “inferior” groups from full rights. Laws are passed segregating and separating disfavoured groups in housing, schools, transportation, hotels, and establishments, as well as laws against intermarriage. Usually takes a legal, cultural, custom, or political form used by the perpetrator group. They use power and authority to deny the rights of the victim group.
- *Dehumanization*: The perpetrator group treats the victim group as second class citizens. Dehumanization makes the victim group easily vulnerable to the dominant group. One group denies the humanity of another group, and makes the victim group seem subhuman. Words such as “vermin” and “cockroaches” (in German and Rwanda) are used to define the “other”, as well as comparisons to disease, animals, or beasts.
- *Organization*: Genocide is a group crime, so it must be organized. The state usually organizes arms and financially supports the groups that conduct the genocidal massacres. Often Militias are organized to carry out the genocide to provide deniability to the State. The government and powerful citizens or hate groups provide the necessary arms, equipment, and instructions to perpetrate genocide. Special army units or militias are usually trained and supplied with arms in readiness to carry out the nefarious activities
- *Polarization*: Efforts are made by the dominant group to draw a sharp wedge between them and the victim group. Hate groups spread propaganda to reinforce prejudice and hatred between the two groups. Extremists drive the groups apart. Hate groups broadcast and print polarizing propaganda. Laws are passed that forbid intermarriage or social interaction.

- *Preparation:* Meetings are held by perpetrators and plans are drafted for the impending genocide. Military plans and orders are drafted, and weapons are stockpiled and distributed. Sometimes former territories are annexed or invaded, and divisive treaties with neighboring States are developed. This is done to ensure that everything takes place. Adequate preparations that entail identification of victims and tools for use are made.
- *Persecution:* Members of victim groups are forced to wear identifying symbols. Segregation based on ethnic or religious identity, segregation into ghettos is imposed; victims are forced into concentration camps. Victims also deported to famine-struck regions for starvation. This stage begins with identification and separation of victims due to differences between them and the perpetrators. Death lists are dressed.
- *Extermination:* the method of killing because the perpetrators do not believe the victims to be truly human. Often the genocide results in revenge killings creating a downward spiral of death. Killing of all the members of the victim group begins at this stage. With time, the killings take on genocidal proportions.
- *Denial:* Denial is the surest indicator of further genocidal massacres. Perpetrators go to great lengths to conceal their acts and deny having committed any crime. The perpetrators and their sympathizers begin using the forms of denial to defend their actions. Destruction of evidence, victim blaming and refusal to relinquish power will ensue the five forms of denial: deny the evidence, attack the truth tellers, deny genocide intent, blame the victims and deny that the facts fit the legal definition of genocide.

2. After genocide of the targeted group, explain methods used by the perpetrators to deny it.

Genocide denial is an attempt to deny or minimize statements of the scale and severity of an incidence of genocide. The perpetrators use some ways such as minimization of genocide in any behaviour exhibited publicly and intentionally in order to reduce the weight or consequences of the genocide, minimizing how the genocide was committed. Altering the truth about the genocide in order to hide the truth from the people etc After the Genocide or extermination of the targeted group, the perpetrators and their sympathizers, seek methods to cover up the truth and evidences, denying that they committed any crimes, intimidating and attacking the Genocide survivors and many other efforts to block investigations that could reveal those who planned and executed the Genocide.

1.5.3 The Holocaust/Shoah

- a) Learning objectives:** By the end of the lesson, learners should be able to describe the occurrence of Holocaust.
- b) Prerequisites /Revision/Introduction:** Review the previous lesson on the Genocide and the genocide against the Tutsi and link it to the Holocaust. Look for a movie or documentary film based on the Holocaust and show it to the learners. Ensure that the movie is producing good sound to enable learners with hearing impairments follow it with ease. Explain to the learners how the Germans were able to exterminate the Jews during the Holocaust Explain to the learners the meaning of the term Holocaust.
- c) Teaching and learning resources:** Films, pictures, charts, internet, audio-visual materials, Student's Book
- d) Learning activities:** Look for a movie or documentary film based on the Holocaust and show it to the learners. Ensure that the movie is producing good sound to enable learners with hearing impairments follow it with ease. After watching the movie/film, organise them in groups of five let the learners answer the following questions in groups. Thereafter, the learners present their work to the whole class and the teacher intervene using information from the respective groups, explain to the learners how the Germans were able to exterminate the Jews during the Holocaust.

Suggestion answer to Learning activities 1.3

1. Explain the events that lead to the occurrence of the Holocaust.

The Germans had been made to believe, through propaganda from their leaders that the Jewish community were behind all their problems. The government went ahead to enact laws against the Jews. The Second World War gave the NAZI a chance to exterminate the Jews and other groups they did not want

2. Identify Human Rights that were violated during the Holocaust.

Right to life, right to privacy, freedom of association, right to liberty, right to ownership of property.

3. Examine methods used by the Nazi to identify Jews during the Holocaust.

They used to mark the Jews with symbols such as a yellow star referred to as 'Star of David'.

4. Describe how survivors were able to escape the Nazi during the Holocaust. Some were hidden by the Germans who were against the Holocaust. Those in the concentration camps were liberated by the Allied powers upon defeating Germany. Others managed to flee to countries where German authorities could not reach them.

Expected answers to Application Activity 1.3

1. Why do you think the Nazi blamed the Jews for all their problems?

The Nazi wanted to use the Jews as a scapegoat for their problems. They found this in the Jews who comparatively, were more successful than most Germans.

2. Describe what happen to the Jews and other targeted groups in extermination camps.

Jews were selected and taken to the concentration camps. Many thought they were being located to other countries. In those camps, they were subjected to hard labour or left to starve to death.

3. Do you think was the international community in a position to stop the Holocaust from taking place?

Yes, but they did not do so because they were equally embroiled in the war against the NAZIs. If the USA would have entered the war earlier, it would have managed to help defeat Germany hence stopping the genocide.

4. Discuss why the international community and other nations took a long time to stop the Nazi from killing the Jews.

Germany's military power was stronger than the Allied powers. Germany kept secret of the atrocities meted on the Jews. Each country was only concerned of its selfish interest thus paid no attention to what was happening to the Jews in Germany. The League of Nations was weak, thus it could do little to address challenges facing the world.

5. Identify actions taken by the Jews to keep the memory of the Holocaust and promote healing and reconciliation.

Punishing perpetrators; Commemoration of genocide; Prosecuting perpetrators at an international court, which listens to the cases; Keeping alive the genocide memory by opening libraries and museums where literature and artifacts are kept for viewing; and Nuremberg International Tribunal was established.

Synthesis: Summarise the genocide against the Jews. Ask learners to explain in brief how it happened. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Describe how the Holocaust happened in Europe.

1.5.4 The Genocide against the Tutsi

a) Learning objectives

By the end of the lesson, learners should be able to:

- Describe the process of the Genocide against the Tutsi
- Compare and contrast the Genocide against the Tutsi with the Holocaust.

b) Prerequisites /Revision/Introduction: Review the previous lesson and link it to the current. Ask the learners to explain how the Genocide against the Tutsi developed as you improve on their responses. Let each group present their findings to the class and allow learners to react to each groups' presentation. Then after, try to explain to the learners the development of Genocide against the Tutsi touching on what caused it, its course, consequences and how it ended.

c) Teaching and learning resources: Films, pictures, charts, internet, newspapers, audio-visuals, testimonies, Student's Book.

d) Learning activity: Organize student teachers into groups and then invite them to do activities 1.4. *in* that are in the student's book. To make a synthesis of the lesson, summarize the content that is in the student's Book basing on the answers developed by the students. Thereafter, the learners present their work to the whole class and the teacher intervene using information from the respective groups, explain to the learners the Genocide against the Tutsi.

Expected answers to the learning activity 1.4

1. Use internet, read available books in your library or watch a documentary film on the 1994 Genocide against the Tutsi , analyze its causes, its course and its end

Genocide against the Tutsi was a carefully planned and executed to annihilate Rwandan Tutsi population. In summary, the main factors had contributed to the disunity of Banyarwanda and led to the genocide:

The loss of cultural identity the influence of colonial education is responsible for the derision and diminution of the Rwandan culture. During the colonial period, the colonial masters deliberately applied a policy of “divide and rule”. The colonialists took the Tutsi and Hutu as two distinct “groups” instead of looking them as two social categories. The loss of their common cultural identity and the policy of divide and rule resulted in the first pogroms and massacres of 1959 and very far to the 1994 genocide against the Tutsi.

The hatred culture of Rwandans vis-à-vis other Rwandans under the two Republics. Rooted from colonial period and because of bad leadership under the First and the Second Republics, the hatred culture was promoted and supported by divisionism worsened by regionalism and nepotism. Hatred indicators showed through vilification and name calling that Tutsi like “snake, enemy, malicious, fake, false, robber...” All that fueled hatred against the Tutsi.

Institutionalization of untruthfulness and the culture of impunity under the two Republics, the crimes were committed with the beliefs that the culprits will never be apprehended. Indeed, some people who committed big and atrocious crimes were rewarded by being promoted to important administrative positions. Corruption, favoritism, cheating, embezzlement and diversion of public funds, suspicion and mistrust were common.

Persecution and impunity in colonial period, the colonizers had favored a group of “Tutsi elites” which was associated to colonial power as auxiliaries. When their alliance broke up in the end of 1950s, the colonizers changed alliance from supporting the Tutsi elites on power because some elite Rwandans member of UNAR spearheaded by King MUTARA III RUDAHIGWA were advocating for immediate independence that provoke a break up with the Tutsi. This change is the origin of the political and violence which happened since November 1959 characterized by mass killings against the Tutsi and members of UNAR party their houses were burned and destroyed systematically. The same scenarios of mass killing targeting Tutsi repeated in 1963/64, 1973 and in 1990-1994 up to the 1994 genocide against the Tutsi. *The genocidal ideology* identified the two antagonist groups like “Us” and “Them” or “You” and after proceeded by the nomination or qualification of those two groups. The genocidal ideology in Rwanda is based on ideas, attitude and practices of discrimination and hatred against the Tutsi. It has been implemented and disseminated by the political leaders since 1959.

The Tutsi most important manifestation was persecution, killing, public hatred message, loss of goods and properties, exclusion from political and administrative functions, discrimination in many sectors like education, forced exile, physical and psychological violence etc....

Since independence, the Tutsi have been identified as “enemies” of the Hutu. In the 1960’s, the first president of the Republic, Grégoire Kayibanda, used the hatred speeches to qualify the danger of the Tutsi to the Hutu due to the attacks of Inyenzi (groups of refugees) from outside of Rwanda. From 1990 with the attack of RPF – Inkotanyi, the ideological speeches pointed out again the “double treat presented by the Tutsi (of internal and of external)”.

Between 1990 and 1994, the Tutsi have been qualified as the “enemy”, “outsiders” and “suspected” complots. From those qualifications and propaganda, many Newspapers and Radios, called upon all Hutu, “to kill all Tutsi before being killed”.

Besides the presentation of the threats against the Tutsi, another factor was the dehumanization or qualification of enemy not as humankind but as an animal like rats, snakes or cockroaches. The aim was to incite to direct and public reactions against the Tutsi considered as a “common enemy”. This shows that genocide crime before being act of physical destruction of enemy, the genocidal ideology begins by ideas developing the vision of a “group-enemy” to be exterminated.

Discriminatory leadership under the two Republics (1962 – 1994), the social inequality was maintained and encouraged by exclusion, favoritism and regionalism. It was under the Second Republic that the policy of “division, exclusion and regionalism balance” was reinforced. The social promotion was not based on meritocracy; a choice that has generated negative effects on the development of the country and the relationship among Rwandans.

The prefectures of Gisenyi and Ruhengeri monopolized more positions of responsibility in the public administration. The “quotas system” was adopted in the 1970’s as solution to social injustice. However, this policy led to the exclusion and discrimination of the Tutsi from schools and services. It deprived the Tutsi to enjoy their rights on education and employment. The governments of the first and second republic had systematically ignored the problem of refugees who were roaming around in the neighboring countries since 1959. The reaction of the government to their request of returning to their country and recovering their properties and their rights was still the same stating that the country is overpopulated and could not receive any one other population. It was this repeated refusal that made the refugees to organize themselves in a politico-military structure, named RPF – Inkotanyi and opted return by force.

Thus, genocide was planned by the government of the second republic, that is, all materials were bought, *interahamwe* were trained, all leaders were informed, extremist medias (newspapers and radios) disseminated the along the day hatred speeches what was left was the spark off only.

The genocide against the Tutsi had already spread to whole country from 7 April 1994, the planners of genocide carry out a general genocide against the Tutsi, following the power vacuum and incitement from the media and genocidal planners, the presidential guards, “Interahamwe and Impuzamugambi” militias started a systematic elimination and extermination of Tutsi and key political personalities of the opposition who were against the genocide against the Tutsi.

Following the meetings held at the High Command of the F.A.R (Rwandese Army Forces), the interim government has been formed. The former president of National Council of Development / CND (*Conseil National de Développement*) and member of MRND, DrSindikubwabo Theodore was nominated President of Republic and Kambanda Jean as Prime Minister from the extremist wing of MDR known as *Hutu power* became head of the government that was exclusively made up of ministers belonging to extremist fractions that were in favor of the genocide against the Tutsi.

That meeting adopted also the “**Hirondelle operation**” which consisted of violating the cease-fire and breaking the fighting against RPF. By this operation, the Kigali City was “cleaned” using the list of Tutsi to be killed established before. On 9th April, an official communiqué announced the formation of a new government made up of extremist leaders from four political parties were represented in the government because of their “power” element that was favorable to the genocide.

In a meeting held on the 11th April 1994, the interim Prime Minister Kambanda Jean called on leaders at *L’Hôtel des Diplomates* in Kigali, apart from Jean Baptiste Habyalimana,(the only one Tutsi) the leader of Butare Province, to apply in their respective Prefectures “*Hirondelle operation*”. He also openly called for “**Insecticide operation**” and what he called “the final solution” aimed at systematic extermination of the Tutsi and their accomplices, without “sparing neither babies, nor women, nor aged people as the insecticide does to cockroaches. It was after this meeting that genocide spread with a high speed throughout the whole country. It was “Apocalypse” promised one day by Colonel Théoneste Bagosora.

The genocide against the Tutsi was characterized by many forms of extreme violence. The main tools used during this genocide against the Tutsi are machetes, grenades, bullets, nailed bludgeons called “ntamponganoy’umwanzi”, burning people alive, throwing living people into pit latrines, ditches forcing family members to kill each other among others.

At the beginning, the killers in small groups killed the Tutsi victims at their homes, on the roads or arrested them at the road blockers. However, later on, as the Tutsi used to escape and to look for asylums at the public offices and churches, the killers also went to attack and kill them in those places: church offices, commune offices, hospitals and health centers, school, stadiums, etc... There were no any safe places to get protection. The concentration of the Tutsi at such places was encouraged by the local authorities with the plan of facilitating and accelerating the mass killings because the assailants found the Tutsi in mass in one place. These places served as the “death camps” such as church offices (Kabgayi, Ntarama, Nyarubuye, Saint Famille, Nyange, Kibeho, Cyahinda, Adventist Church of Ngoma, Nyamasheke, Mosque of Nyamirambo, Mugina, Mibilizi, etc. Also comprised commune offices such as Mugina, Musambira, Rwamatamu, Kamembe, etc. and hospitals and health centres such as Kigali Hospital Center “CHK”, University Hospital of Butare “CHUB”, Kibuye Hospital, Health Center of Kaduha, Mugonero, etc.

There were also schools like Collège Saint André Nyamirambo, Petit Séminaire Ndera, Saint Aloys Rwamagana, Collège Marie Merci Kibeho, Ecole Technique Officielle “ETO “Kicukiro, etc. and stadiums including Gatwaro in Karongi district today, Amahoro in City of Kigali and Kamarampaka in Rusizi district today.

April 12th, 1994, the interim government called also “Abatabazi” fled the capital of Kigali due to the advance of the RPF – Inkotanyi and settled in Gitarama, at Murambi. Later on, it will move to Gisenyi and in refugees’ camps located in Goma, Zaïre today Democratic Republic of Congo (DRC).

Finally, RPF – Inkotanyi soldiers stopped the genocide and scored victory over the genocidal forces on 4th July 1994 when Kigali City and Butare were liberated.

2. Use internet, read available books in your library or watch a documentary film on the 1994 Genocide against the Tutsi, discuss the main actors of genocide against the Tutsi.

The main actors and killers include soldiers of the Rwandese Army Forces (FAR) and Gendarmerie. In particular, the elite Presidential Guard carried responsibility to begin killings; another group of actors is made up by civil authorities from the top to the local authorities: the members of the former President Habyarimana political party National Revolutionary Movement for Development (MRND) and the Interim government, the Préfets of prefectures, the Burgomasters, the communal councilors who basically mobilized and encouraged people to kill all Tutsi on hills;

There are militias such as Interahamwe and Impuzamugambi, respectively formed as youth wing of National Revolutionary Movement for Development (MRND) and Coalition for the Defense of Republic (CDR) political parties and members of Hutu Power;

The extremist Medias (newspapers and radios) who disseminated the along the day hate speeches during the genocide and encouraged the population to exterminate the Tutsi “enemy” namely Kangura, La Medaille Nyiramacibiri, RTLM or Radio Television des Milles Collines...

The large group of killers is composed of extremist Hutu in general over the country. The targeted group to be exterminated was the Tutsi without any distinction of age, religion, region, etc.

Expected answers to Application Activity 1.4

1. Use internet and various documents, describe the course of the 1994 genocide against the Tutsi.
2. Explicate the “*Hirondelle* operation”.

Hirondelle operation was violation of the cease-fire and breaking the fighting against RPF. By this operation, the Kigali City was “cleaned” using the list of the people to be killed just established.

3. Explain the role played by the following leaders in preparation and execution of the 1994 genocide against the Tutsi: Kambanda Jean and Sindikubwabo Théodore

The role of Jean Kambanda and SindikubwaboTheodore in preparation of the 1994 genocide against the Tutsi are:

- To convene and preside meetings of high ranked soldiers and political leaders which aimed at preparing and executing the Tutsi

- Distribution of weapons like guns and grenades by prime minister Jean Kambanda
 - Sensitization of the population to commit genocide through speeches and meetings with local population for instance the speech of the president Sindikubwabo Theodore in Butare.
4. How effective are the testimonies from the survivors, repenting perpetrators, genocide memorials and reports on the genocide in educating the people of Rwanda?

Testimonies, genocide memorials and reports of the genocide have been very effective to the people of Rwanda. They have enabled forgiveness and healing and led to reconstruction of the country. Today, Rwandans live peacefully with one another.

5. What ideas, behaviours and actions do you think may lead to a recurrence of genocidal violence in Rwanda if left to develop further?

Some ideas, behaviours and actions may lead to a recurrence of genocidal violence in Rwanda if left to develop further are discrimination, hate propaganda, laws against genocide ideology and discrimination, inclusiveness etc.

Synthesis: Review the development of Genocide against the Tutsi. Ask the learners questions to find out if they have understood how the genocide happened. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

Explain the development of the Genocide against the Tutsi.

Lesson 1.5. Consequences of Genocide against the Tutsi in Rwanda

a) Learning object

By the end of the lesson, learners should be able to:

- Recognise the consequences of the Genocide against the Tutsi

b) Teaching resources

Films, pictures, photos, charts, internet, newspapers, audio-visuals, testimonies, can also be used where it is possible. Tactile maps and braille materials. Sign language should be used when teaching learners with hearing impairment, etc. Student's Book.

c) Prerequisites/Revision/Introduction

To introduce this new lesson, review the previous lesson and link it to the current. Ask learners to briefly give some causes of the 1994 genocide against the Tutsi and describe some of the steps taken by its perpetrators organize learners into groups and then invite them to try explain the consequence of the Genocide against the Tutsi. Let each group present their findings to the class and allow learners to react to each groups' presentation. Then after, try to explain to the learners the consequences of Genocide against the Tutsi.

d) Learning activities

Organize learners into groups and then invite them to do activity 1.5 in student's that are in the student 's book. To make a synthesis of the lesson, summarize the content that is in the student Book basing on the answers developed by the learners. Thereafter, the learners present their work to the whole class and the teacher intervene using information from the respective groups, explain to the learners the Genocide against the Tutsi.

Expected answers to Learning activity1.5.

Read different documents or use internet assess the effects of the 1994 genocide against the Tutsi.

4. The helps learners to lead on numerous effects of the genocide at all levels of life of Rwandans. Main of them including massive loss of lives, destruction of property, increased insecurity, post-traumatic stress disorder, high incidence of orphans, Human Rights violation, destruction of the social systems, mistrust among neighbors, decadence of the country's economy, and problem of delivering justice, climate of suspicion and mistrust also prevailed in the country, Gacaca court was created by organic law No. 40/2001 of 26/01/2001 to judge a big number of alleged culprits, Rwanda international image was tarnished, more than two million of Rwandans fled the country and established themselves in neighboring countries in refugees camps, due to 1994 genocide against the Tutsi, Rwanda became an epicenter of genocide ideology in the great lakes' region

Expected answers to Application Activities 1.5

1. The 1994 genocide against the Tutsi led to both human and environmental disaster.

It led to human disaster because in genocide against the Tutsi more than one million of men, women and children had been killed in 100 days. In addition, excessive degradation of human dignity was due to inhuman crimes committed during this genocide like cannibalism, raping even the burial of live people in some areas. In some areas, also the killers mutilated the body of victims. It also led to environmental disaster. Because this genocide had caused the devastation of the environment, many forests had been cut down, huge plantations had also been damaged, and number of domestic animals belonging to the Tutsi had been slaughtered and consumed.

2. The 1994 genocide against the Tutsi had a very bad impact in the sector of justice

At the end of the 1994 genocide against Tutsi, more than one hundred thousand suspected of having participated in committing genocide had been apprehended and imprisoned. Considering the big number of these prisoners who waited to be judged, it was difficult to give justice to both victims and prisoners in a reasonable period.

3. Women are the category of people that deeply suffered during the 1994 genocide against the Tutsi because of the following reasons:

- Many women were died
- Women were raped
- Genocide led to widow and widower
- Many women get HIV/AIDS
- Many women became chiefs of the family

4. Other effects of the 1994 genocide against the Tutsi are:

- A climate of suspicion and mistrust also prevailed in the country
- The Gacaca court was created by organic law no. 40/2001 of 26/01/2001 to judge a big number of alleged culprits of the 1994 genocide against the Tutsi.
- Rwanda international image was tarnished.

- Because of the 1994 genocide against the Tutsi, more than two million of Rwandans fled the country and established themselves in neighboring countries in refugees camps.
- Due to 1994 genocide against the Tutsi, Rwanda became an epicenter of genocide ideology in the great lakes' region.

1.5.6 Consequences of genocide in general

a) Learning objective

By the end of the lesson, learners should be able to recognize the consequences of Genocide in general

b) Prerequisite/Revision/Introduction

Review the previous lesson on the Holocaust and link it to the consequences of genocide. Ask learners to mention some of the consequences of the Genocide against the Tutsi and the Holocaust. Then help to explain to the learners the general consequences of genocide as you cite examples from the two genocides

c) Teaching and learning resources

Films and pictures on the Holocaust and the Genocide against the Tutsi, testimonies can also be used where it is possible, internet, writing board, tactile maps and braille materials, sign language should be used when teaching learners with hearing impairment, Student's Book etc.

d) Learning activities

Organize learners into groups and then invite them to do activity 1.6 in learner's book) that are in the student's book. To make a synthesis of the lesson, summarize the content that is in the Student's Book basing on the answers developed by the learners. Thereafter, the learners present their work to the whole class and the teacher intervene using information from the respective groups, explain to the learners the consequences of Genocide in general.

Expected answers to Learning activity 1.6.

1. *Discuss the kinds of bodily injuries that the Jews and the Tutsi sustained during the genocides that befell them.*

Some victims had their limbs-hands and legs chopped off, had deep cuts on their bodies and women were sexually abused. Some victims had burns in parts of their bodies. Other males were castrated. Starvation caused malnutrition, which was responsible for slow growth development.

2. How did the injuries sustained by victims of the Genocide against the Tutsi affect or change their lives?

The victims who sustained injuries during the Tutsi genocide were unable to operate at the optimum level they used to especially those who had their limbs chopped off, therefore, many became dependents.

Expected answers to Application Activities 1.6

1. What has been done to help him or her to overcome Post-traumatic stress disorder (PTSD)?

The government, its citizens being the victims and perpetrators, encouraged social reconstruction and reconciliation in the society. It ensured that social structures were rebuilt, people were reconciled and anything which could run counter to the whole process was kept at bay. Families were re-united, victims and perpetrators were empowered economically through various measures, churches and schools were re -built, perpetrators were given opportunity to confess their misdeeds and the victims were asked to forgive and reconcile with the perpetrators.

2. Where did he or she flee to for safety?

The government beefed up security along its borders to stop incursions from the rebels in refugee camps outside the country, donor assistance/support, introduction of poverty alleviation programmes and resettlement of refugees both from the villain and victim divide.

Synthesis: Review the consequences of genocide with the learners. Let them give at least five consequences of genocide.

Assessment

Explain the consequences of genocide in general.

1.5.7 Ways of addressing the consequences of genocide

a) Learning objectives

By the end of the lesson, a learner should be able to:

- Describe how the consequences of genocide can be addressed by social reconstruction and reconciliation.
- Schematise the process of social reconstruction with special application to Rwanda.
- Explain how the consequences of genocide may be addressed through forgiveness and benevolence
- Describe Rwandan values and how they can contribute to combating genocide ideology
- Explain how benevolence can be used to address the consequences of genocide

b) Prerequisite/Revision/Introduction

Review the consequences of the Genocide against the Tutsi. Organise them in groups of five students then explain the concepts of social reconstruction and reconciliation to the learners. After ask learners to suggest ways of addressing the consequences of genocide. Guide the learners in a discussion on how the consequences of genocide may be addressed through forgiveness according to Trudy Govier and Ervin Staub.

c) Teaching and learning resources: Writing board, internet, Student's Book, movies and testimonies if possible or available

d) Learning activity: Organize learners into groups and then invite them to do activity 1.7 in learner's book) that are in the student's book. To make a synthesis of the lesson, summarize the content that is in the student Book basing on the answers developed by the learners. Thereafter, the learners present their work to the whole class and the teacher intervene using information from the respective groups, explain to the learners the ways to addressing the consequences of Genocide against the Tutsi.

Expected answers to Learning Activities 1.7

1. Examine ways in which community members can help reduce mistrust between the survivors and perpetrators of the Genocide against the Tutsi.

Encouraging the two sides to work together, encouraging them to visit and utilise resources in religious institutions, attending learning institutions and entertainment places together, encouraging intermarriages between the two groups, participating in commemorations of the genocide together, exchanging gifts and participating in social and welfare activities together.

2. Talk about the Gacaca Courts that have promoted communal healing and rebuilding national cohesion.

Re-uniting family members, especially widowers, widows and orphaned children, resettling victims back to their land, living together in harmony between the victims and perpetrators, use of Gacaca courts to administer justice and re-integrating perpetrators into the community and working with them on communal activities such as Umuganda activities , religious activities, social activities and helping in construction work

Expected answers to Application Activities 1.7

1. Explain challenges faced by individuals, the community and the post-genocide government in Rwanda during the social reconstruction and reconciliation process.

Limited financial resources, suspicion and mistrust of the perpetrators by victims, high number of orphans who were still too young to reconcile with the perpetrators, some perpetrators had fled to foreign countries for fear of retribution and incitement from refugee leadership who were based in foreign countries.

2. Examine the impact of revenge on an individual and the society at social and political levels.

It increases tension and division in the villain and victim, it may lead to physical injury or death of either victim or villain, it disrupts the social order in the society and may engender political upheavals.

3. *Examine the importance of apologizing towards the improvement of relationships destroyed in a conflict.*

Acknowledgement of committing wrongful acts, being sorry for the wrongful acts committed, acknowledgement of bearing moral responsibility for the acts committed, accepting responsibility, reconciliatory response from those to whom the apology is addressed, acknowledging the acts in question were wrong hence implying that those who were victims deserved a better treatment and apologising (communicates a commitment that wrongs will not be committed again).

4. Align the 8th step of the continuum of benevolence with 'Ndi Umunyarwanda' and show how it can help in healing the wounds inflicted by the Genocide against the Tutsi.

The 8th step resonates well with "*Ndi Umunyarwanda*". It encourages oneness in humanity. Through community initiatives, victims will undergo a healing process. The perpetrators will, in equal measure, also learn the mistakes they made and appreciate the humanity in individuals as all belong to the same community

Synthesis: Give a summary on the ways of addressing the consequences of genocide. Ask the learners questions to find out if the concepts have been well understood. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Assessment

1. Explain the continuum of benevolence as developed by Vincent Flores with ideas from Ervin Staub and adapted by Aegis Trust.
2. Describe how forgiveness is important towards addressing the consequences of genocide.

1.5.8 Prevention of genocide in general

a) Learning objective

By the end of the lesson, a learner should be able to explain how genocide can be prevented.

b) Prerequisite/revision/Introduction

Review the previous lesson on consequences of genocide in general. Ask the learners to provide their views on how genocide may be prevented generally in the society by: promotion of social cohesion through development of critical thinking, promotion of empathy and active bystandership among people to prevent genocide and care for other people's welfare. Finally, explain the concept of individual responsibility and resistance to manipulation or incitement as a way of preventing genocide or eradicating promotion of genocide ideology.

c) Teaching and learning resources:

Internet, textbooks, journals of Gregory H. Stanton on prevention of genocide, Student's Book and dictionary, writing board testimonies, pictures, photos, press media, braille materials.

d) Learning activity

Organize learners into groups and then invite them to do activity 1.8 in the student's book. To make a synthesis of the lesson, summarize the content that is in the Student Book basing on the answers developed by the learners. Thereafter, the learners present their work to the whole class and the teacher intervene using information from the respective groups, explain to the learners the ways to prevent Genocide.

Expected answers to learning activity 1.8.

1. Define the concepts of genocide and genocide prevention.

Prevention is a continuous process that is aimed at avoiding the occurrence of something harmful by tackling the causes of the harm prior to it and at each phase of the process to its occurrence and after. Genocide Prevention is any action that works toward averting a future genocide. See Learner's Book on genocide prevention point.

2. Account for any factors that may lead to genocide.

Some factors that may lead to genocide are:

- *Differences in identity*: genocide is not possible where there is no difference among the population in a given state but this difference itself cannot cause genocide if not combined with other factors;
- *Difficult life due to economic problems (poverty)*: Being poor itself does not make genocide possible. However, it certainly creates a favorable environment to other associated problems that may add their contribution to the process to genocide.
- *Deprivation or inequalities in the allocation of resources*: When this inequality is based on the differences in racial, ethnicity grounds, meaning, when some groups are given more privileges than others or when a group is totally excluded from accessing the resources, it may create tensions that may lead to other problems that may soon or later lead to genocide;

- *Political problems*: in many cases, the origin of the genocide is the political dominance of one group over other groups. The dominant group may intend to eliminate other groups in order to have the guarantee of continuation of dominance. In reaction, the underprivileged group may feel discriminated and plan to get to power by any means. In both cases, they tend to use a war, which might be itself, another factor leading to genocide;
- *Armed conflicts*: the existence of armed actors has served as a motivation and excuse for human rights violations, including killings, arbitrary arrest and discrimination, committed against the civilian population that the armed actors claim to represent. Refugees from the persecuted side may also become warriors determined to overthrow the government in place in order to recover their rights (like having a home land);etc

3. Explain any two practices that can lead to genocide

Two practices that may lead to genocide are:

- **Deprivation or inequalities in the allocation of resources**: When this inequality is based on the differences in racial, ethnicity grounds, meaning, when some groups are given many more privileges than others or when a group is totally excluded from the access to the resources, it may create tensions that may lead to other problems that may soon or late lead to genocide
Preparation: this phase is when some possible acts susceptible of making genocide are performed. They include lists of victims, creation and training of militia, purchase and distribution of arms.
- **Denial of genocide and impunity of crimes**: During and after every genocide, the perpetrators would deny their crime. They would try to justify the killings, and try to blame the victims, claiming that victim's own behavior brought on the killing. In Rwanda killers alleged that Tutsi were helping rebels of RPF, and they used this to justify the mass killing of innocent people. The denial of genocide is not only the destruction of the truth about genocide by negating or minimizing it, it is also a potential cause of its repetition.

Expected answers to Application Activities 1.8

1. Discuss interventions that individuals, nations, regional and international organisations should undertake to prevent the occurrence of genocide.

Inclusivity of all persons should be promoted, prevention of hate propaganda and racial profiling, promotion of critical thinking, saying no to genocidal ideology, promotion of active bystandership and enactment and enforcement of laws against genocide at the national, regional and international level.

2. Evaluate the effects of spreading propaganda, stereotyping, and racial and ethnic profiling in the occurrence of genocide.

Propaganda, stereotyping and racial and ethnic profiling prevents rational judgement on the part of individuals. As a result, those who do not reason will surrender to the propaganda, stereotyping and racial profiling thus engage in activities that destroy peace in the society.

3. Recommend ways in which individual responsibility can be used to educate people to prevent the spread of violence?

Giving people a chance to know how other people have stood for the rights of others when they were being violated. Rewarding those who take individual responsibility to help others. Honoring those who take individual responsibility by naming things after them to enable future generation to remember them.

Synthesis: Summarise on the prevention of genocide in general with the learners. Ask them to explain at least five points on the prevention of genocide in general.

Assessment

1. Describe how the promotion of active bystandership in the society can prevent genocide.
2. Explain how genocide can be prevented.

1.5.9 Prevention of any future occurrence of genocide in Rwanda

a) Learning objective

By the end of the lesson, a learner should be able to:

- Explain how the Rwandan society can prevent any or future occurrence of genocide in the country through the promotion of humanistic and national values to combat genocide ideology.

b) Prerequisite/Revision/Introduction

Review the previous lesson and link it to the current. Ask the learners to provide their views on how genocide may be prevented generally in the society. Then after ask learners to explain the meaning of the terms humanistic and national values. Initiate a discussion with the learners on how national and humanistic values such as peace-building, resilience and benevolence have been applied to prevent a re-occurrence of genocide in Rwanda, testimony based on the account of how the heroes saved the lives of the Tutsi during the Genocide against the Tutsi. Discuss how the creation of genocide awareness and memory prevent future occurrence of genocide in the country.

c) Teaching and learning resources: Writing board, internet, Student's Book.

Expected answers to Learning Activity 1.9

Examine measures taken by the post-genocide society in Rwanda to prevent any or the future recurrence of genocide. Peace-building, resilience, truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening and inclusiveness, poverty eradication.

Expected answers to Application Activities 1.9

1. *Discuss efforts you can make to promote peace building in a post-conflict community.*

Helping victims rebuild their lives, encouraging interaction between the victims and perpetrators, organising counselling to the victims, empowering victims economically and organising, mobilisation and sensitisation of peace-building activities

2. Write a report of how the genocide ideology was spread, the preparation and executions of mass killings at the site of the memorial.

Hate propaganda was spread verbally, through newspapers and electronic media. The perpetrators were well prepared by the government and prominent personalities among their ranks. The executions were done using modern and crude weapons. Male and female, children and adults were not spared. Execution of mass killings at the site will vary from one site to another.

3. Analyze the effects of repentance and forgiveness in post-genocide Rwanda

Revenge may engender further animosity hence lead to more deaths as it is counterproductive, leads to breakdown of peace, failure to heal the 'wounds' caused by the genocide and failure to achieve reconciliation between the villains and victims.

4. Explain how the challenges were resolved in regard to their impact on the survivors, perpetrators, regional stability and peace.

The government and other stakeholders such as non-governmental organisations promoted public education geared towards reconciliation and prevention of violence between the victims and perpetrator groups. Use of the mass media to promote healing and reconciliation among the communities. Participation in communal activities to reduce the mistrust that had prevented close relations between the victim and perpetrator groups. Security was beefed to prevent attacks from genocidaires exiles especially from the DR Congo. The government also participated in regional conferences aimed at promoting peace. Use of Gacaca courts to administer justice. Inclusion of Genocide against the Tutsi education in the co-curriculum. Joint commemorations of the genocide greatly reduced the mistrust and suspicion, which had characterised the two groups. Government initiated efforts aimed at fostering a sense of shared identity such as Umuganda.

Introduction of Economic Development Poverty Reduction Strategies such as (EDPRS) to help reduce the poverty levels in the society. Introduction of democratic principles in the political realm. This has gone hand-in-hand with respect for the rule of law and promotion of human rights in the society.

5. Explain how the inclusion of genocide studies in the curriculum is beneficial in preventing the recurrence of genocide in the country

Inclusion of genocide studies in the curriculum helps, keep memory of the atrocities in the minds of current and past generation and enables people to draw lessons from the genocide against the Tutsi.

Synthesis: Summarise the concepts discussed on prevention of any or future occurrence of genocide in Rwanda. Ensure learners can explain at least 3 concepts.

Assessment

Explain how the promotion of humanistic and national values can prevent any or future occurrence of genocide in Rwanda.

1.6 Additional information for the teacher

It is important you tackle the topic tactfully and with care as the survivors and perpetrators of the genocide are all together in the Rwandan society. The language used should not be offensive. Involve all learners as much as you can to make the lessons interactive. Where possible, use local examples.

The Tutsi are not the only group in the world who have suffered from genocide. However, the Genocide against the Tutsi was the speediest and cruel. Genocide has also been experienced by the Jews. Although the consequences of genocide are general, many are peculiar to Rwandans. As you go through this aspect, bring out areas of commonality and differences.

The Rwandan government is keen on preventing the recurrence of genocide in the country. It has come up with the following measures to address this: peace building, resilience, benevolence, awareness and memory, telling the truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening and, finally, inclusiveness. Try to engage the learners on these measures and any other they may come up with. During the discussions, try to draw learners' attention to the fact that it is the responsibility of every individual to prevent the occurrence of genocide in the society. Having suffered as a society, every individual's effort should thus be directed towards this.

Convention on the Prevention and Punishment of the Crime of Genocide

Approved and proposed for signature and ratification or accession by General Assembly resolution 260 A (III) of 9 December 1948

Entry into force: 12 January 1951, in accordance with article XIII

The Contracting Parties,

Having considered the declaration made by the General Assembly of the United Nations in its resolution 96 (I) dated 11 December 1946 that genocide is a crime under international law, contrary to the spirit and aims of the United Nations and condemned by the civilized world,

Recognizing that at all periods of history genocide has inflicted great losses on humanity,

Being convinced that, in order to liberate humanity from such an odious scourge, international co-operation is required,

Hereby agree as hereinafter provided:

Article I

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article II

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- a. Killing members of the group;
- b. Causing serious bodily or mental harm to members of the group;
- c. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- d. Imposing measures intended to prevent births within the group;
- e. Forcibly transferring children of the group to another group.

Article III

The following acts shall be punishable:

- a. Genocide;
- b. Conspiracy to commit genocide;
- c. Direct and public incitement to commit genocide;
- d. Attempt to commit genocide
- e. Complicity in genocide.

Article IV

Persons committing genocide or any of the other acts enumerated in article III shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

Article V

The Contracting Parties undertake to enact, in accordance with their respective Constitutions, the necessary legislation to give effect to the provisions of the present Convention, and, in particular, to provide effective penalties for persons guilty of genocide or any of the other acts enumerated in article III.

Article VI

Persons charged with genocide or any of the other acts enumerated in article III shall be tried by a competent tribunal of the State in the territory of which the act

was committed, or by such international penal tribunal as may have jurisdiction with respect to those Contracting Parties which shall have accepted its jurisdiction.

Article VII

Genocide and the other acts enumerated in article III shall not be considered as political crimes for the purpose of extradition. The Contracting Parties pledge themselves in such cases to grant extradition in accordance with their laws and treaties in force.

Article VIII

Any Contracting Party may call upon the competent organs of the United Nations to take such action under the Charter of the United Nations as they consider appropriate for the prevention and suppression of acts of genocide or any of the other acts enumerated in article III.

Article IX

Disputes between the Contracting Parties relating to the interpretation, application or fulfilment of the present Convention, including those relating to the responsibility of a State for genocide or for any of the other acts enumerated in article III, shall be submitted to the International Court of Justice at the request of any of the parties to the dispute.

Article X

The present Convention, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall bear the date of 9 December 1948.

Article XI

The present Convention shall be open until 31 December 1949 for signature on behalf of any Member of the United Nations and of any non-member State to which an invitation to sign has been addressed by the General Assembly.

The present Convention shall be ratified, and the instruments of ratification shall be deposited with the Secretary-General of the United Nations.

After 1 January 1950, the present Convention may be acceded to on behalf of any Member of the United Nations and of any non-member State which has received an invitation as aforesaid.

Instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article XII

Any Contracting Party may at any time, by notification addressed to the Secretary General of the United Nations, extend the application of the present Convention to all or any of the territories for the conduct of whose foreign relations that Contracting Party is responsible.

Article XIII

On the day when the first twenty instruments of ratification or accession have been deposited, the Secretary-General shall draw up a procès-verbal and transmit a copy thereof to each Member of the United Nations and to each of the non-member States contemplated in article XI.

The present Convention shall come into force on the ninetieth day following the date of deposit of the twentieth instrument of ratification or accession.

Any ratification or accession effected subsequent to the latter date shall become effective on the ninetieth day following the deposit of the instrument of ratification or accession.

Article XIV

The present Convention shall remain in effect for a period of ten years as from the date of its coming into force. It shall thereafter remain in force for successive periods of five years for such Contracting.

Parties as have not denounced it at least six months before the expiration of the current period. Denunciation shall be effected by a written notification addressed to the Secretary General of the United Nations.

Article XV

If, as a result of denunciations, the number of Parties to the present Convention should become less than sixteen, the Convention shall cease to be in force as from the date on which the last of these denunciations shall become effective.

Article XVI

A request for the revision of the present Convention may be made at any time by any Contracting Party by means of a notification in writing addressed to the Secretary General. The General Assembly shall decide upon the steps, if any, to be taken in respect of such request.

Article XVII

The Secretary-General of the United Nations shall notify all Members of the United Nations and the non-member States contemplated in article XI of the following:

- a. Signatures, ratifications and accessions received in accordance with article XI;
- b. Notifications received in accordance with article XII;
- c. The date upon which the present Convention comes into force in accordance with article XIII;
- d. Denunciations received in accordance with article XIV;
- e. The abrogation of the Convention in accordance with article XV;
- f. Notifications received in accordance with article XVI. Article XVIII

The original of the present Convention shall be deposited in the archives of the United Nations.

A certified copy of the Convention shall be transmitted to each Member of the United Nations and to each of the non-member States contemplated in article XI.

Article XIX

The present Convention shall be registered by the Secretary-General of the United Nations on the date of its coming into force.

Summary of the unit

We have examined the concept of genocide, development of genocide, examples of genocide experienced in different parts of the world, consequences of genocide in general, prevention of genocide in general, causes and consequences of the Genocide against the Tutsi and ways of addressing the consequences of genocide. Attention has also been directed to prevention of any or future occurrence of genocide in Rwanda through promotion of humanistic and national values. From this content, it is expected that learners will be able to play the role of active bystanders in an event of any sign to re-occurrence of the problem.

1.7 End of unit assessment

In a class discussion, do a recap of what learners have learnt in this unit. Clarify what learners may have a problem with. Explain the concepts once more for them to understand. Let learners attempt the assessment exercise in the Student's Book individually. The following are suggested answers to the end unit assessment questions.

Questions and answers of end Unit assessment

1. Explain the concept of genocide (See in Student's book)

Genocide is the mass extermination of a whole group of people, an attempt to wipe them out of existence. It is the specific intention to destroy an identified group, either "in whole or in part", that distinguishes the crime of genocide from a crime against humanity.

2. Assess the similarities and differences in the occurrence of the Holocaust and Genocide against the Tutsi.

	Holocaust/Shoah	Genocide against the Tutsi
Year	1939-1945 April to July 1994	1939-1945 April to July 1994
Place	Germany, Poland	Rwanda
Method	Removal of Jews from their homes, deportation to concentration camps and killing in "gas chambers" or extermination camps.	Removal of people from their homes; killing them in their homes, churches and schools and other places where they escaped.
Weapons used	Asphyxiation in the gas chambers, guns, bombs	Guns, grenades, crude weapons
Propaganda spread	Jewish were responsible for all the ills facing Germany	Defined by the regime as Tutsi enemies
Tactics used	Use of laws, force, persecution	Invasion of homes, waylaying of victims on roads, use of coded language
Victims killed	6 million Jews, 5 million other groups	1,074,017 Tutsi

Other Victims killed	Soviet citizens and prisoners of war, poles, physically and mentally challenged Germans, members of Jehovah Witness, Romans, sexual and political minorities in Germany	Moderate Hutu and UN Peacekeeping forces
Response of the international community	Slow and not forthcoming	None
Forms of atrocities	Killings, confiscation of property, stripping of citizenship, segregation and denial of food and other supplies torturing victims before killing them, throwing victims in latrines and septic tanks alive, burying them alive in common graves, gathering them in churches and other places and burning them alive using gasoline, raping women before killing them, crushing babies in mortars or smashing them against walls, confiscation and destruction of property, cutting off of limbs using machetes, cannibalism etc	
Response of Perpetrating group	Acceptance of the genocide	Acceptance of the genocide
Main executors	The army Specialised units (Einsatzgruppec)	Security forces and armed militia groups: <i>Interahamwe</i> and <i>Impuzamugambi</i>
How the perpetrators were dealt with	Arrested, tried and sentenced during the Nuremberg trials	Arrested, tried and sentenced during the sessions of the ICTR held in Arusha, Tanzania and Gacaca courts in the country

3. Discuss the consequences of genocide

Suggested answer each learner will explain in own ideas concerning : Loss of lives, sustainment of injuries, post-traumatic stress disorder (PTSD), displacement of persons, high number of orphans and other vulnerable dependents, spread of sexually transmitted diseases and infections, damaged or destroyed relationships, destruction of property.

4. Examine ways in which genocide can be prevented in any society.

Development of critical thinking: If people think critically, they are able to make conscious, responsible and positive decisions. Promotion of empathy, empathy is the ability to sense and understand the feelings of other people as if they were our own. Developing the feeling of empathy begins from the mind. Active bystandership: A bystander is a person who is in a position to know about or see events happening in his or her environment. Active bystandership means that individuals, organizations and nations should intervene whenever situations that may lead to violence in a country occur. Individual responsibility: should pay attention to the following guidelines in an effort to resolve conflicts, Remain calm after conflict, set the tone, do not overreact. Resistance to manipulation and incitement to violence: In most cases, leaders and those in authority are responsible for manipulating and inciting people to violence. As individuals and law-abiding citizens, we are supposed to resist calls to engage in violence.

5. Explain ways in which the post-genocide government, civil society groups, non-governmental organizations, individuals and the community have used to address the consequences of Genocide against the Tutsi.

Building of the social structures which had been destroyed, organizing reconciliation between perpetrators and victims, encouraging victims to forgive perpetrators, encouraging both victims and villains to be kind towards one another and engaging in community activities as united people.

6. Analyse the causes and consequences of the Genocide against the Tutsi

Causes: Hate propaganda, genocide ideology

Consequences: Massive loss of lives, displacement of persons, straining of resources of the host community to the refugees, destruction of property, increased insecurity, post-traumatic stress, high incidence of orphans, human rights violation, breakdown in the rule of law, destruction of social systems, and mistrust among neighbours

7. Discuss ways through which future occurrence of Genocide in Rwanda can be prevented.

Social reconstruction and reconciliation, forgiveness, benevolence

8. *Describe Rwandan values and explain how they contribute to preventing genocide ideology.*

Peace-building, resilience, benevolence, awareness and memory, telling the truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening, inclusiveness, poverty alleviation, reduction/elimination of illiteracy by opening doors of education to all citizens.

9. *Examine the way members of your community live with each other. Does the behavior that individuals display fit into a cohesive society?*

“Ndi umunyarwanda” which calls for oneness of humanity despite our differences enables us to view one another from a brotherhood and sisterhood

perspective. This will thus discourage us from killing those whom we are different with in one way or the other. This value encourages us to exploit our diversity to develop our country. It promotes unity in diversity.

10. *Describe how you can dissociate from and speak out against evil and violent actions in society.*

Speak out on doing good and forbidding evil deeds, preaching peace messages, speaking out against senseless violence and evil ideology.

11. What are your feelings on the Genocide against the Tutsi and the Holocaust?

A learners should express displeasure of genocide in all its manifestations. The teacher should advise learners to have negative feelings towards genocide and should abhor positive feelings. Learners who express their negative feelings towards genocide indicate that learning has taken effect. Some of the correct views include the following:

- Genocide is a crime and should not be encouraged in any way.
- Those found guilty of its perpetration should be severely punished
- Victims should forgive but never forget what they went through.
- Both survivors and perpetrators should reconcile and work together as members of the society.

1.8 Additional activities

Remedial activities

1. List the violent acts committed on victims during the occurrence of genocide.

The violent acts committed on victims during the occurrence of genocide are the following:

- Killing of members of a certain group;
- Causing grave bodily or mental harm to members of a group; Deliberately inflicting on the group conditions of life calculated; to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group; forcibly transferring children of the group to another group.

2. Explain how the preservation of photographs, clothes worn by victims and other memorabilia will prevent future occurrence of genocide in the country.

Preservation of the clothes worn by genocide victims, their photographs and other memorabilia will help keep the memory of the atrocities alive thus preventing future occurrence of the same.

3. Examine important lessons that Rwandans and other people get from visiting genocide memorials.

Visitors get to see the reality of genocide against the Tutsi at a glance. They also get to hear/ watch some of the accounts from the survivors. Such first-hand accounts/ information give an individual a reality check on the consequence of genocide. Individuals also get to learn on the devastating effects of propaganda and racial or ethnic profiling.

1.9. Consolidation activities

1. Discuss the challenges of the Rwandan Government after 1994 Genocide against the Tutsi.

After the end of the Liberation War and of the Genocide against the Tutsi, a new government was set up. It is the government of national unity. This government faced the following challenges:

- Suspicion and mistrust among the Rwandan population;
- Problems of insecurity;
- Resettlement of Refugees and genocide survivors

- Economic challenges;
- Health problems;
- Challenges in education;
- Challenges in Justice.

2. Examine the achievements of the Rwandan Government after the Genocide against the Tutsi.

Although many problems encountered by the government of national unity just after stopping genocide, this government has registered many achievements in many fields such as:

- Safeguarding the national security;
- Promoting unity and reconciliation;
- Ensuring the justice to all
- Promoting democratization process;
- Establishing the core national institutions;
- Implementing the decentralisation policy;
- Stimulating the economic growth development;
- Promoting education
- Promoting the gender equality
- Developing urban and rural settlement.

3. Evaluate the effects of the genocide against the Tutsi that are still visible

The following are the effects of the genocide against the Tutsi that are still visible in Rwanda:

- A big number of vulnerable genocide survival
- Economic decline
- Suspicion among Rwandans
- Traumatism
- A big number of orphans

Extended activities

1. Assess the role of colonial masters in preparation of the genocide against the Tutsi.

The role of the colonial masters in preparation of the genocide against the Tutsi are:

- Creation and distribution of identity card that contain three different groups
- Creation of disunity among Rwandans through the use of divide and rule policy

- Encouraging the so-called Hutu to make coup d'Etat of Gitarama
- Different measures to weaken the power of the King Mutara III Rudahigwa
- Destruction of the Rwandan values
- Implementation of different political and administrative reforms

2. Imagine a genocide memorial you can create in your home community. Describe what you can put in the memorial and explain how it can help to prevent further genocide

You can ask learners to design their genocide memorials in groups. They can use testimonies, pictures, drawings or artifacts. Let them have their own creativity. After describing their genocide memorial, other learners can make comments on how to improve it, or can ask questions on how it can help to prevent genocide. Conditions of life calculated to bring about its physical destruction in whole or in part. Imposing measures intended to prevent births within the group. Forcibly transferring children of the group to another group.

Extended activities

1. Analyse the extent to which the government of Rwanda has made efforts to prevent future occurrence of genocide.

Peace building efforts, poverty alleviation measures, resilience, benevolence, awareness and commemoration, telling the truth, repentance and forgiveness, reconciliation, dialogue and consensus, active listening and inclusiveness.

2. Discuss lessons the society has learnt from the genocide against the Tutsi.

Negative ethnicity is bad. Standing against divisive propaganda is crucial. Following blindly what those in authority are advocating is wrong. It is vital for the individual and community members to address the issues of poverty, ignorance and illiteracy in the society.

2.1 Key Unit Competence

To be able to analyze and appreciate the role of democracy in enhancing good governance

2.2 Prerequisite

In order to study this unit “Democracy and good governance “learners should have knowledge, skills, attitudes and competences on the meaning of democracy, governor and governance learned in primary and lower secondary. The teacher can introduce the lesson by asking different questions related to democracy, governance, good governance and illustrations to facilitate teaching and learning process. The teacher can also ask learners to review the Unit 4 in senior four (Leadership, governance and management.) This Unit will enable learners understand the concept of governance and the relationship between leadership and governance.

2.3 Cross-cutting issues

Cross-cutting issues to be addressed. This section suggests cross-cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another crosscutting issue taking into consideration the learning environment.

- **Environment and sustainability:** During the teaching of democracy and good governance, learners need to acknowledge the importance of protecting the environment in which we live in. So throughout the unit/lesson there is need to appreciate and take great care for environment as it is paramount.
- **Peace and values education:** Observance of the rule of law and respect peoples’ opinions gives room for peaceful co-existence. This leads to promotion of democracy and maintains peaceful relations among people.
- **Inclusive education:** All learners should actively participate in the teaching and learning process. This unit takes into account both genders, male and female, in the illustrations and content. There are also illustrations that show the inclusion of learners with disabilities.

2.4 Guidance on the introductory activity

At the beginning of this unit two, invites learners to review unit four in senior four “Leadership, governance and management. Then after, ask learners different questions about leader, leadership, governance and good governance. It will help learners to be interested, what it will happen in this unit and help them to be passionate to know by the end of the unit, what they thought was not possible at the beginning. This will help them to know democracy, governance and good governance.

2.5 List of lessons

#	Lesson title	Learning objectives	N. periods
1	Concept of state	Learner will be able to explain the concept of state appreciate the importance of the state	1
2	Concept of democracy and different forms of democracy	Learner will be able to explain the concepts of democracy and its different forms	1
3	Concepts of good governance	Learner will be able to explain the concepts of transparency and accountability	1
4	State of governance and the three powers	Learner will be able to analyze the role and the relationships between the three powers	1
5	Separation of powers in interdependence	Learner will be able to discuss the separation of powers in interdependence in a State	1
6	The role of democracy in promoting individual citizenship	Learner will be able to Infer the role of democracy: in promoting individual citizenship.	1
7	The role of democracy in enhancing good governance	Learner will be able to Infer the role of democracy in enhancing good governance	1
8	End unit assessment		1

2.5.1 Concept of state

- a) **Learning objectives:** Learner will be able to explain the concept of the State and describe the effect of the State on individual citizenship.
- b) **Prerequisites/Revision/Introduction:** To begin this lesson, teacher can start by asking learners some questions about the meaning of state. The teacher can also bring the African political map or world political map.
- c) **Teaching resources**

The teacher has to use the internet, textbook, testimonies, documentary films, braille materials in case of impaired learners, newspapers and other related book to citizenship

Learning activities

Teacher arranges the learners into groups of 4 to 6 and ask them to do the first activity in their textbook and Students present their findings to the whole class.

Learning activity 2.1

1. Use the internet and make research to find out the meaning of the concept of State.

Proposed answer

A state refers to a sovereign political power made up of human population, other resources, boundaries, leadership and symbols of identification.

A State is an organized political community that is controlled by a government.

State is a political organization of society, or the politic body, or, more narrowly, the institutions of government.

Application activity 2.1

1. Comment this assertion “I am proud to be a Rwandan citizen’

Expected answer

I am proud because all Rwandans are committed to rebuilding the country, there is peace in Rwanda, the achievements Rwanda has made that have led to development in the country. Rwandans are united, work together and help each other. Use of home-grown solutions that have helped rebuild the country.

2.5.2. Concept of democracy and its forms

a) Learning objectives: Learner will be able to explain the concepts of democracy and its different forms.

b) Prerequisites/Revision/Introduction

To begin this lesson, the teacher can start by asking learners some questions about the meaning of leadership and democracy. The teacher can also bring some pictures of leaders leading people in different activities and ask learners to observe them and link them with the form of democracy.

c) Teaching resources

The teacher can use the internet, textbook, testimonies, documentary films, braille materials in case of impaired learners, newspapers, dictionaries and other related books to citizenship

The teacher's guide suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. It indicates also the alternative teaching aids and materials for the learners with special needs and for schools with limited resources if applicable.

d) Learning activity

Teacher can arrange learners into different groups and ask them to do the first activity in their textbook and they present their findings to the whole class.

Learning activity 2.2

Use different books in your library, make research, and find out the concept of democracy and forms of democracy

Expected answer

Democracy is generally defined as the government of people, by people and for people.

Possible forms of democracy are following:

- Direct democracy: citizens directly run the affairs of their government. Whenever a need arises.
- Indirect democracy: citizens elect representatives who make decisions or laws that govern them on their behalf.
- liberal democracy: Liberal democracy is the combination of a liberal political ideology that operates under an indirect democratic form of government.

- **Authoritarian democracy:** Authoritarian democracy is a form of democracy directed by a ruling elite of an authoritarian state that seeks to represent the different interests of society.
- **Participatory democracy:** Participatory democracy or participant democracy is a form of government in which citizens participate individually and directly in political decisions and policies that affect their lives, rather than through elected representatives.
- **Islamic democracy:** Democracy is inherent to Islamic values and Islamic historical experience

Application Activity 2.2.

Etymologically, the term democracy means power of people, basing on your own experience and the Rwandan context, attempt another definition but do not exceed two lines. Discuss the forms of Democracy.

Expected answer

Democracy refers to power being put in the hands of the citizens or people.

Democracy” is defined as a form of government where power ultimately rests in people’s hands.

Role-play two incidences in class showing direct democracy and indirect democracy at school.

Expected outcomes: learners will take initiative to use democracy in their daily life

2.5.3 Concept of good governance

- Learning objectives:** Learner will be able to explain the concepts of transparency and accountability.
- Prerequisites/Revision/Introduction:** To begin this lesson, teacher can start by asking learners some questions about the meaning of governance. The teacher can also bring some pictures of leaders leading people in different activities and ask learners to observe them and link them with good governance.
- Teaching resources:** The teacher has to use the internet, textbook, testimonies, documentary films, braille materials in case of impaired learners, newspapers and other materials related to citizenship

Learning activities: Teacher arranges the learners into groups of 4 to 6 and ask them to do the first activity in their textbook and present their findings to the whole class followed by the teacher's harmonization.

Learning activity 2.3

1. Make a research in library or use internet and find out the meaning of the term good governance.

Suggested answer

Learners will present their findings to the whole class.

Ex: Good governance is the exercise of political, economic and administrative authority to manage the nation's affairs and the complex mechanisms, processes, relationships and institutions as well as leadership behavior through which citizens' groups articulate their interests, exercise their rights and obligations and mediate their differences.

Application activity 2.3

1. Describe the achievements the government of Rwanda has made to improve Good governance in service delivery.
2. Rwanda introduced irembo to improve good governance in service delivery. The teacher will make clarification on descriptions provided by learner.
3. Analyse the characteristics of Good governance.

Suggested answer

- **Participation** requires that all groups, particularly those most vulnerable, have direct or representative access to the systems of government. This manifests as a strong civil society and citizens with the freedom of association and expression.
- **Rule of Law** is exemplified by impartial legal systems that protect the Human Rights and civil liberties of all citizens, particularly minorities. This is indicated by an independent judicial branch and a police force free from corruption.
- **Transparency** means that citizens understand and have access to the means and manner in which decisions are made, especially if they are directly affected by such decisions. This information must be provided in an understandable and accessible format, typically translated through the media.
- **Responsiveness** simply involves that institutions respond to their stakeholders within a reasonable time frame.

- **Consensus Oriented** is demonstrated by an agenda that seeks to mediate between the many different needs, perspectives, and expectations of a diverse citizenry. Decisions need to be made in a manner that reflects a deep understanding of the historical, cultural, and social context of the community.
- **Equity and Inclusiveness** depend on ensuring that all the members of a community feel included and empowered to improve or maintain their well-being, especially those individuals and groups that are the most vulnerable.
- **Effectiveness and Efficiency** are developed through the sustainable use of resources to meet the needs of society. Sustainability refers to both ensuring social investments carry through and natural resources are maintained for future generations.
- **Accountability** refers to institutions being ultimately accountable to the people and one another. This includes government agencies, civil society, and the private sector

2.5.4. State governance and the three powers

- a) **Learning objectives:** A learner will be able to describe the main differences between state and government
- b) **Prerequisites/Revision/Introduction:** To begin this lesson, teacher can start by asking learners some questions about the meaning of governance. The teacher can also bring some pictures of leaders leading people in different activities and ask learners to observe them and link them with governance.
- c) **Teaching resources:** The teacher has to use the internet, textbook, testimonies, documentary films, braille materials in case of impaired learners, newspapers and other related book to citizenship The teacher's guide suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. It indicates also the alternative teaching aids and materials for the learners with special needs and for schools with limited resources if applicable.

Learning activities: Teacher arranges the learners into groups of 4 to 6 and ask them to do the first activity and present their findings to the whole class followed by the teacher's harmonization.

Learning activity 2.4

Distinguish between nation and state

Suggested answer:

Nation refers to a large geographical area and the people therein who perceive themselves as having a common identity whereas The state is a political and geopolitical entity.

Application activity 2.4

1. Explain different state institutions and give an example for each.

Suggested answer:

- Legislatures, like the Rwandan parliament, to make laws
- Judicial Systems, like the Rwandan court systems, to interpret laws
- Executive agencies, such as the ministries and others, to administer the laws which control the domestic economy, education, trade, and diplomacy, for example
- Police and military forces, to provide security

2.5.5 Separation of powers in interdependence

- a) Learning objectives:** Learner will be able to discuss the separation in interdependence of powers in a State government
- b) Prerequisites/Revision/Introduction:** To begin this lesson, teacher can start by asking learners some questions about the powers in a State. The teacher can also bring some pictures of leaders leading people in different activities and ask learners to observe them and link them with the separation in interdependence of powers.
- c) Teaching resources:** The teacher has to use the internet, textbook, testimonies, documentary films, braille materials in case of impaired learners, newspapers and other related book to citizenship The teacher's guide suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. It indicates also the alternative teaching aids and materials for the learners with special needs and for schools with limited resources if applicable.
- d) Learning activities:** Teacher arranges the learners into groups of 4 to 6 and ask them to do the first activity and present their findings to the whole class followed by the teacher's harmonization.

Learning activity 2.5

Search and discuss the separation of powers in a State government

Suggested answer:

Discuss about three powers and their complementarity as well as the control of Government action by the Parliament through interpellations.

Application activity 2.5

Assess how the three powers of government are able to promote transparency and accountability in their operations.

Suggested answer:

The principle of separation of powers in interdependence enables the government to function smoothly. The following are advantages of having the three powers of the government.

- It makes coordination and administration easy.
- Facilitates division of labour and reduces concentration of power in a single arm.
- Reduces or eliminates the possibility of abuse of power.
- Enhances efficiency and smooth functioning of the government.
- Promotes the principle of checks and balances.
- Engenders transparency and accountability in the operations of government.
- Provides quality service to the people.
- Eliminates or reduces incidences of corruption in the management of public affairs.

2.5.6 The role of democracy in promoting individual citizenship

a) Learning objectives: Learner will be able to describe the main differences between state and government.

b) Prerequisites /Revision/Introduction

To begin this lesson, teacher can start by asking learners some questions about the meaning of citizenship. The teacher can also bring some pictures of leaders leading people in different careers and ask learners to observe them and link them with citizenship.

c) Teaching resources

The teacher has to use the internet, textbook, testimonies, documentary films, braille materials in case of impaired learners, newspapers and other books related to the lesson.

Learning activities

Teacher arranges the learners into different groups and ask them to do the first activity in their text book and their present their findings to the whole class.

Learning activity 2.6

1. Give the meaning of the term citizenship.

Suggested answer:

Citizenship is a condition of being a member of a country.

2. Using the Constitution of Rwanda, explain ways of becoming a citizen.

Expected answer:

Nationality by Rwandan origin:

- Appointment with a Consular Officer, and bring the following with you.
- Birth certificate.
- Complete the application form.
- Proof in writing that applicant living in a place known as Rwanda.
- Bring at least two Rwandans who know the applicant as a Rwandan.

Application activity 2.6

1. Justify how democracy enables peaceful coexistence among citizens.

Suggested answer

1. Democracy is crucial in promoting individual citizenship in the following ways:
 - **Respect for the rule of law**
 - In a democratic society, respect for the rule of law is vital. By abiding by the law, one avoids conflict with people.
 - **Enables individuals to exercise their rights and fundamental freedoms**

- Democracy allows and enables citizens to respect the rights and freedoms of each other.
- **Creates a bond of unity**
- Democracy promotes unity among all individuals in a country and enables them to help one another when the need arises.
- **Enables peaceful coexistence**
- Democracy enables peaceful coexistence among individuals. This enables them to respect the opinions and decisions of other people.
- **Allows for individual participation in various activities**
- Active participation of individuals in their day-to-day activities is possible where democracy thrives.
- **Promotion of gender equity and equality**
- In a democratic country, Democracy promotes gender equity and equality among citizens.
- Promotion of equity and equality in the society
- In a democratic state, all citizens are equal and are entitled to equal rights and equitable privileges.
- **Observance of honesty and integrity**
- Democracy is anchored on high integrity and honesty. Based on respect for the rule of law, democracy develops integrity and honesty in all individuals.
- **Free flow of information**
- Democracy enables citizens to make well-informed decisions because there is free flow of information.
- **Commitment to negotiation**
- Democracy uses a give-and-take or win-win approach that helps individuals to develop negotiation skills.

2. Examine the rights and responsibilities of citizens in a country.

Everyone has the right to:

Education, employment, ownership of property, government services, Clean water, access to information, Practice religion, live free from violence, Health care,

Everyone has the following responsibility to his country:

Vote economic or sexual exploitation, obeying the law, Paying taxes. Serving on a jury when summoned registering with the Selective Service.

2.5.7 The role of democracy in Enhancing Good Governance

a) Learning objectives:

Learner will be able to Infer the role of democracy in enhancing good governance.

b) Prerequisites/Revision/Introduction

The teacher can introduce the lesson by asking learners the meaning of good governance and other related questions.

c) Teaching resources:

The teacher can use the internet, textbook, testimonies, documentary films, braille materials in case of impaired learners, newspapers and other books related to citizenship can be used.

Learning activities: Teacher arranges the learners into groups of 4 to 6 and ask them to do the first activity in their Students present their findings to the whole class followed by the teacher's harmonization.

Learning activity 2.7.

1. Assess the benefits of having the three powers of government.

Suggested answer

- It makes coordination and administration easy.
- Facilitates division of labor and reduces concentration of power in a single arm.
- Reduces or eliminates the possibility of abuse of power.
- Enhances efficiency and smooth functioning of the government.
- Promotes the principle of checks and balances.
- Engenders transparency and accountability in the operations of government.
- Provides quality service to the people.
- Eliminates or reduces incidences of corruption in the management of public

Application activity 2.7

1. Examine different ways the government of Rwanda has promoted wellbeing of citizens.

Suggested answer

Attempts at eliminating poverty

- Stakeholder engagement
- Transparency and accountability
- The equity and equality agenda (gender, ethnic, race, age, ability, religion)
- Ethical, honest behavior and absence of corruption (moral governance)
- Sustainability, effectiveness and predictability
- Legitimacy
- Fulfilling peoples' basic needs
- Respect for Human Rights and the rule of law
- Participation in democratic elections and nation building activities
- Judicial independence from other arms of government
- Effective utilization of public resources (sound financial management)
- Democratic pluralism.

Assess the relationship between powers and the impact of impunity.

2.6 Additional information

Democracy and good governance are issues at the Centre of global and national development today. All the world states are keen in promoting good governance. States arose as a result of increase in the number of people in different parts of the globe. Democracy began in the Ancient Greek city-state of Athens. Democratic governments are preferred in the world. Each country has tried to demonstrate democracy to suit its unique circumstances. The same applies to the types of democracy practiced in different parts of the world. All governments in the world strive to promote good governance. However, achievement of this is hardly attainable in most societies. This is what makes the concept to bear a normative value. Nonetheless, to a large measure, states have achieved this ideal.

2.7 End unit assessment

1. Explain the following terms:

- a) State:** state is a geographic entity that has a distinct fiscal system, constitution and is sovereign and independent from other states as recognized by them.
- b) Democracy:** 'A government of the people, for the people and by the people' by Abraham Lincoln.

c) Good governance: Good governance is the process of measuring how public institutions conduct public affairs and manage public resources and guarantee the realization of human rights in a manner essentially free of abuse and corruption and with due regard for the rule of law.

d) Accountability: Accountability is the quality or state of being accountable especially an obligation or willingness to accept responsibility or to account for one's actions public officials lacking accountability.

e) Transparency: Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations

2. What are the main characteristics of good governance?

Suggested answer

Equitable and inclusive, Consensus, Participatory, Responsive and effective, efficient and accountable.

Suggest different requirements behavior of the state that contribute to the success of democracy.

Expected answer

- Being conscious of political rights and duties
- Solidarity among the citizenry
- Spirit of peaceful coexistence among the people
- Opportunity for individuals to develop their full potential
- Active participation of citizens in the affairs of the state
- Adequate education of the citizens about public affairs.

3. Explain the principles of the rule of law.

Proposed answer

Laws should be relatively stable and should not change too often, the discretion of the security forces should not be allowed to prevent the application of the law, all laws should be prospective (take place in future) and open, courts should be easily accessible, courts should have powers to review the implementation of these principles at all times, the principle of natural justice must be adhered to, the independence of the judiciary must be guaranteed and the making of laws should be guided by open, stable, clear and general rules

2.8 Additional activities

- Remedial Activities:

1. Why is leadership important in a state?

Proposed answer

Gives direction to the people, encourages the people to work hard in their responsibilities, represents the people at different levels, is a source of motivation to the people and executes the people's decisions

2. Why is democracy the best form of government?

Proposed answer

It is founded on the consent of the people it recognizes equality among the people in spite of the differences that might exist in them, has a moral and educative value, it balances the liberty of the individual with the power of the state, promotes patriotism and reduces possibilities of revolution and it renders great service to the cause of world peace as it is founded on the principle of peaceful co-existence

- Consolidation activities:

1. Discuss the demerits of democracy.

Proposed answer

It leads to the tyranny of the majority, it is a rule of a few, its ethical value is doubted or questionable, it has engendered class struggle and corruption and it is slow and wasteful

2. Explain the necessary conditions for the success of democracy in a country.

Proposed answer

Enlightenment and active citizenship, educated population, national unity, a responsible, free and fearless media/press, existence of strong political parties, economic equalities of citizenry, good leadership, presence of democratic traditions and a proper system of local self-government which encourages people to participate in public affairs at the lower level to enable them acquire training in the art of government.

- **Extended activities:**

- 1. Explain the concept of parliamentary supremacy in a democracy.**

Proposed answer

The laws it makes cut across all sectors, it is the sole institution which makes, amends and repeals laws, performs a watchdog role over the other arms/powers of government, exercises control over government/public finance, executive is accountable to parliament for its activities and can pass a vote of no confidence in the head of the other two arms or their senior members.

- 2. Discuss the limitations of parliamentary supremacy.**

Proposed answer

It is checked equally by the other two arms, citizens have the final authority on issues of governance, its supremacy is limited to international laws, a national crisis allows the head of the executive to sidestep the legislature and bi-cameral system of parliament enables each chamber to exert control over the other.

3.1. Key unit competence

To be able to analyse and appreciate the importance of national service and self-reliance in development.

3. 2. Prerequisite

As prerequisites to facilitate the teaching and learning of this unit, the following elements have already been learned before in secondary schools in ordinary level. In Senior one of ordinary level, this unit of national service and self-reliance is taught in History and Citizenship under the name of dignity and self-reliance.

3.3 Cross cutting issues to be addressed

- **Genocide studies:** In studying this unit, learners will be enabled to have a deep understanding on the destruction of the social fabric and the economy of Rwanda due to the 1994 genocide against the Tutsi. They will also be informed about great efforts that have been made by the Government of Rwanda so as to rebuild the country and to bring it back to the path of national development and economic growth through national healing, reconciliation thanks to the Gacaca courts wherein benevolence helped to deal with many cases that would have taken more time to be settled. In so doing, learners will have been equipped with all the necessary information on self-reliance and national service related policies adopted by the Government of Rwanda to rehabilitate the country after the 1994 genocide against Tutsi.

Peace and values education: In studying this unit, learners will be enabled to have a better awareness of the importance of living in peace and how this can be achieved when people live in harmony because they are satisfied in terms of basic needs (food, housing, medical care, security, etc.) and wants like means of transport and services like education, health insurance. In so doing, this will ultimately contribute to the promotion of peace in the society.

- **Inclusive education:** Inclusiveness should be embraced in education, at the workplace and in the activities that a society is engaged in. However, it is of utmost importance to note that self-reliance is one of the government policies that can help poor families to gain money which is needed to pay tuition fees for their off springs and more especially children with special educational needs. From this perspective, all learners will be given a quality and equitable education that meets their basic learning needs and understands the diversity of their backgrounds and abilities.

- **Gender:** The gender discrimination in the work place or school settings hinders good relations between men and women or girls and boys and it thus creates social barriers between males and females. In studying this unit, learners will be informed about the government policies related to the self-reliance and national services and the role that they can play in helping the Rwandan population to avoid gender stereotypes and be simultaneously gender sensitive so as to strive for the practice of gender equality and equity. Besides, with this cross-cutting issue, learners both girls and boys will be enabled to exploit their full potential and talents without any discrimination or prejudice.

3.4. Guidance on the introductory activity

At the beginning of this unit one, invite learners to do an introductory activity to this unit. In so doing, this will help learners be interested, know what happens or will happen in this unit and help them to be passionate to know by the end of the unit what they thought was not possible at the beginning. This will help them identify some issues and open them to what they didn't know and be inquisitive to make decisions that help promote and be part of government self-reliance and national service related policies in practical situations. The introductory activity is a question of discussion. As a teacher, organize learners in groups and ask them to reflect upon it before providing the answers. Afterwards, invite them to present their findings to the whole class. The plausible answers are the following:

The youth, as adults should contribute to the social transformation of Rwanda towards its Vision 2020 – 2050 and self-reliance and national services can be an easy way to help the Rwandans to achieve this goal in the following way:

When people are self-reliant, the nation equally strives to be self-reliant and this contributes to the development among individuals, improvement of household access to livelihood assets and the community in various sectors. As result, there is the reduction of poverty which leads to the independence of individuals and citizens, co-operation of citizens for success and promotion of patriotism among the citizens. All in all, Rwandans will achieve sustainable positive values including self-sufficiency, solidarity and dignity, unity and Rwandan identity, equity including gender. Rwanda's Home- grown solutions will therefore accelerate the development of Rwanda.

3.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concept of national service and its models	The learners should be able to define the concept of national service and explain its models.	1
2	Concept of self-reliance	The learners should be able to explain the concept of self-reliance.	1
3	Provision of national service in Rwanda, Africa and the world	The learners should be able to describe how national service is provided in Rwanda, Africa and the world.	1
4	Activities through which national service is carried out in Rwanda	The learners should be able to portray the activities through which national service is carried out in Rwanda.	1
5	Measures put in place to achieve self-reliance in Rwanda	The learners should be able to explain the measures put in place to achieve self-reliance in Rwanda.	1
	Assessment		1

3.5.1 Concept of national service and its models

a) Learning objective

The learners should be able to define the concept of national service and explain its models.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to explain the importance of Umuganda. Afterwards, he/she goes on assigning them the task of defining the concept of national service and explaining its models.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship. He/she can also utilize testimonies, newspapers, tactile materials such as pictures/illustrations, documentary films on national service and self-reliance.

Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 3.1** which is in the learner's book page Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answer to the learning activity 3.1

National service is a system either compulsory or voluntary government service or usually military service. In this regards, national service is a system where citizens (youth) people, upon completing a given level of education and meeting certain conditions, offer their services to the state. They are also expected to serve their nation with dignity, patriotism and pride. During this period, they are expected to provide free and voluntary services to the state.

National service can also be defined as an organized activity in which people serve the community in ways that contribute to social, economic and political transformation at no financial rewards. Through this service, many young people spent one or more years performing national duties in the army or in civil service. This makes training compulsory.

Answers to the application activities 3.1

The three models of national service which have been adopted by world states are:

- **Compulsory service:** this is where people of a given age, upon completing studies at a given level, must offer services for a specific period to the state.
- **Voluntary service:** this is where those providing their service to the state do so out of their own will.
- **Blended service:** this is a mixture between compulsory service and voluntary service. People of a given age are mandated to provide their service. Others, not falling into the compulsory categories but wish to provide their service to the state are equally allowed.

3.5.2 Concept of self-reliance

a) Learning objective

The learners should be able to explain the concept of self-reliance.

b) Prerequisites/revision/introduction

To start this lesson, the teacher invites learners to recall the definition of the concept of national service and explain its models. Then after, he/she goes on assigning them the task of explaining the concept of self-reliance.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship.

Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 3.2** which is in the learner's book page Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answers to the learning activity 3.2

Self-reliance is defined as being independent, which means relying on one's own resources to satisfy ones' needs. This implies the ability to do or make decisions on our own. In most cases, the performance of the task is based on the individual's or state's ability, powers and resources. This is done without help or support from others.

Self-reliance arises out of the realization that we can put our resources and abilities to use in an effort to satisfy our needs. It demands diligence, patience, sacrifice, patriotism and commitment from the individual and the state. Self-reliance requires a change in mentality and strengthening the commitment of participants towards its implementation.

Answers to the application activities 3.2

1. Self-reliance pays attention to the socio-economic and political needs of the people. It refers to the ability of people or states to:
 - Achieve social cohesion;
 - Enable social accountability;
 - Mobilize resources;
 - Build and maximize interpersonal capacity to address issues and take initiatives;
 - Access material and monetary assets;
 - Manage materials and monetary assets.
2. Self-reliance encourages people to improve their living conditions using home-grown initiatives and resources at their disposal. This concept is critical in spearheading community development. It also discourages over-reliance on external assistance. A nation's development is propelled and sustained by internal resources. Self-reliance is a strategy based on endogenous socio-economic engineering. Its philosophy is improvement from within.

3.5.3 Provision of national service in Rwanda, Africa and the world

a) Learning objective

The learners should be able to describe how national service is provided in Rwanda, Africa and the world.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to explain the concept of self-reliance. Afterwards, he/she goes on assigning them the task of explaining how the national service is provided in Rwanda, Africa and the world.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship. He/she can also utilize testimonies, newspapers, tactile materials such as pictures/illustrations, documentary films on the provision of national service in Rwanda, Africa and the world.

Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 3.3** Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answers to the learning activity 3.3

1. In traditional Rwanda, Rwandan people had adopted different approaches/ methods so as to handle their problems. For instance, in the sector of justice, Rwandans had created courts named Gacaca that were used to peacefully settle cases while in defense, youth were trained as future combatants in itorerero and ingerero, military mobile camps which had been formed at the borders of the country for the prevention of eventual attacks from its neighbors.

In Modern Rwanda, leaders of the Government of National Unity returned back to the traditional methods so as to solve current problems. It was in this regard that Gacaca courts were set in place so as to judge people that were presumed to have participated in perpetration of genocide against Tutsi. On the other hand, Urugerero was adopted to mean a form of national service aimed at developing programmes that enhance growth in some sectors of the economy of Rwanda. Through Urugerero activities, the youth are trained and initiated to military trainings for physical fitness.

Thereafter, they are sent into their respective local communities to help in implementation of some national policies like sensitization and mobilization against some diseases like malaria etc.

2. Countries where national service is carried out in Africa are Kenya, South Africa, Namibia, Nigeria, Ghana, Cameroon, Botswana. The common characteristic in the provision of national service in Africa is that it is voluntary and it involves youths who are aged between 16-35 years.

Answers to the application activities 3.3

1. Volunteerism in Rwanda is currently exhibited through provision of services to the community such as Umuganda, Ubudehe, Umusanzu (Communal self-help activities based on solidarity), Abunzi, local government councils (Njyanama), Gacaca judges, electoral commission agents, and community health workers (abajyanamab'ubuzima) among others that do not involve any salary payment in return and done out of free will for the purpose of benefiting the whole community.

The volunteerism accomplished by the youths contributes to the awareness campaigns in development projects for HIV and AIDS, gender balance, family planning, adult literacy and community work (Umuganda). The youths also are engaged in environmental protection activities, construction of shelter for vulnerable groups and support local leaders in implementation of government policies. Throughout the programme, the youths are taught values and attitudes such as integrity, humility and patriotism. This enables them to change their attitudes and contribute towards the development of their country.

2. The objectives of volunteerism in Rwanda are the following:
 - Educate Rwandans on the culture of volunteerism through activities of national development;
 - Provide a framework where people are able to make effective use of their special skills and access unexploited potential which is an additional contribution to national development;
 - Build satisfaction among volunteers for their role in volunteer work for increasing national production skills development associated with the volunteering activities.
 - Provide an appropriate institutional framework for effective management, coordination and use of existing and future volunteer activities and resources.

- Provide a mechanism through which volunteer services can be recorded and accorded national recognition.
3. The four broad strategies adopted by the Kenya National Youth Service are the following:
- Empowering the youth to engage in productive activities;
 - Providing the youth with the necessary financial support and market linkages;
 - Moulding the character of young people through training;
 - Strengthening programmes which advance the health of the youth and their wellbeing.

4. Similarities between the model of national service in Rwanda and Kenya

All were created by acts of parliament, target the youth, their efforts are geared towards addressing unemployment, offer community development services, training involves employment of youth to hone their work skills, recruits are given an allowance during training and instil national values in the youth.

Differences between the model of national service in Rwanda and Kenya

Rwanda is blended while Kenya is voluntary. Rwanda allows other members of the public to participate in the activities of the recruits while Kenya does not.

5. The challenges faced by the Kenya National Youth Service are the following:

Inadequate funding, political interference in its operation, government bureaucracy, poor administration, corruption and mismanagement, ineffective organisational structure, poor strategic leadership, poor linkages within alumni and insistence on non-market driven courses

3.5.4 Activities through which national service is carried out in Rwanda

a) Learning objective

The learners should be able to portray the activities through which national service is carried out in Rwanda.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to briefly explain how the provision of national service was carried out in Rwanda, Africa and the world.

Afterwards, he/she goes on assigning them the task of explaining the activities through which national service is carried out in Rwanda.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship. He/she can also utilize testimonies, newspapers, tactile materials such as pictures/illustrations, documentary films on national service and self-reliance.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 3.4** which is in the learner's book page Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answers to the learning activity 3.4

1. The activities through which national service is carried out in Rwanda are: Umuganda, Ubudehe, Itorero, Ingando, Urugerero, Ubukorerabushake
2. The government has introduced policies to help address poverty in the country. Partnership programmes have been initiated between the government and development

partners to help in poverty reduction. Many strategies and programmes have thus been introduced to further alleviate poverty in the country such as Vision 2020 Umurenge Program (*VUP*), *Ubudehe* and *Girinka*.

Answers to the application activities 3.4

1. The major strides that have been achieved through Umuganda are the following:

Road construction and repair, building of schools, farming, afforestation and re-afforestation, home construction for vulnerable people, soil conservation measures, construction of canals and building hospitals or dispensaries.

2. The challenges affecting the execution of Umuganda activities in your district are as follows: Limited finances, poor mobilisation, low participation due to lack of payment, individual interests and negative attitude towards manual labour.

3. The benefits of Ubudehe realized in the country are: Allowing members of the community to work together in addressing poverty alleviation or reduction, fostering a culture of mutual help and assistance, increasing social cohesion by creating social capital among groups and enabling people settle disputes amicably.
4. Itorero and Ingando have helped create social cohesion, peace and reconciliation in Rwanda by nurturing and fostering the culture of volunteerism, they have trained and inculcated in the people's minds a set of values such as Indangagaciro(values); it has preached against taboos and vices such as Kirazira(taboos).
5. The benefits of Itorero and Ingando to the citizens of Rwanda are: Through Ingando, ex-combatants of the genocide have been re-integrated into the society, engendered feelings of patriotism in the people and promotion of responsibility and selflessness in the population.

3.5.5. Lesson 5: Measures put in place to achieve self-reliance in Rwanda

a) Learning objective

The learners should be able to explain the measures put in place to achieve self-reliance in Rwanda.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to explain briefly the activities through which national service is carried out in Rwanda. Afterwards, he/she goes on assigning them the task of explaining the measures put in place to achieve self-reliance in Rwanda.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship. He/she can also utilize testimonies, newspapers, tactile materials such as pictures/illustrations, documentary films on the measures put in place to achieve self-reliance in Rwanda.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 3.5** which is in the learner's book page Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answers to the learning activity 3.5

After the 1994 genocide against Tutsi, the Government of National Unity came up with different measures so as to achieve self-reliance in Rwanda. These initiatives include decentralization, programmes aiming at alleviating poverty in the country such as Vision 2020 Umurenge Program (VUP), Ubudehe, Girinka, urugerero, culture of ubutore, health insurance scheme, Agaciro Development Fund, formation of cooperative societies, etc.

Answers to the application activities 3.5

1. The challenges faced by Rwanda' in its effort to promote self-reliance in the country are the following: Poverty, poor mobilisation of the community, limited finances, vested/individual interest insecurity and joblessness.
2. The government and the people of Rwanda can overcome these challenges by doing the following:
 - Promotion of poverty reduction strategies,
 - Creation of more employment opportunities by encouraging investors,
 - Formation/expansion of partnership programmes,
 - Beefing up of mobilisation and sensitization ventures,
 - Scaling up efforts towards promotion of national unity and patriotism and expansion of security maintenance initiatives.
3. The importance of sensitizing the community about self-reliance is the following:
 - Easing the community members' mobilisation in self-reliance activities;
 - Encouraging active involvement of the people;
 - Promoting awareness on self-reliance activities among the members of the community;
 - Encouraging effective utilization of community resources;
 - Encouraging resource mobilisation among the community members;
 - Encouraging inclusiveness among the community members;
 - Promoting effective communication among the members of the community.

4. The policies established by the post-genocide government aimed at building inclusion and social cohesion are:
- Girainka Munyarwanda initiative;
 - Introduction of national social security policy;
 - Ubudehe;
 - Promotion of health insurance scheme;
 - Forging of partnership programmes with external and internal partners and crop intensification strategy.

3.6 Additional Information

Senior Six leavers in national service

Secondary senior 6 leavers are about to complete secondary education and contribute to the national development. This makes them to be prepared to participate in national development and be self-reliant. It is this perspective that the Rwandan government has come up with various activities through which national service is made. These are things that learners are familiar with. Pay special attention was placed on: Umuganda, Itorero/Urugerero, Ubukorerabushake among others. Towards this, the Rwandan government has introduced various measures. Some of the major ones are: Agaciro Development Fund, co-operatives, Urugerero, Ubukorerabushake, promotion of the culture of Ubutore, poverty reduction initiatives, introduction of policies aimed at building social cohesion and inclusion, promotion of health insurance and sensitisation of the community on importance of self-reliance.

Grassroots leaders and residents across the country have been called on to closely collaborate with Senior Six leavers undertaking their national service, locally known as “Urugerero”.

During the official launch of the latest round of national service in 2016, Boniface Rucagu, the chairperson of the National Itorero Commission, delivered the message, in Rubaya sector, Gicumbi District for Senior Six leavers.

During the six-month service, scheduled to end in June, the students in different parts of the country worked on activities they committed to do during their previous civic education training. These activities include participating in discussions related to the 22nd Genocide commemoration, supporting the needy, planting trees, sensitization on sanitation, family planning, drug abuse, and health insurance programmes.

The students also conducted literacy education, participated in community services like Umuganda, and train people on how to access online government services, especially the Irembo platform.

Other activities could be particular depending on the location and the necessity within the sectors.

At this launch, Rucagu said the young generation should work together with communities in development activities. He went further saying that youth need to embrace patriotism and the notion of self-reliance. Leaders and local residents should be supportive for the students to accomplish their tasks. In addition, the planned activities are essential to the improvement of people's welfare.

About 54,000 Senior Six leavers participated in the national service in 2016. According to Vedaste Nsabimana, the executive secretary of Remera Sector in Gasabo District, national service gives an opportunity to the youth from schools to learn community roles. In brief, National service programme is part of broader national efforts to design homegrown solutions to the country's challenges.

3.7 End unit assessment

1. National service is a system where the youth upon meeting certain conditions are enlisted to offer free service to the state for a specified period. On the other hand, self-reliance refers to the ability of an individual, organisation or state to be independent in fending for its day-to-day needs.
2. The national service and self-reliance have helped improve the socio-economic development of Rwanda by the fact that they have contributed to the increase in people's productivity, they instilled nationalism and patriotism in the country and thus they made people give their best to the state. In addition, the national service and self-reliance have encouraged the spirit of community development, helped reduce poverty levels in the society and promoted responsibility among citizens in their day-to-day activities.
3. Self-reliance and national service are closely related. This is because when individuals are self-reliant, the nation equally achieves self-reliance. Self-reliance among citizens contributes to the development of individual and community members in various sectors. Self-reliance and national service contribute towards poverty reduction and both promote independence at the individual and national level. Besides, self-reliance and national service demand co-operation of citizens for success, they both promote patriotism among the citizens and each can only operate in an environment of peace.
4. The activities through which national service is carried out in Rwanda are: Umuganda, Ubudehe, itorerero and Ingando, urugerero, Ubukorerabushake
5. The measures put in place in Rwanda to achieve self-reliance are as follows: Poverty reduction initiatives, introduction of policies aimed at building social cohesion and inclusion, promotion of health insurance, establishment of the Agaciro Development Fund, sensitisation and mobilisation of the community members on the importance of self-reliance and formation of co-operative societies.

6. The ability of Africans towards attaining self-reliance can be explained as follows: Africans are endowed with vast resources and its huge population is a rich source of market for goods. With good leadership, Africans can attain self-reliance. With good global trade policies, the people can be able to benefit from their vast resources. Unfortunately, the following problems hamper efforts towards the achievement of self-reliance: Insecurity, poor leadership, poverty and unemployment, corruption and mismanagement of finances, embezzlement, exploitation of the continent's vast resources by foreign countries, high levels of illiteracy, high disease prevalence and unfavourable world trade policies.

3.8 Additional activities

Remedial Activities

The following questions are suggested as remedial activities for slow learners:

1. Using Urugerero as an example of national service, identify the characteristics of national service.
2. Identify the aims of Ubudehe.
3. Identify the essentials of self-reliance.
4. List the benefits of Ubudehe realized in the country of Rwanda.
5. Mention the ideals of urugerero and identify its socio-cultural values.

Expected answers to remedial activities

1. The characteristics of national service are the non-payment for service rendered (recruits only get an allowance in some cases), involvement of citizens, adoption of any of the three models (compulsory, voluntary and blended), limitation to recruits of a given age group, promotion of a sense of patriotism and selflessness, volunteerism, instilment of responsibility among the recruits.
2. The aims of Ubudehe are the following:
Allowing members of the community to work together in addressing poverty alleviation or reduction, fostering a culture of mutual help and assistance, increasing social cohesion by creating social capital among groups and enabling people settle disputes amicably
3. The essentials of self-reliance are: diligence, sacrifice, patriotism and commitment.
4. The benefits of *Ubudehe* realized in the country of Rwanda are as follows: families have been given livestock, good healthcare has been extended to communities, communities have gotten safe and clean water and community empowerment in various ways has been made.

5. Urugerero is based on the following ideals: fraternity, national identity and participation of the citizenry in national service. The socio-cultural values it hinges on are: peace, democracy, social justice, patriotism, and equality and equity.

Consolidation activities

The following questions are suggested for enhancing development of competences:

1. Examine some community development projects that the youth in Rwanda may engage in to achieve self-reliance and reduce poverty.
2. Identify challenges the youth in Rwanda are bound to face in undertaking the projects.
3. Explain how the youth may solve the challenges identified in question (2) above.
4. Examine the challenges affecting the execution of *Umuganda* activities in your District.
5. Explain what can be done to solve the problems identified in question (2) above.
6. Find out the areas of interest as outlined in the *Umuganda* law.
7. Examine the benefits of *Itorero* and *Ingando* to the citizens of Rwanda.

Expected answers to consolidation activities

1. Some community development projects that the youth in Rwanda may engage in to achieve self-reliance and reduce poverty are *Girinka*, *VUP*, formation of co-operative societies, improving household access to livelihood assets, irrigation farming.
2. The challenges the youth in Rwanda are bound to face in undertaking the projects are lack of funds, high population density, population pressure on available arable land, inadequate food and poor agricultural marketing.
3. The youth may solve the challenges identified in question 2 above by applying intensive agricultural practices, irrigation farming, saving part of their income and making investments, marketing of agricultural produce and improved coordination mechanism.
4. The challenges affecting the execution of *Umuganda* activities in my District are: limited finances, poor mobilisation, low participation due to lack of payment, individual interests and negative attitude towards manual labour.
5. The solutions that can be proposed to solve challenges affecting the execution of *Umuganda* activities in my District are the following:

A token of appreciation should be introduced, partnership programmes with internal and external organisations should be forged, local leaders should be empowered on mobilisation skills and publicity and advocacy on goodness of manual labour.

6. The areas of interest as outlined in the *Umugandalaw* are supplementing national resources by executing specific activities, instilling a culture of collective effort in the population, resolving problems faced by the population through community effort and restoring the dignity of labour.
7. Through *Itorero* and *Ingando*, ex-combatants of the genocide have been re-integrated into the society, engendered feelings of patriotism in the people and promotion of responsibility and selflessness in the population.

Extended activities

These are suggested questions for gifted and talented students.

1. Assess the statement, 'Urugerero is the driving force towards achieving development in Rwanda'.
2. Suggest how the *Urugerero* initiative in Rwanda may be improved.
3. Identify possible solutions to the common challenges facing the national service in Rwanda and Kenya.
4. Discuss the challenges that are common to models of national service in Africa.
5. Assess the achievements of *Urugerero* and *Ubukorerabushake* in your district.

Expected answers to extended activities

1. In assessing the statement, 'Urugerero is the driving force towards achieving development in Rwanda', it can be affirmed that Urugerero is likely to create the awareness on development issues, promote the national unity and patriotism, eradicate drug and substance abuse in the community, spearhead the efforts of community mobilisation for development, promote good health practices and gender equality in the Rwandan society, etc.
2. *Urugerero* initiative in Rwanda may be improved by increasing facilitation provided to recruits, giving priority to the recruits in employment, improving mobilisation ventures and enriching the curriculum of training so that it may have components that may enable the recruits to develop 21st Century skills, for example, financial literacy and ICT skills.
3. The possible solutions to the common challenges facing the national service in Rwanda and Kenya are:

Enforcement of laws against corruption and mismanagement of resources, sourcing for more funds, giving prominence to self-employment skills during training, improving efficiency in administration and reducing politician's role in the management of the service.

4. The challenges that are common to models of national service in Africa poor leadership/lack of government goodwill or seriousness, corruption and mismanagement, political interference, negative attitude of the youth towards the programme, high unemployment rate, lack of proper post-service plans for the beneficiaries and relevance of the skills to the job market.
5. The achievements of *Urugerero* and *Ubukorerabushake* in my District are the following: Enhancement of the community development approach, increased solidarity, strengthened national identity and reduced stereotypic thinking, increased patriotism and civic participation specially among the young generation, receive committed and motivated workers at no financial reward, the well-being of beneficiaries is improved with the injection of dedicated workers, increases social integration and cohesion, self-actualisation because of the recognition of participants' efforts in people's lives or other forms of change emanating from their efforts, the participation empowers those involved in different ways including gaining new skills and interaction with others etc. bridging the gap between communities and participants who may not otherwise get such an opportunity, gain practical skills that bridge the gap between theory and practise, increase a sense of responsibility and love for the country and increased opportunities for employment.

4.1. Key unit competence

To be able to analyze specific national, regional and international strategies for the prevention of, and response to, gender based violence and child abuse and advocate their elimination.

4.2. Prerequisite

In order to study this unit “Gender and society” learners should have knowledge, skills, attitudes and competences on the meaning of gender and society learned in senior four secondary. The teacher can introduce the lesson by requesting learners to reflect on unit seven in senior four and tell the meaning of gender and society. The teacher can also ask questions about the Rwanda laws on the Prevention and Punishment of Gender-Based Violence (GBV) and find out the offences outlined in this law. This Unit will enable learners deeply understand the concept of gender at national, regional and international level.

4.3. Cross-cutting issues

- **Peace and values education:** While studying this unit, learners will be enabled to have a better awareness of the importance of living in peace and how can gender be achieved through building more peaceful families and communities, societies and a more peaceful world. They will also be taught and explained different positive values including altruism, repentance, forgiveness, reconciliation and consensus building and how to behave accordingly. In so doing, this will ultimately contribute to the promotion of gender and society.
- **Inclusive education:** Inclusiveness should be embraced in education, at the workplace and in activities that gender engages in a given society. This results in a more harmonious society and thus a peaceful and united nation. Therefore, inclusive education as one of the cross cutting issues that will be addressed in teaching Citizenship will enable learners to be given care by taking into account their special educational needs. At this time, all learners should be given a quality and equitable education that meets their basic learning needs and understands the diversity of their backgrounds and abilities.

- **Gender:** The gender equality and complementarity in the work place or school settings promotes good relations between men and women or girls and boys in the workplace and it thus creates team work between males and females, consequently; it promotes the development of a country. Teachers have to avoid gender stereotypes and should have to simultaneously be gender sensitive and strive for the practice of gender equality and equity.

4.4. Guidance on the introductory activity

At the beginning of this unit four “Gender and society” invite learners to do an introductory activity to this unit you find in student’s book. In so doing, this will help learners be interested, know what happens or will happen in this unit and help them to be passionate to know by the end of the unit, what they thought was not possible at the beginning. This will help them identify some issues and open them to what they didn’t know and be inquisitive to make decisions that promote gender in society in practical situations. The introductory activity is to find out the offences outlined in Rwanda law in the prevention and punishment of gender based violence and think why many people commit GBV even with the existence of a law against it? Teacher organizes learners in groups and ask them to reflect upon it before providing the answers. Afterwards, invite them to present their findings to the whole class.

4.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	National commitments on GBV	The learners should be able to evaluate national laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them.	1
2	Regional commitments on GBV	The learners should be able to evaluate regional laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them.	1
3	International commitments on GBV	The learners should be able to evaluate international laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them.	1
4	International commitments on Child abuse	The learners should be able to assess and address GBV and child abuse issues in any environments (family, community, and school).	1

5	Role of police and community members in reporting rape, domestic violence and abuse cases	The learners should be able to assess the role of police and community members in reporting rape, domestic violence and abuse cases.	1
6	procedure for reporting rape and domestic violence	The learners should be able to describe the procedure for reporting rape and domestic violence .	1
7	Procedure for reporting abuse cases	The learners should be able to portray the procedure for reporting abuse cases .	1
	End unit assessment		

4.5.1 National commitments on GBV

a) Learning objectives

The learners should be able to evaluate national laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them.

b) prerequisites/revision/introduction

The teacher can start this lesson by asking learners the meaning of gender and gender based violence learned in senior four, unit 7 gender and society.

c) Teaching resources

The teacher can use Citizenship learner's textbook, Teacher's guide, internet and other related materials.

Learning activities

The teacher organizes the learners into different groups and ask them to reflect on what Rwanda has achieved up to now in terms of Gender -Based Violence laws. Thereafter, learners present their work to the whole class.

Learning activity 4.1

Using internet or reading available books in your library or watching a documentary film on national commitments on GBV, evaluate what Rwanda has achieved up to now in terms of Gender -Based Violence laws.

Suggested answers

The Government of Rwanda has implemented laws. The Constitution of the Republic of Rwanda supports gender equality and guarantees equal rights for women and men. Article 11 of the Constitution asserts that all Rwandans are born and remain free and equal in rights and duties. The government of Rwanda put in to policies such as the National Policy against gender-based violence and the National Strategic Plan for fighting gender-based violence.

Application activities4.1

1. Explain the mechanisms used to fight GBV in your community.

Proposed answer:

The Chief of *Umudugudu* collects information from the community policing committee and community health workers on GBV-related cases and activities. The teacher will consider other suggestions provided by learners.

2. Assess the role of activities conducted in your community to foster GBV prevention.

Proposed answer:

Collects information from the community policing committee and community health workers on GBV-related cases and activities. The teacher will consider other suggestions provided by learners

3. Explain the various forms of Gender-Based Violence.

Proposed answer:

Physical as when you slap or push, it can be psychological, such as when you threaten or humiliate. It can be sexual, (when one engages in rape, marital rape or touches another person sexually without his or her consent) or economic (when a person denies the other the opportunity to work, inherit property or access education.

4. Identify gender-based violence laws enforced in Rwanda.

Proposed answer:

All Rwandans are born and remain free and equal in rights and duties; any form of discrimination, including ethnic origin, tribe, clan, color, sex, region, social origin, religion or faith, opinion, economic status, culture, language, social status, physical or mental disability or any other form of discrimination is prohibited and punishable by law.

5. Explain the role of Rwanda Investigation Bureau and community members in reporting cases of rape, domestic violence and child abuse.

Proposed answer

Rwanda Investigation Bureau also participates in Umuganda community gatherings and work with Community Policing Committees and Neighbourhood Watch Programmes to address GBV related issues. In addition, they conduct media and community based awareness campaigns about GBV.

4.5.2 Regional commitments on GBV

a) Learning objectives

The learners should be able to evaluate regional laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them.

b) Prerequisites/revision/introduction

The teacher can start this lesson by asking learners to review lesson one” National commitments on GBV“and ask questions about what Rwanda had achieved in fighting against Gender Based violence (GBV).

c) Teaching resources

The teacher can use Citizenship learner’s textbook, Teacher’s guide, internet and other related materials.

d) Learning activities

The teacher organizes the learners into different groups and ask them to reflect on what Rwanda has achieved up to now in terms of Gender -Based Violence laws. Thereafter, learners present their work to the whole class.

Learning Activity 4.2

Using internet or reading available books in your library, conduct a research, find out and explain the regional commitments in fighting against gender-based violence.

Proposed answers:

- a. The African charter on Human and people's Rights of 2003 also known as the Maputo Protocol, guarantees comprehensive rights to women such as the right to take part in political processes, social and political equality, control of their reproductive health and to put an end to female genital mutilation (FGM)
- b. The protocol on prevention and suppression of sexual violence against Women and children of 2006, provides protection for women and children against impunity of sexual violence in the Great Lakes region.
- c. The Goma Declaration (2008) requires that member states to provide the necessary protection for women and girls against gender based-violence, as well as assistance, care and support to GBV victims.

Application activities 4.2

1. Explain the efforts made towards implementing the regional commitments in the fight against gender-based violence.

Proposed answer:

The member states provided legal, medical, material and social assistance, including counselling and compensation, to women and children who were victims of sexual violence.

2. Do the Rwanda policies and laws on gender-based violence adequately address the regional commitments and policies?

Proposed answer:

Yes, because the Republic of Rwanda supports gender equality and guarantees equal rights for women and men. Article 11 of the Constitution asserts that all Rwandans are born and remain free and equal in rights and duties. The government of Rwanda put into policies such as the National Policy against gender-based violence and the National Strategic Plan for fighting gender-based violence.

4.5.3 International commitments on Child abuse.**a) Learning objectives**

The learners should be able to evaluate international laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them.

b) Prerequisites/revision/introduction

The teacher can start this lesson by asking learners to review lesson two “Regional commitments on GBV “and ask questions about what Rwanda had achieved in fighting against Gender Based violence (GBV).

c) Teaching resources

The teacher can use Citizenship learner’s textbook, Teacher’s guide, internet and other related materials.

Learning activities

The teacher organizes the learners into different groups and ask them to reflect on what Regional commitments has achieved up to now in terms of fighting gender Gender-Based Violence. Thereafter, learners present their work to the whole class.

Learning Activity 4.3

Using internet or reading available books in your library, conduct a research and find out and explain the regional commitments in the fight against gender-based violence and child abuse

Proposed answers:

- The Convention on the elimination of All forms of Discrimination against Women(CEDAW) was adopted in 1979 by the UN with the aim of eliminating any form of political, economic, social, cultural and civil discrimination against women
- The Convention on the Rights of the Child (CRC) is affirms that children have a right to be protected from all forms of abuse or exploitation. States must take measures to provide protection through the standards it has set for health care, education, legal, civil and social services
- The Beijing Declaration and Platform for Action (of 1995 is was established to realize gender equality and equal Human Rights for women and girls in the world it recognizes that violence against women including, rape, sexual slavery and forced pregnancy, affect the whole society negatively.

Application activity4.3

1. Have you witnessed cases of child mistreatment in the country? Explain what the government has done to ensure children rights are protected

Proposed answer:

Learners will provide different alternatives and the teacher will intervene for harmonization.

Example: The government can take protective measures like: Effective procedures for the establishment of social programmers to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification reporting, referral, investigation, treatment and follow-up of child maltreatment described and for judicial involvement.

2. Assess the efforts of the government and community towards implementing Article 29 of the Beijing Declaration and Platform for Action (1995).

Proposed answer:

The efforts of the government and community towards implementing Article 29 of the Beijing Declaration and Platform for Action (1995) was to 'Prevent and eliminate all forms of violence against women and girls according to the Rome Statutes (1998) and the UNSCR 1325 (2000), identify crimes committed against women during the genocide against the Tutsi in Rwanda.

They identified different crimes such as rape, sexual slavery, forced prostitution, forced pregnancy, forced sterilization, and other forms of sexual violence as war crimes and crimes against humanity

3. Explain the protective measures outlined in the Rome Statute (1998) and the UNSCR 1325 (2000) that could have been provided for during and after the genocide against the Tutsi

Proposed answer:

The taken measure was to call on parties involved in armed conflict to put in place special plans to protect women and girls from SGBV.

4.5.4 Role of Rwanda Investigation Bureau and community members in reporting rape, domestic violence and abuse cases

a) Learning objective

The learners should be able to assess the role of police and community members in reporting rape, domestic violence and abuse cases.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to explain briefly international laws, policies and strategies for GBV and child abuse issues in any environments (family, community, and school) and suggest alternative strategies to address them. Afterwards, he/she goes on assigning them the task of assessing the role of police and community members in reporting rape, domestic violence and abuse cases.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship. He/she can also utilize testimonies, newspapers, tactile materials such as pictures/illustrations, documentary films on the role of police and community members in reporting rape, domestic violence and abuse cases.

Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **Learning activity 4.4** The learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answers to the learning activity 4.4

Rwanda Investigation Bureau Gender Desk receives reports, conducts investigations and recommends arrests and prosecution of perpetrators of Gender Based Violence. In addition, Rwanda Investigation Bureau work to prevent gender-based violence, provide rapid response to reports of rape and abuse, assist victims to get access to help and collect information on gender-based violence.

The Judicial Rwanda Investigation Bureau Unit responds to crimes on a daily basis and the Child and Family Protection Unit of Rwanda Investigation Bureau provides victims with referral services to specialized care. The Community Policing Unit at the Gender Desk provides community sensitization on gender-based violence. A centralized Rwanda Investigation Bureau hotline directs one to the appropriate response unit.

Answers to the application activities 4.4

1. The role played by Rwanda Investigation in reporting cases of rape, domestic violence and child abuse in the country is the following:
 - Conducting investigations on all alleged incidents of violence and abuse against women;
 - Carrying out investigations;
 - Protecting all victims of crime;
 - Preventing crime and arresting offenders;
 - Providing awareness on GBV
 - Running the OSC and the Gender Desks.

The role played by community members in reporting cases of rape, domestic violence and child abuse in the country is the following:

- Report cases of GBV and child abuse;
 - Support victims of GBV and child abuse and should not to tolerate GBV in the community;
 - Provide testimony in a case of GBV.
2. The changes that have occurred since Rwanda Investigation Bureau and community members have taken up their roles in reporting cases of abuse are that there has been increased awareness of ways of seeking help for victims, increased reporting of cases and some drop in cases of GBV.
 3. Rwanda Investigation Bureau and community members can make reporting of cases of abuse easier for society by interacting frequently with the community, holding regular campaigns in the community, treating victims with respect, offering reliable protection for those who report GBV and taking stern action against GBV offenders.
 4. The role of Rwanda Investigation Bureau is critical because they not only ensure the arrest of perpetrators that would not be easy for the community members, but also conduct investigations that are necessary for securing convictions. Without proper evidence, many culprits would go scot free. Rwanda Investigation Bureau are important because they promote the reporting of cases of GBV by offering protection for victims. Without such protection, many victims could be intimidated into silence. Rwanda Investigation Bureau also make it easy to report cases of GBV through the establishment of One Stop Centres and the Gender Desks.

5. This is because Rwanda Investigation Bureau has to rely on information from the public on cases on GBV that are reported. If the community was silent, many cases would go unreported. In addition, the community play an important role in securing convictions by acting as witnesses in court.

4.5.5 Procedure for reporting rape and domestic violence

a) Learning objective

The learners should be able to describe the procedure for reporting rape and domestic violence.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to briefly assess the role of police and community members in reporting rape, domestic violence and abuse cases. Afterwards, he/she goes on assigning them the task of describing the procedure for reporting rape and domestic violence.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship. He/she can also utilize testimonies, newspapers, tactile materials such as pictures/illustrations, documentary films on the procedure for reporting rape and domestic violence.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 4.5** which is in the learner's book page Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answers to the learning activity 4.5

If someone happens to be a victim of GBV or witness such violence, she/he can in an emergency, call Rwanda Investigation Bureau hotline number 3512 or use 3677 for the Prosecutor's Office. To report cases of military-related violence against women and girls, the victim or another person who has to help the victim can call the free hotline (3945). If Rwanda Investigation Bureau station is near, the victim or another person who has to help the victim has to rush and report the crime as fast as possible. In cases of SGBV and child abuse, the victim will be immediately referred to the nearest hospital or

health centre for a medical test and primary medical care. After examination and tests are completed, Rwanda Investigation Bureau will hand over the results to the Judiciary officers. primary medical care then forward or accompany him or her to the nearest Rwanda Investigation Bureau station to acquire a requisition form for medical examination from a Rwanda Investigation Bureau station. Some hospitals also have a Rwanda Investigation Bureau officer to whom the victims should report first.

Victims may also report to the One-Stop Centres (OSC) where a social worker trained in basic counselling skills will meet them.

Answers to the application activities 4.5

1. At the One Stop Centres, survivors of GBV are met by a Social Worker trained in basic counselling skills who can provide counselling. The One Stop Centres also has a Gender Desk where reports of GBV can be made, and investigation and subsequent prosecution of cases of GBV are initiated. At the Gender Desk, a requisition form is filled with information which makes investigation and follow-up easy. If a victim goes directly to Rwanda Investigation Bureau station, he or she will be given counselling and provided with a requisition form to be submitted to the health service providers. There are Gender Desks at the Rwanda Investigation Bureau whose staff are trained on GBV. The Gender Desks are usually the first point of reference at the Rwanda Investigation Bureau station. After the requisition form is submitted at the hospital, medical care will be administered accordingly and requisitioned tests by Rwanda Investigation Bureau will be carried out. These tests are free of charge.
2. Many cases of GBV went unreported in the past due to reasons such as a culture of silence, fear of stigmatisation and lack of awareness on how to report cases of GBV. With more awareness campaigns and improvement in the reporting system, more cases of GBV are being reported and prosecuted successfully. If a victim goes directly to Rwanda Investigation Bureau station, he or she will be given counselling and provided with a requisition form to be submitted to the health service providers. There are Gender Desks at the Rwanda National Police whose staff is trained on SGBV. The Gender Desks are usually the first point of reference at Rwanda Investigation Bureau station. After the requisition form is submitted at the hospital, medical care will be administered accordingly and requisitioned tests by Rwanda Investigation Bureau will be carried out. These tests are free of charge.

3. In the procedure for reporting rape and domestic violence, The Gender Monitoring Office (GMO) is responsible for gender monitoring on a national level, including the monitoring of GBV. The GMO monitors service providers such as National Rwanda Investigation Bureau, One-Stop Centres and local NGOs.

4.5.6 Procedure for reporting abuse cases

a) Learning objective

The learners should be able to portray the procedure for reporting abuse cases.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to briefly describe the procedure for reporting rape and domestic violence. Afterwards, he/she goes on assigning them the task of portraying the procedure for reporting abuse cases.

c) Teaching resources

The teacher can use the internet, the learner's textbook, the Teacher's guide of Citizenship and other reference books related to Citizenship. He/she can also utilize testimonies, newspapers, tactile materials such as pictures/illustrations, documentary films on the procedure for reporting abuse cases.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 4.6** The learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested answers to the learning activity 4.6

The following are specific steps that someone should take into consideration while reporting abuse cases:

- Gathering all the information about the suspected incident or incidents and writing it up in factual observations or information;
- Notifying the direct administrator local authorities in one's village (Umudugudu) of the information someone has that caused him or her to suspect abuse or calling the mandated reporters hotline RIB on 116.
- Informing the counsellor that someone believes he/she has a suspected case of abuse.

Answers to the application activity 4.6

The piece of advice and assistance you would give a victim of GBV who is ignorant of the laws and different mechanisms available for dealing with crimes of GBV and child abuse is to explain him or her laws and different mechanisms that the Government of Rwanda has put in place to deal with such issues as follows:

Cases of GBV may be reported to the Community Policing Committee, Anti GBV and Child Protection Committees, or the local chief. However, in the case of an emergency the following avenues also exist. One may call Rwanda Investigation Bureau hotline number 3512 or use 36 77 for the Prosecutor's office. Use a free hotline (3945) to report cases of military-related violence against women and girls. If it is easily accessible however, the most obvious step to take would be to immediately rush to the nearest police station.

At Rwanda Investigation Bureau station, counselling is given and one is provided with a requisition form to be submitted to the health service providers. Gender Desks at Rwanda Investigation Bureau and in the Rwanda Defense Force are usually the first point of reference at the stations. After a requisition is submitted to the hospital, medical care will be administered accordingly and tests conducted. Results will be handed over to the judiciary by Rwanda Investigation Bureau, however, it is important to follow up the case after receiving medical treatment, rather than simply wait for Rwanda Investigation Bureau to do it for you. The Access to Justice Office (AJO) or Maisond'Accès à la Justice (MAJ) in each District has staff who are specifically in charge of the fight against GBV. Here one may also report cases of GBV. It is also possible to report to a hospital or health one may also report cases of GBV. It is also possible to report to a hospital or health centre, where primary medical care will be given, before you are referred and accompanied to the nearest police station. Some hospitals have a Rwanda Investigation Bureau officer to whom the victim should report first.

4.6 Additional Information

The Inshuti Z'umuryango (Friends of a Family)

The *Inshuti Z'umuryango* (Friends of a Family) is a government initiative meant to identify, prevent and respond to child protection within the community. This community -based child care and protection mechanism targets children and families and makes use of social work volunteers who have the responsibility of following up cases of reintegration of victims of GBV into the community.

Operating under the *Tubarerere Mu Muryango* Programme (let us raise children in families), the community-based child and family protection workers assist in the protection of children from violence, exploitation, neglect and prevent the occurrence of child protection risks notably through the sensitisation of households on positive parenting and other child-friendly practices at community level. As part of their efforts to fight GBV, Rwanda Investigation Bureau conduct media and community based awareness campaigns on GBV.

They participate in Umuganda community gatherings and work with Community Policing Committees and Neighbourhood Watch Programmes to address GBV related issues.

The objectives of the Gender Desks are to increase police logistics for rapid response to cases of gender-based violence, increase police capacity in investigating gender-based violence cases, increase police capacity in counselling survivors, develop strategies and guidelines on the prevention and response to GBV, increase public awareness on GBV and the role of Rwanda Investigation Bureau Gender Desk, assist survivors in accessing appropriate health, legal and psycho-social support services and collect data and information on gender-based violence in Rwanda. Rwanda Investigation Bureau regularly conducts investigations on Sexual Gender-based Violence (SGBV) cases. To strengthen police response to cases of SGBV and rights of victims, the Anti-SGBV Directorate was established in Rwanda Investigation Bureau. The directorate has a presence in all police stations in the country and works closely with health institutions to facilitate access to medical services.

4.7 End unit assessment

1. Anti GBV clubs exist in schools. These clubs have both girls and boys and help to empower the youth to fight gender-based violence in schools, especially sexual harassment and abuse by teachers and fellow students. Anti GBV/ Child Protection Committees exist at the grassroots level in all districts. The committees provide an avenue for raising awareness on gender-based violence and are useful in gathering information and coordinating GBV response services to the victims. They help in the identification of vulnerable children and families and provide some support services. The committees address GBV issues and protect children's rights. Monthly community gatherings organised by the government act as a forum for intimate partner violence (IPV) to be made public and discussed as a community problem. Where victims are unable to report violence against them, these public meetings provide a forum where neighbours may report instances of violence on their behalf. Community policing is used to respond to GBV and is operational at every *Umudugudu* countrywide. There also exist Children's Forums where children are able to share their issues, feelings and suggestions on issues that directly affect their lives. The *InshutiZ'umuryango*

makes use of social work volunteers who have the responsibility of following up cases of reintegration of victims of GBV into the community.

2. Ministry of Gender and Family Promotion oversees the national implementation of the National Policy against Gender-Based Violence. The Ministry of Justice ensures that the gender-based violence law is implemented effectively. The Ministry of Education ensures policies, training, codes of conduct; curricula and school-wide programmes are put into place to ensure safety and security of teachers and children at school. The Ministry of Health is charged with the responsibility of ensuring that victims of gender-based violence are able to access appropriate services. The Ministry of Public Service and Labour protects workers from sexual harassment at their place of work.
3. To foster a prevention-focused environment where gender-based violence is not tolerated. Identify and support those at risk in order to prevent gender-based violence.
4. At the national level, the co-ordination is led the Ministry of Gender and Family Promotion, through a National Steering Committee that brings together several stakeholders. The Steering Committee provides overall strategic direction and monitors implementation of the policy's objectives. Below the national level, there are GBV and Child Protection Committees from the *Umudugudu* level upwards. The Chief of *Umudugudu* collects information from the community policing committee and community health workers on GBV-related cases and activities, and passes it on to the Cell Executive Secretary, assisted by the Social Affairs Officer and a representative from the RNP, who then pass on information to the Sector GBV/CP Committee. MINALOC also ensures that each district includes a report on GBV and that the protection of child rights is included in the district performance contracts. Above the *Umudugudu* level, there is a GBV and Child Protection Committee at the district level chaired by the Vice-Mayor in charge of Social Affairs and assisted by the Gender and Child Protection Professional. The implementation of anti-GBV related activities in the District is monitored and coordinated by this committee which also collects information pertaining to challenges and implementation at the community level.
5. Have been able to spread awareness, report cases, and reduce cases of GBV and child abuse in their community.
6. The Convention on the Elimination of All forms of Discrimination against Women (CEDAW) is the only international Human Rights treaty that affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. The Convention on the Rights of the Child (CRC) protects the rights of people under 18 years old by setting standards in health care, education, and legal, civil and social services. It emphasises the need for mechanisms for prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment. The Beijing Declaration and Platform for Action recognises that

violence against women – including rape, sexual slavery and forced pregnancy – affects the whole society negatively. It provides directions to countries not to use customs, traditions or religious considerations that promote the discrimination and marginalisation of women.

7. To take action against any violation of orders of protection. To provide victims or witnesses of domestic violence with support and assistance. To conduct thorough investigations and make arrest. To take steps to ensure the safety of the victim. To gather and preserve evidence. To ensure that any children at the scene of the crime are given appropriate support/assistance as required, including referrals to appropriate agencies. To interview all victims and witnesses. To interrogate the alleged offender.

4.8 Additional activities

Remedial Activities

The following questions are suggested as remedial activities for slow learners:

- What are the three main areas the National Policy against Gender-Based Violence does focus on?
- What are the important agencies that are involved in the fight of Gender-Based Violence?
- List the regional commitments in the fight against gender-based violence.
- What are the International commitments on GBV and child abuse?
- What are the main duties of RIB in fighting rape, domestic violence and abuse cases?

Expected answers to remedial activities

1. The three main areas the National Policy against Gender-Based Violence focus on are prevention, response, coordination.
2. The important agencies that are involved in the fight of Gender-Based Violence in Rwanda are the following: The National Women’s Council, Gender Monitoring Office, Rwanda Investigation Bureau (RIB) and National Public Prosecution Authority (NPPA)
3. The regional commitments in the fight against gender-based violence are: The African Charter on Human and People’s Rights of 2003, the protocol on Prevention and Suppression of Sexual Violence against Women and Children and the Goma Declaration (2008).

4. The International commitments on GBV and child abuse are: The Convention on the Elimination of All forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Child (CRC), the Beijing Declaration and Platform for Action of (1995), the Rome Statutes (1998) of the International Criminal Court and the United Nations Security Council Resolutions (UNSCR 1325).
5. The main duties of RIB in fighting rape, domestic violence and abuse cases are the following:
 - Thoroughly conducting investigations on all alleged incidents of Gender Based Violence against women.
 - Carrying out investigations in a manner that upholds the rights and needs of victims of abuse and violence while ensuring that they do not add to the burden experienced by the victim.
 - Protecting all victims of crime.
 - Preventing crime as much as possible and enforcing laws.

Consolidation activities

The following questions are suggested for enhancing development of competences:

1. Identify gender-based violence laws enforced in Rwanda.
2. Propose some strategies that can be used to curb gender-based violence at the community level.
3. Identify the different forms of gender-based violence that women experienced before and during the genocide against the Tutsi in Rwanda.
4. From the GBV Policy, briefly explain the roles of the following government agencies in the fight against GBV in Rwanda.
 - The Ministry of Gender and Family Promotion
 - The Ministry of Justice
 - The Ministry of Education
 - The Ministry of Health
 - The Ministry of Public Service and Labour.
5. Explain structures for effective implementation of the National Policy against Gender-Based Violence, from the community level to national level.
6. Examine the efforts of Anti-GBV clubs in schools in the fight against GBV in Rwanda.

Expected answers to consolidation activities

1. The gender-based violence laws enforced in Rwanda are contained in a law adopted on the Prevention and Punishment of gender-based violence in 2008. This law defines the different crimes related to SGBV (sexual and gender-based violence) and specifies their penalties.
2. The strategies that can be used to curb gender-based violence at the community level are as follows:
 - Reporting cases of GBV promptly,
 - sensitising men on the need to shun GBV and
 - sensitising women on their rights in relation to GBV.
3. The different forms of gender-based violence that women experienced before and during the genocide against the Tutsi in Rwanda are: They were subjected to rape, insults, exposure to indecent behaviour, torture, intentional infection with terminal disease, and violence against elderly or disabled persons.
4. The roles played by different government agencies in the fight against GBV in Rwanda:
 - Ministry of Gender and Family Promotion-oversees the national implementation of the National Policy against Gender-Based Violence.
 - The Ministry of Justice ensures that the gender-based violence law is implemented effectively.
 - The Ministry of Education-ensures policies, training, and codes of conduct, curricula and school-wide programmes are put into place to ensure safety and security of teachers and children at school.
 - The Ministry of Health-charged with the responsibility of ensuring that victims of gender-based violence are able to access appropriate services.
 - The Ministry of Public Service and Labour-protects workers from sexual harassment at their place of work.
5. The structures for effective implementation of the National Policy against Gender-Based Violence, from the community level to national level are the following:

Below the national level, there are GBV and Child Protection Committees from the Umudugudu level upwards. The Chief of Umudugudu collects information from the community policing committee and community health workers on GBV-related cases and activities. They pass it to the Cell Executive Secretary,

assisted by the Social Affairs Officer and a representative from RIB, who then informs the Sector GBV and Child Protection Committee. Above the Umudugudu level, there is a GBV and Child Protection Committee at the district level chaired by the Vice-Mayor in charge of Social Affairs and assisted by the Gender and Child Protection Professional. The implementation of anti-GBV related activities in the District is monitored and coordinated by a committee that collects information pertaining to challenges and implementation at the community level.

6. The efforts of Anti-GBV clubs in schools in the fight against GBV in Rwanda are as follows: Anti-GBV clubs exist in schools and involve the participation of both girls and boys. These clubs help to empower the youth in the fight against gender-based violence in schools, especially sexual harassment and abuse by teachers or fellow students. These clubs provide an avenue through which attitude and behaviour change are promoted.

Extended activities

These are suggested questions for gifted and talented students.

1. Identify activities that can effectively create prevention of GBV and reduce vulnerability of groups at risk of GBV in your community.
2. Discuss and identify interventions and activities that can improve accountability and eliminate impunity related to GBV in the country.
3. How do the programme's social workers assist in the protection of children from violence, abuse, exploitation and neglect?
4. Discuss various gender-based violence crimes committed in countries that Rwanda shares regional commitments with.
5. Explain the efforts made towards implementing these regional commitments in the fight against gender-based violence.
6. Do the Rwanda policies and laws on gender-based violence adequately address the regional commitments and policies?

Expected answers to extended activities

1. The activities that can effectively create prevention of GBV and reduce vulnerability of groups at risk of GBV in your community are the following:
 - Conducting workshops and advocacy campaigns on gender and GBV for local and religious leaders, law enforcement, families, schools and GBV perpetrators.
 - Sensitising local and religious leaders on positive gender attitudes.
 - Establishing and strengthening men and boys for change discussion groups.
 - Building capacity of Community Based Organisations (CBOs) to promote positive cultural values that can help to reduce GBV in the community.
 - Identifying groups that are at risk of GBV and building capacity of service providers to deal with GBV cases.
 - Discussing GBV issues in Security Council meetings at district levels.
 - Conducting campaigns for people vulnerable to GBV.
2. Interventions and activities that can improve accountability and eliminate impunity related to GBV in the country are:
 - Providing One Stop Centres (OSC) for victims of GBV at hospitals, free legal aid to all victims of GBV and GBV victim-centred services or facilities in all police stations.
 - Conducting training for professional service providers on the provision of comprehensive victim-centred care to victims of GBV and awareness campaigns on service provision and access to all service providers and potential victims of GBV.
3. The social workers assist in the protection of children from violence, abuse, exploitation and neglect and prevent the occurrence of child protection risks notably through the sensitization of households on positive parenting and other child-friendly practices at community level.

The various gender-based violence crimes committed in countries that Rwanda shares regional commitments with are Rape, sexual assault, forced pregnancy, forced pregnancies and infection of women and children with sexually transmitted diseases.

4. The efforts made towards implementing these regional commitments in the fight against gender-based violence are:

Ratifying and domesticating several international conventions and implementing legal and policy frameworks that address the issue of GBV. This is evident in the Rwanda National Constitution which supports gender equality and guarantees equal rights for women and men, the 1999 Rwanda Inheritance Law which grants equal inheritance rights to male and female children of civil marriages, and the law on the Prevention and Punishment of Gender-Based Violence among others.

5. Rwanda's policy framework on gender-based violence is fairly comprehensive and to a great extent adequately addresses the regional commitments policies. What remains is to eradicate GBV through more concerted efforts and change of negative attitudes that promote the vice.

5.1. Key unit competence

Be able to appreciate national cultural heritage, cultural preservation and recognize their impact in lifestyle

5.2. Prerequisite

Before undertaking this unity on individual and society, the student should have prior knowledge on:

- Fight Against Cultural Discrimination which is Unit 6 taught in Citizenship, Senior 4
- Gender & Society which is Unit 7 taught in Citizenship, Senior 4,
- Gender-Based Violence and Child Abuse which is Unit 8 taught in Citizenship Senior 4.
- Gender & Society which is Unit 4 taught in Citizenship, Senior 5.

5.3. Cross-cutting issues

Cross-cutting issues should be addressed within unit and within the lessons. In teaching this unit on heritage and culture, cultural and social values should be addressed in all lessons to ensure that students understand well the influence they should have on daily life. From culture and heritage societies experiences also different types of discrimination that should be evoked when teaching this unit.

Gender is also addressed in sense that students analyze cases of gender issues and appreciate the diversity of people in the society and take positive contribution to promoting gender equality and equity as well as gender roles.

Gender-based violence issues is dealt with in this unit to make learners understand that they have part in addressing them. Inclusive education is also address when students will discuss issues related to this issue and come up with possible solutions which may lead to leaving in harmony and peace.

5.4 Guidance on the introductory activity

Question: While there is universal cultural heritage, each nation has his own heritage. As a learner, identify and describe Rwandan national heritage

Guidance to answer:

The learner is invited to identify and describe different elements of Rwandan heritage trying to group them according to their types. As example:

a) Fabric

- Artifacts
- Man-made features and plantings
- Buildings

b) Stories :

- Ibirari by'insigamigani, imigani, etc.
- Visual records
- Written records

c) Culture

- Spiritual connection
- Pilgrimage,
- Traditional skills

5.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Elements of national heritage and the role of culture preservation	By the end of the lesson the learner should be able to demonstrate the role of cultural/ national heritage preservation	1
2	Impact of differing cultures of lifestyle and habits	By the end of the lesson, learners should be able to analyze how different cultures impact on life style and habits.	1
3	Influences of culture on what is considered acceptable and unacceptable sexual behavior	By the end of the lesson, the learners should be able to determine cultural factors influencing what is considered acceptable and unacceptable with sexual behaviour in society	1

4	Ways in which culture, human rights and social practices influence gender equality and gender roles	By the end of the lesson, learners should be able to demonstrate how culture, human rights and social practices influence gender equality and gender roles.	1
5	End unit assessment	By the end of the lesson, learners should be able to, demonstrate the impact of national cultural heritage and cultural preservation on Rwandans' lifestyle	1

5.5.1 Elements of national heritage and the role of culture preservation

a) Learning objectives

By the end of the lesson the learner will be able to demonstrate culture how human rights and social practices influence gender equality and gender roles.

b) Teaching resources

There are many resources that can be used in teaching this lesson such as student-teacher's textbook, electronic sources, stories, testimonies, newspapers, extracts, tactile materials and braille materials in case of impaired learners.

c) Learning activity

As a teacher you will help learners to identify various elements of national heritage using images associated to lesson 5.1 in student book. Then he/she will invite learners to discuss in small groups the identified elements. Each group will present a summary of the discussions by describing the elements.

Learning activity 5.1: Demonstrate the role of cultural heritage preservation

Guidance on answer:

Elements of answer that the learner has to raise and develop will be follows:

- Culture preservation as the “fingerprint of generations”.
- How an object is to be passed on to the future generations.
- Explain cultural heritage as a legacy inherited from our ancestors, maintained in the present and passed on to the future generations for their benefit.

d) Application activity 3.1: In summary, define cultural heritage

Guidance on answer:

The learner has to cite and explain:

- Physical artifacts and intangible attributes of a society give the following examples: buildings, monuments, landscapes, books, works of art, and artifacts;
- intangible cultural heritage: practices, representations, expressions, folklore, traditions, language, and knowledge, and
- Natural heritage including culturally significant landscapes and biodiversity.

5.5.2. Impact of differing cultures of lifestyle and habits

a) Learning objectives

By the end of the lesson, learners should be able to analyze how different cultures impact on life style and habits.

b) Teaching resources

The teacher will use teacher’s textbook, electronic sources, stories, testimonies, newspapers, extracts, tactile materials and braille materials in case of impaired learners.

c) Learning activities

The teacher will stimulate a discussion among learners on Rwandan culture in relationship with Rwandan lifestyle and habits. He will use illustrations in lesson 5.2 the change over time.

Learning activity 5.2. Impact of differing cultures of lifestyle and habits

Guidance on answer:

Elements of answer that the learner has to raise and develop will be follows:

- Culture preservation as the “fingerprint of generations”.
- How an object is to be passed on to the future generations.
- Explain cultural heritage as a legacy inherited from our ancestors, maintained in the present and passed on to the future generations for their benefit

d) Application activity 5.2: Through examples, demonstrate how the government of Rwandans uses culture to vitalize Rwandan communities in different sectors of life.

Guidance on answer:

The learner has to enumerate and explain key cultural elements that the government of Rwanda uses to vitalize Rwandan communities to impact their daily life. For examples, learners will comment:

- Gacaca Juridictions
- Umuganda Social community work
- Traditional games like igisoro, urukiramende, gusiganwa
- Traditional dances imishayayo, imihamirizo, ikinimba
- Traditional evenings igitaramo
- Rwandan ethnological artifacts preserved in museums

5.5.3 Influences of culture on what is considered acceptable and unacceptable sexual behavior

a) Learning objectives

By the end of the lesson, the learners should be able to determine cultural factors influencing what is considered acceptable and unacceptable with sexual behavior in society

b) Teaching resources

The teacher will use teacher's textbook, electronic sources, stories, testimonies, newspapers, extracts, tactile materials and braille materials in case of impaired learners.

c) Learning activities

Learners will first understand the meaning of sexual behavior from biological, social and cultural perspectives as explained in in student book, lesson 5.3 demonstrating the interaction between any culture and sexual behavior. Then the teacher will put learners in groups to discuss on the key elements raised.

Learning activity 5.3. Establish relationship between culture and sexual behavior

Guidance to answer:

The teacher will guide the learner to answer the question and emphasize on the following points:

Sexual behavior from biological perspective:

- Sexual behavior in reproduction mode, pregnancy and childbearing.
- Functions of brain and spinal cord, limbic system and cerebral cortex in sexual behavior.
- Neural structures influence on countless biological, psychological, and social factors.
- neural and hormonal mechanisms help to explain many aspects of sexuality, they are also influenced by social and cultural factors

Sexual behavior from cultural perspective:

- Usage of potions, magic incantations, and pessaries for a success pregnancy
- Cultural norms influencing sexual behaviors, such as individual will, peer pressure, gender and age.
- Cultural practices as drivers of behavior
- Expectations and rules that guide the behavior of people within particular social groups.

d) Application activity 5.3: Based on examples from Rwandan culture, demonstrate what is considered as acceptable and unacceptable sexual behavior.

Guidance to answer:

The learner will be motivated to reflect on acceptable and unacceptable sexual behavior in Rwandan culture based the following examples:

Characteristics of acceptable sexual behavior:

- Spontaneous or intermittent, light hearted and playful, occurs between partners of similar age, size, and ability who may be the same and opposite genders, and t
- Typically decreases with caregiver guidance and supervision.
- Normative sexual behavior does not cause discomfort, fear or shame and, is not coercive.

In Rwanda, sexual relationship is accomplished between married couples. Explain

- Marriage age according to Rwandan law,
- Cultural requirement for traditional marriage (kuranga, kurambagiza, gusaba, gukwa and gushyingira).

5.5.4. Ways in which culture, human rights and social practices influence gender equality and gender roles

a) Learning objectives

By the end of the lesson, learners should be able to demonstrate how culture, human rights and social practices influence gender equality and gender roles.

b) Teaching resources

The teacher will use teacher's textbook, electronic sources, stories, testimonies, newspapers, illustrations, extracts, tactile materials and braille materials in case of impaired learners.

c) Learning activities

Cite and describe 3 believe that Rwandan traditional society assign respectively to boys and girls.

Teacher will help students to brainstorm on different activities that Rwandan traditional society assign to boys and girls and reflect on them using the explanations in lesson 5.4.

Learning activity 5.4: Describe three of them. Cite and describe 3 activities that Rwandan traditional society assign respectively to boys and girls.

Guidance on answer:

The teacher will orient learner to enumerate different tasks culturally assigned respectively to boys and girls from the following examples:

Boys may believe that to be masculine they should:

- be in control and appear unemotional;
- be the dominant partner in a relationship;
- exert pressure or force on their sexual partners;
- become sexually active early and have many partners;
- work in careers that are mechanical or analytical;

- assume responsibility as the ‘head of the family’;
- achieve status by having many children and by earning lots of money;
- take risks to prove their manhood;
- resolve conflicts with violence;
- show they can drink a lot;
- avoid traditionally ‘female’ work in the home and work place.

Girls may believe that to be feminine they should:

- be emotionally sensitive and vulnerable;
- submit to the wishes and demands of a sexual partner;
- have many children, regardless of personal wishes;
- meet the needs of others before their own;
- be physically attractive by someone else’s standards;
- tolerate sexually harassing behaviour without complaint;
- assume responsibility for violence, sexual assault or rape;
- avoid non-traditional careers in Mathematics or in the sciences

Application 5.4: Demonstrate the impact of colonization on gender equality

Guidance to answer:

The learner will mention the two following points as sources of inequality between man and women.

- Reinforcement of men’s supremacy over women
- Abrupt shift from a subsistence economy to monetary economy based on paid employment and a formal education system

5.6 Additional Information

To be empowered in teaching and learning this unit 5 on *Heritage and Culture*, the teacher is advised to have knowledge, competences and skills in several discipline. The learner should have notions are *Impact of culture on health*.

Impact of culture on health

Health is a cultural concept because culture frames and shapes how we perceive the world and our experiences. Along with other determinants of health and disease, culture helps to define:

How patients and health care providers view health and illness.

- What patients and health care providers believe about the causes of disease? For example some patients are unaware of germ theory and may instead believe in fatalism, the 'evil eye', or a demon. They may not accept a diagnosis and may even believe they cannot change the course of events. Instead, they can only accept circumstances as they unfold.
- Which diseases or conditions are stigmatized and why. In many cultures, depression is a common stigma and seeing a psychiatrist means a person is "crazy".
- What types of health promotion activities are practiced, recommended or insured? In some cultures, being strong or overweight means having a store of energy against famine, and strong women are desirable and healthy.
- How illness and pain are experienced and expressed. In some cultures, stoicism is the norm, even in the face of severe pain. In other cultures, people openly express moderately painful feelings. The degree to which pain should be investigated or treated may differ.
- Where patients seek help, how they ask for help and, perhaps, when they make their first approach. Some cultures tend to consult allied health care providers first, saving a visit to the doctor for when a problem becomes severe.
- Patient interaction with health care providers. For example, not making direct eye contact is a sign of respect in many cultures, but a care provider may wonder if the same behaviour means her patient is depressed.
- The degree of understanding and compliance with treatment options recommended by health care providers who do not share their cultural beliefs. Some patients believe that a physician who doesn't give an injection may not be taking their symptoms seriously.
- How patients and providers perceive chronic disease and various treatment options.
- Culture also affects health in other ways, such as:
 - Acceptance of a diagnosis, including who should be told, when and how.
 - Acceptance of preventive or health promotion measures (e.g., vaccines, prenatal care, birth control, screening tests, etc.).
 - Perception of the amount of control individuals have in preventing and controlling disease.
 - Perceptions of death, dying and who should be involved.
 - Use of direct versus indirect communication. Making or avoiding eye contact can be viewed as rude or polite, depending on culture.
 - Willingness to discuss symptoms with a health care provider, or with an interpreter being present.

- Influence of family dynamics, including traditional gender roles, filial responsibilities, and patterns of support among family members.
- Perceptions of youth and aging.
- How accessible the health system is, as well as how well it functions.

Source: Kodjo, C. Cultural competence in clinician communication. *Pediatric Rev* 2009; 30(2):57-64.

5.7. End unit assessment

Question: In summary, demonstrate the impact of national cultural heritage and cultural preservation on Rwandans' lifestyle

At the end of the unit, the learner should be able to answer to this summarizing question emphasizing on these elements and through this procedure:

1. – Defining cultural heritage and cultural preservation
 - Describing key elements of cultural heritage
2. Establishing relationship between cultures lifestyle and habits
3. Determining what is acceptable and unacceptable in sexual behavior according to culture influence emphasizing on Rwandan case
4. Describing human rights, social practices gender role equality and gender roles in relationship with culture influence

5.8. Additional activities

Remedial Activities:

1. Define three key elements of heritage

1) Fabric

Fabric is the physical remains that exist today - it is what you can see or touch.

2) Stories

Stories describe and explain our history - they are what you read, hear or watch. Stories can be told in many different ways. They tell us what happened in the past, the people involved, what events took place and why. In case of Rwanda, they include different myths and legends on Rwandan country and its populations: *ibirari by'insigamigani, imigani, etc.*

3) Culture

Culture describes the connection people have with historic places – what they feel, experience or do there. Our cultural experience is enriched by knowledge of the past.

2. Cite three characteristics of acceptable sexual behavior

1) Acceptable sexual behavior

- Spontaneous or intermittent,
- light hearted and playful,
- Having sexual relationship between married couples.

2) Unacceptable sexual behavior

- Being developmentally inappropriate and potentially harmful to yourself or others.
- Sexual touching without permission, coercive or aggressive sexual contact, sexual contact with animals,
- Transmission of sexual images via cell phone, the internet, and other electronic media

3. Define the following expressions:

1) **Gender** is a social and cultural construction, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. It also refers to the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women.

2) **Gender Equality** implies that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to - and benefitting from- economic, social, cultural and political development.

3) **Gender roles** in society means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold. Every society, ethnic group, and culture has gender role expectations, but they can be very different from group to group. They can also change in the same society over time.

Consolidation activities

Question: Demonstrate how culture provides benefits in different sector of a nation

Guide to answer:

To be in a good way to the answer, the learner will demonstrate in his own words:

- Culture as a mean of expressing creativity, forging an individual identity, and enhancing or preserving a community's sense of place.
- How culture provides opportunities for leisure, entertainment, learning, and sharing experiences with others.
- Financial benefits from museums, theatres, dances, studios, libraries,
- how culture helps to develop thinking skills, builds self-esteem, and improves resilience

Extended activities:

Question: Provide and explain four cases of unacceptable behavior universally consented

- **Incest:** incest is any sexual activity between blood relatives such as parent-child, brother sister even between cousins. Incest usually begins with touching and petting when the victim is very young.
- **Female Genital Mutilation (FGM):** Female Genital Mutilation comprises all procedures involving the removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. Most often, FGM is practiced on girls and young women under 18. FGM is not prescribed by any religion and has no health benefits. On the contrary the practice can cause life-lasting physical and psychological trauma.
- **Forced/early marriage:** Child and forced marriage (CFM) is a human rights violation and a harmful practice that disproportionately affects women and girls globally, preventing them from living their lives free from all forms of violence may lead to women and girls attempting to
- **Sex trafficking:** Sex trafficking is a form of modern-day slavery in which individuals perform commercial sex through the use of force, fraud, or coercion. Minors under the age of 18 engaging in commercial sex are considered to be victims of human trafficking, regardless of the use of force, fraud, or coercion. Sex traffickers frequently target victims and then use violence, threats, lies, false promises, debt bondage, or other forms of control and manipulation to keep victims involved in the sex industry for their own profit. Sex trafficking exists within diverse and unique sets of venues and businesses including fake massage businesses, escort services, residential brothels, in public on city

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