

# **CITIZENSHIP SYLLABUS**

**FOR ASSOCIATE NURSING PROGRAM**

**SENIOR 4 - 5**

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# FOREWORD

Rwanda Basic Education Board (REB) is honoured to avail the Citizenship Syllabus as one of the subjects of the Associate Nursing Program. This document serves as an official guide to the teaching and learning of Citizenship subject in the Associate Nursing Program. The document ensures consistency and coherence in the delivery of quality education for the Associate Nurse that Rwanda desired.

The Ministry of Education through Rwanda Basic Education Board (REB) has undertaken the task to introduce the Associate Nursing Program in the second cycle of secondary education level. The underlying principle behind the introduction of this program is to ensure that the curriculum responds to the needs of the learners, the society, and the labour market.

Citizenship is one of the subjects of Competence-Based Curriculum that emphasizes on equipping the learners with required knowledge, skills, attitudes and values which enable learners to be accountable, committed, responsible and patriotic citizen. Citizenship and other subjects aim at producing a well-trained professional for quality nursing care improvement. High Quality Health Care is an important component of Health and Well-being of the Rwanda Vision 2050, “The Rwanda We Want” that aims at transforming the country’s socio-economic status. It is only the healthy people who can significantly play a major role in this socioeconomic transformation journey. Citizenship subject teaches the theories, principles, values and procedures on which dependents the qualities of a good and patriotic citizen.

I wish to sincerely appreciate all the people who contributed to the development of this syllabus, particularly the Human Resources for Health Secretariat (HRHS), in partnership with REB, who organized the whole process right from its inception. Any comments or contribution towards the improvement of this syllabus for the next edition are welcome.

**Dr. MBARUSHIMANA Nelson**

***Director General, REB***

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## **MURUNGI Joan**

*Head of Curriculum, Teaching and Learning Resources Department / REB*

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# I. GENERAL INTRODUCTION

## I.1. Background to the introduction of the Associate Nursing Program in secondary schools

For a long time, nursing education around the World, has taken different steps from the traditional apprenticeship, vocational, and hospital-based training model to a higher education academic model of teaching and learning (Gaberson & Oemann, 2010). This paradigm shift was driven by the increased demand of the professionalization of nursing, the changing illness patterns, and the expansion of the knowledge-based society requiring more improved and innovative education preparation of nursing professionals that is adapted to the context and specific health needs (Yam, 2004).

In Rwanda, the above-mentioned transformations in nursing education evolved overtime. Healthcare education in general started in 1933 with medical assistants “Assistants Médicaux” program, followed by the assistant midwives “Auxiliaires accoucheuses” in 1949 (Harelimana, et., 2015). From 1954 up to 1979, the A2 and A3 programs were established at secondary level. From 1979 to 2004, the program of nursing education was exclusively “A2” secondary level (Kabgayi School of Nursing and Midwifery, 2013). Nurses were mostly prepared for hospitals and health center-based health care provision, leaving out the community. This gap was later addressed by the introduction of the Community Health Workers (CHWs) in 1995 (MoH, 2012).

The Cabinet resolution of October 27<sup>th</sup>, 2004 phased out the A2 nursing program. A transition period was decided upon to move from nursing program A2 to Nursing Program A1 up to 2007. The purpose was to train nursing professionals at a tertiary level to produce highly qualified professionals, thus improving quality health care service delivery. However, gaps in providing basic nursing care at different levels were continually observed.

Fourteen years later after the closure of “A2” nursing program, the Government of Rwanda has decided to introduce Associate Nursing Program as explained/stipulated, highlighted in Article 58 of the Rwandan Law determining organization of Education No 10/2021 of 16/02/2021 (MoE, 2021).

Therefore, the Associate Nursing Program is being introduced to provide the support needed in basic nursing care provision, with the capacity to progress in different advanced health care professions. This decision aims at meeting the current and contextual health needs that present high demand at different levels of the Rwanda healthcare system, particularly in the community.

## I.2. Associate nurse leaver's profile

**Upon completion of the Associate Nursing Program, the learner should have acquired knowledge, skills and attitudes to:**

1. Provide support to individuals, families, groups, and communities when faced with unwelcome news and life changing diagnoses;
2. Provide health education within her/his scope of practice;
3. Demonstrate understanding of the determinants of health that affect individuals, families, groups, and communities;
4. Demonstrate understanding of basic common health conditions affecting individuals of all age groups and their basic nursing care;
5. Assess individuals, families, groups and community needs and provide basic nursing care using evidence-based practice;
6. Collaborate effectively with multidisciplinary team members, clients and stakeholders in the provision of basic nursing care;
7. Demonstrate values of responsibility, accountability, commitment and patriotism in serving the nation;
8. Ensure that the privacy, dignity and safety of individuals are maintained at all times;
9. Provide support on basic care in reproductive, maternal, neonatal and child health;
10. Explain scientific phenomena using correct terminologies
11. Demonstrate knowledge and skills required to progress to higher learning education
12. Express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriately;
13. Perform experiments using a range of scientific and medical tools and equipment and draw appropriate conclusions;
14. Demonstrate knowledge and skills required to progress to higher learning education;
15. Demonstrate ability to manage data (collect, recording, processing, analysis, synthesis, and reporting).

## **II. TEACHING AND LEARNING CITIZENSHIP**

### **II.I. Rationale of teaching and learning Citizenship**

#### **II.1.1. Citizenship and society**

One of the first steps on the civic journey is the education system. Citizenship takes roots in the society need for active, informed and responsible citizens who are able to take responsibility for themselves and their communities. Citizenship helps young people to develop self-confidence, dignity and other important values which are tremendous in dealing with life changes hence preparing them for the challenges and opportunities of adult's life. Citizenship benefits the society in producing motivated, accountable, active and responsible citizens, who relate positively to each other and to the surrounding community, willing to participate in the life of the nation and the wider world in general.

#### **II.1.2. Citizenship and the learner**

Citizenship subject helps learners to develop self-confidence, successfully deal with life changes and challenges such as bullying and discrimination. It gives them a voice in life, in their schools, in their communities and in the society at large. Citizenship subject aims to equip learners with knowledge, understanding, skills developing their attitudes and behaviour, to empower them to exercise and defend their rights and to perform adequately their duties and responsibilities as members of the society, to value diversity and to play an active part in societal life, with a view to the promotion and protection of peace, harmony and justice in the society.

### **II.2. Competences**

A competence is an ability to use an appropriate combination of knowledge, skills, attitudes and values to accomplish a particular task successfully. That means the ability to apply learning with confidence in a range of situations.

Basic competences are addressed in the stated broad subject competences, and in objectives highlighted on a yearly basis and in each unit of learning. The generic competences and the basic competences that must be emphasized and reflected in the learning process are briefly described below. The teachers will ensure that the learners are exposed to tasks that help the learners acquire the skills.

The selection of the types of learning activities must focus on competence that learners are able to demonstrate throughout and at the end of the learning process.

### **II.2.1. Generic competences**

- **Critical thinking and problem-solving skills**

The acquisition of such skills will help the learners to think imaginatively, critically and broadly to evaluate and find solutions to the problems encountered in all situations.

- **Creativity and innovation**

The acquisition of such skills will help the learners to take initiatives and use imagination beyond knowledge provided to generate new ideas and construct new concepts.

- **Research**

This will help the learners to find answers to questions based on existing information and concepts, and to explain phenomena based on findings from information gathered. In Citizenship Education, the learners will research information and solve different problems related to ethical and moral problems, values, cultures, Religious beliefs, technologies, conflicts and behaviours in everyday life.

- **Communication in official languages**

Citizenship teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by the learners. This will help them to communicate clearly and confidently and convey ideas effectively through speaking and writing and using the correct language structure and relevant vocabulary in a range of different social, economic, political, religious and cultural contexts, conveying formal messages, speeches appropriate to the target recipient or audience with coherent and logical analysis.

- **Co-operation, interpersonal management and life skills**

This will help learners cooperate as a team in whatever task is assigned and to practice positive ethical and moral values while respecting the rights, feelings and views of others. Learners will perform practical activities related to civic and political life. They will advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.

- **Lifelong learning**

The acquisition of such skills will help the learners to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfillment in areas that need improvement and development.

### **II.2.2. Citizenship Broad competences**

**During the learning process, the learner should be able to:**

- Promote the ethical, humanistic, and moral values that characterize Rwandan society;
- Show awareness of cultural aspects affecting or likely to affect society.
- Play a central role in uniting people, the preservation of culture and conservation of social identities
- Develop attitudes and values relevant to peace and tolerance, justice, respect for others and for human rights, solidarity and democracy, patriotism, hard work, commitment, resilience and dignity.

### **II.2.3. Citizenship and developing competences**

The Citizenship syllabus is designed in such a way that teaching and learning activities contributes to the development of generic competences of critical thinking, research and problem solving, creativity and innovation, communication, and cooperation. It is through regular engagement with learning experiences which develop these competences that learners rise above the level of rote memorization of knowledge and understanding as they become confident in applying their learning in various situations. The overall focus of each unit is to develop competence, learners will be able to do as a result of studying the unit. The generic competences

developed in the course of learning a unit also contribute to the overall subject competence. The generic competences should not be regarded as an additional burden to teachers and learners but as a critical element of the curriculum and as a key strategy for improving life chances and deepening subject learning.

## **II.3. Pedagogical Approaches**

### **II.3.1. The role of the learners**

The teacher shall act as a partner, a facilitator and a promoter of learning who organizes classroom interactions. Learning therefore shall be rooted in the concept of constructivism where learners get opportunity to interact with their peers and the environment at large through well-organized activities such as individual reflections, peer discussions and execution of tasks. Learners use textbooks, the internet and other resource materials to research and understand their findings which will improve their knowledge, skills, attitudes and values.

In fieldwork, the learners apply the knowledge and methods acquired to observe, ask questions, interpret and write down the findings from study. After the field study, learners discuss the findings in groups and write presentations. Learners shall be given opportunities to create or construct knowledge and solve problems instead of being fed with facts that may prove to be useless.

### **II.3.2. The role of teacher**

Learner centered methods shall be enhanced through the following teacher actions:

### **II.3.3. Role of the teacher**

In the Competence-Based Curriculum, the teacher is a facilitator, organizer, advisor, a conflict solver etc. He/she has to ensure that cross-cutting issues are addressed appropriately in teaching and learning process.

**The specific duties of the teacher in a competence-based approach are the following:**

- He/she is a *facilitator*, his/her role is to provide opportunities for learners to discuss problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, related learning materials and appropriate learning environment;
- He/she is an *organizer*: his/her role is to organize the learners in the classroom or outside and engage them through participatory and interactive methods during the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active, participative and co-operative, the teacher must identify the needs of the learners, the nature of the learning to be done, and theme and to shape learning experiences accordingly;
- He/she is an *advisor*: he/she provides counseling and guidance for learners in need. He/she comforts and encourages learners by valuing their contributions in the class activities;
- He/she is a *conflict-solver*: most of the competence-based activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as an unifying element;
- He/she is *ethical* and preaches by examples, being impartial, being a role-model, and caring for individual needs of learners slow learners and learners with physical impairments are provided a special assistance through remedial activities or reinforcement activities. One should notice that this list is not exhaustive;
- Prepare and give clear explanations to learners and guidelines on what is supposed to be learnt and to be done;
- Actively involve learners in the learning process by providing guidance;
- Promote critical thinking, inquiry-based learning, research and problem solving, decision making, creativity and innovation, communication and cooperation as well as lifelong learning in teaching and learning process;
- Use varied teaching and learning aids which will enable the learners to acquire and demonstrate the target skills and competences;

- Appreciate each individual learner and make learning relevant to real life;
- Be patient while encouraging learners to prioritize their strategies on how to achieve the learning objectives;
- Set realistic time scale to carry out the learning tasks and make it clearly to the learners;
- Create opportunities for learners to interact with each other to promote cooperation and communication;
- Throughout the teaching and learning process, make deliberate efforts to assess learner progression towards attaining and demonstrating the expected competences and providing timely feedback to learners;
- Act as guide, supervisor, assistant, and mentor against the dominant view that he is expert who knows everything;
- Give opportunities to learners to create or construct knowledge and solve problems instead of being fed with facts that may prove to be useless;
- Classrooms should be made learner- friendly and therefore stimulating enough to promote cooperation and communication for effective learning;
- All efforts in teaching and learning must be geared towards achieving skills and competences relevant to real life experiences.

#### **II.3.4. Special needs education and inclusive approach**

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that, we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory or intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the school's role is to enroll them and also set strategies to provide relevant education to them. The teacher therefore is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should

also be standardised to the needs of these learners. Detailed guidance for each category of these learners with special education needs is provided in the guidance for teachers.

## II.4. Assessment Approaches

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of an individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the competence-based curriculum, assessment must also be competence-based; whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: School-based assessment, District based assessment and National assessment and examinations.

### Types of Assessment

#### ► **Formative and continuous assessment (assessment for learning)**

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning a lesson, he/she should establish criteria for performance and behaviour change at the beginning of a unit. At the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competence based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

#### ► **Summative assessment (assessment of learning)**

When an assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative

assessment is to evaluate whether learning objectives have been achieved, and to use the results for the ranking or grading of the learners, for deciding on progression, for selection into the next level of education and for the certification. This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competences. It can be an internal school-based assessment or external assessment in the form of national examinations.

School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examination grade. School based assessment average grade will contribute a certain percentage, as teachers gain more experience and confidence in assessment techniques, and in the third year of the implementation of the new curriculum, it will contribute 10% of the final grade which will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools, so as to evaluate the performance and the achievement level of the learners in individual schools. This subject will not be part of External national examination which will take place at end of Senior 6. Only this subject will be assessed through the comprehensive assessment that takes place at all levels of studies.

### **II.4.1. Record keeping**

This means gathering facts and evidence from the assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. The assessment procedures used shall generate data in the form of scores, which will carefully be recorded and stored in a portfolio. They will contribute to improve learning by remedial actions, for alternative instructional strategy and for the feedback to the learner and to the parents, to check the learning progress and to advice accordingly.

This portfolio is a folder (or a binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of his/her work. Portfolios reflect not only work produced (such as papers and assignments), but is also a record of the activities undertaken over time as part of learner learning. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

### **II.4.2. Item writing in summative assessment**

Before developing a question paper, a plan or specification of what is to be tested or examined must be prepared to show the units or topics to be tested, the number of questions in each level of Bloom's taxonomy, and the mark allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

**Before developing a question paper, the writer must ensure that the test or examination questions are tailored towards competence-based assessment by doing the following:**

- Identify topic areas to be tested from the subject syllabus;
- Outline subject matter content to be considered as the basis for the test;
- Identify learning outcomes to be measured by the test;
- Prepare a table of specifications;
- Ensure that the verbs used in the formulation of questions do not require memorisation or recall answers only but test broad competences as stated in the syllabus.

### **II.4.3. Structure and format of the examination:**

Each paper of comprehensive assessment will comprise two sections; these are knowledge and understanding, and section two will focused on comprehension.

#### **Section A: Knowledge and understanding**

Knowledge and understanding questions will be set to give candidates the opportunity to read extensively and formulate informed, critical, creative and relevant responses to issues relating to the broad competences of Citizenship. Questions will not necessarily be set on every topic area or be in any particular order. They will be general in nature and will require candidates to draw on their

knowledge from across topic areas, sub-topic areas and units while demonstrating awareness of current significant issues. The ability to convey a sustained and well thought through argument will be credited.

## **Section B: Comprehension**

Comprehension passages of continuous prose in form of case study will be provided to allow for comparative analysis. Then on the passage text(s), a range of questions will be set requiring candidates to demonstrate their ability to comprehend, analyze, explain, infer, evaluate and summarize. Candidates will also be required to synthesize information and respond to concepts. They will formulate their responses based on their understanding and interpretation of the text(s) as a whole, in relationship to a task derived from the text(s).

### **II.5. Reporting to parents**

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with the parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share where learners are doing well and where they need to improve. A simple scale of meeting expectations very well, and not meeting expectations, for each of knowledge/understanding, subject skills and competences in a subject will convey more than a single mark.

## **II.6. Resources**

### **II.6.1. Materials needed for implementation**

To implement the Citizenship syllabus properly, appropriate and accurate reference materials need to be available and used. These include live or audio-visual testimonies and stories on socioeconomic and political issues, problematic social cases, pictures, videos, radio and television recorded or live transmissions. Schools must be subscribed to different periodicals (journals and newspapers) on socio-economic and political issues. Other important resources include a range of documents such as books, reports and publications as well as documentary films on socioeconomic and political issues, speeches of famous personalities, internet, audio-

visual interactive online platforms such as the Genocide Archive of Rwanda Interactive Map (<http://www.genocidearchiverwanda.org.rw>) and I Witness (<http://iwitness.usc.edu/SFI/>) as well as genocide memorial sites, farming stations, etc. Documents of particular interest include the Rwandan constitution and different conventions, protocols, agreements and other legal publications on gender-based violence (GBV) and child abuse, etc.

Last but not least, schools should set up their own libraries with access to internet to facilitate the teaching and learning of Citizenship. School libraries should be well stocked and equipped with relevant reading materials, and made easily accessible to learners of different abilities and disabilities and include: audio-visual materials, Braille and other special equipment for the visually impaired.

The teacher should allow sufficient time for discussion as this will enable him or her to guide learners in the practical application of knowledge, skills and attitudes.

### **II.6.2. Human Resource**

To teach the Citizenship syllabus well, teachers need to be qualified for advanced secondary level, to be open-minded, to behave professionally and to act as a role model, as well as being properly trained for delivering the national curriculum.

The teacher should be up-to-date on current affairs and stories of interest; this can be done through attendance at workshops, reading books, journals, and magazines and carrying out online research.

#### **Skills required for the Teacher of Citizenship**

**The teacher of Citizenship should have the following skills, values and qualities:**

- Engage the learners in a variety of learning activities;
- Use multiple teaching and assessment methods;
- Adjust instruction to the level of the learners;
- Have creativity and innovation in the teaching and learning process;

- Be a good communicator;
- Be a guide and a counselor;
- Manifest passion and impartial love for children in the teaching and learning process;
- Have a good master of content;
- Have good classroom management skills;
- Have current and updated information on social and political issues locally, regionally and globally.

## III. SYLLABUS UNITS DEVELOPMENT

### III.1. Presentation of the structure of the Citizenship Syllabus Units

Citizenship is taught in Senior Four and Senior Five of Associate Nursing Program.

Citizenship syllabus is structured in Topic areas which are also broken down into Sub-Topic areas, Sub-topic areas are broken into Units. Units are characterized by the following features:

- a) Each Unit shows the number of corresponding periods in it.
- b) Each Unit has a key unit competence which is based on the Citizenship Subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners under the same unit. At the heart of a Competence-Based Curriculum is the objective of ensuring that learners reach a competence level in their learning across the whole curriculum. Hence each unit is written in such a way that it develops a subject competence, referred to as the key unit competence.
- c) **Each Unit key competence is broken down into the following three types of learning objective:**
  - a) **Type I:** Learning objectives related to Knowledge and Understanding (these objectives are also known as Lower Order Thinking Skills or (LOTS) these are considered as prerequisites to the following two types of learning objectives that are the ones targeted by the revised curriculum.
  - b) **Type II and Type III:** Learning objectives relating to Skills as well as Attitudes and Values. These learning objectives are also known as Higher Order Thinking Skills or (HOTS).
- d) **Content:** Each Unit has a detailed content to be covered.
- e) **Learning activities:** Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.
- f) **Link to other subjects:** Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

The Citizenship syllabus has 4 topics areas. In Senior 4, there are 5 sub-topic areas and 10 Units. In S5, there are 4 sub-topic areas and 5 Units.

ITEMS	SENIOR 4	SENIOR 5
Topics areas	3	2
Sub-topic areas	5	3
Units	10	5

## III.2. Citizenship Syllabus for Senior Four

### III.2.1. Key competence at the end of S4

**At the end of S4, the learner should be able to:**

- Make decisions that promote social cohesion in practical situations;
- Analyze the role of the individual in society including family, marriage, local, national and global communities;
- Relate/interact effectively with families, peers at school and community;
- Analyze critically fair operating practices;
- Manage conflicts;
- Criticize and improve different leadership styles;
- Make a Critique how the home-grown solutions contribute to self-reliance and development;
- Protect the individual and stand against GBV and child abuse;
- Identify and avoid any form of cultural discrimination;
- Protect oneself against financial scams and identity fraud.

### III.2.2. TABLE: UNITS FOR S4

TOPIC AREA: Living in Society		SUB-TOPIC AREA: Peace and Conflicts		
S.4. Citizenship		UNIT 1: Social Cohesion		No of Periods: 7
Key Unit Competence: To be able to make decisions that promote social cohesion in practical situations				
Learning Objectives				
Knowledge and understanding	Skills	Attitudes and Values	Content	Learning activities
<ul style="list-style-type: none"> <li>• Explain the importance of citizenship in everyday life</li> <li>• Explain factors influencing social cohesion.</li> <li>• Explain factors that hindersocial cohesion.</li> <li>• Detail the elements of each of the factors of social cohesion (where applicable).</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the importance of citizenship at national, African and global levels</li> <li>• Analyse the factors influencing social cohesion</li> <li>• Devise strategies to address challenges to social cohesion.</li> <li>• Apply active listening to others' opinions</li> <li>• Evaluate situations and judge when and whether it is appropriate to intervene.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of a cohesive society by showing behaviours, attitudes and values of a cohesive society.</li> <li>• Develop the culture of respect for all people.</li> <li>• Appreciate that all relationships benefit when people respect each other's values.</li> </ul>	<p><b>Introduction to citizenship:</b></p> <ul style="list-style-type: none"> <li>• Concept and objectives of Citizenship Education.</li> <li>• Importance of citizenship at national, African and global levels</li> </ul> <p><b>Factors of Social Cohesion:</b></p> <ul style="list-style-type: none"> <li>• Concept of social cohesion.</li> <li>• Society norms, positive values, human rights, religious values, national and humanistic values (resilience, benevolence, repentance, altruism, forgiveness and reconciliation, consensus-building).</li> </ul>	<ul style="list-style-type: none"> <li>• Work in groups to use a range of sources to explore social cohesion and make a presentation to the class follow with questions with answers (Question &amp;Answers).</li> <li>• Discuss the key challenges to cohesion and how these can be overcome.</li> <li>• Make a presentation with sources and example.</li> <li>• Analysis of testimonies and stories on social problems and suggest proper solutions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Balance individual rights against those of society and take appropriate action.</li> </ul>		<ul style="list-style-type: none"> <li>• Active listening, inclusiveness, empathy and active bystandership</li> </ul>	
<ul style="list-style-type: none"> <li>• Explain challenges to social cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice behaving in ways that are consistent with personal values</li> </ul>		<p><b>Challenges to Social Cohesion:</b></p> <ul style="list-style-type: none"> <li>• Individualism, discrimination, social injustice.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play of ways of avoiding challenges to cohesion and on active listening.</li> <li>• Case studies of the breakdown of social cohesion.</li> </ul>

**Links to other subjects:** *Unity and unity in diversity in History and Citizenship and in Religion Education*

**Assessment criteria:**

- *Ability to analyse a social problem and devise strategies to address that problem*
- *Ability to behave appropriately in given situations which demand a certain social cohesion*

**Materials:** *Testimonies and stories, documentary films*

**TOPIC AREA: Culture**

**SUB-TOPIC AREA: Culture Diversity**

**S.4.Citizenship**

**UNIT2: Fight Against Cultural Discrimination**

**No Of Periods: 5**

**Key Unit Competence:** To be able to identify and avoid any form of cultural discrimination

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"><li>• Explain what culture is.</li><li>• Identify types of cultural discrimination.</li><li>• Describe the causes of cultural dilution.</li><li>• Demonstrate the existence of different cultures.</li></ul>	<ul style="list-style-type: none"><li>• Classify the causes of cultural dilution.</li><li>• Point out the diverse cultures that exist in Rwanda.</li><li>• Devise strategies of addressing cultural discrimination.</li></ul>	<ul style="list-style-type: none"><li>• Acknowledge diversification of culture.</li><li>• Advocate against cultural discrimination.</li><li>• Justify the disadvantages of cultural dilution.</li><li>• Appreciate the importance of inclusion.</li></ul>	<ul style="list-style-type: none"><li>• Concept of culture.</li><li>• Types of cultural discrimination.</li><li>• Cultural dilution.</li><li>• Culture diversification.</li><li>• Consequences of cultural dilution.</li><li>• Principles of inclusion.</li></ul>	<ul style="list-style-type: none"><li>• Individual research on strategies to address cultural discrimination.</li><li>• Group discussions about consequences of cultural dilution.</li><li>• Presentations of group presentations results.</li></ul>

**Links to other subjects:** *Connections and comparisons in literature, unity in History and Citizenship.*

**Assessment criteria:** *Ability to analyse cultural diversification and devise strategies of avoiding cultural dilution and discrimination.*

**Materials:** *Books, videos, TV, speeches, research and stories.*

**TOPIC AREA: Culture****SUB-TOPIC AREA: Gender****S.4. Citizenship****UNIT 3: Gender & Society****No of Periods: 12****Key Unit Competence:** To be able to relate/interact effectively with families, peers at school and community

Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> <li>• State the meaning of gender, gender equality and equity.</li> <li>• Identify the benefits of gender equality and complementarity.</li> <li>• Identify the gender roles and gender stereotypes.</li> <li>• State the impact of gender stereotypes on individuals, families and society.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply gender equality principles in day to day life.</li> <li>• Detect gender bias and discrimination in any situation/ environment.</li> <li>• Apply effective communication in building healthy relationships.</li> <li>• Apply effective communication to avert unwanted sexual pressure and abuse by peers, people in position of authority and other adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Display cooperation between peers and opposite sexes.</li> <li>• Treat others equally.</li> <li>• Show tolerance towards others' perspectives/beliefs.</li> <li>• Show respect to other sex, age and disabilities.</li> <li>• Appreciate the right words to use in effective communication.</li> <li>• Show empathy in communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender equality and equity.</li> <li>• Benefits of gender equality and complementarity.</li> <li>• Gender roles and gender stereotypes</li> <li>• Impact of gender stereotypes on individuals, families and society.</li> </ul>	<ul style="list-style-type: none"> <li>• Research into gender equality, related concepts and present in group class.</li> <li>• Role play and debates on gender roles and communication skills.</li> <li>• Group discussions on gender stereotyping and its effects.</li> <li>• Inviting key speakers who overcame gender bias.</li> <li>• Writing essays on gender issues.</li> <li>• Observe learners in displaying scenarios.</li> <li>• Case studies.</li> </ul>

- Assert your ideas without offending.
- Negotiate in any circumstance.
- Demonstrate relevant communication skills (e.g. assertiveness) refusal) in resisting sexual abuse.

**Links to other subjects:** *Social studies in family and community, human rights duties and responsibilities, Conflicts transformation in History and Citizenship, reproduction and reproductive health (Biology).*

**Assessment criteria:** *Ability to analyse a case study or circumstance with gender issues/stereotype behaviours and suggest solutions to address those issues.*

**Materials:** *Books and publications on gender.*

**TOPIC AREA: Culture****SUB-TOPIC AREA: Gender****S.4. Citizenship****UNIT 4: Gender-Based Violence & Child Abuse****No of Periods: 7****Key Unit Competence:** To be able to protect the individual and stand against GBV and child abuse

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>• Define and describe gender based violence, including rape, and its prevention.</li> <li>• Identify forms of GBV and child abuse.</li> <li>• Identify perpetrators of GBV and child abuse.</li> <li>• Recall the health, social and economic consequences of GBV and child abuse.</li> <li>• Identify specific strategies for reducing gender-based violence, including rape and sexual abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how gender role stereotypes contribute to forced sexual activity and sexual abuse.</li> <li>• Apply negotiation skills such as refusal.</li> <li>• Analyse the relationship between GBV, HIV/AIDS and STIs.</li> <li>• Differentiate between forms of GBV and child abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective refusal to unwanted sexual attention.</li> <li>• Show concern to victims/survivors of GBV and child abuse.</li> <li>• Reporting (disclosure and seeking legal redress).</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of gender based violence and child abuse.</li> <li>• Forms of GBV (physical, psychological, sexual and economic violence).</li> <li>• Forms of child abuse (Physical: corporal punishment, child labour) (Psychological: child neglect, sexual and economic violence).</li> <li>• Consequences of GBV</li> <li>• Linkage between GBV, HIV/AIDS and STIs.</li> </ul>	<ul style="list-style-type: none"> <li>• Debate/group discussion on their understanding of concepts of GBV and child abuse and their various forms.</li> <li>• Group work on consequences of GBV and child abuse.</li> <li>• Role play on negotiation skills.</li> <li>• Case study of forms and consequences of GBV and child abuse.</li> <li>• Debate and discussion on how separated or divorced parents, spinsterhood, and bachelorhood are related to GBV and affect children,</li> </ul>

	<ul style="list-style-type: none"> <li>• Actively advocate and demonstrate against all forms of GBV.</li> </ul>		<ul style="list-style-type: none"> <li>• Negotiation skills: (active listening, mutual respect, compromise, disclosure, active refusal).</li> <li>• Mechanisms to respond to GBV.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit different communities during certain events for identifying GBV and child abuse.</li> <li>• Divide participants into groups and give each group one of the following cards: <ul style="list-style-type: none"> <li>• Physical, mental and emotional, social, economic and sexual. Ask them to give examples of the type of violence named on the card. Allow three minutes for this and then ask them to read out their examples.</li> </ul> </li> </ul>
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**Links to other subjects:** *Health and wellbeing in social studies, human rights, duties and responsibilities in History and Citizenship, individual and the society in History.*

**Assessment criteria:** *Ability to analyse a case study/scenario on gender-based violence and child abuse, make a judgement if the action taken was appropriate and propose alternative actions.*

**Materials:** *Books, videos clips and posters.*

**TOPIC AREA: Living in Society****SUB-TOPIC AREA: Peace and Conflict****S.4. Citizenship****UNIT 5: Conflict Management****No. of Lessons: 7****Key Unit Competence:** To be able to manage conflicts**Learning Objectives**

Knowledge & understanding	Skills	Attitudes and values	Content	Learning activities
<ul style="list-style-type: none"> <li>• Explain what conflict is.</li> <li>• Identify different types of conflict in the family, community and nation.</li> <li>• Describe the causes of conflict.</li> <li>• Analyse the consequences of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze conflict situations.</li> <li>• Compare different types of conflict.</li> <li>• Discuss the causes of conflict.</li> <li>• Assess the consequences of conflict.</li> <li>• Devise ways of managing and transforming conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Show concern for having conflict situations addressed.</li> <li>• Appreciate the importance of conflict management and transformation.</li> <li>• Show impartiality in conflict solving.</li> <li>• Develop social cohesion culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of conflict.</li> <li>• Types of conflict.</li> <li>• Causes of conflict.</li> <li>• Consequences of conflict.</li> <li>• Management and transformation of conflict.</li> <li>• Prevention of conflict including provision of equal opportunities to all citizens in all areas (education, health, economy, politics).</li> </ul>	<ul style="list-style-type: none"> <li>• Group research into conflict situations, discussion and presentation.</li> <li>• Analysis of testimonies and stories about various ways of addressing conflict situations.</li> <li>• Debate about ways of managing and transforming conflicts.</li> </ul>

- Use negotiation skills to resolve a conflict.

- Role play about an imagined conflict situation managed and transformed.
- Analyse case studies of conflicts, identify the ways they have been managed and propose the best alternatives for conflict management.

**Links to other subjects:** *Conflict transformation, conflict resolution in History and Citizenship and in Religious Education.*

**Assessment criteria:** *Ability to propose the strategies of managing and transforming conflicts to any conflict situation.*

**Materials:** *Books, videos, testimonies, speeches, stories and case studies.*

**TOPIC AREA: Living in Society****SUB-TOPIC AREA: Social Responsibility****S.4. Citizenship****UNIT 6 : Individual & Society****No of Periods: 8**

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

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>Describe the process of decision making.</li> <li>Determine consequences that may arise from various types of individual choices.</li> <li>State the roles and responsibilities of the individual at the levels of family, community, nation, and world.</li> <li>Explain the key features of long-term commitments, marriage and parenting.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the importance of the individual's identity in the promotion of social relationships.</li> <li>Make responsible choices in all life situations including health, sexual health and reproductive behaviour.</li> <li>Predict the impact of individual choices and their consequences on individuals and society at large.</li> </ul>	<ul style="list-style-type: none"> <li>Readiness to execute one's roles and responsibilities in any social position.</li> <li>Show behaviours and attitudes of resistance to manipulation.</li> <li>Show readiness to assume responsibility for one's actions.</li> <li>Show willingness to disclose sexual and relationship issues in the family and with close friends.</li> </ul>	<p><b>Individual identity and multiple identities</b></p> <ul style="list-style-type: none"> <li>Belonging of the individual to various social entities.</li> <li>Roles and responsibilities of the individual at the levels of family, community, nation, world.</li> </ul> <p><b>Making choices</b></p> <ul style="list-style-type: none"> <li>Consequences of choices</li> <li>Various influences on the individual</li> <li>Types of manipulations</li> <li>Process of decision making</li> </ul>	<ul style="list-style-type: none"> <li>Dilemma case study opposing individual's belonging and the decision that one takes.</li> <li>Case study leading to decision making as well as group presentations, debates and discussions on decisions made.</li> <li>Discuss various influences that may have impact on the individual.</li> <li>Discuss the types of manipulations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide relevant advice to an individual according to the prediction made in his/her choice.</li> <li>• Demonstrate negotiation skills in a practical situation.</li> <li>• Demonstrate assertiveness skills in a practical situation.</li> </ul>		<p><b>Personal responsibility</b> (duty to take action and be ready to bear the consequences if something goes wrong).</p>	<ul style="list-style-type: none"> <li>• Analyse testimonies or stories about cases in which some people assumed their responsibility and others did not assume theirs.</li> </ul>
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**Links to other subjects:** *Unity in History & Citizenship*

**Assessment criterion:** *Ability to analyse a social situation in which a person has made a choice, to judge the choice made and substantiate the judgment*

**Materials:** *Testimonies, stories, problematic social cases, pictures, videos*

**TOPIC AREA: Living in a Society****SUB-TOPIC AREA: Social Responsibility****S.4. Citizenship****UNIT 7: Leadership, Governance & Management****No of Periods: 6****Key Unit Competence:** To be able to criticize and improve different leadership styles

Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> <li>• Explain the styles of leadership.</li> <li>• Explain the functions of management.</li> <li>• Identify functions of governance.</li> <li>• Distinguish leadership, management and governance.</li> </ul>	<ul style="list-style-type: none"> <li>• For particular situations given, analyze the styles of leadership applied as well as functions of management and governance exerted.</li> <li>• Analyse the usefulness of a good leader in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Show the behaviour and attitude of a good leader.</li> <li>• Appreciate the role of a good leader, in the development of society.</li> <li>• Apply effective leadership, management and governance skills in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of leadership.</li> <li>• Leadership styles (autocratic, democratic, laissez-faire, situation leadership etc.).</li> <li>• Characteristics of a good leader.</li> <li>• Challenges facing leaders.</li> <li>• Concept of management.</li> <li>• Functions of management.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion, result and presentation and Q&amp;A on characteristics of a good leader, a good manager and a good governor.</li> <li>• Analyse case studies of a good and a bad leader, manager and governor.</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of various styles of leadership and their implications.</li> </ul>		<ul style="list-style-type: none"> <li>• Fayol's principles of management.</li> <li>• Governance (notion, types and functions).</li> <li>• Relationship between leadership, management and governance.</li> <li>• Characteristics of a good manager.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion, result and presentation Q&amp;A on characteristics of a good leader.</li> <li>• Debates on the advantages and disadvantages of each leadership style.</li> </ul>
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**Links to other subjects:** *Democracy and justice in History and Citizenship, organisation and management of activities in entrepreneurship.*

**Assessment criteria:** *Ability to evaluate different case studies/scenarios where different leadership styles are applied and propose improvement where necessary.*

**Materials:** *Books, videos, speeches, stories and case studies.*

**TOPIC AREA: Living In Society**

**SUB-TOPIC AREA: Social Responsibility**

**S.4.Citizenship**

**UNIT 8 : Dignity & Self-Reliance**

**No of Periods: 5**

**Key Unit Competence:** To be able to critique how the home-grown solutions contribute to self-reliance.

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"><li>• Explain the concepts of the home-grown solutions and self-reliance</li></ul>	<ul style="list-style-type: none"><li>• Evaluate the concepts of the home-grown solutions and self-reliance and their contribution to nation building.</li></ul>	<ul style="list-style-type: none"><li>• Recognize the concept of the home-grown solutions and indicate its contribution to self-reliance in an attempt to</li><li>• Recognise the challenges encountered during the implementation of the home -grown solutions</li></ul>	<ul style="list-style-type: none"><li>• Concepts of the home grown solutions and self-reliance: Girinka, Ubudehe, Akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero,</li></ul>	<ul style="list-style-type: none"><li>• The learner-teachers form groups to discuss and debate on the home-grown solutions and self-reliance. Later, they present their findings.</li></ul>

<ul style="list-style-type: none"> <li>• Identify the contribution of home-grown solutions towards good governance, self-reliance and dignity.</li> <li>• Identify the challenges encountered during the implementation of home-grown solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the contribution of the home-grown solutions towards a good governance, self-reliance and dignity in Rwanda</li> <li>• Examine the challenges encountered during the implementation of the home-grown solutions.</li> </ul>	<p>develop the spirit of economic independence.</p> <ul style="list-style-type: none"> <li>• Acknowledge the contribution of the homegrown solutions towards a good governance, self-reliance and dignity as it increases the spirit of independence.</li> </ul>	<p>Community policing, etc.</p> <ul style="list-style-type: none"> <li>• Contribution of the home-grown solutions towards a good governance, self-reliance and dignity.</li> <li>• Challenges encountered during the implementation of the home-grown solutions</li> </ul>	<ul style="list-style-type: none"> <li>• The learner-teachers form groups and read a range of materials including the textbooks to find key information about the contribution of the homegrown solutions towards a good governance, self-reliance and dignity. Thereafter, they write an essay on how effective are the home-grown solution</li> </ul>
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**Links to other subjects:** *Peace education and human rights in social studies; conflicts transformation in History and Citizenship.*

**Assessment criteria:** The learner-teacher should be able to critique how the home-grown solutions contribute to self-reliance

**Resources:** Textbooks, internet, media (videos, relevant newspapers), posters, poems, media, stories, songs, tactile materials, jaws software, talking globes, tactile maps, braille materials and sign language poems and posters.

**TOPIC AREA: Sustainable Development**

**SUB-TOPIC AREA: Ethics**

**S.4. Citizenship**

**UNIT 9: Fair Operating Practices**

**No of Periods: 8**

**Key Unit Competence:** To be able to analyse critically fair operating practices.

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>Recognize forms of corruption.</li> <li>Explain causes and effects of corruption (role of values and behaviour).</li> <li>Argue about fair competition and respect of property rights.</li> </ul>	<ul style="list-style-type: none"> <li>Devise strategies to curb corruption.</li> <li>Make an analysis on forms of corruption.</li> <li>Discover property rights and fair competition.</li> </ul>	<ul style="list-style-type: none"> <li>Fight against corruption.</li> <li>Show interest in fair competition.</li> <li>Respect the property of others.</li> <li>Show fairness and honesty in every day's interactions and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of corruption.</li> <li>Forms of corruption.</li> <li>Causes and effects of corruption.</li> <li>Fair competition.</li> <li>Respect of property rights.</li> </ul>	<ul style="list-style-type: none"> <li>Work in groups to identify ways of controlling corruption.</li> <li>Discuss the causes and effects of corruption.</li> <li>Debate about fair competition and respect of property rights.</li> <li>Case study and analysis of corruption cases.</li> </ul>

**Links to other subjects:** *History and Citizenship, General Studies and Communication Skills.*

**Assessment criteria:** *Ability to evaluate fair operating practices and respect of property rights through a case study.*

**Materials:** *Books, journals, newspapers, speeches, testimonies, stories, media.*

**TOPIC AREA: Sustainable Development****SUB-TOPIC AREA: Ethics****S.4. Citizenship****UNIT 10: Financial Scams****No of Lessons: 6****Key Unit Competence:** To be able to protect oneself against financial scams and identity fraud

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>Identify the types of financial scams and identity fraud.</li> <li>Discuss the impact of financial scams on individuals and families.</li> <li>List the steps to take when falling victim to financial scams.</li> <li>Give examples of protecting oneself from financial scams and fraud, Ponzi schemes, pyramid schemes.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how financial scams affect individuals and families.</li> <li>Devise ways of protecting against financial scams.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the importance of protecting oneself against financial scams.</li> <li>Act upon identity fraud.</li> </ul>	<ul style="list-style-type: none"> <li>Concept of financial scam.</li> <li>Types of financial scams and identity fraud.</li> <li>Impact of financial scams on individuals and family.</li> <li>Steps taken when becoming a victim.</li> <li>Methods of protecting oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Research about financial scams and identity fraud.</li> <li>Discuss the impact of financial scams and identity fraud on individuals and family.</li> <li>Debate the role of internet increasing financial scams and identity fraud.</li> <li>Presentation of the results from group discussions.</li> </ul>

**Links to other subjects:** *Computer safety and data sharing, network security and the role of ICT in finance transaction, General Studies and Communication Skills.*

**Assessment criterion:** *Ability to propose strategies of protecting against financial scams.*

**Materials:** *Books, videos, research, journals, publications and the internet.*

## III.2. Citizenship Units for Senior Five

### III.2.1. Key Competences for Senior Five

**At the end of S5, the learner should 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 Rwandan society as well as preventing Genocide from happening again.
- Appreciate the role of democracy in enhancing good governance
- Analyse and appreciate the importance of national service and self-reliance in development.
- Assess specific national, regional and international strategies for the prevention of, and response to, gender-based violence and child abuse and advocate their elimination.
- Appreciate national heritage, cultural preservation and recognise their impact on lifestyle

### III.2.2. Units for Senior Five

TOPIC AREA: Living in Society		SUB-TOPIC: Peace and Conflicts		
S.5. Citizenship		UNIT 1: Genocide		No of Periods: 10
<p><b>Key Unit Competence:</b> 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 Rwandan society as well as preventing Genocide from happening again</p>				
Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>• Explain the concept of Genocide.</li> <li>• Explain how Genocide develops.</li> <li>• Recognise the consequences of Genocide in general and of the Genocide against the Tutsi in particular.</li> <li>• Explain how Genocide can be prevented.</li> <li>• Briefly portray the Genocide against the Tutsi in Rwanda.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare how Genocide developed in some examples of Genocide in the world.</li> <li>• Schematize how Genocide develops with special application to the Genocide against the Tutsi.</li> <li>• Detect human behaviours and actions that could lead to Genocide if they were left to develop further.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit individual behaviours fit for a cohesive society.</li> <li>• Show concern for the pain of others and take action to relieve it.</li> <li>• Recognise, disassociate from, and speak out against evil and violent actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Genocide.</li> <li>• How Genocide develops (the continuum of violence in steps).</li> <li>• Comparison of Genocides: examples of Genocide in the world: Holocaust/ <i>Shoah</i> and the 1994 Genocide against the Tutsi.</li> <li>• Consequences of Holocaust</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussions about the causes, consequences and prevention of Genocide in general and of the Genocide against the Tutsi in particular.</li> <li>• Presentation of group discussions results.</li> </ul>

- Identify the causes and consequences of the Genocide against the Tutsi.
- Describe Rwandan values and how they can contribute to combating Genocide ideology.

- Predict the effects of not addressing the consequences of Genocide with special application to the Genocide against the Tutsi.
- Schematise the process of social reconstruction with special application to Rwanda.
- Devise ways of preventing Genocide with special application to Rwanda.

- Prevention of Genocide (promotion of social cohesion through development of critical thinking, empathy, active bystander ship, individual responsibility, resistance to manipulation and incitation to violence).
- Consequences of the Genocide against the Tutsi in Rwanda.
- Consequences of the Genocide against the Tutsi in Rwanda.
- Ways of addressing the consequences of Genocide including Social Reconstruction and Reconciliation (11step process adapted from Trudy Govier), Forgiveness (TrudyGovier;

- Analysis of Genocide-related resources, including audiovisual, such as testimonies, and stories from survivors, rescuers and perpetrators; relevant reports and publications.
- Visits to Genocide memorial sites.
- Individual research, including on the internet, about the concept and examples of Genocide.
- Analysis of video clips about scenarios where people are manipulated and incited to evil and violent actions.

		<ul style="list-style-type: none"> <li>• Prevention of future occurrence of Genocide in Rwanda through the promotion of humanistic and national values to combat Genocide ideology, such as peace building, resilience, benevolence, awareness and memory, truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening, inclusiveness, etc.</li> </ul>	<p>Ervin Staub) and Benevolence (Ervin Staub) that evolves through a 10 step continuum (the continuum of benevolence adapted from Thomas Vincent Flores) with special application to Rwanda (the 8<sup>th</sup> step of the continuum of benevolence may be aligned with “<i>Ndi Umunyarwanda</i>”).</p> <ul style="list-style-type: none"> <li>• Prevention of future occurrence of Genocide in Rwanda through the promotion of humanistic and national values to combat Genocide ideology, such as peace building, resilience, benevolence, awareness and</li> </ul>	<ul style="list-style-type: none"> <li>• Learners’ role play showing how they would react to the above-mentioned scenarios.</li> <li>• Listening and lesson learning from testimonies delivered by Peace Building projects’ initiators.</li> </ul>
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			<ul style="list-style-type: none"> <li>• memory, truth, repentance and forgiveness, reconciliation, dialogue and consensus building, active listening, inclusiveness, etc.</li> </ul>	
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**Links to other subjects:** *History of Genocide in History and Citizenship.*

**Assessment criteria:** *Ability to analyse through daily life scenarios the causes and consequences of Genocide with a special emphasis on the Genocide against the Tutsi and devise ways of reconstructing Rwandan society as well as preventing Genocide from happening again.*

**Materials:** *Internet, audio-visual interactive online platforms (e.g. Genocide Archive of Rwanda Interactive Map and IWitness), testimonies, stories, reports and publications, video clips, speeches and Genocide memorial sites.*

**TOPIC AREA: Living in Society**

**Sub-Topic Area: Social Responsibility**

**S.5. Citizenship**

**UNIT 2: Democracy and Good Governance**

**No of Periods: 7**

**Key Unit Competence:** To be able to analyze and appreciate the role of democracy in enhancing good governance

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>• Explain the concept of the State.</li> <li>• Explain the concepts of democracy and good governance.</li> <li>• Explain the concepts of transparency and accountability.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the effect of the State on individual citizenship.</li> <li>• Analyze the role and the relationships between the three powers.</li> <li>• Infer the role of democracy:                             <ul style="list-style-type: none"> <li>- In promoting individual citizenship</li> <li>- In enhancing good governance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance of democracy and good governance as well as the importance of the State.</li> <li>• Appreciate the relationship between power and the impact of arrogance and impunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of State, democracy and good governance.</li> <li>• Describe State governance and the three powers (legislative, executive and judiciary).</li> <li>• Role of Democracy:                             <ul style="list-style-type: none"> <li>- In promoting individual citizenship</li> <li>- In enhancing good governance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual research about the concepts of State, democracy and good governance.</li> <li>• Group discussions about the role of State, democracy and good governance at both individual and national levels.</li> <li>• Presentation of group discussion results.</li> </ul>

**Links to other subjects:** *History of Genocide in History and Citizenship.*

**Assessment criteria:** *Ability to analyze and appreciate through daily life scenarios how democracy contributes to enhancing good governance.*

**Materials:** *Internet, publications and the Rwandan Constitution.*

**TOPIC AREA: Living in Society****SUB-TOPIC AREA: Social Responsibility****S.5. Citizenship****UNIT 3: National Service and Self-Reliance****No of Periods: 6****Key Unit Competence:** To be able to analyze and appreciate the importance of national service and self-reliance in development.**Learning Objectives**

<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>	<b>Content</b>	<b>Learning activities</b>
<ul style="list-style-type: none"> <li>• Explain the concepts of national service and self-reliance.</li> <li>• Identify various activities through which national service is carried out in Rwanda with special focus on those S6 leavers are eligible to do it.</li> <li>• Identify measures put in place in Rwanda to achieve self-reliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the role of national service to the citizen and the country at large.</li> <li>• Compare the provision of national service in Rwanda with that of other countries in the region, in Africa and in the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for national service and self-reliance activities.</li> <li>• Readiness to participate in national service and self-reliance activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of national service and self-reliance.</li> <li>• Provision of national service in Rwanda and in other countries in the region, in Africa and in the world.</li> <li>• Various activities through which national service</li> </ul>	<ul style="list-style-type: none"> <li>• Individual research into:               <ul style="list-style-type: none"> <li>- The concepts of national service and self-reliance</li> <li>- The provision of self-reliance in Rwanda comparatively to other countries in the region, in Africa and in the world.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Establish the relationship between national service and self-reliance.</li> <li>• Debate the ability of Africans to achieve self-reliance.</li> </ul>		<p>is carried out in Rwanda (e.g. <i>Umuganda</i>, <i>Itorerero/Urugerero</i>, <i>Ubukorerabushake</i>/volunteering) with special focus on those S6 leavers are eligible to participate.</p> <ul style="list-style-type: none"> <li>• Measures put in place in Rwanda to achieve self-reliance (e.g. <i>Agaciro</i> Development Fund, Cooperatives).</li> </ul>	<ul style="list-style-type: none"> <li>• Debate the ability of Africans to achieve self-reliance.</li> <li>• Group discussions about the relationship between national service and self-reliance.</li> <li>• Presentation about group discussions.</li> </ul>
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**Links to other subjects:** *History of the Genocide in History and Citizenship.*

**Assessment criteria:** *Ability to analyze and appreciate through daily life scenarios the importance of national service and self-reliance in development.*

**Materials:** *Internet, publications and knowledgeable guest speakers.*

**TOPIC AREA: CULTURE****SUB-TOPIC AREA: CULTURAL DIVERSITY****S.5.CITIZENSHIP****UNIT 4: GENDER & SOCIETY****NO OF PERIODS: 8**

**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.

Learning Objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>Identify national laws, policies and strategies on GBV and child abuse</li> <li>Outline existing community, and school based interventions for GBV &amp; child abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the alignment of national policies with the regional and international provisions for GBV and child abuse.</li> <li>Communicate the standards contained in international, regional and national laws and policies that address GBV and child abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Defend the rights of all people, including those who are vulnerable.</li> </ul>	<ul style="list-style-type: none"> <li>GBV laws, GBV policy and strategic plan: (coordination mechanism, community</li> <li>commitment on GBV and Child Abuse (CEDAW, 1979) articles 1, 2 and 5. The Convention on the Rights of the Child (CRC, 1990) article 19, the Beijing Platform for Action (1995) Articles 17 and 29.</li> </ul>	<ul style="list-style-type: none"> <li>Research on national laws, policies and strategies for preventing and responding to GBV and child abuse.</li> <li>Group work and discussion on the regional and international commitments concerning GBV and child abuse (ICGLR Protocol on GBV, CEDAW, Beijing platform for action, CRC</li> <li>Presentation of group discussion results.</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluate national laws, policies and strategies for GBV and child abuse and suggest alternative strategies to address them.</li> <li>• Address GBV and child abuse issues in any environments (family, community, and school).</li> </ul>	<ul style="list-style-type: none"> <li>• Show care and respect for the victims/survivors of gender based violence and child abuse.</li> <li>• Advocate for the elimination of gender based violence and child abuse.</li> </ul>	<p>structures for GBV and child protection, one-stop centre for GBV &amp; child abuse).</p> <ul style="list-style-type: none"> <li>• Regional commitments i.e. International Conference on great lakes region (ICGLR) on GBV.</li> <li>• International</li> <li>• Role of police and community members in reporting rape, domestic violence and abuse cases.</li> <li>• Procedure for reporting rape, domestic violence and abuse cases.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay writing: compare and contrast the regional and international commitments with national policies.</li> </ul>
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**Links to other subjects:** *Peace education and human rights in Social Studies; conflicts transformation in History and Citizenship.*

**Assessment criteria:** *Ability tolerate GBV and child abuse issues to national laws and policies, and regional and international commitments using scenarios.*

**Materials:** *Books, reports, laws, conventions/protocols and publications on GBV and child abuse.*

**TOPIC AREA: CULTURE****SUB-TOPIC AREA: CULTURAL DIVERSITY****S.5.CITIZENSHIP****UNIT 5: HERITAGE AND CULTURE****NO OF PERIODS: 5****Key Unit Competence:** To be able to appreciate national heritage, cultural preservation and recognise their impact on lifestyle

Learning Objectives			Content	Learning activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> <li>Recognize national heritage.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish positive and negative cultural practices.</li> </ul>	<ul style="list-style-type: none"> <li>Inherit national positive heritage.</li> </ul>	<ul style="list-style-type: none"> <li>Identify elements of national heritage.</li> <li>The role of cultural preservation and national/cultural heritage (give names to children, dowry, death, importance of cultural preservation in safeguarding traditions, good practices and ways of life from being eroded).</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on national heritage.</li> <li>Debate on advantages and disadvantages of cultural preservation. Use timelines to analyze different cultures on lifestyle and habits</li> </ul>

<ul style="list-style-type: none"> <li>• Explain the role of cultural preservation.</li> <li>• Describe harmful social and cultural practices that have a negative impact on health.</li> <li>• Identify key cultural norms and sources of messages relating to life style.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how different cultures impact on life style and habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the difference of cultures and live fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of differing cultures on lifestyle and habits.</li> <li>• How cultural factors influence what is considered acceptable and unacceptable with sexual behaviour in society.</li> <li>• How culture, human rights and social practices influence gender equality and gender roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Game: Boys/girls may believe that to be masculine/ feminine they should behave in certain ways.</li> <li>• Group discussion the impact of different cultures on life style and habits.</li> </ul>
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**Links to other subjects:** *Connections and comparisons in Literature.*

**Assessment criteria:** *Ability to analyze the national heritage and cultural diversity.*

**Materials:** *Books, videos, newspapers, media, guest speakers, ceremonies.*

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## APPENDICES

### Appendix A: WEEKLY TIME ALLOCATION FOR ASSOCIATE NURSING PROGRAM

NO	SUBJECTS	WEIGHT	WEEKLY TIME ALLOCATION		
			S4	S5	S6
1	Fundamentals of Nursing *	11	7	7	7
2	Biology*	11	7	7	7
3	Chemistry*	11	7	7	7
4	Mathematics*	5	3	3	3
5	Physics*	10	6	6	6
6	Ethics and professional code of conduct	1	1	1	0
7	Medical Pathology	2	0	3	1
8	Surgical Pathology	1	0	1	1
9	Pharmacology	4	3	2	2
10	Maternal and Child health	7	4	4	4
11	Individual learning	5	3	1	5
12	Clinical attachment*	13	6	7	10
13	Kinyarwanda	3	2	2	0
14	English*	6	4	4	4
15	French	2	1	1	1
16	Entrepreneurship	2	2	1	0
17	Citizenship	2	2	1	0
18	ICT	2	1	1	1

19	Sports/ Clubs	2	1	1	1
<b>Total periods / week</b>		<b>100</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>TOTAL NUMBER OF CONTACT/YEARS</b>			<b>2340</b>	<b>2340</b>	<b>2340</b>
<b>TOTAL NUMBER OF CONTACT HOURS/YEAR (39 WEEKS)</b>			<b>1560</b>	<b>1560</b>	<b>1560</b>

## Appendix B: CITIZENSHIP SUBJECT OVERVIEW

TOPIC AREA	SUB-TOPIC AREA	SENIOR 5	SENIOR 5
LIVING IN SOCIETY	Peace and Conflicts	<p>Make decisions that promote social cohesion in practical situations/</p> <p><b>Social Cohesion</b> Manage conflicts/ <b>Conflict Management</b></p>	Analyze the causes and consequences of Genocide with a special emphasis on the Genocide against the Tutsi and devise ways of reconstructing Rwandan society as well as preventing Genocide from happening again/ <b>Genocide</b>
	Social responsibility	<p>Analyze the role of the individual in society including family, marriage, local, national and global communities/ <b>Individual and Society</b></p> <p>Criticize and improve different leadership styles/ <b>Leadership, Governance and Management</b></p>	Analyze and appreciate the role of democracy in enhancing good/ <b>Democracy and Good Governance</b>

		<p>Critique how the home-grown solutions contribute to self-reliance/ <b>DIGNITY AND SELF-RELIANCE</b></p>	<p>Analyze and appreciate the importance of national service and self-reliance in development./</p> <p><b>National Service and Self-Reliance</b></p>
<b>CULTURE</b>	<b>Gender</b>	<p>Relate/interact effectively with families, peers at school and community/</p> <p><b>Gender and Society</b></p> <p>Protect the individual and stand against GBV and child abuse/ <b>Gender-Based Violence and Child Abuse</b></p>	<p>Analyze specific national, regional and international strategies for the prevention of, and response to, gender based violence and child abuse and advocate their elimination./<b>Gender &amp; Society</b></p>
	<b>Cultural Diversity</b>	<p>Identify and avoid any form of cultural discrimination/</p> <p><b>Fight against cultural discrimination</b></p>	<p>Appreciate national heritage, cultural preservation and recognize their impact on lifestyle/ <b>Heritage and Culture</b></p>
<b>SUSTAINABLE DEVELOPMENT</b>	<b>Ethics</b>	<p>Analyze critically fair operating practices/ <b>Fair Operating Practices</b></p> <p>Protect oneself against financial scams and identity fraud./</p> <p><b>Financial scams</b></p>	