

CITIZENSHIP

TEACHER'S GUIDE SENIOR 4 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 citizenship 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.

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Dr. MBARUSHIMANA Nelson

Director General of Rwanda Education Board



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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.

Structure of each sub-heading

Each lesson/sub-heading is made of the following sections:

Lesson /Sub heading title 1:

Prerequisites/Revision/Introduction:

This section gives a clear instruction to teacher on how to start the lesson.

– 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 to 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 students have 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 students 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 students 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 student 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.

1.2.7 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' 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 No	Lesson Number:	Duration	Class size
I	14/1/2021-2022	Citizenship	S4	4	2 of 5	40min	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				2 with physical disabilities			
Unit title	Leadership, governance and management.						
Key Unit Competence:	To be able to criticize and improve different leadership styles						
Title of the lesson	Characteristics of a good leader						
Instructional Objective	Using various examples of leaders, learners will be able to criticize characteristics of a good leader accurately .						
Plan for this Class (location: in / outside)	In classroom						
Learning Materials (for all learners)	Text book, documentary films showing different leaders ,						
References	Curriculum of citizenship, textbook, other book 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>Through discussion about different leaders, learners will explain the characteristics of a good leader that we need in our society.</p> <p>Greeting all learners and ask them to keep silence and ask them to define leadership and give examples of leaders they know in the country.</p> <p>The teacher announces objective of the lesson.</p> <p>Attention will be paid to those students with hearing impairment</p>	<p>Learners respond to the greeting and keep silence and give the definition of leadership:</p> <p>Leadership refers to the ability to influence followers positively. It can also be defined as the ability to organize and supervise others with the purpose of achieving goals.</p> <p>Students listen to the to the teacher.</p>	<p>Cross cutting issues that can be addressed.</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 definition of citizenship</p>
II. Development of the lesson 25 min	<p>Take the students in smart classroom if to search characteristics of a good leader (If you have smart classroom). If not</p>	<p>To go in the smart classroom and search the characteristics of a good leader.</p>	<p>Cross cutting issues that can be addressed.</p>

	<p>Put learners in group of five learners and ask them to discuss good characteristics of a good leader.</p> <p>Each group chooses a group representative to come up and present their findings.</p> <p>Ask learners to listen the presentations of other groups and appreciate the findings.</p> <p>Guiding learners on section of the true characteristics of a good leader from the findings of learners.</p> <p>Providing the true pre-prepared answers of characteristics of a good leader.</p>	<p>Learners in groups, discuss the characteristics of a good leader.</p> <p>One group representative will come and present their findings to the whole class.</p> <p>Learners listen, criticize and appreciate the findings.</p> <p>All learners after presentation, under guidance the teacher select the true characteristics of a good leader.</p> <p>The following are the characteristics of a good leader:</p> <p>Honest, Courageous , Inspiring , Problem solver e, Fair- minded , Open-minded , Competent ,Forward-looking , Straightforward , Imaginative , Intelligent , Problem solver , Fair-minded.</p>	<p>Peace and values: learners work peacefully and promote social cohesion and positive value.</p> <p>Gender: Boys and girls will participate equally</p> <p>Inclusive education: all learners will be involved and treated equally.</p> <p>Generic competences to be addressed:</p> <p>Communication: through sharing ideas about characteristics of a good leader.</p> <p>Critical thinking:by thinking good characteristics of a good leader.</p> <p>Cooperation: By sharing and respecting other's views. Inclusive education:</p> <p>Learners with different physical impairments will be cared specifically by receiving special help.</p>
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<p>III. Conclusion 10min Summary Assessment</p>	<p>Ask learners to summarize what they have just gotten from the lesson.</p> <p>Ask learners to brainstorm examples of leaders with characteristics of a good leader they know.</p> <p>Ask learners to copy the summary of characteristics of a good leader in their notebook.</p>	<p>Learners summarize what they have just gotten from the lesson.</p> <p>Learners brainstorm different leaders with good characteristics of a good leader they know.</p> <p>Learners copy all characteristics of good leaders in their notebooks and take initiative of becoming role model in their future leadership.</p>	<p>Lifelong learning: by taking initiative to become a future good leaders characterized by all the above characteristics.</p>
<p>Teacher-Self evaluation</p>	<p>The lesson has been understood taught and understood</p>		

PART III: UNIT DEVELOPMENT

1.1 Key unit competence

To be able to make decisions that promotes social cohesion in practical situations

1.2 Prerequisite

As prerequisites to facilitate the teaching and learning of this unit, the following elements have already been learned before either in primary schools or secondary schools in ordinary level. In Senior two of ordinary level, the same unit of social cohesion is taught in History and Citizenship. In Senior 2, there are also other units that are related to this unit. These are interdependence and unity in diversity and tolerance and respect. Other topics related to the content of this unit have also been studied in primary schools. These are civics and governance from P4 to P6, Unity and Cooperation in P 5, Complementarity and social cohesion in society in P 5.

1.3 Cross cutting issues to be addressed

The following are crosscutting addressed in the unit entitled social cohesion:

- **Genocide studies:** In studying this unit, learners will be enabled to have a deep understanding on the destruction of the social cohesion of the Rwandan due to the 1994 genocide against the Tutsi and 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 and reconciliation. In this way, learners will have been equipped with all the necessary information on negative impact of genocide on the social cohesion of the country and how it is very essential to avoid it for its maintenance.
- **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 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 social cohesion.
- **Inclusive education:** Inclusiveness should be embraced in education, at the workplace and in the activities that a society engages in. 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 discrimination in the workplace or school settings hinders good relations between men and women or girls and boys in the workplace and it thus creates social barriers between males and females and hinders social cohesion and national unity. Consequently, teachers have to avoid gender stereotypes and should have to simultaneously be gender sensitive and strive for the practice of gender equality and equity. 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.

1.4 Guidance on the introductory activity

At the beginning of this unit one, invite learners to do an introductory activity to this unit you find in the 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 social cohesion in practical situations.

The introductory activity is a case study. 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:

This kind of positive and humanistic value can be named "altruism".

Citizenship Education is very important to both students and the entire Rwandan community because it equips learners with the theories, principles, values and procedures on which depend the qualities of a good and patriotic citizen who can assist his or her compatriots without expecting reciprocal rewards.

Citizenship also promotes the ethical, humanistic, and moral values that characterize Rwandan society among which altruism and empathy were the most emphasized by our ancestors in their daily life. This aspect of the Rwandan culture can also play a central role in uniting people, preserving the culture and conserving social identities.

1.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concept and objectives of Citizenship Education	The learners should be able to define the concept of Citizenship Education and explain its objectives.	1
2	Importance of Citizenship at national, African and global levels	The learners should be able to discuss the importance of Citizenship at national, African and global levels.	1
3	Concept and factors of social cohesion	The learners should be able to define the concept of social cohesion and explain its factors.	2
4	Challenges to social cohesion	The learners should be able to analyze the challenges to social cohesion.	2
	Assessment		1

1.5.1 The Concept and objectives of Citizenship Education

a) Learning objective

The learners should be able to define the concept of Citizenship Education and explain its objectives.

b) Prerequisites/revision/introduction

To start this lesson, the teacher can invite learners to reflect on the meaning of Citizenship Education.

c) Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and asks them to reflect on the definition of Citizenship Education and its objectives. Thereafter, the learners present their work to the whole class and the teacher intervenes for harmonization.

Suggested answers to the learning activity 1.1

The concept of Citizenship Education most often named “civic education” in different countries and organizations, is defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decision making concerning society. Citizenship education is also defined as the approach of facilitating civic/democratic competence development by providing the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

Citizenship Education has the following objectives:

- Equipping the learners with required knowledge, skills, attitudes and values which enable them be accountable, committed, responsible and patriotic citizen;
- Teaching the learners, the theories, principles, values and procedures on which depends the qualities of a good and patriotic citizen.
- Promoting the ethical, humanistic, and moral values that characterize Rwandan society.
- Showing awareness of cultural aspects affecting or likely to affect society.
- Playing a central role in uniting people, the preservation of culture and conservation of social identities.
- Developing 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, with a view to the promotion and protection of democracy and the rule of law;
- Getting a deeper understanding of global issues and challenges and therefore appreciate the need for national, regional and international cooperation in solving these challenges for the good of the human race.

Answers to the application activities 1.1

1. Citizenship Education is the approach of facilitating civic competence development by providing the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society. It aims at educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decision making concerning society.

2. Two objectives of Citizenship Education are the following:
- Developing 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, with a view to the promotion and protection of democracy and the rule of law;
 - Equipping the learners with required knowledge, skills, attitudes and values which enable them be accountable, committed, responsible and patriotic citizen.

1.5.2 Importance of Citizenship at national, African and global levels

a) Learning objective

The learners should be able to discuss the importance of Citizenship at national, African and global levels.

b) Prerequisites/revision/introduction

To start this lesson, the teacher invites learners to recall the definition of the Citizenship Education and explicate its objectives. Then after, he/she goes on assigning them the task of explaining the importance of Citizenship.

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.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do **the learning activity 1.2** which is in the learner's book. 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 1.2

The importance of learning gives learners the knowledge and skills which help them become informed and responsible citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

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

Moreover, Citizenship Education enables learners to make a positive contribution by developing the knowledge and experience needed to claim their rights and understand their responsibilities.

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

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

Answers to the application activities 1.2

It is very important to learn Citizenship Education in schools because of:

- i) It helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community.
- ii) It is very significant for each community to teach Citizenship Education to its young generation since it helps to create an active and responsible citizenry, willing to participate in the life of the nation and the wider world and play its part in the democratic process.

1.5.3 Concept and factors of social cohesion

a) Learning objective

The learners should be able to define the concept of social cohesion and explain its factors.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to recall the importance of studying Citizenship Education. Afterwards, he/she goes on assigning them the task of defining the concept of social cohesion and explaining its factors.

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 social cohesion.

d) Learning activities

The teacher organizes the learners into groups of 4 up to 5 students and ask them to do the **learning activity 1.3** which is in the learner's book. 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 1.3

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

The factors for social cohesion include society norms, positive values, human rights, religious values, national and humanistic values, active listening, empathy and active bystandership.

Answers to the application activities 1.3

1. The social cohesion is the overall good relationship that makes people in a group or society to work together and relate well with one another.
2. Five religious values that are advocated for by the religion are love for fellow human beings, honesty in dealing with others, showing care and concern for the needy and living a righteous life.
3. The national and humanistic values are the following:
 - **Resilience** is the ability of a person or society to recover quickly from difficult situations.
 - **Benevolence** is the act or quality of being kind to others. A benevolent person is kind and helpful to others. He/she strives to meet the needs of others without expecting anything in return.
 - **Altruism** is the unselfish concern for other people - doing things simply out of a desire to help, not because you feel obligated to out of duty, loyalty, or religious reasons. It involves acting out of concern for the well-being of other people.
 - **Repentance** is the act of expressing sincere regret about one's wrongdoing or sin. It is mostly done when asking for forgiveness.
 - **Forgiveness** is the action or process of forgiving or being forgiven. When you are forgiven, you feel free to relate with the person who forgave you. When you forgive, you release yourself from bitterness and therefore you can embrace those who had wronged you.
 - **Reconciliation** is the act or process of restoring friendly relations between two or more people or groups of people.

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

4. My school is inclusive in the sense that:

- Boys and girls learn and play together;
- Student leadership is open to both boys and girls;
- Disabled people study together with those without disabilities;
- Teaching staff is composed of both men and women;
- Both male and female members of staff have equal opportunity for leadership and promotion, etc. These things promote free and peaceful interaction among students and members of staff.

5. The following are the steps to active bystandership:

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

This can be done by:

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

When intervening, remember to:

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

1.5.4 Challenges to social cohesion

a) Learning objective

The learners should be able analyze the challenges to social cohesion.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to recall the definition of social cohesion and to explain its factors. Afterwards, he/she goes on assigning them the task of explaining the challenges to social cohesion.

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 social cohesion.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 1.4** which is in the learner's book. 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 1.4

Reasons given for having been silenced are the following:

- You are not experienced or old enough;
- Your contribution was late;
- You do not understand what the victim I going through, etc.
- You must have felt very discouraging or even embarrassing.

You must have felt very discouraging or even embarrassing.

Answers to the application activities 1.4

1. Dangers that would arise if a country adopted the individualism theory:
 - Break down of social order;
 - Civil disobedience;
 - Disregard for social activities and groups in favour of individual endeavours;
 - Disregard for the needy and the poor;
 - Increased capitalism leading to a wider gap between the rich and poor;
 - Emergence of social-economic classes, etc.
2. Aspects of discrimination that someone have witnessed in his/her community:
 - Religious discrimination;
 - Discrimination based on gender;
 - Tribal discrimination;
 - Discrimination based on age, etc.
3. Possible ways of curbing discrimination:
 - Encouraging brotherhood through philosophies such as ndi Umunyarwanda

- Enacting laws against any form of discrimination
 - Promoting gender equality in all sectors of the economy, etc.
4. Ways of overcoming challenges to social cohesion:
- Having concern for others to overcome individualism;
 - Passing laws discouraging any form of discrimination;
 - Punishing, etc.

1.6 Additional Information

Empathy

Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling.

When you see another person suffering, you might be able to instantly envision yourself in the other person's place and feel sympathy for what they are going through.

While people are generally pretty well-attuned to their own feelings and emotions, getting into someone else's head can be a bit more difficult. The ability to feel empathy allows people to "walk a mile in another's shoes," so to speak. It permits people to understand the emotions that others are feeling.

For many, seeing another person in pain and responding with indifference or even outright hostility seems utterly incomprehensible. But the fact that some people do respond in such a way clearly demonstrates that empathy is not necessarily a universal response to the suffering of others.

Signs of Empathy

There are some signs that show that you tend to be an empathetic person:

- You are good at really listening to what others have to say.
- People often tell you about their problems.
- You are good at picking up on how other people are feeling.
- You often think about how other people feel.
- Other people come to you for advice.
- You often feel overwhelmed by tragic events.
- You try to help others who are suffering.
- You are good at telling when people aren't being honest.
- You sometimes feel drained or overwhelmed in social situations.
- You care deeply about other people.
- You find it difficult to set boundaries in your relationships with other people.

Having a great deal of empathy makes you concerned for the well-being and happiness of others. It also means, however, that you can sometimes get overwhelmed, burned out, or even over stimulated from always thinking about other people's emotions.

Types

There are different types of empathy that a person may experience:

- **Affective empathy** involves the ability to understand another person's emotions and respond appropriately. Such emotional understanding may lead to someone feeling concerned for another person's well-being, or it may lead to feelings of personal distress.
- **Somatic empathy** involves having a sort of physical reaction in response to what someone else is experiencing. People sometimes physically experience what another person is feeling. When you see someone else feeling embarrassed, for example, you might start to blush or have an upset stomach.
- **Cognitive empathy** involves being able to understand another person's mental state and what they might be thinking in response to the situation. This is related to what psychologists refer to as theory of mind, or thinking about what other people are thinking.

While sympathy and compassion are related to empathy, there are important differences. Compassion and sympathy are often thought to involve more of a passive connection, while empathy generally involves a much more active attempt to understand another person.

Uses

Human beings are certainly capable of selfish, even cruel, behavior. A quick scan of any daily newspaper quickly reveals numerous unkind, selfish, and heinous actions. The question then is why don't we all engage in such self-serving behavior all the time? What is it that causes us to feel another's pain and respond with kindness?

There are a number of benefits of being able to experience empathy:

- Empathy allows people to build social connections with others. By understanding what people are thinking and feeling, people are able to respond appropriately in social situations. Research has shown that having social connections is important for both physical and psychological well-being.
- Empathizing with others helps you learn to regulate your own emotions. Emotional regulation is important in that it allows you to manage what you are feeling, even in times of great stress, without becoming overwhelmed.

- Empathy promotes helping behaviors. Not only are you more likely to engage in helpful behaviors when you feel empathy for other people, but other people are also more likely to help you when they experience empathy.

Impact

Not everyone experiences empathy in every situation. Some people may be more naturally empathetic in general, but people also tend to feel more empathetic towards some people and less so towards others.

Some of the different factors that play a role in this tendency include:

- How people perceive the other person;
- How people attribute the other individual's behaviors;
- What people blame for the other person's predicament;
- Past experiences and expectations;

Research has found that there are gender differences in the experience and expression of empathy, although these findings are somewhat mixed. Women score higher on empathy tests, and studies suggest that women tend to feel more cognitive empathy than men.

At the most basic level, there appear to be two main factors that contribute to the ability to experience empathy: genetics and socialization. Essentially, it boils down to the age-old relative contributions of nature and nurture.

Parents pass down genes that contribute to overall personality, including the propensity toward sympathy, empathy, and compassion. On the other hand, people are also socialized by their parents, peers, communities, and society. How people treat others as well as how they feel about others is often a reflection of the beliefs and values that were instilled at a very young age.

Barriers to Empathy

A few reasons why people sometimes lack empathy include cognitive biases, dehumanization, and victim-blaming.

Cognitive Biases

Sometimes the way people perceive the world around them is influenced by a number of cognitive biases. For example, people often attribute other people's failures to internal characteristics, while blaming their own shortcomings on external factors.

These biases can make it difficult to see all the factors that contribute to a situation and make it less likely that people will be able to see a situation from the perspective of another.

Dehumanization

Many also fall victim to the trap of thinking that people who are different from them also don't feel and behave the same as they do. This is particularly common in cases when other people are physically distant.

For example, when they watch reports of a disaster or conflict in a foreign land, people might be less likely to feel empathy if they think that those who are suffering are fundamentally different from themselves.

Victim Blaming

Sometimes when another person has suffered a terrible experience, people make the mistake of blaming the victim for their circumstances. This is the reason why victims of crimes are often asked what they might have done differently to prevent the crime.

This tendency stems from the need to believe that the world is a fair and just place. People want to believe that people get what they deserve and deserve what they get it fools them into thinking that such terrible things could never happen to them.

Discrimination in education

Discrimination in education is the act of discriminating against people belonging to certain categories in enjoying full right to education. It is considered a violation of human rights. Education discrimination can be on the basis of ethnicity, nationality, age, gender, race, economic condition, disability and religion.

The Convention against Discrimination in Education adopted by UNESCO on 14 December 1960 aims to combat discrimination and racial segregation in education. As at December 2020, 106 states were members of the Convention.

Teacher bias in grading

In several countries, teachers were shown to systematically give students different grades for an identical work, based on categories like ethnicity or gender. According to the Education Longitudinal Study, "teacher expectations [are] more predictive of college success than most major factors, including student motivation and student effort". Grading bias can be detected by comparing the outcomes of exams where the teacher knows the student's characteristics with blind exams where the student is anonymous. This method may underestimate the bias since, for written exams, the handwriting style might still convey information about the student. Other studies apply the same method to cohorts spanning multiple years, to measure each teacher's individual biases. Alternatively, teacher's grading bias can be measured experimentally, by giving teachers a fabricated assignment where only the name (and thus gender and ethnicity) of the student differs.

Sexism

Multiple studies in various disciplines and countries found that teachers systematically give higher grades to girls and women. This bias is present at every level of education, in elementary school (US), middle school (France, Norway, United Kingdom, United States) and high school (Czech Republic). Grading discrimination is also present in university admission exams: in the United States, the counselors who evaluate students for college admission favor women over men. In France, it was shown that, in the admission exam for elite school *École Normale Supérieure*, juries were biased against men in male-dominated disciplines (such as mathematics, physics or philosophy) and biased against women in female-dominated ones (such as biology or literature). Similar results were obtained for teacher's accreditation exams at the end of university. Female teachers tend to have a stronger pro-female bias than male teachers.

Using individual teacher effects, Massachusetts Institute of Technology's Camille Terrier showed that teachers' bias affects male students' motivation and impairs their future progress. It can also significantly affect the students' career decisions. There is some evidence that students are aware of the unfair grading, for example middle school boys tend to expect lower grades from female teachers.

Racism

According to a study from Germany, students from the Turkish ethnic minority are given lower grades than native Germans.

1.7 End unit assessment

1. Citizenship Education is defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decision making concerning society.

Citizenship education is also defined as the approach of facilitating democratic competence development by providing the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

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

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

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

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

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

2. Two factors of social cohesion in the Rwandan society are:

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

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

3. Three objectives of Citizenship Education are the following:

- Equip the learners with required knowledge, skills, attitudes and values which enable them be accountable, committed, responsible and patriotic citizen;
- 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, with a view to the promotion and protection of democracy and the rule of law;
- Get a deeper understanding of global issues and challenges and therefore appreciate the need for national, regional and international cooperation in solving these challenges for the good of the human race.

4. Different measures that the government has put in place to promote reconciliation among people living in different places in Rwanda:

a) Through the establishment of the Gacaca court system

b) Through the establishment of the National Unity and Reconciliation Commission which uses the following approaches:

- Ingando: a programme of peace education;
- Itorero: a leadership academy to promote Rwandan values and nurture leaders who strive for the development of the community;
- Seminars to train grassroots leaders, political party leaders, youth and women in trauma counselling, conflict mitigation and resolution, and early warning systems;
- National summits on justice, good governance, human rights, national security and national history;
- Research on the causes of conflicts in Rwanda and how to mitigate and resolve them.

c) Through enforcing Umuganda which brings neighbours together

These measures have been very effective as Rwandan people now live in peace and harmony with another other.

5. Benefits of repentance:

- It takes away the feeling of guilt.
- It takes away the feeling of being hurt and replaces it with peace.
- It brings peace where there was rivalry.
- It makes one see his/ her mistakes hence becoming wiser.
- It brings reconciliation hence social cohesion.

6. The ways in which the people of Rwanda have shown resilience are the following:

- In spite of what happened in 1994, the leadership of Rwanda has marshalled all resources (human and capital) to lead the country in economic recovery.
- The people of Rwanda have forgiven each other and are once again living together as good neighbours.

7. Upholding of human rights promotes social cohesion in the following ways:

Upholding human rights makes people to treat one another with love and understanding thereby fostering good relations among neighbours. This encourages harmony in society hence social cohesion. (Accept any other logical answer.)

8. My school is inclusive due to the following reasons:

- Boys and girls learn and play together
- Student leadership is open to both boys and girls
- Disabled people study together with those without disabilities

- Teaching staff is composed of both men and women
- Both male and female members of staff have equal opportunity for leadership and promotion, etc.

These things promote free and peaceful interaction among students and members of staff.

9. Possible ways of overcoming different challenges to social cohesion:

i) Regionalism

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

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

ii) Discrimination and exclusionism

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

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

iii) Social injustice

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

Social injustice involves a collection of shared unjust experiences. This means that

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

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

1.8 Additional activities

- **Remedial Activities**

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

1. List two factors that contribute to the social cohesion.
2. Give three National and humanistic values.
3. Name two challenges to the social cohesion.
4. What is altruism?

Expected answers to remedial activities

1. Two factors that contribute to the social cohesion are:
2. Human rights and religious values
3. Three National and humanistic values are:
4. Altruism, resilience and benevolence
5. Two challenges to the social cohesion are:
6. Individualism and discrimination
7. Altruism is the unselfish concern for other people - doing things simply out of a desire to help, not because you feel obligated to out of duty, loyalty, or religious reasons. It involves acting out of concern for the well-being of other people.

- **Consolidation activities**

The following questions are suggested for enhancing development of competences:

1. What does show the harmony and good relationship among members of a group or society?
2. What are some of the common religious values advocated by Islam and Christianity religions?

3. How can these religious values promote unity among members of the society?
4. Imagine you come from a big family where your siblings are always fighting over the limited resources left by your parents. How would you use positive values to help stop the fighting among the siblings?

Expected answers to consolidation activities

1. The harmony and good relationship among members of a group or society are shown by:
 - People work together;
 - There is social cohesion among people;
 - When people live together harmoniously, they share the moments of difficulties and of joy by applying positive values.
2. Some of the common religious values advocated by Islam and Christianity religions are:

Love, forgiveness, patience, honesty, obedience, etc.

3. They promote good relations among members of the society which promotes peaceful co-existence and unity (a sense of belonging).
4. You can use positive values to help stop the fighting among the siblings in the following ways:
 - Encouraging empathy
 - Encouraging love for another
 - Encouraging patience with one another, etc.

- **Extended activities**

These are suggested questions for gifted and talented students.

1. Identify a marginalized group of people in your neighborhood. Formulate a questionnaire that will help you collect information from them on how marginalization has affected them.
2. Read the case study below then answer the questions that follow.
3. David was married to Doreen who came from a neighboring clan. They lived together happily. One day, they had a quarrel and David physically assaulted Doreen. Doreen was very sad and she packed her belongings and went back to her parents. When her parents heard the matter, they went to the clan elders to report the whole issue. The clan elders decided that no one from the clan should interact with members of David's clan till they asked for forgiveness. David never involved his clan and therefore no one went to the elders of Doreen's clan to ask for forgiveness. Today, the two clans live as enemies.

Questions

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

Expected answers to extended activities

1. Sample questionnaire to establish the level and effects of marginalization among the residents of my village.

Instructions: Please write your personal details and then answer all the questions in the spaces provided.

Name.....

Age:

Marital status:

Number of children:

Occupation:

- a) What social problems do you encounter in your area?
- b) Which is the most difficult problem for you?
- c) What efforts have you made to solve this problem?
- d) Are there people who have helped you in solving this problem? If yes, who are they and how did they help?
- e) How does the government help to solve your problem?
- f) Are you satisfied with the support given by the government? Explain.
- g) What would you recommend as the best way to solve this problem?
- h) Accept any logical answers.

- i) Check the ideas given, language use, flow of ideas and convincing power (appeal) of the text.
- a. David was unable to solve family conflicts. Doreen lacked patience. The parents of Doreen did not practice active bystandership.
 - b. Benevolence, forgiveness, reconciliation.
 - c. Forgiveness, reconciliation, patience.
 - d. They should have tried to involve both Doreen and David in a discussion to try to bring them together. (Accept any sensible answer)
 - e. David Doren's clan can embrace David's clan without conditions' clan can ask for forgiveness.

2.1 Key unit competence

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

2.2 Prerequisite

As prerequisites to facilitate the teaching and learning of this unit, the topics related to the content of this unit have also been studied in primary schools and ordinary level. These are complementarity and social cohesion in society in P 5 and Family and Personal Values in History and Citizenship in senior ne.

2.3 Cross cutting issues to be addressed

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 through building more peaceful families and communities, societies and a more peaceful world. They will also be taught and explained different the benefits of cultural diversification and principles of inclusion. In so doing, this will ultimately contribute to the promotion of culture of peace by avoiding any form of cultural discrimination.

Inclusive education

Inclusiveness should be embraced in education, at the workplace and in the activities that a society engages in. 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 discrimination in the work place or school settings hinders good relations between men and women or girls and boys in the workplace and it thus creates social barriers between males and females and hinders social cohesion and national unity. Consequently, teachers have to avoid gender stereotypes and should have to simultaneously be gender sensitive and strive for the practice of gender equality and equity.

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.

2.4 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 avoid any form of cultural discrimination.

The introductory activity is a case study. 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 types of cultural discrimination are as follows:

Harassment may occur when inappropriate jokes, insults, name-calling or displays of posters or cartoons directed at a person or individuals within a society because of their race, ethnic group, religious affiliation or gender.

Wage discrimination takes place when an employer offers a lower wage for a woman, new immigrant or people from a specific race due to a biased or perceived attitude towards gender, nationality, ethnicity and origins. Their qualifications, experience, skills or competences are ignored.

Discrimination in hiring normally takes place during a job interview, where a person may be asked inappropriate questions for example about one's religion, nationality or and language.

Discrimination in firing happens when an employer has his or her work responsibilities and job removed from him or her. For example, firing a person because of their religion, language or even nationality.

Discrimination in education took place many years ago when for instance blacks were denied quality education just because they were blacks, a colour and race regarded as unfortunate and backward by the Europeans who regarded themselves highly and as a chosen race by God. Many African countries might have witnessed discrimination in education within their set ups, both during and after colonialism.

Discrimination in residential areas and housing was common in some countries where blacks were subjected to stay in either camps created by the whites or in shanty places. Today, even when such extreme cases are rare, discrimination in housing still exists. Some landlords do not give out their rentals to members outside their religious sects.

Discrimination is based on language normally takes place in societies or nations that have a major group or language. Such strong ethnicities may suffocate the languages of ethnic minorities by allowing more benefit to those of the majority language.

The consequences of cultural dilution are the following:

Cultural dilution may cause many negative situations to occur in societies whose cultures, languages or core beliefs are being blended or diluted. The minds of the affected groups whose cultural practices, language and general life characteristics are being blended are equally put under threat of patronage and dependence. The people whose culture is under dilution are made to think that they are not very intelligent and experienced in whatever they do and thus must be helped or supported.

Cultural dilution leads the affected groups within society to lose their collective rights; they are dominated and made to exist without identity. They have no room to enjoy their rights and freedoms, are denied social, civil, economic and political opportunities within their own society and above all, subjected to a terrible struggle for survival other than progress.

Cultural dilution leads to loss of language. Normally, languages from stronger cultures become popular at the expense of the local languages. For example, in Africa, the English, French, and Portuguese languages took over and dominated the indigenous African languages in former British, French and Portuguese colonies leading to either total loss or blending of many aspects of African culture in the fore mentioned territories.

Cultural dilution can impact national identity and culture, which would be dissolved or eroded by the impact of global cultural industries and multinational media. When a nation has many other cultures expressing their lifestyle through food, music, dress and the media, it overwhelms the predominant culture and leads to dilution.

Dilution hinders social integration or cohesion. This is because the human worth of some people or groups within society whose culture is under the threat of dilution is ignored and the people are subjected to discrimination and other forms of harassment and denial. The society is divided into social classes leading to social tension, hatred, conflicts and deaths.

Societies undergoing dilution will lose their core values, beliefs and practices, such as morals or religious orientations. New influences will set in and take control especially due to global influence or new immigrants or weaknesses from within or a combination of all. For examples other cultures that believe in making abortion or homosexuality legal and any other idea which goes against a particular culture's norms and values is likely to attract the members of the host culture hence diluting it.

The youth and women among others may greatly lose their moral fabric and may adopt immoral practices for survival like prostitution and theft. Nothing will stop them since the strong customs that bound them to observe strict morality is now weakened by ideas of liberalism and individuality.

Politically, societies or nations suffering dilution are becoming recipients of international thinking and practices, international laws and order which have no direct connection to their customs. There is a great change of attitude towards the basic and core values, norms, or practices in African countries in modern times. Civil marriages are becoming popular and legalized at the expense of traditional marriages. Homosexuality and lesbianism is being accepted quietly but steadily due to global influence against indigenous cultures in Africa that have and are suffering cultural dilution.

Foreign owned businesses introduce new ideologies resulting in a dilution of culture and ultimately affect its identity. This impact has been felt most in our food culture, coffee shop culture and traditional culture. This has caused the younger generation to prefer fast foods to traditional local foods. The younger generation is attracted to fast food due to its wide range of food, affordability and convenience. Food has always been part of the identity of any group of people, so when the younger generation begin to appreciate and enjoy these foods, they will begin to lose sight of the significance of these food and traditions and consequently, lose their identity. In the long run, fast food will result in recipes and skills of traditional foods not being passed down to the future generation. This will lead to the traditional foods being forgotten.

Cultural dilution is very likely to cause the traditional dressing of a community to be neglected. Clothing has been an important part of the different cultures. The traditional costumes of any culture is unique in its own way with historical values and different significance and symbols closely connected to the culture. For example, the traditional Rwandan dress and traditional symbols are very unique. When the younger generation do not feel proud but feel uncomfortable or awkward to wear their traditional costumes, they will not have a sense of belonging and no longer associate themselves to their culture. This is a dilution of culture and loss of identity.

2.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concept of culture	The learners should be able to define the concept of culture	1
2	Definition and different types of cultural discrimination	The learners should be able to define the concept of cultural discrimination and explain its different types	1
3	Cultural dilution and cultural diversification	The learners should be able to define the concepts of cultural dilution and cultural diversification and explain the factors that are responsible for the cultural dilution	2
4	Consequences of cultural dilution and principles of inclusion	The learners should be able to explain the consequences of cultural dilution and account for principles of inclusion	2
	Assessment		1

2.5.1 Concept of culture

a) Learning objective

The learners should be able to be able to define the concept of culture.

b) Prerequisites/revision/introduction

To start this lesson, the teacher can invite learners to reflect on the meaning of culture.

c) Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and asks them to reflect on the definition of culture and provide their proposals. Thereafter, the learners present their work to the whole class and the teacher intervenes for harmonization.

Suggested answers to the learning activity 2.1

Culture can be defined as all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation. Culture has been called “the way of life for an entire society.” As such, it includes codes of manners, dress, language, religion, rituals, art, norms of behavior, such as law and morality, and systems of belief. In other words, culture comprises the general characteristics and knowledge that make up the people’s way of life and social organization at a particular time. It is composed of the activities, the language, beliefs, art and the sense of beauty of a community.

Answers to the application activities 2.1

1. The following are activities or practices from the Rwandan culture:
 - Naming of children in a public ceremony
 - Intore dancing
 - Umuganda Day
 - Imogongo Cow Dung Paintings
 - Marriage
 - Mourning
2. Culture is passed on through social interactions and offers a unique identity, social patterns and experiences that separate one society from another.

2.5.2 Definition and different types of cultural discrimination

a) Learning objective

The learners should be able to define the concept of cultural discrimination and explain its different types.

b) Prerequisites/revision/introduction

To start this lesson, the teacher invites learners to recall the definition of the concept of culture.

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.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 2.2**. 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 2.2

Possible answers include:

- The traditional food of Rwanda as compared to other communities is delicious.
 - The economic activity of nomads is primitive.
 - The mode of dressing of the Islam communities is enslaving.
- 1) More information about the discriminated groups can reduce discrimination.

Answers to the application activities 2.2

2. Cultural discrimination means exclusion, restriction, or hate that is directed towards any person or groups of people on the basis of perceived or real differences in cultural values and beliefs. Religious hatred, tribalism, and racism are the most common forms of cultural discrimination. Cultural discrimination is commonly directed towards ethnic minorities within a country and it can manifest itself through unfair hiring and firing of workers, sexual harassment, and racial profiling.
3. Three types of cultural discrimination are as follows:
- Harassment may occur when inappropriate jokes, insults, name-calling or displays of posters or cartoons directed at a person or individuals within a society because of their race, ethnic group, religious affiliation or gender.
 - Discrimination in education took place for instance some years ago when blacks were denied quality education just because they were blacks, a color and race regarded as unfortunate and backward by the Europeans who regarded themselves highly and as a chosen race by God. Many African countries might have witnessed discrimination in education within their set ups, both during and after colonialism.
 - Discrimination based on language normally takes place in societies or nations that have a major group of language. Such strong ethnicities may suffocate the languages of ethnic minorities by allowing more benefit to those of the majority language.

2.5.3 Cultural dilution and cultural diversification

a) Learning objective

The learners should be able to define the concepts of cultural dilution and cultural diversification and explain the factors that are responsible for the cultural dilution.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to recall the definition of the concepts of cultural dilution and cultural diversification. Afterwards, he/she goes on

assigning them the task of defining the concept of social cohesion and explaining its factors.

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 cultural dilution and cultural diversification.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the learning activity 2.3 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 2.3

1. Cultural dilution takes place when two or more cultures are blended and progressively become similar through the influence of their cohabitation or interaction. In fact, interaction between people from different cultures weakens the original affiliation. This happens because, in the process of socialization, people may get attracted to the cultural practices of other people that they relate with and eventually get assimilated in certain aspects such as dressing, language, religion and the type of food that they eat.

When different cultures blend, the original one may die out or be replaced by new ones that have never existed in the society's history. Often, dilution takes place due to stronger influences and in the process of cultural dilution, the cultures indubitably change.

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

Due to differing past experiences and environmental endowment, people adapt to varying social systems, practices and beliefs. The African countries, for instance, went through different colonial experiences. These experiences in one way or another shaped their social interactions including the religion that the people in these communities subscribe to.

Answers to the application activities 2.3

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

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

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

2. The following are the factors that are responsible for the cultural dilution:

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

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

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

From within, whenever a society grows or changes. There is always a likelihood of losing some of its core principal values unknowingly as the citizens strive to acquire new skills for political, economic and social survival.

3. Cultural diversification may also occur when a given society welcomes people of different races, gender, sexual orientations or national origins. A good example is the existence of seafood hotels in countries where seafood is not common. In major towns today, hotels provide foreign foods targeting the immigrants who may want to look for meals that are culturally preferable to them. It is important to look at cultural diversification as an advantage. This is because it provides an opportunity for positive exchange of ideas that can improve the lives of people by enriching them in one way or another.

4. The following are conditions that can help people of different cultural backgrounds coexist:

- Drafting multiple activities into the national activity calendar to allow the co-existence of all ethnicities and their multi-practices to exist in one country.
- Giving all groups in society equal opportunities in education, business, government, and sports.
- Ensuring equality for all principles. Laws must apply to all people under a fair law system.
- Co-existence of all people with varying experiences and backgrounds should be practiced.
- There should be commitment to tolerate and learn from other people with different experiences and backgrounds. For example, Rwanda has now become a cosmopolitan city, allowing many different nationalities to settle and interact.

5. These are the benefits of cultural diversification:

The cultural diversification promotes productivity and profitability

When people from various backgrounds work together, they share unique characteristics and the best is attained. This impacts on the output of businesses and other organizations positively.

It helps to create a pool of talent: Talents naturally develop as people share varying experiences and perspectives in life.

It promotes unity: As mentioned earlier, diversity helps people appreciate the differences that exist among people in terms of beliefs and practices, values and norms, race and gender.

2.5.4 Consequences of cultural dilution and principles of inclusion

a) Learning objective

The learners should be able to explain the consequences of cultural dilution and account for the principles of inclusion.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to recall the factors that are responsible for the cultural dilution. Afterwards, he/she goes on assigning them the task of explaining the consequences of cultural dilution and principles of inclusion.

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 cultural dilution and cultural diversification

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 2.4** 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 2.4

a) These are the consequences of cultural dilution:

- People whose culture is under dilution are made to think that they are not very intelligent and experienced in whatever they do and must be helped or supported.
- Cultural dilution makes the affected groups to lose their collective rights, they are dominated, lose their identity, social, civil, economic and political opportunities.
- Cultural dilution leads to loss of language.
- Lack of written literature about groups of people who suffer dilution also increases their risk of extinction.
- Dilution hinders social integration or cohesion. This is because the culture is diluted and ignored and the people are subjected to discrimination and other forms of harassment and denial.
- Societies suffering dilution will lose their core values, beliefs, and practices, such as morals or religious orientations. New influences take control especially due to global influence or new immigrants.
- The youth among others may greatly lose their moral fabric and adopt immoral practices for survival like prostitution and theft.

b) The following are the principles of inclusion:

Principles of inclusion

- Tolerance for all people and the diversity that exist within society.
- Respect for all human rights, freedoms, and rules of law irrespective of the diverse cultures that may exist
- Provision of equitable opportunities to all members
- Recognition of each member's worth and allowing each member to make a contribution to the society
- Involvement of all members in society
- Exploration of all the multiple culture identities within society
- Prevention of prejudice and negative biases

Answers to the application activities 2.4

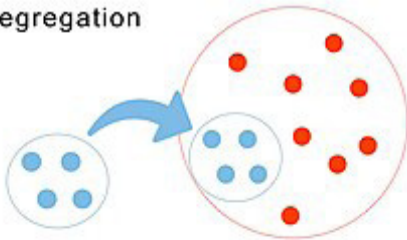
1. Refer to the above answer Suggested to the learning activity 2.4
2. The following are the ways through which someone can practice the principles of inclusion at school:
 - In a school where the American Peace Corps staff is present, the latter can get assimilated into the Rwandan culture.
 - - Compromising
 - - Pre-training on the new culture
3. Strategies to avoid cultural dilution and discrimination such as:
 - - Tolerance for all people and the diversity that exist within society. People should appreciate and value the co-existence as a blessing and view each member as a valuable resource in society.
 - - Respect for all human rights, freedoms, and rules of law irrespective of the diverse cultures that may exist.

2.6 Additional Information

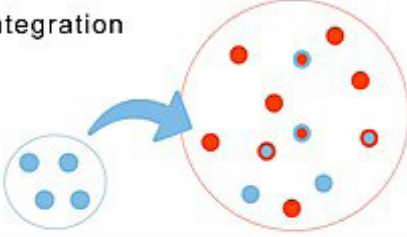
Acculturation

Acculturation is a process of social, psychological, and cultural change that stems from the balancing of two cultures while adapting to the prevailing culture of the society. Acculturation is a process in which an individual adopts, acquires and adjusts to a new cultural environment as a result of being placed into a new culture, or when another culture is brought to you. Individuals of a differing culture try to incorporate themselves into the new more prevalent culture by participating in aspects of the more prevalent culture, such as their traditions, but still hold onto their original cultural values and traditions. The effects of acculturation can be seen at multiple levels in both the devotee of the prevailing culture and those who are assimilating into the culture.

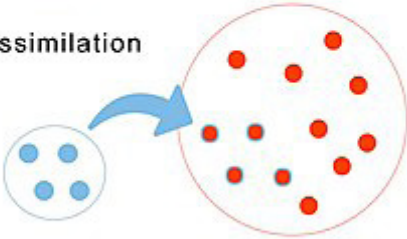
Segregation



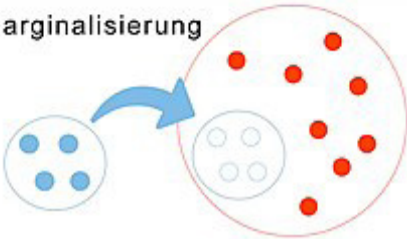
Integration



Assimilation



Marginalisierung



The four essential (paradigm) forms of acculturation

At this group level, acculturation often results in changes to culture, religious practices, health care, and other social institutions. There are also significant ramifications on the food, clothing, and language of those becoming introduced to the overarching culture.

At the individual level, the process of acculturation refers to the socialization process by which foreign-born individuals blend the values, customs, norms, cultural attitudes, and behaviors of the overarching host culture. This process has been linked to changes in daily behaviour, as well as numerous changes in psychological and physical well-being. As enculturation is used to describe the process of first-culture learning, acculturation can be thought of as second-culture learning.

Under normal circumstances that are seen commonly in today's society, the process of acculturation normally occurs over a large span of time throughout a few

generations. Physical force can be seen in some instances of acculturation, which can cause it to occur more rapidly, but it is not a main component of the process. More commonly, the process occurs through social pressure or constant exposure to the more prevalent host culture.

Scholars in different disciplines have developed more than 100 different theories of acculturation, but the concept of acculturation has only been studied scientifically since 1918. As it has been approached at different times from the fields of psychology, anthropology, and sociology, numerous theories and definitions have emerged to describe elements of the acculturative process. Despite definitions and evidence that acculturation entails a two-way process of change, research and theory have primarily focused on the adjustments and adaptations made by minorities such as immigrants, refugees, and indigenous people in response to their contact with the dominant majority. Contemporary research has primarily focused on different strategies of acculturation, how variations in acculturation affect individuals, and interventions to make this process easier.

Fourfold models

The fourfold model is a bilinear model that categorizes acculturation strategies along two dimensions. The first dimension concerns the retention or rejection of an individual's minority or native culture (i.e. "Is it considered to be of value to maintain one's identity and characteristics?"), whereas the second dimension concerns the adoption or rejection of the dominant group or host culture. ("Is it considered to be of value to maintain relationships with the larger society?") From this, four acculturation strategies emerge.

- **Assimilation** occurs when individuals adopt the cultural norms of a dominant or host culture, over their original culture. Sometimes it is forced by governments.
- **Separation** occurs when individuals reject the dominant or host culture in favor of preserving their culture of origin. Separation is often facilitated by immigration to ethnic enclaves.
- **Integration** occurs when individuals can adopt the cultural norms of the dominant or host culture while maintaining their culture of origin. Integration leads to, and is often synonymous with biculturalism.
- **Marginalization** occurs when individuals reject both their culture of origin and the dominant host culture.

Studies suggest that individuals' respective acculturation strategy can differ between their private and public life spheres. For instance, an individual may reject the values and norms of the dominant culture in his private life (separation), whereas he might adapt to the dominant culture in public parts of his life (i.e., integration or assimilation).

Other outcomes

Culture

When individuals of a certain culture are exposed to another culture (host) that is primarily more present in the area that they live, some aspects of the host culture will likely be taken and blended within aspects of the original culture of the individuals. In situations of continuous contact, cultures have exchanged and blended foods, music, dances, clothing, tools, and technologies. This kind of cultural exchange can be related to selective acculturation that refers to the process of maintaining cultural content by researching those individuals' language use, religious belief, and family norms. Cultural exchange can either occur naturally through extended contact, or more quickly through cultural appropriation or cultural imperialism.

Cultural appropriation is the adoption of some specific elements of one culture by members of a different cultural group. It can include the introduction of forms of dress or personal adornment, music and art, religion, language, or behavior. These elements are typically imported into the existing culture, and may have wildly different meanings or lack the subtleties of their original cultural context. Because of this, cultural appropriation for monetary gain is typically viewed negatively, and has sometimes been called "cultural theft".

Cultural imperialism is the practice of promoting the culture or language of one nation in another, usually occurring in situations in which assimilation is the dominant strategy of acculturation. Cultural imperialism can take the form of an active, formal policy or a general attitude regarding cultural superiority.

2.7 End unit assessment

Cultural discrimination refers to exclusion, restriction, or hate that is directed towards any person or groups of people on the basis of perceived or real differences in cultural values and beliefs. Religious hatred, tribalism, and racism are the most common forms of cultural discrimination. Cultural discrimination is commonly directed towards ethnic minorities within a country and it can manifest itself through unfair hiring and firing of workers, sexual harassment, and racial profiling.

The following are the types of cultural discrimination:

Harassment may occur when inappropriate jokes, insults, name-calling or displays of posters or cartoons directed at a person or individuals within a society because of their race, ethnic group, religious affiliation or gender.

Wage discrimination happens when an employer offers a lower wage for a woman, new immigrant or people from a specific race due to a biased or perceived attitude towards gender, nationality, ethnicity and origins. Their qualifications, experience, skills or competences are ignored.

- **Discrimination in hiring** normally takes place during a job interview, where a person may be asked inappropriate questions for example about one's religion, nationality or and language.
- **Discrimination in firing** happens when an employer has his or her work responsibilities and job removed from him or her. For example, firing a person because of their religion, language or even nationality.
- **Discrimination in education** took place many years ago when blacks were denied quality education just because they were blacks, a color and race regarded as unfortunate and backward by the Europeans who regarded themselves highly and as a chosen race by God. Many African countries might have witnessed discrimination in education within their set ups, both during and after colonialism.
- **Discrimination in residential areas and housing** was common in some countries where blacks were subjected to stay in either camps created by the whites or in shanty places. Today, even when such extreme cases are rare, discrimination in housing still exists. Some landlords do not give out their rentals to members outside their religious sects.
- **Discrimination is based on language** normally takes place in societies or nations that have a major group or language. Such strong ethnicities may suffocate the languages of ethnic minorities by allowing more benefit to those of the majority language.

For people of different cultural backgrounds to coexist, the following is necessary:

- Drafting multiple activities into the national activity calendar to allow the co-existence of all ethnicities and their multi-practices to exist in one country.
- Giving all groups in society equal opportunities in education, business, government, and sports.
- Ensuring equality for all principles. Laws must apply to all people under a fair law system.
- Co-existence of all people with varying experiences and backgrounds should be practiced.
- There should be commitment to tolerate and learn from other people with different experiences and backgrounds. For example, Rwanda has now become a cosmopolitan city, allowing many different nationalities to settle and interact.

People should combat the cultural discrimination by doing the following:

Compromising and pre-training on the new culture;

Strategies to avoid cultural dilution and discrimination such as:

Tolerance for all people and the diversity that exist within society. People should appreciate and value the co-existence as a blessing and view each member as a valuable resource in society.

Respect for all human rights, freedoms, and rules of law irrespective of the diverse cultures that may exist.

1. The advantages of cultural diversification:

The cultural diversification promotes productivity and profitability

- It helps to create a pool of talent
- It promotes unity
- The following are three principles of inclusion:
 - Tolerance for all people and the diversity that exists within society. People should appreciate and value the co-existence as a blessing and view each member as a valuable resource in society.
 - Provision of equitable opportunities to all members, therefore no matter one's nationality, religion, race or culture they ought to have equal opportunities based on job, housing, health and justice.
 - Recognition of each member's worth and allowing each member to make a contribution to the society while at the same time helping other members to realize their targets.

2.8 Additional activities

Remedial Activities

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

- List three types of cultural discrimination.
- Give two factors that are responsible for the cultural dilution.
- Name three principles of inclusion.
- What is acculturation?

Expected answers to remedial activities

Three types of cultural discrimination are:

Discrimination in hiring

- Discrimination in education and
- Discrimination in residential areas and housing

Two factors that are responsible for the cultural dilution are:

Discovery and invention are mechanisms of social and cultural change. Discovery refers to the finding of new knowledge within an existing realm. Generally, it relates

to discovering new understanding of a particular behavior or ritual. Invention is the creation of a new device or process. New discoveries often lead to new inventions by people.

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

2.8.1 Consolidation activities

The following questions are suggested for enhancing development of competences:

1. Differentiate acculturation from assimilation.
2. When does occur cultural diversification?
3. Discuss one of the consequences of cultural dilution.

Expected answers to consolidation activities

Assimilation is two-way process, and the majority culture is changed as well as the minority culture. Acculturation occurs when the minority culture changes but is still able to retain unique cultural markers of language, food and customs.

Cultural diversification may also occur when a given society welcomes people of different races, gender, sexual orientations or national origins. A good example is the existence of seafood hotels in countries where seafood is not common. In major towns today, hotels provide foreign foods targeting the immigrants who may want to look for meals that are culturally preferable to them. It is important to look at cultural diversification as an advantage. This is because it provides an opportunity for positive exchange of ideas that can improve the lives of people by enriching them in one way or another.

Cultural dilution leads to loss of language. Normally, languages from stronger cultures become popular at the expense of the local languages. For example, in Africa, the English, French, and Portuguese languages took over and dominated the indigenous African languages in former British, French and Portuguese colonies leading to either total loss or blending of many aspects of African culture in the fore mentioned territories.

This situation is obviously present in many countries in Africa. For instance, the people of DRC communicate by using French which is also the official language. In addition, foreign and colonial languages have also led to the adoption of many aspects of the cultures of the colonizers like the diet, clothing, reasoning, beliefs, etc.

2.8.2 Extended activities

These are suggested questions for gifted and talented students.

1. Discuss the strategies that can be adopted to combat cultural discrimination.
2. Explain ecumenism and relate it to the principles of inclusion.

Expected answers to extended activities

1. Strategies that can be adopted to combat can be the following:
 - Examine your beliefs. What messages did you hear growing up about people of other colors or cultures?
 - Educate yourself. Learn about the history of others, their culture. heritage and the issues facing them today,
 - Stand up and speak out
 - Get know others
2. Ecumenism and relate it to the principles of inclusion

Ecumenism is a movement or tendency toward worldwide Christian unity or cooperation. The term, of recent origin, emphasizes what is viewed as the universality of the Christian faith and unity among churches. The ecumenical movement seeks to recover the apostolic sense of the early church for unity in diversity, and it confronts the frustrations, difficulties, and ironies of the modern pluralistic world. It is a lively reassessment of the historical sources and destiny of what followers perceive to be the one, holy, catholic, and apostolic church of Jesus Christ.

Ecumenism is related to the principles of inclusion since ecumenism emphasizes the collaboration between all the Christians disregarding the differences between them.

3.1 Key unit competence

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

3.2 Prerequisite

As prerequisites to facilitate the teaching and learning of this unit, the following elements have already been learned before either in primary schools or secondary schools in ordinary level. In Senior two of ordinary level, the same unit of gender and society is taught in History and Citizenship.

3.3 Cross cutting issues to be addressed

- **Communication skills:** The learners practice communication skills through orally presenting their ideas during the debate.
- **Lifelong learning:** This lesson exposes the learners to real life social challenges, and at the end the learners are able to embrace gender equality. They are likely to apply the knowledge they gain in this lesson while relating with other people both at school and at home.
- **Critical thinking:** The learners are required to think critically about the benefits of gender equality and express their opinions in the debate.
- **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 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 the 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.

3.4 Guidance on the introductory activity

At the beginning of this unit seven, invite learners to do an introductory activity to this unit you find on the page of the 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 discuss different ways people interact effectively in families and community. 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. Society among which altruism and empathy were the most emphasized by our ancestors in their daily life.

3.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Gender equality and equity	Learners should be able to state the meaning of gender, gender equality and equity, apply gender equality principles in day to day life and display cooperation between peers and opposite sexes	2
2	Benefits of gender equality and complementarity	Learners should be able to identify the benefits of gender equality and complementarity, detect gender bias and discrimination in any situation/ environment and Treat others equally	2
3	Gender roles	Learners should be able to Identify the gender roles and gender stereotypes, apply effective communication in building healthy relationships and show respect to other sex, age and disabilities	2
4	Gender stereotypes	Learners should be able to Identify the gender roles and gender stereotypes and appreciate the right words to use in effective communication	2

5	Impact of gender stereotypes on individuals, families and society	Learners should be able to State the impact of gender stereotypes on individuals, families and society, negotiate in any circumstance and Show empathy in communication	
	Assessment		1

3.5.1 Gender equality and equity

a) Learning objectives: Learners should be able to state the meaning of gender, gender equality and equity, apply gender equality principles in day to day life and display cooperation between peers and opposite sexes

b) Prerequisites/revision/introduction

To start this lesson, the teacher can invite learners to reflect on the meaning of Citizenship Education.

c) Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and asks them to reflect on the following activity:

Learning activity 3.1

State the meaning of gender, gender equality and equity

Thereafter, the learners present their work to the whole class and the teacher intervene for harmonization.

Suggested answers to the learning activity 3.1

- **Gender:** the social understanding of being male or female.
- **Gender equality:** A situation where women, men, girls and boys enjoy the same rights, resources, opportunities and protection.
- **Gender equity;** Is the process of avoiding discrimination on the basis of sex (male/ female).
- **Gender:** Is the social understanding of being male or female.
- **Gender equality:** Is a situation where women, men, girls and boys enjoy the same rights, resources, opportunities and protection.
- **Gender equity:** Gender equality in education means ensuring that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. Is the process

Application activity 3.1

Explain different ways Rwanda has promoted gender equality of avoiding discrimination on the basis of sex (male/ female).

Suggested answers to the application activity 3.1

More girls are enrolled in school as opposed to the past when mostly boys went to school.

- Women can access loans to start businesses and therefore become more self-reliant.
- Today, women are taking up high-end jobs that were dominated by the men. Instead of serving as personal assistants and secretaries, they are occupying managerial offices just as the male counterparts.
- Laws are being put in place to allow the female gender to inherit property just in the same way the males are heirs.
- Rwanda has maintained gender equality in terms of leadership as seen in the number of female leaders today. The number of female parliamentarians is 64%. This means that the majority are women.
- Rape has been acknowledged as a very serious offence; there are heavily jail sentences for perpetrators.
- Women have been given the right to choose whether to pool assets together with the husband or to keep them separate.

3.5.2 Benefits of gender equality and complementarity

- a) Learning objective:** Learners should be able to identify the benefits of gender equality and complementarity, detect gender bias and discrimination in any situation/ environment and Treat others equally
- b) Prerequisites/revision/introduction:** To start this lesson, the teacher can invite learners to reflect on the meaning of gender equality and complementarity
- c) Teaching resources:** These can include Citizenship learner's textbook, Teacher's guide and internet.
- d) Learning activities**

The teacher organizes the learners into different groups of and asks them to reflect on the benefits of gender equality and complementarity. Thereafter, the learners present their work to the whole class and the teacher intervene for harmonization.

Activity 3.2

Discuss the importance of complementarity in socio-economic development.

Suggested answers

- It stimulates quick development in the family and entire country.
- It helps people to live in harmony
- It stimulates good collaboration and team work at work place
- Complementarity encourages creativity, innovation and self- reliance

Complementarity leads to higher achievement of goals.

Application activity 3.2

Identify at least 5 benefits of gender equality and complementarity in society.

- When women are presented with equal opportunities as men, they are able to acquire education as opposed to when they do not enjoy gender equality.
- Career progression for women becomes easier when there is gender equality and complementarity
- Women are able to enjoy financial independence and new roles in society when gender equity is put in practice.
- d When women are given the same opportunities as men, there is human development in the society.
- When all members of the society have the opportunity to earn, there is likely to be improved economic growth.
- When women get equal opportunity as men, they also enjoy freedom, choice and happiness

3.5.3 Gender roles

- a) Learning objectives:** Learners should be able to Identify the gender roles and gender stereotypes, apply effective communication in building healthy relationships and show respect to other sex, age and disabilities
- b) Prerequisites/revision/introduction:** To start this lesson, the teacher can invite learners to reflect on the meaning of gender.
- c) Teaching resources:** These can include Citizenship learner's textbook, Teacher's guide and internet.
- d) Learning activities:** The teacher organizes the learners into different group of students and asks them to reflect on gender roles.
- e) Activity 3.3: observation of pictures of different gender roles.**

Suggested observations

Picture1: A mechanic is repairing a car

Picture2: A nurse is treating a patient

Picture3: women can participate in security field as policemen

Learners will find other observations thereafter, they present their findings to the whole class and the teacher intervene for harmonization and summary.

Application activity 3.3

Identify various gender roles found in your community.

Answers will be suggested according to the living areas of learners.

Examples

- Agriculture (growing crops and rearing animals)
- Manufacturing (transformation of raw materials into finished products)
- Trading (wholesale and retail)
- Engineering (civil engineering and construction)
- Medicine (doctors, nurses)
- Education (head teachers and teachers)

3.5.4 Gender stereotypes

- a. Learning objective:** Learners should be able to Identify the gender roles and gender stereotypes and appreciate the right words to use in effective communication
- b. Prerequisites/revision/introduction:** To start this lesson, the teacher can invite learners to reflect on gender roles
- c. Teaching resources:** These can include Citizenship learner's textbook, Teacher's guide and internet.

Learning activities 3.4

Guide learners to observe the picture and present their findings.

Possible observations:

- Five men and two women in the meeting. Men only.....

Application activity 3.4

Identify various gender roles and gender stereotypes in your community

Possible answer:

The following are examples of gender stereotypes:

- a. Women are rational beings.
- b. Men are tough and protective.
- c. Women make good secretaries and teacher
- d. They are also viewed as fragile and emotional, caring and more appropriate for jobs like nursing.

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

3.5.5 Impact of gender stereotypes on individuals, families and society

- a) **Learning objective:** Learners should be able to State the impact of gender stereotypes on individuals, families and society, negotiate in any circumstance and Show empathy in communication
- b) **Prerequisites/revision/introduction:** To start this lesson, the teacher can invite learners to reflect on Impact of gender Stereotypes
- c) **Teaching resources:** These can include Citizenship learner's textbook, Teacher's guide and internet.
- d) **Learning activities 3.5**

Identify gender issues that you know in your community

Possible answer:

Portray teaching or serving in a hotel as female careers while higher medical professions are perceived to be male careers. From the discussion above, however, you realize that none of these careers belong only to men or women.

Application activity 3.5

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

Answer to Application activity 3.5

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

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

3.6 End unit Assessment

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

Answers to End Unit Assessment

1. It is important for the government to promote gender equality because of gender equality is essential for the respect of human right then the participation of all citizens on the development of country and the peace . Promotion of of gender equality enables girls and boys, women and men to participate in social, economic and political life and is a foundation for the development of a democratic society (SADE, 2011). Gender equality is the process of avoiding discrimination on the basis of sex (male/ female). This can be by engaging both sexes in decision making, allocating resources equally and providing equal opportunities.
2. The benefits of gender equality and complementarity are given below:
 - a. When women are presented with equal opportunities as men, they are able to acquire education as opposed to when they do not enjoy gender equality.
 - b. Career progression for women becomes easier when there is gender equality and complementarity.
 - c. Women are able to enjoy financial independence and new roles in society when gender equity is put in practice.
 - d. When women are given the same opportunities as men, there is human development in the society.
 - e. When all members of the society have the opportunity to earn, there is likely to be improved economic growth.
 - f. When women get equal opportunity as men, they also enjoy freedom, choice and happiness.
 - g. Gender equality improves economic and social conditions for everyone. When both parents are earning, families are healthier and better fed. Their income, savings and investments go up. This extends to the community and the entire nation.
 - h. When both girls and boys live free from rigid stereotypes that limit their potential, they are able to exploit their full potential in a way that benefits themselves and the society they live in.
 - i. In organizations and institutions where there is gender balance, there is likely to be better decision-making and more effective implementation of these decisions as everyone is involved in decision and therefore own the decisions made.
3. Gender stereotypes are generalizations about what men and women are like and what they are capable of doing. Hence, there is typically a great deal of

consensus about them. According to social role theory, gender stereotypes derive from the contrasting distribution of men and women into social roles both in the home and at work (Eagly, 1987, 1997; Koenig and Eagly, 2014). There has long been a gendered division of labor, and it has existed both in foraging societies and in more socioeconomically complex societies (Wood and Eagly, 2012). Gender stereotypes are used not only to characterize others but also to characterize oneself (Bem, 1974).

The process of self-stereotyping can influence people's identities in stereotype-congruent directions. Stereotyped characteristics can thereby be internalized and become part of a person's gender identity – a critical aspect of the self-concept (Ruble and Martin, 1998; Wood and Eagly, 2015). Young boys and girls learn about gender stereotypes from their immediate environment and the media, and they learn how to behave in gender-appropriate ways (Deaux and LaFrance, 1998). These socialization experiences no doubt continue to exert influence later in life and, for this reason, the gender stereotypes tend to have a self-perpetuating quality. Gender stereotypes are over-generalisations about the characteristics of an entire group based on gender. A man might say women aren't meant for combat, while a woman might say men do nothing but watch sports.

4.1 Key unit competence

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

4.2 Prerequisite

As prerequisites to facilitate the teaching and learning of this unit, the following elements have already been learned before either in primary schools or secondary schools in ordinary level. In Senior two of ordinary level, the same unit of gender and society is taught in History and Citizenship.

4.3 Cross cutting issues to be addressed

- **Communication skills:** The learners practice communication skills through orally presenting their ideas during teaching and learning process more especially in performing the assigned tasks.
- **Lifelong learning:** This lesson exposes the learners to real life social challenges, and at the end the learners are able to embrace gender equality. They are likely to apply the knowledge they gain in this lesson while relating with other people both at school and at home.
- **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 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 work place and in the 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 eight, invite learners to do an introductory activity 8. 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 respond to the questions from the story of Uwera and Muhire.

Questions

1. What forms of violence do we find in this family?

Answers: Sexual violence, psychological violence, physical violence

2. What are the causes of violence?

Answers: conflict, poverty, death of parents or guardians

3. What are the consequences of this violence

Answers: suicide

4.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Concept and forms of gender based violence	Define and describe gender based violence, including rape, and its prevention	1
2	Concept and forms of child abuse	Identify forms of GBV and child abuse and apply negotiation skills such as refusal	1
3	Consequences of gender based violence	Recall the health, social and economic consequences of GBV and child abuse	2
4	Linkage between gender based violence, HIV and AIDS and STIs	Analyse the relationship between GBV, HIV/AIDS and STIs	2

5	Mechanism to respond to gender based violence	Reporting (disclosure and seeking legal redress)	
	End unit assessments		1

4.5.1 Concept and forms of gender based violence

a. Learning objectives: Define and describe gender based violence, including rape, and its prevention b.

b. prerequisites /revision/introduction

To start this lesson, the teacher can invite learners to reflect on the meaning of gender.

c. Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d. Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and asks them to reflect on the following activity:

Learning activity 4.1

What forms of violence do we find in this story?

Proposed answers: includes physical, psychological violence such as domestic violence emotional abuse, abusive language etc. Learners will present their work to the whole class and the teacher intervene for harmonization.

Application activity 4.1:

Explain the possible causes of the various forms of gender-based violence in Rwanda

Answers: conflict in families, egoism, disharmony, death of parent, poverty etc. Learners will suggest and explain other causes of violence and present them to the whole class

4.5.2 Lesson Concept and forms of child abuse

a. Learning objectives: Identify forms of GBV and child abuse and apply negotiation skills such as refusal

b. Prerequisites /revision/introduction

To start this lesson, the teacher can invite learners to reflect on gender based violence.

c. Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

Learning activities The teacher organizes the learners into groups of 3 up to 5 students and asks them to reflect on the activity

Learning activity 4.2

What forms of child abuse can you see in the picture?

Answers: Learners will give different forms of child abuse according to their observation

Application activity 4.2

Discuss the effects of child abuse to the society we live in.

Answers will be suggested according to the living areas of learners

4.5.3 Consequences of gender based violence

a) Learning objective: Recall the health, social and economic consequences of GBV and child abuse

b) Prerequisites/revision/introduction

To start this lesson, the teacher can invite learners to reflect on gender based violence

c) Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d) Learning activities

The teacher organizes the learners into different groups of and asks them to reflect on Consequences of gender based violence. Thereafter, the learners present their work to the whole class and the teacher intervenes for harmonization.

Learning activity 4.3

Search and explain the consequences of gender based violence and child abuse on individual and community.

Suggested answers:

Learners will provide the consequences of gender based violence related to an individual and the society such as physical violence, emotional/psychological violence, sexual violence, socio-economic violence etc.

Application activity 4.3

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

Answers: Learners will show these different event/ living conditions related to GBV affect negatively children.

4.5.4 Linkage between gender based violence, HIV and AIDS and STIs

a. Learning objectives: Analyze the relationship between GBV, HIV/AIDS and STIs

b. prerequisites /revision/introduction

To start this lesson, the teacher can invite learners to reflect on consequences of GBV

c. Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d. Learning activities The teacher organizes the learners into groups of 3 up to 5 students and asks them to reflect on the following activity:

Learning activity 4.4

Search and discuss the types of gender-based violence, which can lead to spread of HIV and AIDS and STIs.

Answer: Sexual violence (Rape, Conjugal rape, Sexual abuse, Sexual harassment, Sexual exploitation / Sexual slavery aimed at achievement of self-satisfaction, forced sodomy/anal rape, Forced prostitution)

Application activity 4.4

Explain the relationship between gender based violence and HIV/AIDS in the Society.

Answer: in discussion they can explain the following: rape/sexual assault, violence against HIV positive woman, violence against sex workers, trafficking, etc

4.5.5 Mechanism to respond to gender based violence

a) Learning objective: Reporting (disclosure and seeking legal redress)

b) prerequisites/revision/introduction

To start this lesson, the teacher can invite learners to reflect on gender based violence.

c) Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d) Learning activities

The teacher organizes the learners into different groups of and asks them to reflect on measures taken vis-a-vis gender based violence. Thereafter, the learners present their work to the whole class and the teacher intervenes for harmonization.

Learning activity 4.5.

Having heard of the different cases of gender based violence from your group members, discuss how you can advise or respond to victims of such acts

Suggested answers: Health Care that is providing necessary health care to the victims

Psycho-social counseling to the victims

Legal assistance in case of abuse or any related acts of violence

Community Awareness and Training about gender-based violence

Capacity Building for Local Women's Organizations

Skills Training, Economic Opportunities and other Rehabilitation Programs

Application activity 4.5

Suggest any 5 methods applied in your community to prevent GBV

Answers: Learners will suggest different methods applied in their living area and present their findings to the whole class

4.6 Additional Information

This section provides additional content for the teacher to have a deeper understanding of the topic

The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners can be resourceful in sharing stories that open to the issues of Gender-based violence. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons. Note that some learners may be victims of GBV, and therefore, all lessons must be taught with sensitivity.

4.7 End unit assessment

1. Give and explain at least three examples of GBV and three 3 examples of child abuse.

Answer: It includes physical, sexual and psychological violence such as domestic violence; sexual abuse, including rape and sexual abuse of children by family members; forced pregnancy; sexual slavery; traditional practices harmful to women, such as honor killings, burning or acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict such as murder and rape; and emotional abuse, such as coercion and abusive language.

2. Discuss the consequences of GBV and child abuse on socio-economic development of a country.

Answer: Increase of poverty and economic reduction the country can spend much money in buying medicine.

Lack of investors and literate people: When learners drop out the school and when there is a death or chronic disease of investors. Learners should also talk about the following effects of child abuse: Death, Malnutrition, High crime rates, early marriages, early and unwanted pregnancies, STDs and STIs, low self-esteem and Psychological effects.

3. Explain different strategies put in place by the government of Rwanda in order to fight against GBV and child abuse.

Answer:

- Health Care i.e. providing necessary health care to the victims
- Psycho-social counselling to the victims
- Legal assistance in case of abuse or any related acts of violence
- Community Awareness and Training about gender-based violence
- Capacity Building for Local Women's Organizations
- Skills Training, Economic Opportunities and other Rehabilitation Programs

4.8 Additional activities

- **Remedial Activities:**

Question 1. outline the effects of child abuse to the society we live in.

Answer : Death, malnutrition, high crime rates, School dropouts, early marriages, early and unwanted pregnancies, STDs and STIs, low self-esteem, Psychological effects

- **Consolidation activities:**

Question1: Having heard of the different cases of gender based violence from your group members, discuss how you can advise or respond to victims of such acts.

Answer: Psychological counselling, seeking court redress, Perpetrators of gender-based violence should be punished by law and justice given to victims. Health care counseling to victims, Community awareness and training for both genders, Capacity building for local women organizations.

- **Extended activities:**

Question1: Visit families that still characterizing of gender based violence and child abuse and a and gather information on this practice, analyze it and suggest the solutions

Answer: open-ended. The teacher will analyze their findings.

5.1 Key unit competence

To be able to manage conflicts effectively

5.2 Prerequisite

Before undertaking this unit, the learner should have prerequisite about peace and harmony, cooperation in primary school precisely in social and Religious studies. Again, relationship is remarked with unit and diversity senior two in Religion and Ethics. This information will be the baseline for undertaking this unit on higher level. As a professional teacher, you will first make quick assessment to exactly be aware of these prerequisites and build on the new knowledge in conflict management.

5.3 Addressing cross-cutting issues

Cross-cutting issues should be addresses within unit and within the lessons. In teaching this units on conflict management, peace and values education should be addressed in all lessons to ensure that students understand well that solving and managing conflicts well leading to peace and harmony in society. Gender is also addressed in sense that students analyze cases of gender that lead to conflicts and take positive contribution to promoting gender equality and equity. Genocide studies is dealt with in this unit when students come to the understanding that Ideology and mentality may trigger conflicts and will make effort to avoid and fight against all forms of discrimination and divisionism ideologies. Inclusive education is also address when students will discuss conflict 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

The introductory activity is based on the reading and understanding of the presented case study. Let the learners ready carefully the case study before they answer questions related to it. They become up with the presumptions or similar cases in their experience imagine. Among the answers, let the main idea be maintained. They will come up with possible answers related to the source of conflicts in general, what can be done to manage and solve conflicts.

5.5 List of lessons

#	Lesson title	Learning objectives	N. of periods
1	The concept of conflict	<p>Knowledge and understanding: Explain what conflict is.</p> <p>Skills: Analyze conflict situations.</p> <p>Attitudes and values: Show concern for having conflict situations addressed</p>	1
2	Types of conflicts	<p>Knowledge and understanding: Identify the types of conflicts in society.</p> <p>Skills: Differentiate types of conflicts</p> <p>Attitudes and values: participate actively in activities geared to avoiding and preventing all types of conflicts.</p>	1
2	The causes of conflicts	<p>Knowledge and understanding: Identify the causes of conflicts</p> <p>Skills: Discuss the causes of conflict.</p> <p>Attitudes and values: Show concern for having conflict situations addressed.</p>	1
3	Consequences of conflicts	<p>Knowledge and understanding: Analyse the of consequences of conflicts</p> <p>Skills: Assess the consequences of conflicts.</p> <p>Attitudes and values: Have attitude of solving, managing and preventing conflicts in his or her life and the life of others.</p>	1
4	Conflict management and conflict transformation	<p>Knowledge and understanding: Analyse the of consequences of conflicts</p> <p>Skills: Assess the consequences of conflicts.</p> <p>Attitudes and values: Have attitude of solving, managing and preventing conflicts in his or her life and the life of others.</p>	1
5	Conflict prevention	<p>Knowledge and understanding: Identify ways of conflict prevention.</p> <p>Skills: Devise ways of managing and transforming conflict.</p> <p>Attitudes and values: Appreciate the importance of conflict management and transformation and prevention</p>	1
	End unit assessment	Propose strategies to manage and prevent conflicts in every situation	1

5.5.1 Concept of conflicts

a) Learning objectives:

- **Knowledge and understanding:** Explain what conflict is.
- **Skills:** Analyze conflict situations.
- **Attitudes and values:** Show concern for having conflict situations addressed.

b) Teaching resources

In order to facilitate the learning and teaching of this unit, as a professional teacher you should prepare adequate teaching and learning materials and resources and ensure that needed materials for every lesson are available. These materials are but not limited to: Flash cards, video, materials for role-play, pamphlet's, books internet and other ICT devices. 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.

c) Learning activities

Learners will perform the learning activity either through writing or orally. They will first read the case study of a family arguing on what to do with the saved money. After clear understanding, they will analyse the case study and then answer related questions. There is no precise answer, you will judge and complement where necessary because learners may come up with more innovative and creatives ideas about the questions.

• Answers to the learning activity 5.1

A conflict means competitive or opposing actions of incompatible or antagonistic state or action of diverging ideas, interests, or persons. It may mean mental struggle resulting from opposition or incompatible needs drives, wishes or internal demands. For example, a person may need to go to church and to go to Cinema at the same time or he/she may be in dilemma of choices. This situation requires to settle and to be handled so that life continue. Other answers will be judged and complemented by the teacher.

• Answers to the application

1. For Question one, refer to the answer to the learning activity for the answers
2. Conflicts are neither good or bad. They are within the human experience. They happen but the way they are solved may determine whether they are good or bad.

3. Learners may come up with their own phases, as a professional teacher evaluate and supplement their answers. The following are phases of conflicts:
- **Prelude to conflict** - It involves all the factors which possibly arise a conflict among individuals. Lack of coordination, differences in interests, dissimilarity in cultural, religion, educational background all are instrumental in arising a conflict.
 - **Triggering Event** - No conflict can arise on its own. There has to be an event which triggers the conflict.
 - **Initiation Phase** - Initiation phase is the phase when the conflict has already begun. Heated arguments, abuses, verbal disagreements are all warning alarms which indicate that the fight is already on.
 - **Differentiation Phase** - It is the phase when the individuals voice out their differences against each other. The reasons for the conflict are raised in the differentiation phase.
 - **Resolution Phase** - A Conflict leads to nowhere. Individuals must try to compromise to some extent and resolve the conflict soon. The resolution phase explores the various options to resolve the conflict.

5.5.2 Types of conflicts

a) Learning objectives:

- **Knowledge and understanding:** Identify the types of conflicts in society.
- **Skills:** Differentiate types of conflicts
- **Attitudes and values:** participate actively in activities geared to avoiding and preventing all types of conflicts.

b) Teaching resources

In order to facilitate the learning and teaching of this unit, as a professional teacher you should prepare adequate teaching and learning materials and resources and ensure that needed materials for every lesson are available. These materials are but not limited to: Flash cards, pamphlet's, books internet and other available ICT devices.

c) Learning activities

Learners will perform the learning activity either through research, writing and presentation of the findings. Provide sufficient time for students to make research on the types of conflicts. This activity can be done individually or in groups. After research, the students will present the findings. Students may give mixed information, as a professional teacher guide, comment, advise and supplement their information.

Answers to the learning activity 5.2

Inner or intrapersonal conflict: Internal conflict is something that people continue to face on an ongoing basis around difficult decisions. It arises within an individual, often involves some form of goal conflict or cognitive conflict. It comes out of one's thoughts, emotions, ideas, values and predispositions.

- **Interpersonal conflict:** This refers to a conflict between two individuals. It mostly occurs because of personal or individual differences such as different interests, tastes and preferences. When two people with different interests are tasked with making a choice, their differences in choice are likely to be seen. For example, if a couple is to choose what family car to buy, different suggestions are likely to arise out of each partner's preferences in terms of the make, colour, engine size....
- **Intragroup conflict:** This is a conflict that happens among individuals within a team or a group. The misunderstandings among the affected members of the team trigger an intragroup conflict. Usually, it will start as an interpersonal disagreement among group members who have different personalities or those who have differing ideas and opinions on a given matter. This breeds tension within the group, especially if one among the conflicting members is a leader. For example, if a football team is asked to choose the colour for their uniforms, different suggestions are likely to be given due to the different colour preferences of the different team members.
- **Intergroup conflict:** Intergroup conflict occurs when a misunderstanding arises among different teams within an organization. For example, there can be a misunderstanding between the sales department of a company and the finance department. While the finance department may push for attainment of set targets, the sales department may find the targets too high or unrealistic.
- **Intra-national conflict:** Intra-national conflict is the confrontation between one part of the population and another. The civil wars that exist in many countries emanate from this type of conflict between fellow citizens sharing the same space. They cause many victims, and their consequences are difficult to repair as long as they break the friendly and social ties. Such conflicts are loaded with more emotions, and everyone sees the other as his enemy or traitor who must be wiped out with all his potential allies.
- **International conflict:** The international conflict pits two or more countries against one another for territorial reasons or the supremacy of the powers. Intra-national conflict can turn into an international conflict and vice versa if the object is not resolved in time and / or the protagonist groups get support from their opposing exteriors.

Answers to the application

- 1) Differentiate intrapersonal from interpersonal conflict with concrete examples
 - **Inner or intrapersonal conflict:** Internal conflict is something that people continue to face on an ongoing basis around difficult decisions. It arises within an individual, often involves some form of goal conflict or cognitive conflict. It comes out of one's thoughts, emotions, ideas, values and predispositions. Example a young boy who completed a minor seminary wants to go to the university and to go to major seminary.
 - **Interpersonal conflict:** This refers to a conflict between two individuals. It mostly occurs because of personal or individual differences such as different interests, tastes and preferences. When two people with different interests are tasked with making a choice, their differences in choice are likely to be seen. For example, if a couple is to choose what family car to buy, different suggestions are likely to arise out of each partner's preferences in terms of the make, colour, engine size....
- 2) Discuss the intergroup and intragroup conflicts and give examples on each to explicit your answers
 - **Intragroup conflict:** This is a conflict that happens among individuals within a team or a group. The misunderstandings among the affected members of the team trigger an intragroup conflict. Usually, it will start as an interpersonal disagreement among group members who have different personalities or those who have differing ideas and opinions on a given matter. This breeds tension within the group, especially if one among the conflicting members is a leader. For example, if in a class students are told to choose a class leader, the conflict may arise because some may want to choose a girl, others a boys, others may have other personal preference to some individuals.
 - **Intergroup conflict:** Intergroup conflict occurs when a misunderstanding arises among different teams within an organization. For example, in football match, two teams may go into conflicts because of a decision of a referee which leads to misunderstanding between two teams.

5.5.3 Causes of conflicts

a) Learning objectives:

- **Knowledge and understanding:** Identify the causes of conflicts
- **Skills:** Discuss the causes of conflict.
- **Attitudes and values:** Show concern for having conflict situations addressed.

b) Teaching resources

In order to facilitate the learning and teaching of this lesson, as a professional teacher you should prepare adequate teaching and learning materials and resources and ensure that needed materials for every lesson are available. For this particular lesson, materials are but not limited to: Flash cards, pamphlet's, books internet and other available ICT devices.

c) Learning activities

Learners will perform the learning activity by research, writing and presentation of the findings. Provide sufficient time for students to make research on the causes or sources of conflicts. This activity can be done individually or in groups. After research, the students will present the findings. Students may give mixed information, as a professional teacher guide, comment, advise and supplement their information.

Answers to the learning activity 5.3

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

Differences in perception, thoughts and ideas

Differences in perceptions, values and attitudes of individuals or groups over the same problem leads to interpersonal or intergroup conflicts. Differences in perceptions is due to uniqueness, education, background, values, cultures, and attitudes of individuals.

Excessive competition

Competition in society and organization leads to conflicts. Some people may compete for power and influence while others may compete for resources. Competition for power occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting.

Differences in goals

Different goals of individuals or groups leads to conflict among them. For example, in order to maximize profits, production department may want to produce limited varieties in large volume so that costs are minimized.

Interdependence of tasks

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

Habit patterns

Some people like to argue and debate. They enjoy conflict as a matter of habit. It acts as a motivator for them to improve their performance. Personal or individual differences, for example different interests, tastes, likes and dislikes among members of a team.

Personal characteristics

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

Responsibility relationships

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

Ineffective communication

Miscommunication and misunderstanding can create conflict even where there are no basic incompatibilities. If in the organization there is no vertical communication from superiors to subordinate, there is a tendency of creating rumors which may lead to a conflict.

Answers to the application activity

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

The answers to this question refer to the answers provided for learning activities.

2.5.4 Consequences of conflicts

a) Learning objectives:

- **Knowledge and understanding:** Analyse the of consequences of conflicts
- **Skills:** Assess the consequences of conflicts.
- **Attitudes and values:** Have attitude of solving, managing and preventing conflicts in his or her life and the life of others.

b) Teaching resources

In order to facilitate the learning and teaching of this lesson, as a professional teacher

you should prepare adequate teaching and learning materials and resources and ensure that needed materials for every lesson are available. For this particular lesson, materials are but not limited to: Flash cards, pamphlet's, books internet and other available ICT devices.

c) Learning activities

Learners will perform the learning activity by research, writing and presentation of the findings. Provide sufficient time for students to make research on the causes or sources of conflicts. This activity can be done individually or in groups. After research, the students will present the findings. Students may give mixed information, as a professional teacher guide, comment, advise and supplement their information.

Answers to the learning activity 5.4

Basing on what you have read in the story and basing on your own experience at home, school and community identify various consequences of conflicts.

Conflicts have negative consequences but also positive consequences when are managed and resolved efficiently. The following are positive consequences of conflicts.

The negative consequences of conflicts are as follows:

- Mental strain
- Discontentment
- Communication breakdown
- Resignation
- Distorted perceptions
- Competitive struggle
- Subordination of group goals to individual goals
- Threat to group survival:

Possible positive consequences as results of efficient management and resolution of conflicts are:

- High degree of cohesion
- Improvement in quality of decisions
- Emergence of leaders
- Response to change
- Increased productivity
- Releases strain

Answers to the application activity 5.4

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

The answers to these questions refer to the answers provided for learning activities. Conflicts have negative consequences but also positive consequences when are managed and resolved efficiently:

1. Negative consequences of conflicts are
 - i) i) Mental Strain

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

- ii) Discontentment

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

- iii) Communication breakdown

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

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

- iv) Resignation

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

- v) Distorted perceptions

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

vi) Competitive struggle

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

vii) Subordination of group goals to individual goals

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

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

viii) Threat to group survival:

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

2. Positive consequences of efficient conflicts management and resolution.

i) High degree of cohesion

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

ii) Improvement in quality of decisions

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

iii) Emergence of leaders

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

iv) Response to change

Conflict promotes change if people do not readily agree to each other. Differences in opinions, values and perception introduce new ways of working which is different from the traditional thinking. Conflicts challenge the existing a situation and promote new ideas and reassessment of current group practices. Conflict signals something

wrong with the present system of working and promotes ability to assess the present and desire for a better future. Conflict, thus, increases responsiveness of group to change.

v) Increased productivity

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

vi) Releases strain

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

The negative consequences of conflict are as follows:

5.5.5 Management and transformation of conflicts

a) Learning objectives:

- **Knowledge and understanding:** Analyse the of consequences of conflicts
- **Skills:** Assess the consequences of conflicts.
- **Attitudes and values:** Have attitude of solving, managing and preventing conflicts in his or her life and the life of others.

b) Teaching resources

In order to facilitate the learning and teaching of this lesson, as a professional teacher you should prepare adequate teaching and learning materials and resources and ensure that needed materials for every lesson are available. For this particular lesson, materials are but not limited to: Flash cards, pamphlet's, books internet and other available ICT devices.

c) Learning activities

Learners will perform the learning activity by research, writing and presentation of the findings. Provide sufficient time for students to make research on the causes or sources of conflicts. This activity can be done individually or in groups. After research, the students will present the findings. Students may give mixed information, as a professional teacher guide, comment, advise and supplement their information.

Answers to the learning activity 5.5

1. Differentiate conflict resolution, conflict management and conflict transformation

- **Conflict resolution**

Conflict resolution seeks to heal the conflict at the heart of dispute. It focuses on finding creative solutions and common grounds between parties. It views the conflict as a neutral source rather than negative a harness the possible outcome of conflict creates a solution. Conflict resolution focuses on short term disputes that are present through the understanding of the root causes of conflicts and envisages methods to solve them. Conflict resolution is often utilized to create positive-sum constructive outcomes from a conflict.

- **Conflict management**

Conflict management can be defined as the positive and constructive handling of difference and divergence. Instead of focusing on resolving differences between people, conflict management takes a pragmatic approach to conflict by constructing agreements and practices that allow people to effectively cooperate despite their differences. Thus, conflict management is used for long standing conflicts that cannot be resolved easily and helps the parties to learn how to continue being in the same space without reverting the behaviors present at the highest of the conflict.

- **Conflict transformation**

Conflict transformation asserts that individual conflicts are influenced by larger cultures, systems, and structures that promote the continuation of conflict. Like conflict resolution, conflict transformation fulfils psychological needs by not only making sure parties' needs are addressed in individual conflicts but by ensuring they are being fulfilled by the system surrounding the conflicts. Conflict transformation empowers individuals to handle conflicts creatively and non-violently on their own while addressing changes in the surrounding system that may allow for sustained peace.

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

- **Accommodating**

This style is about simply putting the other parties needs before one's own. You allow them to 'win' and get their way. Accommodation is for situations where you don't care as strongly about the issue as the other person, if prolonging the conflict is not worth your time, or if you Avoiding

This style aims to reduce conflict by ignoring it, removing the conflicted parties, or evading it in some manner. Team members in conflict can be removed from the project they are in conflict over, deadlines are pushed, or people are even reassigned to other departments.

- **Compromising**

This style seeks to find the middle ground by asking both parties to concede some aspects of their desires so that a solution can be agreed upon. This style is sometimes known as lose-lose, in that both parties will have to give up a few things in order to agree on the larger issue.

- **Competing**

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

- **Collaboration**

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

- **Negotiation**

The principles of collaborative negotiation are useful to solve a dispute around you. This is the technique of deal-making that help to solve a problem within your limit. For instance, you should target to explore the interests underlying parties' positions, such as a need to resolve a dispute without attracting negative publicity.

- **Mediation**

In mediation, disputants come up with a skilled, neutral third party to help them come to harmony. Rather than imposing a solution, a professional mediator inspires disputants to search the interests underlying their positions. Working with disputants both together and individually, mediators seek to help them find out a resolution that is viable, voluntary, and not obligatory.

- **Arbitration**

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

- **Litigation**

In a civil trial, a defendant and a litigant face off before either a judge or a judge and bench, who weigh the evidence and make a decision. Information presented in hearings and trials usually enters the public record.

- **Guidance and counselling**

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

- **Talking to others about the conflict**

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

Answers to the application activity 5.5

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

The answers to this question refer to the answers provided for learning activities.

5.5.6 Conflict prevention

a) Learning objectives:

- **Knowledge and understanding:** Identify ways of conflict prevention.
- **Skills:** Devise ways of managing and transforming conflict.
- **Attitudes and values:** Appreciate the importance of conflict management and transformation and prevention

b) Teaching resources

In order to facilitate the learning and teaching of this lesson, as a professional teacher you should prepare adequate teaching and learning materials and resources and ensure that needed materials for every lesson are available. For this particular lesson, materials are but not limited to: Flash cards, pamphlet's, books internet and other available ICT devices, markers, flip charts.

c) Learning activities

Learners will perform the learning activity by research, writing and presentation of the findings. Provide sufficient time for students to make research on the causes or sources of conflicts. This activity can be done individually or in groups. After research, the students will present the findings. Students may give mixed information, as a professional teacher guide, comment, advise and supplement their information.

Answers to the learning activity 5.6

1. Suppose you are a leader how would you solve the land settlement issue?

For these questions, the learners will provide a variety of methods they would use in solving the issue of land settlement. As a teacher listen to their answers, ask questions and supplement where necessary. There is no direct answer. However, among the methods they would use, Effective communication between two groups of people in conflicts, ensuring that justice is done and whoever get whatever is due to him. Again, it would be good to put in place land laws that will be followed by all landowners.

2. Propose conflict preventive measures that you would take to ensure that the conflict over land does not break at home, community and society.

- **Good governance**

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

- **Effective and efficient communication**

Effective and efficient Communication also plays a very important role in avoiding conflict. People get to know of other's expectations and make their expectations known only through communicating. The way one talks, the tone and choice of words, politeness and respect in communication can prevent or trigger conflicts.

- **Emotion management**

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

- **Values Education**

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

- **Transparency and accountability**

Transparency and accountability ensures that all people are given equal opportunity opportunities and have access to all services. When some do not abide

by principles, they are held accountable of their actions or decision and therefore justice is ensured. to all citizens. This checks against gender, ethnic or any forms of discrimination, nepotism, corruption that may come across.

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

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

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

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

- **Security and economic stability**

Ensuring a stable economy in a country helps to prevent conflict. When the citizens know they can set up businesses, they can make money and can save and invest without fearing their investment will be stolen will help people work better and with more confidence and with each other fairly.

5.6 Additional Information

Importance of Conflict Management

A conflict arises when individuals have varied interests, opinions and thought processes and are just not willing to compromise with each other. It is always wise to adjust to some extent and try to find a solution to the problem rather than cribbing and fighting. Conflicts and disagreements only lead to negativity and things never reach a conclusion. It only adds on to the tensions and makes life hell. It actually leaves you drained and spoils your reputation. Every individual should try his level best to avoid conflict at the first place rather than resolving it later. Precautions must be taken at the right time to avoid a conflict.

Conflict management goes a long way in strengthening the bond among the employees and half of the problems automatically disappear. Individuals must feel motivated at work and find every single day exciting and challenging. Before implementing any idea, it must be discussed with everyone and no one should ever feel ignored or left out. This way, every employee feels indispensable for the office

and he strives hard to live up to the expectations of his fellow workers and in a way contributing to the organization in his best possible way. Conflict management avoids conflicts to a great extent and thus also reduces the stress and tensions of the employees. No one likes to carry his tensions back home and if you fight with your colleagues and other people, you are bound to feel uncomfortable and restless even at home.

Conflict management also plays an important role in our personal lives. Tussles and fights spoil relationships and only increase our list of enemies. Everyone needs friends who will stand by us when we need them. Conflict must be avoided at homes as it spoils the ambience and spreads negativity. Individuals tend to disrespect others as a result of conflicts. Conflict management prevents fall out between family members, friends, relatives and makes life peaceful and stress free. Blame game never helps anyone, instead it makes life miserable. No idea can ever be implemented if the individuals fight among themselves.

Conflict management helps to find a middle way, an alternative to any problem and successful implementation of the idea. Problems must be addressed at the right time to prevent conflict and its adverse effects at a later stage. Through conflict management skills, an individual explores all the possible reasons to worry which might later lead to a big problem and tries to resolve it as soon as possible.

Conflict Management is very important because it is always wise to prevent a fight at the first place rather than facing its negative consequences. Stress disappears, people feel motivated, happy and the world definitely becomes a much better place to stay as a result of conflict management.

Role of Attitude in Conflict Management

Attitude plays a very important role in conflict management. **Nothing can be achieved unless and until you believe in yourself and have a positive attitude.** An individual must avoid finding faults in others. Always remember, if you are pointing towards someone else, four fingers are towards you as well. Don't always assume that the other person is at fault.

Adopt a positive attitude towards work and life on the whole. Be a little more flexible and adjusting. No one has ever gained anything out of conflicts, it has all the adverse consequences. Individuals tend to lose control on their emotions and overreact hurting the sentiments of the other person.

Don't always be negative. According to the law of attraction, if you adopt a positive attitude, good things happen to you, whereas a negative attitude always attracts negative things. Conflicts, fights spoil the environment, and you feel restless and anxious always. You will not lose anything if you take the initiative to resolve the fight. This way you will earn respect and people will look up to you. Be the first one

to say sorry. It will not make you small, instead will prevent you from unnecessary tensions. A simple sorry can actually solve major arguments and conflicts.

Make sure you enter your workplace with calm and a positive mind. If your mind is clouded with negative thoughts, everything will seem wrong. Nothing interests you and you would always be in a mood to fight with others. Be a little more forgiving. It works. Forgiving has a healing effect on individuals. If the other person has done something wrong to you, don't drag the issues, instead forgive him. Not everyone is blessed with the art of forgiving, it comes with time. Do not stick to any issue, move on.

If you are going through any bad relationship, stop cribbing and fighting, instead move on. Always look at the brighter side of life. There are much better things in life rather than quarrelling with everyone. You need people and relationships are important in life. Whenever you feel like fighting with others, take a pause and think for a minute would this fight ever benefit you? Positive attitude gives you the desired mental peace. Individuals with a negative attitude indulge themselves in spreading rumors, false stories and tend to influence others as well. One rotten apple spoils the other fresh apples as well. One negative mind is enough to trigger conflicts and create unrest.

5.7 End unit assessment

1) Explain the following concepts

- a. **A conflict:** Conflict means a state or a condition marked by lack of agreement or harmony between people or groups of people that may result into quarrel or misunderstanding or disputes.
- b. **Conflict resolution:** Conflict resolution is a method that seeks to heal the conflict at the heart of dispute. It focuses on finding creative solutions and common grounds between parties. It views the conflict as a neutral source rather than negative a harness the possible outcome of conflict creates a solution
- c. **Conflict Management:** it is a system that handles differences and disputes positively and constructively to encourage parties to work together even during conflicts. It seeks to mitigate the negative effects in the environment of the conflicting parties
- d. **Conflict Transformation:** conflict transformation asserts that individual conflicts are influenced by larger cultures, systems, and structures that promote the continuation of conflict

2) Discuss the types/levels of conflicts

- **Inner or intrapersonal conflict:** Internal conflict is something that people continue to face on an ongoing basis around difficult decisions. It arises

within an individual, often involves some form of goal conflict or cognitive conflict. It comes out of one's thoughts, emotions, ideas, values and predispositions.

- **Interpersonal conflicts:** This refers to a conflict between two individuals. It mostly occurs because of personal or individual differences such as different interests, tastes and preferences. When two people with different interests are tasked with making a choice, their differences in choice are likely to be seen.
- **Intragroup conflicts:** This is a conflict that happens among individuals within a team or a group. The misunderstandings among the affected members of the team trigger an intragroup conflict.
- **Intergroup conflict:** Intergroup conflict occurs when a misunderstanding arises among different teams within an organization.
- **Intra-national conflicts:** Intra-national conflict is the confrontation between one part of the population and another. The civil wars that exist in many countries emanate from this type of conflict between fellow citizens sharing the same space.
- **International conflict:** The international conflict pits two or more countries against one another for territorial reasons or the supremacy of the powers. Intra-national conflict can turn into an international conflict and vice versa if the object is not resolved in time and / or the protagonist groups get support from their opposing exteriors.

3) Assess the causes and consequences of conflicts on individual and society

Causes of conflicts

The following are the common causes of conflicts in human community:

Differences in perception

Differences in perceptions, values and attitudes of individuals or groups over the same problem leads to interpersonal or intergroup conflicts. Differences in perceptions is due to uniqueness, education, background, values, cultures, and attitudes of individuals.

Excessive competition

Competition in society and organization leads to conflicts. Some people may compete for power and influence while others may compete for resources. Competition for power occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting.

Differences in goals

Different goals of individuals or groups leads to conflict among them. For example, in order to maximize profits, production department may want to produce limited varieties in large volume so that costs are minimized.

Interdependence of tasks

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

Habit patterns

Some people like to argue and debate. They enjoy conflict as a matter of habit. It acts as a motivator for them to improve their performance. Personal or individual differences, for example different interests, tastes, likes and dislikes among members of a team.

Personal characteristics

When group members differ in work attitudes, age, education, temperament and status levels, the possibility for conflict is high.

Responsibility relationships

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

Ineffective communication

Miscommunication and misunderstanding can create conflict even where there are no basic incompatibilities. If in the organization there is no vertical communication from superiors to subordinate, there is a tendency of creating rumors which may lead to a conflict.

- **Consequences of conflicts**

High degree of cohesion

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

Improvement in quality of decisions

When group members face conflict, they think of all possible solutions to the problem, evaluate the decisions and use their creative and innovative abilities to arrive at the best decisions. Inter-group conflict, thus, improves the quality of decisions and stimulates creativity and innovation.

Emergence of leaders

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

Response to change

Conflict promotes change if people do not readily agree to each other. Differences in opinions, values and perception introduce new ways of working which is different from the traditional thinking.

Increased productivity

It is empirically proved that productivity of conflicting groups is more than those which have close agreement amongst the members. Members with different perceptions and interests produce high-quality solutions to problems.

Releases strain

If group members do not agree with pre-defined values and norms, conflicts give them a ground for voicing their reservations. This releases strain that would otherwise remain suppressed in their minds.

The negative consequences of conflict are as follows:

Mental strain

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

Discontentment

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

Communication breakdown

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

Resignation

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

Distorted perceptions

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

Competitive struggle

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

Subordination of group goals to individual goals

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

Threat to group survival

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

4) Suppose you are elected a leader of a given private organization how would you solve and prevent conflicts.

The following are ways to be used to manage conflicts

- **Accommodating**

This style is about simply putting the other parties needs before one's own. You allow them to 'win' and get their way. Accommodation is for situations where you don't care as strongly about the issue as the other person, if prolonging the conflict is not worth your time, or if you think you might be wrong.

- **Avoiding**

This style aims to reduce conflict by ignoring it, removing the conflicted parties, or evading it in some manner. Team members in conflict can be removed from the project they are in conflict over, deadlines are pushed, or people are even reassigned to other departments. Compromising

This style seeks to find the middle ground by asking both parties to concede some aspects of their desires so that a solution can be agreed upon. This style is

sometimes known as lose-lose, in that both parties will have to give up a few things in order to agree on the larger issue.

- **Competing**

This style rejects compromise and involves not giving in to others viewpoints or wants. One party stands firm in what they think is the correct handling of a situation and does not back down until they get their way.

- **Collaboration**

Collaboration involves putting together several ideas given by different people so as to come up with a solution acceptable to everyone. It produces the best long-term results, at the same time it is often the most difficult and time-consuming to reach.

- **Negotiation**

The principles of collaborative negotiation are useful to solve a dispute around you. This is the technique of deal-making that help to solve a problem within your limit.

- **Mediation**

In mediation, disputants come up with a skilled, neutral third party to help them come to harmony. Rather than imposing a solution, a professional mediator inspires disputants to search the interests underlying their positions.

- **Arbitration**

Arbitration resembles a court trial. Here, a neutral third party serves as a judge and make proper decisions to end the dispute. The arbitrator listens to the arguments and evidence presented by each side and then extracts a binding and often confidential decision. Litigation

In a civil trial, a defendant and a litigant face off before either a judge or a judge and bench, who weigh the evidence and make a decision. Information presented in hearings and trials usually enters the public record. Lawyers typically rule litigation, which often ends in a negotiated settlement during the pretrial period.

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

- **Guidance and counselling**

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

- **Talking to others about the conflict**

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

Ways of conflicts prevention

- **Good governance**

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

- **Effective and efficient communication**

Effective and efficient Communication also plays a very important role in avoiding conflict. People get to know of other's expectations and make their expectations known only through communicating. The way one talks, the tone and choice of words, politeness and respect in communication can prevent or trigger conflicts.

- **Emotion management**

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

- **Transparency and accountability**

Transparency and accountability ensure that all people are given equal opportunity opportunities and have access to all services. When some do not abide by principles, they are held accountable of their actions or decision and therefore justice is ensured to all workers.

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

Equality of people is the mother of harmony and peace in the society. When all workers are given equal opportunity to services, jobs, health care, education, economy conflicts are minimized. Because if a problem arises is solved immediately.

- **Putting in place laws that protect all workers**

Legislation and law enforcement are forces that manage and prevent conflicts. In Rwanda, many laws were put in place to protect citizen rights and their property.

5.8 Additional activities

- **Remedial Activities:**

1. What is conflict? Give at least five examples of conflicts at home, school and in the community
2. Identify and briefly explain the levels or types of conflicts
3. Discuss the methods of conflicts prevention and conflicts management
4. What are the causes and consequences of conflicts

- **Consolidation activities**

Suppose you are a head teacher of a secondary school and students cut their uniform and make them shorter, they want to watch a food world cup during the exam? What are potential causes and consequences of these behaviours and attitudes? Propose ways you can use to solve these problems and ensure that the school is running smoothly

- **Extended activities**

1. Analyze the role of Rwanda in conflicts prevention in region and in world in General
2. Suppose you are elected the African Union leader; how would you solve conflicts that arise within some countries and between countries.
3. What do you think are the responsibilities of Security council in UN in regards to conflict management and prevention in the world?

6.1 Key unit competence

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

6.2 Prerequisite

Before undertaking this unit on individual and society, the student should have prior knowledge on family, responsibilities of family members, responsibility of various leaders in society which were learned in the previous levels.

6.3 Addressing cross-cutting issues

Cross-cutting issues should be addressed within unit and within the lessons. In teaching this unit on individual and society, peace and values education should be addressed in all lessons to ensure that students understand well that individuals should live well in the society to which they belong together with other living things. 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. Genocide studies is dealt with in this unit when students understand that Ideology and mentality may trigger issues in the society and will make effort to avoid and fight against all forms of discrimination and divisionism ideologies. Inclusive education is also addressed when students will discuss issues related to this issue and come up with possible solutions which may lead to living in harmony and peace.

6.4 Guidance on the introductory activity

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

Guidance to answer: The learner is invited to identify domains in which he/she called to play roles and describe them. As example,

a) at school, the learner has following responsibilities:

- Learning
- Respecting school authorities, teachers and his/her colleague
- Participating to extra curricula activities

b) at home

- participating to home daily activities:
- revising notes

c) at national level and global community

- participating to public meeting and activities according to his/her age
- Participating to any activity that can contribute to social welfare from his/her home to the world
- being aware of environment issues and sustainable development and making his/her own contribution
- contributing to peace and security from village to the world

6.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Individual identity and multiple identities	By the end of the lesson the learner should be able to: - Differentiate individual and multiple identities. - Demonstrate understanding of the role of individual and multiple identities on an individual and the society.	2
2	Roles and responsibilities of the individual at different levels (family, community, nation, world)	By the end of the lesson, learners should be able to explain the roles and responsibilities of the individual at the level of family, community and nation	2
3	Consequences of making choices and various influences on the individual	By the end of the lesson, the learners should be able to: - determine the consequences that may arise from various types of individual choices. - describe the different factors that can influence an individual when making choices.	1
4	Types of manipulations and process of decision making	By the end of the lesson, learners should be able to: - explain how manipulation can influence decision-making and types of manipulation - describe the process of decision-making	1

5	Personal responsibility	By the end of the lesson, learners should be able to take personal responsibility for any decision made	1
	End unit assessment:	Assessment should be made to establish the learner's ability to: analyse a social situation in which a person has made a choice. judge the choice made and substantiate your judgment.	1

6.5.1 Individual identity and multiple identities

a) Learning objectives

By the end of the lesson the learner will be able to:

- Differentiate individual and multiple identities.
- Demonstrate understanding of the role of individual and multiple identities on an individual and the society.

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 activities

As a teacher you will start by explaining the concept of identity and related expressions using the image associated to lesson 6.1 in student book. Then he will invite learners to discuss on how a person has his/her individual identity while he/she belongs to different groups providing clear examples. Each group will present a summary of the discussions by demonstrating how someone as individual is belonged to other social groups.

Learning activity 6.1

Think of the various social groups that you belong to. Give the examples of groups you belong to.

Guidance on answer: Elements of answer that the learner has to raise and develop. The learner has to mention that anybody is or may be:

- Naturally member of your natural family and extended family
- citizen of any country
- he/she member of any religious confession

- female or man
- Member of any sportive club
- Member of any profession
- Friend of anyone or any country.

Application activity 3.1

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

Guidance on answer:

The learner has to demonstrate how the individual

- By birth, he/she is Rwandan citizen
- Through his/her studies, he/she is member of member of Canadian college/ university alumni.
- By marriage, he/she German citizen
- Returning and installing in Rwanda, he/she an inhabitant of Rwanda

6.5.2 Roles and responsibilities of the individual at different levels

a) Learning objectives

By the end of the lesson, learners will be able to explain the roles and responsibilities of the individual at the level of family, community and nation

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 make a brainstorming with learners on individual responsibilities toward family, community and nation. He will use illustrations number 2 of lesson 3.2 to show activities that an individual achieves in family, community and nation. The teacher will also use documentary films on itorero, ingando, umuganda, etc.

Learning activity 6.2

How do you participate in community and country activities?

Guidance to answer: The learner will explain that he/she participate in community and country activities by taking part to umuganda, itorero, ingando, public meetings, etc.

Application activity 6.2

Explain the habits and practices that can help an individual to promote peaceful coexistence and conserve the environment

Guidance on answer: The learner has to enumerate and explain some elements that can promote peaceful existence among members of the society like

- Respects of values, laws and regulations of any agency,
- Nonviolence behavior,
- Conflict management and conflict resolution skills and practices
- Concerning environment:
- Recycling system in school and in any places they frequent,
- Plant organic garden
- Support local wildlife and reduce CO₂ in the atmosphere by planting trees, shrubs and flowers in the school playground.

6.5.3 Consequences of making choices and various influences on individual.

a) Learning objectives

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

- determine the consequences that may arise from various types of individual choices.
- describe the different factors that can influence an individual when making choices

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

Teacher will put learners in groups. Some groups will list and discuss on decision making consequences while others will reflect on various influences on individual. Each group will present key elements of discussion

Learning activity 6.3

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

You are a learner in Senior Four and you have realized that you have contracted a Sexually Transmitted Infection (STI). Discuss the best way to handle this situation and the consequences can happen according to decision can be taken.

Guidance to answer: The teacher will guide the learner borrowing the following way to answer the question:

- a) The best way to handle this situation is being aware of the nature of consequences of the decision to be taken.
- b) See the content related to lesson 6.3 to consider the consequences that can happen if a decision is made without first thinking deeply or verse versa.

Application activity 6.3

What would influence you to decide either to go to the not to the situation given in Activity3?

Guidance to answer: The learner will be motivated to reflect on the following elements that can influence his/her decision in one or another way:

- Financial constraints,
- Fear of being laughed at by peers as well as the fear of being reprimanded by religious leaders may make the victim decide not to go to the hospital where his/ her condition is likely to be made public.
- The fear of being discovered by peers,
- High level of education and high level of self-esteem can motivate the victim to seek medical attention.

6.5.4 Types of manipulations and process of decision making

a) Learning objectives

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

- explain how manipulation can influence decision-making and types of manipulation
- describe the process of decision-making

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

Teacher will help students to brainstorm on types of manipulations and process of decision making and substantiate their ideas. Some groups will list consequences of decision making and discuss on them while others will reflect on various influences on individual. Each group will present key elements of discussions. Teacher will use the illustration number 3 and 4 for his/her lesson.

Learning activity 6.4

In our daily, we meet several types of manipulation. Describe three of them.

Guidance on answer: The teacher will orient learners to the summary content of lesson 4 to discuss on examples of types of manipulation

Application 6.4

What are the important steps that one should take in order to make a wise and informed decision? Substantiate your answer

Guidance to answer: The learner will list and reflect on six steps provided in summary content of lesson 6.4

6.5.5 Personal responsibility

a) Learning objectives

By the end of the lesson, learners should be able to take personal responsibility for any decision made.

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

Teacher will help students to explain the meaning of personal responsibility through illustrative examples.

Learning activity 6.5

Demonstrate how personal responsibility as level of commitment

Guidance to answer: The learner will formulate his answer around the following key elements which demonstrating how they are part of level of commitment:

- willing to set and achieve clear goals
- taking responsibility for one's actions, words, and performance at work.
- Being in full control of yourself while you have any responsibility
- duty to take action and be ready to bear the resultant consequences if something goes wrong.
- duty to try hard to make your life worthwhile and to be fair to others.

Application activity 6.5

By examples, illustrate the characteristics of personal responsibility.

Guidance to answer: The content summary of lesson 5 of unit 3 provide 16 examples of personal responsibility characteristics. From the explanation given to each example of characteristic, the teacher will guide learner for contextualization this characteristics and demonstration in daily life.

6.6 Additional Information

To be empowered in teaching and learning this unit 3 on Individual and society, the teacher is advised to how have knowledge, competences and skills in several discipline. The most important that he/she has to master is Psychology in general Social Psychology in particular. In this regard, the following notions are important the teacher.

Brief history of the discipline.

Psychology as a field of scientific exploration remains relatively new; the first formal psychology course in the United States was initiated at Harvard University by William James in 1875.

Yet its importance as a discipline is clear from the well-known names and concepts of early 20th century research into human behavior: Pavlov and his salivating dog, Maslow's hierarchy of needs, Jung's archetypes of the unconscious.

These and other researchers wanted to uncover how human perceptions of themselves, of others, and of the world at large influence behavior.

As the field of psychology matured, researchers began to focus on specialized aspects of the mind and behavior. This gave rise to subcategories of psychology, including social psychology.

Today, researchers and academics examine nearly every aspect of human existence through a psychological lens. The American Psychological Association (APA) lists 15 subfields of psychology, including clinical psychology, brain and cognitive psychology, developmental psychology, quantitative psychology, and more.

Social psychology is one of the broadest and most complex subcategories because it is concerned with self-perception and the behavioral interplay among the individuals who make up society. What follows is an overview of social psychology as a science, including a definition, its origins, and topics related to the field.

Social Psychology Definition

Social psychology is the study of how individual or group behavior is influenced by the presence and behavior of others.

The major question social psychologists ponder is this: How and why are people's perceptions and actions influenced by environmental factors, such as social interaction?

In seeking the answer to that basic question, researchers conduct empirical studies to answer specific questions such as:

- How do individuals alter their thoughts and decisions based on social interactions?
- Is human behavior an accurate indication of personality?
- How goal oriented is social behavior?
- How does social perception influence behavior?
- How do potentially destructive social attitudes, such as prejudice, form?

For example, have you ever noticed you act and think differently among people you know than you do among strangers? Have you ever wondered why that is? Social psychologists spend their careers trying to determine the answers to questions like these and what they might mean.

Social psychology has been a formal discipline since the turn of the 20th century. An early study in 1898 of “social facilitation” by Indiana University psychology researcher Norman Triplett sought to explain why bicycle racers seemed to exceed their solo performances when they competed directly against others.

Later experiments sought to explain how and why certain artists and performers seemed to shine in front of an audience, while others faltered. During World War II, researchers conducted studies into the effect of propaganda on the behavior of entire populations.

Shakespeare’s Take on Social Psychology

Social psychologists explore the power of thought and perception to shape action and cement emotional connections. This is not a new concept; William Shakespeare provided one of the earliest known examples of an insight worthy of a social psychologist in his most psychologically complex play, “Hamlet.”

The beleaguered prince of Denmark explains why he considers his native country a prison, rather than a paradise: “Why then ... there is nothing either good or bad, but thinking makes it so. To me it is a prison.”

Whether presented as a trick of the mind (“thinking makes it so”) or as an exploration of everyday thought and action, social psychology is concerned with explaining some of the deepest mysteries of human relationships and behavior.

It is an exploration of who we are, who we think we are, and how those perceptions shape our experience as individuals and as a society.

Social Psychology vs. Sociology

The fields of social psychology and sociology are sometimes confused. This is understandable, because both fields of study are broadly concerned with the way human behavior shapes and is shaped by society.

The primary difference between the two is this: Social psychologists study individuals within a group; sociologists study groups of people.

As early as 1924, when both fields of study were just beginning to reach academic maturity, University of Missouri researcher Charles A. Ellwood sought to simplify the difference between the two. Sociology, Ellwood wrote, is “the science of the origin, development, structure, and functioning of groups.”

Social psychology, according to Ellwood, is “the study of the [individual psychological] origins involved in the development, structure, and functioning of social groups.”

Different Ways of Looking at Similar Issues

Naturally, the work done by both types of social scientists occasionally overlaps. A sociologist focuses on how the interplay among different groups of people those with religious beliefs or ethnicity in common — affects the course of civilization.

This information could be considered a starting point for research by a social psychologist, who might use it to formulate a hypothesis about how an individual is affected by the group dynamic over the course of a lifetime.

For example, a sociologist might focus on the potential far-reaching effects on society of a new law, whereas a social psychologist might focus on how the new law might affect a specific person in the short term and long term.

Another way to think about the differences between social psychology and sociology is to consider the perception of the group dynamic.

For instance, a sociologist might conduct research into how a group of people acts as a unit, while a social psychologist might want to investigate how and why groups of people influence individuals and why individual behaviors can influence groups of people.

Social Psychology Topics at a Glance

Early social psychologists concerned themselves with internal and external influences on individual behavior. British-born psychologist William McDougall’s 1908 publication, “An Introduction to Social Psychology,” focused on human instinct as the driving force behind social interaction.

More topics crowded under the social psychology umbrella with the 1920s work of brothers Floyd Henry Allport and Gordon Willard Allport. The Allports are credited with applying rigorous scientific theory and experimentation techniques to social psychology research.

This dynamic duo also conducted important studies into the development of attitudes, religious beliefs, and many other topics.

Today's Social Psychology Topics

Over time, social psychology research touched on nearly every facet of human personality in an attempt to understand the psychological influence of perception and human interaction. The topics covered by today's social psychologists include:

- Leadership: what personality traits define a leader? What is the role of a leader within a group? How do leaders exercise influence on groups and individuals?
- Aggression: how is aggressive behavior defined? What triggers habitual aggressive behavior? What role does aggression play in self-preservation?
- Social perception: how does an individual develop self-perception? How is self-perception shaped by environmental factors? What is the difference between the existential self and the categorical self?
- Group behavior: what characteristics do groups share? How many people constitute a group? What dictates the structure of a group? Why do individuals gravitate to a particular group?
- Nonverbal behavior — what non linguistic actions communicate thought or meaning? How are nonverbal cues developed and interpreted? What emotions do facial expressions, hand gestures, and other nonverbal behavior communicate?
- Conformity: what prompts individuals to change their perceptions to match a group or another person? How does an individual decide to accept influence from another or a group? What is the difference between outward conformity and internal conformity?
- Prejudice: what causes someone to harbor prejudice against a member of a different social group? What is the difference between prejudice and discrimination? How are stereotypes used to build perception?

What Is Social Cognition?

Social cognition is a subtopic of social psychology. Its focus is the study of how and why we perceive ourselves and others as we do.

This is important because without an understanding of our self-perception, it is impossible to fully grasp how our actions are interpreted by others. Similarly, to understand why others act as they do toward us, we must rely on our perception of their thoughts and motivations.

Social psychologists conduct research into how and why certain life experiences influence our perceptions of ourselves and others. In addition to other factors, researchers seek to understand how memory is processed and how it influences social cognition.

Early Development of Cognitive Perception

Social cognition research often involves an analysis of environmental factors in the early development of cognitive perception.

For example, young children's perception is based on an egocentric view — their views of themselves and the world are shaped by limited experience. They do not yet understand how to interpret their own emotions and actions, let alone those of others.

By adulthood, the ability to perceive emotions and understand behavior has developed with experience. Perceptions are formed and decisions are made based on that experience.

A functioning adult can call on experience to answer questions like:

- Why do I think the way I do about a particular subject or person?
- How do my actions affect others?
- How should I respond to the actions of others?

The way individuals learn to answer these and other questions about their self-perception falls under the study of social cognition. Scientists explore the mental processes that affect the interplay among perception, memory, and thought in shaping personality and social interaction.

This information, in turn, helps researchers understand the dynamic between group behavior and the development of an individual's social identity.

Group Behavior Definition

Why are individuals drawn together to form groups? How does the group influence the behavior of an individual, and vice versa?

A study of group behavior attempts to answer these and other questions related to social cognition. It begins with the basic question: What is a group?

There is no set definition of a group, but social psychologists generally agree that a group can be identified as a coherent entity made up of individuals who share certain beliefs or characteristics.

Examples of groups include religious affiliations, scientific societies, and members of a political party. This definition includes large groups, such as the population of a neighborhood or a city, and smaller groups, such as a nuclear family.

The observable actions of a group make up the definition of group behavior. Social psychologists who study group behavior want to know the underlying motivations of those actions, how they originated, how an individual function within the group, and the role of leadership in the group dynamic.

For example, how and why do some groups act out of a collective sense of kindness and acceptance, while others seem motivated by prejudice and violence? How does the innate conflict between self-perception and external perception affect an individual's influence within a group?

Not only that, how and why are individual interests, opinions, and abilities sometimes sublimated to the group's collective purpose?

Group behavior can be studied through the lens of individual status within the group. The group's patterns of individual relationships may predict the group's cohesiveness, and they might help explain how and why one group is more productive than another.

An understanding of group behavior helps explain why individuals might make certain decisions under the influence of a group that they would not have made alone. This kind of personality change — a shift based on group membership — is covered under the topic of social identity theory.

Source: <https://online.maryville.edu/online-bachelors-degrees/psychology/what-is-social-psychology/>

6.7 End unit assessment

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

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

Questions

1) Describe the consequences of the decisions made by the teenage boy and his classmate.

The learner has to list and describe the following consequences among others

- Being ashamed by the situation, the teenage boy was also discredited in front of the girl and classmates
- The idea of abortion has two several consequences:
 - a. to abort is crime that can conduct both teenage in prison
 - b. note that trying the abortion the teenage can also pass away
 - c. this action should complicate relationship between families

2) Who between the two teenagers was more responsible and why?

Arguments of the learners have to demonstrate that both teenagers were responsible at the same level in engaging themselves in sexual behavior.

3) Who between the boy and the girl made the best decision? Give reasons for your answer.

The girl made the best decision as she informed parents and begged advice from them. What she did is right because in such a situation, a child has to contact parents and other distinguished persons as soon as possible to find together a true solution to the issue. Consequently, she gave birth and returned to school. The girl made the best decision. She refused to abort her baby which is a criminal offence.

6.8 Additional activities

• Remedial Activities:

1. What is your individual identity?

Personal identity is **the concept you develop about yourself that evolves over the course of your life**. This may include aspects of your life that you have no control over, such as where you grew up or the color of your skin, as well as choices you make in life, such as how you spend your time and what you believe.

2. What are the multiple identities?

The concept of multiple identities can **bring people together based on factors other than gender, sexual orientation, religion, class or caste** while still recognizing that these factors are an important part of who we are and how we experience and perceive the workplace and the world.

3. How do your choices affect your future?

The choice that we had decided on doing today affects our future because whatever choice we decide on doing in the present day can impact how our life will play out in the future. ... After all, it is your life, so whatever you choose to do, you have the power to decide and create what you think would be best for you.

What are personal responsibilities?

4. What is the 5 step decision making process?

The decision making process allows for the exploration of all alternatives in order to solve a problem, and it ensures that the best solution is found. The Decision Making Process includes the following steps: **define, identify, assess, consider, implement, and evaluate**.

5. What are personal responsibilities?

Personal responsibility is **when you take full accountability for your actions, decisions and thoughts and more**. When you hold yourself responsible, it leaves little room for blame games, and you develop better control of your life. Being self-responsible is being self-aware.

6. What is the process of making a decision?

Decision making is the **process of making choices by identifying a decision, gathering information, and assessing alternative resolutions**. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives

- **Consolidation activities**

Question: As member of society in its multiplicity, demonstrate how you are called to live in harmony with others in their differences

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

- that anybody, as individual is also member of other groups.
- roles and responsibilities that he/she called to play at different levels
- Important steps to take any decision
- How to avoid doing or undergoing manipulation

- **Extended activities:**

1. What is meant by self-responsibility?

The word responsibility literally means “response-ability,” that is, possessing the ability to respond. So self-responsibility means to **not only have the ability to respond, decide and choose, but further to participate in an engaged**, most practical possible fashion in taking responsibility for your entire life.

2. What are 5 responsible behaviors?

Responsible behavior is made up of five essential elements—**honesty, compassion/ respect, fairness, accountability, and courage**. Let’s take a look at each one.

3. What is personal responsibility at work?

Personal responsibility is the level of commitment one is willing to make in setting and achieving clear goals. In other words, being personal responsible means **taking responsibility for one’s actions, words, and performance at work**. Responsible employees understand that they are in full control of themselves

7.1 Key unit competence

To be able to criticize and improve different leadership styles

7.2 Prerequisite

In order to study this unity “Leadership, governance and management” learners should have knowledge, skills, attitudes and competences on the meaning of leader, governor, challenges, leadership, governance and management learned in primary and lower secondary. The teacher can introduce the lesson by illustrations related to leadership and governance when necessary to facilitate teaching and learning process.

7.3 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.

- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing with contracts or resolving conflicts. People’s opinion of gender roles should not deny or hinder one’s right or responsibilities to meet his or her contractual obligations while teaching Citizenship.
- **Environment and sustainability:** During the teaching of citizenship, 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.
- **Inclusive education:** Learners all need to realize that universal laws do not discriminate as they apply to all regardless of social, economic, political, physical background. Emphasis should be on how we all have the same rights. During the lessons of citizenship, learners may discuss and appreciate the need for citizens’ duties and state’s obligations and responsibilities in the development of the country.
- **Peace and Values:** Is defined as education that promotes social cohesion, positive value, personal responsibility, empathy, critical thinking and action

in order to build a more peaceful society. Right before the lesson begins; there are quite a lot of opportunities for teacher to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping together their school environment clean (responsibility), greeting one another are among such opportunities (empathy). In a lesson, encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, books, class work, among others. Also, in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making.

- **Comprehensive sexuality education:** (HIV/AIDS, STI, Family planning, Gender equality and reproductive health): During the lessons/activities, learners should be given an opportunity to discuss freely about the various changes they are undergoing, as they are adolescents. They should be aware of how to manage the changes in their bodies, discuss HIV/AIDS without stigmatization, STIs and how to control them, family planning, gender equality and reproductive health. Learners should be encouraged to seek for appropriate help whenever needed. This may not directly fit or come in the lessons but utilize opportunities observed among the learners both in and outside of the class.
- **Financial Education:** For example, in setting personal goals, learners may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Learners may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, learners can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on.
- **Standardization Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always create opportunities to have learners discuss where standards apply and when they need to be cautious about standards during their everyday life. Throughout the unit, Standardization will be the opportunity to learn all concepts related to standardization Culture and to see how it can apply in different area.
- **Genocide Studies:** Learners need to become aware that all human beings are equal and have equal rights. At the work place they should avoid and denounce all instances that result into other's rights being violated. Give learners opportunities to share how citizenship can promote patriotism in citizens.

7.4 Guidance on the introductory activity

At the beginning of this unit four, invites students to do an introductory activity of the unit four found in student's book in groups. It will help students 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 then identify leading styles, characteristics of a good leader and challenges facing them. Possible answers to the introductory activity (1and2) of Unit 4 are suggested.

7.5 List of lessons

#	Lesson title	Learning objectives	N. periods
1	Concept and styles of leadership	<ul style="list-style-type: none">• Explain the styles of leadership.• .For particular situations given, analyses the styles of leadership applied as well as functions of management and governance exerted	1
2	Characteristics of a good leader and challenges facing leaders	<ul style="list-style-type: none">• Analyse the usefulness of a good leader in society.• Evaluate the effectiveness of various styles of leadership and their implications.	1
3	Concept and functions of management and characteristics of a good manager	<ul style="list-style-type: none">• Explain the functions of management Show the behaviour and attitude of a good leader.• Appreciate the role of a good leader, in the development of society.	1
4	Governance	Identify functions of governance	1
5	Relationship between leadership, management and governance	Distinguish leadership, management and governance. Apply effective leadership, management and governance skills in society	1
	End unit assessment		1

7.5.1 Concept and styles of leadership

d) Learning objectives

- Explain the styles of leadership and governance exerted Explain the styles of leadership.
- For particular situations given, analyses the styles of leadership applied as well as functions of management

b) Prerequisites/Revision/Introduction

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

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 in their textbook (see student book page). Students present their findings to the whole class followed by the teacher's harmonisation

Answers to Learning activity 7.1

1. Discuss the meaning of leadership that you know.

Leadership refers to the ability to influence followers positively. It can also be defined as the ability to organize and supervise others with the purpose of achieving goals

2. In groups, discuss the characteristics of a good leader, a good manager and a good governor.

Suggested answers activity 7.1

Characteristics of a good leader:

a) Honest b) Courageous c) Inspiring d) Problem solver e) Fair-minded f) Open-minded g) Competent h) Forward-looking i) Straightforward j) Imaginative k) Intelligent l) Problem solver m) Fair-minded.

Characteristics of a good manager:

a) Leadership, b) Communication, c) Identify and solve problems, d) Self-Motivation, e) Integrity, f) Dependable and reliable g) Optimism and self-confidence h) Calmness, i) being flexible, j) Knowledgeable, k) delegate, l) Mediator, m) team player

Characteristics of a good governor

Committed b) confident c) curious d) challenging e) collaborative f) creative

Application activity 7.1

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

Give reasons for your answer.

Suggested answers

1. Leadership refers to the ability to influence followers positively. It can also be defined as the ability to organize and supervise others with the purpose of achieving goals
2. Each learner will give his/her ideas and explain the reasons for the answer.

Put answers with cross reference to text book: (Example: answer to activity 1.1)

- For the learning activities,
- For other activities which are in textbook like exercises/application activities

7.5.2 Characteristics of a good leader and challenges facing leaders

a) Learning objectives

- Analyze the usefulness of a good leader in society.
- Evaluate the effectiveness of various styles of leadership and their implications.

b) Prerequisites/Revision/Introduction

To begin this lesson, teacher can start by asking learners some questions about examples of leaders, challenges facing them and characteristics of a good leader and ask them to write their findings

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 citizenship

d) Learning activity

Teacher arranges the learners into groups of 4 to 6 and ask them to do the first activity in their textbook (see student book page). Students present their findings to the whole class followed by the teacher's harmonization

Learning activity 4.2

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

Suggested answers

Reasons that led to the promotion of Mr Kaneza are characteristics of a good leaders: Honest b) Courageous c) Inspiring d) Problem solver e) Fair- minded f) Open-minded g) Competent h) Forward-looking i) Straightforward j) Imaginative k) Intelligent l) Problem solver m)) Fair-minded

e) Application activity 7.2

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

Suggested answers

1. **Some characteristics of a good student are:** obedience, polite, innovative, courageous, participative. Students will list other characteristics they know.
2. **Some causes of challenges to leaders:**

Lack of funding and other resources, opposition from forces in the community, and interpersonal problems within the organization. The challenge of fear, lack of confidence, insecurity, impatience, intolerance all can act as barriers leadership. Lack of motivation of followers.

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

a) Learning objectives

- Explain the functions of management Show the behaviour and attitude of a good leader. Appreciate the role of a good leader, in the development of society

b) Prerequisites/Revision/Introduction

To begin this lesson, teacher can start by asking learners some questions about the meaning of function, manager, management and good manager that can facilitate teaching and learning process.

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 citizenship

d) Learning activities

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

Mr Kwizera is a manager of a pharmacy that deals in selling medicine in Rwanda. He delivers a service to different patients in the area and people appreciate good service they receive. Discuss his role as a manager

Suggested answers to the learning activity 7.3

- a) Planning
- b) Organizing
- c) Leading
- d) Controlling
- e) Staffing
- f) Coordinating

Suggested Learning activity 7.3.2

Comparison of case study of Kagabo and Ndzeye

According to the case study presented, a good manager is Kagabo because he planned weekly meetings with workers to handle arisen problems.

Suggested answers to the application activity: 7.3

1. Discuss the importance of managerial functions in any organization

They increase the efficiency and effectiveness of employees of employees, processes, projects and organization as a whole. It directs group efforts towards achievement of pre-determined goals. It arranges the factors of production, assembles and organises the resources in effective manner to achieve goals. It helps in achieving group goals

7.5.4 Governance

a) Learning objective: Identify functions of governance

b) Prerequisites/Revision/Introduction

To begin this lesson, teacher can start by asking learners some questions about governor and governance. You can also bring some pictures with different types of governance and ask learners to observe them and link them with good governance.

c) Learning 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 citizenship

Learning activity 7.4

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

Suggested answers to the activity 7.4

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

Applying the following functions of governance:

- Determining the objectives of the organization
- Determining the ethics of the organization
- Creating the culture of the organization
- Ensuring compliance by the organization
- Designing and implementing the governance framework for the organization
- Ensuring accountability by management

Suggested answers to Application activity 7.4.

1. Discuss any four types of governments in your community

Suggested answer

Learners will list and discuss four types of governments used in their local areas and present findings to the whole class. After the presentation, they will highlight type of government they will use after schools

7.5.5 Relationship between leadership, management and governance

a) Learning objectives:

Distinguish leadership, management and governance.

Apply effective leadership, management and governance skills in society

- b) Prerequisites/Revision/Introduction:** To begin this lesson, teacher can start by asking learners some questions about the concept of leadership and management learned in previous years.

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 citizenship.

Learning activity 7.5

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

Suggested answers to the learning activity 7.5

Discuss the relationship between leadership, management and governance

Application activity 7.5

Discuss the relationship between leadership, management and governance.

7.6 Additional Information

Information to the teacher This unit is about leadership and management. It is sub divided into smaller subunits that help in covering details about the various aspects of leadership, management and governance. The teacher should ensure to engage the learners in all the lessons to ensure that not only is the knowledge gained, but other relevant skills in the process of learning are acquired. Also, the learners are can be resourceful in critically analysing the leadership techniques applied by different leaders at different levels. To facilitate this are activities within the unit that will guide the teacher on how to engage them. Employ creativity to device additional activities in the lessons

7.7 End unit assessment

1. Define leadership
2. Discuss leadership styles applied by leaders in your community
3. Differentiate the characteristics of a good leader and a good manager.
4. Suggest the causes of challenges to leaders
5. In democracy, people elect their own leaders among them. Suggest its importance.

Answers

1. Leadership refers to the ability to influence followers positively. It can also be defined as the ability to organize and supervise others with the purpose of achieving goals.
2. Each learner will come up with different leadership styles used by leaders in their living area.
3. **Characteristics of a good leader are** a Honest, courageous, Inspiring, Problem solver, Fair-minded, Open-minded, Competent, Forward-looking, Straightforward, Imaginative, Intelligent, Problem solver, Fair-minded **where as Characteristics of a good manager are** Leadership, Communication, Identify and solve problems, Self-Motivation, Integrity, Dependable and reliable, Optimism and self-confidence, Calmness, being flexible, Knowledgeable, delegate, Mediator and team player
4. Lack of funding and other resources, opposition from forces in the community, and interpersonal problems within the organisation.
5. The challenge of fear, lack of confidence, insecurity, impatience, intolerance all can act as barriers leadership.
6. Lack of motivation to workers.
7. People feel happy for leadership
8. It helps to enhance accountability

7.8 Additional activities

• Remedial Activities:

1. Suggest two ways people can get to leadership position.
2. Leadership style that discriminates people is better than leadership that involves people. True or false.

Answers.

1. By voting and appointing.

• Consolidation activity:

Explain the importance of having good leaders in any community.

Answer: It helps to achieve socio-economic development

- It helps to be wealthy and healthy
- It provides security
- It helps to achieve sustainable development
- It helps to have access to infrastructures

Extended activity:

Supposed you are appointed a leader of a given hospital. Suggest possible strategies you can use to show good governance.

Answer:**Each learner will give own ideas: for example:**

Providing good customer care to people, creating conducive working environment, using different types of governance like: Democratic governance, economic and Financial governance, E-governance or information technology, governance, Environmental governance and Non-profit governance.

8.1 Key unit competence

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

8.2 Prerequisite

In order to study this unit, the learner should have knowledge, attitudes and values on the following issues:

- The role of democracy, unity and reconciliation in the transformation of the Rwandan society.
- National service more especially activities that Rwandans do to develop their country.
- The achievements of the Government of Rwanda after the Genocide against the Tutsi.

In addition, the learner should have some understanding on the importance of good governance and respect of the citizens in order to develop the spirit of patriotism.

8.3 Guidance on the introductory activity:

At the beginning of this Unit 5, the introductory activity motivates learners 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 did not know before. As they get engaged in the lessons of this unit, they themselves discover answers to the questions they were asking at the beginning. This will help them identify some issues and open them to what they did not know and be inquisitive to know about how, in the context of the post Genocide Rwanda, home grown policies have generated numerous success stories in strengthening the delivery of the Economic Development and Poverty Reduction Strategy (EDPRS). As the home-grown solutions are a direct response to economic and social challenges, they directly contribute to the fast-growth of the economy thereby making the difference in gradually uplifting citizens' wellbeing.

Possible answer of the introductory activity

Learners will be asked to search, using internet, textbooks, media, stories, documentary videos, songs, etc. how people in traditional Rwanda were handling problems related to justice, education, food security, medicine, security, shelter... using methods like ingando, gacaca, itorero, traditional medicine, ubudehe,

umuganda. Then, learners will try to identify which among those methods can be applied to present situation to enhance social and economic development.

To conclude, the teacher will help learners to understand that the social impact of each home-grown initiative is measured in terms of the access to health and education services, shelter, food, social cohesion, participation in decision making and governance. The assessment on economic impact investigates income generation and consumption pattern, improvement in the households' and community livelihoods in terms of energy consumption, household belongings, etc. as well as impact on poverty reduction.

8.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Concepts of home grown solutions and self-reliance: Abunzi, Gacaca, Girinka, Ingando, Imihigo, Itorero, Ubudehe, Umuganda, umwiherero.	Explain the concepts of home-grown solutions and self-reliance and their contribution to national building	2
2	Contribution of home- grown solutions towards good governance, self-reliance and dignity	Analyze the contribution of home grown solutions towards good governance, self-reliance and dignity in Rwanda	1
3	Challenges encountered during the implementation of the home grown solutions.	Examine challenges encountered during the implementation of home grown solutions	1
4	Assessment	Sum up the whole unit	1

Guidance on different lessons/subheading outlined above

8.4.1 Concepts of home grown solutions and self-reliance: Girinka, Ubudehe, Akarima k'Igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, Community policing, ...

a) Learning objectives

Explain the concepts of home-grown solutions and self-reliance and their contribution to national building

b) Prerequisites/Revision/Introduction: To begin this lesson, teacher can start by asking learners some questions about concepts of home grown solutions and self-reliance Concepts of home grown solutions and self-reliance

c) Teaching resources

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on itorerero, ingando, umuganda, Ndi Umunyarwanda, extracts of some Rwandan leaders, President, Ministers 'speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

d) Learning activities

In the case of the film start first by a pre-screening before you go to class. Identify the main sequences of the film you want to use because you may not use the whole film. Prepare instructions to learners. For instance, tell them that the film will take ten minutes and they must listen and watch carefully. After this, they are going to respond to your questions. You can give questions in advance or at the end. In your instructions this should be clear. Do not forget to ask learners to link the film with other sources they know and to identify the differences or similarities. In addition to this, they should explain why those differences in order to enhance their critical thinking skills. In this regard, you can help learners to identify the authors and to ask themselves why they produced such documents and the reasons behind their production.

In the case of written documents (internet, newspapers), do not use inflammatory sources. For the internet, you can provide key words to facilitate the learner's search. After finding the document, learners can be asked to underline words they think are important to them and explain why. They can share their views in pairs or groups. After, the whole class can share their responses.

Learners can also identify two common texts and written/oral testimonies. After reading/listening them, they can identify similarities and differences and explain why as earlier explained.

The teaching of this lesson can be done by means of learner's textbook to explain the concepts of home-grown solutions: (Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing) After this activity, teacher invites learners to present their work to the whole class. You can also select two learners who can read or write their ten lines text on the Home-Grown Initiative (HGI). You can build your lesson from their texts by asking other learners to add additional information. One group can ask questions to other which can respond and you can give additional information.

Note that learners can have different views. At the start, give them clear instructions on how to behave when their colleagues are responding. For instance, tell them

that they have to listen to their colleagues and respond when they are given time to talk. They should not use defamatory language or criticize the person instead of criticizing his or her ideas. Teacher guides the learners to make synthesis of the lesson through the question and answer method.

e) Application activity

Answers to the application activity 8.1

- 1) Learners will be asked to search on internet and in textbooks and media and they will attempt to define in their own words what they understand by umuganda, imihigo and ubudehe.
- 2) Learners will search in textbooks and on internet how and why Umuganda was done in traditional Rwanda and how and why it is done today and then they will highlight similarities and differences between them.
- 3) After the 1994 Genocide against Tutsi, Rwandan economic structure was devastated none was hoping that the country would be rebuilt and continues its development process. After this period, Rwandan government has adopted several programs and policies to boost Rwandan economy and to promote the general welfare of the population. Rwandan development was thought to be given some targets by pursuing a given vision; vision 2020 where Rwandan government has set some goals to be achieved during this period. To achieve these goals some formulated policies are cultural based such as girinka Munyarwanda (one cow per family), umuganda (community services), Gacaca (traditional courts) and others. These cultural based policies can facilitate the implementation process because the sensitization process among local population is very easy and they have impacted the Rwandan economy by helping in saving some amount of money which has been used elsewhere.

8.4.2 Contribution of home- grown solutions towards good governance, self-reliance and dignity

a) Learning objectives

Analyze the contribution of home-grown solutions towards good governance, self-reliance and dignity in Rwanda

b) Teaching resources

Learner's textbooks, internet, testimonies, reports, press media, tactile materials, documentary films on itorero, ingando, umuganda, Ndi Umunyarwanda, extracts of some Rwandan leaders, President, Ministers 'speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

c) Learning activities

You can build your lesson on learners' summary on the concepts of homegrown solutions: Girinka, Ubudehe, akarima k'igikoni, Kuremera, Umuganda, Agaciro, Imihigo, Itorero, and community policing. Learners can use internet or read a range of materials including textbooks and reports. They can also watch a documentary film on Ndi umunyarwanda in order to describe the contribution of home-grown solutions to national building. After this activity, teacher invites the learners to make presentation of their work to the whole class. The advices given in the previous lesson on the concepts of home-grown solutions are also relevant and helpful for this lesson.

You can choose any strategy. After this activity, teacher invites the learners to make presentation of their work to the whole class. The advices given in the previous lesson on the concepts of home-grown solutions are also relevant and helpful for this lesson. You can choose any strategy.

Answers to the learning activity

The proverb "*akimuhana kaza imvura ihise*" [in English: help from neighbours never comes in the rain it comes after] can be applied to the concepts of home grown solutions adopted by the Government of Rwanda as it preferred to rebuild Rwandan social and economic structures which were devastated by the Genocide and to reactivate the process of development using its own innovations called Home grown initiatives.

d) Application activity

Answers to the application activity 8.2

- 1) Learners will be asked to check on internet, in textbooks or in Governmental and NGOs' reports the achievements of Abunzi courts. After that they give their appreciations or their points of view on the achievements of Abunzi.
- 2) Learners will be asked to assess the contribution of home grown solutions using the following indicators:
 - The social impact of each HGI is measured in terms of the access to health and education services, shelter, food, social cohesion, participation in decision making and governance.
 - The assessment on economic impact investigated income generation and consumption pattern, improvement in the households' and community livelihoods in terms of energy consumption, household belongings, etc. as well as impact on poverty reduction.

- 3) Home grown Solution serve as a forum in which community members discuss the problems they face and propose possible solutions. It is a tool for the national unity and reconciliation and a channel that all public policies pass through to be disseminated, communicated and explained to the population. Home grown Initiatives enhance also social cohesion among people.
- 4) Achievements of the population through Umuganda are numerous and include the construction of houses for vulnerable people, support to the implementation of water supply projects, construction of new classrooms for 9 YBE and latter 12 YBE, health centres, Public offices, sectors, cells and Umurenge SACCO offices, road maintenance, tree planting, radical terracing and other soil erosion control infrastructures, etc.

Umuganda serves also as a forum in which community members discuss the problems they face and propose possible solutions. It is a tool for the national unity and reconciliation and a channel that all public policies pass through to be disseminated, communicated and explained to the population. Umuganda enhances also social cohesion among people. It was established that Umuganda triggers neighbourhood socialisation and is one route for the communication of public policies and community mobilisation. It contributes to social protection and economic development through the construction of community infrastructure and shelter for the needy.

8.4.3 Challenges encountered during the implementation of home grown solutions

a) Learning objectives

Examine challenges encountered during the implementation of home-grown solutions

b) Teaching resources

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on itorero, ingando, umuganda (Ndi Umunyarwanda), extracts of some Rwandan leaders, President, Ministers 'speeches about governmental programs, policies and achievements. Braille materials can be availed if there are impaired learners.

c) Learning activities

As learners were asked to carry out the research by using internet (If it is available), textbooks and newspapers about the Challenges encountered during the implementation of home grown solutions, you can ask learners to form groups. Be innovative in the creation of groups so that learners do not keep using same groups. Give them fifteen minutes to put their ideas together. Thereafter, one group will present challenges of one home-grown initiative. Other groups can ask two questions or make comments and then move to the next groups. After class

presentation, teacher can use the question and answer method to guide the learner in making a summary of the lesson. You can also be innovative and find another strategy.

Application activity 8.3

Answers to the application activity 8.3

- 1) Challenges that were faced by Gacaca in its implementation are:
 - Persistence of genocide ideology;
 - Killing and intimidation of survivors of genocide, witnesses and
 - Inyangamugayo judges;
 - Destruction or damaging of equipment used in data collection (filing cabinets, books, forms...);
 - Inyangamugayo judges accused of participation in crimes of genocide
 - Refusal to testify;
 - People moving to Provinces where they were unknown;
 - Refugees who fled Gacaca Courts;
 - Partial confession of crimes causing re-categorization or maximum penalties;
 - Serious trauma cases
- 2) Learners will be asked to search on internet, in governmental and NGOs' reports, in media or to use their observations and after they will give their comments on challenges met by Abunzi. The following are some examples of challenges from media and NGOs:
 - Practical and logistical challenges and their consequences: The mediation committees do not always work in the best of conditions: basic materials are not always available and meeting rooms unsuitable or non-existent, often leading to the hearings being held in the cell or sector office or in the executive secretary's office.

Hearings may also regularly be held outdoors. Lack of resources may also lengthen or delay the conflict resolution procedure, for example in the case of a hearing being postponed because the room is not available. Inadequate access to laws, legal documentation and textbooks on mediation leads to a low level of expertise in mediation techniques and poorly reasoned decisions.

Lastly, it becomes more difficult, notably for the Ministry of Justice, to monitor the work of the mediation committees when their registers are not properly kept. But one of the most negative repercussions is the following: a lack of resources may sometimes lead mediation committees to request a (financial) contribution for handling the case.

- **Mediator absenteeism:** The voluntary nature of their duties means that time must be taken off work, depriving a proportionally large number of mediators of a source of income. Hence, it is not surprising that some mediators are absent from committee hearings. Apart from the voluntary nature of the work, a number of other factors contribute to absenteeism: the term of office is long (five years); mediators are not always elected willingly; health insurance payments may be delayed and an Umwunzi with more than five dependents will not have all.
 - **The low level of qualifications of committee members:** The initial qualifications of Abunzi, and their access to harmonized and sufficiently substantial trainings, remain a major challenge.
 - The supervision, coaching and monitoring of Abunzi committees, provided by MAJ, should be supported with additional resources: the high number of Abunzi committees is a major challenge for the MAJ who are expected to cover large areas with limited human and logistical resources;
 - The link between Abunzi committees and primary courts, and in particular the coaching of committees by judges, could be strengthened: it would not only support the supervision conducted by the MAJ, but also restore the natural link between the judiciary and the Abunzi committees, that are the first level of formal justice in Rwanda;
 - The independence of the committees from administrative and political authorities should be ensured, particularly through continuous clarification of the respective roles and mandates of local actors;
 - The execution of the solutions agreed by the litigants, or of the decisions taken by the committees, should be subject to special monitoring and allocated specific resources since they represent the best chance for a durable resolution to conflicts handled by the Abunzi;
 - There is the question of the multiplicity of dispute resolution mechanisms that exist at the local level, and their relationship with the Abunzi. These various arrangements can effectively contribute to the settlement of disputes between citizens. However, they should not be considered as preliminary steps to take or conditional to accessing the Abunzi by litigants.
- 3) Key challenges in Imihigo planning and implementation could be:
- **Budget versus needs:** There is a clear discrepancy between allocated budget and the magnitude of citizen needs at the local administrative level. The most pressing needs used to be infrastructure development (water, electricity, and feeder roads),
 - **Competing Agendas:** this concerns the existence of competing agendas between central and local government. Urgent assignments from line ministries and other central government agencies interfere with local

planning. Despite efforts for joint planning meetings between the central and local levels, unplanned requests emerging from channels outside of joint planning often come from the central government consume local resources (finances and time) particularly when the demands are not accompanied with implementing funds. In some instances, money to implement an inserted item will be promised but the promise is not delivered when it comes to the implementation phase or local authorities are told to insert items and are then told to expect the resources to come from private sources.

- **Low Ownership of Imihigo;** Ideally, district Imihigo should be informed by the needs of citizens at the local level while being aligned to national development priorities that themselves stem from those needs. However, Imihigo ownership is relatively low among the intended beneficiaries. In some respects, there is a “dependency syndrome” where citizens would rather depend on government to provide them with free or subsidised goods. In some instances, citizens will compete for lower categories of Ubudehe in order to become eligible for free healthcare and Vision Umurenge Programme (VUP).
- **Understaffing and Low Capacity:** Understaffing and capacity gaps at the local government level are widely documented. Lack of staff, insufficient financial means, lack of data base to facilitate planning, monitoring, and evaluation and heavy workload constitute the pressings factors influencing service delivery in local government. On one hand, district staff is overloaded to the extent that they may not have the requisite time to implement Imihigo targets. On the other hand, as evidenced by the above studies, local government staff are not skilled enough in Monitoring and Evaluation (M&E), a key element if the Imihigo are to achieve optimum impact.
- **Ranking Driven Planning:** A closer analysis of Imihigo documents as well as extensive interactions with concerned officials suggests that some district authorities are largely interested in scores. This significantly impacts the design of Imihigo by including soft targets that should be routine activities. In this spirit, a one-time activity such as purchasing a television set for a cell office, trainings and seminars, as well as beatifying public spaces ought to be considered routine

activities rather than items to be placed in Imihigo.

One potential consequence from this situation is diverting the spirit of Imihigo from being a tool for socioeconomic transformation to a mere competition between various entities. Crucially, citizens would likely withhold support, and to assume ownership, for Imihigo if they fail to see how they are contributing to changing their lives.

8.5 End unit assessment

- 1) Learners will be asked to highlight the achievements of Umuganda using indicators like schools and health centers construction, road construction and maintenance, constructions of houses for vulnerable people, planting trees...then they will be asked to differentiate social achievements and economic ones. Learners will also highlight challenges they observe in umuganda like poor planning, absenteeism, low ownership by local people, lack of follow up of some activities done,...thereafter learners will try to formulate tentative solutions and recommendations.
- 2) Learners will be asked to highlight the achievements of Umwihherero. After that they will choose ones that are related to economic development and others that are related to good governance. They will also be asked to highlight what they think could be challenges of Umwihherero and to propose solutions and recommendations to such challenges.
- 3) Learners will be asked to search on internet and in textbooks and dictionary the concept of dignity and self-reliance, then they will try to link the concepts of ubudehe, dignity and self-reliance in the way that ubudehe is a Rwandan initiative to solve problems of poverty and to promote development using your own planning and your own implementation without to rely to others from outside to do it for you.
- 4) Learners will be asked to analyze and give their own comments on what they think Girinka has done to reduce poverty. Some ideas may guide them like:
 - Income generation from milk, skins and meat;
 - Food security and reduction of malnutrition cases because of availability of meat and milk;
 - Increase of agricultural production because of manure;
 - Increase of money because of the increase of cows...
- 5) Learners will identify the achievements of Abunzi in the social sector like conflicts resolution, repentance, social cohesion, family reconciliation... then they will try to explain how those achievements contributed to unit and reconciliation.

8.6 Additional activities

- **Remedial Activities:**

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

Questions

1. Explain why Gacaca is a Rwandan home grown solution.
2. Describe itorerero in traditional Rwanda and explain which problems pushed the Government of Rwanda to adopt it in contemporary context.
3. Explain pillars of Imihigo.

Expected answers

1. Home Grown Initiatives are Rwanda's 'trade mark' solutions built on the Rwandan history and culture. These policies are a direct response to economic and social challenges and contribute to fulfil the developmental vision of Rwanda. Gacaca court is Rwandan cultural based policy such as it is a properly Rwandan initiative in sector of justice. Gacaca courts, have contributed a lot in helping to get some socio-economic solutions that were not possible to get otherwise. The financial resources used in Gacaca courts are far from what should be used if genocide cases were tried in classical courts; taking experience of United nations court of Arusha (Tanzania). The genocide cases were time and resource saving and resources saved could be used in other development projects that can help the country to reduce poverty.
2. Traditional Itorero was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defense. This system was created so that young people could grow with an understanding of their culture. Participants were encouraged to discuss and explore Rwandan cultural values. Itorero trainers planned daily activities according to different priorities and every newcomer in Itorero had to undergo initiation, known in Kinyarwanda as gukuramo ubunyamusozi. The common belief was that intore were different from the rest of the community, especially in matters of expression and behavior because they were expected to be experts in social relations, quick thinkers and knowledgeable. As a nation, the Government of Rwanda was looking to the population especially the youth to move the country forward and provide a solid base for future development. As a result of the distortions observed after genocide against Tutsi, Rwandans especially the youth face the following challenges:
 - Low levels of social cohesion/engagement;
 - Lack of values that help to promote positive attributes of our culture and that help people especially the youth to grow up as responsible and productive citizens;

- Low levels of patriotism;
 - Low levels of awareness on unity and reconciliation;
 - High levels of both unemployment and underemployment;
 - Need for increased skills development across the board;
 - Overall low levels of education;
 - High risk of contracting HIV/AIDS & STDS;
 - Overpopulation
 - Rwanda has a high birth rate and is already densely populated;
 - Low levels of entrepreneurship and high level of dependency;
3. Using internet and textbooks learners will explain briefly the three pillars of Imihigo which are:
- Governance and Justice;
 - Social development;
 - Economic development

- **Consolidation activities**

The following questions are suggested for enhancing development of competences

Questions

- 1) “After 1994, the Government of Rwanda put set up targets to promote social cohesion among Rwandans with the aim of re-building a Rwandan society based on positive values of our culture, patriotism, truth, tolerance, respect, mutual support and democratic governance”. Analyse with examples how extent the Government of Rwanda has achieved targets.
- 2) Explain what you think could be challenges for Rwandans to promote their dignity and self-reliance
- 3) The implementation of home-grown solutions on local level implicates the participation of partners or stakeholders in what is called “The Joint Action Development Forum” (JADF). Discuss the mechanisms of JADF.

Expected answers

- 1) Learners will be asked to discuss how the culture of volunteerism has been re-introduced and re-enforced in the Rwandan society in different sectors. Groups such as mediators; Gacaca courts judges, community health workers, national youth council members, national women council members and local government council members etc. need special recognition for their contribution to the rebuilding of Rwanda. These are groups of people who have served the nation voluntarily in different capacities. Learners will be also asked to highlight challenges met while achieving targets and solutions adopted.

- 2) Basing on concepts of dignity and self-reliance, learners will be asked to explain the factors that undermine the promotion of dignity and self-reliance.

The following points may help learners as key factors:

- Poverty;
 - Lack of patriotism;
 - Dependence;
 - Governance (lack of good governance)
 - Corruption;
 - Poor education...
- 1) The Ministerial Instructions No. 04/07 of 15/07/2007 defined JADF as follows “The Joint Action Development Forum (JADF) is a multi-stakeholder platform that was put in place to facilitate and promote full participation of citizens in the decentralized and participatory governance and improve service provision processes with representatives from the public sector, private sector and civil society”. JADF members come from distinctly different backgrounds (local government, civil society organizations, private sector, other local development partners), together they form JADF as a non-hierarchical discussion platform in which every member has equal role to play: representing their constituency, provide open, complete and transparent information about their development activities and results, discuss progress made in the District towards sustainable and inclusive local development, to learn and eventually improve. Thus, JADF meetings are a key platform facilitating the implementation of effective decentralization by providing a forum for service provision and development planning accountability.

The Rwanda Governance Board (RGB) is the institution in charge of coordination of JADF activities through stakeholders’ consultative Fora at national and provincial levels and follows up JADF operations in Districts through the National JADF Coordination Secretariat which is under the Department of Service Delivery, Good Governance and JADF.

The National JADF Coordination Secretariat has the following responsibilities:

- To ensure that JADF Action plans in Districts are harmonized with JADF national strategic plan;
- To collect and analyze reports submitted to RGB by Districts JADF
- To prepare the JADF Stakeholder Consultative Meeting at National level;
- To prepare National JADF Steering Committee meetings;

- To monitor the functioning of JADF Secretariat at District levels;
- To prepare and to present the annual report on the progress of JADF strengthening program;
- To assist individuals or institution requesting for information on the organization of JADF or seek advice on its functioning and Districts applying for technical or financial support for JADF.

Extended activities:

These are suggested questions for gifted and talented students.

Questions

- 1) Explain reasons that pushed the Rwandans to refer to traditional ways of solving problems and to adopt them in order to solve present problems.
- 2) **Discuss this assertion:** “The adoption of alternative dispute resolution mechanisms in Rwanda emerged from the recognition of a growing crisis in a judiciary where it had become almost impossible to resolve disputes efficiently and in a cost-effective manner. The Government of Rwanda concluded that modern judicial mechanisms of dispute resolution were failing to deliver and so the decision was taken to examine traditional mediation and conciliation approaches as alternatives.”
- 3) Analyse the issues of gender in traditional ubudehe and in contemporary ubudehe.

Expected answers

- 1) Pre-colonial African societies relied on mutual aid, kinship and community support to meet human needs. Traditional cultural beliefs and practices encouraged collective responsibility, solidarity and reciprocity. They have roots in social development approaches, which are mainly concerned with harmonizing economic and social policies and programmes. They are culturally appropriate and context specific programs that promote people-centred development, human capabilities, social capital, participation and active citizenship, and civic engagement in achieving human development.

Today, Rwanda’s socio-political history and geographical setting necessitates a socio-economic and value system that guarantee the existence of the nation by its own people. Rwanda aims to ensure human security, which goes beyond military considerations and includes all aspects of the community life i.e. economic, social, political and environmental security. In addition to developing the nation socially and economically, Rwanda also looks back to its pre-colonial roots to reiterate cultural values and norms and to protect itself against genocide ideology.

- 2) Learners will be asked to search on internet, in textbooks, reports and media and analyze the judiciary crisis in Rwanda after genocide against Tutsi and how it was impossible to resolve judiciary problems using modern manner without to look to other alternative solutions like Gacaca and Abunzi. The following items may help learners as key factors while they will be searching for information:
 - A big number of people to be judged;
 - Judges have been killed in Genocide others were accused of committing genocide and others went in exile;
 - Time could not allow conflicts being solved effectively;
 - Modern judiciary mechanisms could be very expensive to the governments and to the both parties in disputes;
 - Distance could discourage participation of different people involved in disputes;
 - Information and truth could not be easily obtained.
- 3) Learners will be asked to identify and analyze the role of men and women in traditional Ubudehe then in contemporary ubudehe make comments.

8.7 Additional Information

Overview of Rwanda's Home-Grown Solutions

Home Grown Solutions (HGS) are Rwanda's 'trade mark' solutions developed by Rwandans based on local opportunities, cultural values and history to fast track their development. As provided by the Constitution of the Republic of Rwanda of 2003 amended in 2015, Rwandans, based on their values, initiate home-grown mechanisms to deal with matters that concern them in order to build the nation, promote national culture, and restore dignity. Being locally created, HGS are appropriate to the local development context and have been the bedrock of Rwanda's reconstruction and transformation journey after the Genocide against Tutsi.

HGS became key drivers in the implementation of Vision 2020, helped the country to address its pressing issues and lifting millions of its population out of extreme poverty. Furthermore, HGS significantly contributed for Rwanda to achieving MDGs targets and they are expected to play an important role in the implementation of the National Strategy for Transformation (NST1), Vision 2050 and in achieving SDGs targets.

RGB has the following mission in relation to HGS:

- To preserve, protect and promote the use of Home Grown Solutions (HGS) and Good Practices (GP) in Rwanda and devise strategies meant for applying them efficiently;

- To give pre-authorization and follow up studies and researches carried out in Rwanda on governance and HGS whether by a Rwandan or a foreigner.

To fulfil the above mandate, RGB conducts research to assess whether a given innovation qualifies as a Home-Grown Solution, thus, confirmed HGS are protected both locally and internationally.

How Grown Solution Protection

RGB in partnership with different stakeholders developed criteria for a certain innovation to qualify as a Home-Grown Solution. Those criteria are:

1. An innovation that has proved to be a solution to a particular problem;
2. An innovation or initiative rooted in the Rwandan cultural heritage and values;
3. An innovation or initiative crafted from Rwanda's post-genocide political philosophy and transformational leadership;
4. An innovative solution drawn from foreign and global ideas or practices, adapted and customized with Rwanda's methodology, context, and inputs, to effectively respond to contemporary challenges;
5. An innovation that addresses a challenge in a new and different way often through a simpler and more effective approaches.

Innovations that were qualified as HGS based on the above criteria are protected both locally and internationally in order to mitigate their unauthorized use.

Locally protected HGS

Abunzi Committees, Gacaca, Girinka, Imihigo, Ndi Umunyarwanda, Ubudehe, Umuganda, Umwiherero, Umushyikirano, Kwita Izina

Internationally Protected HGS

Abunzi , Imihigo, Umushyikirano

9.1 Key unit competence

To be able to analyze critically fair operating practices.

9.2 Prerequisite

As prerequisites to facilitate the teaching and learning of this unit, there is not any topic related to the content of this unit that has been studied in lower levels of primary schools and ordinary level. One topic that has certain relationship with this one is the Unit 4 entitled "Leadership, governance and management" that is also taught in senior four in the programme of Citizenship for students of Associate nursing.

9.3 Cross cutting issues to be addressed

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 through building more peaceful families and communities, societies and a more peaceful world. They will also be taught and explained how fighting against corruption and respecting the property of others contribute to the promotion of culture of peace.

Inclusive education: Inclusiveness should be embraced in education, at the workplace and in the activities that a society engages in. 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 discrimination in the work place or school settings hinders good relations between men and women or girls and boys in the workplace and it thus creates social barriers between males and females and hinders social cohesion and national unity. Consequently, teachers have to avoid gender stereotypes and should have to simultaneously be gender sensitive and strive for the practice of gender equality and equity. 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.

9.4 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 fight against corruption and respect the property of others.

The introductory activity is a case study. 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 villager was refused the service because the land officer wanted to put him in a situation he had to feel obliged to bribe him before being given the service he was asking for. he offence the land officer was about to commit is corruption.

9.5 List of lessons/sub-heading (including assessment)

#	Lesson title	Learning objectives	Number of periods
1	Concept and forms of corruption	The learners should be able to define the concept of concept of corruption and explain its forms.	2
2	Causes and effects of corruptions	The learners should be able to account for the causes and effects of corruption.	2
3	Fair competition	The learners should be able to describe fair competition.	2
4	Respect of property rights	The learners should be able to explain the respect of property rights.	1
	Assessment		1

9.5.1 Concept and forms of corruption

a) Learning objective

The learners should be able to be able to define the concept of corruption and explain its forms

b) Prerequisites/revision/introduction

To start this lesson, the teacher can invite learners to reflect on meaning of the concept of corruption and to explain its forms.

c) Teaching resources

These can include Citizenship learner's textbook, Teacher's guide and internet.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and asks them to reflect on concept of corruption, explain its forms and provide their proposals. Thereafter, the learners present their work to the whole class and the teacher intervenes for harmonization.

Suggested answers to the learning activity 9.1

Corruption refers to a very broad range of behaviour that particularly has something to do with power misuse. It involves the abuse of a position in order to gain an unmerited advantage through means that are illegitimate, immoral or unethical. It can be for personal gains or in favour of certain groups of people.

Corruption can have the following forms:

- **Bribery:** A bribe is an illegal payment given to a person either directly or indirectly for him/her to act in a certain way, or refrain from acting in his/her official capacity. This can be to allow illegal businesses such as smuggling of goods or to be exempted from legal procedures such as taxes or licenses.
- **Embezzlement:** This is theft or misappropriation of money and other resources put under one's responsibility but belonging to someone else. Embezzlement of funds is common in political situations where public money meant to be used in improving the standards of living of the citizens is misappropriated and used in personal projects by government officials.
- **Nepotism:** This is the practice of unfair distribution of resources or treatment of people that involves favouring closely related people in performance of one's official duties. It can be giving individuals or groups of individuals' jobs, promotions, or even salary increment based on the fact that they are related to you.
- **Patronage:** This is where by a public officer gives favours such as employment in return for political support.
- **Theft and fraud:** Some officials steal state assets kept under their watch or those assets made available to them by virtue of their positions in government. Fraud involves using deception to convince the owner of funds or assets to give them up to an unauthorized party.
- **Institutional corruption:** This form of corruption can happen where conflicts of interest are not managed. Institutional corruption takes place when those who are in charge of a project make decisions about those projects in their own favour, not considering other people who are in dire need and depend on those projects.
- **Extortion and blackmail:** Extortion and blackmail involve the use of threats to gain access to another person's information or property. This can be the threat of violence or false imprisonment as well as exposure of an individual's secrets or prior crimes.

- **Abuse of office/ discretion:** This refers to the misuse of one’s powers and decision-making facilities. Examples include a judge dismissing a criminal case unjustly or a customs official using their position to allow a banned substance such as drugs to be imported or exported with the intention of gaining financially from it

Answers to the application activity 9.1

1. One of the corruption practices I witnessed in my community was the bribery given to the chief of our village during the registration of the poor families that had to be given a cow in the programme of Gira inka Munyarwanda. Every family had to give at least 20, 000Rwf. Finally, this chief of our village was denounced and accused by the people of our village. His case was transferred to the tribunal, he was tried and found guilty and he was punished.
2. The following are some of the ways in which corruption is practiced in most of African countries:

The first way is the bribery. For instance, it can consist of paying a government or private officer so as to make him or her act in a certain way, or refrain from acting in his/her official capacity. This can be to allow illegal businesses such as smuggling of goods or to be exempted from legal procedures such as taxes or licenses.

In the case of embezzlement, the government or private officer steals or misappropriates money or other resources put under his or her responsibility but belonging to someone else.

With the practice of nepotism, people give to their relative’s jobs, promotions, or even salary increment based on the fact that they are related to them.

Patronage is done when a public officer gives favours such as employment in return for political support. For example, an aspiring politician may use his/her influence to illegally help people acquire positions in public offices in exchange for support in his/her political ambitions.

Theft and fraud is done when some officials steal state assets kept under their watch or those assets made available to them by virtue of their positions in government. A good example is where a person in authority misdirects company funds into non-existent companies and then later transfers them into a personal account. Acquiring publicly owned assets such as money through illegal means is the most common form of corruption.

9.5.2 Causes and effects of corruption

a) Learning objective

The learners should be able to account for the causes and effects of corruption.

b) Prerequisites/revision/introduction

To start this lesson, the teacher invites learners to recall the definition of the concept of corruption and explain its different forms.

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.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the learning activity 9.2. 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 9.2

Possible answers include:

The following are the major causes of corruption:

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

In most cases, corruption begins from the top officials and people in positions of authority. This makes people feel secure in corruption deals.

Bribing provides an alternative to following long procedures. People who can afford these alternatives would not take the trouble to follow these procedures.

Poor enforcement of law on property rights leads to a misconception that violation of these rights has little or no consequences.

Poor governance: The overall system of governance that has no place for moral and ethical values kills any spirit of justice that would help overcome corruption.

Personal greed and desire for money or wealth with no regard for morality.

The desire to serve personal interests rather than public interest at workplace. This may be due to weak supervision in the public sector.

Lack of awareness on matters of law and the justice system in the wider population:

This renders people incapable of reporting incidents of corruption. This is because if someone does not recognize a crime or an act of injustice committed against them, then it is hard for them to act or resist it.

Fear of victimization: If one really needs a service and his/ her request for the service is met by demands for a bribe, this person may fail to resist offering the bribe out of

the fear that resistance may cause difficulties in achieving his/her goals.

Some slogans encourage self-centeredness and therefore inspire corruption. For example: 'take advantage while you can'; 'everyone does it' etc.

Systems that do not emphasize on accountability and transparency also cause corruption.

Slow and unreliable judicial processes such that even when one gathers enough courage to report corruption, the procedures involved take long and may actually not be effective enough to discourage the crime. The procedures are also costly to follow through.

There is lack of moral criteria in promotions. Promotion should be based on proven integrity and responsibility but this is not always the case. Promotions are at times based on corruption and this creates a system built on the vice of corruption.

Lack of will to prosecute those in power. Most of the times reports on corruption point at influential public figures whose cases are down played as those in charge often feel like they have less power to penalize them.

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

- Corruption undermines economic development, distorts political systems and halts infrastructural development.
- It kills a person's sense of morality. Every act of corruption leads to oppression of one party to benefit another. It is therefore an act of immorality.
- A system of corruption enhances social inequality as resources are utilized by those in power and the rich.
- It leads to political instability as leaders are not elected out of integrity but through corrupt means.
- Corruption undermines human rights. A society where people are deprived of their rights lacks in peace and people are always in a struggle for a dignified life.

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

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

The authority and integrity of public administration structures is undermined.

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

- Corruption leads to unequal allocation of resources which leads to imbalance in economic development. Some regions are improved while others remain marginalized.
- It discourages people from working together for the common good. This may lead to frustration and general apathy among the public which can create a weak civil society that is not unified.
- Corruption results in social inequality and widens the gap between the rich and the poor, causes civil strife, increased poverty and lack of basic needs like food, water and drugs.
- It also causes jealousy, hatred and insecurity.

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

Answers to the application activities 9.2

1) Two causes of corruption are the following:

- a) Lack of awareness on matters of law and the justice system in the wider population. This renders people incapable of reporting incidents of corruption. This is because if someone does not recognize a crime or an act of injustice committed against them, then it is hard for them to act or resist it.
- b) Ambiguity of laws: Most constitutional laws are not clear on matters of corruption and this creates loopholes for people to get away with corruption cases. In most cases, corruption begins from the top officials and people in positions of authority. This makes people feel secure in corruption deals.

2) Corruption affects the society in the following ways:

- Corruption denies members of the society economic, political and infrastructural development.
- It installs the culture of impunity among members of the society hence increased rate of crime.
- It contributes to social inequality in the society by widening the gap between the rich and the poor.
- It leads to denial or gross violation of certain human rights.
- The authority and integrity of public administration structures is undermined.
- It causes inflation hence increased cost of living.
- It encourages marginalization of some regions while others get developed.
- Due to erosion of trust among members of the society, the social fabric that promotes social cohesion is destroyed.
- It creates apathy among members of the public leading to a weak civil society.
- It entrenches poverty among the masses.

In order to combat the corruption of officers in my country, the following actions should be taken and they include:

- Reporting the officers to authorities if they are found in the act of corruption
- Avoiding giving them bribes and instead following the right channels when found in the wrong
- Taking them to court
- Dismissing them from work.

9.5.3 Fair competition

a. Learning objective

The learners should be able to describe fair competition.

b. Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to explain the causes and effects of corruption. Afterwards, he/she goes on assigning them the task of describing fair competition.

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 fair competition.’

d. Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 9.3**. Afterwards, the learners present their work to the whole class and the teacher makes harmonization and conclusion of the lesson.

Suggested approach to guide learners to answer the learning activity 8.3

- First engage the learners in a short discussion reflecting on the previous lesson. This sets their brains to speak, hence appropriate for them since they are going to debate. Briefly interpret to them what fair competition and property rights imply.
- Write the motion on the chalkboard and allow them about 5 minutes to prepare. You may allow them to ask what they don’t understand during this time.
- Open up the debate by asking one courageous learner to speak so that the rest may pick a leaf. Remember to encourage the silent learners to present their views. This empowers them to always get involved in public speaking as time goes. Do this for all of them to feel that they are catered for; this is very important to learners naturally.

- After the debate, before you expose them to the lesson content in form of note taking, partner them and ask them to brainstorm on the ways their society tries to be fair to everybody, show how this is beneficial to everybody. Pair work builds interpersonal management and cooperation.

Answers to the application activities 9.3

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

9.5.4 Respect of property rights

a) Learning objective

The learners should be able to explain the respect of property rights.

b) Prerequisites/revision/introduction

To introduce this lesson, the teacher invites learners to recall the meaning of fair competition and to explain its advantages. Afterwards, he/she goes on assigning them the task of explaining the respect of property rights.

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 respect of property rights.

d) Learning activities

The teacher organizes the learners into groups of 3 up to 5 students and ask them to do the **learning activity 9.4** 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 9.4

Property rights determine how source are or property is owned and used. A property can be owned by an individual, a group of individuals, an association nor the government. Property rights are made necessary by the fact that many people live together either in a family, a community or the wider society. If each person lived alone, then there wouldn't be a need for property rights. In essence, property rights help to ensure a peaceful coexistence among members of a family or community as they ensure that ownership to property is defined.

Answers to the application activities 9.4

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

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

9.6 Additional Information

Corruption: Causes, consequences and cures

I. Definition and concepts

Definition

Corruption is defined as the use of public office for private gain, or in other words, use of official position, rank or status by an office bearer for his own personal benefit. Following from this definition, examples of corrupt behaviour would include: (a) bribery, (b) extortion, (c) fraud, (d) embezzlement, (e) nepotism, (f) cronyism, (g) appropriation of public assets and property for private use, and (h) influence peddling.

In this list of corrupt behaviour, activities such as fraud and embezzlement can be undertaken by an official alone and without involvement of a second party. While others such as bribery, extortion and influence peddling involve two parties – the giver and taker in a corrupt deal.

The two party type of corruption can arise under a variety of circumstances. Often mentioned are concerned with the following:

Government contracts: bribes can influence who gets the contract, the terms of the contract, as well as terms of subcontracts when the project is implemented.

Government benefits: bribes can influence the allocation of monetary benefits such as credit subsidies and favoured prices and exchange rates where price controls and multiple exchange rates exist. Bribes can also be important in obtaining licenses and permits to engage in lucrative economic activities such as importing certain goods in high demand and in short supply. Moreover, bribes can be employed to acquire in-kind benefits such as access to privileged schools, subsidized medical

care, subsidized housing and real estate, and attractive ownership stakes in enterprises that are being privatized.

Government revenue: bribes can be used to reduce the amount of taxes, fees, dues, custom duties, and electricity and other public utility charges collected from business firms and private individuals.

Time savings and regulatory avoidance: bribes can speed up the granting of permission, licenses and permits to carry out activities that are perfectly legal. This is the so-called “grease money” to turn the wheels of bureaucracy more smoothly, speedily and hopefully in the right direction. It is also not difficult to think of a really awful situation where rules and regulations, and the way they are applied, are so complex and burdensome that the only way left to get things done is to pay money to avoid them.

Influencing outcomes of legal and regulatory processes: bribes can be used to provide incentives to regulatory authorities to refrain from taking action, and to look the other way, when private parties engage in activities that are in violation of existing laws, rules and regulations such as those relating to controlling pollution, preventing health hazards, or promoting public safety as in the case of building codes and traffic regulations. Similarly, bribes can be given to favour one party over another in court cases or in other legal and regulatory proceedings.

Economic rent

The concept of economic rent (or monopoly profit) occupies a central place in the literature on the subject of corruption. Economic rent arises when a person has something unique or special in his possession. This something special can be a luxury condominium in a posh neighbourhood, a plot of land in the central business district of the city, a natural resource like an oil well, or even some pleasing personal traits such as beauty and charm. A person who owns such a special asset can charge a more than normal price for its use and earn economic rent or monopoly profit. To illustrate, suppose there is a young lady who has breathtakingly good looks, a charming personality, and exceptional acting, singing and dancing skills. Due to these special personal assets, she becomes a superstar and a heartthrob of teenagers all over the country and thus commands a princely sum for her appearances. But what exactly is her economic rent? To determine this, it is necessary to know the next best thing she can do to earn a living if she is not a superstar. Suppose she has a law degree so the next best occupation she can take up is to become a lawyer. Then the difference between her income as a superstar and the earnings she can obtain from her next best occupation (as a lawyer), is her economic rent for having an unusually pretty face, charm, and superb singing, dancing and acting talents – a winning combination which no other young lady in the country can match.

A similar line of reasoning can be applied to a minor bureaucrat working in the business license issuing office of a government ministry. Suppose this bureaucrat has the responsibility of typing, stamping the official seal, getting the appropriate signatures and delivering the authorization letter that grants permission to business enterprises to engage in a certain line of economic activity. Business executives are anxious to have the letter typed expeditiously and correctly, and have it properly stamped, signed, sealed and delivered and are willing to pay a price for this special service. Hence the bureaucrat who has a monopoly of typing, stamping and processing the letter can use his official position to acquire economic rent from his clients. A useful approach to find out the amount of his economic rent is to think of what he can earn if he is fired from the licensing office. If the next best thing, he can do when he loses his government job is to become a taxi driver then the difference between his earnings at his new job and his intake as a public official is his economic rent.

In the light of the discussion above, the economic profession often refers to bribery, fraud, graft, and other shady deals involving misuse of public office as “rent seeking activities.”

Rules, regulations and their transparency and consistency

The conduct of economic and business affairs, like engaging in a sporting event such as a football match, requires observance of certain “rules of the game” for activities to proceed in an orderly fashion. Rules and regulations are required to maintain a sense of fair play; to prevent disastrous conflicts; keep greed, predatory and other unsavoury human instincts in check; minimize socially undesirable consequences; and generally to ensure that players and referees abide by certain accepted standards of moral conduct and good behaviour. Naturally, for rules to be properly observed, they must be transparent, that is, must be set out clearly and made known in advance to all concerned, so that they can be understood and obeyed by participants in the game. The game cannot proceed in an orderly way if players are uncertain about what constitutes a foul for which they will be penalized, or the referee is not sure when to blow the whistle. Aside from being clear, rules must also be applied in an impartial manner with respect to all players and must be consistent and not be subject to frequent and arbitrary changes. Obviously, the game will become unplayable and players will pack up and leave, if rules keep changing as the game proceeds and the referee keeps blowing his whistle whenever he feels like it.

Discretionary powers

Discretionary powers represent another key concept in discussing corruption. They arise because it is not possible to devise rules and regulations that are watertight and fool proof and will take care of all contingencies that can crop up in trying to

control or direct an economic activity. Hence, some flexibility and discretionary powers will have to be given to administrators in interpreting and implementing rules. Even in a football match, the referee is granted discretionary powers and has considerable freedom to exercise his good judgment in reaching decisions such as in awarding a penalty kick or showing a yellow or a red card to an offending player. These decisions could prove decisive in determining the final outcome of the game.

To elaborate on the above point a little further, consider a case involving customs administration. A general rule, let us assume, has been established to levy a duty of 50 per cent on all consumer electronic goods entering the country. In order to implement this rule, customs officials must also be provided with some guidance on how to value such goods for customs purposes. One foolproof way to take care of this problem is to prepare a book that lists the prices of all consumer electronic goods that could possibly be imported into the country. But there are literally thousands of consumer electronic goods and each item comes in a large variety of brands, makes, models, characteristics, technical specifications and prices. With rapid technological advance in this industry, many older models are being discontinued due to obsolescence, while new models and entirely new products are coming on the market every day.

In this dynamic context and intense competition that characterizes the market for these products, price changes occur frequently. Prices of some computer products, for example, are known to have nose-dived to unheard of low levels within a short period of a few months. Hence, to prepare a book that takes account of all these contingencies, and that provides a comprehensive, accurate, and up-to-date list of prices of consumer electronic goods would be a formidable task. The book would run into several thousand pages and there is a good chance that it would be out of date once it comes out in print. The costs in terms of time, effort and money to prepare such a book could exceed the customs revenue that may be realized from the imported goods.

In addition to the customs valuation issue, there is the tricky question of deciding the customs category to which a particular imported good belongs. For example, an audio cassette player can be regarded as a “luxury consumer electronic product” when it is used for listening to popular songs in the living room of a well-to-do family. But the same cassette player can be looked upon as an “educational tool” when used by a student in the language lab of a foreign language institute. Likewise, it can also be considered as a “device to propagate religion and to uplift the spiritual well-being and moral standards of the people” when used to broadcast the teachings of a revered monk at a religious gathering.

In short, regardless of how ingenious we are in designing rules and regulations, there must always be some room for personal judgment and freedom to exercise a measure of discretion on the part of officials administering and implementing the

rules; or else if everything has to be done “by the book”, general paralysis will set in and the whole administrative machinery will come to a grinding halt.

Accountability

Finally, a few remarks about accountability are necessary as it occupies an important place in considering the corruption question. Accountability has to do with the fact that for proper observance of rules and regulations, those administering the rules must be held responsible and accountable for their actions. For example, it is normal practice in most countries to request assistance from parents to help finance desirable projects in their children’s school. Usually such projects are well publicized, and their objectives, benefits, work plan and estimated costs are explained in detail to parents. Periodic progress reports are provided when the project is under implementation. And then when it is completed, a final report is prepared highlighting how the project’s objectives have been achieved and where full disclosure is also made and properly audited accounts are presented with respect to total contributions received and costs incurred.

Under these circumstances, school authorities can be held accountable for their actions. When something appears questionable, improper, or inaccurate in the information and accounts presented, the authorities can be called upon to provide an explanation to clarify the matter and to take corrective action and make amends, as necessary. Those in charge are obliged to respond to such queries so that doubts are cleared, and remedial or disciplinary actions are taken to the satisfaction of all concerned.

On the other hand, a family can be asked to make a large financial contribution as a condition for enrolment of a child in the kindergarten. Parents are told the contribution is for upgrading facilities in the school and to improve the welfare of students, teachers, and administrative and general services staff. But if no receipt is issued for the payment made and no financial statements or information are provided on how the money is utilized, then there is no accountability.

II. CAUSES, INCIDENCE AND FORMS

Corruption equation

Drawing upon the concepts described above, a corruption equation can be set out as follows (Klitgaard 1998):

In the above equation, C stands for corruption, R for economic rent, D for discretionary powers, and A for accountability. The equation states that the more opportunities for economic rent (R) exist in a country, the larger will be the corruption. Similarly, the greater the discretionary powers (D) granted to administrators, the greater will be the corruption. However, the more administrators are held accountable (A) for their actions, the less will be the corruption, and hence a minus sign in front of A.

Stated differently, the equation tells us that a fertile ground for growth of a thoroughly corrupt system will emerge in a country if it satisfies the following three conditions:

- i) It has a large number of laws, rules, regulations, and administrative orders to restrict business and economic activities and thereby creates huge opportunities for generating economic rent, and especially if these restrictive measures are complex and opaque and applied in a selective, secretive, inconsistent and non-transparent way;
- ii) Administrators are granted large discretionary powers with respect to interpreting rules, are given a lot of freedom to decide on how rules are to be applied, to whom and in what manner they are to be applied, are vested with powers to amend, alter, and rescind the rules, and even to supplement the rules by invoking new restrictive administrative measures and procedures; and
- iii) There are no effective mechanisms and institutional arrangements in the country to hold administrators accountable for their actions.

Levels

Although corruption can occur at a variety of levels, attention has usually been directed at only two namely, the high and the low – and these are believed to reinforce each other.

High level corruption refers to misconduct at the top and by leading politicians. Since these people are generally well-off and have a lot of privileges associated with their high office, their corrupt behaviour is not attributable to low pay and out of necessity to meet the living expenses of their families. Instead, greed is considered a main motivating factor. But there are other compulsions. To remain in office, for example, can also be an overriding motivating force. With election campaigns becoming expensive, corruption related to campaign financing is a big political issue in some countries. The need to dispense favours among political allies, colleagues and subordinates to keep them happy, cooperative and loyal is another factor. Moreover, in some societies there are traditions and customs whereby elected officials are expected to make substantive contributions to the welfare of the people in constituencies that elect them. For instance, in some countries a politician is required by tradition to present an expensive gift at a wedding involving a supporter in his electoral district. When such a community has a large number of wedding receptions, birthday parties, anniversaries, celebrations, rituals, festivals, and fund raising ceremonies for all sorts of worthy causes, the financial burden of these festivities can fall heavily on elected officials. And the higher up you are in the pecking order, the larger is the contribution you are expected to make by custom and long held traditions of the land. Hence, there are economic, political, social and cultural imperatives that motivate higher level bureaucrats to engage in rent seeking activities.

At the other end, low level corruption – such as the underhand payment that has to be made to a clerk to expedite the issue of a driving license – has its own set of problems. In this case the general perception is that civil servants with insufficient salaries to meet the living expenses of their families are driven by necessity to engage in corrupt practices. Raising their pay, it is argued, will mean less need to depend on illegal activities to earn a living while they have more to lose if they get caught. This sounds reasonable and there are cases where countries that pay their civil servants well, tend to have less public sector corruption than in those where pay scales are low. But there is no hard evidence to suggest that low level public employees are less greedy than their superiors. The line between “need driven” and “greed driven” corruption is hard to draw and it is difficult to determine where one ends and the other begins. Thus, there are those who believe that increasing pay without other complementary measures is not likely to have a significant impact on reducing corruption. On the contrary, the cost to the government budget of paying employees more, may be much larger than the benefit that may result from reduced corruption. Moreover, when no serious efforts are made to control inflationary pressures in a country, shopkeepers will take an increase in civil servant salaries as a sign for them to raise prices. Higher pay leading to higher prices and higher costs of living mean there is no increase in the “real” wage of government employees and no improvement in their welfare. But raising civil servants’ pay, by causing a general increase in prices, will lead to a deterioration of economic conditions for everybody. This illustrates the point that there is a need to control inflation, restore macroeconomic stability, address the underlying causes for destabilizing speculative behaviour, and to build confidence in the economy for the success of any reform measure.

Aside from encouraging corruption, low pay has other detrimental effects on the attitudes and performance of public employees. It contributes to reducing incentives, low morale, increased inefficiency, moonlighting and absenteeism and loss of self respect and dignity. As a result, some of these employees become nasty, rude and indifferent in their dealings with the general public. They can be exasperating and create a lot of nuisance value to ordinary citizens. Under these circumstances, it is also hard to recruit and retain good workers as they will seek employment or leave to take up more challenging and higher paying jobs in the private sector or abroad. Hence, rather than considering the matter only from the corruption point of view, a more wide-ranging civil service reform programme, including adjusting salaries to cover the living expenses of an average family when inflationary expectations have been brought under control, would need to be given careful and serious attention where such conditions prevail in a country.

Incidence

Incidence of corruption varies among societies, and it can be rare, widespread or systemic. When it is rare, it is relatively easy to detect, isolate and punish and to prevent the disease from becoming widespread. When corruption becomes widespread, it is more difficult to control and to deal with. But the worst scenario is when it becomes systemic. When systemic corruption takes hold of a country, the institutions, rules and peoples' behaviour and attitudes become adapted to the corrupt way of doing things, and corruption becomes a way of life. Systemic corruption is very difficult to overcome and it can have a devastating effect on the economy.

Well-organized and chaotic

Another useful distinction that is often made is between well-organized and chaotic corruption (Mauro 1998). Under a well-organized system of corruption, business executives have a good idea of whom they have to bribe and how much to offer them, and they feel reasonably sure of obtaining the favour for which the payment is made. This takes a lot of hassle and uncertainty out of corruption which is a big plus factor. Moreover, under a well-organized system, bribe-receivers take a longer run view of the situation and think of cuts they can get from profitable deals and a continual stream of income that can be realized when entrepreneurs and business firms they have been associated with become prosperous and well-established with the passage of time. They, therefore, have an interest not to unduly harm the goose that may be laying golden eggs in the future.

In sharp contrast, under chaotic corruption, there is a lot of confusion and no one is exactly sure how much to pay and to whom payment is to be made. So in this confused state of affairs, business people end up paying bribes to a lot of officials without assurance that they will not be asked to pay additional bribes to more officials further down the line. With unclear delineation of authority and responsibility, the outcome of the bribe, and whether the sought after favour will be delivered, is also uncertain. Moreover, there is little coordination among numerous bribe-takers with regard to bribe levels, and one corrupt official has no idea what the other corrupt official is charging. Consequently, there is a tendency to overcharge and demands may be made that are felt excessive and unreasonable by the business community. When that happens, the goose will become disoriented and dispirited, and may not bother to make the required effort to lay eggs.

III. SUPPLY SIDE AND INTERNATIONAL DIMENSIONS

Supply side question

Up to now, our discussion of corruption has dwelt on officials misusing their public office for their own private benefit. This considers the problem from the receiving end, or demand side of the transaction. It does not present a balanced view of the

matter. Looking at the problem only from the demand side gives an impression as if those on the supply side, the ones who give bribes, are innocent victims who are forced by corrupt officials to make payoffs to go about their own legitimate business. In reality this is usually not the case. Since both parties (giver and taker) in a bribery deal can gain from the transaction, they often conspire to defraud the public. In fact, a bribery deal can easily be initiated from the supply side, and big local business firms, and large multinational corporations from industrialized countries in particular, can make proposals which officials in poor countries will find hard to resist.

To give an illustrative example, suppose the health ministry of a small developing country has received a grant of a million dollars from a donor agency as emergency food aid for the country's children who are badly undernourished due to dislocations resulting from a recent flare-up of ethnic violence. A European foodstuff supplying company conspires with the health minister of this country to supply milk powder whose date for safe use has expired and which therefore can be purchased at a cheap price. The food supplier makes a handsome profit from the deal and transfers an agreed sum from the proceeds into the foreign bank account of the minister. The supplier and the minister benefit. The children suffer because consumption of the tainted milk powder not only has little nutritious value but it also upsets their stomachs and adds to their misery.

Hence, there is growing realization in the industrialized world that to help poor countries fight corruption, it is not sufficient to view the matter only from the demand side and to be advising them to launch campaigns against corrupt officials and systems in their countries. For a more realistic and balanced approach to the problem, industrialized countries must also direct attention to the supply side, to bribe givers, who often turn out to be business firms with headquarters in their own backyard. **International dimensions**

But why should advanced countries be concerned about corruption in poor countries? One good reason is that with the ending of the cold war, there is less need for major donors to be distributing aid based on political considerations. As a result, other considerations such as whether aid is properly used and whether it is benefiting the people for whom it is intended (such as the poor) are gaining prominence. A perception among donors is that the effectiveness of aid has been much reduced due to corruption. Aid giving countries, as well as the IMF and World Bank, are therefore devoting increased attention to this matter in dispensing aid.

Aside from aid effectiveness, greater integration of world financial markets and advanced technology have made it possible to transfer millions of dollars from one country to another by a mere click of a computer mouse button. Consequently, corruption has gone international and high-tech. Like terrorism, the drug menace, AIDS, and environmental degradation, it is one of those problems that has no

respect for national boundaries. As such, the need for an international response to it has become evident (Klitgaard 1998).

Initiatives to counter global corruption

The increased acceptance of the international dimensions of the corruption issue has prompted industrialized countries to take some initiatives to address the problem, and especially to make life tougher for bribe giving business firms in their own countries. These initiatives fall into four broad categories and are briefly described below (Vogl 1998).

First, activities carried out by the press and public prosecutors in the leading industrial countries to investigate and expose bribery have created greater public awareness of the problem and have led to the adoption of remedial measures. Domestic scandals are the main target of these investigations but they easily spill over into misdeeds done overseas. A good example is the experience of the United States in the 1970s. The Watergate affair and the international corporate scandals exposed by the country's Securities and Exchange Commission and the Senate's Subcommittee on Multinational Corporations provided the stimulus for the passage of its Foreign Corrupt Practices Act in 1978. The Act makes the payment of foreign bribes by United States firms a crime.

Second, the above example set by the United States has now received wider acceptance in the developed world. In December 1997, the 29 member governments of the Organization for Economic Cooperation and Development (OECD) signed the Convention on Combating Bribery of Foreign Public Officials in International Business Transactions. It called upon these governments to enact legislation to criminalize foreign bribery. In addition to these official initiatives, there have been some moves from the private sector as well. Recently, the International Chamber of Commerce adopted new antibribery standards. It will also be useful to mention that many multinational corporations have been paying bribes around the globe for decades and changing corporate habits, like in any large bureaucracy, is not easy. But it is encouraging to note that executives of the world's largest multinational companies are becoming increasingly sensitive to the corruption question and they have been giving support to the initiatives for reforms taken in this sphere. Moreover, of no less significance are the activities of the Transparency International, an NGO acting as a watchdog on international corruption. It started operations in the early 1990s and now has 70 national chapters around the world. It is expected to play a useful role in monitoring implementation of the OECD anti-bribery convention when it comes into force.

Third, there is a need to counter international money laundering, which is regarded as a handmaiden of global corruption. Bribery is so much more appealing, profitable and safe if an official in a poor country can rely upon the expertise and good

offices of the world's top multinational corporation to help him take the necessary evasive action and deposit his share of the loot in a discreet foreign bank account. The devious ways in which money is laundered worldwide make most leading international banks unwitting, though not entirely innocent, participants in the game. The magnitude of this business is large. In a speech given in February 1998, Mr Michel Camdessus, IMF's Managing Director, said: "estimates of the present scale of money laundering transactions are almost beyond imagination – 2 to 5 per cent of global GNP" (Vogl op. cit). The World Bank estimates world GNP to be \$29,926 billion in 1997 (World Bank 1998). Two to five per cent of this comes roughly to around \$600 billion to \$1,500 billion. Since the total GNP of low income countries in the same year is estimated at \$722 billion¹, the share going to officials from poor countries is likely to form only a tiny percentage of the huge sums involved in global money laundering transactions. As in the case of world trade, investment and finance, the developed countries are probably each others' best customers in the international money laundering business. Consequently, new and innovative regulatory initiatives have been taken in many of these countries to strengthen detection of money laundering and to improve supervision of financial institutions to limit the scope of this activity. But time and again, corruption has been able to stay one step ahead of the best regulatory measure that can be devised to control it, and the fight is turning out to be an uphill battle.

Finally, direct measures in trade and public procurement are also seen as necessary to combat global corruption. The World Trade Organization (WTO) is sensitive to this issue as corruption is unfair, does not provide a "level playing field" for participants in the game, and causes distortions in the world trading system. The WTO, under pressure from leading industrial nations, is expected to take up the matter in a big way when the OECD anti-bribery convention comes into force and governments have formally adopted policies penalizing business firms paying bribes in other countries.

IV. Economic consequences

Grand corruption

When one considers the economic consequences of corruption, the adverse impact of grand corruption comes readily to mind. Corruption on a grand scale associated with some dictators and their cronies can involve embezzlement of huge sums of public funds, and the mismanagement, wastage, inequity, and social decay that come along with it, can be disastrous for an economy. There are familiar tales of fortunes in gold, gems and jewelry stashed away in secret hiding places by corrupt officials and hundreds of millions of dollars spent in acquiring real estate abroad and in depositing into their foreign bank accounts. The devastating impact of misconduct on such a massive scale, especially for poor countries that are facing

perennial and severe foreign exchange shortages, is obvious and requires

no further comment. But corruption does not have to be on a grand scale to inflict serious damage. There are other adverse effects that can be just as damaging for a poor country. These deserve a closer look and are taken up below.

Rise of the underground economy

Underground economic activities exist in all countries. They are of two types. First, there are those that are illegal such as engaging in the drug trade or the smuggling business. The second consists of those activities that are legal but are not officially recorded to evade taxes or for some other reason. Corruption gives rise to both these types of activities and contributes directly to the rise of the underground economy.

Although underground economic activities exist in all countries, they become pervasive where corruption is widespread. When a large portion of an economy goes underground, official macroeconomic data which mostly cover only the formal sector, become unreliable to assess economic performance or to provide a basis for policy making and analysis. Official foreign trade statistics, for example, no longer reflect a country's true volume, or value, of exports and imports because of large illegal and unrecorded movements of goods and services across the border in a thriving smuggling business. Similarly, the official exchange rate becomes symbolic and generally meaningless when foreign exchange dealings are mostly transacted in the parallel market and at the unofficial exchange rate which bears no relation to the official rate. The inflation rate, based on the consumer price index (CPI), also becomes suspect as the consumer basket of goods and services which is used to calculate CPI, may not adequately cover items that consumers have to purchase in the unofficial market at exorbitant prices. Likewise, the official interest rate – a continuing source of dismay, frustration and headache for the formal banking community – may not reflect the true cost of capital and may diverge considerably from the more realistic interest rate at which a large volume of financial transactions takes place in the informal credit market. Similar problems arise with respect to other key macroeconomic indicators. Under these circumstances, proper economic accounting and macroeconomic management become difficult. In the absence of reliable data, transparent policies, and proper macroeconomic management, there is not much hope for economic development, modernization, or emergence of a well functioning market economy.

Income distribution

Under a corrupt system, the privileged and the well-connected enjoy economic rent. Economic rent, by definition, represents abnormal or monopoly profits and can bestow large benefits. As such, there is a tendency for wealth to be concentrated in the hands of a tiny minority of the population. Income distribution, therefore,

becomes highly uneven. In addition, the burden of corruption falls more heavily on the poor as they cannot afford to pay the required bribes to send their children to a decent school, to obtain proper health care, or to have adequate access to government provided services such as domestic water supply, electricity, sanitation and community waste disposal facilities. An undesirable situation can arise as in some countries where through illegal connections to the water mains, the water sprinkler system in a golf course operates most of the day to keep the grass green on the fairways, while villagers living across the street do not have sufficient water for their daily household needs. At night, through payment of bribes, the driving range of the golf course is ablaze with floodlights, while children in the nearby village have to do their homework by candlelight in support of the government's energy conservation effort.

Consumption pattern

Closely associated with an unequal income distribution and concentration of wealth in the hands of a few, there emerges a distorted consumption pattern aimed at meeting the lifestyle of the new and extremely rich urban elite. This involves import of a large variety of luxury goods from abroad – flashy cars, lavish home furnishings, state-of-the-art consumer durables and electronic products, fashion clothing, exotic perfumes, expensive foodstuffs, fine wines and spirits, and fancy goods of all kinds that can be found in supermarkets and department stores of any prosperous Asian city in the heyday of the region's economic boom. Most of these goods are, of course, beyond the reach of ordinary citizens in the cities and in the countryside. Conspicuous consumption with expensive cars cruising along dirt roads, and conspicuous construction with luxury apartment buildings rising amidst poverty and squalor, bring home the point that affluence is not widely shared in these countries.

Impact on investment

Corruption's adverse impact on private investment, both domestic and foreign, is considered to be particularly harmful for a developing economy. Bribes may have to be given before any investment takes place and upon entering into negotiations for the establishment of an enterprise. More payments usually follow in the process of setting up the business. Procurement of leases for land and buildings; permission to engage in activities such as production, transport, storage, marketing, distribution, import and export; obtaining connections for water, gas, electricity, and telephone; having access to telex, fax and e-mail facilities and so on; can involve payment of substantial bribes at various stages and may require the services of agents with specialized expertise on how to get around complex rules and procedures to acquire these things.

Unfortunately, these agents and middlemen, instead of being part of the solution can often become a part of the problem. Their services do not come cheaply and

they add to the cost and complexity of doing business under a corrupt regime. Then, when the enterprise is finally established and up and running, corrupt officials may demand cuts from the firm's earnings. Moreover, in order to establish and maintain good public relations, and for continued viability of the enterprise as a business concern, entrepreneurs may have to contribute to all sorts of charities and worthy causes that are unrelated to their line of work.

Bribe payments constitute a form of tax on enterprises. But they represent a pernicious type of tax as bribery deals have to be struck in a surreptitious way and bribe-givers cannot always be certain that bribe-takers will live up to their part of the bargain. It is also a regressive form of tax. Its burden falls more heavily on small businesses in trade and service sectors as these small entrepreneurs normally do not enjoy political patronage. Hence, corruption not only raises the initial costs of investment but by substantially increasing risks and uncertainty for a venture, can significantly reduce the incentive to invest.

For a poor country, talented local business people, managers, entrepreneurs, and industrialists represent a scarce and valuable resource. Their talents should not be wasted in rent seeking activities. They should be doing productive work. For them to invest and engage in productive work will require not only political stability but economic stability as well as a measure of predictability and honesty on the part of the government.² Surveys have also revealed that business people have to spend a lot of management time in discussions, negotiations and waiting for appointments with bureaucrats and public officials in corrupt regimes than in countries where there is less corruption (Gray and Kaufmann op. cit).

As for foreign direct investment (FDI), the benefits it can bring to a developing country are well known. FDI helps augment the much needed capital resources in a poor country. What is more important, it can also bring technology, knowhow and managerial and marketing skills that improve a country's international competitiveness, help develop valuable market outlets abroad, and strengthen foreign contacts and broaden the outlook of its business community. Moreover, foreign investment can increase employment opportunities, assist in improving labour skills, and can produce useful goods and services for the domestic market. It can also be crucial in building modern infrastructural facilities, establishing reliable energy generating and distributing systems, setting up high technology communication networks, providing efficient transport links with the rest of the world and in developing capital markets and business and financial services which are essential for a country to become a modern, developed nation. In short, FDI can play an important role in assisting a country to modernize and to more fully develop its productive potential.

The above advantages of FDI will be forthcoming to a country only if it provides a conducive climate for foreign investment. FDI will not come in a big way where policies are unclear and inconsistent, relevant and reliable economic information and data to plan and make sound business decisions are hard to come by, and the courses of action and measures the government is likely to pursue on the major issues facing the economy are difficult to fathom and to predict. Long term investment decisions cannot be taken under such conditions. Both the quantity as well as quality of foreign capital inflows into the country will therefore be adversely affected. The type of investment that foreigners would be willing to undertake in this uncertain economic climate would mostly consist of activities to exploit the country's natural resources or to engage in quick yielding ventures that have little beneficial spread effects and backward and forward linkages with the domestic economy. Investments in setting up facilities to assemble, package and label imported parts and components for export represent a good example. These activities bring little in the way of local value added, or in imparting skills and technology to help a poor country in its industrialization effort.

At a more fundamental level, corruption makes it difficult for a low income country to establish and maintain domestic and internationally acceptable "rules of the game" which are necessary for orderly and proper conduct of investment and business activities. This deficiency is believed to be an important reason why the least developed countries in the world are poor. It is also believed to be a reason why some of them will remain that way (Klitgaard op. cit).

Effect on the government budget

Corruption can have undesirable consequences on both the revenue and expenditure sides of the government budget. The consequences on the revenue side are more familiar. Paying bribes to reduce taxes, fees, dues, custom duties and public utility charges such as for water and electricity, are common in many countries. Bribes are also used to make illegal water, electricity, gas and telephone connections to have access to these facilities without paying for the services obtained. All these result in serious losses of revenue for the government. Fraud, embezzlement and misappropriation of public funds add to the losses.

The consequences on the expenditure side are more insidious. Corruption adversely affects the composition of government expenditure. This is because large benefits can be realized from corrupt deals on expenditure items that are expensive, whose costs are not readily apparent, and which are considered to serve some high national priority concern so that they have to be undertaken in a discreet and secretive way. Purchase of jet fighter aircraft, for example, ideally meets these requirements. This item is costly, it is not something that one can buy in a supermarket and find out its price, and it is required to safeguard national security – a high national objective which no one wants to compromise or to appear unpatriotic by questioning its usefulness. Moreover, acquisition of fighter

jets is politically sensitive and hence the deal has to be handled with considerable discretion. Large and expensive projects whose costs are hard to determine but with huge potential for kickbacks and economic rent are also good candidates for corrupt deals and hence for inclusion in the national budget.

On the other hand, not much money can be made by spending on teachers' salaries, in buying school textbooks, or on projects on rural preventive health care or training programmes to meet a shortage of a vital labour skill in industry. Corrupt regimes therefore tend to devote a large share of their national budget expenditures on acquiring sophisticated military hardware and on large projects, and less on education and health, and on other priority needs that would contribute towards overcoming critical bottlenecks in the economy and help ease hardships that most ordinary people face in their daily lives.

Social costs

In any society, there are laws and regulations to serve social objectives and to protect the public interest, such as building codes, environmental controls, traffic laws and prudential banking regulations. Violating these laws for economic gain through corrupt means can cause serious social harm. There are many instances of this throughout the Asia and Pacific region.

For example, there have been numerous cases where soil erosion, resulting from illegal logging, has led to whole villages being washed down hill sides in flash floods or buried in mud slides, taking a heavy toll in lives. Violating building codes through the connivance of corrupt officials and building contractors has resulted in collapse of apartment buildings, department stores and hotels in some countries. Failure to observe proper fire prevention and safety regulations has caused supermarkets, hotels and discos, filled with shoppers and customers to go up in flames. Overloaded ferries and passenger ships have sunk in seas and rivers all over the region. Paying bribes to operate un-roadworthy and poorly maintained public vehicles have led to accidents on the highways and buses plunging down ravines and gorges due to mechanical failure are common in many countries.

There has also been growing concern over corruption in large infrastructure projects such as dams and bridges. A huge project, estimated to cost over \$7 billion is a source of particular worry (Asiaweek, 9 April 1999). Shoddy workmanship, use of substandard materials and disregard for proper design and engineering specifications, due mainly to corruption, have caused bridges to collapse and dams to burst, resulting in heavy loss of life and property.

Obscure insider trading practices and financial scams that can result from poorly supervised financial systems also have serious economic and social consequences. People have lost their life savings and fortunes in financial scams.

This has led to massive street demonstrations and civil unrest in several east European countries. Lack of transparency, shady deals and corrupt practices have also been a contributing factor to the financial and macroeconomic crisis that has swept across East and South-East Asia.

Price controls, subsidized goods and black markets

It is a common practice in many developing countries to institute price controls and to provide essential goods and services at subsidized prices to consumers. The official price for a key food item, such as rice, is fixed by paying a low administratively set price to farmers, while gasoline, electricity and charges for public transport and other essential items are provided at low subsidized prices. These mostly benefit city dwellers as they are the main consumers of these subsidized goods and services. The urban bias in the provision of subsidized food and other necessities stems from the political reality that city dwellers, especially the large masses at the lower end of the income scale, are more politically conscious, better organized and are easier to be instigated into civil unrest than the rural poor. It is usually discontent in the cities that ignites social and political upheavals in a country.

Fixing prices at artificially low levels lead to demand exceeding supply for the subsidized goods so that the all too familiar shortages, rationing, corruption and black markets result. Several undesirable consequences follow.

First, there is a loss of potential government revenue. For example, when those that have access to subsidized gasoline, such as government officials and car owners, sell it on the black market at several times the official price, they make large profits. These profits could be expropriated as revenue by the government, if there is no subsidy, no price distortion, and gasoline is valued at its true opportunity cost, that is, charged by the government at its market clearing price.

Second, setting low farm prices on rice and other agricultural products, to provide cheap food for city dwellers, means farmers are subsidizing the people in the cities. Likewise, low prices set on gasoline and energy contribute to deficits in the government budget. When these deficits are met out of the general budget, is tantamount to the rest of the country, and especially the rural sector, subsidizing the consumption of these goods and services by the urban sector.

Third, fixing low prices on rice and agricultural products, in the wake of sharp increases in the prices of other domestically produced and imported goods (such as fertilizers), turns the terms of trade against farmers. This adversely affects their incentive to produce and hence agricultural output.

Fourth, low prices set on energy result in huge losses for the government enterprises engaged in this area. Consequently, they do not have the resources to invest in new facilities, to buy spare parts or to properly maintain existing machinery and

equipment that are falling into disrepair. Some machines and transmission lines that are still in use may have outlived their useful economic life. The outcome is frequent breakdowns, unreliable and poor service, and general inability to meet requirements in terms both of generating capacity and in the quality of energy produced.

Finally, under-pricing energy has other detrimental effects. Cheap energy leads to its uneconomic and wasteful use. Moreover, when energy prices are kept at a level much below cost for decades, there is little incentive for its users to adopt energy efficient technologies and methods of production. So they are not sufficiently prepared for the large price adjustment that inevitably comes when low prices are no longer sustainable due to an internal or an external shock. The result is disruption in production, more corruption as bribery will be resorted to in order to avoid payment of the higher charges, and increased inflationary pressures as higher energy costs will be passed on to consumers by raising prices.

Thus, price controls, subsidies and the corruption and black markets they generate, can lead to undesirable social and economic consequences. This also illustrates the point that dismantling controls, getting rid of subsidies, preventing price distortions, and “getting prices right” in general, form a key element in economic reforms and for the establishment of a properly functioning market economy.

Impact on economic reforms

Unfortunately, corruption places severe constraints on a country’s capacity to undertake economic reforms. This is because reforms require greater transparency, accountability, free and fair competition, deregulation, and reliance on market forces and private initiative, as well as limiting discretionary powers, special privileges, and price distortions – all of which will reduce opportunities for economic rent on which corruption thrives. The rich and the powerful, the main gainers of a corrupt system, will therefore oppose reforms.

V. Remedial measures

Corruption and poor countries

Although corruption exists in all countries it is more widespread in low income countries. This is not because people in poor countries are more corruptible than their counterparts in rich countries. It is simply because conditions in poor countries are more conducive for the growth of corruption. Bribery and graft are crimes of calculation and not of passion. Hence, when benefits are large, chances of getting caught are small, and penalties when caught are light, then many people will succumb.

Low income countries usually have highly regulated economies that give rise to large monopoly rents. Accountability in these countries is generally weak. Political

competition and civil liberties are often restricted. Laws and principles of ethics in government are poorly developed and legal institutions charged with enforcing them are ill-prepared to address this complex task. Watchdog organizations that provide information on which detection and enforcement for anti-bribery action is based, such as investigators, accountants, the press, and other civil society organizations, are not well developed and are sometimes suppressed. On the other hand, the discretionary powers of administrators are large, with poorly defined, ever-changing and poorly disseminated rules and regulations making the situation worse. Given these formidable constraints, what can be done to redress the situation?

Pessimistic view

Those with a pessimistic outlook will say “nothing much” and the matter is not worth the bother. Since the top leaders, key politicians and those in power, in collusion with leading international firms and prominent local business people are involved, and are reaping huge benefits from the system, chances of bringing about change appear remote. The pessimists point out that even in a country like Britain, it has taken over a hundred years to bring corruption under control (Gray and Kaufmann op. cit.). They also note the lack of substantive progress in anti-corruption drives that are underway in many Asian countries. One country, for example, has launched a major campaign for nearly a decade, but results achieved have fallen far short of expectations. The top leaders in this country have come out strongly against corruption in their public statements on many occasions, considering it a matter of the highest national priority and concern.

It is also reported that 35,084 cases of official graft and embezzlement were investigated in the country in 1998, out of which action was taken in 26,834 cases (Asiaweek, 9 April 1999). In addition, several prominent figures from the party, government, and the business community were arrested and persecuted. But the problem remains far from being resolved, and the country’s leaders would be the first to admit this. Thus, the Prime Minister has designated fighting corruption as one of the four overriding national objectives in the country’s development agenda for the coming years.

While campaigns against corruption have not met with much success, there have been worrisome developments on this front that make the situation appear more hopeless. In many countries, corruption has now reached new heights where rules and regulations are increasingly looked upon by public officials as a means to augment their low salaries. New rules are invoked and existing rules changed solely to generate income for themselves. Bribery and extortion have become institutionalized and take forms such as open requests for contributions and forced sale to the general public of unwanted and unnecessary articles at high markup prices as a means to raise revenue.

A basic difficulty with systemic corruption is that when the majority of people operate under such a system, individuals have no incentive to try to change it or to refrain from taking part in it even if everyone would be better off if there were no corruption. So people become resigned and try to make the best of a bad situation and to get on with their lives. Why bother changing something that can't be changed? Why bang your head against a wall? Why entertain a buffalo with harp music? Nothing lasts forever anyway, and so on, are the type of attitudes that prevail in such a society.

Optimistic view

But not everybody agrees that endemic corruption is in the nature of things and the unenviable lot of low income countries. These more optimistic people point out that there are developing countries in the world, such as Botswana and Chile that, at present, have less bribery than many industrialized countries. They note that developing economies like Hong Kong, China and Singapore have been able to transform themselves from being very corrupt to relatively clean within a reasonably short period of time. They also point to serious efforts at market reforms and development of democratic institutions that are taking place in many developing countries which everybody knows would reduce opportunities for economic rent and, thus, benefits to be derived from corruption. They are encouraged by many top leaders in the Asia and Pacific region that openly discuss corruption in their countries, freely admit that it is imposing a severe strain on the social and moral fabric of their communities, that it is destroying their institutions, and hence recognize it as a critical problem that must be urgently addressed.

Finally, the optimists also point out that campaigns against poverty, hunger, disease and injustice have been going on for decades and the fact that they have yet to yield satisfactory results in many parts of the world, does not mean that such efforts should cease. The fight against corruption, they say, should be viewed in the same light. No one claims it can be eliminated. But they believe it can and should be checked and brought under control so that the bad effects are minimized.

Remedial measures

Some ideas and suggestions that have been put forward by the members of the optimistic camp to fight corruption are as follows:

Leadership: For proper house cleaning and repairs, it is a good idea to begin by fixing the roof. Hence, many authors, including Professor Syed Hussein Alatas of Malaysia, a noted authority on corruption, are of the view that the leadership in a country has a key role to play in combating corruption (Alatas 1999). It is an Asian tradition to hold leaders and those in authority in high regard and esteem. Hence the top leadership must set a good example with respect to honesty, integrity and

capacity for hard work. Since fighting corruption will involve taking difficult decisions, the leadership must also display firmness, political will and commitment to carry out the required reforms. But honest and dedicated leaders are a necessary, but not a sufficient, condition to counter corruption. Several other conditions need to be satisfied.

Credibility: Credibility is one of them. For success, the offenders both on the demand and supply side of a corrupt deal must be convinced that the government is serious about fighting corruption. One suggestion towards this end is to “fry some big fish”, that is to publicly try and punish some well-known corrupt people in the country. Some highly publicized trials and convictions of important officials and businessmen on charges of corruption have taken place in several Asian countries. However, since allegations of corruption are often used to discredit political opponents, the suggestion is further made that the fish that is fried should preferably be from your own pond.

Involving people: A publicity campaign to create greater awareness on the adverse effects of corruption and a clear and unequivocal official pronouncement on the desirability to bring it under control would be helpful. Ordinary citizens have a lot of first-hand experience with corruption, they are a good source of information and their help and cooperation should be solicited for the successful launch of an anti-corruption drive. Once people are convinced that a sincere and genuine effort to combat corruption is underway, they will respond and extend their full cooperation in resolving the problem. Just a little opening up and providing opportunities for them to express their views on the matter will bring forth an outpouring of information, ideas and suggestions that will be beyond anyone’s imagination.

Responsible press: A responsible press to gather, analyze, organize, present and disseminate information is considered vital to create greater public awareness and to provide the momentum for undertaking reforms to overcome corruption. Secretiveness has been a key factor that has enabled public officials and politicians to get away with corruption. A responsible and an investigative press has played an important role in many countries, both developed and developing, in exposing misconduct as well as in serving as a watchdog to limit corruption and preventing it from getting out of hand. The press has not always acted in a responsible manner, and like everything else in this world, it is not perfect. Nevertheless, its power to limit misconduct and improper behaviour should not be underestimated.

Oversight bodies: Views on the effectiveness of anti-corruption oversight or watchdog bodies are mixed. There are instances where they have proved useful. For example, the Independent Commission Against Corruption in Hong Kong, China, and similar institutions in Botswana, Chile, Malaysia and Singapore are regarded as having done a good job. However, in surveys and interviews of public officials and members of civil society organizations, most respondents do not have

a high opinion of them. The prevailing view is that for such bodies to be effective, they have to be created in a political atmosphere where leaders are honest, civil servants are insulated from political interference, and better incentives are provided to discourage corruption. Otherwise, the oversight bodies will be rendered useless or worse, misused for political gain (Gray and Kaufmann op. cit.). An unwelcome situation can then arise and the country may have to appoint a watchdog to watch over the watchdog body.

Improving institutions: This is a very large area and only brief mention can be made of the relevant issues. It involves such things as improving the legal framework; smoother, less time-consuming and less burdensome ways to conduct business in the functioning of law courts and in the administration of justice; promoting efficiency of the police force; strengthening the auditor general's office; and appointment of a responsible inspector general empowered to investigate and prosecute corruption.

VI. Conclusion

A useful conclusion that has emerged from the current discussion and ongoing debate on the corruption issue is that corruption is a symptom of deep-seated and fundamental economic, political and institutional weaknesses and shortcomings in a country. To be effective, measures against corruption must therefore address these underlying causes and not the symptoms. Emphasis must thus be placed on preventing corruption by tackling the root causes that give rise to it through undertaking economic, political and institutional reforms. Anti-corruption enforcement measures such as oversight bodies, a strengthened police force and more efficient law courts will not be effective in the absence of a serious effort to address the fundamental causes.

Another observation that may be useful to bear in mind is that corruption is most prevalent where there are other forms of institutional weaknesses, such as political instability, bureaucratic red tape, and weak legislative and judicial systems. The important point is that corruption and such institutional weaknesses are linked together and that they feed upon each other. For example, red tape makes corruption possible and corrupt officials may increase the extent of red tape so that they can get more bribes. So, getting rid of corruption helps a country to overcome other institutional weaknesses, just as reducing other institutional weaknesses helps to curb corruption.

The main conclusion to be drawn is that undertaking reforms (both economic and political) by reducing institutional weaknesses offers the best hope to overcome corruption. Corruption will not disappear because of reforms. But reforms will bring it under control and minimize its adverse consequences so that the country can proceed with its efforts to become a modern, developed nation with a good chance of attaining that goal.

9.7 End unit assessment

1. In my country, different strategies have been adopted to combat corruption. These are the following:
 - Adoption of laws related to the investigation and punishment of the acts and forms of corruption;
 - Reporting the officers to authorities if they are found in the act of corruption
 - Avoiding giving them bribes and instead following the right channels when found in the wrong
 - Taking them to court
 - Dismissing them from work.
2. My society tries to be fair to everybody in the following ways:
 - By promoting friendship among competitors;
 - By promoting honesty and fairness in business transactions;
 - By enhancing business growth hence economic growth and poverty reduction;
 - By ensuring that good quality products are produced;
 - By lowering prices for consumers;
 - By making a wide variety of goods available for consumers, etc.
3. The advantages of fair competition are as follows:
 - It leads to friendship among competitors.
 - Respect for one another.
 - It promotes honesty and fairness in business transactions.
 - It encourages teamwork.
 - It promotes economic growth and poverty reduction. It can lead to significant reforms in the business world due to increased competition.
 - Fair competition helps consumers to get a good deal and contentment for what they spend. It ensures that good quality products are produced.
 - Fair competition leads to the urge of being better in the market. It encourages competitors to innovate. This reduces pressure on costs and produces more returns due to efficiency in production.
 - It lowers prices for consumers.
 - It enhances technological advancement.
 - Consumers have a wider variety to choose from; hence they become more informed on different qualities of products that can be available.

- There is availability of products in different prices, and therefore all classes of people are catered for.
4. The different ways in which the property rights enable a property owner to have control over his or her the property are as follows:

The right to use the property - this means that a property owner has the right to decide whether and how to use the property. For example, if someone owns a piece of land, it is within their right to decide whether to put the land to use or not and how to use it.

The right to earn income from the property-an owner of a property may decide to hire it out or put it to personal use.

The right to transfer the property to others - this is where someone decides to sell his/her property to someone else or even give it without any financial returns.

The right to enforcement of property rights - this means that one who owns a property has the right to exercise all the rights pertaining ownership of that property.

9.8 Additional activities

9.8.1 Remedial Activities

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

1. List three causes of corruption.
2. Give four consequences of corruption.
3. What is corruption?

Expected answers to remedial activities

1. Three causes of corruption are:

- Ambiguity of laws;
- Poor governance;
- The desire to serve personal interests rather than public interest at workplace. This may be due to weak supervision in the public sector.

2. Four consequences of corruption are:

- Corruption undermines human rights;
- Corruption leads to depletion of national wealth;
- Corruption undermines economic development, distorts political systems and halts infrastructural development;
- Corruption kills a person's sense of morality.

3. Corruption refers to a very broad range of behaviour that particularly has something to do with power misuse. Corruption is an ill that is eating a way most societies of the world, especially in the African continent. It involves the abuse of a position in order to gain an unmerited advantage through means that are illegitimate, immoral or unethical. It can be for personal gains or in favour of certain groups of people. It is mostly associated with bribery.

9.8.2 Consolidation activities

The following questions are suggested for enhancing development of competences:

1. When a person's property rights can be said to have been violated?
2. Explain three forms of corruption.
3. Define the concept of fair competition.

Expected answers to consolidation activities

1. A person's property rights can be said to have been violated when:
 - Someone destroys the property
 - Someone uses it without permission from the owner
 - Property such as land can also be infringed upon when:
 - Someone grabs the property (such as land)
2. Three forms of corruption are the following:
 - **Bribery:** It is arguably the most common form of corruption. Bribery involves two parties: the giver and taker of the bribe. A bribe is an illegal payment given to a person either directly or indirectly for him/her to act in a certain way, or refrain from acting in his/her official capacity. This can be to allow illegal businesses such as smuggling of goods or to be exempted from legal procedures such as taxes or licenses.
 - **Embezzlement:** This is theft or misappropriation of money and other resources put under one's responsibility but belonging to someone else. Embezzlement of funds is common in political situations where public money meant to be used in improving the standards of living of the citizens is misappropriated and used in personal projects by government officials. Apart from funds, human resource and public facilities can also be embezzled by being used to serve purposes other than the legitimate ones.
 - **Nepotism:** This is the practice of unfair distribution of resources or treatment of people that involves favouring closely related people in performance of one's official duties. It can be giving individuals or groups of individuals' jobs, promotions, or even salary increment based on the fact that they are related to you.

3. Fair competition means that the same rules and conditions are applied to all participants and that the actions of some do not affect the ability of others to compete. People can only compete fairly when all the advantages and opportunities are equally provided to all competitors. In trade, fair competition means a situation where business people compete on balanced factors such as price, quality and service. This means that there is no monopoly of business; rather, there is opportunity for all who are interested in the business. Healthy competition can improve a country's economic performance. Open business opportunities reduce the cost of goods and services and therefore contributes to improving the economy.

9.8.3 Extended activities

These are suggested questions for gifted and talented students.

1. What makes it difficult for people to realize their full property rights?
2. Imagine you have started a small business in your village. How would you promote fair competition in your business?

Expected answers to extended activities

1. The following reasons make difficult for people to realize their full property rights:
 - Lack of information on the need to get property rights (ignorance).
 - Long procedures in attaining property rights.
 - High fees charged to pay for property rights.
 - Exploitation of small businesses by big businesses and middlemen.
2. In order to promote fair competition in my business I will proceed in following ways:
 - Selling goods and offering services at the prevailing market price.
 - Selling quality goods.
 - Buying supplies from approved distributors.
 - Allowing others to sell similar goods near you or your vicinity.
 - Making goods available to customers at all times.

10.1 Key unit competence

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

10.2 Prerequisite

Before undertaking this unit, the learner should have knowledge on Computer safety and data sharing, and Network security and ICT in finance transaction in ICT. These topics will enable learners understand the concepts of network safety and sharing information on computers.

10.3 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.

- **Financial Education:** For example, in setting personal goals, learners may be requested to make a plan of what they plan to save, how much and when they plan to achieve their saving goals. Learners may describe strategies to reduce spending and increase savings to become financially fit. In every lesson, learners can share briefly their progress towards their goals: how much, strategies that worked and what needs to improve on.
- **Standardization Culture:** In every lesson take an opportunity to share with learners that standards should be respected since they are part and parcel of our lives. From school uniform, to class size, to lesson duration, language of instruction, among others. So always create opportunities to have learners discuss where standards apply and when they need to be cautious about standards during their everyday life. Throughout the unit, Standardization will be the opportunity to learn all concepts related to standardization Culture and to see how it can apply in different area.
- **Gender education:** Remind learners that both males and females have similar opportunities, rights and obligations in the workplace, and therefore need to be treated fairly and equally when dealing with contracts or resolving conflicts. People's opinion of gender roles should not deny or hinder one's right or responsibilities to meet his or her contractual obligations while teaching Citizenship.

- **Inclusive education:** Learners all need to realize that universal laws do not discriminate as they apply to all regardless of social, economic, political, physical background. Emphasis should be on how we all have the same rights. During the lessons of citizenship, learners may discuss and appreciate the need for citizens' duties and state's obligations and responsibilities in the development of the country.
- **Peace and Values:** Is defined as education that promotes social cohesion, positive value, personal responsibility, empathy, critical thinking and action in order to build a more peaceful society. Right before the lesson begins; there are quite a lot of opportunities for teacher to promote peace and values among learners. Being punctual for activities (time management), involvement in various activities (teamwork), keeping together their school environment clean (responsibility), greeting one another are among such opportunities (empathy). In a lesson, encourage learners to greet one another, create a conducive learning environment, clean the chalkboard, arrange the classroom, books, class work, among others. Also, in case of conflicts within a lesson, take time to address the conflicts and discuss with learners the need to resolve conflicts amicably. You may also give learners an opportunity to participate in conflict resolution and decision making.

10.4 Guidance on the introductory activity

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

Possible answer of the introductory activity:

This activity introduces learners to some issues that will be addressed later in the unit.

Financial scams is a critical area of study because financial scammers are increasingly conning people especially with the increased use of the internet for social interaction and transacting business. This activity brings to light the different ways in which people are conned off their money by con people.

10.5 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Concept and types of financial scam in the world today and identity fraud	Explain the concept and types of financial scams, and identity fraud	2
2	Impact of financial scams of individuals and families	Explain the impact of financial scams on individuals and families.	1
3	Steps to take when you are a victim of financial scams		1
4	Methods of protecting oneself from financial scams and identity fraud		1
5	End unit assessment		1

10.5.1 Concept and types of financial scam in the world today and identity fraud

a) Learning objectives

Explain the concept, identify types of financial scams fraud

b) Teaching resources

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on financial scams will be used. Braille materials can be availed if there are impaired learners.

c) Learning activities

Questions.

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

Procedure and possible answer:

Step 1: Let learners carry out Activity 1 of the Student's Book in pairs. Ensure that each pair of learners writes notes for class presentation. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Ask each pair of learners to present their points to the class and allow as many responses as possible from the rest of the learners. Correct the learners' responses where necessary.

Step 3: Explain the concept of financial scams to the learners. Ensure learners understand this concept and can give examples.

Synthesis: Recap the concept of financial scams. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Expected answers/ Answers to Activity 10.1

1. Dating and romance scams, advance fee scams, pyramid schemes scams, door- to-door sales scams, identity fraud
 - Expect varied answers.
 - Secretly guarding their personal identification documents e.g. ATM cards, national identification cards.
 - Being conscious of financial scammers from time to time. Being careful when carrying out financial transactions. Verifying official sources/ business contacts

Application activity10.1

Questions:

Identify other types of online financial scams prevalent in the world.

Answer:

- Cheque cashing scams – Fraudsters tell victims to deposit cheques and wire the cheque proceeds. The victim will have to pay the equivalent cash of the cheque deposit.
- Love Scams (romance) – romantic relationship with victims develop and eventually requesting money or personal information which they may use to scam their victims.
- Lottery scam – Fraudsters send victim emails stating that they have won certain prize and ask them for funds to facilitate processing.

- Work at home scams – They claim to offer work at home employment through fake websites and they ask for a fee to officially process their employment.
- Technological support scams – Fraudsters present themselves as technical support staff for known software or hardware vendor and eventually scamming the victim.
- Charity scams – Fraudsters create fake philanthropic institutions or services. For example, they can interest someone to be helped to get a visa or permanent residence in western country, like Canada, USA, etc. Then, they will ask him/her to send some money for services. After the operation, the scammers disappear. Generally, the sum claimed by scammers is small but this kind of scam is done to a great number people in the world. A large number of victims of charity scams is from African young people incited to travel to western countries.

10.5.2 Impact of financial scams on individuals and families

a) Learning objectives

Explain the impact of financial scams on individuals and families.

b) Teaching resources

Learner’s textbooks, internet, testimonies, reports, press media, tactile materials, documentary films on different consequences of financial scams. Braille materials can be availed if there are impaired learners.

c) Learning activities

Discuss with the learners the impact of financial scams to individuals and their families. Ensure all learners participate in the discussion and can give relevant examples where possible.

Answers to the learning activity10.2

Learners and teachers may raise these kinds of impact and discussed them: financial loss, individuals and businesses may experience bankruptcy, loss of employment, mental health problems, stress and emotional problems

d) Application activity:

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

Learners will be asked to check on internet, in textbooks, public and private institutions the information and reports related to impact of financial scams. After that, learners will give their own comments and points of view on the issue. Provide possible insights for findings

10.5.3 Steps to take when you are a victim of financial scams

a) Learning objectives

Describe measures one would take to ensure that they protect themselves from financial scams and identity thefts.

b) Teaching resources

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on financial scams. Braille materials can be availed if there are impaired learners.

c) Learning activities 10.3

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

Answer:

The teacher was asked to accompany learners to nearest bank or mobile banking customer service agent to get information on what to do to avoid being a victim of financial scam.

Arriving to the financial institution, the learners, with a help of teachers will brainstorm on the right person to find the relevant information.

The person will explain to the learners the steps to observe when someone is victim of financial scam. Learners and teachers will discuss the bank agent referring to what they learned in the class such as:

- Writing detailed and clear information of the scam to be submitted to relevant authority.
- Reporting should be fake online scam and websites
- Being extra careful and cautious of people who might be attempting to lure you into financial scams.
- To educate yourself comprehensively about financial literacy and knowledge of financial scams and identify frauds.
- To learn how to protect yourself from future possible scams and frauds.
- Be on the lookout for possible scams such as miracle cures, fake weight-loss pills, deceptive lotteries, fake charities, gambling or sweepstake tickets and pyramid schemes.

Application activity 10.2

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

Answers to the application activity 10.3

Learners will be asked to present schematically the way to follow when you become a victim of financial scam and indicate, according to location of their school, where the poster may be fixing.

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

a) Learning objectives

Identify methods of protecting oneself from financial scams and identity frauds and describe measures one would take to ensure that they protect themselves from financial scams and identity thefts.

b) Teaching resources

Learner's textbooks, computer, internet, testimonies, reports, press media, tactile materials, documentary films on financial scams will be used. Braille materials can be availed if there are impaired learners.

c) Learning activities

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

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

How would you treat such a text message or email?

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

Procedure and possible answer:

Step 1: Let learners carry out this Activity in pairs. Ensure that each pair of learners writes notes for class presentation. This activity enables learners to acquire the following competences: co-operation, communication skills, lifelong learning and critical thinking.

Step 2: Ask each pair of learners to present their points to the class and allow as many responses as possible from the rest of the learners. Correct the learners' responses where necessary.

Step 3: Explain the methods of protecting oneself from financial scams. Ensure learners understand the methods explained in student book.

Synthesis: Recap the methods of protecting oneself from financial scams and identity fraud. For the areas that learners are having difficulties, explain them one more time before giving an assessment exercise.

Expected answers

1. Dating and romance scams, advance fee scams, pyramid schemes scams, door- to-door sales scams, identity fraud
2. a) Expect varied answers.
b) Secretly guarding their personal identification documents e.g. ATM cards, national identification cards.
c) Being conscious of financial scammers from time to time. Being careful when carrying out financial transactions. Verifying official sources/business contacts

Application activity

Questions:

Identify other types of online financial scams prevalent in the world.

Discuss how people lose their money to financial scammers through the seven types of financial scams identified above.

Explain reasons why people in Rwanda are vulnerable to the types of financial scams identified in question (1) above.

Answer: Cheque cashing scams Fraudsters tell victims to deposit cheques and wire the cheque proceeds. The victim later on will have to pay the equivalent cash of the cheque deposit. Love Scams (romance) romantic relationship with victims develop and eventually requesting money or personal information which they may use to scam their victims. Lottery scam Fraudsters send victim emails stating that they have won certain prize and ask them for funds to facilitate processing. Work at home scams They claim to offer work at home employment through fake websites and they ask for a fee to officially process their employment. Technological support scams Fraudsters present themselves as technical support staff for known software or hardware vendor and eventually scamming the victim. Charity scams – Fraudsters create fake.

10.6 Additional Information

In every economy of the world today, financial scammers and identity fraudsters prey on individuals, families, private corporations and public corporations to deceptively and secretly rob them of their money. Today, many people have lost a lot of money to financial scammers and identity fraudsters. Victims of financial scams and identity frauds have been unknowingly lured into cleverly and deceptively designed schemes where they have lost their hard earned money and savings. It has been observed that financial scammers and fraudsters continuously change tactics to create new financial scams and identity frauds. The main purpose of this unit is to sensitize learners on the current and most common financial scams and identity frauds in world. The content in this enables learners to identify fraudsters and financial scams and safeguard themselves from such people. Let learners survey the local, national and international environment and identify some of the financial scams and identity frauds. This will help in citing relevant examples within learners' experiences.

10.7 End 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.

Answers to end unit Assessment Exercise

1. Financial fraud is an attempt to deceive another for financial gain e.g. selling a piece of land that does not exist using fake documents such as title deeds while identity theft is the illegal use of someone else personal identification details in order to obtain money.
2.
 - Financial scams: Investment scams, online dating and romance scams, online banking payment, advance fee scam, online shopping scam
 - Identity fraud: hacking, identity document fraud, ATM card skimming, phishing, shoulder surfing
 - Creation of fake social media accounts, identify theft, hacking, ATM and credit cards skimming, phishing
 - Investigative and prospective phases of the justice process are complex and at times don't result in financial outcome that favour the victim. Emotional stress to the victim such as fear of blame by close persons like relatives, friends and neighbours. Some victims feel that the losses are not much to warrant reporting. Some victims feel that they are the ones to

blame so they see no need of reporting.

- Some security personnel collude with fraudsters in carrying out financial scamming. Most fraudsters are highly educated and professional experts in the fields of technology who may have been dismissed by previous employers on unfair grounds. Financial challenges in the security arm of the government bar them from employing the up-to-date methods of fighting financial scams. Fraudsters are more sophisticated in their technologies of financial scamming
- Trust (such schemes involve close family members, neighbours and friends who influence each other to join the investment schemes). Pyramid schemes compared to other small-scale investments offer favourable returns which lure individuals into joining them. Some individuals are blinded by greed for money.
- Help them to recover psychologically. Help them to create fraud files which contain fraudsters details and time of event. Inform them of their rights e.g. carry on to prosecute the fraudsters. Encourage them to follow up the case even after a long time
- Identify financial scammers and fraudsters in the society. Be conversant with the reporting system which detects frauds and financial scamming. Implement basic measures such as security of passwords. Hire professional experts to examine validity of documents such as title deeds, certificates, checks. Should have skills in fraud detection methods. One should be informed of the current areas of fraud e.g. mobile and online banking, dating and romance sites.

10.8 Additional activities

- **Remedial Activities:**

Discuss how financial scammers and fraudsters secretly operate in world today.

Expected answer:

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

- **Consolidation activities**

Question 1: How do mobile banking service providers ensure there is safe transfer of funds by their customers?

Expected answer:

Creation of platforms where security words and Personal Identification Numbers are entered during transactions. Some service providers have created cross checking of identity of recipients before completing transactions. Completed transactions can be reversed when errors have occurred during transactions. Sensitising customers not to reveal their secret passwords to anybody including the employees of the mobile banking service providers. The following questions are suggested for enhancing development of competences

Question 2: Assess the disadvantages of online banking in the world today.

Expected answer:

Risks of hacking of one's bank account. Applications used in online banking need to be updated regularly. Most people are still apprehensive of the latest technologies such as online banking. Online banking is used by the literate people especially those who are versed with modern technologies.

Extended activity:**Questions**

Suggest measures the government of Rwanda should do in order to minimize the challenges of financial scammers and identity fraudsters

Suggest measures the government of Rwanda should do in order to minimize the challenges of financial scammers and identity fraudsters

The teacher may conduct students' discussion on measures that the government of Rwanda should do in order to minimize the challenges of financial scammers and identify fraudsters. As examples, the students should suggest

- Training on the issue in umuganda, public and private institutions
- Public display
- Requesting financial institutions to train security and customer care agents on how to minimize the challenges of financial scammers and identity fraudsters
- Requesting financial institutions to train security and customer care agents on how to minimize the challenges of financial scammers and identity fraudsters

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