**BDCPC301 - CITIZENSHIP**

**BDCPC301 - Apply Citizenship**

**Competence**

**RQF Level: 2 Learning Hours**

**30**

**Credits: 3**

**Sector: All**

**Trade: All**

**Module Type: Complementary**

**Curriculum: All**

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**Issue Date: December 2022**

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| **Purpose statement** | This module describes the knowledge, skills and attitude required to explain social cohesion, to examine conflict management to analyze individual and society and to describe the concept of disability and inclusive education. | | | | | |
| **Learning assumed to be in place** |  | | | | | |
| **Delivery modality** | Training delivery | | 100% | Assessment | | Total 100% |
| Theoretical content | | 30% | Formative assessment | 30% | 50% |
| Practical work: | | 70% | 70% |
| * Group work and presentation | 20% |
| * Individual work and presentation | 50% |
|  | | Summative Assessment | | | 50% |

**Elements of Competency and Performance Criteria**

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| **Elements of competency** | **Performance criteria** |
| 1. Explain social cohesion | * 1. Concept and factors of social cohesion are clearly explained in line with Rwandan moral values |
| 1.2. Challenges to social cohesion are adequately analyzed in line with Rwandan moral and cultural values . |
| 1.3. National and humanistic values are properly examined in line with moral and cultural values |
| 1. Examine conflict management | 1. 2.1. Concept and phases of conflicts are clearly defined in social context |
| 2.1. Types/Levels of conflicts are appropriately analyzed in social context |
| 2.2. Causes of conflicts are clearly explained in social context |
| 2.3. Consequences of conflicts are properly examined in social and moral context |
| 2.4. Management and transformation of conflict are adequately identified in social context |
| 2.5. Conflict Prevention is clearly discussed in social context |
| 1. Analyze individual identity and society | 1. Individual identity and multiple identities are properly explained in social context |
| 3.2. Roles and responsibilities of the individual at different levels are clearly explained in social context |
| 3.3. Consequences of making choices and various influences on the individual are properly discussed in social context |
| 3.4. Types of manipulations and process of decision making are appropriately discussed in line social and moral values |
| 3.5. Personal responsibility is clearly described in line with social and moral context |
| **4. Describe the concept of disability and inclusive education** | * 1. Some of the concepts of disability and inclusive Education are clearly defined in social context |
| * 1. Types of disability is clearly explained in social context |
| * 1. The causes of disability are appropriately discussed in social context |
| * 1. The effects of disability is clearly explained according to moral behaviors |
| * 1. Measures to prevent disability are properly identified in line with social and political context |

**Ce content**

**Course content**

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| **Learning outcome** | **At the end of the module the learner will be able to:**   1. Explain the social cohesion 2. Examine conflict management 3. Analyze individual and society 4. 4.Describe the concept of disability and inclusive education |

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| **Learning outcome 1: Explain social cohesion** | | **Learning hours: 7** | |
| **Indicative content** | | |
| * Explanation of concept and factors of social cohesion * Concept of social cohesion * Factors for social cohesion * Society norms * Positive values * Human rights * Religious values * Analysis of challenges to social cohesion * Individualism * Discrimination * Social injustice * Examining the national and humanistic values * Resilience, Benevolence * Repentance, Forgiveness * Reconciliation, Consensus-building * Active listening, Inclusiveness * Empathy | | |
| Resources required for the learning outcome | | |
| **Equipment** | * Braille materials * Jaws software * Sign language | | |
| **Materials** | * Chalks * Markers | | |
| **Tools** | * Books * Poems * Media * Stories * Songs * Charts * Maps * Globes | | |
| **Facilitation techniques** | * + Lectures   + Individual and group work   + Individualized   + Group discussion | | |
| **5Formative assessment methods** | * Written assessment * Oral presentation | | |

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| **Learning outcome 2: Examine conflict management** | **Learning hours: 10** |
| **Indicative content** | | |
| * Definition of concept and phases of conflicts * Definition of conflict * Phases of conflicts * Triggering Event * Initiation Phase * Differentiation Phase. * Resolution Phase * Analysis of the types/Levels of conflicts in the society. * Inner or intrapersonal conflict * Interpersonal conflict * Intragroup conflict * Intergroup conflict * Intra-national conflict * International conflict * Explanation of the causes of conflicts * Differences in perception * Excessive competition * Differences in goals * Interdependence of tasks * Habit patterns * Personal characteristics * Examination of the consequences of conflicts * Positive consequences of conflicts * High degree of cohesion * Improvement in quality of decisions * Emergence of leaders * Response to change * Increased productivity * Releases strain * Negative consequences of conflicts * Mental strain * Discontentment * Communication breakdown * Resignation * Distorted perceptions * Competitive struggle * Subordination of group goals to individual goals * Threat to group survival * Identification of the management and transformation of conflict * Meaning of key concepts * Conflict resolution * Conflict management * Conflict transformation * Methods of conflict management * Accommodating * Avoiding * Compromising * Competing * Collaboration * Negotiation * Mediation * Arbitration * Guidance and counselling * Talking to others about the conflict * Discussion of the conflict prevention * Direct or operational conflict prevention * Direct prevention of conflict uses mediators. * Structural conflict prevention * Effective and efficient communication * Emotion management * Values Education * Transparency and accountability | | |

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| Resources required for the indicative content | | |
| **Equipment** | * Braille materials * Jaws software * Sign language |
| **Materials** | * Chalks * Markers |
| **Tools** | * Books * Poems * Media * Stories * Songs * Charts * Maps * Globes |
| **Facilitation techniques** | * + Lectures   + Individual and group work   + Group discussion |
| **Formative assessment methods** | * Written assessment * Oral presentation |

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| **Learning outcome 3: Analyze individual identity and society** | | **Learning hours:7** |
| **Indicative content** | | |
| * Explanation of individual identity and multiple identities * Definition of concepts * Individual identity * Multiple identities * Explanation of roles and responsibilities * Roles of identities * Helping in household chores * Participation in extra curricula activities for learners * Participation in community activities * Help to conserve the environment * Promote peaceful coexistence among members of the society * Personal responsibility * Agency * Self-control * Honesty * Accountability * Moral duty * Civility * Reasonable Expectations * Diligence * Risk management * Introspection * Extrospection * Motivation Knowledge * Discussion of consequences of making choices * Taking drugs leading to drug addiction * Making wrong career choices * Contracting HIV and AIDS * Unwanted pregnancy * Discussion of the types of manipulations and process of decision making * Using sympathy and guilt * Indifference * Criticism to gain control * Identify the problem or opportunity * Research * Analyse the information * Develop options * Decide * Implement * Description of personal responsibility | | |
| Resources required for the indicative content | | |
| **Equipment** | * Braille materials * Jaws software * Sign language | |
| **Materials** | * Chalks * Markers | |
| **Tools** | * Books * Poems * Media * Stories * Songs * Charts * Maps * Globes | |
| **Facilitation techniques** | * + Lectures   + Individual and group work   + Group discussion | |
| **Formative assessment methods** | * Written assessment * Oral presentation | |

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| **Learning outcome 4: Describe the concept of disability and inclusive education** | | **Learning hours: 6** | |
| * Definition of the concepts of disability and inclusive Education * Disability * Inclusive education * Explanation of the types of disability * Physical disability * Sensory disability * Mental disability * Development * Discussion of the causes of disability * Accidents * Illness * War * Injections and medicines * Birth related * Bacterial and viral infections * Inherited disabilities * Natural disasters * Life style * Disputes * Poisons * Poverty and * Explanation of effects of disability * Unable to move without mobility aids like wheel chair * Regular hospitalization * Feeling inferior in society * Some people refuse to employ disabled persons * Lead to death as result to starvation * Sexual harassment or abuse * Identification of the measures to prevent disability * Vaccination and immunization * Proper hygiene * Safety measures * Seeking timely medication * Improving on the feeding habits * Sensitization * Living in harmony | | |
| **Resources required for the learning outcome** | | |
| **Equipment** | * Braille materials * Jaws software * Sign language | | |
| **Materials** | * Chalks * Markers | | |
| **Tools** | * Books * Poems * Media * Stories * Songs * Charts * Maps * Globes | | |
| **Facilitation techniques** | * + Lectures   + Individual and group work   + Group discussion | | |
| **Formative assessment methods** | * Written assessment * Oral presentation | | |

**References:**

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3. Shamay-Tsoory SG, Aharon-Peretz J, Perry D. Two systems for empathy: A double dissociation between emotional and cognitive empathy in inferior frontal gyrus versus ventromedial prefrontal lesions. Brain. 2009;132(PT3): 617-627. doi:10.1093/brain/awn279
4. Shuayb, M. (2012). Rethinking Education for Social Cohesion: International Case Studies. Basingstoke, UK: Palgrave Macmillan.