

Emerging Issues Resource Book Distance Education 1st Year Modules 1 and 2



Photo by Ronja Hoelzer



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Unit 1: Course Background

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand why Emerging Issues has been developed as a course
- Know the themes involved in the course

Introduction: Emerging Issues is a new non-traditional subject in the teacher training in Sierra Leone and a behaviour change programme. In this unit we will look at the development process of this course and why it has been decided that this is necessary.

Activity 1: Philosophical Background Sierra Leone is a post-war nation in the process of reconstruction. To help us to look to a constructive future we need to change our current destructive behaviours. Think about all the destructive behaviours practised by Sierra Leone. Think about what we do that increase our level of poverty, what we do that decreases our quality of life in terms of the environment and so on. Write them in under these headings

Human Rights	Civics and Democracy	Gender	Health and Environment

What you have outlined is, in fact, the Emerging Issues course. The course has been developed along the four themes of Human Rights, Civics and Democracy, Gender and Health and Environment. The content of this course together with the methodology (the theme called principles and pedagogy) is the basis of behaviour change. It has become a paramount concern for the government to change attitudes that will ultimately lead to a change in behaviour.

Activity 2: Structure: The course is designed for both trained teachers and untrained and unqualified teachers. It will be taught as a core subject in the pre-service course as well as in Distance Education. Because this is a core subject it carries four credit points per week. In addition, at least for some years, there will be an intensive inservice course offered so that qualified teachers can up-grade.

In this course learners will have the opportunity to:

- Understand an integrated and holistic learning approach
- Experience positive and constructive relationships with other learners
- Reflect on the teaching and learning in order to promote the internalising of constructive attitudes and behaviours
- See the links between education policies and their implementation strategies.

Conclusion

Welcome to this course and we hope that you enjoy this course!

Unit 2: Introduction and Expectations

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Have met the other students
- Share their expectations of the course
- Have a basic understanding of the course

Introduction:

The themes in emerging issues are processes and process learning requires internalising of skills and knowledge so that behaviour change can occur. This course is to help the students refine their own skills and to upgrade their knowledge so that they can change their own behaviour and through this and with the support materials also help their students (the trainee teachers) to develop constructive behaviours.

Activity 2: Expectations:

List the top 5 expectations that you have for this course. Keep these for the end of the course.

Conclusion

Explain that this course on Emerging Issues should provide an opportunity to learn new things, to share ideas and learn how to change our behaviours constructively.

Unit 3: Principles of Learning

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Have a basic understanding of the principles of learning
- Understand these principles in order to apply them in facilitation

Introduction There are similarities between the way we learned as children and the way we learn as adults. This is especially true of the informal learning we did as children (often before we went to school). The following activity will give us an insight into the principles of learning that we all knew when we were children but that perhaps we have forgotten since.

Activity 1: How Do You Learn? Think of a single thing, such as swimming or washing that you learned when you were young that you can still do today (not a subject or a course) and then fill in the chart. Ask students to look especially at the sections “How did I learn?”, “Who taught me?” and “Why did I learn?”

What did you learn?	
How did I learn?	
Who taught me?	
Why did I learn?	

Identify the principles: *motivation for learning, relevance to daily life, respect for the ‘teacher’ and practice.*

Conclusion Point out that the principles of internalised learning are the same now when they are adults – and that if they successfully learned this way as a child they probably still learn effectively the same way. It is this way that we need to use in emerging issues because it is proven to be effective.

Unit 4: Education Theory

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Have a basic understanding of education theory
- Understand how this affects how we deal with Emerging Issues

Introduction

Schools are not a very old tradition. They were developed in Europe after the Industrial Revolution when society and the economy changed and workers were needed who had different skills than could be found by traditional education (where parents teach children). Schools have been adopted because they are a useful way of preparing children to 'fit into' a modern world. The question we need to ask is whether schools as we know them are the most effective way to teach our children for a world that none of us can really predict.

Activity 1: Why Schools? Schools are now seen to give a general holistic education, rather than training for a specific job and this general education includes knowledge, skills values and attitudes. The values are not always those of the culture from which the children come and this sometimes causes some alienation between children and parents.

The knowledge and skills are often focussed on what needs to be transferred in order to live successfully – so we learn to read so that we can understand health and money messages, we learn to do mathematics so that we can run a business ... but why do we learn geography and history? [Because it is important to know about our own country and region and to help us to understand the challenges of the future]

Assignment: Write 200 words in response to these questions.

Are 'schools' a part of our culture?

If it is a part of our culture why are so few people literate?

How old is the idea of formal education in Sierra Leone?

Why does school mean rote learning and not questioning and being obedient in our culture?

Does this attitude affect how we learn?

Does this 'traditional schooling' contradict how people learn effectively? (Think back to principles of learning).

Conclusion Schooling is now considered to be a socialising institution (along with the family, the religion and the community). This is part of the reason that we are teaching Emerging Issues – because the topics contained in this course are considered necessary. We are teaching a form of socialisation.

Many parents understand that schools are socialising institutions even if they have never attended schools themselves, this is why some parents do not want their children to go to school or why boys are allowed to go to school but girls are not. When discussing this with parents in your community, remind them that while it is important for boys to go to school as they will have to provide for their families when they are men, girls grow up to be mothers and they are the first teachers of the children. If they are educated then so will be the children of the next generation. This is how a country and a society can be rebuilt.

Unit 5: Education Theory II

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Have some knowledge of education theory
- Have some knowledge of curriculum theory
- See the development processes involved in Emerging Issues.
- Understand how Emerging Issues fits into the curriculum model

Introduction In the last unit we looked at why we have schools – in this unit we will look at how curriculum is developed so that we can understand why Emerging Issues has the plan that it does.

Activity 1: What is the difference between schooling and education? What is the first thing children learn when they come to school? Actually what children learn is not some facts but how to conform – how to fit into the group that we call school. Education on the other hand asks people to think; to critically analyse, to come up with new ideas and new ways of doing things. This is almost opposite what schooling asks for.

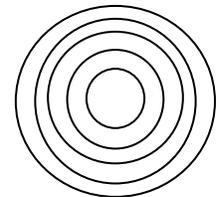
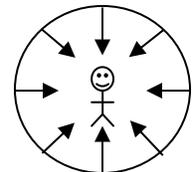
Develop two lists – one for what schools require (schools as we know them in Sierra Leone) and one for education. **This is a self-check activity**

Schools	Education

Emerging Issues is actually educating people for the future – not schooling them for yesterday.

Activity 2: How this curriculum is developed? Emerging Issues is based on the same principles as most curricula around the world. It is a spiral curriculum, where the concepts are built from a base of concrete examples. Because in this instance it is designed for teachers, the spiral has different examples and aspects. For example, when we look at Human Rights we look at the general foundation of Human Rights and then we look at the specifics

The spiral curriculum model was developed by Hilda Taba. The theory is that as children are initially self-centred and only slowly understand their place in the world, in the same way they learn should start with themselves and slowly move out to encompass their world. If you look at the social science curriculum this is most clearly represented: it starts with the individual and then studies, the family, the school, the village and eventually the country, the region and the world. This is responding to the original level of ego-centricity of the child and then moves as the child develops to the level of 'interaction'. We hope that as the affective and ethical domains impact on the child's learning then the child achieves a 'balance' – it is at this level that the child manages to see themselves in relation to others and so understands why behaviour change can be necessary.



The curriculum being spiral works through each of these levels while dealing with the same topics but at different levels so that students learn the same concepts but at a higher level of understanding, appropriate to their cognitive development.

Generally in education there is an understanding that the knowledge and skills taught have their concept reinforcement in the real world. So there is an understanding that there will be a

transfer of knowledge from the specific to the general. This is not always so. Most of us see this in our daily life. Learning the rivers of a country does not necessarily mean that you know which river you happen to be crossing at a particular time. Just because you learned addition in mathematics does not mean that you can automatically add up how much you will spend in a shop when you buy several things.

In traditional subject areas the transfer of knowledge is assured within the subject, as it is used as a basis for the next 'block' of knowledge. Between subjects it is often not used.

The evidence is overwhelming that children will not necessarily undertake a transfer of information. This is especially true when there is no support within the society for the information. We have to create opportunities for learner to practice the transfer of information and the constructive behaviours that this requires. This is the point of emerging issues as a course: it provides the knowledge, skills, values and attitudes and provides the safe space for the learner to practice the behaviours that result.

Conclusion The theoretical aspects of the emerging issues course are important only because they can reinforce for you the learner, that this course may have new content, but that we think the content is relevant, a new methodology, but we know that this reflects the research about how people learn, but the foundations on which it is built are the same foundations as other subject areas.

Unit 6: Experiential Learning

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand the reasons for using experiential learning
- Understand their role in developing a learning situation that supports true learning

Introduction

We are going to look at various types of learning so we understand more about experiential learning. For this experiment it is better to work with another person at your school if possible. Each person will need a 1 metre length of cord or thin rope.

Activity 1: Tying a bowline knot

Ask the friend to read the instructions slowly and clearly not to repeat or demonstrate. Could you tie the knot from the instructions?

This is a lecture – generally very few people learn by using the lecture method.

Now read the instructions: this is ‘research’ and you may do better so try again.

Now you have had a lecture with follow up reading; still only a few people can usually succeed in tying the knot.

Together with your friend keep working by practicing until you can tie the knot. This is experiential learning. The reason for experiential learning is so that everybody can actually be successful and that they own the information and skill. Emerging Issues is based on experiential learning.

How to Tie a Bowline Knot

Take a length of rope and put it around an upright (such as a table or chair leg).

Hold the rope so that the longer end is in your left hand and the shorter end in your right hand.

Make a loop with the piece in your left hand.

Hold the place where the rope crosses at the loop between your thumb and forefinger.

Hold the loop flat.

Take the piece in your right hand and pass it up through the loop.

Now pass it under the straight piece next to the loop and then down through the loop.

Hold both pieces in one hand and slide the knot towards the upright.

You have now successfully tied a bowline knot.

Unit 7: Behaviour Change Programmes

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand how to help develop constructive behaviours
- Understand the key components of behaviour change

Introduction We have already discussed how active learning is the way we learned effectively. There are four thematic areas in Emerging Issues plus Principles and Pedagogy. Each was chosen because it is an area of concern to the Ministry of Education and they are concerns because the behaviour and understanding of the people of Sierra Leone is not constructive. We are attempting to build a new Sierra Leone and that requires new information, new skills and a new methodology.

Activity: What helps behaviour change? Think of a situation where you have changed your behaviour as the result of some learning. For example, if a small child is rewarded for bringing a flower to her mother, then that child changes her behaviour so that she will try bringing other things to her mother and the more she is rewarded the more she will try to do these things. Similar learning and behaviour change takes place with a negative experience – then the child will not repeat the action that created the experience. This is not the same as punishment – the child is punished as a consequence of the behaviour – it is the experience itself that provides the learning.

Self-check activity: Identify two or three situations and then identify the things that each situation has in common in terms of the behaviour change process. List the elements of the process.

Activity 2: Applying the Key Components of Behaviour Change: Assignment:

Devise an outline strategy using the key components that you have identified, to teach a unit on the misuse and abuse of drugs.

Conclusion All of the learning in this course is about changing behaviour: we need to use the principles that we have just discussed.

Unit 8: Teachers as Change Agents

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand what is involved in being an agent of change

Introduction In the last unit we looked at behaviour change in individuals because Emerging Issues as a course is about behaviour change. But long before this course was developed, teachers have been expected to be agents of change. After all, we send our children to school expecting that they will change - they will learn things and so change. Unfortunately, the change is not always positive. Most parents around the world will say that their children develop a 'smart mouth' after going to school, that they learn bad behaviour from other children and so on. But education is about developing the best human beings we can and as teachers that is our role. So we are change agents. In Emerging Issues we are asking for major changes – because the topics in Emerging Issues are life-saving and life changing; so we need to understand our roles as change agents very clearly.

Activity 1: What makes us change? From the last unit on behaviour change, we understand what makes us change our behaviour. In this activity, we are looking at what type of person would make us change our behaviour.

Think about what sort of people would make you change your behaviour. For example, we use 'sports stars' to tell children not to take drugs – in the hopes that the children, who look up to and admire the sports stars will change their behaviour and be drug free. Identify the key elements that you would need to change their behaviour. **This is a self-check activity**

Activity 2: Becoming an agent of change Show the group this quote and ask them what this means in relation to themselves as change agents.

When I was a child I thought I could change the world.
When I was a youth I thought I could change my country
When I married I thought I could change my family
Now I am dying and I realize that I can only change myself
And perhaps by changing myself I could change my family,
And then my country and finally the whole world
Inscribed on a twelfth century tomb.

Any change has to come first from within; in fact, it is not actually possible to change anybody else's behaviour (which is quite depressing from an education point of view).

If we cannot change anybody else's behaviour what can we do? After all we have a whole course which is about behaviour change.

Think about the phrase "values are caught not taught" – does this make any sense in this context?

Conclusion [05 minutes]

Being a change agent means understanding that every word you say and every action you take must be consistent with the behaviours you are trying to encourage. As we will see in this course that has a major impact on us as teachers and as human beings.

Unit 9: Code of Conduct

Principles and Pedagogy

Objectives: By the end of this unit, you will:

- Explain the idea of a Code of Conduct
- Identify the elements of a CoC

Introduction: The idea of a Teacher's Code of Conduct has, for a long time, been measured only by judging unacceptable behaviour such as drunkenness or smoking in the corridors. But a true Code of Conduct is constructive and requires much more. A Code of Conduct should also take into account the most honourable and professional behaviour of the teacher towards her/his students/pupils, the parents, the community and her/his colleagues.

Activity 1: What would a good CoC look like? A code of conduct is simply a summary of living by the values of honesty and accountability. It is an agreement as to the type of behaviour that is professional and honourable and that should be adhered to by all.

What do you think an appropriate code of conduct should look like? Use this table to help you think about all the groups. **This is a self-check activity.**

Students	
Parents	
Community	
Colleagues	
Self	

Activity 2: Why is a Code of Conduct (CoC) Important? A Code of Conduct:

- Is a way to regulate the behaviour and activities of the teachers and related education personnel.
- Stipulates the teachers' role in the school for effective teaching/learning;
- Stipulates the honest and honourable behaviour of teachers and other education personnel in the school system
- Stipulates the role of teachers and education personnel in advocating for quality education in the general community;
- Outlines the behaviour required to portray a positive image of the teaching profession in the community.

Think about what this means specifically and write a short report. **This is a self-check activity.**

Conclusion [A code of conduct is a map of constructive behaviour and when a code of conduct is signed it is a promise to follow this map of good behaviour. Think back to the work on ethics – we should do these things not because we sign a piece of paper but because it is the right thing to do.

Unit 10: Implementing a Code of Conduct

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Explain the importance of a code of conduct
- Identify the challenges and possible solutions of implementation

Introduction: In the last unit on a code of conduct we looked at what a code of conduct symbolises and why having such an instrument is important.

Activity 1: Why have a code of conduct?

Why do you think a code of conduct is necessary in Sierra Leone? Answer these questions

- What do we mean by professional conduct?
- Does everybody mean the same thing?
- Do we need some guidelines on what is professional behaviour?
- Surely as adults we know how to act professionally ... don't we?
- Does a code of conduct make us behave better?
- Is a code of conduct a set of rules to be obeyed?
- Should it be something more?
- Should it be only teachers who have a code of conduct?

List as many reasons as possible for having a Code of Conduct. **This is a self-check activity**

Activity 2: Challenges of effective implementation: In Sierra Leone, there have been several attempts to have a code of conduct and currently there is an official code of conduct developed by the Sierra Leone Teachers Union. So far these have not been effective.

Why would a code of conduct not be effective? List ways that you think could respond to the challenges associated with a lack of effectiveness. **This is a self-check activity**

Reasons for not being effective	Possible solutions

Conclusion Teachers are role models in the community. If they do not act honourably, people cannot trust the education system. An unworthy teacher hinders not just education by all of developmental change.

Unit 11: Concept Development

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand how concepts are developed

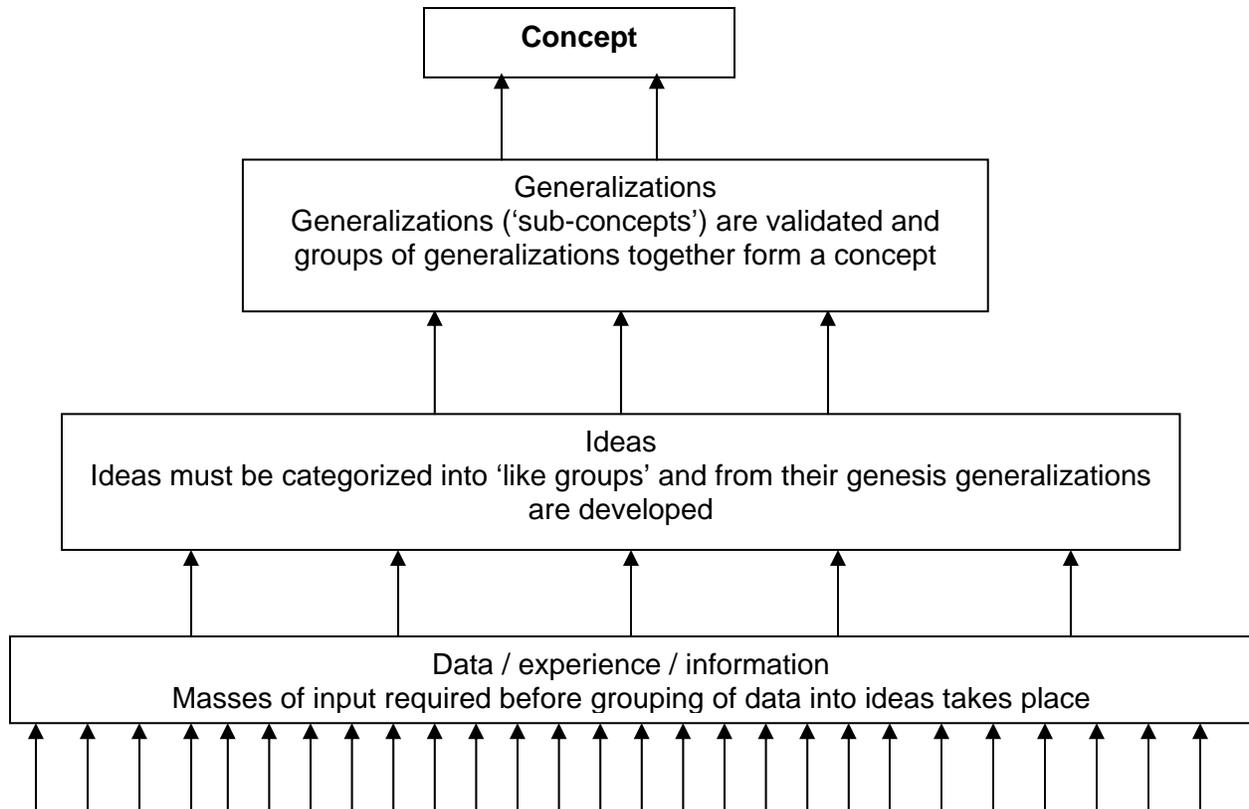
Introduction: The curriculum for emerging issues is built on the idea of a spiral curriculum in which concepts are built from a base of concrete examples.

Activity: How do we develop concepts? Concepts are developed by giving many examples to form an idea; ideas are then grouped to form a generalization. Similar generalizations are grouped to form a concept. It takes thousands of examples (pieces of data) to form a concept. For example, how does a child form the concept of 'an animal'? A small child sees a goat and the parent says 'Look, a goat'. Next time the child sees a cow. For the child it looks the same: four legs, a tail, two ears, two horns, so the child says 'Look, goat'. 'No', says the parent, 'that is a cow'. The next time the child sees a dog ... How long does it take for the child to build a concept of 'animal'? Think about giraffes, elephants, zebras and porcupines. How does the child enlarge their generalization to include these animals so that they develop a real concept of animal?

An example like 'animal' is a concrete concept as you can see the elements of the concept.

Abstract concepts such as love, justice, peace and unity are much more difficult to understand as these are attitudes and values rather than things we can see and touch.

In this course of Emerging Issues, because it is trying to develop and change attitudes and behaviour, it is necessary to help the learner to develop the concepts by making the connection between the example and the concept.



Generally in education there is an understanding that the knowledge and skills taught have their concept reinforcement in the real world. So there is an understanding that there will be a transfer of knowledge from the *specific* to the *general*. This is not always so. Most of us see this in our daily life. Even though you learned addition in mathematics, this does not mean that you can necessarily add up how much you will spend in a shop when you buy several things, unless you are given the opportunity to practise. In many subject areas, the transfer of knowledge is assured within the school subject, as it is used as a basis for the next 'block' of knowledge. However, between subjects it is often not used.

For example: What would you do if you were in a room with no windows and there was a fire and so much smoke that you cannot find the door?

You all know the basic physics necessary to save your lives. *[The basic physics is that hot air rises. If they know this then they should be able to apply the knowledge and realize that there is smoke-free air at floor level.]*

Conclusion In behaviour change programmes it is not enough to hope that there will be a transfer of information or attitude from the particular lesson to real life. We have to try and ensure that this will happen; the reinforcing 'spiral' of curriculum is more obvious than with most other subjects.

Unit 12: Developmental Psychology

Principles and Pedagogy

Objectives: By the end of this unit you will:

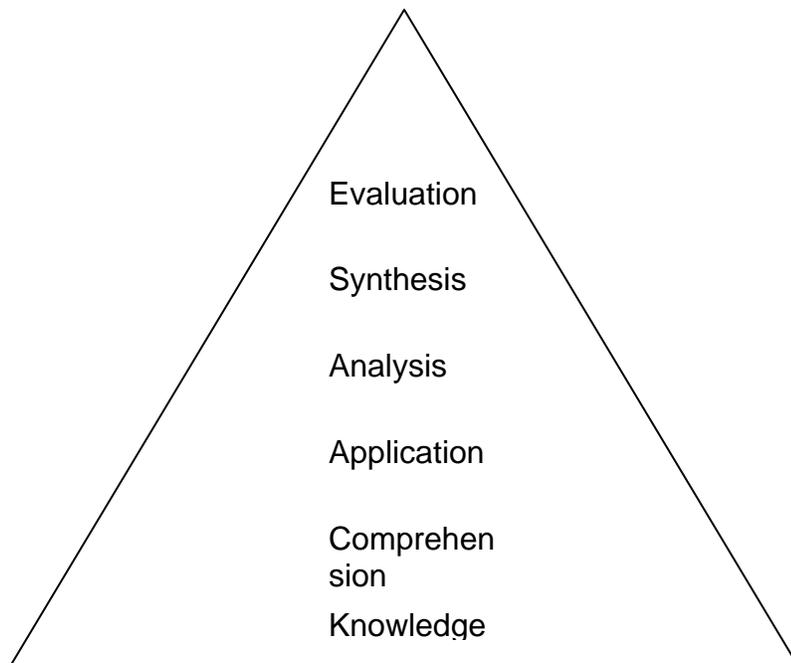
- Understand some of the developmental psychology used for the emerging issues programme

Introduction:

In this unit and a following unit we will look briefly at four theoretical models and their interaction. Any behaviour change programme relies on the interaction of multiple levels of development. Many programmes are not as effective as they could be because they do not take into account more than a single type of development.

The models that we will look at in this unit are probably familiar: Bloom's Taxonomy of Cognitive Development (how we think) and the Affective Domain (how we feel). We do not look at the psycho-motor domain – not because it is not part of development, it is – but it is not as vital in Emerging Issues and it is taken care of in other parts of the education process. Then in the next unit we will look at Kohlberg's Ethical or Moral development and then Maslow's Social development. It is the interaction of the head; the heart, the spirit and the environment (the community) that we need to base our understanding of behaviour change programmes.

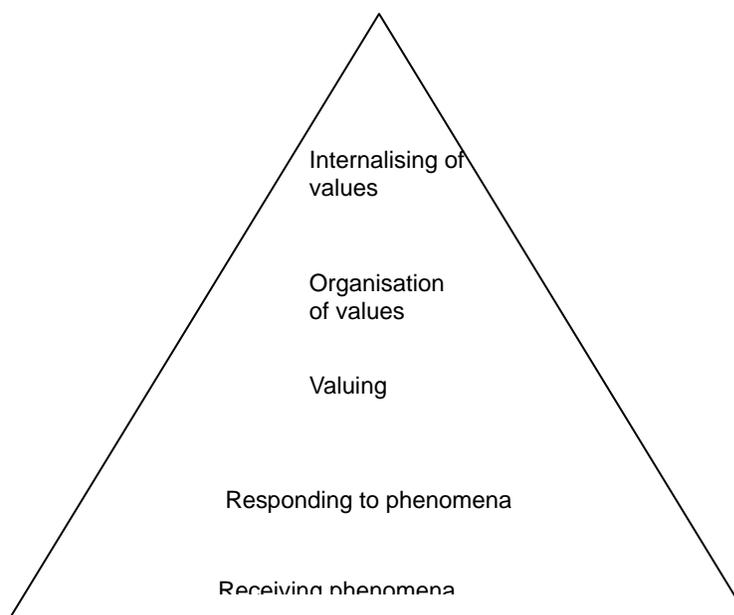
Cognitive: This is the most familiar model. This is the one that forms the basis of most of the learning that is done in school. For behaviour change however, we need to help learners achieve at the higher levels. Otherwise a learner can be manipulated by false information because they cannot analyse; they cannot solve problems because they cannot synthesise and they cannot truly and objectively judge situations.



Knowledge:	Any fact from information that is given. This does not require understanding
Comprehension:	Where the learner understands the information and can relay it back with meaning. (a retelling or internalising of information)
Application:	where the learner can apply the information to a range of different situations
Analysis:	Where the learner can 'take the information apart' and see the principle behind the information and apply this principle in different situations. To do this the learner must be able to remember and understand the information and be able to apply it – only then can they effectively analyse it.
Synthesis:	Where the learner can put the information together in a way that a new outcome can be seen. It is not possible to synthesise if analysis has not taken place.
Evaluation:	Where the learner makes a judgment (not an opinion) about the information and can then internalise the full knowledge and understanding. This requires all the other levels to be effective.

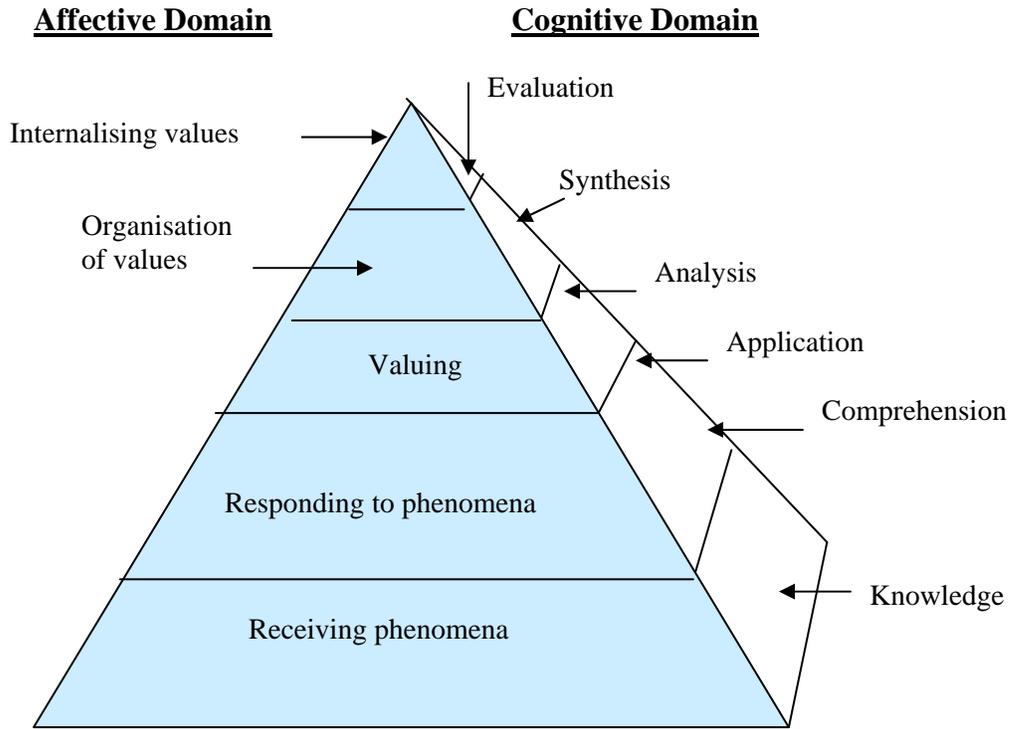
Affective:

The affective domain has to do with our willingness to learn and what value we give to the learning. "You can take a horse to water but you cannot make it drink" Sometimes even when we are faced with something that is true we simply refuse to believe it because we do not want to know.



Receiving Phenomena	Receives information willingly (wants to learn). The information does not have to be transmitted formally.
Responding to Phenomena	Interacts with the information through reasoned discussion and questions, to build new information.
Valuing	Can explain the new information and justify it and associate other related knowledge to make a valid value judgment through sensitive and aware attitudes. Shows an ability to solve inter-personal problems and displays empathy
Organisation of values	Makes links between different pieces of knowledge and associated values and prioritises the new information together with previous information. Understands that there is a balance between different values. Can solve conflicts
Internalising values	Recognises value laden information (and manipulation) and applies new value-information into behaviour. Has a value system that controls behaviour and is self-reliant (i.e. does not need external controls).

Working together Look at the diagram where the cognitive and affective domains are shown together. Read the table on the next page to see the interaction of the two domains.



It should be read by moving in a diagonal from top left to bottom right is moving smoothly up the combined triangle.

Conclusion [

This is only part of the idea of compound learning. Behaviour change is about helping the learners move through these levels so that the learning is genuinely internalised.

Affective → Cognitive ↓ Knowledge	Receiving phenomena	Response to phenomena	Valuing	Organisation of values	Internalising of values
	Knowledge is heard intelligently and willingly	Questions associated with the knowledge area and associated values	Can explain (and logically justify) the knowledge area with interest	Makes links between different pieces of knowledge and associated values	Recognises simple value-loaded behavioural norms and concepts
Comprehension	Superficial understanding with willingness	Can contribute to a real discussion with interest	Can synthesise these two to exhibit empathy	Understands and accepts responsibility for beliefs and values	Understands simple value-loaded behavioural norms and concepts
Application	Uses knowledge to build to the next level and makes the effort to link the knowledge to the next stage	In discussions can draw on disparate illustrations or viewpoints	Can make a value judgment through applying all components of the knowledge	Can prioritise issues and associated values (sees shades of grey rather than black and white)	Applies new –found norms and concepts to situations according to newly developed attitudes (but not automatically)
Analysis	Can listen with discrimination and recognise manipulation and bias	In discussions can draw on disparate illustrations or new points to support a reasoned analysis	Can make a valid value judgment through applying all components of the knowledge (using emotional honesty)	Can really prioritise issues and associated values	Understands complex value-loaded behavioural norms and concepts and their applicability, and applies them sometimes
Synthesis	Can listen and relate to associated pieces of knowledge	Can meld disparate points into a cohesive whole in discussions (the team builder/player)	Can create a new value-related point (“the intuitive leap”) through application of the previous levels	Can verify the new value-loaded thought against other associated points of view (without bias)	After verification in terms of content and values, the process of internalising proceeds through creative application in diverse circumstances
Evaluation	Has an opinion about what is listened to; an opinion based on all the facts	Asks perceptive questions about what is heard, to verify points	Matches what is listened to with existing value system	Accepts the ethics of new points and incorporates them into personal value system	Internalises new and valid points into value system and alters attitudes and behaviours as a result

Unit 13: Developmental Psychology II

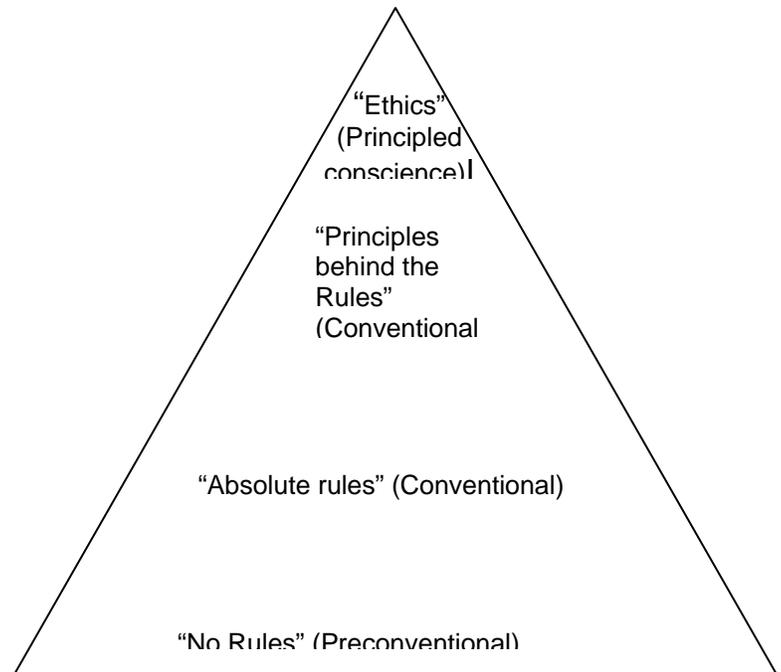
Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand some of the developmental psychology used for the emerging issues programme

Introduction: In this unit we will look briefly at the second group of models: for the ethical development and the social development. Kohlberg developed the ethical hierarchy based on Piaget's work. Maslow's social hierarchy is extremely well-known because we can see very clearly our own behaviour. The behaviour change programme relies on the interaction of all four levels of development.

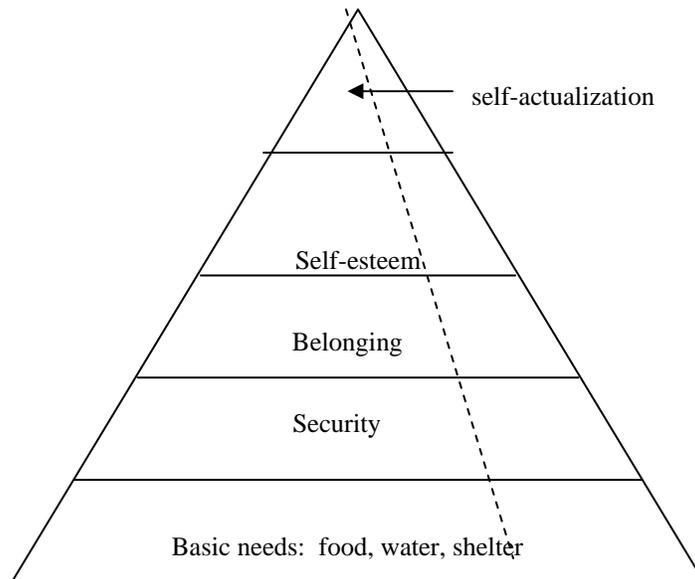
Ethical or Moral Hierarchy: This is probably the most important domain in this course – as we are really talking about behaving well in all situations and that is what ethics is about. People develop at different rates – our task as teachers and parents is to act ethically ourselves and to help learners to move through these levels.



"No Rules" (Preconventional)	Where the learner does not take into account any of the social rules of the society (egocentric)
"Absolute Rules" (Conventional)	Where the rules of the society are obeyed because of a fear of punishment or later, a hope of reward. At this stage, people feel that if they are not caught, they are not guilty. The rules are obeyed for show (for others).
"Principles behind the Rules" (Post-conventional)	Where the learner understands which rules (the ethical ones) must be kept – and they are kept because it is the right thing to do) but other minor rules may be broken according to the circumstances. These broken rules are not broken because of selfishness but because of a higher principle.
"Ethics" (Principled conscience)	This is where the person lives by the rules – the ethics; whether or not they are seen by others. This person does not need somebody else to tell them the rules and they are lived by consistently.

Social Hierarchy:

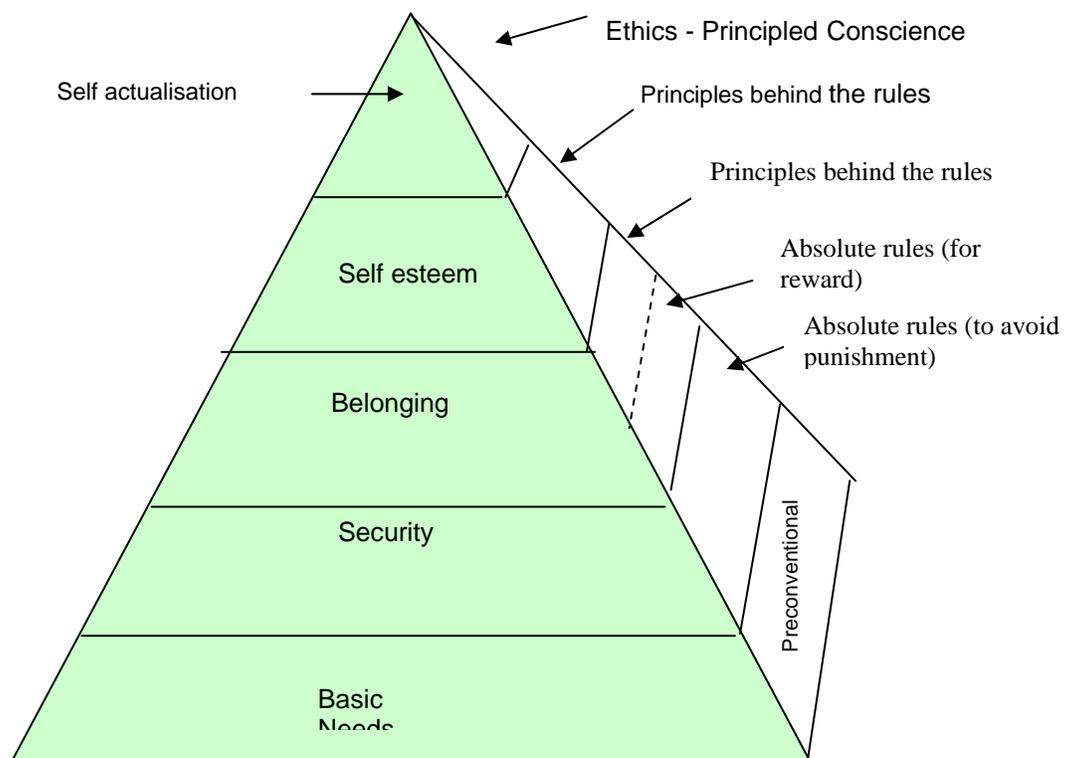
This model shows how we develop socially – in our society. Maslow said that we cannot develop to the highest levels if the lowest levels are not fulfilled. However, the human spirit is such that we do develop even when our lower level needs are only partly fulfilled (the dotted line).



Basic needs	Our need for food, water and shelter. For example, if a learner is hungry or has not slept then it is very difficult to learn effectively. Every parent and teacher knows this.
Security	For most people this means physical security although it also means emotional security. When a child feels safe in the family, then outside insecurity does not matter. It only matters when it disturbs the family security.
Belonging	This is the need to feel part of a group. The traditional punishment of banishment is in response to this need. As humans we need to belong to a group and we live by the rules of that group.
Self-esteem	This is when we begin to understand ourselves and to accept who we really are. We know our strengths and weaknesses and strive to overcome the weaknesses (or faults)
Self-actualisation	This is not achieved by many people, but this is what we aim for and for those trying to live 'right'. This is when we understand ourselves in all our weaknesses but we also know our place in the world and build on our strengths to earn this place in the world.

Working together:

Look at the diagram below. Read the table to see the interaction of the two domains. The same as in the previous table, moving in a diagonal from top left to bottom right is moving smoothly up the combined triangle.



Conclusion:

When all of these are put together in a pyramid: this is when the behaviour change can occur.

Social Ethical	Basic needs (food water, shelter)	Physical security	Emotional security (belonging)	Self-esteem	Self-actualization
Pre-conventional No Rules	Take whatever food is available for self	Protection is used only to protect the individual	Sibling rivalry: when one child wants all the parents' love and attention	People who think they are developing self-esteem but they feel good about themselves only because they feel better than others	Not possible
Conventional Absolute rules	Wait quietly for food or water because the rules say so	When protection is provided for those who are accepted in a particular society	When people follow the rules regarding that amount or type of love they can give and accept e.g. cultural taboos about who can marry whom	When people start to feel good about themselves when they fit into the society	Not possible
Post-conventional Principles behind the rules	Understand the need for the sharing of resources to cover the basic needs of everybody	When there is an understanding that everyone (even the excluded) has the right to be protected	When there is an understanding that, while an individual belongs to particular groups, all people in all groups have the same rights	When individuals start to understand themselves and to act according to their own value system (developed from the value system of the society)	When people are comfortable with themselves and with who and what they are and understand why social laws exist and so understand which ones can be modified to improve the situation for everybody
Principled conscience Ethics	When an individual ensures that everybody receives their entitled share of the resources	When an individual ensures that everybody is protected	When an individual ensures that all people in all groups are treated equally and with respect.	When people feel good about themselves in an open way; understanding their strengths and weaknesses, and accepting others as they are, without measuring one person against another	When a person knows themselves and their place in the world. They behave according to a very high values system that they have developed that truly responds to the needs of the world around them

Unit 14: Essential and Non-essential Information

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand how to prioritise information

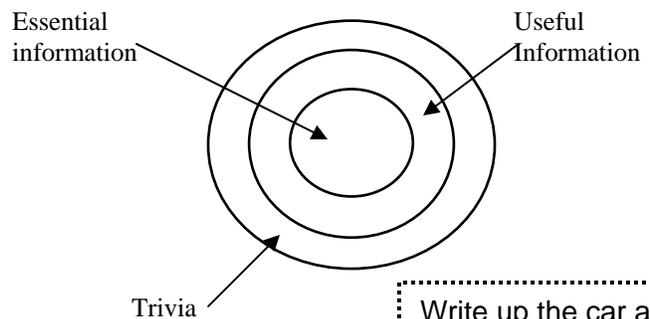
Introduction: Very often, as teachers or facilitators we do not distinguish between information that is important and information that is not. When we do not distinguish, then we make it impossible for learners to respond effectively as they are not sure which parts they need to remember. For example; what is more important a person's name or what contribution they have made to society?

In every set of information there are essential points for the learners to grasp, useful information for the learners to know and other information - trivia or interesting information.

Activity 1: What is important?

Imagine that you hear about a car accident on the (local) road. What information would you want to know about such an accident? (For example; is anybody injured? Were there any deaths? How many cars and people were involved? What types of cars were involved? And so on.)

- Does anybody want to know what colour the cars are?
- Where (on the target) would you place a question about the colour of the cars?
- Where the other questions would be placed?



Write up the car accident as a newspaper report.

- What will be the headline?
- What will be the first paragraph?
- What will be the second paragraph?

Good newspaper reports put essential information at the beginning of the report; and then the useful information and last is the interesting information or 'trivia'. (e.g. the colour of the cars). This is very useful for people who read only the headlines (and perhaps the first paragraph of a story) but they will have the main idea and the most important information.

Activity 2: Teaching the essentials: Assignment: Think about how you would teach a lesson. You can choose the actual subject and lesson. Write your lesson outline by writing a series of teaching points and put the essential information in one colour, useful in another colour and the trivia in a third colour.

Conclusion We often teach unnecessary things - we teach jargon, when plain everyday language is more appropriate and more easily understood. We teach detail when the learners don't yet have the concepts. We teach lessons that the learners don't need to learn at the expense of those they do need. Emerging Issues is vital if we are to meet the challenge of living in the 20th century in a post-conflict country that is struggling to rebuild. This challenge should be reflected by teaching and learning what relevant. While the subject and the topics within it are relevant to our situation, we need to make sure that the way we teach is also relevant by ensuring that we clearly distinguish between essential and non-essential information.

Unit 15: Effective Listening

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Be aware of the miscommunication and misunderstandings that occur when listening skills are not practised
- Understand the skills of effective listening

Introduction How well do you listen to your learners? How do you know you are listening effectively? Many people assume that the skill of listening should be a skill for the learner, not the facilitator. But if this is true, how does the facilitator know when the learners understand?

People listen to the news all the time – but generally they cannot remember more than one or two news items. This is because people are listening passively and not actively. Too often when we are teaching, the learners 'listen' the same way.

But listening to the facilitator is only one side; the facilitator must also listen to the learners. By listening to them, the facilitator knows what is understood and what problems the learners are having, and can help them to learn more effectively.

But often people do not give information effectively and people do not listen effectively and so only partial information goes to our brain. The brain reinterprets information so that it makes sense. People do not **decide** to reinterpret information, it is a normal reaction and the brain will automatically try to make sense of information. It is therefore vital to ensure that the listeners have the opportunity to check information.

Activity 2: What should a facilitator do? What does this mean in terms of listening to the students? List the responses and try to implement these things in the classroom.

Conclusion As a teacher you have a general responsibility to help the learners to really learn and understand what you are teaching. To listen well is the first skill that you should have, as this is how you come to really understand the learners in your care.

Unit 16: Overcoming Challenges

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Be aware of the complexities of the challenges they are to face
- Understand the motivation of self-reliance

Introduction You cannot do this exercise alone – but you can try it with your students: there are a number of lessons to be learned. It is a short experiment to see how problems and challenges develop and how they can effectively be solved.

Activity 1: The Human Knot: Ask the students to stand in a circle (with one person outside and not looking at the problem). Ask them to hold hands and not let go; no matter what. Now ask them to step over one another's hands, go under the hands and generally tie themselves into a knot. Ask the volunteer to come and untie the knot. Explain that the group should obey the person telling them to go under or over but that they should not speak and they should not let go hands. Time how long it takes for the knot to be untied.

Now ask the group to make themselves into a knot a second time, but everybody is involved. Tell the group that this time there is no-body to help them and they have to untie the knot themselves – without letting go hands. Time how long it takes for the knot to be untied.

- How does this activity reflect how challenges develop?
- Can you see ways that would reduce the complexity?
- What does this mean in practice?
- Does the idea of resolving the challenges within the group make sense? .

Conclusion The best people to solve problems and overcome challenges are the people who know the situation best. Outsiders can help – but the key to overcoming the challenges is for the people who know the situation best to work together.

Unit 17: Questioning Skills

Principles and Pedagogy

Objectives: By the end of this unit you will:

- Understand and be able to use questioning skills to help students learn more effectively.
- Know and be able to use the most appropriate type of questions to ensure higher level learning

Introduction Questioning skills are vital to effective facilitation. Questions are not just for the purposes of testing or checking for learning. With good questioning techniques you should be able to lead the learners to learn what you want them to learn, just by asking the right questions. To build on the knowledge and understanding that learners bring to the group is one of the elements of quality education.

Activity 1: Types of questions: Essentially there are two types of questions: *closed questions* and *open questions*. Note that an open question is not the same as an open-ended question. An open-ended question is an unfinished statement (for example “The man who had slavery abolished in Britain was”). This is actually a closed question in that there is only one correct answer but it is open-ended because it is an unfinished sentence.

Closed questions have a single correct answer. If you are reviewing content you can ask closed questions. These questions have one answer which is either right or wrong. (For example: $3 + 2 = ?$). If the question is: “What number combinations equal 5?” What is the answer? The answers then may go to infinity depending on how well the person understands the concept of numbers. Many facilitators assume that the answer they have in mind is the only correct answer, and often this is not so. There may be many correct answers. This number combination question is an open question because there are many answers, each one of which may be correct.

Open questions are those that have a variety of answers and explore the higher levels of Bloom’s Taxonomy: analysis, synthesis and evaluation. These ‘higher level cognitive skills’ are very important in developing a true understanding of the topic. Sometimes facilitators ask what sounds like an open question but they treat it as a closed question (i.e. they want the answer that they have in mind).

This is called “Guess what the facilitator wants to hear” and it is a very unfair game to play. If you do play this game (whether you know it or not), then sooner or later the learners will not respond to questions at all as they cannot be sure of ‘guessing’ correctly. For example, a question such as “What do you think would happen if ...” is only truly open if the learner is encouraged to say what they think will happen. If the facilitator is sure that only one thing that happens is acceptable and accepts an answer that agrees with his/her own answer, then the question is actually closed and the facilitator is not acting fairly. Open questions are those where we try to find out if the learners understand, if they can put together two pieces of information to come up with an answer, and if they can discover an answer that is not expressly given. True open questions ask: “Why?”, “What do you think?” “Is there another way?” “What else can you add?”

In Emerging Issues, where we are trying to develop attitudes and values, it is not enough to know that the learner can reproduce what has been taught.

- If the learners cannot analyse, how will they understand a statement may have bias?

- If they cannot synthesise, how will they solve problems, taking into account all the factors?
- If they cannot evaluate, how will they be able to judge fairly?

Think about the advantages and disadvantages of both open and closed questions.

This is a self-check activity

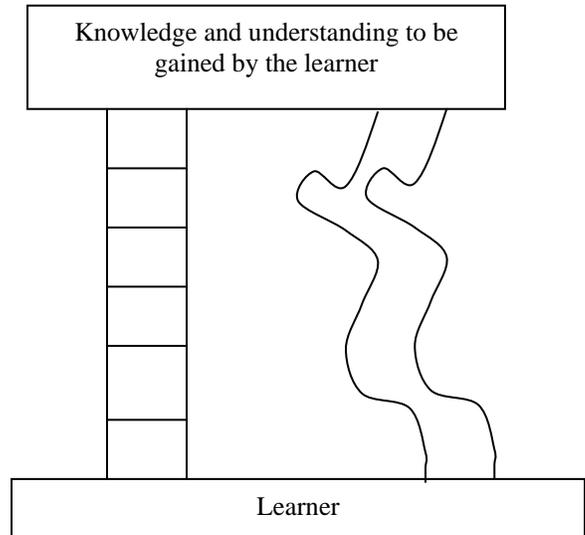
	Advantages	Disadvantages
Open		
Closed		

Remember that questions are a form of teaching and learning – not just for testing knowledge.

Activity 2: Questioning Skills This diagram represents both open and closed questions. The ladder represents closed questions – but this requires that every single question must be thought of and the questions must be structured and asked in order to lead the learner to the knowledge.

Open questions are represented by the path because a discussion (which is the purpose of open questions) is not a series of questions – it is talking together and questions only need to be asked if the discussion is going off track. The ladder is the closed question approach.

Every possible question must be thought of and they must be in a structure that leads the learner to the knowledge. Open questions are like the path. It is only necessary to ask a question when the discussion “goes off track”. The facilitator must however, listen well and keep in mind the desired outcome of learning.



All teachers are trying to get the learners from where they are (in the lower box) to where they should be (in the higher box).

How are goats taken to market? How are the ways of taking animals to market similar to this diagram? If there is only a single goat it is usually pulled to market: But if it is a whole herd usually a lead goat walks in the general direction of the market and the small boy taking them just throws a stone or waves a stick when they start to go off the track – this is how open questions are used. The point is that both ways the goats still get to market.

Both types of questions require good planning from the facilitator – the “ladder” approach requires pre-preparation and the “path” approach requires a thorough understanding of the knowledge.

Conclusion: Good questioning techniques involve both closed and open questions. But there is more to questioning than this as we shall see in the future

Unit 18: Effective Teaching

Principles and Pedagogy

Objectives: By the end of the unit you will:

- Define the elements that create an effective teacher

Introduction: As we discussed earlier, the key to a conducive learning environment is the teacher – but which teacher? In this unit we will look at the different types of teachers and what makes them effective or ineffective.

Activity 1: Which teacher? Look at the two pictures below. These pictures represent two teaching styles. The “filling the water pot” is the traditional teaching where the teacher ‘fills the empty learner’. Think about what this means: In this style of teaching, the teacher is assumed to know everything and the learner to know nothing (hence “filling the pot”). Here the teacher cannot afford to make a mistake or to admit that they do not know something. But in this day and age that is impossible as there is an explosion of information.

The ‘flowers’ picture is the teacher who understands that they are not the only teacher – parents, relatives, religion, culture all contribute to the learning that takes place. A “flower” teacher recognises that learners bring knowledge, skills, and learning styles to the learning process. In other words the seeds and the potential to be a flower already exist – all the teacher does is to help the process in the same way as a gardener helps the flower by digging around the plants and keeping the weeds clear and providing water when necessary.

List the attributes of the particular teaching style. **This is a self-check activity.**

	
Filling the water pot	Helping the flowers to grow

Which teacher are you? Each one of us can become more effective as teachers and as professionals.

Assignment: Write 200 words to explain what you will do to become more of a ‘flowers’ teacher.

Conclusion Effective teaching requires effective methodologies and it requires a dedicated professional who is willing to provide a conducive learning environment. Most of all it requires an effective teacher who understands that teaching is not the same as learning and that “flowers” teaching and learning is rights-based because it respects the learner and what the learner brings to the process.

Unit 19: Basic Principles of Human Rights

Human Rights

Objectives: By the end of this unit you will be able to:

- Understand some of the basic principles of human rights

Introduction: In this unit we are looking at the essentials of Human Rights. Remember that there will be on-going work that covers allied topics and work that is more in-depth on Human Rights as you work through this course.

Activity 1: What do we mean by Human Rights?

The key principles of human rights are equality, dignity and respect. Think of the answers for these questions:

- What do we mean by equality, dignity and respect?
- What do mean by dignity when we ask people over whom we have power to do degrading things?
- What does respect mean to the poorest woman in the community?
- What do these things mean for the child who was once a combatant?
- What do they mean for the richest man in the community?
- What do all these people have in common?

The key to human rights is the idea that the rights are for all people, no matter their circumstances, no matter their religion, their gender, their status.

List all the rights that you think people have. Remember that rights are not necessarily what you want – but are things that ensure equality, dignity and respect. Check the examples given in the back of the book and cross-check to make sure that the responses actually are Human Rights.

Be sure to record any that you do not already have – and to delete any that are not actually rights.

A right is something one has by definition of being human. International law ensures and protects your rights and mine, although many rights are not adhered to by governments and societies around the world.

Activity 2: The Elements of Human Rights

Rights are **inherent**, (meaning you have them automatically – they do not come from position or wealth) they are **inalienable** (meaning that they cannot be taken away – although they can be violated or denied), they are **indivisible** (meaning that various rights depend on one another: for example you have the right to life and to health – if medical help is denied (one right denied) and as a result you die – then a different right is violated. Lastly, rights are **universal** (meaning that they apply to everyone equally).

Look back at your list to decide how you could ensure that Human Rights apply to all in your own community.

Assignment Questions:

- Do the things that you have listed as rights apply to everybody?
- Which people in your community are denied the rights that you have listed?
- Which rights are denied?

Conclusion:

Human Rights is something that everybody claims but few are willing to truly live them in relation to others. We claim culture and religion, habit and tradition but often we are happy to have the rights for ourselves which means that it is not culture or religion but self-interest. Later in the course we will be looking at a range of Human Rights issues and it is necessary to understand these basics.

Unit 20: Civics and Democracy

Civics and democracy

Objectives: By the end of this unit you will:

- Understand the rights and responsibilities of a citizen
- Understand the links between civics and democracy

Introduction All the elements of civics should come together in a democratic system. But true democracy is difficult to come by in Africa, the experiments in democracy have not always been successful. True democracy has its basis in Human Rights: the idea of respect and equality.

Activity 1: What is democracy? To understand the role civics plays in democracy we must first understand what democracy is. List the characteristics of democracy. **This is a self-check activity.** Remember that some of the most intolerant societies in the world have labelled themselves democracies

Activity 2: Civics and Democracy: Citizens can participate in their political process and help shape political outcomes through voting in elections, strikes and demonstrations, petitions through their representatives, discussion of local issues and so on. To make democracy effective therefore, citizens must be involved. It is our right and duty to participate in our political process and help improve the quality of our government. Thus civics deals with our involvement in the political process. Civic education therefore helps us to get involved in our political system by informing us about how our government works, what government officials responsibilities are, what areas of the political process are most open to citizen involvement and what kinds of things citizens can do to affect political outcomes. If citizens want their views to be considered, they must become active participants in the political process.

Democracy can thus be defined as government run by the people and working on their behalf. This means that the people have the right to control the activities of the government. Representative democracy is the system used nowadays as the population is too large for everybody to be involved in the decision-making process. Thus it is a system of government where power is held by the people and exercised indirectly through elected representatives.

Self-check activity: Which of the following statements describes a democratic situation? Complete the table.

Scenario	Democratic situation?		Explanation
▪ A political party that loses the election demands another election immediately.	Yes	No	
▪ Citizens organize a protest about child labor in the country and march through the city displaying posters and chanting.	Yes	No	
▪ The President determines the prices of essential commodities without consulting other people in the government.	Yes	No	
▪ The constitution requires a parliamentary election every five years in a multi-party system.	Yes	No	
▪ A law allows for citizens to march in the streets and protest peacefully against government policies.	Yes	No	

Note that even when things are done “for the good of the people” (such as determining the price of commodities) it is not democratic.

Conclusion Democracy is not easy to accomplish and it requires every citizen to be involved. The involvement of the people is the core of civics.

Unit 21: Gender Concepts

Gender

Objectives: By the end of this unit you will:

- Define, explain and understand the terminology related to gender
- Discuss the concepts associated with gender
- Identify and differentiate between sex and gender roles

Introduction: Gender is a term that is used constantly nowadays but the concept is often not understood. In this unit you will learn some of the definitions and terminologies associated with gender.

Activity 1: Definitions: What do you think gender means?

Gender refers to those roles, duties, obligations and responsibilities given to men and women by society. Gender is defined by culture and tradition.

On the other hand, sex refers to the biological differences between males and females. It has nothing to do with the behaviours associated with being either male or female.

Complete the table below with as many gender stereotypes as you can think of. Think of common behaviours (even those you may have considered to be truths) and ask yourself if this is really so or if it is just a stereotype. Put these in the second column. In the third column note the biological basis for these stereotypes (if there are any).

For example, if a gender stereotype for men is bravery, think about women in childbirth – are women brave in this situation? If a stereotype for women is to be emotional – remember that emotions include anger and aggression as well as sadness and happiness. Men and women may express emotions differently (and this may in part be biological) but both sexes are emotional – socialisation often creates the stereotypes: for instance by telling small boys to “be a man and not cry” or to tell a girl that it is not ladylike to run and climb. **This is a self-check activity**

Sex	Gender Stereotypes	Biological basis for these behaviours
Men		
Women		

Sex roles are biological and some of the biological differences between men and women have supported gender stereotypes and the subsequent gender discrimination: such as not “wasting” education on girls ... because they are not as intelligent as men ... because they will marry and go to another family... because they will have babies and so not be in the workforce: and as the discrimination of no or limited education occurs then the other stereotypes are reinforced.

The only biological fact in this example is ‘having babies’ – all the other elements are socially imposed.

To summarise the distinctions:

Gender Roles	Sex Roles
Socially determined: This has to do with social requirements and attitudes about appropriate behaviour	Biologically determined: it has to do with how we are created male and female
Gender roles can change over time	Sex roles cannot change
Gender roles are determined by the cultures of the communities. This means that gender roles differ and vary from one culture to another.	Sex roles are universal (i.e. they are the same all over the world)

Activity 2: Terms in use Look at the table and match the correct definition to the correct term. **This is a self-check activity**

Gender Parity:	
Gender Equality:	
Gender Equity	
Gender Awareness	
Gender Discrimination	
Gender Stereotypes	
Gender Disparity	

Conclusion: Tradition, culture and religious teachings all have their part to play in fashioning the gender stereotypes that we have and that we often consider to be truths.

Remember that a stereotype is applied to all the members of a group regardless of individual differences: for example some men are good decision makers – but that does not mean that all men are good at making decisions (general stereotype) or that women cannot be good decision-makers (gender stereotype – she cannot be good **because** she is a woman).

Unit 22: Health and Hygiene

Health and Environment

Objectives: By the end of this unit, you will be able to:

- Understand the terminologies associated with health education
- Devise strategies to teach health and hygiene in a practical way.

Introduction:

This unit is to help them understand the principles of health and hygiene and to be able to teach the principles of health education in an effective way.

Read the two definitions for health and hygiene:

The World Health Organization defines health as "... a **state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.**"

Hygiene is defined as **the principles and laws governing the preservation of health and their practical application; i.e. - practices conducive to good health.** It may refer to keeping clean in order to prevent diseases and maintain health.

Activity 1: What is Hygiene Education?

Hygiene Education deals with the sharing of correct information on hygiene practices for a healthy living. This includes personal, domestic and community hygiene.

Look at the table and list as many elements of each level of hygiene that you can think of. **This is a self-check activity**

Personal	Domestic	Community

Think of as many different responses as possible. Keeping clean at the community level means that there has to be an effective waste management system.

Activity 2: Prevention and minimization

This is a self-check activity. Read the health problems listed below and state the conditions that create or increase the risk of these problems. Then complete the third column stating how these risks can be prevented or minimised.

Health problems	Risk Conditions	Prevention, minimization and interventions
Diarrhoea, cholera and dysentery		
Malaria and other vector borne diseases		
Respiratory tract infections (including pneumonia)		
Water borne diseases		
Skin infections		
Tetanus		

Check the answers in the back to nominate new ideas as you read on. Think of interventions and note that many of these do not require money – just time and care.

Conclusion:

Good health and hygiene is necessary if we are to break the poverty cycle. But hygiene (especially hygienic surroundings) requires a major change in behaviour and attitude. It is worthwhile remembering that we are role models to those with whom we work and to those we teach. Our own hygiene practices need to be above reproach.

Unit 23: Provisions of the UDHR

Human Rights

Objectives: By the end of this unit you will be able to:

- Understand some of the provisions of the UDHR
- Discuss the provisions of UDHR and their importance

Introduction: After the First World War (1914 – 1918) some key countries of the world came together and said that this was the war to end all wars. To help that promise, the *League of Nations* was formed. The seeds of understanding of equality and dignity were established internationally through “The Rights of Man”.

With the demise of the League of Nations and the outbreak of the Second World War there was no thought internationally about Human Rights. After the Second World War, the level of destruction and human misery only one generation after the war that promised to end all wars raised the issue again of an international set of rules and ideals.

In 1948 Mrs. Eleanor Roosevelt chaired the group that developed guidelines – ultimately called the Universal Declaration of Human Rights. Almost every country in the world has signed and ratified the UDHR. As a result of this declaration, other instruments have been developed to protect the rights of men, women and children of all nations. Countries that have ratified the UDHR and the associated conventions and instruments must include them in their own national laws and policies.

Activity 1: What are the main provisions of the UDHR? Read the summary of the UDHR in the reference material. Look at this list of the main provisions of the UDHR and list the articles (numbers) that relate to each of the following areas:

Equality of human beings	
Civil and political rights	
Economic, social and cultural rights.	
Right to life, liberty and security of persons	
Protection from torture, cruel treatment	
Freedom of conscience and religion	
Protection from arbitrary arrest and detention	

List other provisions that you feel are key. Remember that if the key principles are adhered to there would be no need for the articles – the articles simply identify the areas that are most often abused. For example; could you possibly torture or abuse somebody if you were treating them with respect and with dignity? Could you demand the right for your own religion and at the same time persecute somebody else’s religion if you are true to the idea of equality?

The UDHR is considered the core declaration although other declarations, protocols and conventions have been developed since 1948, to support and explain the over-riding principles contained in the UDHR.

For example, even though the UDHR has equality as a key principle, many countries and societies still treated women and children differently as if they do not have the same rights. As a result other instruments were developed such as the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women. Some of these will be explored in later units of this course.

Conclusion: During this course we will revisit the idea of Human Rights and the values that they embody. It is these values and the behaviours that reflect them that will be the core of the behaviour change we need for Emerging Issues.

Universal Declaration of Human Rights

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore, The General Assembly proclaims

This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

[Article 1](#)

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

[Article 2](#)

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

[Article 3](#)

Everyone has the right to life, liberty and security of person.

[Article 4](#)

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

[Article 5](#)

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

[Article 6](#)

Everyone has the right to recognition everywhere as a person before the law.

[Article 7](#)

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

[Article 8](#)

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

[Article 9](#)

No one shall be subjected to arbitrary arrest, detention or exile.

[Article 10](#)

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

[Article 11](#)

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

[Article 12](#)

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

[Article 13](#)

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

[Article 14](#)

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

[Article 15](#)

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

[Article 16](#)

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

[Article 17](#)

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

[Article 18](#)

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

[Article 19](#)

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

[Article 20](#)

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

[Article 21](#)

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right to equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

[Article 22](#)

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

[Article 23](#)

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

[Article 24](#)

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

[Article 25](#)

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment,

sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

[Article 26](#)

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

[Article 27](#)

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

[Article 28](#)

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

[Article 29](#)

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

[Article 30](#)

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

G.A. res. 217A (III), U.N. Doc A/810 at 71 (1948)

Adopted on December 10, 1948

by the General Assembly of the United Nations (without dissent)

Unit 24: What is Peace?

Civics and democracy

Objective: By the end of this unit you will:

- Understand the idea of active and passive peace.

Introduction We are beginning the Civics and Democracy theme by looking at peace and conflict. Without peace there can be no civics and no democracy. A person with all the skills of a constructive peacemaker is exactly what we need in civics.

Activity 1: What is Peace? What is peace?' (What do we mean by peace?)

List everything you can think of and then categorise your list by asking yourself which elements belong together.

[Generally people define peace by negative definitions i.e. no war; active peace – economic and social justice and sometimes visionary peace – everlasting happiness (which we are not going to have in this world)]

Passive peace is exactly how it sounds - passive. It merely means an absence of overt violence or conflict. Active peace refers to constructive actions that are taken to make life better for everybody. Many of these things we would also call civics or citizenship – because it is hard to be a good citizen in a situation of open conflict – then it is only possible to try and survive.

Activity 2: Active peace or passive peace? Read the scenarios and decide if they describe an active peace or a passive peace. You are required only to write active or passive next to the scenario. **This is a self-check activity**

There is no fighting in the community and people are generally law-abiding. There are a lot of people in prison because many people were taken by police on the suspicion of terrorism	
There is no fighting in the community and people work hard to make a living. There are many old people in the community, but they are cared for by neighbours and by youth groups and religious groups that make sure that the old people have food and water and that there is always a supply of firewood for them.	
There is no fighting in the community; well almost no fighting. Several of the men drink a lot of palm wine and get very drunk and then they beat their wives (or sometimes their wives beat them) but this is not real fighting, not like a war. After the men sober up they are always sorry for what they have done and the elders always advise the women that it is their duty to obey and look after their husbands.	
There is no fighting in the community. People are generally well-behaved and people usually respect one another. Many people are proud of the good behaviour of the people in the community and point out that it is because the children are beaten regularly in school and so they learn to behave.	

Conclusion

Constructive active peace requires social and economic justice and the equality and respect and dignity outlined in the UDHR. It is the striving for this active peace that truly makes us good citizens. If we remember the compound learning – it is doing the right thing because it is the right thing to do – not because somebody is watching us but just because it is right. This is the way we build a better Sierra Leone.

Unit 25: Values

Human Rights

Objectives: By the end of this unit you will:

- Identify values and understand how Human Rights is about values
- Understand that values should permeate all the work that they do

Introduction: List all the values you can think of. Values are not just something that you want or value (like a new car) but behaviours and attitudes that you consider important.

Activity 1: What are our values? Choose the top six values from your list. Keep these values for a future session (so choose carefully). These are probably values like honesty, respect and love – but you may have quite different ones.

Core values are common to every society and culture, although they may have more emphasis in some cultures. For example, respect is a core value in every culture, but some cultures claim only respect for elders, while others say there should be respect for those with status and so on. Generally values are aspirational - ideals of behaviour and held by the society as a whole. The guidelines for defining values should include:

- Ideals
- Constructive
- Two-way (meaning reciprocal “do unto others as you would have them do unto you”)
- Held by a large group or a society
- Abstract (e.g. justice, tolerance)

Activity 2: What particular values do we hold in Sierra Leone?

- Inclusion was a very strong value in Sierra Leone. While the history of Sierra Leone has many examples of divisiveness, the people generally believe that we all belong to this country.
- Kinship (being related to others) is a shared value. The term “brother” and “sister” are used for people who may not be closely related (in that they do not have the same parents) but the feeling of ‘family’ is extended to all.
- Traditionally hospitality is a shared value which is related to the principles of inclusion and kinship. So wherever you go in Sierra Leone you can be sure of having shelter and food because people will always share with you even if they do not know you. The war destroyed much of the traditional hospitality but now that we have peace, we need to revive this value.

Think how these match to the values in the previous activity. Values that we hold as a nation are not necessarily the same as those we hold as individuals. But both of these are reflected in Human Rights and therefore in the national laws and policies.

Conclusion: For Sierra Leone as a nation there are desired aspirational values to support nation –building and national unity. These include:

- Respect for others regardless of differences
- Empathy- a willingness to understand the views of others
- Appreciation of and respect for diversity
- Self-esteem-accepting the intrinsic value of oneself
- Concern for environment and understanding of our place in the ecosystem
- Commitment to equality
- Commitment to non-violence, equity and social justice

Unit 26: Values and Human Rights

Human Rights

Objectives: By the end of this unit you will:

- Identify values and understand how Human Rights is about values
- Understand that values should permeate all the work that they do

Introduction: In the last unit we looked at values and what our values are. In this unit we will look at how these values relate to human rights.

Activity 1: How do values relate to Human Rights? Look at your values from the previous unit. Think of how these values relate to the issues of Human Rights. Define which rights are achieved through each of the values you chose. Write these as a table like this one.

Value	Right

Activity 2: Values and behaviours: Make a second table similar to the one shown but this time the second column is marked 'Behaviour'.

List your six values and then to list behaviours that demonstrate these in the second column. In the third column explain how you will teach these to students. Simply "telling" the students the value is not valid – you must develop some activities that will help develop the behaviours.

Both of these tables are assignments to be submitted.

Values	Behaviour	How will you teach this to students

Conclusion: Values and Human Rights are closely interlinked: the ability to live by our values is our professional responsibility as human beings, change agents and teachers.

Unit 27: Web of Conflict

Civics and democracy

Objective: By the end of this unit you will:

- Understand how conflict develops
- Have some understanding of the root causes of conflict
- Have some ideas about how conflict can be minimised

Introduction In the last unit in this theme we looked at peace – both passive peace and active peace. In this unit we are looking at conflict and the layers and interlinked causes of conflict.

Activity 1: Web of Conflict Write the word conflict in the centre of a clean page. Think of an element associated with conflict. Write these things around the centre word.

Then think about what causes the things that you have just mentioned and write these things and link them with lines.

Then think if there are things associated with this outer group of elements and write these as well.

Are there links between different sub-causes or elements (for example power and discrimination). If so draw lines between these things as well.

There is a diagram in the answers section as a brief example of what your web may look like.

Assignment: What are the root causes of any conflict according to your diagram? What we can do to minimise or eliminate these causes? List these responses as well.

Conclusion Many of the things that you have suggested are part of this course on Emerging Issues; we will be dealing with them during this time together.

Unit 28: Communicable Diseases

Health and Environment

Objectives: By the end of this unit, you will:

- Explain the meaning of communicable diseases
- Identify the various causes of communicable diseases
- Explore some preventive measures

Introduction: This unit is on communicable diseases. While there is a wide range of diseases in Sierra Leone, many of these diseases are passed from one person to another. These are communicable diseases. This passing of diseases can be through another host such as flies or mosquitoes or fleas, or more directly through the air, or liquids.

Activity 1: Which disease? Identify as many diseases as you can for the form of transmission assigned. **This is a self-check activity**

Transmission through air
Transmission through a host insect
Transmission through liquids
Transmission through touch or skin

Now, list ways that these diseases can be prevented. **This is a self-check activity**

Conclusion: An estimated one million lives could be saved each year if hand washing was universal. Just hand washing. If we kept wounds clean, kept food covered and kept free of insects, imagine how much healthier we could be in Sierra Leone.

Unit 29: Rights of the Child

Human Rights

Objectives: By the end of this unit you will:

- Identify the categories of child rights and the guiding principles of the CRC
- Discuss the importance of the CRC

Introduction: Previously we have looked at the Universal Declaration of Human Rights and so we understand that rights apply to everybody without exception. If this is true – why is there a need to have a special convention for the rights of children?

Children have special needs and require special protection because they do not necessarily have the capacity to look after themselves. Because they are children they are more vulnerable to danger and exploitation and so it was decided by the international community that a special convention should be developed and ratified.

The UN Convention on the Rights of the Child (CRC) is the instrument that offers the highest international standards of protection and assistance to children. It was signed and ratified in 1989 and 1990 respectively by the UN Assembly. It is an agreement among member countries about what the rights, duties and responsibilities are of and for children with regard to their survival, protection, development and participation.

Almost every country in the world has signed the Convention on the Rights of the Child which means that the governments of the world have pledged to protect the children and ensure their rights.

Activity 1: What rights do children have? Look at the summary of the CRC at the end of the unit and then complete the table by listing the articles that go with each area.

This is a self-check activity

Area of rights	Articles
Protection (by adults)	
Family	
Identity	
Education	
Health	
Childhood	
Participation	

Looking at the table you have completed there are some areas that seem to be more important than others. But these areas have basic principles which are the foundations for all the other rights.

Activity 2: Why is the CRC important? Consider the following: Historically in many countries of the world children are considered possessions. This means that parents or other adults feel that because they have an obligation to look after the child and because the child is powerless then the child is 'owned'. This means that the child may be subject to a lot of abuse just because they are a child.

For example, many children (usually girls) have to collect water every day. Sometimes the load is not matched to the age and size of the child and so the load is too heavy.

Even though parents recognise that a load is too heavy for a child, many parents will demand that their children carry out this task because they would feel ridiculed by the community if they did a task that by habit is done by children. The children then are actually being abused to save the pride of the adults.

Another example: many teachers beat children in school because fees are not paid or homework is not done. But those same teachers would not dare to beat the parents of the children – who are the ones responsible for the fees payment. Why not? You can see how this shows that beating a child is not so much punishment or for the good of the child – it is because the adult has the power and the child does not. This is where the adult is taking advantage of the child's vulnerability.

The idea of children having equality with adults and being entitled to protection is a very new idea and appears to contradict much of our culture. But most parents love and protect their children and want a better life for them. Parents will usually try to do the things that make sure that their children are accepted into the society and community – it is just that some of those things have proven to be dangerous and because the world is changing very quickly we must also be able to change if we are to meet the future successfully.

The CRC then is like a map that guides us to really protecting our children.

- It outlines adult and government responsibilities for care and protection;
- It ensures inclusion – all children regardless should share equally in the rights
- It promotes development of the children through quality education
- It protects children from harmful practices such as kidnapping and fighting and exploitative labour

Conclusion: Before rights can be implemented there needs to be awareness that children have rights and responsibilities and an understanding of what this means.

Part of every awareness and sensitisation needs to be that children have both rights and responsibilities. One way of doing this is to ensure that schools reinforce the rights and equivalent responsibilities and help children develop self-respect and self-discipline so that responsibilities are fulfilled not because there is force to do so but because it is the right thing to do.

Conducting community meetings that explain rights with reference to respect and dignity to all (not just children) and allowing open and honest discussion is another way to support the implementation of rights.

Many of the rights of the child are the responsibility of the state and a lack of political will prevents real implementation. The community can provide pressure to enforce the rights provided by the government.

Poverty, tradition and lack of education all limit understanding. Many abuses and violations are taken for granted and are considered part of socialisation. In addition, extreme poverty means that children are often robbed of their childhood and forced by circumstance to become adult before their time and contribute to the family income.

The United Nations Convention on the **Rights of the Child**

Article 1

Everyone under 18 has all these rights.

Article 2

You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3

All adults should always do what is best for you.

Article 4

You have the right to have your rights made a reality by the government.

Article 5

You have the right to be given guidance by your parents and family.

Article 6

You have the right to life.

Article 7

You have the right to have a name and a nationality.

Article 8

You have the right to an identity.

Article 9

You have the right to live with your parents, unless it is bad for you.

Article 10

If you and your parents are living in separate countries, you have the right to get back together and live in the same place.

Article 11

You should not be kidnapped.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 14

You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 16

You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17

You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 18

You have the right to be brought up by your parents, if possible.

Article 19

You have the right to be protected from being hurt or badly treated.

Article 20

You have the right to special protection and help if you can't live with your parents.

Article 21

You have the right to have the best care for you if you are adopted or fostered or living in care.

Article 22

You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.

Article 23

If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24

You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 25

You have the right to have your living arrangements checked regularly if you have to be looked after away from home.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

Article 32

You have the right to protection from work that is bad for your health or education.

Article 33

You have the right to be protected from dangerous drugs.

Article 34

You have the right to be protected from sexual abuse.

Article 35

No-one is allowed to kidnap you or sell you.

Article 36

You have the right to protection from of any other kind of exploitation.

Article 37

You have the right not to be punished in a cruel or hurtful way.

Article 38

You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.

Article 39

You have the right to help if you have been hurt, neglected, or badly treated.

Article 40

You have the right to help in defending yourself if you are accused of breaking the law.

Article 41

You have the right to any rights in laws in your country or internationally that give you better rights than these.

Article 42

All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.

This is a simplified version of the United Nations Convention on the Rights of the Child. It has been signed by 191 countries. The convention has 54 articles in total. Articles 43 – 54 are about how governments and international organisations will work to give children their rights.

The official text of the Convention can be obtained from Save the Children, Education Department, 17 Grove Lane, London SE5 8RD.

Unit 30: Conflict Management Theory

Civics and democracy

Objectives: By the end of this unit you will:

- Have an understanding of basic conflict management theory
- Understand how conflict can be managed and resolved

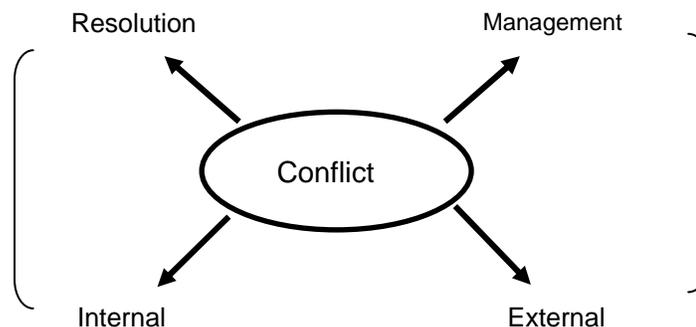
Introduction From the previous unit about conflict it is easy to see how a web of conflict can grow. What we need to look at now is how we can manage conflict and where we can break this web.

Activity 1: Is conflict internal or external? Most conflicts start within (a person) and become more complex and 'externalized' if they are not dealt with. Once conflicts become externalised (as they involve other people) then it takes much more effort to resolve them. When harsh words are said, or violence takes place then the initial problem needs to be solved and then other problems that arise from the externalising the problem also need to be solved, forgiveness needs to be asked by those committing the psychological or physical violence, emotional healing needs to take place and reconciliation needs to take place. As a result external conflicts are often those that are managed rather than resolved.

True resolution of conflict comes more easily when we deal with those elements of conflict that are internal or we deal with them while they are still internal. Once they become external there is a long and difficult process to go through.

The challenge is to break the link between internal and external is and to build a bridge between management and resolution.

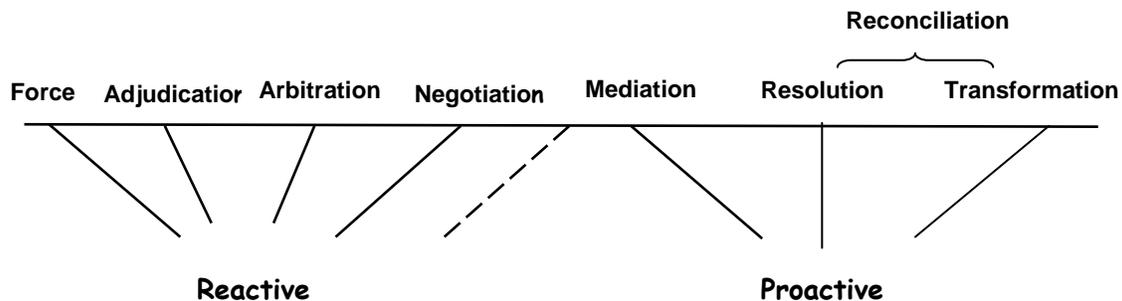
Management of a conflict means to somehow contain it – keep it within limits. Think of it like this: imagine dry brush piled up and near it is a pool of spilled kerosene. This is like internalised conflict – as long as nothing else happens there is no real problem. But to prevent it from exploding you have to watch every minute and prevent anybody from throwing down a lighted match. This is managing a conflict. Only when you can clean up the spilled fuel and remove the dry brush can you resolve the issue.



To move from internal to external conflicts is too easy: sometimes before we even realise it – think about how quickly you may be angry with somebody because somebody else has upset you. Once a conflict is external it can be managed but it is very difficult to resolve. Our task is two-fold – to stop our internal conflicts becoming externalised (this requires self-control and management of emotions) and then when we

are dealing with externalised conflicts to try to resolve them (which means dealing with the underlying causes and ensuring that healing also takes place) rather than simply managing them. For example: what do you do when you see two children fighting? Generally the first thing that we do is to stop them fighting – pull them apart. Sometimes we attempt to find out why they were fighting (which may resolve the situation) and sometimes we make a decision as to who is right and who is wrong and we punish the wrong-doer. Sometimes we cannot decide who is at fault and so we punish both “wrong-doers”. This is managing the conflict – because we have not actually solved anything – and it is possible that we have made things worse.

Activity 2: Conflict management continuum



The conflict management continuum explains the various ways we attempt to manage conflict. Although it is not necessary to start at one end of the continuum and move step by step; often people do as the reactive methods are not sustainable. Constructive conflict management must involve both parties of the conflict.

Think of examples of each method as you work through the continuum

Force is usually violence. The views of one party are forced upon the other party and so ‘accepted’ by them. This has the lowest level of mutual participation as one party is forcing its views on the other party. The force can be either physical force (for example a teacher forcing peace between students by beating them) or psychological force (for example a teacher “shaming” a student in front of others or a boss deciding on a particular action just because they are the boss).

Adjudication is the legal system that operates in society. It is a third party outside the two conflicting parties. The third party however has legal/judicial backing and can force the parties to comply. This requires all three parts of the legal system: someone to catch the wrongdoer (usually the police), someone to judge the wrongdoer and some form of punishment or penal system. This requires a stable society so that all three components exist and can work effectively without corruption. However, the adjudication system cannot prevent a conflict it can only deal with things that have already happened.

Arbitration has more mutual participation as the two parties can choose the arbitrator and they choose to abide by the decision reached. The only backing the arbitrator has is through the pressures of society to make the two parties conform to the decision made by them and the arbitrator. Traditional law is very close to arbitration as the whole society helps to enforce the punishment.

Negotiation occurs without a third party; the two parties attempt to work out their differences themselves, but the resolution often depends on the power or perceived power of one of the parties and leaves either party able to withdraw from the negotiations.

These conflict-handling approaches (above) are primarily conflict management. They do not occur until after there is a conflict. As well, they do not attempt to resolve the underlying causes of the conflict.

Mediation is facilitated negotiation. It is positioned to the right of negotiation (on the continuum) because both parties have agreed to the idea of resolving the conflict rather than managing it. The mediator does not make the judgement; instead, the mediator facilitates the resolution.

Resolution is a mutual attempt to resolve the problem in such a way that relationships are constructively changed through the resolution of the problem. This does not mean that all the emotions have been resolved but the problem itself is resolved.

Reconciliation is when there is a durable solution. This is when true peace begins to grow. It means that there are no signs of resentment and there is a 'win/win' solution, so that both parties feel positive about the constructive outcome.

Transformation, is where there is a conscious decision by both parties to build new and better relationships (i.e., it impacts on the affective domain as much as on the cognitive domain). It is the practical manifestation of the changed attitudes and behaviour when there is no chance of the conflict reoccurring.

These conflict-handling approaches can be conflict prevention and minimization as well as management. They should occur before a conflict erupts. This is why they are proactive. As well, these conflict management approaches work to resolve the underlying causes of the conflict so that there is a sustainable solution.

The conflict management continuum shows which techniques are reactive forms of managing conflict and which are proactive (forward-looking). Conflict suppression and conflict management are reactive forms. Generally there is no effort to understand the root causes of conflict; in some cases there is no effort made to even listen to both sides of the story. Reactive forms of conflict management are limited and the 'peace' gained this way is also limited. In this situation we see waves of conflict or cycles, with a strong element of revenge (as a result of being suppressed the previous time). Conflict resolution, and conflict prevention and transformation are the most proactive forms of conflict management and the most difficult. There is a renewed interest all around the world in these proactive approaches.

Exercise: Read this story and identify which forms of conflict management are used at the various points in the story.

Two women were fetching water at the well. A fight developed over who was first. A security guard intervened by separating the women and seizing their buckets. The two women returned home full of anger. One woman decided to take the other to court. One woman was found guilty and fined. Although she paid the fine, the two women were still full of anger at one another. As they left the court, an elder saw that they were unhappy. The two women agreed to talk to this elder and she listened to both sides of the story and solved the problem traditionally. However, both women had resentment in their hearts and one realized that this would sour relationships in the village. So she decided to try to talk to the other woman. When they talked each defended their actions, but they began to listen to each other as well, and they resolved to put the matter behind them. One woman still felt resentful (as she had to pay the fine) and she went to a wise woman in the community who agreed to help. Both women told their story to the wise woman and she helped them to see that they had both been wrong and that they had held resentment from a previous disagreement. After guiding them through the discussions and helping them to see their faults, the two women apologised to each other and forgave each other for the wrongdoing. To prove that there had been forgiveness they decided to create a garden together and grow vegetables to sell in the market. They made a lot of money for their families and both women could send their children to school.

Conclusion This is the foundation of the civics and democracy theme. All the components of this course on emerging issues rely on the foundations of Human Rights and peace education.

Unit 31: Similarities and Differences

Civics and democracy

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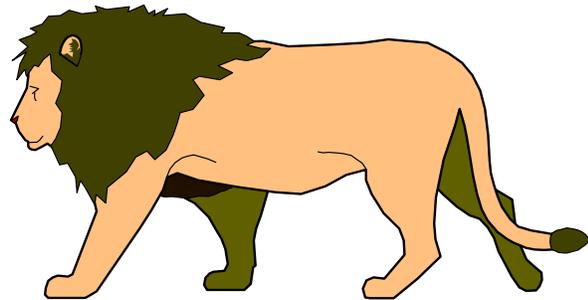
Objectives By the end of this unit you will:

- Understand how we are all more similar than we are different

Introduction In the last unit we looked at who we are and the judgements that are made on the basis of who we are. For example, what judgements are made about women – even before they have said a single word? What judgements are made about particular professional groups, or tribal groups. These judgements allow us to act in particular (and often very unfair) ways towards others. If we are to be constructive and peaceful then we need to understand how similar we all are as human beings.

Activity 1: Similarities and differences:

Assignment: List twenty ways in which people from different cultural or ethnic groups are similar. Only three of these can be physical similarities. The others must be emotional, spiritual, mental or attitudinal. [*Belief in God is a similarity, the way we worship (Religion) is a difference; love for family is a similarity, the fact that we live in social groups is a similarity although the way that we form our societies may be different.*] 'Cut me and I bleed, the same as you'



Are the cat and the lion similar or different?

Conclusion Discrimination is a form of exclusion that allows us to treat other people as less than ourselves because they are different. Once we understand how much destructive behaviour occurs because of exclusion and the lack of understanding about how similar we actually are, we are in a good position to build a constructive society.

Unit 32: Inclusion and Exclusion

Civics and democracy

Objectives By the end of this unit you will:

- Understand that judgements are made on the basis of who we are
- Understand why people are excluded
- Understand the outcomes of exclusion

Introduction In this unit we will be looking at why people are excluded from various groups and why this is so. Much of this is based on who a person is. We will also look at the way we are similar regardless of our uniqueness.

Activity 1: Who Are You?

Describe who you are, name, relationships (married or single, parent), what you do, where you come from, etc.

Now decide which of the things you have written you have a choice about: do you have a choice about being male or female, a choice about your colour, your tribe or clan or ethnicity or nationality? Do you have a choice about the work you do, the hobbies you have?

Put a 'C' next to the things that you have a choice about.
What basis do we have for forming the groups that we have?

Yes these are usually on the basis of colour, gender, ethnicity, tribe, not the groups that we belong to through choice.



Assignment: Discuss whether the groups that we belong to are subject to stereotypes. What stereotypes are they?
Do these stereotypes lead to discrimination?
Do people in your community discriminate against any other groups? Why?

Activity 2: Inclusion and exclusion

Do the groups that you belong to exclude people?

We need to understand that when we create a group, we exclude certain people; this is what makes a group, the fact that some people are not part of the group.

Assignment: What advantages do you have by belonging to the groups that you belong to?

In other words what are the advantages in being male or female; by belonging to a particular tribe; by being that group? Sometimes the formation of groups leads to conflict without anything else happening; the fact that some people are excluded can lead to resentment and a wish to create a rival group.

Assignment: Write a 500 word essay explaining what happens when particular people are excluded. Think about how conflicts occur (from previous units).

Conclusion Exclusion causes people to want revenge, and exclusion happens very often because of elements beyond our control. What we need to understand if we are to be constructive is how we are more similar than we are different.

Unit 33: Hand washing

Health and Environment

Objectives: By the end of this unit, you will:

- Understand the importance of handwashing
- Understand how we can change people's handwashing behaviours

Introduction: So far we have looked at the general principles of hygiene and at the importance of one aspect: sanitation. In this unit we will look at the benefits of handwashing with soap in terms of reducing illnesses and feeling better about ourselves. These two combined can reduce our rate of illness by half. Or to put it differently – people would be healthy twice as much. Think about the economic benefits: if people lose income when they are sick – then increased good health also means increased income.

Activity 1: Why is handwashing important? The chief causes of death amongst infants and illness amongst school aged children are acute respiratory infections like pneumonia and diarrhoeal infections.

Studies have also found that hand washing with soap reduced the number of pneumonia-related infections in children under the age of five by more than 50%. Evidence suggests that better hygiene practices – just washing hands with soap after defecation and before eating – could cut the infection rate for all of us by about 25%. Studies also show that hand washing with soap cuts the incidence of diarrhoea by nearly half.

Think what this means; something as simple as washing hands with soap regularly – but at least before handling food and after using the toilet or cleaning a child's bottom could save almost three quarters of the Sierra Leonean children who die each year from diarrhoea. Imagine how much better the health of these children could be just through washing our hands.

Assignment: Think of other reasons there can be for washing hands. Even though this is a health unit there are other reasons why people keep clean and wash their hands (perhaps to feel nice or to smell good). Make a list and keep for reference.

Activity 2: Changing people's attitudes: Remember the work done on how people learn effectively. Remember that learners need to understand the relevance (for them); to have respect and liking for the "teacher" and to be motivated.

Assignment: Develop a strategy for changing people's attitudes about handwashing: studies have shown that just knowing about the health benefits is not enough: perhaps we need to appeal to how much parents love their children, or how much money they can save by staying healthy, or how nice they smell after using soap. You need to decide on a strategy and then develop an outline for a programme of behaviour change. Handwashing is a major international priority to conduct a campaign in their home community will fit into the global campaign.

Assignment: Construct a tippy tap.

Conclusion: We often claim that we cannot do things (like sanitation of handwashing) because we don't have the facilities. Often we choose not to look for options that will work for our situations – we choose to stay powerless. But there are ways that we can make the changes; and by doing so, we can make Sierra Leone a better place in which to live.



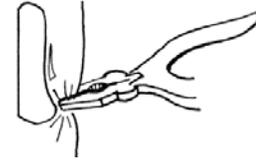
Instructions for making a tippy tap



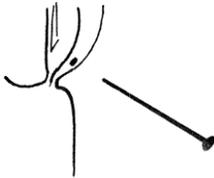
Select a plastic container of approximately 5 liters, or 1.5 gallons, with a handle.



Warm the base of the handle with a candle until the plastic is soft.



When the base is soft, pinch the base closed with a pair of pliers and then let it cool. Make sure that no water can flow through the pinch closed base.



With a hot nail, make a 2 millimeter hole just above the pinch-closed base of the handle.



With a plastic net, suspend the bottle from a metal support. Let one piece of plastic hang down to suspend the soap from. If a net is not available, two holes can be made in the back of the bottle, and the Tippy Tap can be suspended by connecting a string through those holes to the support.



Make a hole in the center of a bar of soap. From the hanging piece of plastic, suspend with a string the soap and a plastic or metal cover (such as a tin can) to protect it from sun and rain.

Unit 34: Perceptions

Civics and democracy

Objectives By the end of this unit, you will:

- Understand how perceptions can affect our judgement
- Understand how perceptions can create conflict

Introduction Where does the sun rise? Where does it set?

Does the sun revolve around the earth or does the earth revolve around the sun?

The perception is that the sun revolves around the earth because every morning it rises in the east and every evening it sets in the west. For hundreds of years people believed what they saw. This is a perception. Scientists can prove that the earth revolves around the sun and this is what we are taught – in spite of our perceptions.

In this unit we will look at perceptions and how they affect our judgement of people and situations.

Activity 1: What are Perceptions Look at the perception card (found at the end of the book) for just 20 seconds and then write down what you see.

What did you see? Did you see a woman? Was the woman old or young? Was she beautiful or ugly? This is a trick picture so that it is possible to see several different things. What you saw was your perception. When we treat these perceptions as a truth (as people do when they argue about what they see): we assume that because we see things in a particular way that that is a truth. But very often it is not a truth at all. Look at newspapers: if something has happened – why do different newspapers have different headlines and different stories? Because the editors have different perceptions about what is important.

Perceptions are a way of viewing things and that by themselves are neither right nor wrong. It is only when we assume that the perception is a truth that we begin to have problems. When perceptions are viewed as a truth then we feel that anybody who differs from us is 'wrong'. This is not a peaceful mindset. One of the great problems with religion is that too often proponents of each religion assume that their own religion is correct and therefore other religions are wrong. People have died, wars have been fought and societies destroyed because of people's perceptions that have been acted upon as if they are truths.

Conclusion: Perceptions are closely related to bias and stereotypes – they allow us to pre-judge. Inaccurate perceptions of others leads to bias and prejudice which is a cause of conflict. We will look more closely at bias and the consequences of bias later in this course.

Unit 35: Best Interest Determination

Human Rights

Objectives: By the end of this unit you will:

- Be able to identify the elements of best interest determination

Introduction: Think back to the last work we did on the rights of the child. Sometimes the difficulty with rights is when you have to decide which right is more important. It is not that one action is right and the other is wrong – very often one is slightly more right than the other. Each time we make a decision in terms of children’s rights – it must be what is best for them; not what is fashionable; not what is culturally appropriate but what is best for the child.

Activity 1: Best interest determination Look at this picture.

What principle does the picture illustrate?

Read article 3 again; what does this mean?

Best interest determination means choosing the best outcome for the child when faced with two (or more) ‘right’ things to do.

Assignment: Read the scenarios and make a decision about the action which is in the best interests of the child.

Write your response in your own book.



What is in the child’s best interest?

In a small village deep in the countryside there is no school but there are children in the village. There is no nearby school in neighbouring villages. While the children are very happy and have loving and caring families, they are missing the opportunity for an education

What is in the best interests of the child?

Think about articles 2, 3, 5, 28, 29

A mother gives birth to a healthy baby boy – he is the tenth child in the family. The mother understands that this baby has the right to a name and a family and to love and protection. Her cousin who lives two days away has no children and has been asking for several years to take one of the children to raise as her own. The mother wants to keep the new baby as he is a boy but she sends a message to the cousin saying that she should come and take one of the older girls. None of the girls want to leave home as they are afraid and have never been out of the village, but the mother says one of them will go with ‘Auntie’ and whoever goes will be sure to have a good life because they can go to school.

What is in the best interests of the child?

Think about articles 2, 3, 5, 9, 12, 18, 20, 25

A young girl has been told that soon she will go for initiation. This is important because it is part of her culture and makes sure that she belongs to the group. This way she will be able to get a good husband and as she will be married soon after the initiation she will be looked after and protected by her husband and her husband’s family. The girl knows that if she goes away for the initiation she will never finish school and she really wants to finish and become a teacher. The girl also knows that many, many women die in childbirth through complications that come from initiation and she is afraid for the future. She has tried to explain to her family but they are not willing to listen.

What is in the best interests of the child?

Think about articles 2, 3, 6, 12, 13, 14, 18, 24, 28, 30, 34

Conclusion: Best interest determination is very difficult. From a teaching point of view, if we keep in mind that the child should be at the centre of all that we do – then we are more likely to act in the best interests of the child.

Unit 36: Waste Management

Health and Environment

Objectives: By the end of the unit, you will:

- Have a basic understanding of types of waste
- Understand how we dispose of our waste
- Understand the negative effects of waste management practices

Introduction: We have already looked at environmental hygiene and so we are aware that our waste products and how we deal with them has an effect on our health and on our surroundings. In this unit we will look more closely at some of these.

Activity 1: What is waste? What is waste? What does the word mean? Anything that is no longer useful or needed is considered waste or rubbish.

Think carefully about all the things that you throw away every day: the table in the workbook should help. **Self-check activity**

Solid waste	
Liquid waste	
Gas waste	

Activity 2: What do we do with waste now?



Ask yourself.

- How do you dispose of your dirty water?
- What do you do with old tyres and cans?
- How else do we dispose of our rubbish?

Generally we are very careless in how we dispose of our rubbish. We use our rivers and the sea as a garbage dump and hope that the water will wash it away. All we do is to pollute our waters. We throw it in piles behind our homes, in the gutters by the roadside.



Activity 3: How could we dispose of our waste safely? Self-check activity

Complete the table.

Waste materials that will rot down into the soil, (like vegetable matter and human body wastes)	
Waste materials that do not rot down into the soil (or those which take many, many years to do so)	

Recycling is when we take the waste and process it so that it can be made into valuable products again. Some of the most common recycled materials are paper (which is shredded and soaked and then reconstituted as paper) and glass which is melted down and recast. However recycling requires a level of expertise and equipment that is not usually available in Sierra Leone.

However, one element of recycling is very common in Sierra Leone. This is the re-use of materials – Sierra Leoneans are very inventive when it comes to re-using materials that are considered waste. Water bottles re-used as containers; scrap metal used for building. In developed countries this is becoming a fashionable and environmentally sound thing to do – here in Sierra Leone it is done through necessity but still it is an environmentally sound thing to do.

Activity 4: How do we overcome the negative effects of waste management?

<p>Assignment: There are some negative effects of current ways of waste disposal. List these and state how the negative effects can be overcome. Keep this list for when we deal with pollution.</p>

Conclusion: There are many positive benefits of constructive waste management – prevention of a wide range of diseases, a more beautiful environment, and being able to be proud of our environment.

Unit 37: Challenges for the Implementation of Child Rights

Human Rights

Objectives: By the end of this unit you will:

- Be able to identify the challenges associated with the implementation of child rights
- Be able to identify the abuses and violations of the rights of the child.

Introduction: We have looked at several elements of the rights of the child so far. In this unit we will look at some of the challenges. In Sierra Leone, where the children belong to everybody this means that there is a lot of love and in the best circumstances; it means that the child will always have somebody to turn to. However, it also means that there are times when the abuses and violations of the child's rights can happen more easily.

Activity 1: What are the challenges? Look at your own attitudes and those of your community. What challenges or obstacles can you identify that may prevent the full implementation of children's rights? Draw a table similar to the one below to help you. Remember, you are to say what is - not what should be. Honesty is necessary if we are going to deal with these problems.

This is a self-check activity

Individual attitudes	
Socio-economic factors	
Government/ political will	
Balance of power	
Culture and tradition	

Activity 2: Abuses and violations Read the case study and think about the abuses and violations. When you have read it thoroughly, answer the questions.

Momoh, a 12 year old boy was separated from his parents while fleeing from intense fighting that took place between rebels and the government army of Tikonko County.

During the first week of separation Momoh was captured by the rebels and was forced to carry arms and ammunition to where they were needed. He walked with the rebels over long distances to reach the training camp. There Momoh together with other child captives were trained to become guerrilla fighters and within a short time he was able to load and fire his gun and set ambushes for the enemy.

Momoh was lonesome in the camp and missed his parents and his brothers and sisters very much. His commander seemed friendly and gave him "medicine" to help him forget and not to be lonesome any more. Of course before long Momoh was addicted to drugs and was willing to do whatever he was told so that he could get more. He became a wild fighter and was told how brave he was.

His commander made him the head of a patrol and marched them through the bush. During that time Momoh was not given any drugs and he became very aggressive and desperate. Suddenly he recognised where he was – it was his own village. His commander told him there would be plenty of drugs after the raid which Momoh would lead. His orders were to raid the village, steal food and burn the village to the ground. More than that, he was ordered to bring the head of the village chief to the commander.

Just before sunrise the next day, Momoh led his patrol into the village. People recognised him and started to call his name but then realised he was armed and they were very afraid. Momoh

caught the chief and shot him in front of the people and then told his patrol to load up the food. He grabbed some smaller children to carry the food back to the camp and then he and his patrol set fire to every house in the village. He cut off the head of the chief and carried it in a basket back to his commander.

After the raid on his own village, Momoh realised that he could never go home – he had murdered the chief who was his father’s uncle, he had burned the homes of his family and friends. Nobody would ever forgive him – and he could not forgive himself. He had stolen the food meant to keep people through the wet season, he had forced other children into the life of a child soldier and he knew that two of the girls that he had made carry food into the bush are now the “wives” of the commander. Momoh felt guilty about everything and hated himself and everybody around him.

Day followed day and week followed week; Momoh could not live without the drugs that made him forget and he was willing to fight anybody as long as he was given drugs at the end of the fighting.

One night, Momoh was woken by a tremendous explosion. The camp was being attacked by government forces. Momoh was taken into custody with the soldiers and was taken to a DDR camp for children. An NGO working in Child Protection admitted Momoh into the programme and he was registered for family tracing. As well he worked with health professionals and a trauma counsellor and was encouraged to play games every day. Slowly Momoh understood that while he had done terrible things, he was also a victim because terrible things had been done to him. He felt very sorry and wished he could ask for forgiveness from his village.

One day a social worker came to see Momoh and told him that the family tracing was successful and his parents were nearby in an IDP camp. Momoh was afraid. Would his parents be able to forgive him? Momoh spent several nights crying himself to sleep. But the social worker explained that his parents had been told what had happened to him and they wanted to be reunified and be a family again.

Momoh met his family in the camp. There were many tears – tears of sadness and shame but also tears of joy. Momoh and his family were helped to return home and Momoh went to school. He was bigger than the other children but he worked hard because he wanted to go back to the community that had forgiven him.

From the case study above list some of the child/human rights abuses and identify the child rights violations	
How could have these violations be prevented?	
What do you think could be done to prevent these violations?	
What can be done to help the victims?	
Who is responsible for these violations?	

Conclusion:

One of the advantages of education (and being a teacher) is that education can be a great agent for protection of the child and helps to minimise and prevent violations and abuses. We have a professional responsibility to ensure that all children in our care are ensured their rights.

Unit 38: Trust

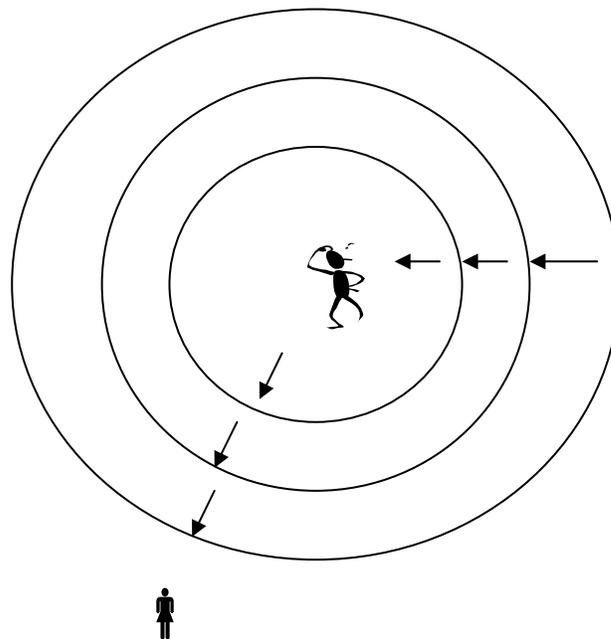
Civics and democracy

Objectives By the end of this unit you will:

- Be able to discuss why trust is important as a constructive life skill
- Identify the forms of trust
- Discuss the major challenges associated with trust

Introduction: Who do you trust? Do you trust all your relatives or tribal members or people in your village equally? What are the differences? Generally we trust those we know. If we think of the people closest to us, they tend to be also those whom we trust. As people are more removed from us, so we trust them less.

Activity 2: Levels of Trust: Which people belong in which circle? Explain why you have placed them in the particular circles. Do the circles represent how much people are trusted?



We establish contacts and interact with people we do not know. With some suspicion, we begin to trust them. As the trust increases, the person begins to draw closer to us in the circle.

However, people who are close to us can also break trust and, when this happens, we tend to move them outside the circle and away from us. This exclusion is usually because people who break trust have betrayed the person who trusted them. The closer they are to the centre, the more difficult it is to forgive the betrayal. If there is a commitment between the people, then the trust breaker may be 'given a second chance' and, in some instances, when given a chance, some people improve in their relationship even when they have failed before.

Trust develops as we get to know the other person or group but we must be prepared to be open to the other person or group and to leave our suspicions behind. Without communication and an attempt to understand another group or person, no trust can be built.

How do suspicions grow? Value-laden language, even when it is not meant to be harmful, gives a certain picture to other people: words such as traitor, collaborator,

bandit, freedom fighter, informer, arrogant, gentle, submissive, selfish, aggressive, have a particular story behind each of those words.

Assignment: List the words that you used for the first exercise and explain what they mean (what the story is behind these words)?

Think about these things: If these words are used about people we do not know, are we inclined to trust them? What happens when trust is broken? Where are those people in the trust circle?

Activity 3: Developing Trust Think of people (or groups) that you do not trust. Why do you not trust them? (Is it fear or because they do not know them, or has the person broken trust?)

How can you regain or develop your trust in the other person or group. What do they have to do to begin trusting?

Trust is a necessary prerequisite for peace and that somebody has to start trusting the other, and it should be the peacemaker.

Conclusion Trust is necessary if we are to rebuild Sierra Leone. It is also a foundational value in constructive peace.

Unit 39: How Do We Deal with HIV/AIDS?

Health and Environment

Objectives: By the end of the unit you will:

- Understand how we deal with HIV/AIDS
- Understand how the HIV virus is spread

Introduction: Now that we understand about HIV/AIDS and how it is spread; we really need to understand what we should do. This falls into two main parts: how we behave in terms of transmission of HIV and how we behave in terms of people who are HIV+. In this unit we will look at these two elements.

Activity 1: How do we prevent the transmission of HIV? Most people know how to prevent the transmission – but the transmission continues: according to the MICS (2005) 44% of people in Sierra Leone can identify 2 ways of preventing transmission and 24% reject the misconceptions about HIV. This means that in reality we still have to reach the other half (56%) who do not know and the 76% who do not understand the misconceptions. As teachers we can teach the young people as they will lead the education of the future. However, it is not enough any more to be teaching the same old facts in the same old way because it is obviously not working. Look at the table and write responses for the last column about preventing transmission. **This is a self-check activity.**

Ways to prevent transmission	Issues in Sierra Leone	How do we prevent transmission?
<p>The most common education about transmission is the ABC approach.</p> <p>UNAIDS defines the ABC of avoiding transmission as:</p> <p>A Abstinence or delaying first sex</p> <p>B Being safer by being faithful to one partner or by reducing the number of sexual partners</p> <p>C Correct and consistent use of condoms for sexually active young people, couples in which one partner is HIV-positive, sex workers and their clients, and anyone engaging in sexual activity with partners who may have been at risk of HIV exposure.</p>	<p>Remember that almost half of Sierra Leoneans have a good understanding of HIV/AIDS.</p> <p>25% of Sierra Leone women have had sex before the age of 15 71% have had sex before the age of 18 Thus it is clear that A (Abstinence) is not being followed. Why?</p> <p>43% of young women aged between 15-24 have had high risk sex (casual partners) So B is ignored. Why?</p> <p>80% of girls between 15-24 who are sexually active, do not use a condom. Therefore C is not being followed. Why?</p>	

Activity 2: How do we behave? Read the story. Identify the key misconceptions and prejudicial behaviour that the story illustrates. Then identify the principles of values and behaviour illustrated. Put these in the table. Then answer the questions. **This is a self-check activity**

Key misconceptions and prejudicial behaviours	Constructive values and behaviours

Conclusion: We know how to behave constructively – now we simply have to do it: remember that you are a change agent!

Caring

Laraine came home from school to find a guest in the house.

'This is your Auntie Mo, you haven't seen her since you were just a baby' said her mother. 'She is sick and so has come to stay with us for some time'. Auntie Mo did not look sick but she did look very thin. Perhaps she was just sick from not enough food. Laraine knew what it was like to be hungry, so she made sure that Auntie Mo's plate was piled high with food that evening.

It seemed, after some time, that Auntie Mo did nothing; she was not really sick all the time but she just got thinner and she was always tired and could not help around the house. Laraine was angry. She was angry at her aunt and also at her mother because there was extra work to do and it seemed that Laraine had to do it all. In fact her mother was doing less work than usual and Laraine was having difficulty doing her homework with all the extra chores she had.

One day, when she was especially tired, she asked her mother why Auntie Mo did not do anything to help. Her mother explained that Auntie Mo was HIV+ and had developed AIDS. Laraine was very frightened. She had used the same dishes for Auntie Mo's food as her own, she had kissed her each evening before she went to bed – perhaps she too would get AIDS. Now she realized why Auntie Mo had left her own family – they were cursed and only if Auntie Mo left would the rest of the family escape the curse. She was angry and frightened. Didn't her mother know all these things? Everybody knew these things! She told her mother everything she felt.

Her mother was very stern. 'Where did you hear rubbish stories like these?' she asked. 'HIV/AIDS is a disease like malaria. It is not a curse that somebody can put on you.' Laraine argued with her mother, everybody knew that when people were cursed that they just stopped eating and then got sick and died.

Laraine's mother sat her down to talk to her.

'Your father and I work hard to pay your school fees and you do not use the brain that God gave you. To believe that somebody can put on a curse on you is just superstition but if you believe it; it gives the superstition the strength of truth. Why would you give that sort of power to somebody else: the power to affect your life?'

Laraine thought about what her mother said. Perhaps it was true. Somebody said that her father had been cursed once but he just laughed and said that he didn't believe in curses and nothing had happened to him. The crops were good and they had extra money because he got a good price in the market for the extra grain and vegetables.

'But if Auntie Mo has a disease shouldn't she be sent away? After all, we could get sick from the same disease.' Laraine said to her mother. Once more her mother was very stern.

'You cannot catch this disease from being with someone, not from holding them or bathing them or eating from the same plate. Your aunt has a disease that many people are afraid of because they listen to untrue stories just as you have. Your aunt is your aunt, she needs love and care and the respect due to your family and because she is another human being. If you were sick would I not look after you? If your father was sick would I not look after him? Are you telling me that if I were to get sick you would not look after me?' Laraine felt ashamed, but still unsure. Why were people so afraid of this sickness but not so afraid of malaria or tuberculosis?

When she asked her mother, her mother sighed and sat down.

'HIV/AIDS was not discovered as a disease for some time. People died but nobody knew why. That is where the idea of being cursed came from. But now we know. This is not easy to tell you my daughter, but if you are to know the real truth and not these silly stories...' Laraine's mother sighed again and looked into the fire.

'The HIV virus is spread through the loving that grown-ups do. You know, that makes babies.' Laraine giggled into her hand.

'Pssh' said her mother 'You are not such a child as that. Nobody really knows how it started, but if somebody who is infected does that loving with somebody else, they can pass the disease on. The more that this loving happens, the stronger the chance of getting the disease. It is the same as when you play 'stones'; if you play long enough, more and more stones will fall inside the circle; not so?' Laraine nodded.

'So once you have the virus, you can pass it on to other people only this way or by sharing blood, or breast milk if the mother is infected. That is why when we took your brother to the clinic we paid for a new needle, just in case.' Laraine nodded again.

Her mother continued talking:

'Because in our culture we do not talk about this loving, having sex, it becomes very difficult to talk about HIV/AIDS. People think that those who have the disease are unclean; that they have been unfaithful to their husbands or wives. But it may have happened many, many years before. Perhaps, before they were married. Some men think that they have a right to have sex with whoever they want, especially if they are away from their wives.' Laraine looked at her mother 'Do some women feel the same way, if their husbands are away?' she asked.

'Yes, some women, too. But in the end it doesn't matter how somebody contracted the disease, whether through loving or having sex with somebody who is infected; or through blood from an infected person in an open cut; some babies are even born being HIV+: the important thing is that they are sick and need help. The Holy Book tells us to look after those who cannot look after themselves; it does not ask us to make judgments about them, just to love and care for them. How would you feel if you were sick, not necessarily HIV/AIDS, but just sick, and your father and I told you to leave the house and the village?'

Laraine shook her head.

'But that is an awful thing to do' she said. 'People cannot help getting sick, last season I had malaria but it was not my fault'. Her mother smiled.

'Think about how it would feel though. Could you do that to somebody else? Could you make the pain of being sick worse, by turning people away, by not loving them anymore?' Laraine shook her head. Now it was clear. If she truly believed in the teaching of the Holy Book then she was asked to care for others. Not to care for some others, who were sick in an ordinary way, but to care for anybody who was sick. Auntie Mo might be sick but she told good stories when she wasn't too tired, and she did look after the baby when there was cooking to be done.

Laraine was determined not to listen to the stories of curses and witchcraft any more. She knew that mosquitoes caused malaria and that you could not catch it from another person, somehow this was the same. She could not catch AIDS from mosquitoes or her aunt or anybody unless ... Laraine wanted to ask her mother one more thing but she felt shy. Her mother looked at her and smiled gently

'You are not too young to ask; but I will help' she said.

'You want to know what will happen when you have a boyfriend or when you are betrothed, don't you?' Laraine looked away but nodded shyly. Her mother smiled again.

'This is why your father is so protective of you. When you are young, your emotions run high and you may think you are in love with your whole heart and body. But then next week you will feel the same about another person entirely. Never forget you are precious, not just to your family but to yourself: you are worth more than the price of a drink or a meal and you can say 'no' to a boy even if you think he is the one and only person who will ever love.'

'But why would I want to say 'no' if I really love him?' asked Laraine.

'It takes years to really love somebody; you may feel strong emotion towards somebody after days, sometimes after just hours, but real love is much more than that, so it is better to wait.' Her mother paused and then took a deep breath

'If you do decide to have sex with a boy; always, always, use a condom. Even if he really loves you; you don't know what other partners he has had or what partners they have had. It is better to be safe. If he does not want to use a condom then he cares only about himself and not about you at all.' Her mother patted her arm

'Caring for Auntie Mo is only one part of caring, care for me and your father, but most of all care for yourself.'

Laraine looked hard at her mother, and then nodded and smiled. She would take care. She would care for Auntie Mo because she was sick, she would care for her brother just because he was her brother, she would care for her mother and father because they took care of her, but most of all she would care for herself.

Assignment: Comprehension questions

- 1 Who was the guest in Laraine's house?
- 2 Do you think that Auntie Mo did nothing to help? Explain why you think so.
- 3 Why did Laraine's mother say that Laraine was telling rubbish stories?
- 4 Why did Laraine decide not to believe in these stories any more?
- 5 Why do people reject those who are sick with AIDS?
- 6 Why is Laraine's father protective of her?
- 7 Why did Laraine's mother say that it was all right to say 'no' to a boy?
- 8 Why do you think Laraine's mother said that if a boy refused to wear a condom that he would not care for Laraine?
- 9 Why is it important to care for those around you?
- 10 Why is it important to care for yourself most of all?

Unit 40: Bias Cycle

Civics and democracy

Objectives: By the end of this unit, you will:

- Understand the types of bias
- Understand the links between bias and discrimination
- Break the cycle of bias and discrimination

Introduction: What does the word ‘bias’ mean?

Bias is when you slant the truth or the facts to give an impression that is not a lie but is not quite the truth. (Or at least not the whole truth.) Bias is also the things that we do not say. If we do not like someone, then we do not tell others of their good qualities; only their bad qualities.

Activity 1: Bias through language Think of names that are commonly used to describe people: Draw a line down the centre of the page in your book. Put the words that you think are positive on the left-hand side and the ones that you think are negative on the right-hand side. Now put ‘M’ beside the word if it usually applies to men and ‘W’ if they usually apply to women. Now think about each word – if it applied to a woman would it still be a positive word? For example: “strong-minded” is considered good if applied to a man but very negative if applied to a woman (then we use words like ‘stubborn’). When words change from positive to negative (or the other way around) this proves that these words have a bias (they make you think in a certain way).

Activity 2: Cycle of Bias: Both the “part of the truth” types and the “value laden language” type of bias are destructive on their own but they also create more destructive types of behaviour.

What are the consequences of bias?

Look at this table to see how biases lead to stereotypes and then to prejudice and finally to discrimination.

Bias	Stereotype	Prejudice	Discrimination
A particular point of view	When this point of view is applied to all people	When the point of view makes you act in a particular way	When your actions make sure that resources are not given to the group against whom you are prejudiced

Have you experienced (or been part of) a cycle like this?

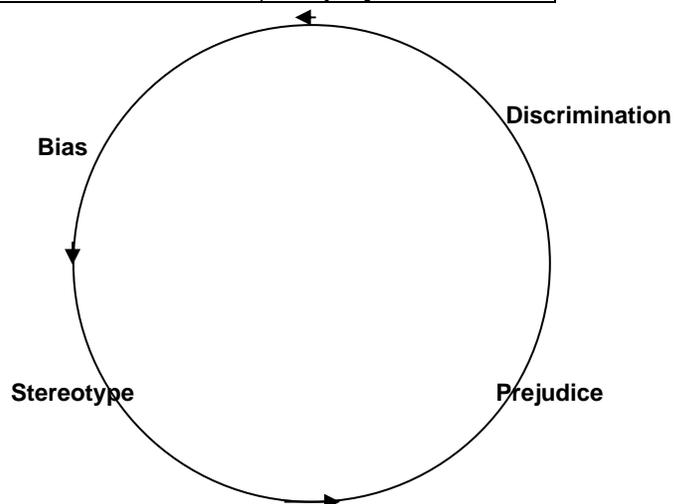
What happens at the top of the circle?

When the cycle can be broken?

Why should the cycle be broken?

What can you do to break the cycle in your own life?

Conclusion: Being aware of bias can help them to analyse more effectively and not be manipulated. Breaking the cycle of bias means that people need to be aware of their perceptions of others and to look at people and situations very objectively and to want to be fair and just.



Unit 41: What do we know about HIV/AIDS now?

Health and Environment

Objectives: By the end of the unit, you will:

- Understand about HIV/AIDS

Introduction: Now that we have looked at what we mean by HIV/AIDS, what it means to us and how we can best deal with it, it is time to see what we actually know. But before that we need to look at the story and what it illustrates.

Activity 1: Quiz Mark the response that you feel are correct. **This is a self-check activity**

1. Which protects you most against HIV infection?	<ul style="list-style-type: none"> ▪ Condoms ▪ Contraceptive pills ▪ Spermicide jelly
2. How can you tell if somebody has HIV or AIDS?	<ul style="list-style-type: none"> ▪ Because of the way they act ▪ They look tired and ill ▪ There is no easy way to tell
3. Can you get AIDS from sharing the cup of an HIV-infected person?	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Only if you don't wash the cup
4. Is there a cure for AIDS?	<ul style="list-style-type: none"> ▪ Yes ▪ No ▪ Only on prescription
5. What is HIV?	<ul style="list-style-type: none"> ▪ A virus ▪ A bacterium ▪ A fungus
6. Can insects transmit HIV?	<ul style="list-style-type: none"> ▪ yes ▪ No ▪ Only mosquitoes
7. What does STD stand for?	<ul style="list-style-type: none"> ▪ Sexually Transmitted Disease ▪ Special Treatment Doctor ▪ Standard Transmission Deficiency
8. When was the term 'AIDS' defined?	<ul style="list-style-type: none"> ▪ 1977 ▪ 1982 ▪ 1987
9. Approximately how many people are living with HIV worldwide?	<ul style="list-style-type: none"> ▪ 39.5 million ▪ 25.8 million ▪ 3.5 million
10. What does HIV stand for?	<ul style="list-style-type: none"> ▪ Human Immunodeficiency Virus ▪ Harmful Intravenous Vaccine ▪ Homosexual Injury Volition
11. What is the difference between HIV and AIDS?	<ul style="list-style-type: none"> ▪ HIV is a virus and AIDS is a bacterial disease ▪ HIV is the virus that causes AIDS ▪ There is no difference between HIV and AIDS
12. Which practice puts you most at risk of becoming infected with HIV?	<ul style="list-style-type: none"> ▪ Kissing ▪ Using the same toilet as an infected person ▪ Unprotected vaginal sex ▪ Anal sex with a condom
13. What is abstinence?	<ul style="list-style-type: none"> ▪ To refrain from sex ▪ To only have sex with one partner ▪ To lose your virginity

Conclusion: There is much more that we could learn about HIV/AIDS but as teachers the important thing to remember is that it is behaviour change. Knowledge about HIV/AIDS is not academic – merely to pass an examination: it is knowledge that will save our lives and save our society.

Unit 42: Gender Discrimination

Gender

Objectives: By the end of this unit you will:

- Understand the concept of gender based discrimination
- Identify and apply strategies for the promotion of education for girls

Introduction: We understand what discrimination is – when certain groups are deprived of goods and services based on them belonging to a particular group. In this unit we will look at discrimination that is based on gender: on the roles we hold because of our sex.

We have seen that there is so much institutionalised discrimination against women that there is a specific UN Convention against all forms of discrimination against women. Gender discrimination is discrimination because of the particular behaviours associated with one sex of the other. And women are not the only ones to suffer gender discrimination (although they do suffer much more and in many more ways).

Activity 1: A New Baby: Read the case study then answer the questions. **This is a self-check activity**

Pa Bangura’s wife had a baby after some years of trying and praying for a child. The baby was a beautiful baby girl and Pa Bangura was very proud and very excited. His love for the baby was so great that he played with her, carried her everywhere he went, changed the napkins and washed and dressed her.

Soon many people in the village were laughing at Pa Bangura behind his back. People made rude remarks to his wife asking her how her new wife was. Before long the comments were made direct to Pa Bangura’s face
 “So now you have become a woman” they taunted. “Doing the work of women; you have become a woman”.

Pa Bangura’s wife felt ashamed that her husband was making a fool of himself and that all the gossip was about him and how he was acting. She nagged him to leave the care of the baby to her as was right and proper, but Pa Bangura ignored her and all those in the community. He said it was his right and his responsibility to look after his child equally with his wife and that they were simply jealous that he had the most beautiful child in the world!

What cultural norms was Pa Bangura breaking?	
Why do you think that people were upset; why did they feel the need to make Pa Bangura conform?	
Why was Pa Bangura’s wife ashamed?	
Do the community members have a gender stereotype about how men can act with children?	
Can you list other gender stereotypes that occur in your own community?	
Can you give ideas as to how these stereotypes can be broken?	

Activity 2: What will you do? Many people think that gender discrimination is only against women – but both men and women suffer from gender discrimination; in the same way as some groups are discriminated against in the broader context. Remember how discrimination occurs – remember the bias cycle. Given this how can you break down gender discrimination?

Assignment: Think about this question and list at least 5 concrete actions that can be taken to minimise or eliminate gender discrimination. (Remember to be very aware of your own biases).

Conclusion: Gender based discrimination is the same as any other – but it is more common and so invisible to many people. Perhaps the main thing that we can do is to raise awareness that gender discrimination actually exists: it is not just culture – it is control.

Unit 43: Child Participation

Human Rights

Objectives: By the end of this unit, you will:

- Define and discuss child participation
- Identify the barriers to child participation

Introduction: Earlier we looked at the issue of children’s rights. One very important right that children have is the right to participate in the decisions that affect their own future. In this unit and the next unit we will look at ways that we can improve the participation of children to ensure this right.

Activity 1: Legal Basis for Child Participation: Child participation is clearly expressed in the Child Rights Act 2007 of Sierra Leone, and in Article 12 of the United Nations Convention the Rights of the Child. According to these articles it is stated that in all matters affecting the child: “Children should be able to express their own opinions freely, and those opinions should be given due weight in accordance with the age and maturity of the child”.

Assignment: Write 200 words on what do you think this means in practice. Traditionally children do not participate as they are considered incapable of doing so. But there is perhaps a deeper reason. In many societies, children are considered possessions: girls are given into marriage without their knowledge or consent. Boys have their jobs or careers chosen for them and often also their wives. Do you ask your dishes if they mind having hot soup in them? Of course not – and for those people who consider that their children are possessions this is exactly how they feel towards their children.

What do you think the culture of communal ownership means to the idea of child participation?

It should be clear by this time that legislation does not change attitudes or behaviours: although it is necessary to have appropriate legislation in place. But we need much more.

Activity 2: What is the current situation? Look at the following areas and copy the table into your workbook and explain the current situation in terms of attitudes towards child participation. **This is a self-check activity.**

Community level	
School level	
Family level	

Think about what this means: the things we call culture are often simply ways of keeping the power in the hands of those who make the rules. But culture changes and the government of Sierra Leone is a signatory to the CRC and the national laws and policies reinforce this. However, it will take an effort from every teacher in Sierra Leone to convince every parent and every adult that children have the right to participate and make decisions themselves.

Conclusion: We need to look to ourselves and our habits – after all, the children look to us and we need to be good role models and help to change the behaviour for the future of Sierra Leone.

Unit 44: Civics and Citizenship

Civics and democracy

Objectives: By the end of this unit you will:

- Understand the idea of citizenship
- Be able to understand the links between key cultural values and civics and Human Rights

Introduction Civic education is a way of helping people to understand their rights and responsibilities as citizens and as part of a group. Civic education is not about tribal groups or the religions in our country: civic education is about how to work together; to co-operate; to think about others as well as ourselves and to understand empowerment of the people.

Assignment: Write 200 words to answer each of the following questions

- What does it mean to be a good citizen?
- What about your rights and responsibilities?

As good citizens of our country, we are expected to do things that will develop our country. But we cannot do the right things if we do not have knowledge about civics. In this unit we will explore the meaning, importance and components of civics. Civics includes many structures, characteristics and behaviours as varied as understanding formal governance structures through to communal problem solving and mediating disputes. **Self-check activity:** List the key components: We will be looking at many of these in this course. It is necessary to keep all the components in mind to truly understand the essence of civics.

Activity 1: The Meaning of Civics: Essentially civics (and so citizenship) is about belonging: Belonging to a family, to a community and then to a country. The nation of Sierra Leone is a group of tribal groups and descendents of freed slave settlers plus other settlers who have come to here to make it their home. Being part of a nation means that there are certain values all the people of Sierra Leone share. Although the long civil war has destroyed much of what we consider as “our society” there are values that are common to us all and it is these values that we all share that help make us Sierra Leonean.

Self-check activity: Why is there a need for civic education in our education systems? List your ideas and check for accuracy (at the end of the book)

Activity 2: Meaning of Citizenship [Originally, citizenship meant belonging to a city or town (city – zen). Now it means belonging to a country. Legally citizenship is gained by being born in a particular country and having parents who are considered citizens of that country. You can also become a citizen through naturalization. This means that you ask the government to be a citizen. Generally asking for citizenship shows an intention to live in the country, to be protected by the government of that country and to have the right to vote and have a say in the governing of the country.

Citizenship means much more than the legal definition however: citizenship is about the belonging discussed in the previous unit on civics and also having the qualities of co-operation, problem solving and reconciliation (among others).

Assignment: Write 500 words on the rights associated with citizenship in Sierra Leone.

Conclusion Citizenship is a complex concept and constructive citizenship means being the best person it is possible to be: to be a good citizen of Sierra Leone and the world.

Unit 45: Discrimination against Women

Gender

Objectives: By the end of this unit, you will:

- Understand the need for a legal approach to discrimination against women

Introduction: You will recall that we have just recently looked at Human Rights and the Rights of the Child. In these units we discussed that all people, all human beings have equal rights and responsibilities. However, sometimes these rights and responsibilities are difficult to establish because of laws, customs and tradition. In this unit we will look at women's rights, how these are violated and the efforts made to protect these rights. We will also look at the effect of these violations.

Activity 1: Legal Approach to Discrimination against Women

According to the UDHR, Article 1:

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

Article 2 states:

“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.”

Why then do we need the Convention on the Elimination of all Forms of Discrimination against Women? List the reasons that answer the question. Remember to record them in the book. The essence of Human Rights is equality – but it was found that there was no equality as women were very often just not even considered (perhaps as human beings). As a result the UN introduced the Convention for the Elimination of all forms of Discrimination against Women (CEDAW).

Activity 3: How has Sierra Leone responded to the CEDAW?

Do you know what laws the government has passed to eliminate discrimination against women? **This is a self-check activity**

Assignment: Write 200 words to explain the impact that these legal instruments have had on behaviours in their community.

If there are no changes as a result of the change in the laws – explain why not.

Conclusion: Since women play such an important multiple roles in the family and the community at large, violation of their rights affect socio economic development of our society. This then has a negative effect on the entire community, so it is not just women who suffer – ultimately everybody suffers.

THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

The States Parties to the present Convention,

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women, Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex, Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women, Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women, Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

Concerned that in situations of poverty, women have the least access to food, health, education, training and opportunities for employment and other needs, Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women,

Affirming that the strengthening of international peace and security, the relaxation of international tension, mutual co-operation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will promote social progress and development and as a consequence will contribute to the attainment of full equality between men and women, Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole,

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,
Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations,
Have agreed on the following:

PART I

Article 1

For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

- (a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;
- (b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;
- (c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;
- (d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;
- (e) To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;
- (f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;
- (g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.
2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures:

- (a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;
- (b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

PART II

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

- (a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;
- (b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;
- (c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.
2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- (d) The same opportunities to benefit from scholarships and other study grants;
- (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- (f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- (g) The same Opportunities to participate actively in sports and physical education;
- (h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

- (a) The right to work as an inalienable right of all human beings;
- (b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;
- (c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;
- (d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;
- (e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;
- (f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

- (a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;
- (b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;
- (c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

(d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to family benefits;

(b) The right to bank loans, mortgages and other forms of financial credit;

(c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counselling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

1. States Parties shall accord to women equality with men before the law.
2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.
3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.
4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:
 - (a) The same right to enter into marriage;
 - (b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;
 - (c) The same rights and responsibilities during marriage and at its dissolution;
 - (d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;
 - (e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;
 - (f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;
 - (g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;
 - (h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.
2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

PART V

Article 17

1. For the purpose of considering the progress made in the implementation of the present Convention, there shall be established a [Committee on the Elimination of Discrimination against Women](#) (hereinafter referred to as the Committee) consisting, at the time of entry into force of the Convention, of eighteen and, after ratification of or accession to the Convention by the thirty-fifth State Party, of twenty-three experts of high moral standing and competence in the field covered by the Convention. The experts shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution and to the representation of the different forms of civilization as well as the principal legal systems.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
3. The initial election shall be held six months after the date of the entry into force of the present Convention. At least three months before the date of each election the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which have nominated them, and shall submit it to the States Parties.
4. Elections of the members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
5. The members of the Committee shall be elected for a term of four years. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these nine members shall be chosen by lot by the Chairman of the Committee.
6. The election of the five additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of this article, following the thirty-fifth ratification or accession. The terms of two of the additional members elected on this occasion shall expire at the end of two years, the names of these two members having been chosen by lot by the Chairman of the Committee.
7. For the filling of casual vacancies, the State Party whose expert has ceased to function as a member of the Committee shall appoint another expert from among its nationals, subject to the approval of the Committee.
8. The members of the Committee shall, with the approval of the General Assembly, receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.
9. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

Article 18

1. States Parties undertake to submit to the Secretary-General of the United Nations, for consideration by the Committee, a report on the legislative, judicial, administrative or other measures which they have adopted to give effect to the provisions of the present Convention and on the progress made in this respect:
 - (a) Within one year after the entry into force for the State concerned;
 - (b) Thereafter at least every four years and further whenever the Committee so requests.
2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 19

1. The Committee shall adopt its own rules of procedure.
2. The Committee shall elect its officers for a term of two years.

Article 20

1. The Committee shall normally meet for a period of not more than two weeks annually in order to consider the reports submitted in accordance with article 18 of the present Convention.

2. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. ([amendment](#), [status of ratification](#))

Article 21

1. The Committee shall, through the Economic and Social Council, report annually to the General Assembly of the United Nations on its activities and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.

2. The Secretary-General of the United Nations shall transmit the reports of the Committee to the Commission on the Status of Women for its information.

Article 22

The specialized agencies shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their activities. The Committee may invite the specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

PART VI

Article 23

Nothing in the present Convention shall affect any provisions that are more conducive to the achievement of equality between men and women which may be contained:

- (a) In the legislation of a State Party; or
- (b) In any other international convention, treaty or agreement in force for that State.

Article 24

States Parties undertake to adopt all necessary measures at the national level aimed at achieving the full realization of the rights recognized in the present Convention.

Article 25

- 1. The present Convention shall be open for signature by all States.
- 2. The Secretary-General of the United Nations is designated as the depositary of the present Convention.
- 3. The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.
- 4. The present Convention shall be open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 26

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

Article 27

- 1. The present Convention shall enter into force on the thirtieth day after the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.
- 2. For each State ratifying the present Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

Article 29

1. Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.
2. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph 1 of this article. The other States Parties shall not be bound by that paragraph with respect to any State Party which has made such a reservation.
3. Any State Party which has made a reservation in accordance with paragraph 2 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

Article 30

The present Convention, the Arabic, Chinese, English, French, Russian and Spanish texts of which are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS WHEREOF the undersigned, duly authorized, have signed the present Convention.

Unit 46: The Importance of Child Participation

Human Rights

Objectives: By the end of this unit, you will be able to:

- Define and discuss child participation
- Identify the barriers to child participation
- Explain the importance of child participation

Introduction: In the last unit we analysed the current situation in Sierra Leone. We know we have a major cultural barrier to overcome and we also know that teachers are very powerful change agents in the area of child participation.

Activity 1: Why is child participation important? When a child participates in genuine decision making they are being taught and helped to develop as human beings – cognitively (in terms of thinking), emotionally, and socially. This helps them to develop a sense of identity and then of self esteem. When children are part of the solution they stop being part of the problem – in other words when a child is involved in the discussions and decisions; when they see why things are done the way they are and they understand why certain things cannot happen then they are more likely to behave according to this understanding. This in turn, minimizes problem behaviours in schools.

Activity 2: How do we encourage and promote child participation? Think of as many ways as you can to promote child participation. Keep in mind that this is a major cultural change for many people and great care must be taken so that children understand that respect for elders (and others) is always necessary. Record the results in your book and complete the table there.

As teachers, focus on strategies that can be implemented in schools – and remember that if you do not participate as an adult; then the children will not – as you are the role model. **This is a self-check activity**

Strategies to improve children's participation in the classroom	
Strategies to improve children's participation in the school	
Strategies to improve children's participation in the community	

Conclusion: Adults will need to provide structure and support for child-centred activities. In the classroom teachers must be careful to provide very structured learning experiences so that the children learn and discover only what the teacher has planned for them to discover. Teachers must also be prepared to provide the conducive environment that make children feel safe, cared for and motivated to explore the world and develop different skills.

Unit 47: You and Your Medicine

Health and Environment

Objectives: By the end of the unit, you will:

- Have a basic knowledge of commonly used medicines in Sierra Leone
- Understand why correct use of medicine is important

Introduction: Medicines are extremely common and often not even recognised as medicine. Technically they are bio-chemical compounds that are used to treat illnesses and diseases. They may be used to fight illness, to make you feel better or to prevent you from becoming ill. Many medicines however are misused and unfortunately in Sierra Leone, many medicines are fake (not real) and using these medicines can kill. In this unit you will learn to recognise medicines, learn how to effectively use the medicine that is prescribed for you, where to buy medicines and how to store them.

Activity 1: What are medicines? Look at these scenarios and decide whether people have used medicines safely and whether these are beneficial. Think carefully in this exercise – you should also point out any other dangers that have been illustrated in the scenario. **This is a self-check activity**

Abu has a high fever and is rushed to hospital. He is examined by doctors and then given some tablets from the hospital pharmacist and his fever breaks.

Musa has bad back pain and is advised to stretch out on a hard floor with friends pulling at his arms and legs to stretch his spine. After several units his back feels good.

Martina burns her leg with boiling water and rubs papaya skin on the burn. Her burn stops hurting almost at once and heals very quickly.

James needs to be wide awake and mentally sharp for his exam. He has heard that smoking djamba will give him wisdom so he smokes heavily before the exam. Instead of wisdom he has great difficulty concentrating and his heart is beating very, very fast.

Bockarie feels that he has malaria. His fever is high and he is shaking. He goes to the market and gets some special tablets. He goes home to bed after he has taken them.

Vandy has a severe headache and feels nausea. He goes to the wise woman of the village who boils some bangba root and makes a tea for him to drink. His headache disappears and he feels much better.

Anything that you take to respond to ill-health is a medication and medication comes in many forms. It is important to recognise that all medications are designed to respond to your body and so will have an effect; either positive or negative, however harmless they seem to be.

Activity 2: Proper use of Medicine Medication is used to fight a specific disease. It has been carefully prepared to release the correct amount of drug over a particular period of time. People who prescribe medications have training and/or experience and know what chemical compounds are used for particular problems.

Answer the following questions.

This is a self-check activity

What happens if you take medicine that has the wrong compounds for what is wrong with you?
Many people feel that if one tablet is good then two tablets must be better. What happens when you take too much of the medication?
What happens if you take medication that is not for you?
What happens when you are told to take medication for five days but after two days you stop because you feel better?

Conclusion: So far we have looked at what medicines are and how to use them properly. There is much more to be covered in uses and misuse of medicine in the following units.

Unit 48: Citizenship

Civics and democracy

Objectives: By the end of this unit you will:

- Be able to explain the elements of citizenship

Introduction In previous units on civics we looked at the link between values, Human Rights and civics. In this unit we will look more closely at how to become a good citizen.

Activity 1: Qualities of a good citizen

Draw a large outline figure of a person. Now think about the qualities of a good citizen of Sierra Leone and add those qualities to the person by drawing in symbols to represent the qualities (for example: draw a heart if caring is part of being a good citizen). Be prepared to hand in your drawing. Remember that citizenship means mostly having constructive values and being aware of what is right – for the group not just for themselves.

Activity 2: Requirements of a good citizen

Look at the requirements of a good citizen. Fill in the table. **This is a self-check activity**

Requirements of a good citizen	Expected citizen behaviour
Promotes law and order	
Promotion of and respect for Human Rights including the rights of women and children	
Promotion of Tolerance	
Promotion of Honesty and Integrity	
Loyalty	
Patriotism	
Environment	
Participate in the democratic processes	
Taxes and revenue	

Conclusion Civics and democracy are very closely intertwined with peace and Human Rights. Again it is about acting in the right way and doing what is right – because it is the right thing to do. It means being constructive and productive for the good of the individual, the family, the community and the nation.

Unit 49: Gender-based Violence

Gender

Objectives: By the end of this unit, you will:

- Define gender-based violence
- Discuss the causes of gender-based violence

Introduction: In this unit we will look at the issues of gender-based violence. Earlier in this course we looked at violence and how it is part of conflict. But gender-based violence often does not result in conflict – because the violence is not challenged – sometimes it is even supported by tradition and habit. But you have learned about rights and you know that every human being is entitled to respect, dignity and equality – and that means equal treatment. Hopefully by the time you finish this unit, you will challenge gender-based violence and help create awareness in community as to how this can be eliminated.

Activity 1: What do we mean when we talk about violence? Look at the scenarios and complete the table. **This is a self-check activity**

Scenario	Is this violence? If so what type of violence
The husband comes home from work after a long day and finds that his wife has been gossiping with the neighbours and the food for dinner is not ready. He is not a bad man and so even though he clenches his fists he does not hit his wife – he hits the door instead. But he shouts his anger at his wife’s laziness and stupidity and eventually she cries and rushes to the kitchen so he forgives her and eats the food that she prepares.	
A community meeting is called and everybody comes to the meeting. According to tradition the men sit at the front and speak first and the women sit at the back. Everybody is given the opportunity to speak, but of course the men speak first. One woman is angry about the situation and demands to speak first. The elders tell her to observe the custom and to wait for her turn. She refuses to wait and stands to speak early in the meeting; the chief asks some young men to escort her away from the meeting.	
A young girl is coming home from school and a group of young boys follow her and tease her telling her that she should be at home like a proper girl instead of trying to be a girl-man. They pull at her clothes and punch at her back and then run away.	
A girl in primary school is told by her mother and auntie that this year she will go into the bush for initiation. While she does not know exactly what is involved, she does know that girls who have been through initiation don’t come back to school and usually get married soon after. They also keep away from the friends they used to have in school. The girl does not want to leave school but her mother and aunt insist that without initiation she will not get a good husband and will bring shame on her family.	
A woman is happily married and has three children. Her husband works hard and even helps her look after the children when he is at home. But then there is a tragedy: the husband is killed in a bus accident and she is left alone and without money or protection. The family uses the traditional solution that will make sure that she is protected and looked after: she will be married to her husband’s brother.	

A couple has been married and the husband demands his rights. The bride is shy and does not know what to expect. The husband becomes frustrated and angry and takes his wife by force.	
A husband and wife seem to be happily married except that the husband sometimes drinks heavily and when he is drunk he becomes very angry about everything and nothing. This is when the beatings start. His wife is often badly beaten and has twice had broken bones and is often badly bruised. The man is always very sorry afterwards and says he did not mean it – it was the drink. The wife forgives him because ... what else can she do?	

Gender-based violence is when the violence is perpetuated because of the gender. Do you know that there is a Domestic Violence Act (2007) which outlines steps for the elimination of domestic violence (most of which is gender based). The Act also provides protection for the victims of domestic violence.

The act defines domestic violence as “physical or sexual abuse; economic abuse; emotional, verbal or psychological abuse, including any conduct that makes another person feel constantly unhappy, humiliated, ridiculed, afraid or depressed or to feel inadequate or worthless; harassment, including sexual harassment and intimidation; conduct that in any way harms or may harm another person, including any omission that results in harm and either endangers the safety, health or wellbeing of another person; undermines another person’s privacy, integrity or security; or detracts or is likely to detract from another person’s dignity or worth as a human being.”

Activity 2: Causes of Gender-based Violence: This is a self-check activity

List these under the following headings:

Tradition	
Economics	
Law	
Personal beliefs	
Conflict	
Religion	

Conclusion: Gender-based violence is so common that often we do not even see it. But violence based on the perceptions on how a particular sex should act is an abuse of Human Rights and against our religious values of love and protection. We need to think about how this can be eliminated from our society.

Unit 50: Vulnerable and Excluded Children

Human Rights

Objectives: By the end of this unit you will:

- Describe a vulnerable and excluded child
- Discuss the problems found by vulnerable and excluded children in communities

Introduction: When we think of vulnerable and excluded children what do we think of? If we think of children who are outside the mainstream and who live in especially difficult circumstances; children who are marginalised and ignored by the society; children who become invisible because they are too poor, or in trouble with the law, live on the street, or in an abusive situation – these children are excluded.

Activity 1: Types of vulnerability that lead to exclusion: Think about of these issues:
This is a self-check activity

If a child is left alone – through being orphaned (where one or both parents have died) what are the life options for this child?

If a child comes from a destitute family what are the life options?

What other children are especially vulnerable?

In recent years there has been increasing concern regarding the number of children in Sierra Leone who have lost their parents or who are otherwise vulnerable. According to the Multiple Indicator Cluster Survey [MICS] (2002), 12.8% of children aged under eighteen were orphaned. It is also reported that 11.0% of children were living in households with neither of their parents. This does not include those who are vulnerable or excluded in other ways.

Remember that there are regular District Child Protection Committee meetings held at the district level. These are conducted by the social development officers of the MSWGCA, the child protection agencies and the CWC members and there is provision for a child representative from the Children's Forum.

Activity 2: What are the problems for particular types of vulnerable and excluded children?

Assignment: Write 100 words on the specific problems faced by each of the following: remember to be very specific.

- Abandoned child living on the streets
- Child with disabilities
- Child fostered by extended family
- Child street peddler
- Child working in the mines
- Child offenders

Conclusion: In the next unit we will see the role plays that have been developed to see exactly what are the root causes of the vulnerability and through this perhaps develop some strategies to support these children.

Unit 51: Effects of Gender-based Violence

Objectives: By the end of this unit you will:

- Challenge the issues of gender-based violence
- Identify possible solutions and strategies to minimise gender-based violence

Introduction: In the last unit of gender-based violence we looked at what the term means and what causes this type of violence. In this unit we look at the effects and what we can do to minimise this in our community.

Activity 1: What are the effects of gender-based violence? The effects of gender-based violence encompass social, physical and psychological/emotional traumas. It affects both individuals and society as a whole. Some of these effects are obvious – physical harm, sexual infections (including HIV/AIDS), unwanted pregnancy and rejection from a group. But other effects (like the psychological effects) are not so easy to identify and to understand how gender-based violence can seriously affect the development of a country.

Put yourself in the place of somebody who has been repeatedly told that they are not important, that they are stupid, that their opinion is not worth listening to and it would be better if they just stayed silent. From childhood you have been told that you are born to work and to bear children. You are worth very little in your own self. Now ... what happens to you as a person? Are you happy? Are you self-confident? Are you capable? Can you manage in the 21st century with reading, writing and mathematics because you have been educated sufficiently? If you have truly put yourself in the position of such a person then the answers to the questions would be 'no'. If women are silenced or ignored, if they are not educated then the society and the country are trying to develop using only half of their human resources. How effective can you be if you try to do everything using just one hand?

Self-check activity

Think about this and complete the table of probable effects of gender-based violence under the headings of social, physical and psychological/emotional effects.

Social	
Physical	
Psychological/ emotional	

Self-check activity

These effects on the individual also affect families and the broader society. List all the effects that you can think of:

Family	
Society	

Look at the effects then think what can be done to prevent this in the future.

Activity 2: What can we do? Think about ways to minimise the violence. **Self-check activity**

Conclusion:

Having looked at how gender-based violence occurs and is accepted and the negative effects of the violence – how can we stop this violence and prevent it in the future?

Think about how to change attitudes, what legal changes need to happen and what we as educators need to do.

Unit 52: Buying and Storing Medicine

Health and Environment

Objectives: By the end of the unit, you will:

- Understand how to purchase and store medicines safely

Introduction: Earlier we looked at you and your medicine. In this unit we are looking at how to buy and safely store medicine. Here in Sierra Leone, there is a big problem with fake drugs and corruption of medical supplies. In addition ignorance and poverty mean that people often do not store medicines correctly.

Activity 1: Buying Medicines: Think about the medicines that we buy and what we should look for – this table should help you to categorise your thoughts. **This is a self-check activity.**

Who	What labels should look like	What medicines should look like
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Buying drugs safely is a matter of knowledge (of what can be wrong) and understanding that drugs kill. By buying drugs at a proper pharmacist or any of the other mentioned stores, you ensure yourself of buying the quality drugs. These premises are supervised by the pharmacy board of Sierra Leone; this board ensures that drugs are potent and not expired.

Activity 2: Storage of medicine: Read the case studies. Then work on the questions and record the responses.

What are the key issues about care of medicines in these stories?
What preventative measures or solutions can you offer?

Little John is four years old and his mother has left him home alone for just a few minutes to go to the neighbours to chat. John is playing quietly with a small car made for him by his father. Once he is alone however, John begins to explore. On a shelf under the sink John finds some pretty coloured pills. For John they seem to be sweets and he is very happy to have found some sweeties. He opens the bottle quickly and gobbles as many as he can.

When John's mother returns she finds John unconscious on the floor.

Yegbeh has transferred her heart medicine into a very small bottle to make it easier to carry. This bottle used to contain cough mixture. As the glass is dark brown it is not possible to see the colour of the medicine. Yegbeh's husband has a tickling cough that will not go away. He searches the cupboards and then finds a bottle of cough mixture in his wife's bag. He drinks freely from the bottle to soothe the cough.

Almost immediately he has severe sweating and nausea and collapses. Yegbeh finds him two hours later but has no idea what has happened. Before long Yegbeh is a widow

Everybody knows that medicines are very expensive so when Charlotte feels better after just two days of taking the drugs prescribed, she stops and keeps the remainder in case she gets sick again. But she remains healthy for months and it is more than a year before she feels the same sickness. She congratulates herself for keeping the drugs safe until they are needed. When she looks at the label she is surprised that a whole year has gone by since she was last sick.

After a week she is getting more and more sick and finally her family take her to the health centre. She tells the doctor that she has been taking the drugs prescribed but to no effect. The doctor does not know what to do and sends her for very expensive tests. Finally different drugs (also very expensive) are prescribed.

When the medicine was first bought it was clear like water. So Vandi was pleased that he had checked and bought good quality medicine. He put the bottle on a shelf above the kitchen bench. The sun shone brightly into the room for most of the day as there were no curtains on the windows. After some time, Vandi saw the medicine was more like milk than water. He was afraid to use the medicine so he poured it away. He was disappointed at the wasted money.

Medicines should not be stored in the refrigerator unless directed to do so by pharmacist or physician. Also medicines should never be frozen.

Conclusion: Medicines are meant to cure but too often misuse or ignorance means that they kill rather than cure. As educators we need to be aware of the basics of the use, buying and storage of medicine. Remember the following points:

- Check with your health worker before starting or stopping any medication.
- Different medicines should never be packed in one container.
- Keep medicines tightly capped, in a cool place and out of reach of children.
- Never remove the label from medication since the directions for use and other information are written on the label.
- Never take medicine in the dark. Always read the label before taking, especially noting the expiry date and any directions for use.

Unit 53: Civic Rights and Responsibilities

Civics and democracy

Objectives: By the end of this unit you will:

- Understand the rights and responsibilities of a citizen
- Understand the links between civics and democracy

Introduction Earlier we looked at the principles of Civics and Democracy. In this unit we will look at the civic rights and responsibilities. As a citizen, people have certain rights and responsibilities. The rights of a citizen in a stable country include the right to be protected; physical protection from possible invasion, protection from those who break the law within the country and emotional and psychological protection. The responsibilities include legal responsibilities such as paying taxes, obeying the laws of the country and voting to choose your representatives in government.

Activity 1: Civic Responsibilities: True civic responsibilities are much more than the legal ones. Civics is about taking part in the activities pertaining to your society and community and being active in the social welfare of the community and taking social responsibility for your people.

Self-check activity: List five ways that you can participate in the social responsibilities of your community.

Activity 2: Civic Participation Civic responsibilities are often managed by people grouping together. The members of the group have a common aim. Many civic participation groups act as lobby groups which means that they work to pressure the government to change the laws and provide services to particular groups in need.

Read this case study and answer the questions

Fatu lives in Matuba village and works as a trader, selling vegetables in the market. Fatu and her friends throw the rotting vegetables and the entrails from cleaning the fish to the back of the stalls so that the customers don't see them. But when we visit the market, we are welcomed by the smell and the flies. We have to walk with care to avoid slipping on rotting skins and falling into the rubbish.

Matuba village committee calls a monthly meeting to discuss issues that emerge that are important to the community. One issue that keeps being raised is the issue of hygiene in the market place. Fatu and her friends are too busy to attend these meetings although Fatu complains that the market is not kept clean and that the market cleaner is not doing his job. As a result Fatu refuses to pay her market fees.

Self-check Activity: Complete the table of questions:

Identify the key issues in this story	
Explain the role of Fatu and her friends in relation to the problem.	
Explain the importance of the regular village meeting in the terms of the development of the community	
Write a paragraph on the behaviour change needed by Fatu and her friends	
Do you think Fatu should pay the market dues – explain your answer.	
List the possible ways the problem could be solved	

Civic responsibilities are closely related to belonging – but the belonging has to be positive for people or they will not want to belong. In the next unit we will look at how we help people to understand civics through education.

Conclusion So far we have looked at civics and how they related to values, how they can be taught in schools and they impact on our society. We need to look at how civics impacts on good governance.

Unit 54: Support for Vulnerable and Excluded Children

Human Rights

Objectives: By the end of this unit you will:

- Discuss the problems found by vulnerable and excluded children in communities
- Discuss strategies to help these children

Introduction: In the last unit about vulnerable and excluded children we looked at the types of children who are considered vulnerable. We prepared some role plays which we will finish looking at in this unit. Then we will see what provisions can be made to support and help these children achieve their rights.

Activity 1: What provisions are made for vulnerable and excluded children?

Self-check activity: Develop a list on the provisions that can be made to support vulnerable and excluded children.

Think of the recent Sierra Leone policy decisions and documents:

- Ministry of Education
 - Waiver of examination fees for girls on all national examinations,
 - Elimination of school fees at the primary school level,
 - Scholarships for girls going into junior secondary schools;
 - Compulsory education for all children in primary school.
 - Response to HIV/AIDS including increasing access to education for OEC
- Poverty reduction strategy for the allocation of resources towards poverty reduction activities: as a primary strategy it will ensure that extended families are able to provide better care for vulnerable children.
- Draft children's bill prepared which incorporates all the goals of child rights in a comprehensive fashion, describe parental duties and rights and looks to the community as well as service providers to work with parents. The bill provides for the setting up of children welfare committees at village and ward level, who could be charged with the well-being of children in difficult circumstances, and given powers to investigate allegation.
- MSWGA and UNICEF established a vulnerable and excluded children taskforce with objective of drafting a national policy.

Conclusion: Under the CRC all children have the right to love, care, education and health care. The vulnerable and excluded children of Sierra Leone are not different. It is the responsibility of each one of us to make sure that these children achieve their rights.

Unit 55: Nutrition Education

Health and Environment

Objectives: By the end of this unit, you will be able to:

- Identify the different food groups
- Explain why these groups are important for good health

Introduction: Previously we have looked at hygiene as one way of achieving and maintaining good health. In this unit, we are going to look at the role of nutrition in healthy living.

Activity 1: Food Groups: Nutrition is not just about eating sufficient amounts of food (feeling full). It is more properly about the types of food that we eat and the relationships between the types.

The food pyramid consists of carbohydrates, proteins, fats and oils, vitamins and mineral salts (trace elements) and water.



Self-check activity: Why do you think the foods are in a pyramid form?

Each part of the pyramid must be eaten each day for healthy eating. In other words a constant diet of rice and cassava greens is not healthy – even though you may eat a lot and feel really full. Look at the table and work through each element and record the results. Instructions: Nominate which foods belong in each group and what they are used for in the body.

Activity 2: How healthy is your diet? Self-check activity Think how healthy you eat now. Complete the next table by listing the foods that you eat in a day or over a week. Match these foods to the food groups.

Simple carbohydrates	
Complex carbohydrates	
Proteins	
Fats and oils	
Minerals and salts	
Water	

As a reasonably healthy adult there is a good chance that your diet is adequate and that you have sufficient of each type of food. There are, however, a range of illnesses that are nutrition related and therefore wholly preventable. The illnesses can affect every part of the individual and may without treatment cause death.

Conclusion: Good nutrition can prevent a range of illnesses. It is important for us to have good nutrition but as teachers we also need to know what type of illnesses can occur so that we can recognise and deal with these when necessary. This will be dealt with in our next unit.

Unit 56: Teaching Citizenship and Democracy

Civics and democracy

Objectives: By the end of this unit you will:

- Understand how to teach citizenship and democracy effectively

Introduction: We need to actually teach the concepts civics, citizenship and democracy – and this is not so easy to do. In this unit we will look at this area of teaching.

Activity 1: How do we teach citizenship? Teaching citizenship is a bit like teaching human rights and peace: it is not so much a matter of teaching as it is of learning.

Remember this as you complete the table.

Check which of the following you think are the most appropriate ways of teaching citizenship in the classroom **This is a self-check activity:**

Teaching the levels and functions of government	Having a school government	Explaining the tribal groups of Sierra Leone	Explaining the system of government in Sierra Leone
Telling the responsibilities of a citizen – such as paying taxes	Doing a class project on helping some particularly vulnerable people in the community	Assigning tasks to groups so that everybody has a turn at the chores	Undertaking a clean up campaign and doing a concert at the market on how to be hygienic
Writing letters to the local government member explaining the needs of the school	Having a student council to deal with issues of injustices, examinations, corruption and discipline	Practise a system of representation in sport, dance and music – so that the representatives reflect what the people that they represent truly want	Holding open days at the school and inviting the parents to come and view the work that their children are doing
Developing the rules of the class together as a discussion about rights and fairness	Holding secret elections for class representatives	Appointing class prefects to undertake the classroom discipline	Having a list of school rules clearly posted so that everybody knows the punishment for breaking the rules

If there is a situation where you are the ones with the power and you **assign** tasks or power to others is not what true civics and democracy is about. True civics and democracy is about caring and supporting each other and to be proud to do this as a Sierra Leonean.

Activity 2: Sharing power: In a society like Sierra Leone which is very hierarchical, it is not easy to share power. The rich do not want to share with the poor, men do not want to share with women, the dominant tribe does not want to share with marginal tribes. This inequality is deeply rooted in the society of Sierra Leone and heavily reinforced by culture and tradition.

Assignment: How can behaviour change, genuine citizenship and democracy can be achieved? Prepare a slogan or poster to help this understanding.

We need genuine interactive teaching to really build concepts but often a slogan that people can remember easily and a poster that catches the eye can be very powerful.

Conclusion Every unit in Emerging Issues helps us to empower ourselves and each other as well as the learners. This series on civics and democracy demonstrates how empowerment happens in the society and the effect it can have to rebuild our Sierra Leone.

Unit 57: Taxation for Self-reliance

Civics and Democracy

Objectives: By the end of this unit you will:

- Understand why taxes are necessary
- Understand the types of taxes that are paid to different bodies in Sierra Leone

Introduction: In our discussions on civics we have mentioned the need for payment of taxes. But what are taxes and what are they used for?

Activity 1: Why taxes?

- Where do governments get their money from?
- How do governments spend their money?

When international donors give money to a country (like Sierra Leone) this money comes from taxes that people in other countries have paid. What is this money used for? **This is a self-check activity.**

Assignment: Write 500 words to answer these questions. These points may help.

Why is the government (and the people) of Sierra Leone dependent on money from other countries?

- Because, generally people in Sierra Leone do not pay their taxes.
- People feel that they cannot trust the government to provide the services (they feel that politicians are corrupt)
- During the war the infrastructure (roads public buildings and government were destroyed or left without maintenance (being fixed). It costs a lot to rebuild everything at once.

Why should the taxpayers of other countries support the people of Sierra Leone?

- It is an humanitarian response to people in need
- It helps to rebuild the country
- It helps to break the cycle of poverty

How do we help ourselves (rather than depending on outsiders)?

- By working together in civil society doing community work
- By paying our taxes to the government
- By demanding transparency and accountability from the government to be sure that our taxes are spent wisely

Activity 2: Types of taxation

List all the types of taxes that you know of. Think about the difference between taxes and fees: a fee is something that you pay for a specific service – a tax is something that you pay for unspecified services – very often the services associated with the government’s responsibilities in Human Rights.

This is a self-check activity. Think about:

Money paid to local council	
Money paid to the central government	
Money paid to the National Revenue Authority (NRA)	

Conclusion Taxation is one way of breaking the cycle of poverty. Of course we need to trust our government representative, we need to know that those in public positions are not above the law (that is that the law applies equally to them) that there is transparency and accountability to the public and we need to do our civic duty in demanding this accountability. Payment of taxes requires checks and balances like all other aspects of government. We need to remember that the money does not come as a gift from others – it is something that as a country we have to earn – and as citizens we need not just to pay our taxes but to know how they are spent and to demand that services are properly provided by demanding accountability. Refusal to pay taxes is irresponsible: citizens are responsible and look for constructive ways to make sure that taxes provide the services the government is expected to provide.

Unit 58: Violations against Women

Gender

Objectives: By the end of this unit you will:

- State factors responsible for the violation of women rights
- Explain how women and girls rights are violated
- Discuss the effects and solution to these violations of women and girl's rights

Introduction: Although women do not have special rights, their rights as human beings have been consistently violated. These violations are blamed on religion, or culture, or fact. But they are still violations and they still detract from the equality, dignity and respect that women have a right to expect as human beings. In this unit we will look at the reasons for violations of rights and why they are perpetrated against women.

Activity 1: Is there a violation? Read the following scenarios and complete the table.
This is a self-check activity

Scenario	Is this gender-based discrimination? If so what type of discrimination is it?
A woman is told from the time she is a young girl that she is not clever and so education is wasted on her. As a result she is ignorant about all sorts of things – but most importantly she is ignorant about her own self: her body and how it works. She falls pregnant every year after she is married because she does not feel she can ask to use contraception. Because she was married so young she has serious medical problems and health issues. After ten children she dies in childbirth.	
A community meeting is called and everybody comes to the meeting. According to tradition the men sit at the front and speak first and the women sit at the back. Everybody is given the opportunity to speak, but of course the men speak first. One woman is angry about the situation and demands to speak first. The elders tell her to observe the custom and to wait for her turn. She refuses to wait and stands to speak early in the meeting; the chief asks some young men to escort her away from the meeting.	
A young woman has finished her secondary education and applies for a job. She is interviewed but does not get the position. When she asks why she is told that “she is not right for the job”.	
A woman is happily married and has three children. Her husband works hard and even helps her look after the children when he is at home. But then there is a tragedy: the husband is killed in a bus accident and she is left alone and without money or protection. The family uses the traditional solution that will make sure that she is protected and looked after: she will be married to her husband’s brother.	
A group of teachers (male and female) are chosen for an important inservice course in Japan. The funding is provided by the Japanese government. Two of the women have babies that they do not want to leave behind although	

<p>they are looked after by the grandmothers while the women are teaching during the day. The women demand that the children accompany them to Japan for the course. The organisers explain that this is not possible – there are no facilities for small children and the cost of air travel has not been included in the budget. The women claim that this is discrimination.</p>	
<p>A husband and wife have a farm where they grow rice and some vegetables. They both work hard on the farm all day and when they return home they are very tired. The woman collects the water and the firewood to heat water for washing. While her husband bathes, she prepares the evening meal. After the meal, she washes the dishes and the clothes and prepares food to take to the market early in the morning before going back to the farm. Even though both husband and wife work on the farm, the land belongs to the husband and if he should die, she will be sent away with nothing as the land will go to his brother (as they have no children).</p>	

Activity 2: Why are there violations of women’s rights? Self-check activity

Brainstorm on why there are violations of women’s rights.

Keep these reasons in mind for later in the course.

Activity 3: How can women’s rights be protected? Self-check activity

Brainstorm for strategies to defend and protect the rights of women.

Conclusion: Discrimination is often invisible as it is protected by culture and tradition. But if we are to be serious about Human Rights then it is vital that we address the personal and the institutional discrimination against women in our society.

Unit 59: Child Exploitation and Abuse

Human Rights

Objectives: By the end of this unit you will:

- Identify elements of exploitation and abuse
- Identify and recommend solutions to the various forms of child abuse

Introduction: In previous units we have looked at the rights of children and how children should have care and protection.

Assignment: Write down the key duty bearers (who they are) in the care and protection of children. For example, teachers are key duty bearers – they are legally *in loco parentis* (in place of the parents) and they represent the government for the state’s duties.

Activity 1: Identifying and dealing with all forms of abuse: Identifying abuse and exploitation is sometimes clouded by habit and a wilful blindness (we don’t want to see).

Self-check activity: Look at the table and name the cases that you feel are abusive or exploit children. Remember that anything that denies the rights of the child is a form of abuse.

Burning the hands of a disobedient child	Hitting a child who is yelling at you	Making a child sit on their hands for disobedience in class	“Pumping the tyre” as a punishment
Asking a child to work on your farm to pay for school fees	Sending a young girl with food to your “boyfriend” and pretending that nothing happens	Calling children from minority groups (gender, religion, tribe) demeaning names that create prejudice and discrimination	Caning a child for disobedience or bad work in school
Asking a child to work on their own family farm after school	Taking a child out of school to look after the baby while the mother goes to literacy class	Keeping a child in after school to finish their school work	Taking a child out of school to do street trading

Take note that only 2 of the cases in the table are not abusive.

Assignment: Write 500 words on how these violations can be minimised or eliminated.

Activity 2: Elements that lead to abuse and exploitation: Read the case study. After reading identify the key points in the story and then identify the type of abuse or exploitation involved. **[Self-check activity]**

Case Study

A young girl called Musu lived with her parents in a village called Baoma. At the age of ten, Musu was taken from her parents in Baoma to Freetown by her aunt on the promise of sending her to one of the best schools in the city.

After their arrival in the city, Musu's aunt told her to start selling ice water in the street until the start of the new term. In addition to this, at home, she cooked food, washed clothes, cleaned the compound, fetched water and took care of the younger children in the home. In other words she was treated like a domestic servant. When the schools reopened there was no mention of Musu going to school. When Musu asked about going to school, her aunt beat her and told her not to be so proud.

Musu asked to go home to her parents but her aunt would not listen and after more beatings Musu stopped asking. She slept on a woven mat on the dirt floor of a small hot room at the back of the house. She ate only what was left over from the family meals and was often sick because of a lack of good food and adequate rest. She was first awake in the morning to light the fires and collect the water and last to bed at night. Her life seemed hopeless. One day, Musu ran away and joined other children who lived on the street. Soon after days of starvation she became a commercial sex worker for her survival.

Meanwhile her biological parents in the village were complacent that Musu was better cared for by her aunt in Freetown.

List the elements of abuse that you recognise and say which element they respond to.

Key points in the story	Element of abuse or exploitation

Conclusion: All abuses and exploitation are violations of the rights of the child. But more than that, these abuses that we allow (or impose) on our children, take away our self-esteem as a nation and as a society; they breed cruelty and ignorance in the society for the future.

Unit 60: Nutrition Related Illnesses

Health and Environment

Objectives: By the end of this unit you will:

- Identify some of the nutrition related illnesses
- Be able to respond to nutrition related illnesses.

Introduction: In the last unit on nutrition we looked at good nutrition. In this unit we will look at the results of poor nutrition – and to look for some ways to prevent or improve the situation.

Activity 1: Nutrition-related illnesses: Match the picture to the description of nutrition related sickness in the table. **This is a self-check activity**

	<p><i>Oedema swelling is often a precursor to Kwashiorkor.</i></p> <p><i>It is also a sign of anaemia and at times signals the need for less salt</i></p>
	<p><i>Anaemia – pale inside the eyelids; pale nail base, pale hands and smooth pale tongue</i></p>
	<p><i>Goitre – a sign of severe iodine deficiency</i></p>
	<p><i>Kwashiorkor – swelling of stomach; thinning hair often turning gray or yellow or becoming straight in African children; severe lack of energy, brain dysfunction</i></p> <p><i>Caused by lack of protein</i></p>
	<p><i>Malnutrition – marasmus: severe weight loss, skeletal frame, loss of energy</i></p>

Activity 2: How can we overcome or prevent these illnesses? Self-check activity.

Once you have correctly matched the sickness description and the pictures, turn to the next table and list ways that these diseases can be prevented or treated (remember that they are not expected to be doctors – we are looking for basic common sense prevention and cure).

Goitre	
Anaemia	
Oedema	
Malnutrition	
Kwashiokor	
Marasmus	

Conclusion: Good nutrition is vital for good health, the consequences to the society include a loss of both human and material resources plus the emotional heartbreak of losing one's children.

Answers to the self-check questions

Unit 5: Education Theory II

Schools	Education
<i>Be quiet in class</i> <i>Memorise facts</i> <i>Sit still</i> <i>Obedience to teachers and others</i> <i>Fit into the group (conform)</i>	<i>Learn new things</i> <i>Learn to think and analyse (make distinctions between various pieces of information)</i> <i>Work together cooperatively</i>

Unit 7: Behaviour Change: Activity: What helps behaviour change? Possible responses:

<i>Elements of the behaviour change process</i> <ul style="list-style-type: none"> ▪ <i>Related to something/someone of importance in the person's own life</i> ▪ <i>Result of internalised learning (activity-based)</i> ▪ <i>Practical application can be seen and understood (relevance)</i> <i>Reinforced by culture, religion and experiences</i>

Unit 8: Teachers as Change Agents: What makes us change?

<ul style="list-style-type: none"> ▪ <i>Respect and admiration for the person (the person is a good role model)</i> ▪ <i>The person is consistent (can walk the talk)</i> ▪ <i>The person has integrity (is honest and trustworthy)</i> ▪ <i>The person has knowledge and skill and is motivated about the change necessary</i> ▪ <i>The person listens and communicates openly and honestly</i>

Unit 9: Code of Conduct: Activity: What would a good CoC look like?

Students	<ul style="list-style-type: none"> ▪ <i>Role of "in loco parentis" – safety</i> ▪ <i>Respect of their rights (right-based education)</i> ▪ <i>Act in their best interest</i>
Parents	<ul style="list-style-type: none"> ▪ <i>Recognize their rights to information and consultation</i> ▪ <i>Involve their actively</i> ▪ <i>Cooperate with them</i> ▪ <i>Refuse bribes from them</i>
Community	<ul style="list-style-type: none"> ▪ <i>Establish constructive CTA relationships</i> ▪ <i>Encourage community participation</i> ▪ <i>Role model</i>
Colleagues	<ul style="list-style-type: none"> ▪ <i>Establish constructive, healthy, professional relationship with colleagues</i> ▪ <i>Not disclosing personal/confidential information of colleagues</i> ▪ <i>Non-criticism of colleagues</i> ▪ <i>Acting in good faith with colleagues (without malice)</i>
Self	<ul style="list-style-type: none"> ▪ <i>Not misusing school property for personal use</i> ▪ <i>Honesty, integrity, proper management and administrative duties</i> ▪ <i>Good record keeper</i>

Unit 9: Why is a CoC important?

- *Teachers and all education personnel should act in a manner that maintains the honour and dignity of the profession and accept the responsibility of supporting and demonstrating the constructive values, virtues and ideals of the societ.*
- *Teachers have the special responsibility for the education, care and guidance of the children and youth who have been entrusted to them. The teacher should protect the confidentiality of conversations with a student.*
- *Education personnel have the responsibility to support the teachers in the care and guidance of students*
- *Competent and effective teaching practice with schools depends on a shared and collective sense of purpose and devotion to duty. Therefore*
 - *The teacher/education supervisor will not take advantages of his or her position to profit in any way.*
 - *The teacher/education supervisor should not ask for or accept bribes or rewards*
 - *The teacher/education supervisor should not practice any exploitative behaviour but instead must protect the children against this from any source.*
 - *Teachers also have the special responsibility not to sexually harass any student or have any manner of sexual relationship with a student.*
- *Teachers and education personnel must show a sense of commitment and integrity in working with parents and the government to help young people become morally sound, knowledgeable and responsible citizens.*

Unit 10: Implementing a Code of Conduct: Why have a CoC?

- *Helps the teacher/education supervisor to act as a manner that maintains honour and dignity in the profession*
- *Helps the teacher/education supervisor to be good and honest role model*
- *Reminds the teachers/education supervisors of their obligation to protect the students from conditions which interfere with learning*
- *Reminds the teachers of their obligation not to take advantage of his/her profession to profit in any way*
- *Helps the teacher to contribute positively to the socio/economic development of the community*
- *Helps the teacher/education supervisor to be involved in community structures such as community teachers associations and school committees*

Unit 10: Challenges to effective implementation

Reasons for not being effective	Possible solutions
<i>Teachers do not know that the code exists</i>	<i>Ownership of the ideas represented by the Code of Conduct</i>
<i>Teachers have a negative attitude towards the code</i>	<i>Seminars or workshops to explain and improve the code</i>
<i>Teachers and the community do not understand the purpose of the code</i>	<i>Seminars or workshops to explain and improve the code</i>
<i>A lack of co-operation within the community to support education and schools</i>	<i>Community meetings to define and understand the purpose of the code.</i>

Unit 17: Questioning Skills: Open and closed questions

	Advantages	Disadvantages
Open	<i>Encourages participation Builds on ideas Requires thorough understanding</i>	<i>Requires broad knowledge Possible for responses to be vague and not to the point</i>
Closed	<i>Requires only rote memorisation No real analytical thinking required</i>	<i>Requires absolute structure from the questioner No real analytical thinking required</i>

Unit 18: Effective Teaching

	
Filling the water pot	Helping the flowers to grow
<p><i>Assumption that the teacher knows everything</i></p> <p><i>Assumption that the learner knows nothing</i></p> <p><i>Tends to be didactic</i></p> <p><i>Cannot afford to make mistakes (sees self as omnipotent)</i></p> <p><i>Sees teacher as the only source of knowledge</i></p>	<p><i>Understands that the learning environment is multiple and complex (as flowers need soil, sun, rain, fertilizer, and care)</i></p> <p><i>Diagnoses the problems of the learners</i></p> <p><i>Tends to be constructivist in approach</i></p> <p><i>Actively listens to the learners and interacts with them; helps the students overcome problems</i></p> <p><i>Promotes discussion and encourages creativity</i></p> <p><i>Uses interactive teaching methods (variety of approaches) to help every learner according to his/her level</i></p>

Unit 20: Civics and Democracy: Activity 1: What is democracy?

<p><i>In its ideal form, democracy is a form of government which demonstrates and ensures the following characteristics:</i></p> <ul style="list-style-type: none"> ▪ <i>All people are treated equally. All democratic societies emphasise the principle of equality; meaning that all citizens are valued equally.</i> ▪ <i>There is a justice system that reinforces and guarantees the rights and responsibilities of all: all people are equal under the law.</i> ▪ <i>They have equal opportunities and may not be discriminated against because of race, religion, ethnic groups or gender.</i> ▪ <i>People with different political beliefs are accepted and participate in government.</i> ▪ <i>Democratic societies should be politically tolerant; therefore, while the majority rules, the views and opinions of the minority must be protected and guaranteed. The opposition must be organized and allowed to speak out.</i> ▪ <i>Individuals must also be tolerant of each other. One goal of democracy is to make the best possible decisions for everyone in society with respect for the views of everyone.</i> <p><i>In a democracy, everyone must obey and be held accountable if they violate the laws. This is the Rule of law which says everybody is equal under the law and nobody is above it. Every one must obey the law and be held accountable if they violate it. The law must be equally, fairly and consistently enforced.</i></p> <p><i>In a democracy, elected and appointed officials are responsible to the needs of the people. This is accountability. They must make decisions and perform their functions according to the will and wishes of the people. Public officials must be responsible (and take responsibility) for their actions. At the same time, these people do not abuse their powers. Democratic societies try to prevent any elected official or group of people from misusing or abusing their power. One of the most common abuses is corruption. That is when government officials use public funds for their own benefit or exercise power in an illegal manner.</i></p>
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In a democracy, every human being's right to life and dignity is respected. Democracy emphasized the equivalent value of every human being. Examples of human rights include amongst others freedom of expression, association, assembly, equality and the right to education.

Scenario	Democratic situation?		Explanation
	Yes	No	
▪ A political party that loses the election demands another election immediately.	Yes	No	<i>The party that loses needs to try again next time</i>
▪ Citizens organize a protest about child labor in the country and march through the city displaying posters and chanting.	Yes	No	<i>In a democracy, citizens have the right to free opinions and a responsibility to look after the less fortunate in society</i>
▪ The President determines the prices of essential commodities without consulting other people in the government.	Yes	No	<i>To make decisions without consulting government is autocratic and not democratic.</i>
▪ The constitution requires a parliamentary election every five years in a multi-party system.	Yes	No	<i>Part of a multi-party agreement</i>
▪ A law allows for citizens to march in the streets and protest peacefully against government policies.	Yes	No	<i>This shows that the government is owned by the people.</i>

Unit 21: Gender Concepts

(These are some examples only)

Sex	Gender Stereotypes	Biological basis for these behaviours
Men	<i>Strong</i>	<i>Some biological basis because of muscular differences in adults (not children)</i>
	<i>Decision makers</i>	<i>No biological basis (but previous advantages including going to school)</i>
	<i>Brave</i>	<i>No biological basis</i>
	<i>Intelligent (more than women)</i>	<i>No biological basis</i>
	<i>Natural leaders</i>	<i>No biological basis (only tradition and previous stereotypes)</i>
Women	<i>Weak</i>	<i>No biological basis</i>
	<i>Emotional</i>	<i>No biological basis (only tradition and previous stereotypes)</i>
	<i>Not intelligent</i>	<i>No biological basis (but severely disadvantaged by not going to school)</i>

Gender parity:	<i>This simply means equal numbers. For example if there are equal numbers of boys and girls in a class then the class has gender parity.</i>
Gender Equality:	<i>This refers to the equal distribution of opportunities benefits and available resources between men and women (50-50). This does not mean that men and woman are the same and it does not (usually) take into account that biologically there may be different needs between men and women.</i>

Gender Equity	<i>This refers to fairness in the distribution of the available resources taking into account the specific biological needs.</i>
Gender Awareness	<i>This implies the ability to identify issues and problems arising from gender inequalities and discriminations. For example women are generally considered to be incapable of decision making in some cultures.</i>
Gender Discrimination	<i>Giving or denying certain opportunities and rights to individuals on the basis of their sex.</i>
Gender Stereotypes	<i>This refers to behaviours that reflect what the society perceives as being masculine or feminine and then applied to every man or woman, boy or girl as “appropriate behaviour”.</i>
Gender Disparity	<i>This refers to the measure of gender inequality on indicators such as education, health, employment etc. It does not arise from biological differences but from gender roles and social location of men and women. For instance in Sierra Leone, there are more educated men than women, more male doctors, lawyers, commercial drivers than women. Many people will claim that this is because men are more capable than women – but if only boys are allowed to get an education and girls are not then girls and women cannot compete equally with men in the job market.</i>

Unit 22: Health and Hygiene

Personal	Domestic	Community
<i>Washing face and body daily</i>	<i>Washing dishes and pans immediately after use</i>	<i>Dig designated rubbish pits that are well away from water sources and keeping them covered on a daily basis</i>
<i>Cleaning teeth each morning and evening and after meals</i>	<i>Covering food and water to protect it from flies and other disease carrying insects</i>	<i>Agree on a system of laws and punishments for people who dump rubbish anywhere except the designated garbage pits.</i>
<i>Washing hair at least once a week</i>	<i>Using ashes to keep latrines clean from flies and bad smell</i>	<i>Cover water that has been collected to prevent mosquitoes breeding in the water</i>
<i>Cleaning nails daily</i>	<i>Sweeping all debris clean from house and surroundings and burying it (not just leaving it in the next person’s area)</i>	<i>Clear away all possible sources of standing water (drains, long grass that is holding water, puddles in the road) to prevent mosquito breeding</i>
<i>Washing hands with soap (or at least vigorous rubbing) before preparing food, before eating and after using the toilet</i>	<i>Having soap (even soap powder on hand for all handwashing) Making a tippy tap</i>	<i>Organise wells or a pipeline for clean water for every family.</i>
<i>Using latrines and not urinating or defecating in the open</i>	<i>Keeping food in closed containers so that flies, ants and rodents cannot contaminate it.</i>	<i>Keep all latrine areas covered and cleaned daily with ashes to prevent flies</i>
<i>Cleaning and covering open sores and wounds so that they do not become infected and do not infect others</i>	<i>Keeping food preparation areas and cooking and preparation utensils scrubbed clean</i>	<i>Ban rubbish that is not recyclable such as plastic bags from the market places</i>

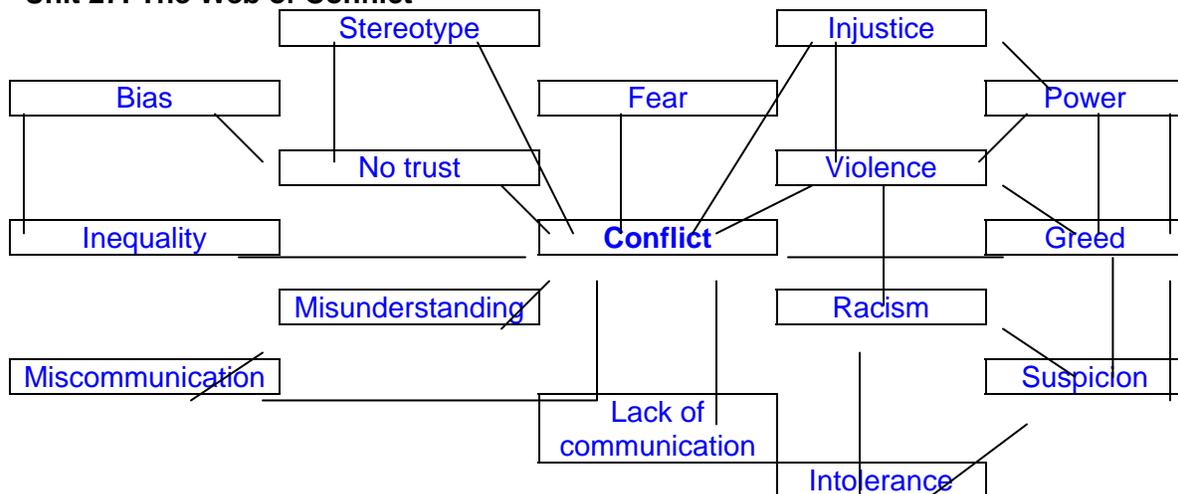
Unit 22: Health and Hygiene: Prevention and minimisation

Health problems	Risk Conditions	Prevention, minimization and interventions
Diarrhoea, cholera and dysentery	<p><i>Not washing hands with soap</i></p> <p><i>Overcrowded living conditions</i></p> <p><i>Inadequate quantity and/or quality of water</i></p> <p><i>Poor personal hygiene because of insufficient soap and lack of water</i></p> <p><i>Poor sanitation</i></p> <p><i>Inadequate health care services</i></p>	<p><i>Handwashing with soap</i></p> <p><i>Sanitation facilities</i></p> <p><i>Water purification</i></p> <p><i>Personal hygiene</i></p> <p><i>ORS (treatment only)</i></p> <p><i>Effective surveillance systems to prevent or minimise disease outbreaks</i></p>
Malaria and other vector borne diseases	<p><i>Standing uncovered water increasing the risk of mosquitoes breeding</i></p> <p><i>Congested living conditions increasing the possibility of infection.</i></p> <p><i>Exposure to areas where disease-transmitting organism are more common</i></p> <p><i>Increased population density promoting mosquito bites</i></p>	<p><i>Health education; raising awareness about the risks of standing water, use of mosquito nets, understanding of symptoms of the disease etc.</i></p> <p><i>Advocates for measures for vector control; spraying for example</i></p> <p><i>Effective surveillance systems by health authorities</i></p>
Respiratory tract infections (including pneumonia)	<p><i>Not washing hands with soap</i></p> <p><i>Inadequate shelter</i></p> <p><i>Poor health care services</i></p> <p><i>Overcrowding</i></p> <p><i>Lack of food, malnutrition</i></p> <p><i>Rainy season</i></p>	<p><i>Handwashing with soap</i></p> <p><i>Improved shelter (especially from wind but ensuring ventilation)</i></p> <p><i>Dry clothes when wet</i></p> <p><i>Use of antibiotics with doctor's consultation</i></p>
Water borne diseases	<p><i>Contaminated water (garbage in water source, urine contamination – animal or human)</i></p> <p><i>Inadequately treated drinking water (un-boiled or insufficiently boiled)</i></p> <p><i>Poor hygienic conditions in shelters</i></p>	<p><i>Boil water for cooking washing and drinking where possible.</i></p> <p><i>Use water purification tablets where possible.</i></p> <p><i>Care of immediate environment in terms of covering water, getting rid of standing water, ensuring that clothes and bedding are well-aired.</i></p> <p><i>Use of antibiotics under medical supervision</i></p>
Skin infections	<p><i>Inadequate hygiene (not washing hands with soap)</i></p> <p><i>Poor personal hygiene (body and hair washing and washing of clothes)</i></p>	<p><i>Regular washing with soap and water</i></p> <p><i>Thorough drying of skin</i></p> <p><i>Elimination of vermin from the environment</i></p> <p><i>Medication where necessary under medical supervision</i></p>
Tetanus	<p><i>Open wounds (due to trauma)</i></p> <p><i>Poor hygiene</i></p> <p><i>Poor waste management (rusty scrap metal left lying around)</i></p>	<p><i>Vaccination</i></p> <p><i>Clean wounds (antiseptic if available, or soap and water)</i></p> <p><i>Cover wounds with clean cloth or dressings</i></p> <p><i>Seek medical help immediately</i></p>

Unit 24: What is Peace?

There is no fighting in the community and people are generally law-abiding. There are a lot of people in prison because many people were taken by police on the suspicion of terrorism	<i>Passive</i>
There is no fighting in the community and people work hard to make a living. There are many old people in the community, but they are cared for by neighbours and by youth groups and religious groups that make sure that the old people have food and water and that there is always a supply of firewood for them.	<i>Active</i>
There is no fighting in the community; well almost no fighting. Several of the men drink a lot of palm wine and get very drunk and then they beat their wives (or sometimes their wives beat them) but this is not real fighting, not like a war. After the men sober up they are always sorry for what they have done and the elders always advise the women that it is their duty to obey and look after their husbands.	<i>Passive</i>
There is no fighting in the community. People are generally well-behaved and people usually respect one another. Many people are proud of the good behaviour of the people in the community and point out that it is because the children are beaten regularly in school and so they learn to behave.	<i>Passive</i>

Unit 27: The Web of Conflict



Unit 28: Communicable Diseases

Transmission through air (<i>diseases spread by coughing or spitting e.g. tuberculosis</i>)
Transmission through a host insect – <i>germs carried on flies, bites from fleas or mosquitoes (e.g. malaria)</i>
Transmission through liquids, (<i>water-borne diseases, blood transmitted diseases e.g. river blindness</i>)
Transmission through touch or skin (<i>touching germ-laden areas, e.g. latrines, contaminated food, open wounds, e.g. sepsis</i>)

Unit 28: Communicable Disease; Preventing Disease

<p><i>Covering nose and mouth when coughing and sneezing</i> <i>Not spitting except into a cloth (which is washed in hot soapy water and dried in the sun)</i></p>
<p><i>Keep all food covered so that flies cannot touch it</i> <i>Keep bedding aired and clean to prevent fleas and bed bugs</i> <i>Use mosquito nets always (impregnated if possible)</i> <i>Cover exposed skin in the evenings (Long sleeved shirts etc.)</i></p>
<p><i>Keep wounds clean and covered. Wash hands thoroughly after treating wounds.</i> <i>Boil water and allow to cool slowly</i> <i>Keep water covered</i></p>
<p><i>Wash hands thoroughly after using the latrine and before preparing food.</i> <i>Keep food preparation utensils clean</i></p>

Unit 29: Rights of the child

Area of rights	Articles
Protection (by adults)	5, 20, 21, 22, 23, 25, 32, 33, 34, 35, 36, 38, 40, 41,
Family	5, 9, 10, 11, 18,
Identity	6, 7, 8 30
Education	12, 13, 14, 17, 23, 28, 29, 42
Health	24, 27, 39,
Childhood	31
Participation	12,

Unit 34: Perceptions



Unit 36: Waste Management

Solid waste	<p><i>Vegetable and food scraps; paper,</i> <i>Metal, wood, glass, plastic bags and rubber material that no longer serves its original purpose</i> <i>Tree and grass cuttings</i></p>
Liquid waste	<p><i>Cooking oil, engine oil, soapy water from washing (“grey water”)</i> <i>human waste (urine and faeces), run-off from industry – water used in factories that has chemicals in it</i></p>
Gas waste	<p><i>Smoke – from wood and charcoal fires; smoke from industries, carbon monoxide fumes from vehicles; CFCs from refrigeration equipment;</i></p>

Unit 36: Waste Management: How could we dispose of our waste safely

Waste materials that will rot down into the soil, (like vegetable matter and human body wastes)	<i>To protect the environment from pests such as rats, cockroaches and flies – the rubbish must be buried – it will rot more quickly if it can be sprinkled with lime before being covered with dirt. This can improve the soil by doing so, and act as fertilizer.</i>
Waste materials that do not rot down into the soil (or those which take many, many years to do so)	<i>Many waste materials are often also buried – sometimes crushed or packed very tightly. This is known as landfill. In some places landfill is used to create flat even ground which is then used for building or sports fields. Currently in Sierra Leone, we dump rubbish in an open space (bomeh). Some waste materials can be burned or incinerated. This is often considered a clean method as there are then no pests such as rats and flies. However, poison waste is created by burning some waste products such as plastics and rubber; air pollution is created by the smoke especially of wet garbage and mixed garbage often smoulders (burns slowly and smoky) for weeks and months.</i>

Unit 37: Challenges for the implementation of child rights

Individual attitudes	<i>Gender stereotyping and subsequent discrimination Perceptions of personal power and pride Idea of 'ownership' of the child and therefore can treat the child in any way without any interference from outside</i>
Socio-economic factors	<i>Extreme poverty so that child labour is considered necessary to support the family</i>
Government/ political will	<i>Government does not prioritise those elements that support children's rights such as education, health facilities, social welfare</i>
Balance of power	<i>Adults are more powerful than children and so use the power to take advantage of the children</i>
Culture and tradition	<i>Reinforces gender stereotypes; (such as no education for girls as it is "wasted") Often promotes harmful practices as a method of keeping control of a group</i>

Unit 39 How do we deal with HIV/AIDS? How do we prevent transmission?

Ways to prevent transmission	Issues in Sierra Leone	How do we prevent transmission?
<p>The most common education about transmission is the ABC approach.</p> <p>UNAIDS defines the ABC of avoiding transmission as: A Abstinence or delaying first sex B Being safer by being faithful to one partner or by reducing the number of sexual partners</p>	<p>Remember that almost half of Sierra Leoneans have a good understanding of HIV/AIDS.</p> <p>25% of Sierra Leone women have had sex before the age of 15 71% have had sex before the age of 18 Thus it is clear that A (Abstinence) is not being followed. Why?</p>	<p><i>Need to teach children before they are sexually active</i></p> <p><i>Need to make the teaching activity-based for behaviour change</i></p> <p><i>Need to help people understand why the ABC approach is necessary</i></p> <p><i>Look at the social culture that endorses girls being sexually</i></p>

<p>C Correct and consistent use of condoms for sexually active young people, couples in which one partner is HIV-positive, sex workers and their clients, and anyone engaging in sexual activity with partners who may have been at risk of HIV exposure.</p>	<p>43% of young women aged between 15-24 have had high risk sex (casual partners) So B is ignored. Why?</p> <p>80% of girls between 15-24 who are sexually active, do not use a condom. Therefore C is not being followed. Why?</p>	<p><i>active but forbids discussing safe sexual activity and discuss this with opinion makers.</i></p> <p><i>Look at the impact of Bondo society has on the transmission of HIV and discuss with opinion makers.</i></p>
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Unit 39: HIV/AIDS: How do we behave?

Key misconceptions and prejudicial behaviours	Constructive values and behaviours
<p><i>Transmission through touching, kissing and common dishes</i></p> <p><i>Transmission through mosquito bites</i></p>	<p><i>Explaining the facts within the family</i></p>
<p><i>Witchcraft (being cursed)</i></p>	<p><i>Promotion of empathy (how would you feel?)</i></p>
<p><i>Exclusion</i></p>	<p><i>Care for family</i></p>
	<p><i>Self-esteem (caring for self)</i></p>
	<p><i>Assertiveness (the right to say no)</i></p>

Unit 41 What do we know about HIV/AIDS now?

Quiz Questions Answer Sheet

1. Condoms are the most effective way to protect against transmission of HIV and other STDs during sex.
2. There are no specific symptoms of HIV.
3. It is not possible to become infected with HIV from everyday casual contact such as sharing food, shaking hands or touching the same objects. You are only at risk from HIV if you are exposed to infected blood or bodily fluids.
4. There is no cure for AIDS. This means it is important to be aware of prevention methods such as safe sex in order to protect yourself.
5. HIV is a virus. Like all viruses, HIV cannot grow or reproduce on its own. In order to make new copies of itself it must infect the cells of a living organism.
6. Insects cannot transmit HIV. When taking blood from someone mosquitoes do not inject blood from any previous person. The only thing that a mosquito injects is saliva, which is used as a lubricant and enables it to feed more efficiently.
7. Sexually Transmitted Disease. These can be passed on during sex. So it's always a good idea to use a condom and protect yourself.
8. AIDS was first defined in the USA in September 1982. The term 'AIDS' was suggested at a meeting in Washington, D.C., in July.
9. 39.5 million people were living with HIV in 2006, and 24.7 million of these people were in Sub-Saharan Africa.
10. Human Immunodeficiency Virus is the full term for HIV, which means that HIV weakens the body's immune system.
11. HIV is the virus that causes AIDS. A person can live a healthy life if they are diagnosed with HIV, they are said to have AIDS when they develop and HIV related illness.
12. Unprotected sex carries a high risk for becoming infected with HIV, so using a condom correctly will protect you. You can't become infected with HIV through kissing or through everyday contact such as using the toilet.
13. Abstinence means avoiding sex. Abstinence is encouraged along with partner reduction and condom use as a way of preventing the spread of HIV.

Unit 42: Gender Discrimination

What cultural norms was Pa Bangura breaking?	<i>That men should not be doing women's work – and changing and nursing a baby is women's work</i>
Why do you think that people were upset; why did they feel the need to make Pa Bangura conform?	<i>People who feel insecure need to know that the "belonging" part of society is very strong. Only with self-esteem does the need to belong (no matter what) diminish</i>
Why was Pa Bangura's wife ashamed?	<i>Because Pa Bangura was "breaking the rules" of the society and she still needed to belong.</i>
Do the community members have a gender stereotype about how men can act with children?	<i>Yes. Men should behave with dignity – it is the job of women to bear and raise children.</i>
Can you list other gender stereotypes that occur in your own community?	<i>Particular jobs are open to only one sex or the other. Men taking decisions in the community regardless of what they know and women being silent – even if they know much more</i>
Can you give ideas as to how these stereotypes can be broken?	<i>The principles of valuing everyone for what they are – as individuals: of respecting each person for themselves and treating all people equally and with respect</i>

Unit 43: Child Participation

Community level	<i>Customs and traditions indicate that children have no rights: in decision-making they should not be heard or asked for their opinions even on issues that affect their development and welfare. At meetings where decisions are taken, children are seen as nuisances and considered rude and disrespectful to authorities or elders. As a result of this, children's views or opinions are withheld for the fear of being punished. Religious beliefs also play a part in the understanding that children are possessions: phrases such as "gifts of God" and a belief that man has dominion over everything (including his own family) all strengthen the belief that children should be excluded from participation in decision making.</i>
School level	<i>Teacher-centred (didactic) methods exclude learners from participation in the teaching and learning environment. Even when learners ask pertinent questions teachers do not encourage discussion in class to arrive at the answers. As a consequence learners lose interest, have low self-regard and feel that their place is to be silent and that the responsibility (and right) to knowledge belongs to somebody else.</i>
Family level	<i>Children actually participate a great deal – but often without the attitude of participation: instead the children participate in the responsibilities of the family as servants – that is they are told to perform a certain task and then instant obedience is required. Genuine participation where children are part of the decision making on issues that concern them (such as attendance at school, early marriage) then the children are excluded for all the reasons stated in the community box (above) and because parents genuinely believe that adults (parents) know best.</i>

Unit 44: Civics and Citizenship

Why is there a need for civic education in our education systems?

- *Creates an awareness of our rights and responsibilities as citizens of our country*
- *Develops a unity and understanding of other groups in our society*
- *Informs about the political and social world*
- *Concern for the welfare of others.*
- *Organized in our opinions and arguments*
- *Capable of having an influence in society*

- *Learning about democracy, good governance and rule of law*
- *Learning about corruption and accurate, honest record keeping*
- *Learning about violence, its causes, effects and types in society*
- *Learning about conflicts, types, causes and skills in conflict resolution and management*
- *Learning about constructive, peaceful behaviours and attitudes to promote peace and tolerance in our societies*

Unit 45: Discrimination against women:

- *Inheritances Act: designed to ensure that women can own and inherit property from husbands and parents.*
- *Customary Marriage Act: customary marriage has now been legalised and a certificate is now provided. This gives the woman the same rights as other women who are married under civil or majority religion laws. This helps authenticate the women's role as wife. It can also help women to prove joint ownership of possessions from the marriage.*
- *Domestic Violence Act: designed to protect women against all forms of domestic violence.*

In addition, the Government has introduced girl child education to increase girls' access to basic education. What impact has this had on the education of girl children in your community?

Unit 46: The Importance of Child Participation

Strategies to improve children's participation in the classroom	<i>Rights-based approach Safe spaces Inter-active teaching/learning: group work; games and activities for learning (not rote learning); story-telling, role plays, practical projects; developing their own classroom rules</i>
Strategies to improve children's participation in the school	<i>School rules developed by the students themselves; self-help projects and money-raising activities for school improvements – that the children have nominated as priorities.</i>
Strategies to improve children's participation in the community	<i>Self-help projects in the community – for areas nominated and agreed to by the children. Projects to help others in need (like the elderly) after student discussion as to why this is a good thing to do.</i>

Unit 47: You and your medicine

Abu has a high fever and is rushed to hospital. He is examined by doctors and then given some tablets from the hospital pharmacist and his fever breaks.	<i>Yes – he was examined by medical professionals and prescribed accordingly. The medicine was provided by the pharmacy in the hospital so it is safe to use..</i>
Musa has bad back pain and is advised to stretch out on a hard floor with friends pulling at his arms and legs to stretch his spine. After several units his back feels good.	<i>No – no medicine has been given although some treatment has been given. Although in this case Musa feels good – with this sort of treatment if there is any pain he should stop immediately – pain is a sign that things are not right.</i>

Martina burns her leg with boiling water and rubs papaya skin on the burn. Her burn stops hurting almost at once and heals very quickly.	<i>No medicine has been given although the folk remedy of papaya (pawpaw) may be considered traditional medicine. Because papaya is a food and it is applied on the outside there are unlikely to be side effects even if the treatment does not work.</i>
James needs to be wide awake and mentally sharp for his exam. He has heard that smoking djamba will give him wisdom so he smokes heavily before the exam. Instead of wisdom he has great difficulty concentrating and his heart is beating very, very fast.	<i>Yes – but it is not medicine; it is a drug. James is victim to a myth and is suffering the side effects of smoking djamba. The myth is exactly opposite to the actual effects of smoking djamba (although sometimes smokers feel as if they are smarter).</i>
Bockarie feels that he has malaria. His fever is high and he is shaking. He goes to the market and gets some special tablets. He goes home to bed after he has taken them.	<i>Yes – Bockarie has taken medicine but the tablets he has taken could be fake as he bought them in the market not from a reputable pharmacist. In the best circumstance he will not come to harm but he will likely not be cured. In the worst situation he could die as he has no idea what is in the tablets he bought.</i>
Vandy has a severe headache and feels nausea. He goes to the wise woman of the village who boils some bangba root and makes a tea for him to drink. His headache disappears and he feels much better.	<i>Yes – the bangba root tea is a medicine although it is a traditional one. Even if it did not work it is unlikely to hurt (if it was poisonous that would have been discovered many years ago)</i>

Activity

What happens if you take medicine that has the wrong compounds for what is wrong with you?	<i>People who take medication that has the wrong compounds can poison themselves</i>
Many people feel that if one tablet is good then two tablets must be better. What happens when you take too much of the medication?	<i>The worst result is over-dosing and perhaps dying. Certainly over-medication will make you very sick. Sometimes, over use of medicine builds up a resistance in the disease (for example malarial mosquitoes becoming resistant to the drugs and so not being killed by the drugs)</i>
What happens if you take medication that is not for you?	<i>If you are not a doctor you are only guessing at what may be wrong with you. Wrongful doses have killed people. Wrongful medication can often make people sicker than the disease made them.</i>
What happens when you are told to take medication for five days but after two days you stop because you feel better?	<i>Your body builds up a resistance to the drug and next time you will need more of the drug to be cured. In addition certain organs in the body (such as the liver) store the toxins and can be poisoned by repeated drug taking. <i>Malaria is one of the worst diseases to break medication as the mosquitoes and the disease itself become drug resistant by people not taking the full course of medicine.</i></i>

Unit 48: Citizenship

Requirements of a good citizen	Expected citizen behaviour
Promotes law and order	<i>Understanding of the laws and Human Rights Obedience to the law Live peacefully and harmoniously Respect individual and public property</i>
Promotion of and respect for Human Rights including the rights of women and children	<i>Know the human rights instruments To live by the principles of respect, dignity and equality (as these are the fundamental principles of HR)</i>
Promotion of Tolerance	<i>Respect others' views and their right to express them peacefully Respect for all people regardless of tribe, status, religion or gender Appreciate our culture and diversity</i>
Promotion of Honesty and Integrity	<i>Being honest in your own dealings and not offering bribes to influence outcome Having the courage to recognise and report incidences of corruption</i>
Loyalty	<i>Love of country and respect for the environment: water conservation and cleanliness, preservation of forests, not littering or dumping rubbish</i>
Patriotism	<i>Understand that the individual is a Sierra Leonean first and belongs to other groups second Appreciate and celebrate the national days of Sierra Leone Support fellow citizens in times of need and calamities (for example; floods, drought, IDPs) Recognise and show respect for the symbols of Sierra Leone (for example the flag, the National Anthem)</i>
Environment	<i>"Think global act local" – keep personal and communal areas clean (no dumping of garbage) Work communally to limit air and water pollution.</i>
Participate in the democratic processes	<i>Enrol to vote Analyse the claims of various political aspirants and judge according to realistic plans and policies. Vote accurately and wisely Express your views peacefully and constructively Initiate and support community level projects and community policy</i>
Taxes and revenue	<i>Pay all relevant taxes (including declaration of all income) to ensure that the government can provide services</i>

Unit 49 Gender-based violence

Scenario	Is this violence? If so what type of violence
The husband comes home from work after a long day and finds that his wife has been gossiping with the neighbours and the food for dinner is not ready. He is not a bad man and so even though he clenches his fists he does not hit his wife – he hits the door instead. But he shouts his anger at his wife's laziness and stupidity and eventually she cries and rushes to the kitchen so he forgives her and eats the food that she prepares.	<i>Yes. It is psychological violence. To tell another person that they are lazy and stupid is demeaning and shows a lack of respect.</i>
A community meeting is called and everybody comes to the meeting. According to tradition the	<i>No. Everybody understands the rules and although they do not endorse</i>

<p>men sit at the front and speak first and the women sit at the back. Everybody is given the opportunity to speak, but of course the men speak first. One woman is angry about the situation and demands to speak first. The elders tell her to observe the custom and to wait for her turn. She refuses to wait and stands to speak early in the meeting; the chief asks some young men to escort her away from the meeting.</p>	<p><i>equality (because all the women are discriminated against by not being allowed to speak until last – still the rules as they are must be respected – changing the rules of the meeting needs to be done differently). The chief also deserves respect. There is no violence and the treatment is not gender based (although the situation is gender biased).</i></p>
<p>A young girl is coming home from school and a group of young boys follow her and tease her telling her that she should be at home like a proper girl instead of trying to be a girl-man. They pull at her clothes and punch at her back and then run away.</p>	<p><i>Yes, even though this may be seen as teasing – when it is allowed to go unchecked it will almost certainly get worse and become full physical and psychological violence. It is gender-based because the boys target her just because she is a girl.</i></p>
<p>A girl in primary school is told by her mother and auntie that this year she will go into the bush for initiation. While she does not know exactly what is involved, she does know that girls who have been through initiation don't come back to school and usually get married soon after. They also keep away from the friends they used to have in school. The girl does not want to leave school but her mother and aunt insist that without initiation she will not get a good husband and will bring shame on her family.</p>	<p><i>Yes, coercion (forcing somebody against their will) is psychological violence and knowingly allowing and therefore giving permission for FGC and early marriage is physical and sexual abuse and violence.</i></p>
<p>A woman is happily married and has three children. Her husband works hard and even helps her look after the children when he is at home. But then there is a tragedy: the husband is killed in a bus accident and she is left alone and without money or protection. The family uses the traditional solution that will make sure that she is protected and looked after: she will be married to her husband's brother.</p>	<p><i>Yes, this is institutionalised violence – the woman's right to marry (or not) the person she chooses has been violated. The societal standard that requires that a woman needs to be protected (because the society does not protect women as a matter of course) is also institutionalised violence.</i></p>
<p>A couple has been married and the husband demands his rights. The bride is shy and does not know what to expect. The husband becomes frustrated and angry and takes his wife by force.</p>	<p><i>Yes, forced sexual relations (even between married couples) is physical and sexual violence and is gender-based because the woman is socially weaker (because she is shy and not knowledgeable)</i></p>
<p>A husband and wife seem to be happily married except that the husband sometimes drinks heavily and when he is drunk he becomes very angry about everything and nothing. This is when the beatings start. His wife is often badly beaten and has twice had broken bones and is often badly bruised. The man is always very sorry afterwards and says he did not mean it – it was the drink. The wife forgives him because ... what else can she do?</p>	<p><i>Yes, this is physical gender-based violence. Apologising does not take away the violence and the fact that it happens repeatedly means that there is no real regret. As the woman has no choice but to stay with him even after repeated beatings means that there is no social support for the woman and so this violence is personal, social and institutionalised.</i></p>

Unit 49: Causes of Gender-Based Violence

Tradition	<i>Unequal power relations – enforced by long-held tradition that women are less than men – less strong physically and intellectually, which allows discrimination such as no (or less) education for girls.</i>
Economics	<i>Poverty can force women into prostitution. More alarmingly husbands can force their wives into prostitution or into cases of adultery that are then “discovered” and the other man pays compensation to the husband. In either case the women are facing gender-based violence that is founded in the unequal power relations of men and women as she is forced into degrading behaviour.</i>
Law	<i>The legal status of women is often that of a possession – she is owned by her husband or father and can be transferred from one family to another in exchange for money. Because she is a possession she cannot own things herself such as land or a house. This embedded idea of possession means that in many places rape between a husband and wife is not considered rape and cannot be prosecuted: domestic violence of beating or psychological abuse is not against the law (or is not prosecuted because of social disinterest)</i>
Personal beliefs	<i>Personal beliefs are both reinforced by the social and legal status and in turn reinforce them. Both men and women can truly believe that men are superior in every way and therefore women have no rights.</i>
Conflict	<i>Gender-based violence generally increases during a conflict as it is sometimes used as a weapon of fear against the civilian population; sometimes because the dehumanising influence of conflict and violence and rape is simply another form of violence.</i>
Religion	<i>Both Christianity and Islam appear to reinforce and provide for gender-based discrimination and violence. Both religions emphasise the rights of men and the jurisdiction of men over women. But much of this is interpretation – and the interpretation is done by men.</i>

Unit 50: Vulnerable and Excluded Children: Activity 1: Types of vulnerability that lead to exclusion:

<ul style="list-style-type: none"> ▪ <i>Adoption/fostering by other members of the family (‘new parents’) and treated as another son or daughter</i> ▪ <i>Adoption/fostering by others but where the child is treated as a servant.</i> ▪ <i>Abandoned by all and becoming a street child or commercial sex worker</i> <p>If a child comes from a destitute family what are the life options?</p> <ul style="list-style-type: none"> ▪ <i>Becoming a street hawker (and losing the opportunity for an education)</i> ▪ <i>Adoption/fostering by others but where the child is treated as a servant.</i> ▪ <i>Abandoned by all and becoming a street child or commercial sex worker</i> <p>What other children are especially vulnerable?</p> <ul style="list-style-type: none"> ▪ <i>Those separated from or abandoned by their families</i> ▪ <i>Children with disabilities (especially those whose families see it as shameful)</i> ▪ <i>Those in the care of the terminally ill parents or carers or those who are elderly</i> ▪ <i>Children who are refugees or internally displaced (IDPs)</i> ▪ <i>Children who have been trafficked</i> ▪ <i>Children who have been part of a fighting force or militia</i>
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Unit 51: Effects of gender-based violence

Social	<i>Rejection/ostracized from the group Loss of employment Neglect of self and others (due to psychological effects)</i>
Physical	<i>Injuries (both general and sexual), permanent disfigurement (scarring, loss of sight,) Sexually transmitted diseases, death</i>
Psychological/ emotional	<i>Shame, lack of self-esteem, fear and anger, depression, inability to function successfully in society (including performance in school).</i>

These effects on the individual also affect families and the broader society.

Family	<i>Neglect of family (no cleaning or cooking); rejection by the relatives; family breakdown; loss of support of relatives; development of behaviour problems in children; loss of property</i>
Society	<i>Loss of participation when survivors live in isolation; hate/malice; increased crime rates; sexual exploitation; security risks; community disintegration; conflict among and with families; low enrolment and successful completion of school especially for girls; acceptance of child abuse; shame and embarrassment for the community and breakdown of community values such as less protection of virginity. All these result in the low status of women and girls.</i>

- *General awareness – breaking the silence*
 - *Advocacy for legislation and implementation of legislation to protect the vulnerable.*
 - *Discussions with traditional and religious leaders to discuss the aspects of culture where people are protected rather than abused.*
- The Sierra Leone Police Family Support Unit exists in every police station in Sierra Leone – and there is a referral process to protect victims and prosecute wrong-doers.*

Unit 52: Buying and Storing Medicine

What are the key issues about care of medicines in these stories? What preventative measures or solutions can you offer?	
<p>Little John is four years old and his mother has left him home alone for just a few minutes to go to the neighbours to chat. John is playing quietly with a small car made for him by his father. Once he is alone however, John begins to explore. On a shelf under the sink John finds some pretty coloured pills. For John they seem to be sweets and he is very happy to have found some sweeties. He opens the bottle quickly and gobbles as many as he can.</p> <p>When John's mother returns she finds John unconscious on the floor.</p>	<i>Keep out of reach of children Store in a safe place away from heat and light</i>
<p>Yegbeh has transferred her heart medicine into a very small bottle to make it easier to carry. This bottle used to contain cough mixture. As the glass is dark brown it is not possible to see the colour of the medicine. Yegbeh's husband has a tickling cough that will not go away. He searches the cupboards and then finds a bottle of cough mixture in his wife's bag. He drinks freely from the bottle to soothe the cough.</p> <p>Almost immediately he has severe sweating and nausea and collapses. Yegbeh finds him two hours later but has no idea what has happened. Before long Yegbeh is a widow</p>	<i>Keep medicines in their original containers</i>
<p>Everybody knows that medicines are very expensive so when Charlotte feels better after just two days of taking the drugs prescribed, she stops and keeps the remainder in case she gets sick again. But she remains healthy for months and it is more than a year before she feels the same sickness. She congratulates herself for keeping the drugs safe until they are needed. When</p>	<i>Do not keep expired medicine.</i>

<p>she looks at the label she is surprised that a whole year has gone by since she was last sick.</p> <p>After a week she is getting more and more sick and finally her family take her to the health centre. She tells the doctor that she has been taking the drugs prescribed but to no effect. The doctor does not know what to do and sends her for very expensive tests. Finally different drugs (also very expensive) are prescribed.</p>	
<p>When the medicine was first bought it was clear like water. So Vandí was pleased that he had checked and bought good quality medicine. He put the bottle on a shelf above the kitchen bench. The sun shone brightly into the room for most of the day as there were no curtains on the windows. After some time, Vandí saw the medicine was more like milk than water. He was afraid to use the medicine so he poured it away. He was disappointed at the wasted money.</p>	<p>Store away from heat and direct light</p>

Unit 52: Buying Medicine

Who	What labels should look like	What medicines should look like
<p><i>From registered pharmacists</i></p>	<p><i>Date of expiration and/or the manufacturing date Medicine should come with a user label</i></p>	<p><i>For liquid drugs look for clarity (the clearness) of the solution</i></p>
<p><i>From health centres</i></p>	<p><i>Tampering of expiry date and labels happen in Sierra Leone, therefore it is advisable to check the shade of ink, if one or more types of ink are used then it is likely to be tampered with.</i></p>	<p><i>If wrapped in foil or in "bubble" sheets there should be no evidence of tampering – sheets should be clean with no cracks or peels</i></p>
<p><i>From a cost recovery centre in the hospital</i></p>	<p><i>Look where drug are produced and see who the manufacturer is and if the manufacturer has put the full address.</i></p>	<p><i>Tablets, capsules or pills should never be sold loose</i></p>
<p><i>Check if the pharmacist or pharmacist technician is actually a professional</i></p>	<p><i>Check if the packaging was properly sealed. If the seal is broken it should not be bought.</i></p>	

Unit 53: Civic Rights and Responsibilities: Civic Responsibilities

<p>List five ways that you can participate in the social responsibilities of your community.</p>	<p><i>Discussing problems and finding solutions</i> <i>Sensitisation and awareness raising of communal issues</i> <i>Voting for representation and holding the representatives accountable</i> <i>Taking care of the old and sick in the community</i> <i>Consult and/or be part of the group of opinion makers in the community</i> <i>[Note: this list is not exhaustive]</i></p>
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Unit 53: Rights and Responsibilities;

Identify the key issues in this story	<p><i>Lack of responsibility with regard to rubbish</i> <i>Passing on of responsibility to others</i> <i>Unhygienic surroundings of the markets</i> <i>Monthly meetings that discuss hygiene</i> <i>Fatu does not attend the meetings</i> <i>Refusal to pay fees</i></p>
Explain the role of Fatu and her friends in relation to the problem.	<p><i>Fatu and friends are responsible (at least in part) for the problem of unhygienic surroundings but she takes no responsibility and is compounding the problem by not paying fees.</i></p> <p><i>By complaining but not attending the meetings her behaviour is destructive</i></p>
Explain the importance of the regular village meeting in the terms of the development of the community	<p><i>By having a way to discuss as a group, the community can be constructive in their solutions and inclusive in their approach.</i></p> <p><i>Because of the involvement of the community, there is more chance of the 'rules' being obeyed because everybody can see the importance and they have all had a chance to have their opinions and views heard.</i></p>
Write a paragraph on the behaviour change needed by Fatu and her friends	<p><i>Fatu and her friends need to understand that they are part of a group. This means that there are rules to belonging – not just the legal laws but social rules for belonging. Fatu needs help to understand that by being a part of the group instead of outside it; things will be better for everyone.</i></p>
Do you think Fatu should pay the market dues – explain your answer.	<p><i>Yes because civics is about understanding that they are part of the society. If Fatu pays her fees then she is contributing to a greater good – a good that is bigger than herself but from which she will also benefit</i></p>
List the possible ways the problem could be solved	<p><i>Educate Fatu and her friends as to their role in civil society</i> <i>Conduct the community meetings at a time when all the stall holders can be present (perhaps just before the market opens)</i> <i>Have representatives from each of the community groups who can hold sub-meetings at a time that suits them/</i></p>

Unit 54 Support for Vulnerable and Excluded Children: Activity 1: What provisions are made for vulnerable and excluded children?

<p>Provisions that can be made to support vulnerable and excluded children.</p> <ul style="list-style-type: none"> ▪ <i>Communities can establish child welfare committees, involving community stakeholders. These committees serve as link between the children, at NGO and government</i> ▪ <i>Build the links between the SMCs/CTAs and the CWCs</i> ▪ <i>Developing by-laws to implement the Child Rights Act of Sierra Leone</i> ▪ <i>Sensitisation programmes for communities about these at-risk children.</i> ▪ <i>Government, NGO and community provision of extra measures to help these children take advantage of mainstream activities such as health services and education.</i> ▪ <i>Strengthening the juvenile justice system</i>
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Unit 55: Nutrition

Self-check activity: Why do you think the foods are in a pyramid form?

Putting the foods into the form of a pyramid helps us to see the proportions of each food type we need. If we look at this pyramid we can see that we need more carbohydrates than protein or fats and oils – but we need some of each type of food to maintain good health.

	<p>Water is involved in every function of the body. It's in every cell, tissue and organ of the body. It is vital to drink plenty of water to ensure healthy living and prevent dehydration. Sierra Leone is a tropical country and so we should be drinking 2 litres of water every day.</p>
	<p>Fats and oils (palm oil, nut oils butter) are important to bone growth and suppleness. Fats and oils also provide energy and keep our skin healthy as well.</p>
	<p>Carbohydrates are the biggest group but they are split into two groups: simple carbohydrates and complex carbohydrates. Simple carbohydrates include rice, cassava, yams, fofoo, bread, pasta. The simple carbohydrates provide our short term energy and excess carbohydrates are stored as body fat.</p> <p>Complex carbohydrates included fruit and vegetables. It is the complex carbohydrates that provide the minerals and vitamins we need. We need at least five serves of fruit and vegetables every day for good nutrition. Carbohydrates also help healthy growth.</p>
	<p>Proteins include red meat, chicken, fish, lentils, beans, eggs and dairy products. Protein is vital for growth, bone and muscle strength and brain function. Protein also helps the body to repair itself and helps maintain healthy hormone growth. Protein foods also provide vitamins and minerals necessary for good health. Some protein foods have saturated fats that can cause ill-health resulting in heart attacks or strokes. Protein foods should be varied for best nutrition.</p>
	<p>Vitamins and minerals are found in fresh quality food from all the food groups. This includes calcium from green leafy vegetables and dairy products and trace elements such as potassium (from bananas). These are necessary as they provide protection from many common diseases. For example, iodized salt (cheapest form of obtaining iodine) prevents stunted growth, some forms of mental retardation and goitres.</p>

Unit 55: Nutrition: How healthy is your diet?

Simple carbohydrates	Cassava, rice, Fofo
Complex carbohydrates	Yams, cabbage, eggplant, tomatoes, papaya, mangos, banana
Proteins	Fish, chicken, eggs, red meat (goat, beef), red beans, lentils (chickpeas, split peas)
Fats and oils	Palm oil, groundnut oil, butter, ghee,
Minerals and salts	Iodized salt (for flavouring)
Water	Water, tea, fruits (melon)

Unit 56: Teaching Citizenship and Democracy

Teaching the levels and functions of government	<i>Doing a class project on helping some particularly vulnerable people in the community</i>	Explaining the tribal groups of Sierra Leone	<i>Undertaking a clean up campaign and doing a concert at the market on how to be hygienic</i>
<i>Writing letters to the local government member explaining the needs of the school</i>	<i>Having a school government</i>	<i>Practise a system of representation in sport, dance and music – so that the representatives reflect what the people that they represent truly want</i>	Appointing class prefects to undertake the classroom discipline
Telling the responsibilities of a citizen – such as paying taxes	<i>Having a student council to deal with issues of injustices, examinations, corruption and discipline</i>	Explaining the system of government in Sierra Leone	Having a list of school rules clearly posted so that everybody knows the punishment for breaking the rules
<i>Developing the rules of the class together as a discussion about rights and fairness</i>	Assigning tasks to groups so that everybody has a turn at the chores	<i>Holding open days at the school and inviting the parents to come and view the work that their children are doing</i>	<i>Holding secret elections for class representatives</i>

Unit 57: Taxation for Self-reliance

<ul style="list-style-type: none"> ▪ <i>Health services – doctors, hospitals and health posts</i> ▪ <i>School construction and teaching learning materials</i> ▪ <i>Income generation schemes for unemployed youth and adults</i> ▪ <i>Construction of roads and bridges</i> ▪ <i>Provision of security (police and military)</i> ▪ <i>Provision of utilities (electricity and water)</i>

Unit 57: Types of taxation

Money paid to local council	<i>Head tax; Market fees</i>
Money paid to the central government	<i>PAYE taxes</i>
Money paid to the National Revenue Authority (NRA)	<i>All customs dues and business taxes; All money collected by any other institution as taxes</i>

Unit 58: Violations against women

Scenario	Is this gender-based discrimination? If so what type of discrimination is it?
A woman is told from the time she is a young girl that she is not clever and so education is wasted on her. As a result she is ignorant about all sorts of things – but most importantly she is ignorant about her own self: her body and how it works. She falls pregnant every year after she is married because she does not feel she can ask to use contraception. Because she was married so young she has serious medical problems and health issues. After ten children she dies in childbirth.	<i>Yes. The lack of an education deprives her of knowledge that would enable her to make informed decisions. The lack of self-esteem prevents her from asserting her right to use contraceptives. Her ill-health and death is a direct result of the gender based discrimination</i>

<p>A young woman has finished her secondary education and applies for a job. She is interviewed but does not get the position. When she asks why she is told that “she is not right for the job”.</p>	<p><i>Maybe. There may be institutionalised gender bias. There is no way of telling whether she was refused because she is a woman or because she really was not the right person for the job</i></p>
<p>A group of teachers (male and female) are chosen for an important inservice course in Japan. The funding is provided by the Japanese government. Two of the women have babies that they do not want to leave behind although they are looked after by the grandmothers while the women are teaching during the day. The women demand that the children accompany them to Japan for the course. The organisers explain that this is not possible – there are no facilities for small children and the cost of air travel has not been included in the budget. The women claim that this is discrimination.</p>	<p><i>No – there is no discrimination towards the women. It is a professional development trip and as the children are cared for daily – there is no reason to take them. The refusal is not based on gender discrimination but on transparent conditions that are explained to the women.</i></p>
<p>A husband and wife have a farm where they grow rice and some vegetables. They both work hard on the farm all day and when they return home they are very tired. The woman collects the water and the firewood to heat water for washing. While her husband bathes, she prepares the evening meal. After the meal, she washes the dishes and the clothes and prepares food to take to the market early in the morning before going back to the farm. Even though both husband and wife work on the farm, the land belongs to the husband and if he should die, she will be sent away with nothing as the land will go to his brother (as they have no children).</p>	<p><i>Yes. This is institutionalised gender-based discrimination. The laws of the land (and the tradition and culture) are biased about women if they cannot inherit land. She works much longer and harder than her husband – a situation that is reinforced by tradition – cooking and washing are “women’s work” even though they share the hard physical labour of farm work.</i></p>

Unit 58: Why are there violations?

- *Abject poverty*
- *Lack of knowledge and information*
- *Negative customs and traditions*
- *Male dominance in society*
- *Lack of confidence and low self esteem among women.*

Unit 58: What can we do?

- *Awareness raising and sensitization on gender*
- *Training of key stakeholders equality by level on women’s and girls’ rights*
- *Socio-economic empowerment of women and girls*
- *Community monitoring and reporting*
- *Reporting on girls’ rights violations in schools.*

Unit 59: Child abuse and exploitation

Burning the hands of a disobedient child	Hitting a child who is yelling at you	<i>Making a child sit on their hands for disobedience in class</i>	"Pumping the tyre" as a punishment
Asking a child to work on your farm to pay for school fees	Sending a young girl with food to your "boyfriend" and pretending that nothing happens	Calling children from minority groups (gender, religion, tribe) demeaning names that create prejudice and discrimination	Caning a child for disobedience or bad work in school
<i>Asking a child to work on their own family farm after school</i>	Taking a child out of school to look after the baby while the mother goes to literacy class	Keeping a child in after school to finish their school work	Taking a child out of school to do street trading

Unit 60: Nutrition related illnesses

	<i>Goitre – a sign of severe iodine deficiency</i>
	<i>Malnutrition – marasmus: severe weight loss, skeletal frame, loss of energy</i>
	<i>Kwashiorkor – swelling of stomach; thinning hair often turning gray or yellow or becoming straight in African children; severe lack of energy, brain dysfunction Caused by lack of protein</i>
	<i>Oedema swelling is often a precursor to Kwashiorkor. It is also a sign of anaemia and at times signals the need for less salt</i>

		<p>Anaemia – pale inside the eyelids; pale nail base, pale hands and smooth pale tongue</p>
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Goitre	Use of iodised salt
Anaemia	Eat adequate amounts of iron rich foods – leafy green vegetables, nuts, meat, chicken and fish. Referral to a medical centre where possible
Oedema	Drink plenty of water, limit the amount of salt used in cooking and at the table Referral to a medical centre to test for other diseases for which oedema may be a symptom
Malnutrition	Adequate amounts of quality food. In advanced malnutrition intensive feeding of special fortified foods are necessary – this is a medical issue and sufferers must be referred to a medical centre.
Kwashiokor	Increased protein intake (meat fish, dairy products and eggs) and urgent medical help
Marasmus	Urgent medical treatment