

# Emerging Issues Resource Book Pre-service Course 3rd Year



Photo by Ronja Hoelzer



First Edition 2008

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## Unit 100: Rights-based Quality Education

### Principles and Pedagogy

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

- Understand a rights-based approach to education
- Know and be able to use the most appropriate type of questions to ensure higher level learning

### Introduction

Rights-based education is an approach that incorporates all facets of the education system. UNESCO through *Education for All* (EFA) has developed 10 dimensions for quality education. This is almost identical to what UNICEF calls child-friendly schools (but they are friendly to parents and teachers as well). This Unit is to look at these 10 dimensions.

Improving quality depends on addressing all 10 of these dimensions. The framework consists of two levels, each with five dimensions.

### Activity 1: 10 Dimensions

#### Level of the learner

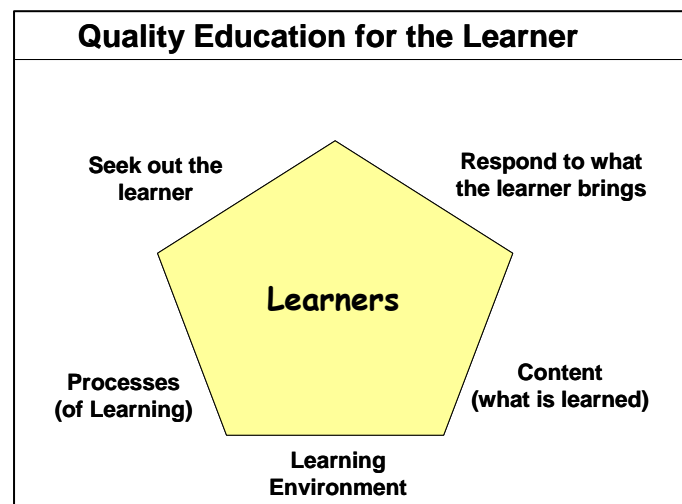
**Seeks out learners:** Education must be available without discrimination. This includes the poor, girls, working children, children suffering from the effects of the emergency, those with disabilities, and those with nomadic lifestyles. *However, it is not merely a concern with quantity.* Learners have a right to an education that will serve as the basis for lifelong education.

A high-quality education means an environment that actively seeks out learners and helps them to learn. It is necessary to use a wide range of methods, recognizing that learning is linked to experience, language and cultural practices, gifts, traits and interests. Such an approach recognizes that people learn in different ways.

- *What the learner brings:* What the learner brings to his or her own learning, and to that of a group, is extremely important. It can vary from work skills, to traumatic experiences, to excellent early childhood development opportunities, to illness or hunger.

A high-quality education has to consider the learner as an active student and a central part of educational efforts. Learners bring to their learning, and to that of the group in which they participate, a large diversity of experiences, characteristics, skills and conditions, reflecting both their prior and current situation.

All of these characteristics determine how a learner learns, behaves in class, interacts with the group and teacher and how she or he interprets the knowledge presented.



Therefore, a high-quality education has to recognize, actively respond to, and take advantage of the diversity of learners.

- *Content:* The content of education needs to be re-examined in light of the changes that have occurred in the world. Much of what is now taught worldwide may be less relevant to future generations of learners. In many countries, there is a need for modern and relevant curricula and materials covering areas such as literacy, numeracy and ‘facts and skills for life’ (which includes education on rights, gender equality, respect for the earth and other life forms, health, nutrition, HIV/AIDS, peace, and respect for and appreciation of diversity). Learners have a right to a quality education that will serve as the basis for lifelong learning.

Access to sufficient educational materials has long been recognized as essential for learning. Low-cost teaching and learning materials can facilitate learning as well as expensive materials. However, the materials need to be reviewed in light of what they convey about rights, obligations and responsibilities – with respect to gender, stereotyping and religion.

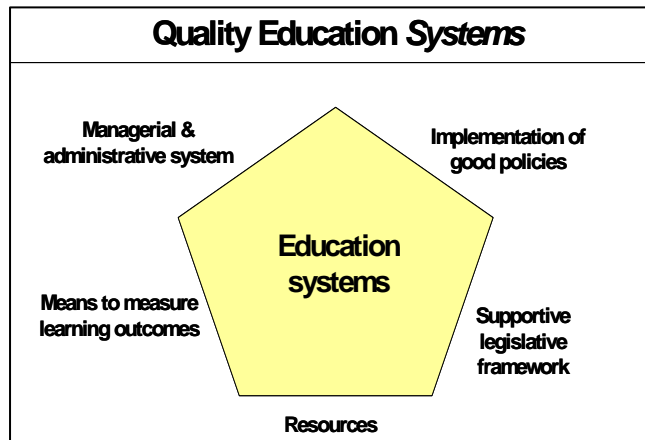
- *Processes:* The processes of education are a frequently overlooked aspect of the quality of education. How learners are enabled to frame and solve problems, how different learners in the same group are treated, how teachers and administrators are treated and behave, and how families and communities are engaged in education are all processes that affect the quality of education. Differential treatment of children puts forward the notion at an early age that some people do not have the same rights as others, which can foster intolerance towards minority groups.

High-quality educational processes require well-trained teachers who are able to use learner-centred teaching and learning methods and life-skills approaches. As a result, even the term ‘learner-centred’ must be reconstructed to address issues of disparity and discrimination with regard to, for example, culture, language and gender. How knowledge, skills, and values are transmitted is as important a part of the curriculum as what is learned – because, in fact, the process is part of ‘what’ is learned. Within the learning environment learners must be able to express their views, thoughts, and ideas – to participate fully, associate freely, and feel comfortable about who they are, where they come from, and what they believe in. They need to be treated with dignity. With these facilitating processes in place, learners can develop the self-esteem that is essential for decision-making throughout life, and a sense of self-discipline that will help them pursue their personal goals.

- *Environment:* Evidence is mounting that a suitable learning environment can also be considered as contributing towards the quality of education. There must be adequate hygiene and sanitation facilities accessible to all and, if possible, health and nutrition services in the vicinity. School policies and their implementation must promote safety, and both physical and mental health. While the physical environment is better understood, the psychosocial one, which is at least as important, deserves serious attention – so that practices such as gender discrimination, bullying, corporal punishment, and forced work are eliminated.

## Level of the system

- *Managerial and administrative system:* An education system must be structured and organized so that it is learner-centred. The system must be fair and transparent to all those in it. Rules and regulations need to be clear, with responsibilities and related procedures well articulated and implemented. Teachers need to be facilitated in their work by a managerial and



administrative system that is designed to foster improved learning outcomes. Timetables must also be flexible enough to be able to keep at-risk children from dropping out, or otherwise losing their right to education.

Well run schools include a space for bringing difficult issues into the open, a key first step to addressing them. Education must be 'approachable' by parents and communities. They must feel positive and comfortable about their roles in the educational process. This will not occur without an enabling structure and organization of the education system at all levels.

Because the structure, organization and management of education play an important role in providing the necessary checks and balances, involved institutions (such as teacher training colleges and research institutes) must also play a key role in educational activities.

- *Implementation of 'good policies':* Typically, ministries of education set policies that may not be widely known and understood by all, particularly at the classroom level. Therefore, a helpful starting point is to raise awareness among administrators, teachers and students about these policies. The next step is to ensure that there are mechanisms to implement and enforce the policies, since it is pointless to have rules and procedures if they are not observed.

Some of the more successful efforts to promote, implement and enforce good policies are those that have been built upon the broad involvement of teachers and students in setting and respecting them. All school policies need to be consistent with national laws and legislation, which should be regularly reviewed and updated to ensure relevancy.

- *Supportive legislative framework:* Legislation is essential for ensuring that agreed principles contained within the concept of the right to education can, in fact, be put into action on a daily basis in a sustained way. As with policies, both education legislation and other related legislation must be in place, understood by the general public as well as by experts, and implemented.

There must be an enabling legislative framework that does more than simply state the right to education, defined broadly. It must facilitate necessary changes in the education system, throughout the system to the classroom. Clearly, a high quality of

education must be accessible to all children. This means that it must be expanded in certain countries to ensure that there are sufficient places and teachers. Legislation needs to address the obligations of the provision of education (defined broadly to include both access and quality), resource allocations (human, time and financial), and the overall expectations of the system.

- *Resources:* A high quality of education requires resources, recognizing the full range of human and material resources that can be brought to bear in support of education. Allocating resources to support high-quality education requires a long-term view. In the short-run, it is essential that the costs of education be distributed equitably.
- *Means to measure learning outcomes:* As discussed previously, the focus of the learning system should be on the learner. Thus, it is only appropriate that the last of the ten dimensions of quality comes full circle and addresses learning outcomes. The following main types of learning outcomes may be appropriate: (a) knowledge – the essential cognitive achievement levels that all learners should reach (including literacy, numeracy and core subject knowledge); (b) values – solidarity, gender equality, tolerance, mutual understanding, respect for human rights, non-violence, and respect for human life and dignity; (c) skills or competencies – a secure command of how to solve problems, to experiment, to work in teams, to live together and interact with those who are different, and to learn how to learn; and (d) behaviours – the capacity to put into practice what has been learned.

Our ability to measure learning achievement, however, varies considerably in relation to the kinds of outcomes that are being measured. There are many indicators of learning achievement (or their proxies) already in use, and there are a number of systems in place to measure learning achievement and use the results for the implementation and assessment of educational policies, programmes and practices. In general, however, more effort has gone into the measurement of knowledge and competencies, than into values and behaviours.

Without all 10 dimensions working together, we cannot build a quality education system and we cannot effectively respond to the education needs of the learners.

### **Activity 2: How do we respond to the 10 dimensions?**

Look carefully at the following table and complete

<b><i>Dimension</i></b>	<b><i>What can be done to address it?</i></b>
Seeks out the learner	
Respond to what the learner brings	
Contents of learning	
Processes of learning	
Learning environment	
Management and administrative structures	
Implement good policies	
Appropriate legislative framework	
Resources	
Measurement of learning outcomes	

## Conclusion

Emerging issues is an important part of improving quality in education. But just adding new subjects will not by itself improve the quality – we must address all 10 dimensions whatever our role is in the education system.

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## Unit 101: Environmental Hygiene

Health and Environment

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

- Explain what we mean by environmental hygiene
- Identify constructive environmental hygiene behaviour
- Explain the links between poor environmental hygiene and health

**Introduction:** Earlier we looked at health and hygiene. In this unit we will discuss the links between health and the environment. If we cannot keep our surroundings clean – how can we remain healthy? Many diseases are related to poor environmental hygiene such as diarrhoea, typhoid, dysentery, malaria, food contamination and water borne diseases.

**Activity 1: What do we mean by environmental hygiene?** Look at the following scenarios and identify where the hygiene risks are. Look at the possible diseases resulting from the environmental risk and then state what can be done to improve the situation.

Scenario	Environmental risks	Possible diseases
Household garbage is dumped by the householders down the bank at the river. Everybody dumps their rubbish there – it cannot be seen from the houses which are kept swept clean. The water is supposed to wash the rubbish away but now there is so much that it would take a flood to wash it away. There are lots of flies and dogs around this part of the river. The dogs are starving and wild and will bite anyone who comes close.  Just downstream there is an open flat area where the young girls collect water and wash clothes.		Dysentery Cholera Food contamination Water borne diseases
Around the houses there are lots of old tyres, tin cans and other rubbish. In the rainy season this rubbish holds water that becomes dirty and smelly.		Malaria Food contamination
The latrines at the school are too few and the conditions are very poor.  Students are defecating outside in the grass and even on the path on the way to the latrines.  Boys urinate up the walls (as small boys do) to see who can go the highest but this makes the latrines smell bad. There are no covers and so the latrines are smelly and full of flies		Diarrhoea Cholera

**Conclusion:** Environmental hygiene is simply a way of making sure that our surroundings are kept clean so that we can be free of disease. We will look at how affective we are in staying environmentally healthy later in this course when we look at pollution.

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## Unit 102: Appropriate Assertiveness

Gender

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

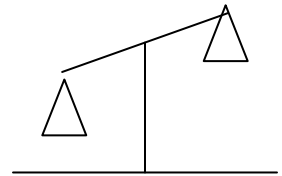
- Understand what assertiveness is
- Understand the need for girls (in particular) to be assertive

**Introduction:** Much of what we have dealt with in the theme of gender is actually about assertiveness or the lack of it. Some of this is because of culture and tradition and some of it may be because we don't understand about assertiveness. This also impacts on our understanding of Human Rights.

### Activity 1: What is assertiveness?

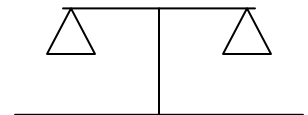
**Aggressive** is when a person:

- Stands up for their own rights without caring for the rights of others.
- Makes sure that they are okay no matter what happens to others
- Accuses and blames others
- Denigrates other people's point of view ("you must be stupid").



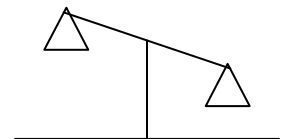
**Assertive** is when a person:

- Stands up for their own rights while acknowledging the rights of others
- Respect themselves and the other person
- Listens to what the other person is saying
- Separates the problem and the person
- Doesn't blame the other person
- Expresses themselves clearly and honestly.



**Submissive** is when a person:

- Takes no action to assert their own rights
- Puts others before self at their own expense
- Gives in to what others want
- Has no opinion of their own
- Remains silent
- Apologizes more than is needed



### Activity 2: Which behaviours are these?

- "If you don't wear a condom, I cannot make love with you"
- "Whatever you say in the meeting is okay with me"
- "I think we should try to do this, but this is only my opinion"
- "I feel frustrated when I talk to you but you don't listen."
- "You are just being stupid when you talk like that"
- "I need to think about what you have said before I make a decision"
- "You go ahead to the party; I will stay behind and finish our work."

- “But I want to go now, why should we all have to wait for you?”
- “I bought you a drink; you owe it to me to love me now.”
- “I don’t really have an opinion, you go ahead and decide.”
- “If you feel like that, that is your opinion but, I can’t agree.”

status; even when they concur in the abuse – it is still abuse.

**Conclusion:** Assertiveness is about rights – it is about doing unto others as we would like them to do to us. Other behaviours are short term and not sustainable but most of all they are destructive. We need to know how to become more assertive and how we can inculcate this behaviour in others.

## Unit 103: Drug Abuse

Health and Environment

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

- Have a basic knowledge of commonly used drugs in Sierra Leone
- Know how to recognise drug abuse

**Introduction:** In this unit we will look at the use and misuse of drugs. When we hear about drug abuse on the news we are hearing about a tiny example of drug abuse – there is a lot of drug abuse that is never reported in the news.

There are drugs that are legal; both prescription and non-prescription but these drugs can still do damage if misused or abused. In this unit we will look at the sort of drug abuse we face in our own context.

### Activity 1: What drugs are in use in Sierra Leone?

**Activity 2: The signs of substance abuse:** Most drug abusers look exactly the same as anybody else and act in a similar way to anybody else. But there are some key signs to note that will help you to recognise substance abuse.

Write the signs from this table that you think are signs of drug abuse.

Excessive activity	Sleeplessness	Irritability
Regular sleep patterns	Aggressive behaviour	Lack of concentration
Loss of appetite	Distorted perceptions	Increased intelligence
Loss of coordination	Dilated pupils	Panic attacks
Loss of memory	Reckless behaviour (taking unnecessary risks)	Increased concentration
Increased coughing and possibilities of bronchitis	Pinpoint pupils	Increased wisdom

Many people can function socially and economically for a long time while abusing drugs; but there are side effects – some of which may not be seen for years; some of which are apparent immediately.

**Conclusion:** There are many myths about drugs – that they somehow make us better than we are. Many of us use drugs like a crutch – a stick to help us walk straight. Many people have a lot of pressure on their lives; but they do not all turn to the stick. We need to be aware of what drugs are out there and the effects that they have so we know how to deal with them.

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## Unit 104: Causes and Effects of Drug Abuse

Health and Environment

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

- Be able to identify some of the factors leading to substance abuse
- Have a basic knowledge of the effects of substance abuse

**Introduction:** In this unit we will look at the effects of abuse and what leads somebody to become dependent on drugs.

### Activity 1: What are the effects of substance abuse?

Copy this table into your book and complete it.

	Effects on the individual	Effects on the society
Health		
Finances		
Social Relation-ships		

### Activity 4: What leads to substance abuse?

**Conclusion:** Poor self-esteem and a lack of self-confidence are often associated causes (and also effects) of drug abuse. In addition, people who are under stress or pressure (perhaps to perform well in school) are more susceptible to the “promise” that is often associated with the myths of drug use: increased attention and ability to study is a myth that is exactly the opposite of the true effects of smoking djamba – the true effects are a loss of concentration and poor memory.

## Unit 105: Teaching Assertiveness

Gender

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

- Understand what assertiveness is
- Understand the need for girls (in particular) to be assertive

**Introduction:** In this unit we will look at some of the impacts of the destructive behaviours of submissive and aggressive behaviours.

**Activity 1: Impact of behaviours:** Read this story and then fill in the table.

**Two mothers get involved in an argument that their children are having. One mother screams at the other that her child is a training to be a terrorist and he will never be any good as he is violent and he injured her son. The other mother cries and says that her son is the one injured and she will forbid her son to play with the other one ever again. She takes away her child and goes to the police station to complain.**

<i>Constructive (reasonable) behaviour</i>	<i>Destructive behaviour (examples)</i>		
	<i>Assertive</i>	<i>Aggressive</i>	<i>Submissive</i>
<b><i>Elements of behaviour</i></b>			
<b><i>Possible positive effects</i></b>			
<b><i>Possible negative effects</i></b>			

**Activity 2: Teaching Assertiveness:**

**Conclusion:** Teaching assertive behaviour can only come when people have sufficient self-esteem to believe that they are worth something just as they are. Problems such as male dominance of situations can only occur because women allow it to be so. Situations such as teenage mothers where these young girls take pride in the number of children they have can only occur because they have nothing else in which they can take pride. First we need to build self-esteem before we can truly break the silence.

# Unit 106: Prevention and Rehabilitation of Drug Abuse

Health and Environment

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

- Understand the need for prevention and rehabilitation
- Understand the dangers of drug trafficking

**Introduction:** This is a continuation of the previous units on drugs and drug abuse. In this unit we will look at how we can prevent drug abuse in the future and help those who are currently addicted.

**Activity 1: How do we prevent drug abuse?**

**Activity 2: Dangers of drug trafficking:**

Because drugs are small they are easy to transport and almost impossible to find.	T	F
Drugs can be smelled by specially trained dogs	T	F
You can transport drugs by packing them into empty capsules and swallowing the capsules	T	F
Drugs carried inside the body (either swallowed or inserted in the rectum) can kill if the container bursts (which is quite common)	T	F
First time offenders for drug trafficking are just given a caution	T	F
Drug trafficking is often associated with other criminal activities	T	F
Drug traffickers are to be pitied because they only traffic drugs to pay for their drug habits	T	F
Many countries have very high prison or even death sentences for drug trafficking	T	F

**Conclusion:** Drug abuse is common, pervasive in our society and is like a cancer. For many of us we assume that drug abuse is only the sort we read of in the newspapers. We don't think of the money spent on tobacco or palm wine (that could pay for school fees) or that smoking a little djamba is slowing down our brains and making us think less clearly. Drug abuse like so many other elements in this course is adding to the cycle of poverty and lack of development in Sierra Leone.

## Unit 107: Breaking the silence

Gender

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

- Understand the need to build girls' self-respect
- Understand the need for girls to be assertive

**Introduction:** True assertiveness is about living Human Rights: it is about treating others as equals, about treating others with respect – all others and behaving with dignity and dealing with others in a dignified manner. So far we have looked at constructive and destructive behaviours and how to teach assertiveness; in this unit we need to look at how this has impacted on our society and what it does in terms of gender and behaviour.

**Activity 1: Breaking the silence:** According to MICS (2005), women aged 15-49 were asked whether husbands are justified in hitting or beating their wives. An overwhelming 85% said yes it was justified – 54% for something as minor as burning the food to 74% for something like neglecting the children. It is accepted by the researchers that those women who accept this domestic violence as justified are in fact the victims of this sort of abuse. The impact of this is frightening: 85% of women in Sierra Leone are victims of domestic violence and accept this as normal.

**Conclusion:** Breaking the silence requires all of us to really live the principles of Human Rights. It means educating those men who believe that violence is a reasonable response and women who believe that this violence is justified. If there is a high level of violence in the home then it is obvious that this will be reflected in the schools and we will find it extremely difficult to change behaviour.

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## Unit 108: Deforestation

Health and Environment

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

- Understand the concept of deforestation
- Examine the causes of deforestation
- Discuss the effects of deforestation and how to minimise them

**Introduction:** So far we have looked at various forms of environmental degradation; waste management, pollution and general environmental hygiene. Today we will be looking at deforestation and its effect on the environment and how it affects our lives.

### **Activity 1: What is deforestation**

This picture is of deforestation that has occurred by those harvesting palm oil.

An area of forest equal to 20 football fields is lost every minute. Some of the results are below:

#### **The carbon cycle:**

Forests act as a major carbon store because carbon dioxide (CO<sub>2</sub>) is taken up from the atmosphere. (That is; trees “breathe in” carbon dioxide and “breathe out” oxygen).

When forests are cleared, and the trees are either burnt or rot, this carbon is released as carbon dioxide. This leads to an increase in the atmospheric concentration of carbon dioxide which is the major contributor to the greenhouse effect. It is estimated that deforestation contributes one-third (1/3) of all carbon dioxide releases caused by people.

**The water cycle:** Trees draw ground water up through their roots and release it into the atmosphere (transpiration). In Amazonia over half of all the water circulating through the region's ecosystem remains within the plants. With removal of part of the forest, the region cannot hold as much water. The effect of this could be a drier climate.

#### **Soil erosion:**

With the loss of the protective cover of vegetation, rain washes away the topsoil cover: this means that any crops grown will need more and more chemical fertilizer in order to produce; the watercourses (rivers and dams) silt up with the soil that is washed away.

#### **Desertification:**

While the causes of desertification are complex, but deforestation is one of the major contributing factors

**Extinction of species:** Forests contain more than half of all species on our planet - as the habitat of these species is destroyed, so the number of species declines. It is estimated that more than half of our medicines also come from tropical rainforests.

#### **Social and economic destruction:**

Although deforestation happens in a country like Sierra Leone because of poverty, the deforestation itself increases the poverty. Look at the cycle below and see how at the destruction increases at each level of the cycle. And the poverty also increases; as fertilizer has to replace the natural goodness of the soil.

**Conclusion:** We are now aware of what deforestation is and what effect it has on us as individuals and as a country as well as the effect on the planet. In our next unit we will look at what can be done to reverse this trend towards destruction.



Logging deforestation for palm oil. © Helen Buckland. Media Friends of the Earth Internet

## Unit 109: Minimising Deforestation

Health and Environment

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

- Discuss the effects of deforestation and how to minimise them

**Introduction:** In the last unit on deforestation we looked at the causes and effects of deforestation. In this unit we will consider how these effects can be minimised and perhaps reversed.

**Activity 1: How do we minimise deforestation?** Think through the issues and then complete the table. If deforestation brings money into the economy how do we ensure that this can occur without the negative effects of deforestation and become sustainable? List ways that deforestation can be prevented.

Reason	Control and Prevention
Commercial logging	
Forest clearance for shifting cultivation	
Domestic logging for charcoal, furniture and medicine	

**Activity 2: Strategies:**

**Conclusion:** Deforestation adds to the pollution and destruction of the planet. Without trees there will be no life on the planet as the trees create oxygen from the carbon dioxide in the atmosphere. What we breathe out the trees breathe in and what they breathe out we need to live. We must protect the forests in order to protect ourselves.

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## Unit 110: Gender and Poverty

Gender

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

- Understand poverty in the context of Sierra Leone
- Understand the feminization of poverty

**Introduction:** Many of us understand what it is to be poor, but does this mean that we understand poverty? What is described as poverty in one community differs from the understanding in another community.

Poverty generally means the lack of basic needs and denial of opportunities. Every person is supposed to have sufficient food (as per our nutrition unit), be able to access education, access health services and other basic facilities. Those who cannot are regarded to be poor. Sierra Leone is the lowest ranked country in the Human Development Index and the seventh lowest in the Human Poverty Index. This means that most people in Sierra Leone are considered very poor, even though Sierra Leone is a very rich country (but with very poor people).

**Activity 1: Causes of Poverty:** Read the following and answer the questions.

*Pa Abu (to his friend Pa Sorie):* "Life in the city is hard. When I was a peasant farmer in my village, Konta twenty five (25) years ago, I thought life could be better in the city."

*Pa Sorie:* "As if you knew. That was what brought me to the city too. How was it boy, when you first came to the city?"

*Pa Abu:* "It was really tough! Guess what? My bedroom was one of the rooms under the Congo Bridge and I sold plastic bags to earn my living".

*Pa Sorie:* "We all have similar stories to tell. I ran to the city because I did not realize much from the small farm I had. I labored hard but got very little in return and moreover I had over twenty dependants. When I came here my bed was one of the tables at the groundnut market and I earned my living by carrying loads for people."

*Pa Abu:* "Later, I met Yeanoh and we decided to live together at Kroo bay. Hmm, It is a long story. Yeanoh and I now have eight children – five boys and three girls. Here in the city, people say education is important so I have sent five of my children to school: four boys and one girl. The three younger ones help their mother with garden work and sell kola nuts in the street. Sorie, I thought it was quite easy to get a good job and plenty of money in the city. Unfortunately things have not worked out according to my desires because I am illiterate and have not got basic skills for any profession".

*Pa Sorie:* (proudly) Three of my daughters were initiated in the bondo society last harvest season and got married to good husbands in the village.

*Pa Abu:* So you never sent any of your children to school? In fact, how many children do you have?

*Pa Sorie:* To answer your first question, no, education is not important these days. By the way I have fifteen children with two wives. Do you know I am highly respected because of this?

*Pa Abu:* I am not happy. Although I work as a watchman for a big company, I cannot support my family. My wife sits at home whole day except the kola nuts she sells and the vegetable garden she has by the bridge. Things are really bad for us. My eldest daughter Mabinty dropped out of school when she got pregnant last year when she was in JSSI at Queens school. The other girl was removed from school to sell water for her aunt. Two of my boys have joined bad company and have dropped out from school too. I hear they now take hard drugs and have become 'bag snatchers'. Oh I wish they had become doctors like Pa Lamina's children".

*Pa Sorie:* That does not bother me. That was why I did not send any of my children to school. The boys work in my farm in the village and girls are given to husbands to clear their burden off my head.

*Pa Abu:* That does not solve the problem of poverty, we are still poor and will remain poor if something is not done.

*Pa Sorie:* Like what?

*Pa Abu:* People say education brings wealth and development therefore I will try to educate my last two children – Sento and Alimamy.

List the key points that contribute to the poverty suffered by these two in the drama.

**Activity 2: Feminization of poverty:** Look at all the work listed in the table. This is the work that is done primarily by women. Circle the items in the table that are paid labour for women. Put a cross in the box if the labour is paid for when a man does it. If a woman pays another woman to do the work – it is still work done by women and if the ‘payment’ is food and shelter: this is adding to the cycle of poverty.

Cleaning the home	Nursing	Street/market trading	Caring for children
Teaching	Farming	Feeding children	Growing vegetables for the family
Collecting fuel wood	Sewing/tailoring	Gara (tie-dying)	Collecting water
Any professional paid work (Private enterprise, government work, NGO or UN work)	Nursing infants (Breast feeding babies)	Preparing food	Domestic chores (washing dishes, clothes, cleaning compound etc.)

**Conclusion:** When most of the work of half the population is unrecognised and unpaid it is not surprising that there is a high level of poverty.

## Unit 111: Feminization of Poverty

Gender

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

- Understand the feminization of poverty
- Develop some strategies for minimizing the feminization of poverty

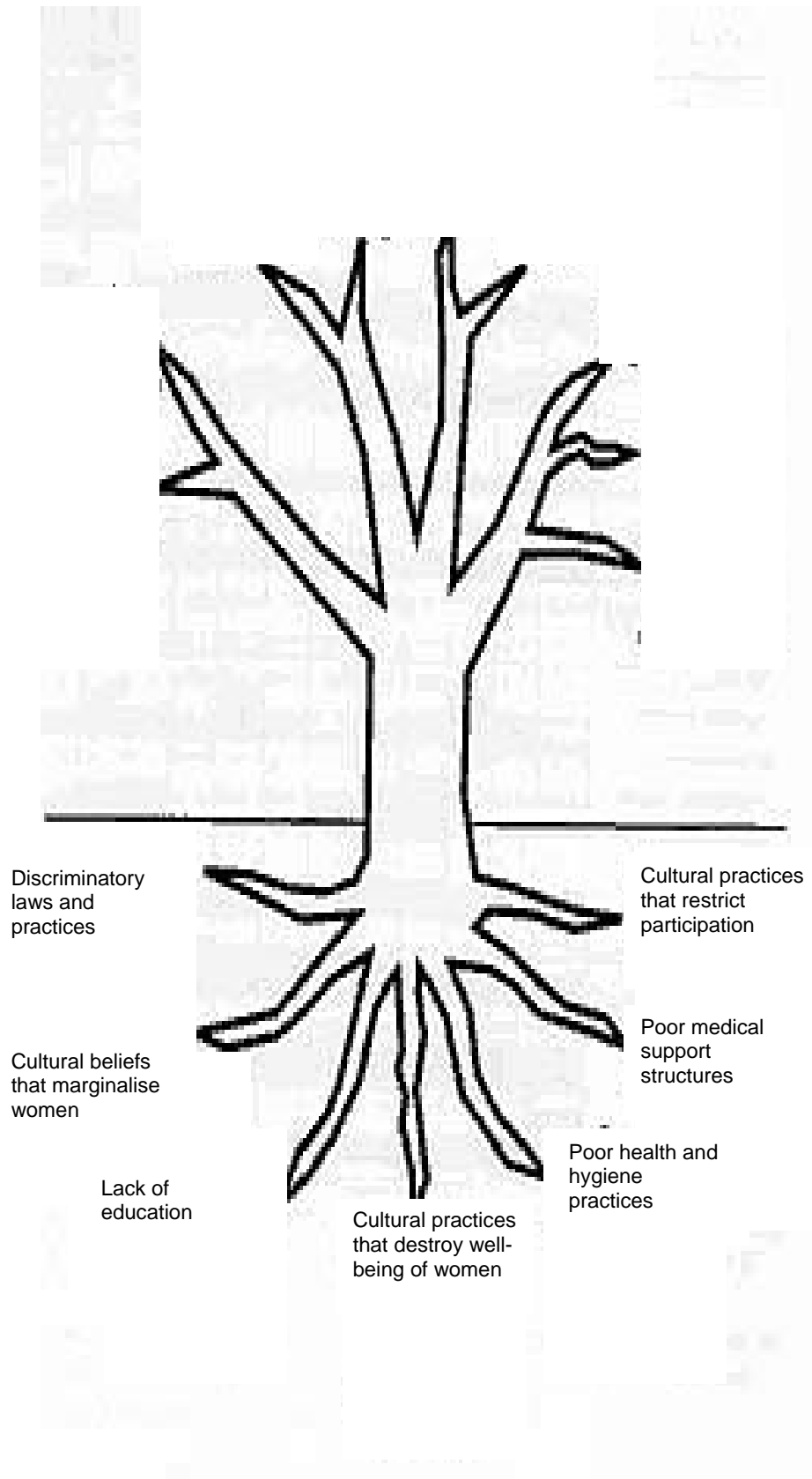
**Introduction:** In this unit on gender and poverty we will look at the specific problems facing women in Sierra Leone and what we can do to minimise these problems.

**Activity 1: Discrimination and poverty:** Even when men and women are subject to the same general forces or causes of poverty, here in Sierra Leone women have quite specific discriminatory practices to contend with that generate more poverty or have a multiplier effect for women. Think about the discriminatory practices you can see around you.



Photos by Mariko Komatsu

**Activity 2: Effects on Sierra Leone:**



### Activity 3: Minimizing the effects of gender-based poverty:

**Conclusion:** Poverty affects the most vulnerable people in society. Poor women are affected more adversely than poor men. Many aspects of life in Sierra Leone impact more adversely on women and so the poverty is more extreme. If we are going to rebuild Sierra Leone we cannot do it by concentrating on only a part of the population. No country can rebuild using only half of its resources – just the same as you cannot hear the sound of one hand clapping.

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## Unit 112: Natural Disasters

Health and Environment

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

- Have some information about natural disasters that occur
- Understand how disasters affect our lives

**Introduction:** Floods, cyclones, volcanic eruptions, tsunami (giant tidal wave), earthquakes, bushfires and mudslides are all natural phenomena and have occurred recently in various parts of the world. Many of these are made worse by human activity or lack of care (for example, logging where all the trees are removed that bind the soil, so that with heavy rains there is nothing to hold the soil and therefore a mudslide occurs). In this unit we will be looking at the causes of disasters and how they affect life.

- **Activity: What is a disaster?**

### Activity 2: Types of disasters

What natural phenomena can occur?	What causes these phenomena?
Earthquake	
Mudslide	
Wildfires	
Floods	
Volcanic eruptions	
Tsunami	
Cyclones	

**Conclusion:** This unit has looked at the formal ideas of disasters, in the next unit we will look at managing a disaster and saving life wherever possible.

# Unit 113: Disaster Management

Health and Environment

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

- Know what needs to be done to manage a disaster
- Know what they can do to minimise the effects of a disaster
- Develop strategies to include these in the school and teach techniques to students

## Introduction:

Disaster management is concerned with the vulnerability of an individual, community, sub-group, structure, service or geographical area; that is the extent to which they are likely to be damaged or disrupted by the impact of a particular hazard. Disaster preparedness is about minimising the risks associated with disasters. It is about knowing what to do and being ready for the worst situation.

A disaster can result in a loss of life, destruction of property and the greatest damage has perhaps been to the psyche and emotional well-being of the people. It is possible that a lack of knowledge and understanding of appropriate safety techniques added to the losses suffered; certainly the understanding now that specific knowledge could have saved lives, weighs heavily in the hearts of survivors. This unit is to help teachers to understand what and how to minimise damage in the future.

## Activity 3: Disaster Management:

**Conclusion:** Disasters cannot be prevented, a needless loss of life through ignorance can be prevented. This unit has hopefully given you some knowledge and skills that may protect you and those in your care should we suffer another disaster.

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## Scenarios

**1:** You are teachers in class on the 3<sup>rd</sup> floor (the top floor) of a school building. You can feel the wind growing stronger and you know that there is a tropical cyclone warning. As trees begin to be uprooted and branches start crashing into the school you know you are faced with a disaster. You think your school building is strong enough to withstand the cyclone as it is fairly new but you are worried about damage to the windows and roof. Demonstrate through your role play what you will do in your class.

**2:** You have early childhood classes in a small brush building that is separated from the rest of the school buildings. You are told that there is a flash flood roaring through the valley. There is a hill at the back of the school across the playing area but you are concerned that as these are small children, they will panic and run away into danger. Demonstrate through your role play what you will do with your class.

**3:** You are all in the staffroom of a large school when you first feel the tremors. There are hundreds of students in the school although you are not currently responsible for any as you are not teaching. The staffroom is on the 1<sup>st</sup> floor very close to the stairs. You can hear students starting to cry out and fear that people may be crushed in the panic of trying to escape. Demonstrate through your role play what you will do.

**4:** Your children are in school when you hear the news that there is a massive mudslide heading towards the town. Your one wish is that you face whatever is going to happen all together as a family. You rush to the school to get your children, but you cannot find them. The school authorities tell you that they will look after the children and that you should find a safe place for yourself. Demonstrate through your role play what happens.

**5:** Your job is school administration. You are in the office when you are told that there is a cyclone warning and it is due to hit your district in three hours. You and your colleagues have fifteen schools in your area. The files and all administration work for all these schools and students are stored in your offices. Your office is in a new high rise building in the centre of town. Demonstrate through your role play what you will do.

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## **Unit 114: Responding to Disasters**

Health and Environment

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

- Know what needs to be done to manage a disaster
- Know what they can do to minimise the effects of a disaster
- Develop strategies to include these in the school and teach techniques to students

**Introduction:** Many of the problems that occur after a disaster happen because we do not respond appropriately.

**Activity 1: What needs to be done in response to a disaster?**

**Activity 2: How do we prepare children?**

**Conclusion:** The more quickly we respond, the more quickly the healing process can occur. In addition, a quick response can prevent long-term after-effects and the compounding of disaster related problems (such as health problems and social problems).

# Unit 115: Principles of Problem Solving

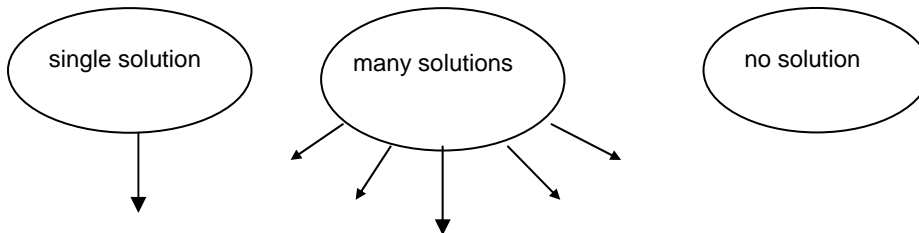
Civics and democracy

**Objectives** By the end of this Unit the participants will:

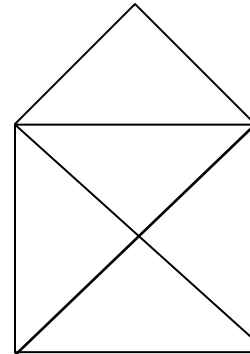
- Understand the skills of problem solving
- Understand that there are multiple ways to solve problems

**Introduction:** While we can develop very positive attitudes and constructive skills (and we should), there will still be problems and if we cannot or do not solve these problems, we will almost certainly contribute to conflict. But problems do not always require the same type of solution – in this unit we will look at some of the ways problems can be solved and why we should utilise these different ways.

**Principles of problem solving:**

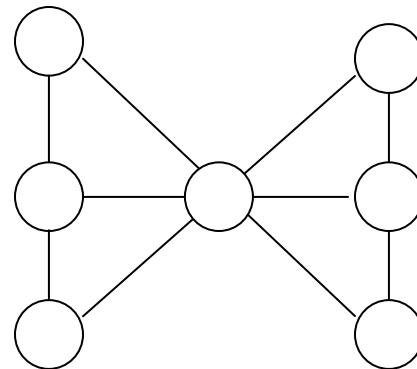


**Activity 1: Trial and Error:** Draw this diagram without lifting your pen from the page and without going over the same line twice (or ask them to look at it in their workbook). See how many ways you can solve the problem.



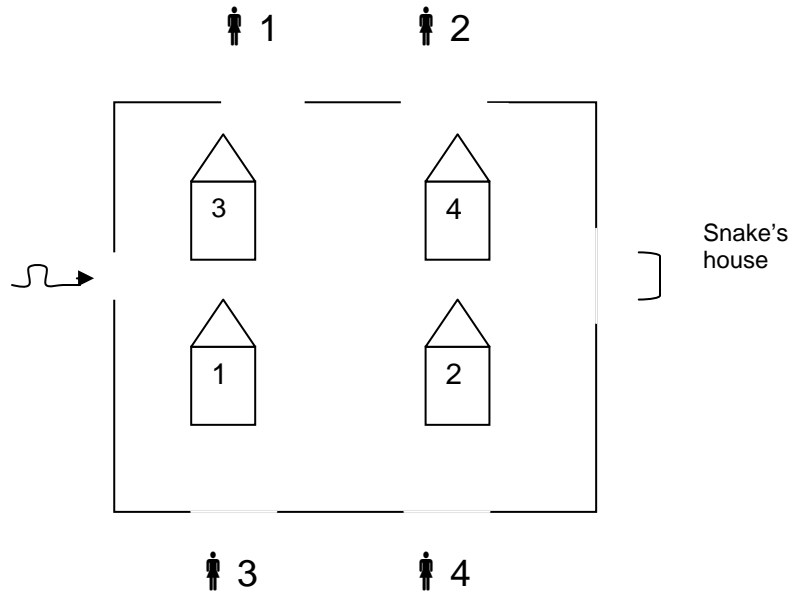
**The principle behind this puzzle is that: Trial and error is okay – but try not to make the same mistake over and over again.**

Draw this diagram: the numbers 1, 2, 3, 4, 5, 6, 7 must go in the circles so that the circles that are joined by the lines all add up to 12.



**The principle behind this puzzle is that: Trial and error is okay – but try not to make the same mistake over and over again.**

**Activity 2: Making Assumptions** Look at this problem: Each person lives in the house opposite where he or she is standing (numbered). The snake lives in the house on the other side of the compound. Everyone (and the snake) must go through the compound to get to their houses but none of the paths are allowed to cross. It doesn't matter what time people travel because the paths (the tracks in the sand) cannot cross. You are not allowed to kill the snake and you are not allowed to go around the compound.



**Never make assumptions! Assumptions lead to misunderstandings and miscommunication and so to conflict.**

**Conclusion** This is only the beginning of looking at how we solve problems: there are some problems where we use trial and error – but these should never be life or death problems; for obvious reasons. Equally we are prevented from finding solutions to many problems because we make assumptions about the situation, about the people involved or about how they should or could be solved. In the next Unit on problem solving we will look at other principles of problem solving.

## Unit 116: Psychosocial well-being

Health and Environment

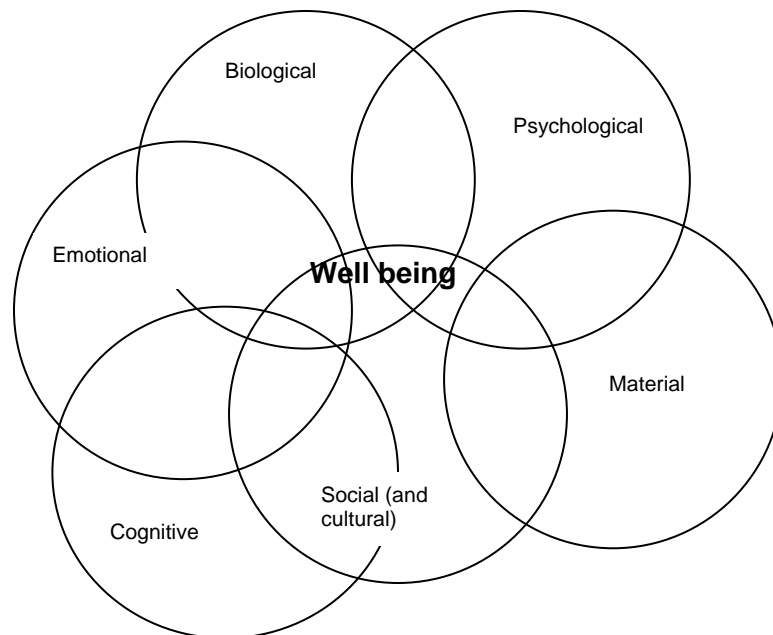
**Objectives:** By the end of this unit you will:

- Define psycho-social
- Recognise signs of psycho-social distress
- Constructively respond to promote psycho-social well-being

**Introduction:** In this unit we are looking at psycho-social well-being. We are looking at this area, not because we are trying to turn teachers into doctors, but because you may be faced with children in your classrooms or colleagues in your workplace who need support to regain their psycho-social well-being.

**Activity 1: What is psycho-social?**

**Activity 2: What is well-being and resilience?**



A state of well-being means that each of these circles that interlink is responded to positively. All aspects of well-being are interlinked – the fulfilment of one need almost always has an impact on other areas of need.

**Activity 3: Protective Factors:** All of us as humans have strategies or building blocks to help us towards well-being. This is often called resilience. The more resilience we have as individuals the easier it is to “bounce back” from troubles.

There are some general guidelines for improving psycho-social responses:

- Provision of a learning environment that is conducive to the needs of others.
- Recognition that the people need as much factual information as possible
- Explain that it is okay to feel distress or confusion, to feel sad is normal.
- Answer honestly any questions about the situation that the learners may ask. This requires careful effective listening and great emotional honesty. Answer only what is asked. If you do not know the answers say so.
- Improve the quality of interaction.
- Provide opportunities for intellectual development including problem solving skills
- Enhance self-esteem and self-worth by helping the learner to succeed in specific skills and tasks
- Help strengthen and develop the links with the community

**Conclusion:** In the next unit we will look at how to build the resilience that adds to these protective factors.

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## Unit 117: Principles of Problem Solving II

Civics and democracy

### Objectives

At the end of this Unit the participants will:

- Understand the skills of problem solving
- Understand that different problems require different methods of solutions

**Introduction:** In the last Unit on problem solving we looked at two principles of problem solving: trial and error and making assumptions. In this Unit we will look at two more principles. It needs to be kept in mind however, that these are not just fun puzzles – they are designed to help us to understand just how much we need to analyse and work through the problems that we face.

**Activity 1: Working through the problem:** Look at this problem and solve it in your book: remember that you have to be able to prove how you managed to get 4 litres and 4 litres exactly – no guessing or assumptions allowed.

Two men are carrying a pot with 8 litres of oil in it. As well they have an empty 5-litre container and an empty 3-litre container. There are no markings on the containers. At the end of their journey they must divide the oil equally so that they have four litres each. How do they do it?



**Activity 2: Focusing on the solution:** In this problem you have to organize a knockout chess or football competition. (A knockout competition is where the players/teams play only as long as they are winning. As soon as players/teams lose a game, they are out of the competition.) There are sixteen players/teams in the competition. How many games need to be played to find the champion team?

How many winners are needed at the end.

**Conclusion** So far we have looked at four principles of problem solving: trial and error, making assumptions, working through a problem and focusing on the solution. The point is to understand which type of problem allows for which principle to be used. Lateral thinking (creativity) is needed for many problems, simply because the old solutions do not work in the 21<sup>st</sup> century. In this case we may need to use the trial and error method to find a range of solutions or ways of solving the problems. Making assumptions is like building a high wall – we cannot see anything and certainly we cannot see a solution. Working through a problem is just hard work and if we are lazy we want to give up. Focusing on the solution means that we need to put aside thoughts and feelings of revenge or anger or hurt and focus just on the solution. This means to ignore our false pride and this is very, very difficult to do.

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## Unit 118: Building Resilience

Health and Environment

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

- Understand how to build resilience
- Constructively respond to promote psycho-social well-being

**Introduction:** In the last unit on psycho-social well-being we looked at the elements involved and what helps some children to overcome psycho-social trauma better than others. As teachers we need to concentrate on what **we** can do as part of normal good teaching practice to promote psycho-social well-being.

**Activity 1: Building Resilience:** Record the activities that a teacher (or other education personnel) can do to encourage and reinforce the protective factors listed to increase resilience.

Elements of Resilience (Behaviours that help people to cope)	Activities to reinforce and support resilience
Emotional and physical security	
Sense of belonging	
Feeling socially connected	
Capacity for seeking emotional support	
Capacity for enjoyment	
Feeling of competence and sense of mastery of one's own environment	
Goals in life and a sense of future	
Intellectual capacity – derive meaning from events	
Curiosity	
Confidence and trust in leaders and peers	

Sense of empathy and altruism and a need and ability to assist others	
Self-control	
Physical health	

**Activity 2: Case Studies:**  
**Case studies**

**Case study 1**

Alia is in middle school and before the violence she was doing well in class. Even though she returned to school as soon as it was opened, her behaviour has been erratic. Some days she is completely silent and sits staring into space, other days she is rude to both her teacher and her classmates. She has been seen fighting in the playground with other girls and the teachers feel that she is probably the instigator of the fighting. When the teacher has tried to talk to her, Alia complains of headaches and stomach aches. She says sometimes she is dizzy and cannot see properly to write. There is a medical team in the area but no doctor in the village.

Almost everybody in the school, including the teachers, suffered during the violence, losing homes and in many cases losing loved ones. Nobody has very much patience to deal with Alia and her behaviour is distressing to other students.

**Case Study 2**

John is of primary school age, but has not attended school since the violence. For some weeks after school started, his teacher thought that his parents had become IDPs because their house was completely destroyed. But his parents have been seen by teachers and other parents although John himself has not returned to school.

Just recently, John's teacher saw him at the back of the market with some older boys. They looked like ruffians. John's mother has been seen crying with her sister and other women in the community say that she is upset as John is extremely rude and aggressive to her and to his father. His father lost two brothers in the disaster and as they have no house, the whole family is living in a tent. John's father is grieving for his losses and is very moody. It seems that John's two younger sisters have been sick from living in these poor conditions but he is not interested in helping the family.

**Case study 3**

Matthew is a secondary school student who has been consistently at school since the disaster. He appears to be working very hard at his school work and is very quiet and obedient in school. His teacher thinks that he is coping very well with the situation after the violence although he has noticed that Matthew looks very tired. He has also noticed that Matthew does not interact with any of his classmates during the breaks: instead he sits in the corner reading. But because his work is still of a very high quality, the teacher does not see that anything is wrong.

**Case study 4**

Ahmed is just 4 years old. He lost his mother in the violence and he, himself was pulled from his house after it was set on fire. Ahmed is now staying with his grandmother and several aunts and uncles. Although everybody in the house shows him a great deal of affection, Ahmed sits on the floor in the corner, crying and rocking back and forth. He sucks his thumb continually. At night he cannot bear to be alone in a dark room and if he should wake suddenly in the night, he screams until somebody comes for him. He also wets the bed; sometimes several times in a night. His aunties and grandmother have tried to talk to him about his mother but he squeezes his eyes shut and turns to the wall. His grandmother is very worried and is trying to get help.

**Case study 5**

Nancy is in middle school, she lost her brothers in the violence and her parents are deeply grief-stricken. Nancy has talked to her teachers about her own sadness, but she feels that she cannot comfort her parents and she can never replace her brothers. Even though she tries to be good and helpful at home, it seems that her parents don't even notice. All she wants is to go back to the time when the whole family was happy. Even though her brothers used to tease her and wouldn't play with her, she feels sick when she thinks about the fact that they are gone. Several times she has vomited after thinking about them but she does not tell her parents as they are sad enough, without having to worry about her. Her teachers have discussed the problem and are concerned that the family's grief is having a negative effect on Nancy.

There are some general guidelines for improving psycho-social responses:

- Provision of a learning environment that is conducive to the needs of others.
- Recognition that the people need as much factual information as possible
- Explain that it is okay to feel distress or confusion, to feel sad is normal.
- Answer honestly any questions about the situation that the learners may ask. This requires careful effective listening and great emotional honesty. Answer only what is asked. If you do not know the answers say so.
- Improve the quality of interaction.
- Provide opportunities for intellectual development including problem solving skills
- Enhance self-esteem and self-worth by helping the learner to succeed in specific skills and tasks
- Help strengthen and develop the links with the community

**Conclusion:** Dealing with learners who have psycho-social problems is often a matter for professionals. As teachers, we may feel that we do not have the skills to cope with these troubled children. But teachers are in a position to provide healing. Compassion, activities and interaction with children will help not just the children but also the teacher. If the professional mental health people are available, call on them, but in the meantime think of the things that you as a teacher can provide.

## Unit 119: Record Keeping – an example of transparency and accountability

Civics and democracy

**Objectives:** By the end of this Unit you will:

- Identify the elements of good record keeping
- Understand the importance of transparent record keeping
- Understand records management

**Introduction:** In this unit we are looking at record-keeping to show how to eliminate the opportunity for corruption and to demonstrate a practical form of accountability and transparency. People must be held accountable for their actions and to ensure that this can happen we need to understand how to maintain transparent and accurate records.

In your school the headmaster collects fees and uses this money for the day to day running of the school. Whatever he collects and spends must be written down and kept for reference purposes. This is not a new idea, it has always been a requirement but in recent years has not been followed. To reconstruct Sierra Leone we need to be honest, transparent and accountable for all our actions. Accurate record keeping is one way of doing this.

**Activity 1: What are records?** Think of the important parts of your life – school achievements, marriage, owning land or a house. How does somebody else know that you have these things or have done these things? Usually there is some documentation – certificates from school, a marriage certificate or community records, photographs of the wedding, verification from community leaders, land title or deeds to a house. These are all records of official occasions.

What sort of records would you expect to find in school? List these, by completing the table. **This is a self-check activity**

Individual classes	
Teaching staff	
School administration	

Remember that the records are important because they are a verifiable fact – they are accurate records of things that have happened.

**Activity 2: Why are accurate records important?**

- **Transparency and accountability:**
- **Planning:**
- **Ease of reference:**
- 

**Conclusion** Understanding what records actually are and the importance of their accuracy is only part of the solution. We have all been into offices where the records are nothing more than a good home for cockroaches and rats. In the next unit we will look at how to manage records successfully.

## Unit 120: Record Keeping part II

Civics and democracy

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

- Understand the importance of transparent record keeping
- Understand records management

**Introduction:** In the last unit we looked at records and the importance of having accurate records. In this unit we will look at how to manage records successfully and understand how this is an example of transparency and accountability.

**Activity 1: How do we manage records correctly?** Complete the table.

Records Identification	
Records Classification	
Filing and Labelling	
Archiving	

### Activity 2: Managing documents

Match the documents to the files that they belong to by marking them with the letter of the correct file. You can put 'T' if you think a document should be thrown out.

Documents				Files
1	Minutes of the school board meetings for the current academic year		A	Official Ministry of Education Correspondence
2	List of community members who helped to build the new latrines			
3	The sick report book of 1994		B	Donor correspondence
4	Receipts of purchases made for school equipment			
5	Donors' lists from last year with amounts and dates		C	Registration book of donations
6	Letter of appointment for the head teacher			
7	Inventory of textbooks delivered to the school		D	Personnel files of staff members
8	Letter requesting school support for a public health campaign in the community		E	School assets
9	Letter from the district education official about fund-raising		F	Student record files
10	Enrolment register recording all children's names and addresses		G	School Maintenance
11	List of student achievements for the previous two terms		H	Official school register
12	Letter offering 100,000 leones to the school dated this financial year			
13	Letter to teacher explaining the absence of a student dated 2006		I	School support committee meetings
14	Invoice for payment of school well construction			

**T – throw out**

Keeping everything is not effective and it is not transparent: very often corruption can "hide" in the paperwork. Knowing what to keep and how to keep it is the skill of a good records manager and one that is transparent and accountable.

**Conclusion** Now that you understand the importance of keeping clear accurate records and have some knowledge of how this can be done, it is expected that you will be a constructive role model in your school for honesty and reliability demonstrated through your good record keeping.

# Unit 121: Principles of Problem Solving III

Civics and democracy







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

- Understand the skills of problem solving
- Understand that different problems require different methods of solutions

**Introduction:** So far in this series on problem solving we have looked at different ways of solving problems. In this unit we look at how when we solve problems we do so by looking at the problem through the spectacles of culture and values. This makes it difficult sometimes for us to deal with things logically.

**Activity 1: Solutions are coloured by our experiences:**

**Activity 2: ‘Win Win’ Solutions:** Look at this table: problem solving usually falls into one of these categories: Remember the conflict management continuum: many of the techniques there are confrontational – that is they require one person to be right and the other person to be wrong. This is how we often see that problem solving should be: it also fulfils our desire for revenge and to keep our pride. But it does not solve problems long term.

Win	Lose	Lose	Lose	Win	Win
					

**Conclusion** When we are really emotionally honest then the problem is “depersonalised”. The real underlying problem is the one to be dealt with, the problem, not the people.

**Summary of principles of problem solving**

- Trial and error is okay, but try not to make the same mistake over and over again.
- Remember there may be many solutions to a problem. Just because the method is not the one you would use does not make it wrong.
- Never make assumptions
- Never give up
- Focus on the solution you want rather than going or things that cannot e changed.
- Remember that your experiences, culture and background will influence (and perhaps limit) the solutions you think of).
- Be prepared to listen to different points of view; remember there are very few problems in the world with no solutions!

## Unit 122: Gender and Development

Gender

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

- Discuss the relationship between gender and development

**Introduction:** So far in this course we have looked at a range of issues with regard to gender. In this unit we will look at the planning for development and the effect that this has on gender – and the effect that gender has on planning for development.

**Activity 1 Women’s economic contribution:** Women are contributing to development but in a hidden way and their contributions are not as effective as they could be. It should be remembered that globally, women do 80% of the work done in the world – but they own less than 2% of the wealth. Women contribute – but the recognition of this contribution is not there.

**Activity 2: How can we improve the potential economic contribution of women?**

Look at the following table. This table looks at the sort of work that many women have to do that could be supported to allow women to be educated and to be part of paid work. Complete the table.

Task	Support needed
Pounding grain	
Cooking (three stone fire)	
Cooking (charcoal)	
Child care	
Collecting water	

**Conclusion:** One of the indicators of a developing country is if 40% of the population is literate. A developed country has close to 100% literacy. If women are excluded or provided with poor quality education then the country can never be developed (by definition). Without the women of Sierra Leone becoming educated then there is no possibility of development.

## Unit 123: Gender and Development II

Gender

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

- Discuss the relationship between gender and development

**Introduction:** In the last unit on gender and development we looked at the issue of unpaid work and a lack of education. We also looked at what would be needed to give women the extra time that would enable them to get an education and so become employable. In this unit we will look at some strategies that can be put into place to support the development of Sierra Leone – by supporting women and men.

### **Activity 1: Why does development have a gender perspective?**

Sierra Leone has 39% literacy, because less than 30% of women are literate. Without the women of Sierra Leone becoming educated then there is no possibility of development.

### **Activity 2: How do we make the changes?**

**Activity 3: What should we do now?** Read the case study and then examine what mistakes were made; answer the question that the chief in the story asked.

A development officer arrived in Mapoawa Village and called a meeting of the village chief and elders. He told them that his agency was prepared to build a hand pump in the centre of the village. The men in the meeting were very happy with the idea and planned the location of the pump.

The men were quite proud of their consideration for the women and young children who had to carry water. The pump was built and then the big day came when the water came through the pump for the first time.

The men were disappointed that the women seemed very unexcited about the new pump. Worse than that, the women continued to walk to the stream every day.

The men could not understand; they had provided a brand new pump for the women and they were not even grateful! The men decided that next time they would do things only for the men in the village as the women were so ungrateful.

Why did the women continue to go to the stream?

After some time the chief asked the women this exact question. The women laughed and sat the chief down to explain.

The stream was a social meeting place where the women had privacy to discuss all sorts of problems and issues. The wise women gave advice about marital problems, to young girls about possible marriage prospects. Trading issues were discussed at the stream and the women talked and laughed while they washed the clothes. They braided hair talked and relaxed in the shade by the stream and enjoyed the time together.

The chief was shocked. "But we made your life easier by bringing the water into the village".

The women shook their heads "you acted on our behalf without asking us; this does not help us it deprives us of one of the few relaxation times we had."

The chief was quiet "Well what should we do now?" He asked.

List the mistakes that were made. Then answer the question that the chief asked.

Mistakes made	Preventative measures

**Chief's question: What should we do now?**

**Conclusion:** If we do not respond to the needs, development is not possible – it is like trying to run with chains wrapped around one leg: even though only one leg is chained, it is still not possible to move ahead efficiently and effectively.

## Unit 124: Climate Change

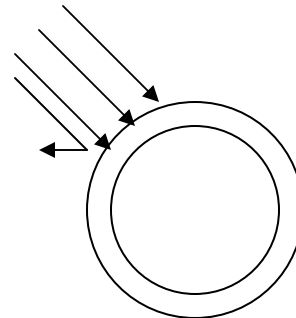
Health and Environment

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

- Understand the terms global warming and climate change
- Look at the causes of climate change

**Introduction:** We have in this course looked at a number of ways that we, as human beings are destroying our planet – from the large ways (such as vehicle pollution) to the very small (such as leaving litter on the ground). Climate change and global warming is the result of our lack of care of our planet. While climate change is the more accurate term, most of us are familiar with the term 'global warming' – even though this term leads to some inaccuracies.

**Activity 1: What do we mean by global warming?**



**Activity2: Identifying Problem Practices: Self-check activity:**

Practices	Responsible persons

**Conclusion:** Many people do not believe in global warming and climate change because it makes them feel helpless. But this is our planet and we can make a change – everything we do has an impact – we can make it either a positive impact or a negative one.

## Unit 125: Effects of Climate Change

Health and Environment

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

- Identify measures that minimise climate change

**Introduction:** In the last unit we looked at global warming, climate change and what causes these things. In this unit we will look at the effects of climate change on our lives.

### Activity 1: Effects of climate change:

Component	Effect
Melting ice caps	
Higher air temperatures	
Increase in rain in some areas	
Decrease in rain in some areas	
More extreme weather patterns	

**Activity 2: Cycles of change:** Look at the responses you have listed and look at the consequences for people for each of the effects listed.

**Conclusion:** Major changes in our climate will increase food shortages and poverty in the world. Sierra Leone is currently one of the poorest countries in the world – we cannot afford for it to be made even more poor by contributing to climate change.

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## Unit 126: Code of Conduct Revisited

Principles and Pedagogy

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

- Understand the need for a Code of Conduct
- Understand why a CoC is important

### Introduction:

While we have already looked at a Code of Conduct, in this unit we need to be able to identify what behaviour is expected in terms of a Code of Conduct.

### Activity 1: Components of a Code of Conduct

#### Areas of concern

Teachers and other related education personnel – behaviour at the level of the education system

- Relations within the system
- Relations with the community
- Relations with the parents

School supervisors <ul style="list-style-type: none"> <li>▪ Honest, transparent dealings with school data and finances</li> <li>▪ Honest constructive and objective monitoring</li> </ul>
Teachers <ul style="list-style-type: none"> <li>▪ Implementation of a rights-based approach</li> <li>▪ Constructive and safe learning environment for students</li> <li>▪ Honest dealings with students</li> <li>▪ Honest, transparent dealings with school data and finances</li> </ul>

**Activity 2: Identifying Elements of CoC**

Complete the table outlining the elements of the CoC that are violated

Scenario	Violations of a CoC
A teacher yells at and punishes a sick pupil who throws up in class	
A teacher gets into a quarrel with a parent who came to inquire why his child is doing poorly in the exams. He confronts the parent and accuses the parent of not supervising the child studying at home. The teacher claims he has done his half of the job. If the parent needs an extra service, he should pay something extra.	
A head teacher speaks out in the village CTA meeting, and he says that as long as he is the most educated person in the village, he alone knows what's good for children.	
A principal gets angry with a young teacher in front of the class and chastises him for a small mistake which could have been dealt with privately. The teacher is shamed and does not know how he will face his class	
A teacher is very friendly and nice with his students. He travels home from school with his female students and there is talk that he has several girlfriends among his students.	
A teacher tells some students that their PE master was in fact a rebel commando during the Civil War, and must have been responsible for the burning down of the school lab during the war.	
A teacher normally takes home some of his chalks and papers for his children's use	

**Conclusion:** A Code of Conduct is a reminder of how we need to live professionally and to be good role models for our students.

## Unit 127: Workers Rights

### Human Rights

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

- Define the meaning of workers' rights
- Discuss the causes of violations

**Introduction:** Workers are part of the process of production – for most products that we can think of the labour force as a big and vital part. In developing countries, much of production is labour intensive and this means that 'workers rights' affects each one of us. For education of course the labour force is vital as without a teacher there can be no schooling.

### What do we mean by workers rights?

In the UDHR Article 23-states that: "everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against exploitation." Additionally Article 24 of this document states that "everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay". But these articles probably do not mean a lot to the people we have identified earlier. If the basic articles in the UDHR do not protect the workers, why do we need workers' rights and what do they actually mean?

### Activity 1: Violations and Impact

Complete the table by outlining the common violations and then analyse these to identify the impact.

Violations	Impact

**Conclusion** Workers rights are difficult to maintain in conditions of extreme poverty. Nevertheless rights are rights and we should all work towards the recognition of these rights. From the work done here it is easy to see that the impact of the violations is adding to the cycle of poverty.

## Unit 128: Reconciliation

Civics and democracy

**Objectives:** At the end of this unit, the learner will be able to:

- Understand the importance of reconciliation in peace-building
- Recognise the key elements of reconciliation

**Introduction** Reconciliation is the bridge between resolution of the problem and transformation (in the Conflict Management Continuum). Remember that in problem solving we learned that we can solve problems intellectually, but those involving our emotions and our values require a healing process. Reconciliation is one way of promoting that healing.

### Activity 1: Elements in the Process of Reconciliation:

Reconciliation may take a long time to occur. Trust must be rebuilt, there must be open and honest communication, and both people or parties must feel ready for reconciliation. They must both work through all the stages.

Time		First person (person who has been most wronged)	Second person (person who has most offended)
		Problem or conflict situation	
	Reactions	Denial Why this happened to me? Why did he/she do this? It must be my fault! (submissive behaviour)	Denial I didn't do it! You forced me to behave this way (aggressive behaviour)
		Hurt There is a focus on the emotional pain caused (submissive behaviour)	Anger Where the person becomes angry and resentful at being put in the 'wrong' (aggressive behaviour)
		Anger There is a focus on blaming the other person (aggressive behaviour)	Remorse When the person wants to relieve their conscience and guilt.
		Empathy Where there is understanding of the other's emotions and an attempt to understand the motives behind the wrongdoing	Empathy Where there is understanding of the other's emotions and an attempt to understand the hurt and anger
		Resolution Where the problem is 'depersonalized' and solutions are sought and agreed to	Resolution Where there is understanding of the other's emotions and an attempt to understand
		Forgiveness Internal peace and 'letting go' of pain.	Ask for forgiveness If genuine, then an internal peace and 'letting of the anger and the aggression
		Reconciliation	Reconciliation

## Unit 129: Human Rights

Human Rights

**Objective:** By the end of this unit you will:

- Demonstrate a good understanding of the principles of Human Rights

**Introduction:** This is the final unit for the theme of Human Rights and just to check the level of your understanding – try this quiz.

Note: this quiz is designed to make you think – it is NOT a test: it is a self-check activity!

Quiz questions – true or false?	Answer
1. The Universal Declaration of Human Rights was written in the year 1900.	
2. The Commission that drafted the Universal Declaration of Human Rights was chaired by a woman.	
3. All countries in the United Nations have promised to promote peace and human rights.	
4. Food, shelter and the death penalty are examples of human rights.	
5. Murder, torture and arbitrary imprisonment are violations of human rights.	
6. The United Nations cannot do anything when governments commit human rights violations.	
7. Governments should make national laws and legal systems that correspond to the human rights treaties they have ratified.	
8. Children are not included in any human rights treaties.	
9. Under human rights treaties, governments cannot deny rights to girls and women because of their sex.	
10. Governments must try to provide free and compulsory education.	
11. The Convention on the Rights of the Child states that children under 15 should not be recruited to armies or militias.	
12. Refugees do not have any rights because they are not in their own countries.	
13. Refugees have the right to resettlement in a country of their choice.	
14. The 1981 African Charter on Human and People's Rights gives the right to national and international peace and security, and to environmental protection.	
15. Human rights agreements always mention rights but never duties and responsibilities.	
16. The 1949 Geneva Conventions forbid the maltreatment of prisoners of war and civilians.	
17. The mandate of the International Committee of the Red Cross and Red Crescent (ICRC) is limited to setting up hospitals for the war-wounded.	
18. Human rights declarations and treaties, and international humanitarian law, are attempts to create up-to-date, worldwide standards that governments and others in authority should aim for, so that human beings are treated with respect and dignity.	

**Conclusion:** Human Rights is not about knowing all the answers in this quiz. It is about living Human Rights – treating everybody the way that you would like to be treated: with respect, equality and dignity. If we truly live by these three principles we will be living a rights-based approach.

