

# EQUALS?

## WOMEN'S EMPOWERMENT IN SIERRA LEONE



EDUCATION RESOURCE FOR  
**POST-PRIMARY SCHOOL**

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## DEVELOPMENT EDUCATION FOR TRÓCAIRE

Development Education is an active and creative educational process designed to increase awareness and understanding of the world we live in. It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world. For an educator's guide to Development Education, please go to: [trocaire.org/getinvolved/education/development-education](http://trocaire.org/getinvolved/education/development-education).



A huge thank you to teachers and staff Finola Cunnane, Eoghan McEvoy, Alan Curran, Louise Mulligan, Ailís Travers, and their students, for taking the time to pilot and contribute to this resource.

Cover photo credit: Mark Steadman. Students playing in a school yard in Kambia district, Sierra Leone.



# HOW TO USE THIS RESOURCE

Welcome to **Equals?**, the first instalment of our three-year learning journey on the Global Goals for Sustainable Development (SDGs). Over the next three years we will be exploring the SDGs through our programmes overseas. We will begin by focusing on **Women's Empowerment in Sierra Leone** and in doing so we will address a number of the seventeen SDGs, primarily Goal 5: Gender Equality, but also:

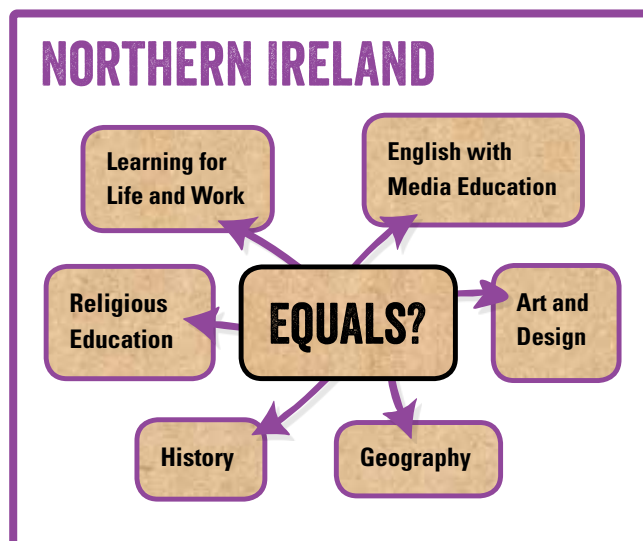
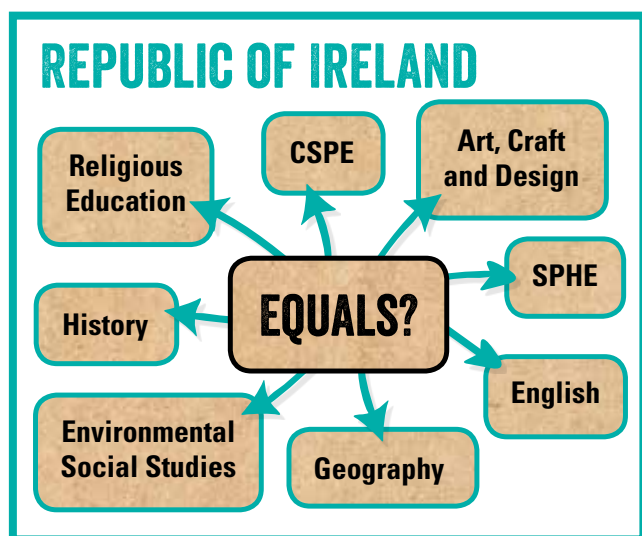
- Goal 4: Quality Education
- Goal 13: Climate Action

The activities in this cross-curricular resource are suitable for post-primary students up to transition year and Key Stage Three. It should be used with the supporting online videos and photographs at: [trocaire.org/education/globalgoals](http://trocaire.org/education/globalgoals). Your students will learn about Sierra Leone as they work through the activities contained in this pack. More information on Sierra Leone, including a country fact file, will also be available on the website.



SDG sign outside Freetown, Sierra Leone. Photo credit: Stephen Farley, Trócaire.

## CURRICULUM LINKS AND SUBJECT AREAS



For school chaplains, and teachers of Religious Education, there are additional resources produced by our Church team for use in parish or community groups that can also be used in the classroom. To download these resources, including a Stations of the Cross resource based on Sierra Leone, please go to: [trocaire.org/resources/parishes](http://trocaire.org/resources/parishes).

To access more resources as part of **Catholic Schools Week 2018**, go to: [catholicschools.ie/post-primary-school-resources-csw-2018](http://catholicschools.ie/post-primary-school-resources-csw-2018).



# LESSON GUIDANCE NOTES FOR TEACHERS

The resource has been divided into four lessons, lasting approximately ninety minutes each, and is designed for use over four consecutive sessions. However, the activities and lessons contained in this booklet can be used as stand-alone sessions, or incorporated into broader schemes of work in many subjects. See below for lesson outlines.

## RESOURCES ICONS



LAPTOP AND PROJECTOR



'GENDER' AND 'SEX' WALL SIGNS



PAPER AND PENS



NEWSPAPERS FROM THE PREVIOUS SUNDAY



SDG PHOTOPACK



STUDENT HANDOUT



ART MATERIALS



ATLAS



INTERNET ACCESS



POST-PRIMARY VIDEO

## THE ROMERO AWARD

Take action and raise awareness of gender equality and women's empowerment with your students!

Included in the resource pack this year is a flyer containing information about the Romero Award, Trócaire's new award for schools based on the work of Blessed Óscar Romero (see flyer for more information).

Activities that qualify for the **Romero Award** will have this icon next to them.

For more information go to [trocaire.org/romeroaward](http://trocaire.org/romeroaward) or contact [elisha.kelly@trocaire.org](mailto:elisha.kelly@trocaire.org).



## LESSON 1: WHAT ARE THE GLOBAL GOALS?

This lesson is designed to encourage students to explore the Global Goals and to consider them in the context of overseas development. The purpose is not for the students to remember all seventeen goals, but to support them in thinking about:

- why it is important to have this set of goals
- what is meant by the term 'universality'
- how all of the goals are linked

The SDG photopack will be needed for this lesson. The photopack can be downloaded from the Trócaire website ([trocaire.org/education/globalgoals/postprimary](http://trocaire.org/education/globalgoals/postprimary)), or a hard copy of the pack can be ordered by contacting Mary Boyce ([mary.boyce@trocaire.org](mailto:mary.boyce@trocaire.org) or +353 1 5053291).



# LESSON GUIDANCE NOTES FOR TEACHERS

## LESSON 2: GOAL 5 – GENDER EQUALITY

This lesson is designed to encourage students to look closely at one goal, Goal 5: Gender Equality, and to examine the reasons why this goal is needed. In this lesson students will:

- consider the term 'gender' as opposed to 'sex'
- identify where gender stereotypes create inequalities
- explore different types of empowerment and how the Global Goals cannot be addressed in isolation

**Note:** *Female Genital Mutilation (FGM) is mentioned throughout this resource. Given the sensitive nature of this issue, caution must be exercised when discussing it with a class, bearing in mind the age of the students and the diverse nature of many classrooms. It is up to individual teachers to decide whether to address this issue, or to leave it out of the lesson.*

## LESSON 3: WOMEN AND GIRLS IN EMERGENCY SITUATIONS – SIERRA LEONE

This lesson is designed to enable students to explore how emergency situations and humanitarian crises create a heightened risk for women and children. In times of upheaval, the rates of pregnancy-related deaths and sexual violence soar. Reproductive health services – including prenatal care, assisted delivery, and emergency obstetric care – often become unavailable. Young people become more vulnerable to HIV infection and sexual exploitation. Young women sometimes become pregnant in perilous conditions, with very little support or advice.

In this lesson students will:

- discern that in times of crises it is our innate human dignity that suffers the most
- recognise that the purpose of intervention in this type of crisis is first of all to protect human life and secondly to protect human dignity
- examine real examples of crisis and response from Sierra Leone

## LESSON 4: BUILDING RESILIENCE THROUGH WOMEN'S EMPOWERMENT IN SIERRA LEONE

This lesson is designed to encourage students to think about how women's empowerment and in turn gender equality can be promoted and achieved in the long term. Students will look at a number of different projects in Sierra Leone that are supported by Trócaire. They will be given the chance to analyse and understand why these projects have been put in place and how they contribute to the overall aim of empowering women to take control of different aspects of their lives.

In this lesson students will consider:

- the importance of enabling young women in Sierra Leone to discuss issues affecting their lives
- approaches that can be taken to increase financial independence for women
- a global approach to eliminating discrimination against women

# LESSON 1: WHAT ARE THE GLOBAL GOALS?

1

## RESOURCES NEEDED FOR THIS LESSON



### ACTIVITY 1: INTRODUCTION TO THE GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT



**Step 1:** Access the video 'Malala introducing the World's Largest Lesson' at: [trocaire.org/globalgoals](http://trocaire.org/globalgoals).

**Step 2:** Give out or display the following active listening questions for the students to answer as they watch the video.

1. Name two serious problems that are identified in the video. Give two supplementary points about each.
2. What is identified as the 'superpower' possessed by humans?
3. What is our plan?
4. How many goals are there?
5. By when must these goals be achieved?
6. What must we start by doing?

**Answers:** 1) Climate Change & Inequality; 2) Creativity; 3) The Global Goals for Sustainable Development; 4) Seventeen; 5) 2030; 6) Making the goals famous



### ACTIVITY 2: 'LEAVE NO ONE BEHIND' PHOTO ACTIVITIES



**Step 1:** There are three central pillars to the Global Goals: Fight Inequality, End Poverty, Protect Our Planet. Display these three titles on the screen or wall in the classroom.

**Step 2:** Scatter the photos from the photopack on a table, on the ground, or stick them to the wall. Ask students to choose a photo, and then decide which of the three pillars it falls under. They must justify their choice of pillar. This can be completed in pairs.

**Step 3:** The seventeen goals are seen as universal, which means they apply to all countries. Ask the students to decide if each goal is something that needs to be achieved in the Global North (developed world), Global South (developing world), or both. Facilitate a discussion around the idea that everyone on the planet must play their part in achieving the goals.

# LESSON 1: WHAT ARE THE GLOBAL GOALS?

1

## ACTIVITY 3: SPIN THE WHEEL

**Step 1:** Access the Global Goals spinning wheel at: [trocaire.org/globalgoals](http://trocaire.org/globalgoals).



**Step 2:** Arrange students into pairs, and give each the chance to choose an SDG from the wheel. Once they have their SDG, they have five minutes to address the following points. Display a list of the SDGs for reference.

1. Why is your goal the most important?
2. Name two other goals to which it is connected.
3. Identify one thing we can do here in Ireland to help achieve this goal?
4. Name one thing that needs to happen internationally to help achieve this goal?



## ACTIVITY 4: LET'S MAKE THE GOALS FAMOUS

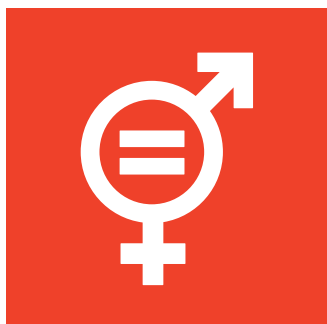
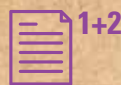
One of the most important things we need to do is raise awareness of the Global Goals. Ask your students to choose one or more and think of a way to promote them around the school, in particular to younger students. This could take the form of a poster, collage, assembly, class presentation, or any other idea the students come up with. The students could explore new ways to promote the goals more effectively to younger people, perhaps through digital communication. This activity can qualify for the **Romero Award**.



# LESSON 2: GOAL 5 – GENDER EQUALITY

2

## RESOURCES NEEDED FOR THIS LESSON



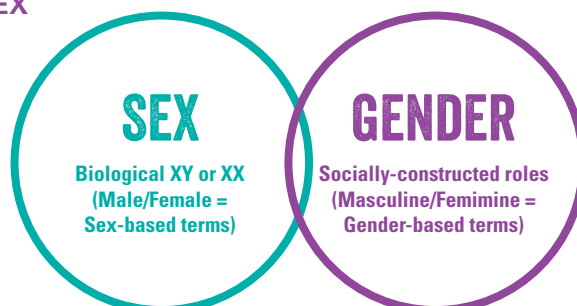
## ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

### ACTIVITY 1: 'GENDER' OR 'SEX' WALKING DEBATE



**Step 1:** Place the words 'gender' and 'sex' on opposite walls in the classroom. Read each of the following statements in turn and ask the students to indicate whether they think the statement applies to gender or sex by positioning themselves beside the appropriate word. If they are unsure, they should stand in the middle.

1. Women give birth to babies. **SEX**
2. Most building site workers in Ireland are men. **GENDER**
3. For every dollar earned by men globally, women earn between 70 and 90 cents. **GENDER**
4. Breast and cervical cancer are the most common cancers affecting women. **SEX**
5. Globally, only 5 per cent of all female university graduates are in engineering and related fields, compared to 20 per cent of male graduates. **GENDER**
6. Men's voices break at puberty, women's do not. **SEX**
7. Women can breastfeed babies, men can bottle-feed babies. **SEX**
8. Less than 4 per cent of CEOs in the world's largest five hundred corporations are women. **GENDER**
9. Boys don't cry. **GENDER**
10. Women on average live longer than men. **SEX**



All statistics come from [unstats.un.org/unsd/gender/worldswomen.html](https://unstats.un.org/unsd/gender/worldswomen.html)



# LESSON 2: GOAL 5 – GENDER EQUALITY

2

## ACTIVITY 2: GENDER STEREOTYPES



Gender identity and behaviour is something that develops as we get older and is heavily influenced by what our society and culture believe are appropriate roles and behaviours for men and women. What people understand by gender will vary depending on culture and will also change over time. What is deemed appropriate for men and women in one culture may not be in another culture.

**Gender stereotype:** Gender stereotypes arise when men and women are assigned characteristics and roles determined and limited by their gender. Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and professional experiences and life opportunities in general.

[eige.europa.eu/rdc/thesaurus/terms/1222](http://eige.europa.eu/rdc/thesaurus/terms/1222)

**Step 1:** Ask your students to suggest gender stereotypes that still exist in Ireland today. For example:

- Boys like blue, girls like pink
- Mothers are better parents
- Women make better nurses
- Men make better firefighters

Encourage deeper analysis by asking:

- Why do these stereotypes still exist?
- Does everybody think like that or just certain sections of the population?
- Does the media reinforce these stereotypes?
- What can we do to remove these stereotypes from Irish society?

**Step 2:** Arrange the students into groups of four or five. Using the newspapers from the previous Sunday, ask the students to conduct a media audit, reviewing the coverage of women in the media on that day. Give each group one tabloid paper and one broadsheet newspaper. Use the template on Student Handout 1 to complete this exercise.

**Step 3:** Follow up questions:

1. Do you think that men and women were given equal coverage in the Sunday newspapers?
2. Did any of the articles reinforce gender stereotypes? If so, please explain.
3. Did any of the articles help to dispel gender stereotypes? If so, please explain.
4. Do you think that men and women get equal opportunities to work in the media? Please explain your answer using the information from the media audit.

# LESSON 2: GOAL 5 – GENDER EQUALITY

2

## ACTIVITY 3: WOMEN'S AND GIRL'S EMPOWERMENT



In order to achieve gender equality by 2030, as set out by Goal 5, women and girls around the world need to be empowered. Empowerment is **'the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights'**. Goal 5 sets out nine main targets that must be met, and which take into account all aspects of life.

**Step 1:** Read the definition of empowerment to the students and ensure that they understand what it means. Ask the students to suggest different types of empowerment that contribute to women and girls gaining more control of their lives. (Use the three different types of empowerment listed in Step 2 as prompts if students are struggling to come up with suggestions.)

**Step 2:** Split the class into groups of three or four. Assign each group one of the following types of empowerment to explore. Each group will need one flip-chart sheet of paper and a marker. Write the type of empowerment in the middle of the sheet.

1. Economic empowerment
2. Social empowerment
3. Political empowerment

Each group must come up with ways that their designated type of empowerment can be achieved. As an example, for **social empowerment** suggest that newspapers should include more articles about women's sport as this would give women and girls strong role models to follow and lead to increased female participation in sport. Each group should come up with as many ideas as possible and present them to the class.

**Step 3:** Ask students to choose two or three ideas from their sheet. Challenge them to come up with targets that they would use to measure the success of these ideas; for example, the target number of articles about women in sport or the target increase of women and girls playing a particular sport.

**Extension step:** Go to [sustainabledevelopment.un.org/sdg5](https://sustainabledevelopment.un.org/sdg5) and access the targets and indicators tab for Sustainable Development Goal 5: Achieve Gender Equality and Empower all Women and Girls. Ireland is one of 193 countries who have signed up to the goals and targets. Show the targets to the students (display on the board or print copies). Are the targets that the students came up with similar to the official targets? Which of the official targets link to the three areas of empowerment examined by the students (economic, social and political)? Which of the official targets are more relevant to people living in countries in the Global South?

**Note:** *The language used in the official targets is very complex. Please make sure you read through the official targets and decide if they are appropriate for the age group with which you are working **before** beginning the extension step.*

**Step 4:** Split the students into small groups. Give out Student Handout 2 (photocopied in A3) and ask each group, using all the information from previous activities on the SDGs, to create a mind map showing how working towards other goals will help to achieve Goal 5. One example of a link is given on the handout. Encourage students to include the SDG icon and a short sentence to explain the link on their worksheet. This can be completed as an art project, which could be used for the **Romero Award**.



# LESSON 2: GOAL 5 – GENDER EQUALITY

2

## ACTIVITY 4: HEFORSHE GLOBAL MOVEMENT FOR GENDER EQUALITY



**Step 1:** Access the video 'Emma Watson HeForShe at the United Nations':  
[vimeo.com/107293059](https://vimeo.com/107293059)

**Note:** Please watch the video through to the end before showing it to students to ensure it is appropriate for the age group with which you are working.

Ask the students to complete the following two tasks while watching the video and discuss afterwards as a class.

**Task 1:** Summarise the main points Emma Watson makes in her speech and highlight any facts that stand out. Make sure to highlight the following points afterwards if the students do not:

- End gender inequality
- Men and boys need to be advocates for change
- Feminism is the belief that men and women have equal rights
- Equal pay for men and women needs to become a reality
- Women's rights are human rights

**Task 2:** Ask the students to write down some feedback regarding the delivery of the speech. What was good or bad about the way she spoke to the audience and the camera? In a wider sense, what other ways does Emma Watson communicate her message on gender equality?

**Step 2:** Ask the students to go to the website [heforshe.org](http://heforshe.org) and look at how they can get involved with the campaign.



Emma Watson and Forest Whitaker. Photo credit: HeForShe.



# STUDENT HANDOUT 1: MEDIA AUDIT

2

Name of newspaper	Total number of stories about males	Examples of topics for male stories	Male or female journalist	Total number of stories about females	Examples of topics for female stories	Male or female journalist
News section						
Sports section						
Magazine						
Other section: _____						
Other section: _____						

# STUDENT HANDOUT 2: HOW WE ACHIEVE GOAL 5

2



Encourage all countries to ban FGM and ensure that those who ignore bans are properly dealt with by their country's legal system

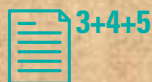


# LESSON 3: WOMEN AND GIRLS IN EMERGENCY SITUATIONS

## – SIERRA LEONE

3

### RESOURCES NEEDED FOR THIS LESSON



### ACTIVITY 1: SIERRA LEONE COUNTRY FACT FILE



**Step 1:** Give a copy of Student Handout 3 to every student. Ask them to fill in the information on the blank country fact file. Internet access will be required for this activity. If appropriate, this activity can be set as homework in preparation for the lesson.

#### Useful websites:

Happy Planet Index: [happyplanetindex.org/](http://happyplanetindex.org/)

Human Development Index (HDI): [hdr.undp.org/en/composite/HDI](http://hdr.undp.org/en/composite/HDI)

**Step 2:** Once complete, go through the fact file with the students, discussing the different components. Ask the students to compare what they have found out about Sierra Leone to what they know about Ireland, or the country they are from if they have immigrated to Ireland from overseas.

**Step 3:** Focusing on the HDI and the Happy Planet Index, ask the students if they remember what measurements are used for these two development indexes.

HDI: Life Expectancy, years of schooling, Gross National Income (GNI) per capita

Happy Planet Index: Use the diagram to the right

Why do the students think Sierra Leone is ranked so low? Where did Ireland come in the ranking?

In the student's opinion, which index is the best one to use? Would they add anything else to a similar index? Brainstorm other ways to measure development (for example, birth rate, death rate, people per doctor) and record them for the class to see.

**Step 4:** Ask the students, in groups, to come up with their own development indexes. What would they include in their development index to appropriately measure how developed a country is? The students can use some of the measures already discussed in the lesson, or can come up with others of their own. They must present their ideas to the rest of the class.



**Well-being:** How satisfied the residents of each country say they feel with life overall, on a scale from zero to ten, based on data collected as part of the [Gallup World Poll](#).



**Life expectancy:** The average number of years a person is expected to live in each country based on data collected by the [United Nations](#).



**Inequality of outcomes:** The inequalities between people within a country, in terms of how long they live, and how happy they feel, based on the distribution in each country's life expectancy and well-being data. Inequality of outcomes is expressed as a percentage.



**Ecological Footprint:** The average impact that each resident of a country places on the environment, based on data prepared by the [Global Footprint Network](#). Ecological Footprint is expressed using a standardised unit: global hectares (GHA) per person.

### ACTIVITY 2: CASE STUDY: MUDSLIDES



**Step 1:** Give out Student Handout 4. Students should read through the information and answer the questions that follow as a class.



# LESSON 3: WOMEN AND GIRLS IN EMERGENCY SITUATIONS

## – SIERRA LEONE

3

### ACTIVITY 3: HUMAN DIGNITY



**Step 1:** Show the students this short animation on Catholic Social Teaching (CST) and human dignity: [youtube.com/watch?v=8zhtPDXRthM](https://youtube.com/watch?v=8zhtPDXRthM)  
Read out the following definition of human dignity:

**‘We are made in the image of God. This is the simple starting point of all Catholic Social Teaching. Each member of the human family is equal in dignity and has equal rights because we are all the children of the one God. Human dignity is a gift from God, and no-one can take it away. However, through the actions of others, our human dignity can be enhanced or diminished.’**

**Step 2:** Facilitate a discussion amongst the students regarding their ideas on what human dignity means. Are their ideas the same as or different from the definition above? Split the students into pairs and ask them to come up with a definition of human dignity in no more than twenty words. Combine pairs into small groups and ask the students to merge their definitions into one group definition. Then repeat the process with the whole class until one working definition of human dignity that the whole class agrees on is created.

### ACTIVITY 4: DIGNITY KITS



**Step 1:** Explain to the students that one measure taken to protect the dignity of women and girls in emergency situations, like the mudslides in Sierra Leone, is the provision of dignity kits.

**Step 2:** Based on the definition of human dignity established by the whole class, and focusing on women affected by a disaster, what do the students think should be included in a dignity kit? Split the class into small groups and ask them to come up with a list of things that they would include in the kit, and present their list to the class.

**Note:** *If working with younger students, focus on people in general affected by the disaster, rather than just women and girls.*

**Step 3:** Explain that a dignity kit can be no more than the size of a large shopping bag, therefore they have to prioritise what they would include. Once completed, ask the students what criteria they used to prioritise the contents. (Climate? Culture? Religion?)

**Step 4:** Read out the contents of the dignity kit on Student Handout 5 (or photocopy for the students) and explain that they were given out as part of Trócaire’s response to the recent mudslides in Freetown, Sierra Leone. Were the students surprised by any of the contents? Do they understand the reason each item was chosen? Do they agree with the contents? Explain to the students that these dignity kits are primarily aimed at women and girls. Why do they think this is the case?



**Lorry arriving with dignity kits, Sierra Leone. Photo credit: Trócaire.**

# STUDENT HANDOUT 3: SIERRA LEONE COUNTRY FACT FILE

3

**Capital City:**

**Population:**

**Continent:**

**Bordering countries:**

**Bordering seas or oceans:**

**Flag:**

**Languages spoken:**

**Major religions as a percentage of the population:**

**Map:**

**Position on Human Development Index (HDI):**

**Position on Happy Planet Index:**

**Main geographical features (rivers, lakes, mountains, valleys):**

**Main exports:**

## STUDENT HANDOUT 4: TRÓCAIRE IN SIERRA LEONE: EMERGENCY RESPONSE – THE MUDSLIDES

3

The main focus of our work in Sierra Leone is women's empowerment, but when disaster strikes (as it has repeatedly with the civil war, which occurred between 1991 and 2002, and the Ebola outbreak in 2014 and 2015) emergency response takes precedence.

The mudslides and flooding that happened in August 2017 on the outskirts of the capital, Freetown, are the latest in this series of disasters that have tested the resilience of the people of Sierra Leone. Many families were devastated by the mudslides and flooding, which were triggered by a combination of human and environmental factors – extremely heavy rain falling on a hillside that had suffered from deforestation and overdevelopment.

Sia Fanta and her family were badly affected by the mudslide, losing their home and belongings, including important documents. Her school was also destroyed. Even though she has been able to attend a different school, this has caused problems for Sia Fanta. She says, 'The syllabus is not being covered so ... what I am learning in school will not be reflected in the public exams.' Sia Fanta's biggest concern is the loss of her school documents in the mudslides. The documents are important because they are the proof you need in order to be able to take the public exams. Sia Fanta explains, 'The government are so fussy that you need to bring it before you take the next exam.'

Sia Fanta is very aware of wider issues facing women in Sierra Leone, and identifies teenage pregnancy as a particular problem, and one that is linked with access to education. 'I would not like to be pregnant, I would like to continue schooling and be a better person in the future. I have a friend who is pregnant presently. Now she is not going to school.' Sia Fanta wants to be a doctor and believes that there are equal opportunities for men and women to do this, if they are able to stay at school. She also thinks that things would change quicker if more women were involved in politics, including standing up more for poor and needy people.



Trócaire staff (Michael Solis and Ella Syl-MacFoy) help supply dignity kits to people who lost their homes and families in the mudslide that occurred in Regent on 14 August 2017. Photo credit: Trócaire.



Sia Fanta (15) and her brother Saha (14) take in the devastation caused by the mudslides. Photo credit: Mark Steadman.

Sia Fanta and the rest of her family were split up due to the disaster. Her mother and younger sister Fatu were at the local hospital because Fatu injured her leg trying to escape the mudslide. Sia Fanta now stays at a children's home with her family. It is not a good situation to be in, though the family are thankful to be alive, as two young men who were staying with them died in the mudslide. The two men came from the countryside to find work due to chronic youth unemployment and Sia Fanta's father, Sahr, was teaching them building skills and helping them to find work. Hundreds of others lost their lives within minutes as the disaster struck.



## STUDENT HANDOUT 4: TRÓCAIRE IN SIERRA LEONE: EMERGENCY RESPONSE – THE MUDSLIDES

3

Michael Solis, Trócaire's programme manager in Sierra Leone, spoke in the days after the mudslides about the sombre mood in the city, similar to how things were during the eleven-year civil war and the Ebola crisis, 'We are especially concerned for the welfare and safety of girls and women, who are the most vulnerable at this time. Many children have been made homeless and are in immediate need of shelter and protection.'

Michael also spoke about the ongoing threat to the residents of Freetown from further flooding and addressed some of the causes of the tragedy.

'The crisis is compounded by the continued rainfall, the risk of further flooding and mudslides and the difficulties in accessing the affected area. The area has several rolling hills where people are squatting, many illegally. The infrastructure is very poor and there is no housing regulation. The thousands that are now homeless and have lost their families face multiple risks. The risk of waterborne diseases is high, with cholera endemic in the country, and it is exacerbated by a poor health care system. There is overwhelming sadness but there is also a deep desire to overcome.'

Trócaire and our partners in Sierra Leone have provided support to the affected communities in a number of ways:

- Food supplies and dignity kits
- Psychosocial support (help to deal with the psychological effects of traumatic events)
- Information kiosks and outreach teams (to provide essential information, and link up affected families with relevant services)
- School kits

The school kits – school bags, books, pens and other items – are important so that children can return to school, and the other supports for people as they try to earn a living and get back to normality are also essential.

It will be a long road to recovery for the people and 14 August 2017 is a date that will never be forgotten in Freetown.

### Follow up questions:

1. What were the main causes of the mudslides? What SDGs are they linked to?
2. How has the mudslide affected Sia Fanta's family in particular?
3. What other issues are young people Sia Fanta's age facing in Sierra Leone?
4. How has Trócaire and our partners provided support for people affected by the mudslides both in the short term and the long term?
5. What ways can people in Ireland help those affected by the mudslides, both in the short term and the long term?



Trócaire is providing psychosocial support to people affected by the mudslide. Photo credit: David O'Hare, Trócaire.

# STUDENT HANDOUT 5: DIGNITY KIT CONTENTS

3



**trōcaire**

**IN THIS KIT YOU CAN FIND THE FOLLOWING**  
**WAE YOU OPIN DIS BAG, NA DEN TIN YAH DAE INSAI**



SOAP



TOWELS



PLASTIC  
BUCKET



SABA



SLIPPERS



KETTLE



HYGIENE  
PADS



WOMEN'S  
UNDERWEAR



TORCH



TOOTH-  
BRUSHES



LAPA



'GHANA MUST  
GO' BAG



TOOTH-  
PASTE



HAND  
SANITIZER



PLASTIC PLATES  
AND CUPS

# LESSON 4: BUILDING RESILIENCE THROUGH TRÓCAIRE'S WOMEN'S EMPOWERMENT WORK IN SIERRA LEONE

4

## RESOURCES NEEDED FOR THIS LESSON



6+7+8



### ACTIVITY 1: TRÓCAIRE IN SIERRA LEONE



- Step 1:** Distribute Student Handout 6 and ask the students to read through the information, then show the students the post-primary video on Sierra Leone: [trocaire.org/globalgoals](http://trocaire.org/globalgoals).
- Step 2:** In pairs, using the handout and the video, students must identify the main ways in which Trócaire supports women's empowerment in Sierra Leone (ensure that after-school clubs, dealing with controversial issues like GBV, and the savings and loan scheme are mentioned).
- Step 3:** Ask the students to suggest why it is important that Trócaire works through local partners like the Access to Justice Law Centre (AJLC) and Kambia District Development and Rehabilitation Organisation (KADDRO). What benefit does working with local partners bring to the work? Why is it essential that Trócaire and their partners engage in longer-term development work as well as emergency response?

### ACTIVITY 2: SAVINGS AND LOAN GROUP ACTIVITY



- Step 1:** Split the class into six groups and give a copy of Student Handout 7 to each group.
- Step 2:** Give the group fifteen minutes to read through each of the loan applications from the different villagers and come to a decision as to how to use some or all of the money in their savings box. Each group must report back to the rest of the class about their decisions. Encourage the other students in the class to challenge the decisions each group has made.

### ACTIVITY 3: CONVENTION ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN



- Step 1:** Highlight for the students, using the examples from Activity 1 and Activity 2, that supporting women to get an education and allowing them to be involved in financial decisions are two ways to empower women to take control of their lives. In groups, ask the students what other things they might come up with to ensure that women are not discriminated against in any country. Ask the students for a list of five things.
- Step 2:** Give out copies of Student Handout 8, which lists articles from the Convention on the Elimination of Discrimination Against Women.
- Step 3:** In the same groups, ask the students to decide which of the articles in the convention are the most important in their opinion. They must choose their top five. Each group will then report to the rest of the class what articles they chose and why. Keep a tally of which articles are chosen.
- Step 4:** Once all groups have reported, identify the five main articles as chosen by the whole class. Discuss the results. Are there any surprises? Was there uniformity of opinion within the class? If there were different viewpoints, why do the students think that is the case?

[unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?la=en&vs=657](http://unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?la=en&vs=657)



# LESSON 4: BUILDING RESILIENCE THROUGH TRÓCAIRE'S WOMEN'S EMPOWERMENT WORK IN SIERRA LEONE

4

## ACTIVITY 4: RAISING AWARENESS OF WOMEN'S EMPOWERMENT AND GENDER EQUALITY IN YOUR SCHOOL

**Step 1:** Now that the students have come to the end of the resource, ask them if they think there is a need to raise awareness within the wider school about issues of women's empowerment and gender equality. If so, what would be the best way to go about this awareness raising? Brainstorm different ideas with the class (Posters, murals, displays, assemblies, events, etc).

**Step 2:** Decide as a class, or as small groups, what awareness-raising activity would be most appropriate for the school. Students can use the following table to rank different ideas that they may have in terms of effort and impact.



	Low Impact	Medium Impact	High Impact
Low Effort			
Medium Effort			
High Effort			

Once the students have decided on, planned and delivered their activity, make sure to enter it into the **Romero Award** (see flyer or contact [elisha.kelly@trocaire.org](mailto:elisha.kelly@trocaire.org) for more details).



Contents of an emergency school kit given out to students who lost their belongings in the mudslides on the outskirts of Freetown. Photo credit: Trócaire.



# STUDENT HANDOUT 6: WOMEN'S EMPOWERMENT IN SIERRA LEONE

4

## WOMEN'S ECONOMIC EMPOWERMENT – SUPPORTING DORA

Before Ebola, Dora was working on her farm and ran a weekly stall at the local market. Dora is a smart, hard-working woman. Her ability to run a small business despite having never been to school illustrates her strength and determination. 'I regret that my parents didn't send me to school but at least I am smart, which means I can do something with my life.'

When Dora's sister Yainkin died from Ebola, Dora went from having two children to care for to having five. 'It was a burden but it didn't affect me. They are my children. I could help them and they could also help me.'

For twenty-one days after her sister died, Dora's family was required to stay at home. Dora couldn't leave to tend to her farm so her food supply was severely impacted. She fed the children a small morning snack and a rice dinner. This wasn't enough to provide the nutrition the young children needed.

Trócaire partner KADDRO were the first responders in Kambia, one of the most vulnerable parts of Sierra Leone. Families received food supplies and other non-food items, water and charcoal to help meet their basic needs.

### Long-term support from KADDRO

After the crisis, Dora had three extra children to feed and send to school, so she needed support to increase her income.

Dora joined a local women's farming group supported by KADDRO aimed at families affected by Ebola. Dora had to ask her husband, Alafia, for permission to join the group and he was supportive. The group received corn and okra seeds, cassava stems, potato vines and chickens. The produce from the community farm supplemented Dora's income and that of other women in the community.

Dora has now saved a bank of seeds so that she doesn't have to spend what little income she has buying supplies at planting time. Having extra produce to sell means she has a little more income, which is critical for school fees in particular. It also means she can buy better quality and more nutritious food for her children.

'I am happy to be part of the farming group with the other women. But I only keep the company of the clever, thoughtful women.'

All Dora's hopes are for her children, '**I do not want Rugi to end up like the women in this community. Many of the girls are married young. I pray that [my niece] Rugi can stay in school and become someone that is admired in the community.**'



Dora and her family, Kambia District, Sierra Leone. Photo credit: Mark Steadman.

## WOMEN'S ECONOMIC EMPOWERMENT – VILLAGE SAVINGS AND LOANS SCHEME

Kanyiodsu Fornah comes from Kolisokoh Village, which is just outside the town of Makeni in central Sierra Leone.

Kanyiodsu is a local community leader who is involved in the village savings and loan scheme as treasurer and one of three key holders for the savings box. The members meet every Sunday and are expected to contribute two thousand leones per week to the fund, which in Kolisokoh currently (April 2017) stands at seven hundred and eighty thousand leones. The money is used to help the community, especially to pay for school for the village children.

She is also involved in the community farm initiative. Both projects are supported by Develop Salone (DESAL), a partner of Trócaire in Sierra Leone. DESAL and Trócaire provide a lot of training to support the villagers to manage crop diversification (sweet potato, vegetable planting and harvesting – for consumption and sale) and to manage the community beehive.

The garden/farm is run almost like a cooperative and Kanyiodsu is the chairperson. The community garden/farm is an alternative livelihood to charcoal production, which was very destructive to the local forests.

Gender Based Violence (GBV) is a major problem in the village. The Living Peace programme that has been introduced by the Centre for Democracy and Human Rights, another Trócaire partner, has helped to address the issue and reduce the instances of GBV in homes by strengthening healthier relationships between wives, husbands and children. For three months, the men and women who take part in the Living Peace training learn about issues like gender and what it means to be a man or woman in Sierra Leone. They begin to question how their culture and traditions can contribute to harmful attitudes and practices against women and girls, and together they agree on new ways of living with each other in peace. One of the most important aspects of this programme is the involvement of the men in the village from the start, as well as the women.

In the future Kanyiodsu would like further support to help with access and control of the land, in particular with family communal lands. Kanyiodsu is lucky, her father is a landowner and she has access to the land while she is within the family; however, if she (or any woman) marries, access to the land would be lost.



**Kanyiodsu Fornah, Kolisokoh Village, Makeni, Sierra Leone. Photo credit: Stephen Farley, Trócaire.**



**Kanyiodsu explains what crops are grown in the village communal garden. Photo credit: Stephen Farley, Trócaire.**



**A Village Savings and Loan scheme savings box. Photo credit: Trócaire.**



# STUDENT HANDOUT 7: VILLAGE SAVINGS AND LOAN ACTIVITY

4

In Sierra Leone, many villages have a savings and loans scheme (VSL). Each person/family that joins the scheme has to deposit a certain amount in the scheme each month. The members can then apply to borrow money from the scheme to use for different things.

In your group, you must take on the role of the savings and loans committee. Over the past year, the members of the scheme in your village have managed to save **800,000 leones**. Five loan applications have come in from various villagers. Your group must consider all five of the applications and decide if each of the loans will be approved or rejected. You must also decide if you should give out all of the money, or keep some in case something unexpected happens to the community. Fill in the table at the end of the worksheet.

## Loan application one: School fees

**Name:** Thomas Mawenga

**Requested amount:** 300,000 leones

**Reason:** My twin daughters have now reached secondary school age. I want them to go to school in Makeni, but do not have the money for school fees, uniforms or books. My wife died during the Ebola outbreak, and I have struggled



to work and look after my children. I want my twin daughters to go to secondary school so that they can move away from the village and find jobs in the city, or maybe overseas in the future. There are few opportunities for them here in the village if they stay. If my daughters can get a good education, they will be able to find work and send money back to help the family here. Eventually, this means I will be able to contribute more to the scheme.

## Loan application two: Seed diversification

**Name:** Doris Bangura

**Requested amount:** 200,000 leones

**Reason:** I have been growing rice for twenty-five years in our village. I grow mainly rice and cassava, which is used by my family and our neighbours.



However, I would like to grow cocoa so that I can sell it in the local market and receive some money, which I can use to improve our home, pay for school fees for my son, and buy more seeds to plant. If I am able to do this I will have more money to contribute to the scheme each month. Eventually I will make enough money to buy some land to grow more cocoa, and perhaps provide employment for others.

## Loan application three: Chickens and goats

**Name:** Marie Sesay

**Requested amount:** 350,000 leones

**Reason:** I lost my husband during the Ebola outbreak. I have no land of my own and I live in my father's



house, along with my children. My father has some land he will allow me to use to keep some chickens and a goat. If we receive the loan, we will buy two goats and five chickens. The chickens we will use to get eggs to eat and sell. The goats we will use for milk until we can sell them for slaughter. We will use the profits to pay back the loan, and will have some money left to buy more animals in the future.

## Loan application four: Bakery

**Name:** Yeama Koroma

**Requested amount:** 450,000 leones

**Reason:** I would like the money so that I can build a small oven in my yard to bake bread. I intend to bake bread every



morning, keeping some for my family, and selling the rest by the roadside into Makeni. My daughter will help me with this. She has finished primary school and we cannot afford to send both her and my son to secondary school, so she will help me with the bakery. With the bread I sell at the roadside I will have more money to put in to the scheme.

## Loan application five: Medical care

**Name:** Ishmael Kamara

**Requested amount:** 300,000 leones

**Reason:** My wife is sick, and needs regular medication to keep her condition stable. I cannot afford to pay for the



medicine, or to pay for accommodation for myself while I accompany my wife to the hospital for her treatment. I have four children and barely make enough to cover the cost of food for us all. If my wife receives the proper medical care then hopefully she will recover from her illness and be able to help me again with the farm. I will then hopefully be able to pay money back into the scheme.

DECISION-MAKING TABLE

Loan application	Requested amount	Allocated amount	Reasons
Bakery	450,000	200,000	Provides money for education, and extra for savings scheme



## STUDENT HANDOUT 8: CONVENTION ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW)

The Convention on the Elimination of All Forms of Discrimination against Women, or CEDAW, is an international legal instrument that requires countries to eliminate discrimination against women in all areas and promotes women's equal rights. CEDAW is often described as the international bill of rights for women. As of 2016, one hundred and eighty-nine countries have ratified CEDAW.

Gender equality has been recognised as a prerequisite for achieving sustainable development and is connected to all the other SDGs. With the SDGs and CEDAW, world leaders have the human rights foundation, the commitments and the mechanisms for implementation and accountability, and the timeline for achieving gender equality, empowering all women and girls and ending all forms of discrimination.\*

### Convention on the Elimination of Discrimination against Women

#### Some of these are:

- Article 1:** Discrimination against women is when women are denied their human rights just because they are women.
- Article 2:** It is illegal to discriminate against women.
- Article 3:** Women's human rights are to be respected.
- Article 4:** Countries shall make special laws to make sure women and men are treated equally.
- Article 6:** Women should not be sold as slaves or forced into prostitution.
- Article 7:** Women have equal right as men to vote, to be elected and to be part of governments and organisations.
- Article 8:** Women and men should have equal chance to represent their governments outside their own countries.
- Article 9:** Women have the same rights as men to their nationality and to change their own or their children's nationality.
- Article 10:** Women and men are to have equal access to education.
- Article 11:** Women should have the same rights in the workplace as men, including equal pay, choice of job, health protection, and shouldn't be discriminated against when they marry or have children.
- Article 12:** Women should get the same health care as men and should receive special services for maternal health.
- Article 13:** Women and men should have the same rights to bank loans and other forms of financial credit, and be allowed to take part in the same sports and recreation.
- Article 14:** Special care should be taken to make sure that women living in rural areas have good living conditions, health care and education.
- Article 15:** Women should have the same legal rights in all areas; for example, owning or selling property.
- Article 16:** Men and women should have the same rights in marriage – to choose marriage freely, equal rights and responsibilities towards children, and the same rights to property.

\*[unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?la=en&vs=657](http://unwomen.org/-/media/headquarters/attachments/sections/library/publications/2016/cedaw-for-youth.pdf?la=en&vs=657)

# FUNDRAISE FOR TRÓCAIRE

This Lent, why not encourage your students to take action and fundraise for Trócaire?

Involvement in fundraising activities can be motivating and fun for young people and will help them to develop their understanding and skills as active, responsible citizens.

Through fundraising, students will not only raise awareness about social justice issues but will also raise much-needed funds, enabling Trócaire to support people in the developing world to work their way out of extreme poverty.

There are lots of different ways to fundraise in your school. Some ideas include: Trócaire Box, wearing blue for a day, fasting, Teatime for Trócaire, Trócaire's Virtual Cycle, Hero Day, table quiz, sponsored walk.

For lots more ideas, go to: [trocaire.org/fundraise](http://trocaire.org/fundraise) or contact [schoolsfundraising@trocaire.org](mailto:schoolsfundraising@trocaire.org).



**Students from Ballyphehane Presentation Secondary School, Cork, who organised a sponsored walk to fundraise for Trócaire during Lent.**



DUBLIN, IRELAND  
**WORLD**  
MEETING of  
FAMILIES  
21-26 AUGUST 2018

The World Meeting of Families (WMOF) is coming to Ireland in 2018. Dublin has been chosen by Pope Francis to host the next World Meeting of Families from 21–26 August 2018, guided by the theme **The Gospel of the Family: Joy for the World** and the Pope's apostolic exhortation, *Amoris Laetitia*.

Held every three years, this major international event brings together families from across the world to celebrate, pray and reflect upon the central importance of marriage and the family as the cornerstone of our lives, of society and of the Church.

For more information, go to: [worldmeeting2018.ie](http://worldmeeting2018.ie).

Trócaire is supporting the World Meeting of Families in a number of ways, including our Development Education resources, and the Romero Award.

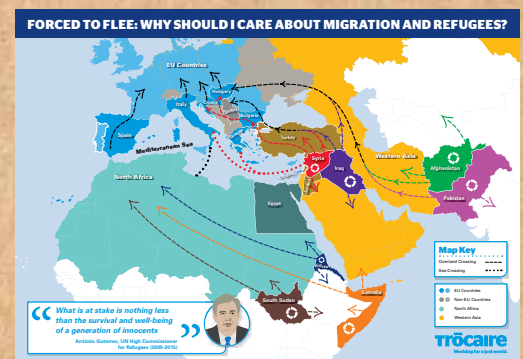
## TRÓCAIRE IS THE OVERSEAS DEVELOPMENT AGENCY OF THE CATHOLIC CHURCH IN IRELAND

Visit [trocaire.org/education](http://trocaire.org/education) for more resources

## EXPLORE MIGRATION AS A JUSTICE ISSUE

### FORCED TO FLEE: WHY SHOULD I CARE ABOUT MIGRATION AND REFUGEES?

A resource aimed at senior primary and junior cycle students to help them explore the reasons why so many people from Syria and other countries have become refugees. Use this resource in conjunction with other resources exploring refugees on Trócaire's education pages. Go to: [trocaire.org/sites/default/files/resources/edu/forced-to-flee-2017.pdf](http://trocaire.org/sites/default/files/resources/edu/forced-to-flee-2017.pdf).



Produced by Development Education Team, Trócaire 2018.

Author: Stephen Farley

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