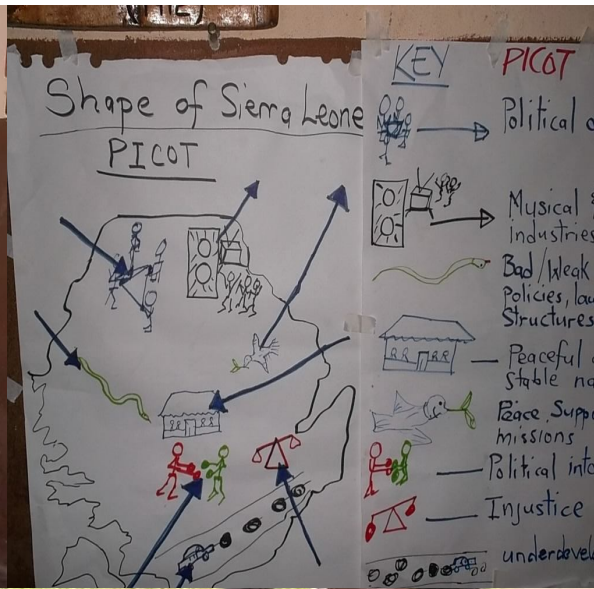
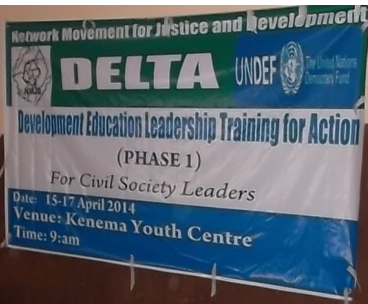


NETWORK MOVEMENT FOR JUSTICE AND DEVELOPMENT (NMJD)



**KENEMA DISTRICT
YOUTH COALITION
CENTRE, KENEMA
15-17 APRIL 2014**

Report of DELTA Training Phase 1



Funded by:

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Abbreviations

AU	African Union
CSOs	Civil Society Organization
DACDF	Diamond Area Community Development Fund
ECOWAS	Economic Community of West African States
EU	European Union
ILO	International Labour Organization
IMF	International Monetary Fund
INEACE	Institute of Electoral Administration and Civic Education
MDA	Ministries Departments Agencies
MRU	Mano River Union
NEC	National Elections Commission
NGO	Non-Governmental Organization
WB	World Bank

REFLECTION

“Transformation is only valid if it is carried out with people not for them. Liberation is like a childbirth and a painful one. The person who emerges is a new person, no longer oppressor or oppressed, but a person in the process of achieving freedom. It is only the oppressed who by freeing themselves can free their oppressors.”

EXECUTIVE SUMMARY

The capacity building drive of civil society in Sierra Leone continued with the holding of the Phase 1 DELTA (Development Education and Leadership Training for Action) training workshop in Kenema on 15 – 17 April 2014. The training targeted 50 civil society leaders in Sierra Leone. The United Nations Democracy Fund (UNDEF) supported the training under the project titled: *Initiative to Build Social Movement in Sierra Leone*.

The main objective of the training was to create a critical mass of civil society activists in the country. It focused mainly on stimulating and shaping the thoughts, the approaches and interpretations of civil society activists of local, national and international issues. It also stressed on building and managing structures that would enable people to become self reliant, and be able to carry out social analysis that would help groups find the root causes of their problems and to take collective actions to address them.

Throughout the training, the facilitators made several references to works that had been done on the subject matter – adult education, social change and movement building – by Paulo Freire, Collard and others. The training emphasized the importance of what Newman calls “introspective activism – we can change the world, presumably, by changing ourselves. Newman depicts this view with these words:

The revolution starts with us.

We can begin by cleaning up our backyard.

We need to achieve an inner peace if we are to strive for world peace.

We must educate ourselves before we can educate others”

The training delved into different topics that included Principles of Conscientization, Paulo Freire’s Key Principles of Adult Learning, Seven Steps in Planning, Origin and Objective of DELTA among others. The sessions were laden with practical exercises and experience sharing. Every day’s work started with a reflection, followed by participants sharing their thoughts and interpretations of the reflections and situating them within the context of their work. The whole training provided civil society leaders in Sierra Leone another opportunity to further rediscover their roles and responsibilities in bringing about change in their communities.

For the success of this event, we want to thank the United Nations Democracy Fund for their technical and financial support, as well as for their patience and understanding since the commencement of the project. We also want to register our sincere thanks and appreciation for the cooperation that we have so far received from leaders of national civil society networks and coalitions across the country. Let the struggles for “*Another Sierra Leone*” continue.

SECTION 1: CLIMATE SETTING

The training started with reflection and prayers. The reflection passage was taken from Ian Baptiste's *Towards A Pedagogy for Disempowering Our Enemies* with an abstract that reads: *Adult educators seem hesitant to disempower anyone, including their enemies. This is because our humanist moorings make us believe that all forms of disempowerment is evil. Proposed are rudiments of a pedagogy of ethical disempowerment, which I contend we desperately need. Participants shared their thoughts on this passage, linking it to their personal and collective experiences of what was happening in the country. It was a perfect beginning to the training.*

The reflection and prayer session was followed by introduction of participants, which was also done in a unique way. The facilitators asked participants to break out into groups of three to share personal information about themselves. They all came back to the hall and introduced each other in turns.

1.1 Participants expectations

The following is a summary of the expressed expectations of participants:

- Knowledge and skills on how to disempower people/enemies that stifle the efforts of the poor to get a better life
- To understand what DELTA is all about
- Improve knowledge and skills on how to engage power holders and how to hold them to account
- How to checkmate the unconscious empowerment of the oppressors
- To acquire skills that will enable us contribute to improving human rights situation in the country
- How can civil society act and speak in one strong voice on issues of national interest
- How to maximize youth participation in decision-making processes in the country and in the Mano River Union Basin
- How to make the media and community radio partner with civil society to promote development and social change in the country.
- Team building skills.

1.2 Agenda Sharing

The facilitators shared the agenda of the training with participants to see how best it would meet their expectations:

Human relations

- Team building
- Communications Skills
- Partnerships
- Public Speaking
- Personality Types

Management of organizations (alternatives)

- Coordination Skills
- Development Communications

- Resource Mobilization
- Motivation Skills
- Leadership and Decision making
- Report Writing and Documentation
- Planning, Monitoring and Evaluation

Community organizing for change

- Community Animation
- Advocacy and Lobbying
- Empowerment of Youth, Community, Coalitions

Tools of analysis

- Stakeholder Analysis
- Research Methods
- Participatory Tools
- Social Analysis

1.3 Experience sharing (Group work)

The group work was done at organizational level and it sought to enable participants to introduce their organizations to the larger group:

1. Civil Society Movement Sierra Leone (CSM-SL)

Preoccupation and sector

Political and socio-economic sector

Current work on the sector

- Advocacy and lobbying
- Awareness raising
- Monitoring

Methodology/Approaches

- Training
- Radio and TV discussion programmes
- Dialogue
- Community outreach sessions
- Focus group discussions
- Networking and collaboration

What do you want to achieve?

- Upholding of democratic tenets in the governance of the country
- Improved judicial system
- Gender equality
- Enforcement of laws and policies
- Increased citizens participation in governance
- Full decentralization and devolution of powers and resources

Challenges

- Limited capacity to engage power holders and duty bearers
- Limited access to training opportunities
- Weak financial base

How do you intend to overcome these challenges?

- Strengthen civil society groups
- Address the skills and knowledge gaps among civil society

2. National Elections Watch (NEW)

Preoccupation and sector

Elections (presidential, parliamentary, local councils, Paramount Chieftaincy, headmen, etc)

Current work on the sector

- Observing the conduct of elections
- Campaign for the reform of laws and policies on elections

Methodology/Approaches

- Resource mobilization
- Capacity building
- Collaboration and partnership
- Supervision and reporting

What do you want to achieve?

- Credible elections whose outcomes are accepted by all parties
- Peaceful and non-violent elections

Challenges

- Low commitment of observers
- Poor remuneration and incentives for observers

How do you intend to overcome these challenges?

- Make good use of existing training facilities (INEACE)
- Improve remuneration and incentives
- Robust resource mobilization

3. Women's Forum Sierra Leone

Preoccupation and sector

Gender, women and children's rights

Current work on the sector

- Advocacy and lobbying on women and child rights
- Training and exchange visits

Methodology/Approaches

- Meetings and experience sharing
- Capacity building
- Media engagement
- Focus group discussions
- Commemorating solidarity events and dates eg International Women's Day
- Community outreach sessions

Challenges

- Getting more women and girls onboard
- Delay in the enforcement of the Three Gender Acts
- Low capacity of women
- Limited access to training facilities

How do you intend to overcome these challenges?

- Carry out nationwide sensitization and awareness raising
- Organize more training workshops
- Mobilize adequate resources
- Collaborate and partner with like-minded organizations

4. Community Radio Network (CORNET)

Preoccupation and sector

Community broadcasting

Current work on the sector

- Supporting the setting up and management of community radio stations across the country
- Training community radio broadcasters
- Linking community radio with relevant facilities and opportunities

Methodology/Approaches

- Networking and collaboration
- Reviving and strengthening CORNET-SL secretariat
- Mobilize resources

What do you want to achieve?

- A vibrant community radio broadcasting sector
- Enforcement of the Freedom of Information Act
- Conducive media landscape for practitioners
- Improved digital broadcasting

Challenges

- Sorting out the handing over process (from old to new executives)
- Low funding
- Proliferation of community radio stations pursuing different motives

How do you intend to overcome these challenges?

- Meetings with old executive together with the Board
- Contributions from members
- Partnerships with like-minded NGOs.

5. National Forum for Human Rights (NFHR)

Preoccupation and sector

Human rights

Current work on the sector

- Restructuring of the coalition

Methodology/Approaches

- Collaboration
- Partnership
- Networking
- Sharing of information
- Meetings with the Board
- Developing strategic plan

What do you want to achieve?

- Actualization of human rights in Sierra Leone

Challenges

- Low funding
- Low commitment of members
- Competition between secretariat and member organizations

How do you intend to overcome these challenges?

- Restructuring of the coalition
- Membership reform
- Further defining/clarifying the roles of the secretariat and member organizations
- Fundraising.

6. Trade Union Confederation of Sierra Leone & Sierra Leone Labour Congress

Preoccupation and sector

Trade unionism/labour

Current work on the sector

- Organizing, educating, raising awareness of workers

Methodology/Approaches

- Trainings, seminars and symposiums
- Media engagement
- Meetings

What do you want to achieve?

- Improved minimum wage for workers
- Improved labour laws that are enforced
- 40 hours a week for all workers
- Equal pay for equal work

Challenges

- Limited training facilities
- Labour movement not attractive to donor partners
- Specialized nature of trade unionism

How do you intend to overcome these challenges?

- Training and other capacity building events
- Dialogue and consultations

7. Women on Mining and Extractives (WOME)

Preoccupation and sector

Mining and extractives

Current work on the sector

- Organizing the membership
- Raising awareness
- Learning from other civil society organizations in the sector

Methodology/Approaches

- Organizing meetings
- Outreach sessions
- Radio discussions

What do you want to achieve?

- Women knowledgeable in mining laws and DACDF
- Women participating in decision-making processes on mining issues
- More women benefiting from the DACDF

Challenges

- Low knowledge of women of mining laws and policies
- Lack of funding
- High illiteracy

How do you intend to overcome these challenges?

- Organize trainings and workshops
- Work and collaborate with like-minded organizations
- Mobilize resources.

8. Natural Resource Governance and Economic Justice Network (NaRGEJ)

Preoccupation and sector

Natural resources

Current work on the sector

- Advocate for policy reforms
- Policy dialogue with relevant MDAs
- Raise awareness and educate local communities

Methodology/Approaches

- Media engagement
- Community meetings
- Research, documentation and publication
- Stakeholders consultations

What do you want to achieve?

- Transparency and accountability in the sector
- Affected communities benefiting from natural resources
- Review of national policies, contracts and agreements to reflect the aspirations of the citizens

Challenges

- Low knowledge of citizens of mining laws and policies
- Low capacity of coalition members to effectively engage government, mining companies and parliament
- Low funding

How do you intend to overcome these challenges?

- Identify allies and work with them
- Organize trainings for NaRGEJ members
- Hold national conference on natural resource management
- Media engagement
- Resource mobilization

9. Partners Initiative for Conflict Transformation (PICOT)

Preoccupation and sector

Peace building and conflict transformation

Current work on the sector

- Implementing projects on accountable governance, human rights, service delivery and the dispensation of justice at community level

Methodology/Approaches

- Dialogue
- Formation of community structures
- Capacity building
- Accountability sessions
- Media engagement
- Coaching and mentoring

What do you want to achieve?

- Reformed chieftdom and local governance policies and practices
- Improved understanding of citizens' rights and responsibilities
- Decrease in community violence/conflicts
- Research, documentation and publication

Challenges

- Limited resources
- Lack of cooperation from some chiefs
- Poor and weak governance systems
- Negative attitudes of local authorities and duty bearers towards accountability issues

How do you intend to overcome these challenges?

- Fundraising
- Build more alliances and strengthen existing ones
- Capacity building
- Strengthen animation and analysis skills.

10. Action for Large-Scale Land Acquisition Transparency (ALLAT)/Sierra Leone Network of Right to Food (SiLNORF)

Preoccupation and sector

Land rights and food security

Current work on the sector

- Sensitizing and raising the awareness of affected communities
- Organizing affected communities into advocacy groups
- Research, documentation and publication
- Organizing trainings for journalists, land owners and land users

Methodology/Approaches

- Advocacy and lobbying
- Stakeholders forums
- Mediation
- Capacity building

What do you want to achieve?

- Increased involvement of people in negotiating land deals
- People paid adequate compensation for loss of livelihood sources
- People's right to food respected

Challenges

- Misconception by government and foreign investors
- Disunity amongst affected communities
- Communities' fear of reprisal

How do you intend to overcome these challenges?

- Multi-stakeholders consultations and dialogue
- Community outreach sessions
- Collaboration and partnership

11. National Youth Coalition (NYC)

Preoccupation and sector

Youth

Current work on the sector

- Youth empowerment through training, organizing and mobilizing

Methodology/Approaches

- Networking and partnership
- Capacity building
- Advocacy and lobbying

What do you want to achieve?

- Youth acquiring employable skills
- Youth holding more decision-making processes
- Change of perception towards youth

Challenges

- Low funding
- Limited human and technical capacity
- Limited access to skills training centres

How do you intend to overcome these challenges?

- Intensify advocacy and lobbying
- Holding dialogue forums
- Stakeholders consultations
- Trainings in different disciplines
- Fund raising.

1.4 VISIONING YOUR COMMUNITY IN 20 YEARS (VISION 2020)

This session was done in break out groups and it sought to get participating organizations vision the kind of Sierra Leone they would want to see in the next 20 years, as well as the factors that might serve as potential barriers.

1. Women's Forum Sierra Leone (WFSL)

- Less poverty and less hunger
- Access to quality education for all
- Highly empowered women and girls
- Reduced prostitution among young girls
- Cultural awareness
- Increased citizens participation in decision-making processes
- Increased access of women to quality medical treatment
- Gender justice
- Increased women's knowledge of the Three Gender Acts
- Peace and stability

Potential hindering factors

- More prostitution among young girls
- Lack of confidence and self-esteem
- Marginalization and exclusion

- Violence
- Poverty and illiteracy
- Weak women's groups

2. Partners Initiative for Conflict Transformation (PICOT)

- Secured livelihood for everyone
- Justice for all
- Political tolerance
- Peaceful co-existence
- Development and improved service delivery

Potential hindrance

- Political divide
- Imported culture eg music and film
- Bad/weak governance policies, laws and structures
- Injustice and human rights abuses
- Illiteracy and poverty

3. Community Radio Network (CORNET-SL)

- Freedom of the press and of the media
- Good quality journalism
- Increased access to training opportunities and facilities
- No seditious libel laws
- Media schools established and functioning
- Digital broadcasting

Potential hindering factors

- Low finances
- Low knowledge in the use of modern technology
- Poor and inadequate training facilities
- Negative use of social media

4. National Elections Watch (NEW)

- Elections are held in a peaceful atmosphere
- Role of NEC properly understood by the citizens
- Less dependency on foreign donors for the conduct of elections
- Strong collaboration among civil society and national elections bodies
- Improved public image of NEC

Potential hindering factors

- Election rigging
- Nullifying elections results
- Door dependency
- Injustice and unfairness in the use of state resources

5. Trade Union Confederation of Sierra Leone & Sierra Leone Labour Congress

- ILO expertise working with local trade union groups
- Increased human rights defenders
- Better pay
- Good morals (music, dress, etc)
- Responsible exploitation of the country's minerals

Potential hindering factors

- Corruption
- Ebola disease
- Obsolete labour laws
- Unhealthy competition among national trade union groups

6. Civil Society Movement Sierra Leone (CSM-SL)

- Improved food security
- Human rights-conscious judicial system
- Reduced corruption in all spheres of life
- Free health for all citizens
- Peaceful and democratic communities
- Respect for human rights and the rule of law

Potential hindering factors

- Corruption
- Land grabbing
- Multi-national companies colluding with government authorities
- Weak and corrupt judicial system

7. Action for Large-Scale Land Acquisition Transparency & SiLNORF

- Responsible exploitation of natural resources
- Rights to land respected and protected
- Increased benefits to land owners from land leases/deals
- Peaceful and conducive environment
- Custodian penalties for offenders included in land policies
- Children rights respected (child labour)

Potential hindering factors

- Collusion between government and foreign investors
- Illiteracy and poverty
- Corrupt and subdued judiciary
- Reprisal
- Citizens' low knowledge of their rights

8. Women on Mining and Extractives (WOME)

- Safe and clean drinking water
- Good roads
- Improved educational facilities
- Empowered women
- Women owning lands and other productive resources
- Improved standard of dwelling houses
- Citizens deriving maximum benefits from the country's natural resources

Potential hindering factors

- Corruption
- Prostitution among young girls
- Environmental degradation and pollution
- Smuggling of diamonds
- Bad laws and policies

9. National Youth Coalition (NYC)

- More infrastructural development across the country
- Improved education systems
- Increased access to quality health facilities for all citizens
- More youth holding leadership positions
- Empowered and critical mass of youth
- More job opportunities for young people

Potential hindering factors

- Bribery and corruption
- Ebola outbreak
- Terrorism and money laundry
- Drug and alcohol abuse
- Youth violence
- Cultism
- Contraband and narcotics

- Negative use of social media
- Imported culture
- Prostitution and sexually-transmitted diseases

10. Natural Resource Governance and Economic Justice Network (NaRGEJ)

- Good investors and multi-national companies
- Increased revenue from exportation of fish and other marine resources
- Increased employment opportunities
- Access to safe drinking water in mining communities
- Less donor dependency for development programmes

Potential hindering factors

- Large-scale erosion
- Destruction of biodiversity
- Illegal fishing on Sierra Leonean waters
- Destruction of breeding grounds for fish (Mangroves)
- Water and air pollution
- Destruction of the environment
- Bad laws that are not pro-poor

11. National Forum for Human Rights (NFHR)

- Good agricultural systems
- Improved food security
- More low-cost houses
- Effective and responsive parliament
- Efficient electricity supply (construction of more hydro dams)
- Effective and corrupt-free judiciary

Potential hindering factors

- Terrorism
- Capital flight
- Drugs and alcoholism
- Brain drain
- Negative partnerships/multilateral conditionalities eg EU, WB, IMF)
- Weak sub-regional and regional groupings eg MRU, ECOWAS and AU.

1.4.1 Knowledge and skills Required

In this session, the facilitators encouraged participants to identify the knowledge and skills that they would require to develop the new Sierra Leone that they dreamt of in the preceding session. Below is a summary of what they came out with:

- Organizational management (alternative skills)
- Partnership, networking and coalition building
- Resource mobilization
- Advocacy and lobbying (Non-violent and non-conflictual advocacy)
- Organizing, mobilizing and coordination
- Development communication
- Youth empowerment and development
- Use of participatory and social analysis tools
- Research methodologies and data analysis
- Leadership and decision-making
- Community animation
- Monitoring and Evaluation
- Team building
- Documentation and report writing
- Public speaking
- Disempowering and silencing the enemy

2.0 WHAT IS DELTA?

This session sought to strengthen participants' background knowledge of DELTA: meaning, history, importance, methodologies, targets, tools, language and limitations.

Meaning

DELTA means Development Education Leadership Training for Action. It is action-oriented and aims at cultivating leadership and development and transformation of people, groups, communities and individuals.

History

Two women, Anne Hope and Sally Timmel, were the widely known originators of DELTA training or education for liberation. They were both based and working with the Catholic Mission in Kenya, eastern Africa. They started working on the methodology of conscientization and critical thinking in 1974. DELTA education came at the back of poverty, backwardness, helplessness, fatality, hopelessness and powerlessness and in countries that were ruled by dictators. These women were prompted by their belief that people had answers to their problems, and that they only needed other people to steer them to discover their potentials and capability to take action.

From Kenya, the DELTA education was extended to Nigeria in 1979 and to Sierra Leone in 1981. The National Pastoral Centre in Kenema was the initial centre for DELTA training in Sierra Leone. It produced the first graduates of the DELTA in 1983 and in 1984, they started serving as DELTA facilitators across the country. Most of the groups that were involved in the DELTA in Sierra Leone were from the catholic parishes, other Christian denominations, youth groups, CSOs and cooperative societies. This was in response to the need for people to take control over their development; challenge systems that inhibited their growth and challenge even their own situations.

The graduates of DELTA formed themselves into different groups called the Community Animation Teams. In Sierra Leone, DELTA is used as a methodology/approach, whereas other countries are using/seeing DELTA as an institution. They mobilize resources to conduct trainings for people. DELTA is an empowering tool and it is about bringing change; anything that does not lead to change is **NOT** DELTA.

Content of DELTA

DELTA is likened to a river that flows; it has a several sources and an emptying point. In DELTA, several issues are involved, which all end up with actions with the aim of bringing about change. They include:

- Paulo Freire's principles of conscientization
- Human relations, trust building and communication (bringing people together)
- Social analysis (you have to know more)
- Religious concept of transformation (liberation theology)
- Gender and culture
- Labour/trade unionism
- Health
- Literacy.

Features of DELTA

The following are the common features of DELTA:

- *Action-oriented:* Every phase should end with an action plan
- *Team work:* It has to be a team approach
- *Phased training/process:* After each phase, you plan and practice; it is this that informs the next phase
- *Local contribution:* Participants should contribute towards meeting the needs of the training. It is about self-worth and self-reliance. Transformation is against dependency.

Bedrock of DELTA

- Develop critical consciousness in people
- Breaking through apathy and powerlessness
- Get groups actively involved
- People are the source of their own actions.

2.1 How adult learn

The following factors would enhance adult learning:

- *Self-interest:* The participant knows he/she can benefit directly
- *Relationship:* The relationship between the learner and the educator should be cordial and with mutual respect
- *Practical and interactive:* Learning should be more practical and interactive.

Group work

The facilitators asked the participants to break into smaller groups, brainstorm and answer the questions below. They later presented their work to the plenary and a few selected responses were recorded:

Think of a skill you learned out of school or tertiary Institution:

- What did you learn?
- Why did you learn it?
- How did you learn it?
- Who helped you to learn it?
- In what situation/atmosphere did you learn it?
- What made learning easy/what difficulty did you encounter in learning that skill?

No.	Skill learnt	Reason	Method	Helper	Situation	Difficulty/Easy
1.	Leadership	Fear of failure	Dialogue	Colleagues	Cordial and challenging	Easy because there was room for discussions; and difficult because of long arguments
2.	Driving	To be independent and have some privacy	Practice	Friend	Relaxed	Easy because I had access to a vehicle; and difficult because I replaced many parts on the vehicle

3.	How to take care of the home	Necessary as an African woman	Listening, observing and practicing	Mother and close relatives	Cordial	Commitment and the desire to learn
4.	Business	Raise money and support towards building the home and family	Listening, observing and practice	Successful business men and women (relatives and friends)	Cordial	Practical sessions made it easy; but the mathematical aspect was difficult.

2.2 Conscientization

Conscientization is about raising awareness and carrying out sensitization that compels people and communities to take action. When people and communities are acutely aware, they take action; when they are naively aware, they take no action.

2.2.1 Principles of conscientization

No neutral education

- Learning should aim at addressing something
- Education should target existing situations
- Education should lean on something: to either make you a liberator or a domesticated pet to continue serving the *status quo*.

Radical education

- Uncompromising and ready to pursue your beliefs
- Education should touch on the root causes of problems
- Dig out the root of the problems
- Education should aim at radical transformation

Education for empowerment

- Education targeting groups and communities to help them become more capacitated, more skilled and more confident to free themselves from situations they find themselves in
- Action-oriented
- Creativity and initiatives
- Education should help people to champion the course of their own development (collective energy)

Dialogical education

- Learners should decide what they want to learn
- Learning should be in the form of dialogue

Problem posing education

- Ask questions that will compel learners to dig deep and discover the root causes of their problems
- Use diagrams, pictures and videos to illustrate contrasting situations and ask questions eg highly-developed vs slum areas; private vs public schools, etc
- Stimulate people and communities to think eg what is it that makes you unhappy? What can you do about it?, etc
- Don't tell people the answers; help them to find answers to their problems.

Praxis (Reflection Action Reflection)

- When you see a situation, reflect on it until it produces an action. The action will also produce a situation that will require you to further reflect before taking the next action. It is a continuous process.

2.2.2 Role plays

The facilitators asked the participants to break out into six groups; each group was given the task of role playing one of the principles of conscientization. The aim here was to further deepen participants' knowledge and skills in using the different principles and where each of them was most apt to use in order to produce the desired results. The roles were played at plenary, discussed and critiqued.

3.0 The 3 Cs in DELTA

1st C = Cooperation

This involves dealing with the people that favour your cause. First, identify all those that are in agreement with your objective/goal and find ways of bringing them into cooperation through meetings, letters, radio and TV discussions and symposiums. They could be business people, students, drivers, land owners/land users and women depending on the nature of the issue you want to address. Remember, numbers only make meaning when people are together and organized.

2nd C= Campaign

This involves dealing with people that are neutral or apathetic to your cause. First, do a thorough analysis of the problem and then identify this group of people, and try to bring them over to your side through education, information sharing, conscientization, campaigns and face-to-face contacts. Also, dig deep to find out why they are neutral ... are they benefiting from the situation/problem directly or indirectly? Are they afraid of

reprisal? Are they adequately informed?... They could be any of the categories of people above.

3rd C= Confront

This involves dealing with the people that are opposed to your cause. Identify them and do an analysis of them to find out what is it that they are benefiting from being in the opposition; why are they supporting the *status quo*; what is it that each of them is supposed to do but does not do, etc. This could be the group of people that is directly and indirectly perpetuating and maintaining the situation/problem you want to address and who is also benefiting immensely from it. When engaging them:

- Make them understand that they have been doing a disservice to the people and their communities
- Start with peaceful approach and engagement
- Embark on non-violent protests and persuasion, processions, symbolic public acts, communicating with a wider audience, withholding of services, refusal to pay taxes and other dues and public strikes.

4.0 Who am I?

This session sought to identify the different attributes that people possess and which a good leader should always try to know. These attributes include: Tasked-centred, Quiet and thoughtful, Rationale, Forceful/Aggressive and Emotional. It is difficult for people to possess just one attribute; they could have more than one attribute but just that one could be dominant. And to be a good leader, you need to know all of these attributes. The reasons for this are: 1) To know the skills and expertise that is available in the team, and 2) To help leaders develop strategies to deal with the different people that are in the team

Group work

The facilitators asked the participants to break out into five groups with each group discussing the advantages and disadvantages of one of the attributes. The group presented their work to the plenary for further discussion and critiquing:

Group 1: Task-Oriented

Advantages

- Result-oriented
- Always satisfied with work done
- Development of new competency and new knowledge
- A source of motivating others
- Research-oriented
- Showing commitment
- Meeting deadlines

- Persevere, focused and courageous

Disadvantages

- Fatigue
- Never comfortable with the work of others
- Time consuming
- Little time with family members
- No room for delegation of responsibilities/No room for others to learn
- No room for flexibility

Group 2: Aggressive/Forceful

Advantages

- Radical changes are achieved more easily
- Uncompromising with people
- Fearless and affirmed in their decisions
- Get things done quicker
- Time consciousness

Disadvantages

- Little consideration for others
- Little room for dialogue or negotiation
- Do not listen to the views of other people
- Less sensitive to danger
- Intimidating/bullying
- Create lots of enemies around
- Quick to fight/open to violence
- Lawless and easily targeted for disempowerment

Group 3: Emotional

Advantages

- Very friendly
- Putting self into others' shoes
- Less bureaucratic/provide quick response to situations
- Passionate
- Always ready to volunteer
- Charitable and selfless
- Extrovert and ambient

Disadvantages

- Act hastily
- Normally regret actions taken on the spur of the moment
- Panicking/do not persevere
- Not firm in their decisions/easy to defect
- Playful and makes promises that are not fulfilled

Group 4: Quiet and thoughtful**Advantages**

- Good listeners and fast learners
- Firm in their decisions
- Very disciplined
- Good leaders
- Communicate well
- Peaceful and calm
- Patient
- Unassuming

Disadvantages

- Shy
- Slow in taking decisions
- Talk less
- Easily misunderstood by others.

Group 5: Rationale and intellectual**Advantages**

- Room for in-depth discussions
- Provide good sense of direction
- Provide opportunity for critical thinking
- Listen to others' views/giving everybody an opportunity
- Provide alternatives

Disadvantages

- Time consuming
- Potential for dogmatism
- Tendency to dominate others
- Create sense of inferiority in others (non-intellectuals)

5.0 SEVEN STEPS OF PLANNING

Diagnosis: What are the problems that are existing in the sector we are working on? What are the needs that should be addressed?

Objectives: What do we want to achieve by addressing these problems/needs? By what time? ... one month time, three months or one year?

Brainstorm for proposals: What are the advantages and disadvantages of each proposal? What are the possible ways of achieving this objective?

Resources: (How much time, money and personal effort will be needed for each proposal?).

Prioritizing: Which proposal do we accept?

Action plan: Who will do what, when, where and how?

Monitoring and evaluation: At what point do we monitor and evaluate? Who should be involved in the monitoring and evaluation?

Action plans (Group work)

The facilitators asked the participants to break out into groups and develop organizational action plans for the period between now and the phase two training (one month).

1. Natural Resource Governance and Economic Justice Network (NaRGEJ)				
What	Who	When	Where	How
Objective: To finalize the coalition's strategic plan				
Facilitate meeting of the strategic planning committee	NaRGEJ's DELTA participants	21 April – 9 May 2014	Freetown	Collaboration Meetings Technical support
National Youth Coalition (NYC)				
Objective: To share the knowledge gained from the DELTA training with youth leaders in Freetown				
Attend meetings organized by youth groups in Freetown	DELTA participants	22 April – 6 May 2014	Freetown	Information sharing Sharing handouts Sharing workshop reports
3. Civil Society Movement Sierra Leone (CSM-SL)				
Objective: To commemorate the death of the May 8, 2000 heroes and heroines				
Hold meetings with key stakeholders	CSM-SL Secretariat and other stakeholders	April 2014	Freetown	Consultations Telephones Emails/internets
Organize radio and TV discussions	CSM-SL Secretariat and other stakeholders	April – May 2014	Freetown	Collaboration Networking Partnership

Hold memorial service	CSM-SL Secretariat and other stakeholders	May 8, 2014	Freetown	Collaboration Networking Partnership
4. Community Radio Network (CORNET)				
Objective: <i>To re-establish the CORNET-SL Secretariat</i>				
Hold meeting with the Board of CORNET-SL	Interim leadership of CORNET-SL	April 2014	Freetown	Networking Phones Emails/internets
Hold meeting of community radio station managers	Interim leadership of CORNET-SL	April 2014	Mile 91	Networking Phones Emails/internets
Rent office space	Interim leadership of CORNET-SL	April – May 2014	Freetown	Fund raising Partnership
5. Action on Large-Scale Land Acquisition Transparency & SiLNORF				
Objective: <i>To popularize the critique on land policy</i>				
Community sensitization meetings	ALLAT Secretariat	April 2014	Pujehun	Simplification of the critique Dialogue
Organize radio discussions	ALLAT Secretariat	April – May 2014	Pujehun	Phone-ins Dialogue
6. National Elections Watch (NEW)				
Objective: <i>To monitor the Constitutional Review process</i>				
Recruit 140 district monitors	NEW Secretariat	April 2014	Nationwide	Consultations Partnership
Train and deploy the district monitors	NEW Secretariat	April – May 2014	Nationwide	Collaboration Training of Trainers
7. Trade Union Confederation of Sierra Leone (TUC-SL) & Sierra Leone Labour Congress (SLLC)				
Objective: <i>To strengthen the partnership between the TUC-SL and the SLLC</i>				
Organize meeting of leaderships of the two institutions	DELTA participants	April 2014	Freetown	Collaboration Partnership Information sharing
Develop and sign MoU	Leaderships of the two institutions	April – May 2014	Freetown	Collaboration Partnership Information sharing
8. Partnership Initiative for Conflict Transformation (PICOT)				
Objective: <i>To develop plans for effective resource mobilization</i>				
Hold PICOT management meeting	Partners, donors,	April 2014	Bo	Collaboration Consultations

	managers and coordinators			
Organize meeting of Partners Implementation Team	Animators, project officers, donors and community representatives	May 2014	Bo	Collaboration Consultations Information sharing
9. Women on Mining and Extractives (WOME)				
Objective: <i>To sensitize citizens in targeted communities about relocation and blasting</i>				
Hold meetings with affected mining communities	Affected women, chiefs, company representatives, youth	25 April – 10 May 2014	Tongo Fields and Kono	Experience sharing Information sharing Problem posing
Radio discussions	Affected women, chiefs, company representatives, youth	25 April – 10 May 2014	Tongo Fields and Kono	Experience sharing Information sharing Phone-ins
10. Women's Forum Sierra Leone (WFSL)				
Objective: <i>To sensitize young girls in Kenema about the effects of teenage pregnancy</i>				
Hold stakeholders meeting with women-focused organizations/agencies	Regional leadership of the Forum, young girls, women focused organizations and relevant MDAs	1 st week of May 2014	Kenema	Experience sharing Information sharing Partnership Collaboration
Hold meetings with young girls (in and out of school)	Regional leadership of the Forum, young girls, women focused organizations and relevant MDAs	2 nd week of May 2014	Kenema	Experience sharing Information sharing Partnership Collaboration
Radio discussions	Regional leadership of the Forum, young girls,	1 st – 2 nd weeks of May 2014	Kenema	Experience sharing Information sharing Phone-ins

	women focused organizations and relevant MDAs			
2. National Forum for Human Rights (NFHR)				
Objective: <i>To put mechanisms in place for the revitalization of the NFHR</i>				
Hold Board meeting	Executive secretary, Board members including chairman	1 st week of May 2014	Freetown	Develop and share agenda Coordination and facilitation

6.0 APPENDICES

Appendix 1: Day 1 Reflection

Towards A Pedagogy for Disempowering Our Enemies

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Abstract. *Adult educators seem hesitant to disempower anyone, including their enemies. This is because our humanist moorings make us believe that all forms of disempowerment is evil. Proposed are rudiments of a pedagogy of ethical disempowerment, which I contend we desperately need.*

Introduction

Most adult educators care about people. However, how, and to whom, we direct our caring varies considerably. Some of us focus entirely on individuals. Others prefer to address the concerns of individuals within the context of groups to which they belong. Some educators focus primarily on the material well-being of persons while others dwell on their psychological, socio-cultural, or spiritual well-being. But whatever our ethic of caring, and whatever the ends to which we direct our efforts, most of us seem to believe that caring could be actualize *wholly* through pedagogies of empowerment.

Our pedagogies of empowerment differ with our ethics of caring, but it appears that most of us are united by a humanist posture which treats disempowerment as an *ipso facto* evil. Quite often, we delude ourselves by acting as if, in our practice, we encounter no real enemies—only allies and misguided persons. If that were the case, a pedagogy of empowerment alone would suffice. However, we often encounter real enemies—people who

intentionally frustrate our causes. In such cases, I argue, caring demands, not just a pedagogy of empowerment, but also a pedagogy for disempowering our enemies.

Ethics of Caring in Adult Education: Different But the Same

Below, I examine three dominant ethics of caring in adult education and conclude that all are wedded to a naive romanticism which regards all forms of disempowerment as evil. They are: a) caring as human capital formation, b) caring as self-improvement and c) caring as empowering our allies. These are not distinct categories. Quite often, people practice them in combination. For instance, some educators emphasize human capital formation as a way to empower their allies. Others employ an overt curriculum aimed at assisting learners to increase their marketability, and a hidden (covert) curriculum intended to foster critical reflection. These groupings are merely areas of emphasis, not exclusive domains. The reader is advised to remember this while reading this section.

Caring as Human Capital Formation. Capital is any *produced* means of production. The term human capital refers to those skills, attitudes, behaviors, knowledge, etc., which are developed primarily for their economic (material) value. In economic jargon, it is "the present value of past investments in the skills of people" (Blaug, 1970, p. 19). Human capital takes many forms--improvement in our education, health, social networking; relocation to areas with better job prospects, and so on. Human capital formation is the name given to the process by which such capital is deliberately developed; and the expenditure (in time, money, etc.) is called human capital investment (Becker, 1962, p. 9).

Some (maybe most) adult educators express their caring through a focus on human capital formation. Their primary concern is to improve and/or increase the marketability of individuals. Advocates of this view populate such areas as workforce education, human resource development, learning organization, traditional approaches to adult literacy, and so on (Carnevale, et. al., 1988; Harris, 1997; Kirsch, et. al., 1993; Niemi, 1992; Watkins & Marsick, 1993). Most of these adult educators treat persons as autonomous, dis-interested individuals, rather than as interdependent, self-interested members of groups. They also generally imply that we live in an economic meritocracy--meaning that our earnings are based primarily on merit, not favor. This dis-interested, and meritocratic stance allows them to presume a one-to-one causal relationship between the amount of human capital one possesses and one's personal and social well-being. They assume that the more human capital one possesses, the better would be his or her personal and social well-being. Caring is therefore naturally equated with human capital formation. For a thorough presentation and critique of human capital theory, see Becker, 1993; Schultz, 1961; and Baptiste, 1994; Blaug, 1972; Maglen, 1990 respectively.

Advocates of human capital formation do not possess a pedagogy of disempowerment. Why should they? Most of them seem to live in a world where true conflicts and real enemies do not exist. Some deny scarcity, acting as if there is always an infinite supply of every good thing. In such a world there is no need to directly address human conflict. "Market forces" will take care of that. Others deny greed and evil. "Illiteracy" is presumed to be the cause of all our social maladies. People are poor, sick, homeless, etc., because

they lack the necessary marketable skills—a situation that is easily corrected through provision of the requisite human capital (Carnevale, 1991). Irreconcilable differences do not exist among human beings. Conflict will eventually vanish through enlightened discourse. Every human transaction can be a "win/win" situation, because our differences are due to ignorance, not vice. In this romantic world there is certainly no need to disempower anyone.

Caring as Self-Improvement. Some adult educators express their caring by seeking to fundamentally alter the state of individuals—be it physical, psychological, spiritual, etc. These are the concerns typically addressed in adult development literature (Cranton, 1994; Merriam & Caffarella, 1991; Mezirow, 1991). I call members of this group self-improvement advocates. I distinguish them from the first group, because it is possible to increase one's marketability without caring much about fundamentally altering his or her state of being. As the literature on adult development shows, important differences exist among self-improvement advocates. For instances, they differ on what state of the individual they choose to alter. Some focus on the physical, others on the cognitive, psycho-social, emotional, spiritual, and so on. Perspective transformation (Mezirow, 1985, 1991) typifies the self-improvement ethic in adult education. Its primary function is to alter in fundamental ways the perspective of the individual (hopefully for better). Mezirow vacillates on this point. But I agree with his critics, that although positive social change might be a serendipitous outcome of perspective transformation, it is not a requirement of the theory (Collard and Laws, 1989).

Self-improvement proponents do not possess a pedagogy of disempowerment. Theirs is what Newman (1994) calls introspective activism—we can change the world, presumably, by changing ourselves. Newman depicts this view with these words:

The revolution starts with us.

We can begin by cleaning up our own back yard.

We need to achieve an inner peace if we are to strive for world peace.

We must educate ourselves before we can educate other (p. 103).

He goes on to caution that "these are seductive and comforting phrases, but they can deflect us from laying blame where blame is due, and from taking effective, coordinated action to oppose those who do us and others harm" (Newman, p. 103). It seems to me that the entire cadre of self-improvement advocates is plagued by this deflection.

Caring as Empowering our Allies. Some adult educators express their caring by striving to empower their allies--members of groups to which they belong or identify. I belong to this camp. We vary widely. Firstly, we differ in the groups we choose to serve. Some of us focus on groups defined by race/ethnicity, others on groups defined by socio-economic status, gender, sexual orientation, political ideology, and so on. We also differ in our definition of empowerment. For some of us empowerment is equated with improved marketability, for others its self-improvement, for others its collective empowerment, critical consciousness, and so on. Among our ranks are liberals, conservatives, feminists, critical pedagogists, marxist, and a host of others. (Baptiste, 1994; Freire, 1973; Johnson-Bailey, 1995; Ross-Gordon, 1991; Shor, 1992; Tisdell, 1993). What unites us is a commitment to empowering members of the group(s) with

which we identify. We know we have enemies. Usually our allies are defined in opposition to our enemies—afrocentrism against eurocentrism, feminism against patriarchy, the Right verses the Left, and so on. But in most cases, opposition to the enemy is actualized indirectly through empowering our allies.

Paulo Freire epitomizes this approach. He is very cognizant of enemies. In all of his writings, Freire painstakingly points out the faces of oppression: custodians of banking education, corporate capitalism, European imperialism and colonialism, scientism, racism, the Right, and so on (Freire, 1970, 1973). Nonetheless, no where in Freire can one find an articulated pedagogy for disempowering the enemy. Like most educators within this group, Freire concentrates primarily on empowering his allies—usually the oppressed. In fact, Freire seems to believe that empowered, critically conscious allies will eventually transform their enemies into friends. In Freire’s world, ultimately, there are no losers. Everyone wins in the end. In this utopian, humanist vision, who needs a pedagogy of disempowerment? Newman sums it up well:

"[Freire’s reference to] the Right must refer, in part at least, to people who maintain their positions, property and privilege through terror. Yet somehow Freire appears to believe that these oppressors, too, are trapped, and that *it is up to the oppressed* to release them...."

Freire, then, appears to maintain a faith in the potential goodness of all people, and he envisages a utopia in which revolutionary leaders, the people, and presumably, some at least of the former oppressors, are liberated and, through a process of cultural synthesis, create a conscientized, post-revolutionary culture" (Newman, pp. 35, 36 emphasis in original).

With apocalyptic fervor, but lacking the harsh day of judgement, Freire announces his utopian vision.

Yet it is—paradoxical though it may seem— precisely in the response of the oppressed to the violence of their oppressors that the gesture of love may be found ... As the oppressed, fighting to be human, take away the oppressors’ power to dominate and suppress, they restore to the oppressors the humanity they had lost in the exercise of their oppression. It is therefore essential that the oppressed wage the struggle to resolve the contradiction in which they are caught....The contradiction will be resolved by the appearance of the new man who is neither oppressor nor oppressed—man in the process of liberation (Freire, 1972, pp. 32-33 cited in Newman p. 33-36).

If we could only succeed in empowering our allies, everyone will win in the end—so it seems. How then does Freire construe evil? He construes it as ignorance or mistakes. For him, the violence of the oppressor and the resultant mob reaction of the oppressed (massification) are finally all attributable to uncriticality—naivete, intransivity, and semi-transivity (Freire 1973: 19). With Freire, as with most adult educators, free, enlightened humans are accorded absolute goodness. Evil, it would seem, is either the product of ignorance, or coercion. It’s as if those who really know the good will always do it. Accordingly, it is assumed that if we are not doing the good, it is either because we do not really know it, or are not really free to pursue it. On the basis of such reasoning, the

ethical responsibility of the educator is to foster enlightened freedom. People, it is assumed, will act right once they are free, critical thinkers. Vice is recast as ignorance and mistakes, and the ethical responsibility of educators recast in epistemic terms, ie., the development of critical consciousness.

No doubt there are people who do us wrong out of ignorance, for whom conscientization is a fitting remedy. But I suspect that there are people who hurt and harm others knowingly and willfully. Such individuals must be disempowered, neutralized, silenced. And we fool ourselves if we believe that we will neutralize our enemies simply by empowering our foes. Freire's experiences in Guinea Bissau stand as a shining illustration of this folly (Freire, 1983). What his experience teaches us is that, although mutually reinforcing, these two goals—empowering our friends, and disempowering our enemies, require distinctly different foci and activities. Adult educators have done a pretty good job of addressing the first—empowering our allies. We are yet to develop and articulate a pedagogy for disempowering our enemies.

By pedagogy of disempowerment I am referring to more than theories of resistance (Giroux, 1983, Williams, 1961). Theories of resistance, it seems to me, are merely coping mechanisms. They simply explain the survival strategies employed by our allies. In some cases, those same strategies leave our allies more disenfranchised and powerless. In short, resistance theories offer very little by way of neutralizing or immobilizing our enemies.

Conclusion: Towards a Pedagogy of Ethical Disempowerment

I believe that it is ethical to disempower our enemies—those who, wittingly, do us and others harm. I no longer share the humanist conviction that it is always possible to rehabilitate our oppressors. Where oppression is due to ignorance, rehabilitation may suffice. But where oppression is due to vice we have no ethical recourse but to stop, disempower, silence the perpetrators. Social activists have always understood this. Asks unionist struggling to squelch the insatiable appetite of power-hungry capitalists; ask environmentalists who are working on the front line to save our rain forests from greedy predators; ask women activists who see every day the ravages done to women by tyrannizing men. These and countless other activists know that the enemy is real, dangerous, and beyond rehabilitation.

Newman (1994) has provided an important first step toward building a pedagogy of ethical disempowerment. He has dispelled the myth that we don't really have enemies, has begun to define them for us. Standing on his shoulders, we must now articulate that pedagogy. This articulation, I believe, should begin by shifting our pedagogical lenses from the classroom to social movements. People in formal classrooms are usually too nice and politically correct to engage in ethical disempowerment. On the contrary, attempts to disempower the enemy occurs daily in social movements, therefore it is to those movements we must turn. Given their busy schedule, and action orientation, however, most social activists do not have the time nor inclination to synthesize and articulate their pedagogies in use. But I believe that reflection and articulation lend greater potency to our actions—the result is usually improved practice.

We must conduct critical examinations of the works of social activists. I say critical, because I do not assume that activists are ethical in all of their dealings; nor do I assume that all of their pedagogical practices are sound or efficacious. A critical assessment of their practices will allow us to identify those elements that are ethical and sound. A good place to begin might be with popular educators (working with disenfranchised groups) who are also self-identified adult educators. These educators are most likely to see the value, not only of disempowering their enemies, but also of *articulating* a pedagogy of disempowerment. Our examination should occur in diverse settings and contexts—workplace, communities, schools (not classrooms), etc. We should not assume that what works for unionists in South Africa will suffice in Spain; we should not assume that what works for environmentalists in Brazil, will work for environmentalists in the US; we should not assume that what works for women activists will work for activists fighting racial discrimination, and so on.

Secondly, a pedagogy of ethical disempowerment requires a radical re-conceptualization of our practice. This re-conceptualization demands a shift away from curriculum and program planning models rooted in sterile, a-political theories of organizational behavior so prevalent in industrial psychology, business management and human resource development (Boyle, 1981; Gerloff, 1985; Galbraith, et. al., 1997). I contend that though we may have discarded the jargon of scientific management, adult educators continue to practice it. We need, therefore, to cast off the shackles of scientific management and all its technicist trappings, and embrace theories and planning models which emphasize political mobilization—theories which construe practice, not as discrete sets of technical and psychological competencies, but as deeply complex political acts, involving arduous negotiation of interests (Cervero & Wilson, 1994; Fisher & Kling, 1993; Kretzmann & McKnight, 1993; Kriesi, 1993).

I have only scratched the surface of this issue. Being a victim, myself, of the utopian, humanist vision I here criticize, I have only just begun to shake off its mantle. Much is left to be done. I solicit the aid of those of you who have gone beyond me in this journey. Together, I am confident that we can succeed in articulating and implementing a pedagogy of ethical disempowerment. Our world badly needs one!

Appendix 2: Day 2 Reflection

They talk about people but they do not trust them, and trusting people is the indispensable precondition for a revolutionary change. A real humanist can be identified more by his trust in the people, which engages him in the struggle than by a thousand actions in their favor without their trust.” - **Paulo Freire**

Appendix 3: Day 3 Reflection

“Transformation is only valid if it is carried out with the people, not for them. Liberation is like a child birth and a painful one. The person who emerges is a new person, no longer oppressor or oppressed, but a person in the process of achieving freedom. It is only the oppressed who by freeing themselves can free their oppressors.”
- **Paulo Freire**