EDUCATION FOR A CULTURE OF PEACE, HUMAN RIGHTS, CITIZENSHIP, DEMOCRACY AND REGIONAL INTEGRATION

ECOWAS REFERENCE MANUAL

FOR USE BY TRAINER OF TRAINERS

sommary

TABLE OF CONTENTS

INITIALS AND ABBREVIATIONS

AEC: African Economic Community

ADB: African Development Bank

AU: African Union

CEDAW: Convention on the Elimination of all Forms of Discrimination against Women

CEN-SAD: Community of Sahel-Saharan States

CILSS: Permanent Interstate Committee for Drought Control in the Sahel

CMS: ECOWAS Mediation and Security Council

CNDD: National Council for Democracy and Development

COMESA: Common Market for Eastern and Southern Africa

CPLP: Community of Portuguese-Speaking Countries

ERIB: ECOWAS Regional Investment Bank

ECCAS: Economic Community of Central African States

ECOMOG: ECOWAS Monitoring Group

ECOWAS: Economic Community of West African States

ECPF: ECOWAS Conflict Prevention Framework

EGDC: ECOWAS Gender Development Centre

ENOA: National College for Active Servicemen

ERDF: ECOWAS Regional Development Fund

EU: European Union

EWNPS: ECOWAS Women's Network for Peace and Security

FAO: Food and Agriculture Organization

FAS: Femme Africa Solidarité

FGM: Female Genital Mutilation

ICC: International Criminal Court

ICRC: International Committee of the Red Cross

IFD: Integration of Women in Development

IGAD: Inter Governmental Authority for Development

IMF: International Monetary Fund

IUCN: International Union for the Conservation of Nature

MDGs: Millennium Development Goals

NGO: Non-Governmental Organisation

OAU: Organisation of African Unity

OIF: International Organisation of the Francophonie

OMVS: Organisation for the Development of the Senegal River

PSC: Peace and Security Council

REC: Regional Economic Community

SADC: Southern African Development Community

UDHD: Universal Declaration of Human Rights

UEMOA: West African Economic and Monetary Union

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organisation

UNFPA: United Nations Population Fund

UNIFEM: United Nations Development Fund for Women

UNO: United Nations Organisation

UNODC: United Nations Office on Drugs and Crime

UNOWA: United Nations Office for West Africa

UPR: Universal Periodic Review

WAMA: West Africa Monetary Agency

WAEMU: West African Economic and Monetary Union

WAHO: West African Health Organisation

WAMI: West African Monetary Institute

WB: World Bank

W&D: Women and Development

W HO: World Health Organisation

PREFACE

ECOWAS Reference Manual for Trainers on the culture of peace, human rights, citizenship, democracy and Regional Integration.

The Economic Community of West African States (ECOWAS) was established by the Treaty of Lagos, Nigeria on 28th May 1975, with the main objective of promoting economic cooperation and integration with a view to achieving an Economic and Monetary Union to raise the living standards of the community citizens, ensure economic growth, foster relations among Member States and contribute to the progress and development of the African Continent.

Over the years, this original objective has evolved in response to emerging realities of a globalizing world and multilateral relations among the 15 countries of the Community, guided by the fundamental principles of Equality and Interdependence; Inter-state Co-operation; Solidarity and collective self-reliance. The other abiding principles are Harmonization of Policies and Integration Programmes; Non-aggression between Member States; Maintenance of Regional Peace, Stability and Security; Peaceful Settlement of Disputes; Respect, Promotion and Protection of Human Rights; Promotion and Consolidation of Democracy and Good Governance as well as Accountability, Economic and Social Justice.

Realizing this noble objective in a region with multi-ethnic and cultural diversities characterized by socio-economic and political dynamism is no doubt a daunting task. However, to the credit of ECOWAS founding fathers and the unwavering commitment and determination of regional leaders and all believers in the regional integration agenda, ECOWAS is today, internationally acknowledged as an economic grouping with exemplary achievements in regional integration. To maintain peace and political stability in the restive region, the organization has employed a combination of preventive diplomacy, peace-keeping and peace-enforcement where necessary, within the framework of various instrumentalities, notably the 1999 Protocol on Conflict Prevention, Management, Resolution, Peace and Security, the

Supplementary Protocol on Democracy and Good Governance (2001) the ECOWAS Conflict Prevention Framework (2008) and the ECOWAS Protocol on Education and Training (2003). In the 37 years of the existence of ECOWAS and particularly during its first two decades, these legal frameworks have been combined with relevant policies, decisions, strategies and various interventions to ensure that human conflicts, be they communal or inter-tribal clashes, civil wars and even inter-state conflicts within the community have been effectively managed.

Some structures instituted by the Authority of Heads of State and Government to support the legal frameworks and peace and security architecture include the Community Parliament, Community Court of Justice and the ECOWAS Standby Force.

While the existing peace building and conflict prevention, management, resolution and control mechanisms remain viable options, the need to rise to emerging challenges and requirements of integration requires frequent review and fine-tuning of approaches or deployment of new strategies for more effective outcome. This thinking informed the emphasis placed on the role of education and using education as a tool for the promotion of the culture of peace in the West African region.

This is especially pertinent given the region's high youth population and the need to inculcate the culture of peace in the young people (the leaders of tomorrow) using the educational system as a veritable platform.

It is within this context that the ECOWAS Reference Manual for the training of teacher trainers has been developed with technical and financial support from development partners, especially the UNESCO-BREDA based in Dakar and the African Development Bank (ADB).

This Manual, which is a product of a wide consultative process initiated in 2006 across the West African region, and which borrows from

the experiences of experts in peace-building in the region and outside, including from UNESCO represents a great asset to all lovers of peace in the ECOWAS region.

The Manual comprises seven modules dealing with the Culture of Peace and Conflict Management; Human Rights; Civism and Citizenship; Democracy and Good Governance; Gender and Development; Public Health, Environment and Sustainable Development; and Regional Integration. Each module has sub-themes with introductions, reference materials, general objectives to guide the trainer and generic pedagogical tables that are flexible enough to be adapted to available teaching resources in the different ECOWAS countries. It is also suitable and adaptable to the training of teachers involved in both formal and non-formal education delivery at different levels of teaching and learning.

The ultimate goal of the Manual is to build a critical mass of ECOWAS citizens equipped with competent skills, not only for cognitive and psycho-motor domains of education, but also affective skills for positive values, attitudes and behaviors that promote peace, tolerance and peaceful co-existence of community citizens.

The ECOWAS Manual for the culture of peace, human rights, citizenship, democracy and good governance is hereby presented to a wide spectrum of teacher trainers for adoption by Member States without such a programme and for adaptation and enrichment where similar programmes already exist.

Kadre Désiré Ouéadraogo
President of ECOWAS Commission

ACKNOWLEDGEMENTS

FOREWORD

The idea of establishing the West African Economic Community was the exact opposite of the balkanisation of independent Africa. Already, the Treaty for an Economic Community of West African States signed in Lagos by 15 West African countries, had laid the foundation for regional integration.

The motivation is to broaden the space for economic, social, cultural and even political expression. This initiative was a very good opportunity for the reconstruction of West African nationality.

ECOWAS took up the task of promoting integration in its various dimensions; economic (common market and single currency), political (parliament, economic and social council and the court of justice), security and military (ECOMOG in 1999).

It is important to highlight and make a distinction between the key principles on which the Community based its actions:
- Respect, promotion and protection of human rights ;
- Advancement and consolidation of democracy ;
- Policy harmonisation and integration of development programmes.

All the same, numerous obstacles have been a hindrance to a successful integration process: internal contradictions in the member countries relating to political instability and difficulties in governance, poverty and security issues caused by persistent armed conflicts in several ECOWAS Member States. In addition to these problems, internally, there are also apprehensions about weak national economies and their consequences, fragile national institutions ; identity issues often coupled with poor enforcement of legal instruments governing free movement of persons and goods.

To address these persistent conflicts as well as governance issues and human rights abuses, it is imperative to rethink the vision so as to properly redirect the activities to be carried out. To achieve this goal, entry into school then constitutes a powerful medium for integration with regard to values, behaviours, skills and commitments.

This ECOWAS Reference Manual for training in the culture of peace, human rights, citizenship, democracy and regional integration was designed under the supervision of the Dakar-based UNESCO Regional Office (BREDA) in partnership with the African Development Bank (AfDB).

It is a toolkit for use by ECOWAS Member countries; it has been translated into French, English and Portuguese.

It is meant for any teacher trainer/trainers among the team of instructors in teacher training colleges, in both formal and non-formal education systems.

It is a reference training manual, and therefore, it provides guidelines on the contents and methodological details. It does not purport to provide comprehensive notional contents, or let alone, cut-and dried teaching systems.

The trainer is a researcher who will get the most out of this reference manual for purposes of illustration with the view to learning the additional information without any restrictions in order to generate the necessary behavioural changes envisaged as part of the practical use of these modules.

The purpose is to eventually develop a critical mass of African men and women in the ECOWAS region, human resources who are equipped with the relevant skills in social cooperation, self-assertiveness and participation in public activities; people who are capable of adopting attitudes and behaviours likely to induce and rebuild a region where peace will be sustained, conflicts permanently eliminated, conditions for sustainable development strongly entrenched through the respect for the environment, fundamental values, and differences as part of an inclusive and participatory process for an active African citizenship.

The reference manual is organised into seven (7) modules. Each module tackles one skill. The modules are structured into two sub-themes. Each of these sub-themes develops a skill presented in the form of teaching and learning goals.

Information is proposed on the content and methodological guidelines and the trainer(s) has a bibliography and many web links and references online to further improve their knowledge.

The organisation of training sessions is also provided for in the module planning table, and finally, for purposes of illustrating each sub-theme, a pedagogical sheet is suggested. It is up to the trainer to adapt this pedagogical sheet to the teaching situation by using the available resources.

Modules 1 to 7 target three significant skills:
- Cooperate socially by living with others for the purpose of achieving common development goals and sustainable social change in the ECOWAS region

Expected outcome:
An active citizen or member of ECOWAS, committed to the regional agenda of a « common determination towards a shared life » and to the need for an adjustment from one condition to another and to others in an effort to achieve common integration objectives.

- Affirm one's citizenship through critical thinking in order to develop means of self-reliance.

Expected outcome:
A citizen who assesses information and adopts objective points of view as a means of developing awareness about his responsibilities as a member of ECOWAS

- Participate, together with other citizens, in the process of preparing, implementing and evaluating public policies based on the defence of an individual's human rights and the rights of others.

Expected outcome:
A citizen who assumes ownership of the symbols and the operational mechanisms of ECOWAS institutions and who plays a dynamic role in the defence of human rights, democracy and peace, as part of concerted measures to take part in the conduct of national and sub-regional public affairs, an important prerequisite for citizens to be vigilant in the promotion of transparency and good governance.

Each ECOWAS Member country may have to adapt the manual to its national situation by relying on or enriching an already existing one. It may also have to refer to teaching methods recommended as part of the national education policy. In any case, there is the need to rely on a variety of active educational processes such as simulations, role-playing, case studies, etc. Finally, it will be necessary to promote the vision and the realization of the ECOWAS mission.

Ann Therese NDONG-JATTA
Director UNESCO Dakar

CULTURE OF PEACE, CONFLICT PREVENTION AND MANAGEMENT
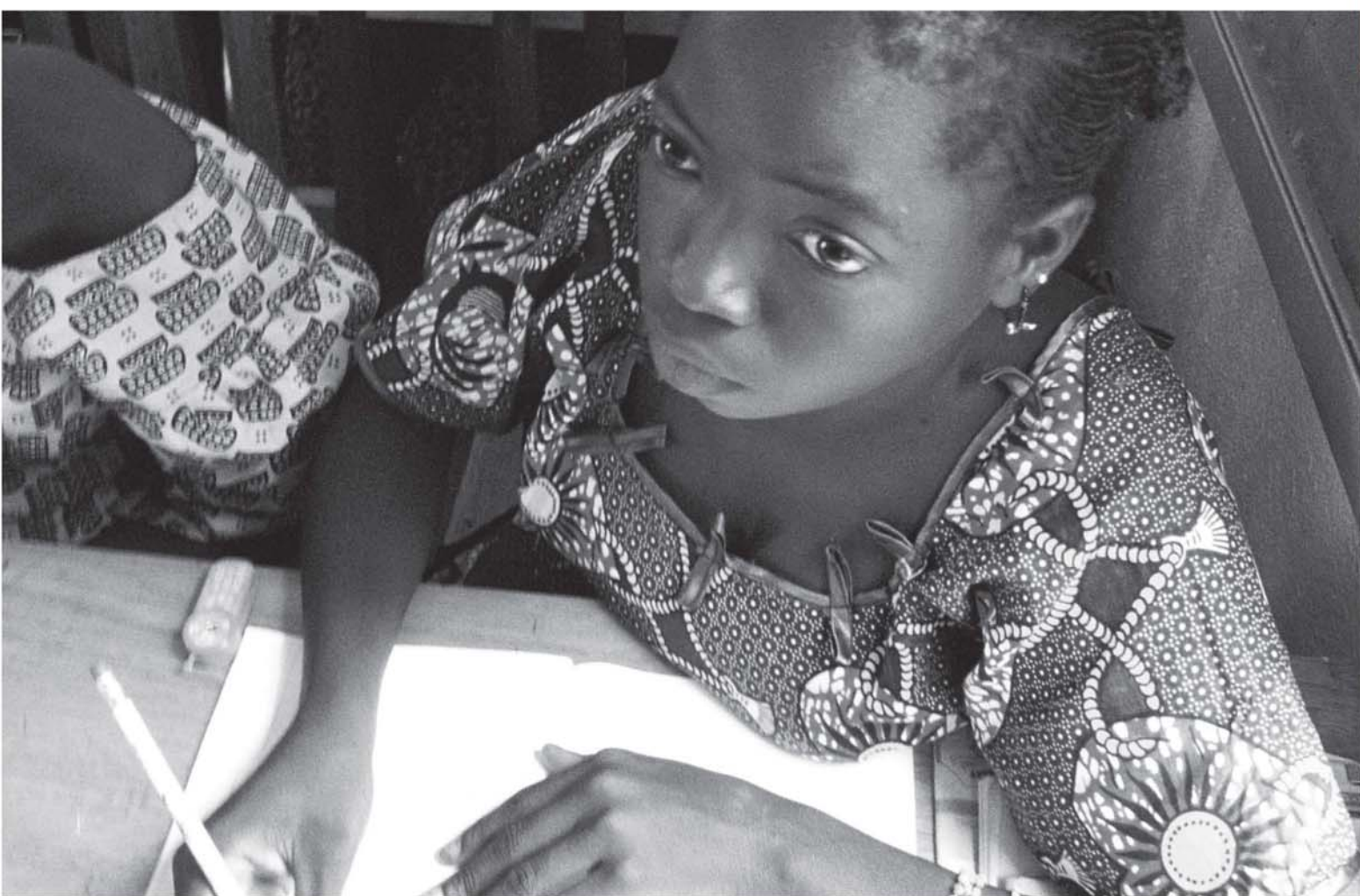
«Since wars originate in the minds of men, it is in the minds of men that the defences of peace must be constructed...»
The Constitution of UNESCO, 1945

CULTURE OF PEACE, CONFLICT PREVENTION AND MANAGEMENT

1- Culture of peace
2- Conflict management

Introduction

Peace is a social construct; it is not inherent in the human being. An old adage of triumphant Ancient Rome had often linked it to conflicts, even to war: according to a saying « whosoever wants peace must prepare for war ». But the notion of culture of peace cannot legitimise this kind of assertion: on the contrary, it is the fruit of another kind of wisdom. Though this type of wisdom recognises that conflicts are inherent in human existence as a result of diversities of all kinds (cultural, political, economic, social, racial, ethnic, religious, etc.), it postulates that it is important to learn to manage them peacefully in order to establish and preserve sustainable peace. That is the reason why this module explains the connection between the culture of peace and peaceful management of conflicts.

Skill of the module:

Incoporate values, notions, behaviours and techniques for the ownership of the culture of peace and the conflict management approach.

Sub-themes of the module

1- Culture of peace
2- Conflict management

Sub-theme 1: Culture of peace

Sub-thematic skill

- Incorporate values, notions, aptitudes and behaviours for ownership of the culture of peace

Teaching/ learning goals

- Understand the values and notions on the culture of peace.
- Develop strategies for the promotion of the culture of peace by taking into consideration the contributions of the various social groups.
- Conduct teaching activities on the culture of peace.
- Adopt attitudes which promote the culture of peace.

Components of the Contents

Notion of peace

The notion of peace can be defined as the process of acquiring values and knowledge; and developing attitudes and behaviours that inure to living at peace with oneself, with others and the natural environment.

Definitions of peace

Peace (from Latin: pax, pacis) [1]:
- *Condition of countries which are not at war : fight for peace in the world;*
- *Cessation of hostilities between two or several warring parties : to broker peace ;*
- *state of understanding, agreement between citizens, social groups, absence of social fighting, social upheavals : social peace ;*
- *condition of a group of persons who are not quarrelling or are not at loggerheads with each other: be at peace with one's neighbours;*
- *state of dead quietness in someone's home ;*
- *state of a person who enjoys inner peace; peace in someone's soul. To have peace of mind ;*
- *Absence of noise and commotion in a place: the peace of cemeteries.*

Different types of peace

Passive peace: passive peace is simply the absence of violence or conflicts.
Active peace: active peace refers to constructive measures taken to ensure a better life for all and sundry and not simply an absence of violence or conflicts. The building of active peace requires qualities such as the following:
- tolerance ;
- listening ;
- communication ;
- acceptance of the existence of different perspectives or points of view on a specific issue ;
- inclusion of the gender dimension ;
- consideration of the element of urgency in crisis situations ;
- cooperation ;
- critical thinking ;
- social responsibility ;

However, these qualities may have to be consolidated through education.

Culture of peace

Culture of peace:
« It is a process of establishing trust and cooperation between peoples and nations. It consists of learning to peacefully resolve conflicts likely to break out among peoples or nations, particularly through speech and dialogue, rather than having recourse to the use of arms and violence. ….The purpose of the culture of peace is not to eliminate conflicts altogether but to find ways and means of settling them without violence. The culture of peace is therefore intended to promote respect for human rights, tolerance and peaceful resolution of conflicts as well as the development of the individual and community » . [2]

According to the United Nations definition, *the culture of peace is a totality of values, attitudes, behaviours and lifestyles which reject violence and prevent conflicts by addresssing the root causes by means of dialogue and negotiation between individuals, groups and States (United Nations resolutions A/RES/52/13* : culture of peace and A/53/243 : Declaration and Programme of Action on a Culture of Peace). [3]

« The culture of peace is a process of individual, collective and institutional transformation. It grows out of the beliefs and actions of the peoples themselves and develops in each country within its specific historical, socio-cultural and economic context…The culture of peace aims at transforming the values, attitudes and behaviours, such that they promote peace and non-violence » [4]

« La culture de la paix est un processus de transformation individuelle, collective et institutionnelle. Elle nait des convictions et des actions des individus et évolue dans chaque pays en fonction du contexte historique, socioculturel et économique qui lui est propre….La culture de la paix vise à transformer les valeurs, les attitudes et les comportements de telle sorte qu'ils promeuvent la paix et la non-violence ».

Education for peace

To educate for peace is to train a caring and responsible citizen, open to all manner of cultures, capable of appreciating the value of freedom, demonstrating respect for human dignity and differences and mindful of conflict prevention and resolution by non-violent means. [5]

Just like the culture of peace, education for peace takes into consideration the historical, socio-cultural and economic context of each country. It can be said that education for peace originated from attempts to prohibit wars: the first international instrument prohibiting war was the Treaty for Renunciation of War as an instrument of National Policy, popularly referred to as the « Briand-Kellog Pact» of 1928. [6]

Furthermore, the United Nations Organisation was established in 1945, to « save succeeding generations from the scourge of war (...)»to establish conditions under which justice and respect for

2. Groupe Agora, Methodological and practical Guide, Librairie Saint-Paul, Dakar, 2011
3. UNESCO. culture of peace and A/53/243 : Declaration and Programme of Action on a Culture of Peace). http://www3.unesco.org/iycp/fr/fr_sum_cp.htm
4.UNESCO. Draft Summary Report of the UN on the Culture of Peace, 1998. [Online]. Page accessed on 15/06/2012. http://unesdoc.unesco.org/images/0011/001130/113034F.pdf
5. Declaration and Consolidated Framework of Action on Education for Peace, Human Rights and Democracy. UNESCO, Paris 1995).
6. EDH (Exploring Humanitarian Law) Introduction, page 12 [Online]. (Page accessed on 15/06/2012).
http://www.ehl.icrc.org/images/resources/pdf/otherlanguages/french/introductory.pdf

Sub-theme 1: Culture of peace

treaty obligations and other sources of international law can be maintained», and «to promote social progress and better standards of life in larger freedom...». (Preamble to the United Nations Charter)

Furthermore, education for peace helps to promote « understanding, tolerance and friendship among all nations, racial or religious groups » and to enhance « the activities of the United Nations for the maintenance of peace « (Article 26, Universal Declaration of Human Rights). In other words, peace is an integral part of the work of the United Nations and Member States.

Through a humanising process of teaching and learning, peace educators facilitate human development. They strive to counteract the dehumanisation of poverty, prejudice, discrimination, rape, violence, and war. Originally aimed at eliminating the possibility of global extinction through nuclear war, peace education currently addresses the broader objective of building a culture of peace. [7]

Constraints and challenges of peace-building

Peace-building can be impeded by the following factors:
- absence of dialogue ;
- human rights violations ;
- lack of environmental responsibility ;
- failure to mainstream the gender dimension ;
- poor governance ;
- failure to learn from past experiences ;
- lack of respect for democratic principles ;
- insecurity ;
- failure to meet basic human needs ;
- impunity ;
- poor handling of emergency situations; etc.

Nevertheless, the most serious challenge in the area of peace-building in the ECOWAS sub-region is the whole range of violent and mischievous actions leading to the death of men, women and children, destruction of infrastructure, inflicting bodily harm, social destabilisation and giving a free rein to fear and terror.

Strategies of action for the promotion of the culture of peace

The promotion of the culture of peace requires that the Member States of ECOWAS ensure the following:
- Establishment of equal justice for all citizens ;
- Providing support for organisations working to promote peace such as national and international non-governmental organisations and associations as well as United Nations agencies ;
- Strengthening of national democratic institutions and respect for ratified international conventions ;
- Compliance with laws and regulations ;
- Ecological protection for the sustainability of relations between human beings and their environment ;
- Teaching of skills and knowledge as a means of promoting support for peace and negotiation skills to ensure a harmonious life for oneself and peaceful co-existence with others ;
- Promotion of human rights.

7. United Nations, Peace Education , The origins [en ligne] Page consultée le 15/ 06/ 2012, http://www.un.org/cyberschoolbus/peace/frame2.htm

Among the host of African Regional organisations, ECOWAS is one organisation which has greatly involved itself in peace and security issues. It has not only carried out peacekeeping missions on the territory of Member States (Liberia, Sierra Leone, Guinea Bissau and Côte d'Ivoire), but it has also drawn up several international standard-setting instruments as part of this concern. For example: the protocol relating to the Mechanisms for Conflict Prevention, Management, Resolution, Peace building and Security (adopted in December, 1999), and further enhanced by a Supplementary Protocol on Democracy and Good Governance (adopted in December, 2001), which established a clear link between the objective of conflict prevention and conflict resolution.

PLANNING SHEET

Module 1: Culture of peace, conflict prevention and management

Sub-theme 1: Culture of peace

Scope of sub-theme
• Incorporate values, notions and behaviours for the acquisition of the culture of peace

Teaching /learning objectives
- Learning and understanding the values and notions relating to the culture of peace
- Developing strategies for the promotion of the culture of peace by taking into account the contributions of the various social groups
- Conducting teaching activities on the culture of peace
- Adopting attitudes which are conducive to the promotion of the culture of peace

Duration: 14 hours

Equipment /aids/documentation
- School curricula and textbooks of the carrier subject
- ECOWAS Reference Manual
- Films
- Photographs, illustrations and drawings
- Documents and relevant texts
- Internet

Sub-theme 1: Culture of peace

Planning Table

Sessions	Skills to develop	Related content items	Strategies	Indicative duration
1	- Define key concepts on the culture of peace - Distinguish between the different types of peace	- Values and notions relating to the culture of peace - The different types of peace	Document research (print and digital) - Group work - Brainstorming - Survey - Discussions - Case study - Simulation - Dramatisation - Trial course	2 h
2	Identify and acquire ership of the skills contained in the culture	The processes and procedures of the culture of peace		2 h
3	Identify the constraints and challenges confronting the culture of peace	The constraints and challenges confronting peace building		2 h
4	Design strategies for the promotion of the culture of peace	Strategies for the promotion of the culture of peace		3 h
5	Incorporate the culture of peace in the school curricula/ activities N.B: Ensure for instance that the culture of peace is integrated in a teaching / learning situation which takes due cognisance of the gender dimension by encouraging the learners to get involved in community activities (community service, self-help, etc.)	- Existing teaching and learning tools - Developing educational cards - Organisating teaching/learning sessions - Evaluating knowledge acquired		5 h

EXAMPLE OF AN EDUCATIONAL WORKSHEET

Sub-theme 1: Culture of peace

Scope of the sub-theme

• Incorporating values, notions, skills and behaviours for the acquisition of the culture of peace

Teaching /Learning objectives

• Understanding the values and notions relating to the culture of peace

Title of lesson/learning situation:

values and notions relating to the culture of peace

Skills to develop

Skills		
Intellectual/skills	**Behavioural/Know-how**	**Techniques/Know how**
- Defining the culture of peace - Identifying values of peace	- Creating awareness about peace. - Studying cases of conflict resolution in one's environment - Studying attitudinal and behavioural cases which promote peace.	- Respecting others. - Living at peace with others.

Duration : 2 hours

Equipment/educational aids/documentation

• Photographs presenting different conflict backgrounds or war situations in a specific location.
• Photographs depicting scenes of solidarity, mutual understanding, fair-play, etc.
• ECOWAS countries' curricula
• ECOWAS countries' textbooks
• Media clips
• Drawing of the peace chart (a drawing by every learner).
• Different illustrations and photographs

Sub-theme 1: Culture of peace

Conducting the teaching/learning session

SEQUENCE	ACTIVITIES		STRATEGIES
	Of the trainer :	**Of the learners :**	
Checking prerequisites/prior knowledge	- finds out the level of understanding and culture of the learners vis-a-vis the notions to be learned	- answer written and/or oral questions - raise and discuss issues on the culture of peace	- Individual work - Brainstorming - Open discussion
Demonstration	- presents the peace chart (see the document in the Annexe) - asks them peace to create peaceful situations from the peace chart	- groups present a peaceful situation.	Group work
Facilitation of intra-group work and report-back of group work	- starts to use the situation. - asks the learners to produce slogans which send messages of peace	- analyse the situation ; - come up with values and notions relating to peace - produce slogans	- Group work - Argumentative discussions
Formulation of new acquisitions / consoolidation and synthesis	- brings up additional information to enrich the ones produced by the groups ;	- organise their production according to the following plan : • definition of notions and values relating to peace ; • attitudes which promote peace ; • awareness creation activities in the area of peace ; • etc.	- collective work
Evaluation / appraisal	- asks the learners to : • fill the 7th arm of the chart ; • illustrates one of the six other attitudes of peace indicated in the chart by using a text in ten lines, a drawing or slogan	- carry out individual tasks according to the instruction	Individual work
Transfer/ re-investment	- asks the that the following be produced, depending on one's choice : • A report made up of texts, pictures or photographs of daily events which highlight the culture of peace ; • messages of peace for different types of public personalities urging them to cultivate the culture of peace with themselves and with others . - proposes a simulation of a campaign for the promotion of community life in the city.	- produce the report; - design the plans/programme of activity ; - implement their plan/ awareness creation programmes and activities.	- Group work - Desk research Survey Role-playing Simulation

Sub-theme 2: Conflict prevention and resolution

Scope of the sub-theme

Incorporate values, notions and attitudes for acquiring the approach to conflict management.

Teaching/ learning objectives

- Understanding the notions and concepts on conflicts and their management.
- Understanding the mechanisms for conflict prevention and management.
- Developing strategies for conflict prevention, management and resolution by taking into account home-grown values and mechanisms for respecting differences.
- Carrying out teaching activities relating to conflict prevention, management and resolution.
- Adoptin attitudes which promote conflict prevention, management and resolution.

Components of the Contents

Conflict:

Conflict is a disagreement over an issue likely to cause emotional, psychological or physical problems.

It is an opposition, a contradiction, disagreement pertaining to: ideas, opinions, points of view, beliefs, interests, ethnic, tribal, racial allegiance and affiliations. It is impossible for such phenomena to be avoided as they are part of human life and do exist in all social structures:
- family,
- governments,
- institutions,
- organisations,
- etc.

Types of conflicts

A distinction can be made between several types of conflicts:

Armed conflicts include:
- International armed conflicts (inter-State) and,
- Non- international armed conflicts (intra-State).

The international armed conflict or inter-State conflict is one where a conflict erupts between two or more countries.

The non-international or intra-State armed conflict is between the Armed Forces of a country and armed groups or between armed groups which fight against each other.

Relational conflicts
Relational conflict or interpersonal conflict is a strong disagreement between two persons (due to a poor perception of the other, stereotypes, weak communication, etc.).
It may also happen that one may be at conflict with oneself (intra-personal conflict). [8]

8 .EDH (Exploring Humanitarian Law) Module 2, page 5. [On line]. (Page accessed on 15/06/2012). http://www.ehl.icrc.org/images/resources/pdf/otherlanguages/french/Module2.pdf

Sub-theme 2: Conflict prevention and resolution

Causes/Factors/Sources of conflicts

Generally, the causes of conflicts are as follows:
- stereotypes (physical, spiritual, mental, social, ethnic/tribal, etc.)
- exclusion and discrimination (prejudices, racism, aggressiveness, intolerance, marginalisation, gender discrimination, sexism, racial prejudices, xenophobia , religious intolerance, fanaticism, partiality , inequalities, injustice, ...) ;
- ill-adapted individual characters (dishonesty, selfishness, suspicion, greed, envy, jealousy, cupidity, rancour, lack of trust, thirst for power, fear, aggresiveness , violence ...) ;
- disagreements in points of view (misunderstanding, frustrations ...) ;
- lack of communication (false/preconceived ideas/lack of understanding ...) ;
- poor governance and democratic deficit (institutionalised corruption, impunity, absence of the rule of law, poverty, struggle for economic opportunities ...)
- State decline
- National and transnational delinquency, porous borders and the development of a war economy.

Nature of conflicts

- Political Conflicts
- Social conflicts
- Cultural conflicts
- Economic conflicts
- Religious conflicts
- Ethnic/tribal/racial conflicts

Managing and preventing conflicts: techniques and strategies

In peace time, it is possible to learn to live constructively with conflicts thanks to the teaching/learning of conflict management techniques and strategies in schools and training centres. They help to inculcate the following qualities, attitudes and abilities: self-confidence, skills, honesty, mutual cooperation, impartiality, good communication and mutual understanding.

The direct consequences of wars and armed conflicts are numerous: for instance, they lead to loss of lives and property, to the disruption of the social fabric, psychological trauma, divisive and secessionist tendencies, crime wave, abuse of psychotropic substances and delinquency, environmental and infrastructural destruction, displacement of persons, diseases, delinquency, rape and sexual abuses, disruption of social services, schools, hospitals, etc.

During war time, conflicts are governed by international humanitarian law (IHL). « The IHL aims at protecting the life and human dignity of persons affected by armed conflicts, and at limiting the suffering caused by the war. There are a lot of international regulations aimed at curbing the means and methods of warfare, and also at protecting persons who do not take part in the war or are no longer engaged in fighting. As the IHL is specifically designed for armed conflicts, it is not a substitute for the Human Rights Law, which is applicable at all times. These two sets of rules of law are complementary to each other. » [9]

9 . EDH (Exploring Humanitarian Law) Module 2, page 8. [Online]. (Page accessed on 15/06/2012). http://www.ehl.icrc.org/images/resources/pdf/otherlanguages/french/Module2.pdf

A teaching and learning programme on International Humanitarian Law (IHL) has been designed by the International Committee of the Red Cross (ICRC) and code-named « Exploring the Humanitarian Law : EHL »

Conflict Prevention is one of the cardinal objectives of the United Nations Organisation as stipulated in Article 1 of the Charter. However, since the end of the 1980's, the nature of conflicts has changed considerably. The conflicts between States have given way to intra-State conflicts. Civilians are often caught in the crossfire, or worse still, become the first targets of the violence.

Conflict prevention gained a new momentum at the beginning of the 1990's through a programme called An Agenda for Peace by the Secretary General, Boutros Boutros-Ghali. Emphasis was laid on «preventive diplomacy» defined as «measures aimed at preventing existing disputes from degenerating into conflicts and limiting them from spreading once they break out». [10]

The objective of preventive diplomacy is to defuse tensions and ensure the peaceful resolution of disputes within and between Member States by exercising good offices, mediation, conciliation and facilitation based on dialogue, negotiation and arbitration, which are generally applied as part of a looming crisis. Preventive diplomacy is applied during the conflict mangement, resolution and peace-building phases.
In 1997, the Carnegie Commission on Preventing Deadly Conflicts made an important distinction between operational prevention and structural prevention. [11]

In the ECOWAS sub-region, operational prevention refers to specific actions taken to address an imminent crisis, including early warning, mediation, conciliation, preventive disarmament and deployment through interactive mechanisms such as good offices and the ECOWAS Standby Force.
The structural prevention, often formulated under peace initiatives, aims at addressing the underlying causes of conflicts, including political, institutional (governance) and development reforms as well as capacity building and advocacy on the culture of peace. [12]

It is not only important for international and regional organisations, national governments (Member States) and Non-Governmental Organisations to incorporate preventive policies in their programmes, but also to operationalise preventive policies through a multi-stakeholder preventive group.
The conflict prevention methods include, but not limited to the following:

- (a) fact-finding and oversight missions by religious leaders , traditional chiefs and eminent personalities, good offices initiatives in the region to assess the actual situation and find ways of preventing conflicts (workshops for resolving crises in collaboration with all stakeholders),
  • (b) Negotiation,
  • (c) Mediation,
  • (d) Conciliation-creation of channels for dialogue between the rival groups,
  • (e) Preventive deployment
  • (f) Confidence-building measures..

10. United Nations Secretary General, An Agenda for Peace, UN Doc. A/47/277-S/24111 7 June 1992, paragraph 20).
11. Carnegie Commission on Preventing Deadly Conflicts; Final Report on Preventing Deadly Conflicts (New York: Carnegie Corporation of New York, 1997).
12. ECOWAS Conflict prevention Framework, Reg. MSC/REG.1/01/08, paragraph 19).
In preventing conflicts, interventions may take the form of preventive diplomatic initiatives- fact-finding missions, quiet diplomacy, diplomatic pressure and mediation.

Sub-theme 2: Conflict prevention and resolution

Examples of concrete regional actions include:
- (a) A Peace and Security Architecture structured around relevant policy convergence principles,
- (b) A Functional Regional Early Warning System : cooperation with focal points from the Member States and civil society for data and information gathering and analysis (ECOWARN, Zonal Offices),
- (c) Mediation activities by the Council of the Wise and the ECOWAS President's Country Representative,
- (d) Good offices exercised by eminent personalities : special envoys for high-level mediation,
- e) Setting standards through the implementation of the ECOWAS Conflict Prevention Framework (ECPF),
- (f) Facilitation of regional networks for human rights institutions, Anti-corruption institutions, election management bodies and political parties as a capacity-building measure.

ECOWAS is in the process of establishing a Mediation Support Division (MSD) to assist the preventive diplomacy bodies such the ECOWAS Council of the Wise and representatives /special envoys of the ECOWAS President. These initiatives are aimed at strengthening the belief that conflict prevention (both structural and operational) in the region is highly desirable in the long term.

Means of managing and resolving disputes

Identification of sources of a conflict
The sources of the conflict must first of all be identified. There may be a cause or several trigger factors to a conflict (see Causes/Factors/Sources of conflicts).

Analyse des avantages et des inconvénients de différents modes de gestion de conflit :
Analysis of the advantages and disadvantages of the different means of conflict prevention:
In this second phase, the conflict management and resolution cycle explores the different ways by which people attempt to manage and resolve conflicts in a more permanent way. The issue is to analyse the advantages and disadvantages of every approach as to whether:

- The two parties in the conflict are in control or not
- There is cooperation between the two parties in a conflict
- The conflict is being resolved or not
- The prevailing situation is I win/ you win or I lose /you lose or I win /you lose
- There is understanding of oneself and of others
- Critical thinking and problem-solving skills are being used
- There exists a logical framework for maintaining relations

Among the modes of conflict management, the following distinction can be made:

- **Adjudication:** it refers to a legal system operating in society. The judge decides – one wins/ the other loses –based on the law;

- **Arbitration:** it is a case where two parties select one person, often a foreigner to handle the case and they both agree to abide by the decision arrived at. Here, the preferred option is to choose a foreigner ;

- **Negociation:** it is a situation where the two parties agree between themselves to resolve their differences. It prioritises the logic according to which « I win, you win » ;

- *Mediation:* it is a facilitated negotiation where the parties have agreed to permanently to resolve the conflict so as to take all the necessary decisions. The mediator simply guides the process. It gives priority to the « win-win » logic. He is also sometimes called "facilitator";

- *Reconciliation:* it applies to a situation where there is a permanent solution to the problem and actual peace starts thriving ;

- *Resolution:* it applies to a mutual attempt to resolve the problem to the point where there is constructive change. This does not mean that the situation has gone beyond the emotional phase ;

- *Change*: it is the highest form of joint participation. The two parties take a conscious decision to build fresh and better relations.

The negotiation, mediation, reconciliation, resolution and change are the most beneficial forms of conflict management by the parties.

Ten stages for the peaceful resolution of conflicts

1. Try to identify your own trigger factors in the conflict and do not be angry Make an effort to identify the attitudes which made others angry.

2. Cultivate a good listening habit and capacity- look for information, clarifications and ask questions.

3. dentify the underlying interests – distinguish between your actual interest and your rhetoric or a position you had previously stuck to.

4. Focus on the cause of the problem and not on the persons concerned.

5. Ponder over alternative solutions—"What do you consider as the best solution?"—look for ideas without being judgemental about the parties in the conflict.

6. Use objective criteria to assess the potential solutions – « What did others do in similar situations ? »

7. Identify solutions which are acceptable by both parties in the conflict.

8. Agree on the best solution.

9. Where the recommended solution does not work out well, agree on a way to return to the negotiating table.

10. Maintain the relations. 13

13. John Whiteclay Chambers II, Arlene Gardner "Conflict Resolution and United States History" NJ Center for Civic and Law-Related Education, Piscataway, NJ 2007. "Ten Steps to Resolve Conflicts» page 32

Sous-thème 2 : Gestion des conflits

PLANNING WORKSHEET

Module 1: Culture of peace, conflict prevention and management

Sub-theme 2: Conflict prevention and management

Scope of sub-theme

Incorporate values, notions, behaviours for the acquisition of the conflict management approach.

Teaching/ learning objectives

- Understnd notions and concepts relating to conflicts and their management.
- Gain mastery over the mechanisms of conflict prevention and management.
- Develop strategies for conflict prevention, management and resolution by taking into account home-grown values and mechanisms of respect for differences.
- Carry out teaching activities relating to conflict prevention, management and resolution.
- Adopt attitudes which promote conflict prevention, management and resolution (tolerance and peace).

Duration: 16 hours

Equipment /educational aids /documentation

- School curricula and textbooks of the carrier subject.
- ECOWAS Reference Manual
- Films, photographs, illustrations and drawings
- Documents and relevant texts.
- Internet

12. Cadre de Prévention des Conflits de la CEDEAO, Reg. MSC/REG.1/01/08, paragraphe 19).
A UNIFORMISER

Planning Table

Session	Skills/abilities to develop	Related content items	Strategies	Indicative duration
1	- Define the concepts relating to conflicts - identify and describe the forms, causes and effects of conflicts	Conflict, armed conflicts, causes, consequences and nature of conflicts	- Document research (print and digital)	4 h
2	Identify the obstacles relating to conflict prevention, management and resolution	The obstacles, problems and difficulties relating to conflict prevention, management and resolution	- Group work - Brainstorming - Survey - Discussions	2 h
3	Identify the factors and tools for conflict prevention, management and resolution	The modalities/tools for conflict prevention, management and resolution	Study of documents	2 h
4	- Compare the models of conflict prevention, management and resolution	Documents on the political situation in the region	- Case study, Design, formulation and implementation of educational cards	2 h
5	Incorporate the techniques for conflict prevention, management and resolution in the curricula/ activities	- Existing educational materials - Instructional material - Organising teaching/learning sessions - Evaluation of acquired knowledge	Organisation of a workshop with other partners in the system	6 h

EXAMPLE OF AN EDUCATIONAL WORKSHEET

Theme: Culture of peace, conflict prevention and management

Sub-theme 2: Conflict prevention and management

Scope of sub-theme

Incorporate values, notions, behaviours for the acquisition of conflict management approach.

Title of the lesson /learning situation:
Peace, tolerance and solidarity

Teaching/learning objectives:

- Acquire notions and concepts related to conflicts and their management.
- Get involved in actions aimed at conflict prevention, management and resolution.

Sous-thème 2 : Gestion des conflits

Skills to develop

Skills		
Intellectual knowledge / Know how	**Behaviours/Abilities**	**Techniques/know how**
Identifying and describing the forms, causes and effects of conflicts.	Participating actively in finding solutions during argumentative discussions in actual or simulated situations.	Categorising and analysing the materials / situations relating to conflict situations.

Teaching Materials and documents
• Picture depicting 6 scenes on the story of 2 donkeys ;
• Text of the Constitution ;
• Rules of procedure of the training institution.

Duration: 2 hours.

Conducting the teaching /learning session

Sequence	Activities		Strategies
	Trainer	**Learners**	
Checking prerequisites/prior knowledge	Trainer : - asks questions to ascertain the level of prior knowledge and background of learners regarding the notions to be learned ;	Learners : - answer questions - raise and discuss issues related to the subject matter to be learned ;;	- Multiple Choice Questions(MCQ) - Independent work - Brainstorming - Open discussion
Demonstration	- presents or gets a picture with (06) scenes to be presented on the story of (02) donkeys ; - organises the role –playing of the situation.	- (the group work) uses the situation and reports on how best the group understands the situation.	Group work
Facilitation of intra-group activities and report-back of group work	- organises a guided interpretation of the document - Organises interactive session on the acquisition of useful information - makes the necessary comments to address any ambiguities	- answer questions - work on the assignment on scene presented to them.	Group work

Formulation of new acquisitions / Consolidation and synthesis	- gives a simple explanation on the problem in each scene by using the group work report ; - assists the learners to transfer the described scenes into a real life situation (the family, society, etc.) ; - asks the learners to discuss among themselves in their groups how to make proposals to help in highlighting the sources of conflicts, the cause of conflicts , the nature of conflicts and conflict prevention; - assists the learners to bring out the extent and consequences of acts that may worsen the conflict.	- Transfer scenes described into real life situation ; - Make suggestions to assist in highlighting the sources, the cause and nature of conflicts ; - the consequences of acts that could worsen a conflict.	Individual and group work
Evaluation of acquired knowledge/ appraisal	- Invites the learners to produce leaflets, posters, banners and billboards to create awareness about conflict prevention.	- Carry out the assignment by selecting means of expression that are more inspiring.	Individual or group work
Transfer/ re-investment	- Asks that a report be produced on the causes, the manifestations and consequences of an imaginary or real conflict and the strategies for resolving it; - Promotes extra-curricular activities for the development of cultural and artistic activities (research clubs to focus on intermixing by the learners to promote integration among the various cultures of the country and the knowledge of foreign cultures, give free rein to artistic creation (creation of comic strips, writing of poems …) ; - As part of club activities, organises conferences and cultural outings, etc.	- produce a report (group work) ; - participate in activities of a club/ club(s).	- Group work - Desk research Case study -Role playing - Formation of research clubs by taking into consideration the options selected and decided upon by the group of learners.

Webography of Module1:
Culture of Peace and Conflict Management

Sub-theme 1: Culture of Peace

Notion of Peace:
- http://www.larousse.fr/dictionnaires/francais/paix

Culture of Peace
- http://www3.unesco.org/iycp/fr/fr_sum_cp.htm
- http://unesdoc.unesco.org/images/0011/001130/113034F.pdf

Peace Education
- http://www.ehl.icrc.org/images/resources/pdf/otherlanguages/french/Introductory.pdf
- http://www.un.org/cyberschoolbus/peace/frame2.htm

Armed Conflicts
- http://www.ehl.icrc.org/images/resources/pdf/otherlanguages/french/Module2.pdf

Qualities for the Management and Prevention of Conflicts: Techniques and Strategies for Conflict Management
- http://www.ehl.icrc.org/index.php?option=com_content&sectionid=15&task=view&hidemainmenu=1&id=548
- http://www.ehl.icrc.org/images/resources/pdf/otherlanguages/french/Module2.pdf page 2.

Poem on Peace

If you believe that a smile is stronger than a weapon,
If you believe in the power of a stretched hand,
If you believe that what brings men together is more important than what divides them,
If you believe that being different is a treasure and not a danger,
If you know how to look at your neighbour with a touch of love,
If you know how to prefer hope to suspicion,
If you think that you have to take the first step rather than your neighbour,
If the look of a child is able to disarm your heart,
If you can delight in the joy of your neighbour,
If you see a stranger as a brother who has been offered to you,
If you know how to freely give a little time out of love,
If you can allow your neighbour to render you a service,
If you share your bread and know how to add a bit of your heart to it,
If you believe that pardon goes farther than vengeance,
If you know how to hail the happiness of others and join in their elation,
If you can accept criticism and benefit from it without replying and defending yourself,
If you first see your neighbour as a brother,
If you see anger as a weakness and not a show of strength,
If you prefer to be wronged to wronging someone,
If you believe that love is the only deterrent,
If you believe that peace is possible,
Then there will be peace.

Pierre Guilbert
anouslesamies.centerblog.net/rub-Textes-beaux-textes.html

HUMAN RIGHTS

« *Universality of Rights, a component of the advancement of Humanity is opposed to predestination and fate! Here, it must be pointed out that the genetic code of human species, of every human being is 99.9% similar and therefore we share a common... humanity* »
Alain Mouchoux Vice-Chairman of the INGO Conference of the Council of Europe, Oslo, 21-22 October [1]

1. Alain Mouchoux, Forum on Universality of Human Rights, OSLO 21 - 22 October, 2010, Opening Speech, [Online]. Page accessed on 15/06/2012 http://forumoslo.fede.org/textes/fr/Alain_Mouchoux_discours_ouverture_FR.pdf

HUMAN RIGHTS

1- International, regional and national human rights systems
2- Human rights principles, standards and characteristics

Introduction

T oday, our world is confronted with numerous conflicts in certain continents, particularly in Africa where genocide and tribal and ethnic wars constantly threaten the peace and stability of nations. To this end, it appeared increasingly necessary to establish mechanisms for the promotion of peace in the ECOWAS region. To achieve this objective, it became imperative to reorient the relations within the States, and among others, to ensure greater protection of human rights.

Skill of module:

Incorporate values and notions, strategies of actions and attitudes on the promotion of human rights instruments and mechanisms, principles, standards and characteristics based on international, regional and national systems.

Sub-themes of module 2

1- International, regional and national human rights systems
2- Human rights principles, standards and characteristics

Sub-theme 1 : International, regional and national human rights systems

Scope of sub-theme

Incorporating values and notions, strategies of action and attitudes which promote international, regional and national human rights systems.

Teaching/Learning objectives

- Gaining mastery over values and notions for promoting international, regional and national human rights systems.
- Developing strategies of action for the promotion of international, regional and national human rights systems by taking into account the contributions by the different social groups.
- Caonducting teaching activities on international, regional and national human rights systems.
- Adopting attitudes which promote international, regional and national human rights systems.

Components of the Contents

1. General Background

a Definitions :

Human rights:
Every human being is entitled to enjoy human rights because of their human nature. These are « universal guarantees which safeguard individuals and groups from all acts of violation of their fundamental freedoms and human dignity. » [2]

According to, J. Mourgeon, a legal expert, human rights are « prerogatives, governed by rules, which an individual is entitled to enjoy in his relations with other private persons and the authorities » [3]

They constitute a critical foundation of modern political ethics.
A right is a prerogative recognised by law for someone to do something, or not to do something, to have something, to avail oneself of something or to request something from another person.

Human rights are prerogatives of this kind which the law allows every human being to enjoy. These rights are inalienable to all human beings right from birth and they all ensure human dignity. Thus, human rights are inalienable, universal and indivisible.

Human Rights:
All the prerogatives which every individual can enjoy. These natural, universal and inalienable rights are generally recognised by the most famous laws constitutional texts such as the 1789 French Declaration on Human Rights and Citizenship Rights. Dictionnaire de la Langue Française.

2 .César NTANGU LIHAU Bibliometric and Bibliographic Approach of the UN Secretary General's Reports of Human Rights Violations perpetrated in the Democratic Republic of Congo. 2001 [Online] Page accessed on 15/06/2012. http://www.memoireonline.com/12/08/1716/m_Approche-bibliometrique-et-bibliographique-des-Rapports-du-Secretaire-General-de-lOnu-sur-les-viola0.html
3 . J. Mourgeon. Dictionary of International Issues. [Online]. Page accessed on 15/06/2012
http://books.google.sn/books?id=FpshNWAJKKsC&pg=PA123&lpg=PA123&dq=J.+Mourgeon

b. Origin of the concept :

The idea of protecting human beings by codified laws is an age-old phenomenon. One of the most famous texts is the 1215 Magna Carta of England which emphasises the right to personal freedom. At the same time, in West Africa, the Mandé Charter or « KOUROUKAN FOUGA » defined the relationship between peoples based on ethical principles for purposes of maintaining peace. In England, the Magana Carta of 1215 was supplemented by the Petition of Rights of 1628 (which lays down the immutable freedoms of the subject before the King) and the Bill of Rights of 1689.

With the 16th century reformation, the Protestant reformation by Calvin   established the principle of equality of all men before God; then Grotius, a Protestant legal expert, stated in 1625 that the human being certainly had duties but also inalienable rights. The English revolutions then became critical milestones in the formulation of the concept, whether by way of proclamations or after the restoration in 1660, the adoption of the habeas corpus in 1679 by the English Parliament which prohibited arbitrary detention. From 1688 onwards, the rule of law, a critical factor in the revolution, was institutionalised.

The Enlightenment philosophers propounded a theory out of it, in particular J. Locke, in his Treatise on Civil Government, advocated that power can only be legitimate when it is conferred on the holder by the subjects through consensus and that natural rights make it mandatory that State authority should be curtailed.

During the entire 16th century, the Declaration of Independence in 1776 by the United States and the Declaration of 26 August 1789 by French constituents made freedom an essential attribute of man. Above all, the 1789 Declaration was aimed at ensuring that individuals had the right to self-determination and to property ownnership, under the control of the State. These were called first generation « rights » inspired by the liberal-minded model.
The second generation « rights » (labour and cultural rights...) are rights to claims in the area of services which call for State guarantee or intervention, and it was inspired by the Socialists.

Today, people talk about third generation rights such as the right to a healthy environment, peace and solidarity.
The formulation of the concept of human rights, originating from the West, brought about the issue of universality of human rights, which sometimes generated protests from the Arab world and China. An Islamic Human Rights Declaration and an African Charter on Human and Peoples' Rights seem to be part of this process. However, the universality of principles enshrined in the Universal Declaration of Human Rights is generally accepted.

Sub-theme 1 : International, regional and national human rights systems

> *« Resolution 1325 raised a great deal of hope at the time of its adoption - the hope of having eventually found an instrument which will make it possible to effectively and consistently adopt gender equity and equality perspectives in conflict resolution. This hope also formed the basis for the adoption of Resolutions 1820, 1888 and 1889 by the United Nations Security Council, as they all focused on the effective mainstreaming of women's rights in efforts aimed at establishing peace and security. »* [4]

> ### HUMAN RIGHTS AND TRADITIONAL LAW IN AFRICA
>
> *It would be erroneous to think that the ancient African societies were unaware of human rights. Africa has age-old human rights traditions. In traditional Africa, the law was designed as rules intended to support and impose a claim. The law was inseparable from the idea of protection and of responsibility (Kéba MBAYE). In Africa, when an old man dies, it is a library (a monument of knowledge, wisdom) that burns. According to the Malinkés, « the foot marks of a slave cannot be distinguished from the foot marks of a free man ».*
> *The traditional law was viewed as an objective and process of liberation and reappraisal of customs and ancestral traditions; a means of humanising life and development in Africa for the restoration of the original role of the woman as a source and giver of life; the man as the protector and guardian of life; the child as a symbol of continuity and renewal of life and the old man as a symbol of the sacredness and immortality of life.*

c. Difference between a declaration and a convention

On the legal front, there is a difference between a declaration and a convention on human rights.
- Declaration expresses the principles and sets out the standards agreed upon by Member States of an international organisation, which standards are to guide and inspire the actions of governments. It is not legally binding and is neither subject to signing nor ratification by a State. Its adoption is generally done unanimously.
- Convention (or Covenant or Charter) on human rights is an international treaty which establishes legal obligations for States parties. It is subject to ratification by States and enters into force when the number of ratifications required has been reached for every convention. It contains specific implementing provisions.

d- The different stages which determine the position of a country vis-a-vis international law:

Adoption: this is the stage at which the States theoretically accepts the content of the convention or treaty.

4 . Saïd Djinniit, Special Representative of the Secretary General for West Africa.

Signing: this is the stage where the States take into account the existence of the treaty or convention: A State signs to indicate its intention to refrain from taking action that runs counter to the provisions of the text. The signing can be done by the State plenipotentiary.

« The signing of the Convention or one of its Protocols amounts to a preliminary approval. Signing the instrument does not create any binding legal obligation, but signifies the intention of the State to examine the treaty at the national level and to envisage its ratification. Though the signing is not a pledge to ratify, it commits the State not to engage in any acts which are detrimental to the objectives and purpose of the treaty. » [5]

The ratification expresses the commitment of the State to be a party, thus compelling the latter to implement the provisions of the legal instrument. The ratification is often done by the representatives of the people, the Parliament and it is preceded by a review to ensure that it is in line with the Constitution. This procedure enables the State to raise concerns, where necessary.

« The ratification or accession is an indication that the State has accepted to be legally bound by the provisions of the Convention. Though accession and ratification produce the same effect, the procedures are different. In the case of ratification, the State, first of all, signs the treaty, and then ratifies it. The procedure for accession is carried out once and for all – it is not preceded by any signing.

The official ratification or accession procedures vary according to the national legislation of the State. Before ratifying it or acceding to it, a country generally reviews the treaty to ensure that the legislation is in line with its provisions in order to determine the measures it must take to effectively facilitate its implementation. » [6]

Entry into force: is a stage after which the international treaty may be invoked. A number of ratifications is often required and defined for the entry into force of the instrument.
After the entry into force, the emerging issue is the hierarchical structure of the instruments.
The first basic law in almost all countries is the Constitution. However, two positions must be taken into account in the area of international law:

- **Monism** imples that international law is not extraneous to domestic law> Therefore, the rules and procedures of international law automatically have a binding effect at the national level. They are incorporated into the domestic legislation and individuals may invoke them in their defence in the event of any violations. « The proponents of the monistic legal system consider that apart from the State and its monopolistic and centralised form, no law nor any legitimate standard-setting system nor « law » originating from any bodies other than State bodies can be viewed as law unless it is a form essentially derived from State law. » [7]

- **Dualism** views international legislation as being radically different from domestic law. This implies that international law can only become an integral part of domestic law by a legislative instrument.

It is therefore important for the trainer to ask the trainees to work on these issues which determine the position of the country with respect to international law in order to carry out any awareness creation among the group.

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5. http://www.unicef.org/french/crc/index_30207.html accessed on 6 July, 2012
6. http://www.unicef.org/french/crc/index_30207.html , accessed on 6 July, 2012. NB: A State may ratify a treaty or convention by expresing reservations on specific provisions. Ratification of a treaty or a convention: this is the stage where the treaty or convention can be invoked.   7. http://www.gip-recherche-justice.fr/IMG/pdf/A.O_Pluralisme_juridique.pdf accessed on 6 July, 2012.

Sub-theme 1 : International, regional and national human rights systems

2. International, regional and national human rights protection systems : instruments and mechanisms

The 1948 Universal Declaration of Human Rights served as the basis for the building of a proper monument relating to international human rights instruments. Though it is not legally binding, the scope and the authority of the Universal Declaration, in practice, bear testimony to its monumental effect at the global level.

Thereafter, a number of human rights conventions saw the light of day and they constitute international human rights protection.

The Universal Declaration of Human Rights of the UN, 1948.
In April 1945, delegates from 48 countries met for the creation of the United Nations Organisation (UNO) by means of a Charter. The UNO was created to stop wars between countries and provide a platform for dialogue.

Some « major powers » at the UNO did not really want to discuss human rights. They were not convinced that other countries (or the international community) should intervene in matters pertaining to the way a State treated its own citizens. They thought such issues fell within the ambit of domestic policy. However, after intense negotiations, some smaller countries, with the support of the United States, succeeded in incorporating the term « human rights » in the preamble of the United Nations Charter. But the document did not indicate what these human rights were, and nothing proved that these rights would be accepted by all the nations.

The Human Rights Commission (today Council) was thus established to prepare a document to describe the human rights which everyone had to comply with in every part of the world, and which would unanimously be embraced at the global level. The Commission was headed by Eleanor Roosevelt and it reviewed what later became the Universal Declaration of Human Rights, or the UDHR.

A declaration is a document which establishes the instruments to be confirmed by the States, but it is not legally binding.
The UDHR examines 30 human rights articles. The articles are divided into two major categories:
- *Civil and political rights: these are rights and freedoms which protect individuals from abuses of State power and also promote personal freedom.*
- *Economic, social and cultural rights: these are rights which guarantee economic, social and cultural security.*

According to the preamble of the universal declaration, protecting human rights would lead to freedom, justice and peace in the world ; these rights protect people from tyranny and oppression ; leading to a better and fairer standard of living for everyone.
Civil and political rights   protect people from abuses of State power and guarantee the promotion of personal freedom. They are set out in the following articles: 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 20, 21.

The economic, social and cultural rights guarantee economic, social and cultural security. They are laid down in the following articles: 22, 23, 24, 25, 26, and 27.
The underlying values of the UDHR include dignity, equality, freedom, justice and mutual respect between human beings.
The drafters of Human Rights:
- René Cassin, Professor of Law, France
- Peng-chun Chang, Chinese Philosopher, Vice-Chairperson
- Eleanor Roosevelt, USA, Chairperson
- Pr Valentin Teplikov, Professor of International Law, Russia
- Charles Malik, Lebanese Philosopher
- Dr (Mrs) Hausa Nehta, Educationist, India

International instruments are treaties formulated, signed and ratified on a bilateral or multilateral basis and they establish legal obligations for States Parties.

A distinction can be made between several categories of human rights conventions for a better understanding of the entire spectrum.

First of all, there are general conventions concerning the whole range of human rights or a large number of these rights; these conventions are basic ones.

1. At the global level (UNO), there are two Covenants which guarantee the rights proclaimed in the Universal Decalaration of Human Rights, and they combine civil and social rights into a single and equally summarised document :
- The International Covenant on Civil and Political Rights and its Related Protocol
- The International Covenant on Economic, Social and Political Rights.

2. At the regional level,
The conventions complement the international human rights system. These regional mechanisms are operational in Europe, in the Americas and in Africa   under the relevant oversight bodies.

In Africa, it is the ***African Charter on Human and Peoples' Rights (1981)*** under the oversight responsibility of the ***African Commission on Human and Peoples' Rights. The African Court of Human and Peoples' Rights*** also contributes to the promotion and protection of human rights in Africa.
There is also a ***Protocol on the Rights of Women***, which has not yet been adopted but is widely used by the African Union. In addition, there is also the ***African Charter on the Rights and Welfare of the Child*** adopted in 1990.

At the ECOWAS level, there are relevant Protocols, including for example:
- The 1999 ECOWAS Protocol on Peace and Conflict Management
- The 2001 Supplementary Protocol on Good Governance
- The 1979 Protocol on Free Movement of Persons, the Right of Residence and Establishment
- The Protocol on the Community Citizenship Code of 1982

Sub-theme 1 : International, regional and national human rights systems

A second group comprises specific conventions which target specific human rights relating to: genocide, war crimes and crimes against humanity, slavery, human trafficking, forced labour, asylum, social security, torture and other cruel, inhuman or degrading punishments and treatment. Examples:
- The Convention on the Prevention and Punishment of the Crime of Genocide
- The Convention on the Elimination of all forms of Racial Discrimination
- The Convention against Torture and Other Cruel, Inhuman or Degrading Punishments and Treatment.

The third group includes conventions relating to the protection of group rights which correspond to specific needs of a specific group of human beings: refugees and stateless persons, foreigners, migrants, workers, women, children, physically-challenged persons: Examples,
- The Convention on the Rights of the Child
- The Convention on the Elimination o of All Forms of Discrmination Against Women
- The International Convention on the Protection of the Rights of all Migrant Workers and their Family members.

Finally, one can classify the conventions on discriminations which are aimed at fighting against: racial discrimination, gender-based discrimination, educational discrimination, as well as employment and salary-related discrimination. Each convention makes provision for properly-defined commitments for the States and an implementation mechanism which comprises different control measures.

La plupart des conventions instituent un système de rapports que les Etats s'engagent à présenter à intervalles réguliers, sur les mesures qu'ils ont prises et les progrès accomplis pour assurer le respect des droits reconnus dans une convention. Ces rapports sont examinés et évalués par un comité composé d'Experts internationaux (par exemple, *le Comité des droits de l'homme* institué par le Pacte sur les droits civils et politiques) qui formule des observations ou critiques, des recommandations et peuvent demander des explications précises à un Etat sur la façon dont il assure ou non la jouissance des droits reconnus.

Cependant au plan international, il existe des systèmes de traitement des plaintes et requêtes individuelles ou étatiques dénonçant les violations des droits humains.

Most of the Conventions establish a reporting system which States commit themselves to by presenting at regular intervals, measures they have taken and progress achieved in ensuring the respect for human rights laid down by the Convention. These reports are considered and reviewed by a Committee made up of international experts, for instance, the Human Rights Committee established under the Covenant on Civil and Political Rights) which makes observations or criticisms , recommendations and may request a State to provide specific explanations on the way it has guaranteed the enjoyment of established rights or otherwise.

However, at the international level, there are systems for the treatment of individual or State complaints and petitions denouncing human rights abuses.

Since 2007, the Universal Periodic Review (UPR) has been a new mechanism which enables the Human Rights Council, (an inter-governmental human rights body), to review the human rights

situation in every country at a regular interval of 4 years. It examines the national report of countries to assist the 193 Member States of the UN to improve the human rights situation in their respective countries, and thus, promote cooperation and sharing of good practices. The purpose is to establish an interactive dialogue with the State with a view to complementing the work of the Treaty and Convention bodies without duplicating efforts. [8]

3. The International obligations of States

The obligation of respect: The State must not interfere in the enjoyment of these rights. Example:
- The obligation to protect: The State must prevent violations of rights perpetrated by third parties, for example, by protecting the basic rights of women from the negative effects of certain traditions.
- The obligation to implement: The State must adopt the necessary legislative, administrative, judicial and budgetary measures for the realisation of human rights.

Non-compliance with these obligations is a violation of these rights.

4. National human rights strategies

To consolidate democracy in the society, the actual exercise of human rights must be within the purview of each and everyone.

The States must take all necessary measures for the effective realisation of human rights. Every State must make provision for and offer the material and economic resources, where necessary, to effectively exercise a right. It must adopt the relevant legislation to ensure that culprits are prosecuted to enable victims to obtain remedies as a means of fighting impunity.

National human rights institutions handle complaints and petitions outside the judicial system.

5. Harmonisation of national legislation with international human rights standards

The States have the responsibility to harmonise their national legislation with international human rights standards.
The international human rights conventions are the concern and responsibility of all persons for the simple reason that they aim at concretely safeguarding the established rights of every human being .Therefore, ways must be sought to ensure that States fulfil their obligations to their citizens.

The defence of human rights must be a shared responsibility between human rights defence groups, movements or associations fighting to ensure that these pledges and commitments become a daily reality for each and every one.

Sub-theme 1 : International, regional and national human rights systems

PLANNING WORKSHEET

Module 2: Human rights

Sub-theme1: International, regional and national human rights systems

Skill of the sub-theme
Incorporate values, notions, strategies and attitudes for the promotion of international, regional and national systems relating to the respect for human rights.

Teaching/learning objectives
- Understanding the values and notions relating to international, regional and national human rights systems ;
- Developing strategies and actions for the promotion of international, regional and national human rights systems by incorporating the contributions of the different social groups ;
- Carrying out teaching activities on international, regional and national human rights systems;
- Adopting attitudes which promote international, regional and national human rights systems.

Duration: 22 hours

Equipment, Teaching aids /documentation
- School curricula and textbooks of the carrier subjects
- ECOWAS Reference Manual
- Films
- Photographs
- Documents and various types of texts

Planning Table

Session	Skills/Abilities to develop	Related content items	Strategies	duration
1.	Define the human rights concepts and principles	Concepts, asspects in the contents of texts relating to international, regional, national human rights systems	Literature review	2 h
2.	Identify human rights instruments and mechanisms	Compilation of national, regional and international human rights protection instruments and mechanisms		2 h
3.	Identify the international obligations of States	International human rights obligations of States		
4.	Show the importance of harmonisation of texts for implementation in the domestic context	National human rights strategies	Case study	4 h
5.	Adopt attitudes conducive to the promotion of human rights	Exercises on the development of attitudes that are conducive to the promotion of human rights	Role -playing Case study Documentary on Sketches	4 h
6.	Address problems of non-compliance with human rights	Conflict resolution techniques applied in situations of non-compliance with human rights		2 h
7.	Take initiatives towards the defence and respect of human rights	Development of positive attitudes and commitments on defence and respect of human rights attitudes	Social mobilisation activities Sketches	2 h
8.	Incorporate human rights into the implementation of teaching activities	- Analysis of learning and educational tools at the various stages - Preparation of educational worksheets - Conduct of teaching and learning sessions - Evaluating knowledge acquired		6 h

EXAMPLE OF EDUCATIONAL WORKSHEET

Theme: Human rights

Sub-theme 1: International, regional and national human rights systems

Skills under the sub-theme:
Incorporate values, notions, strategies and attitudes for promoting international, regional and national human rights systems.

Teaching /learning objectives
Master values and notions relating to international, regional and national human rights systems.

Title of lesson/ learning situation: the quest for rights

Sub-theme 1 : International, regional and national human rights systems

Skills to develop:

Skills		
Intellectual/Knowledge	**Behavioural Attitudes**	**Techniques/Aptitudes**
-Identify the types of human rights - Define human rights concepts	- Respect the rights of others - Do one's homework	- Determine the necessary human rights instruments for understanding and handling specific situations - Analyse a situation relating to the identification of human rights

Duration: 2 hours

Equipment/Teaching aids
The teaching aids include international, continental and regional instruments (covenants, charters, conventions, and protocols), national Constitutions, laws, and other legal texts, pictures, photographs and other audiovisual aids and websites.

Conduct of teaching /learning session

STAGES	ACTIVITIES		STRATEGIES
	Of the trainer	**Learners**	
Checking of prerequisites/prior knowledge	Determines the level of knowledge and culture of the learners vis-a-vis the notions to be learned	Answer questions	- Multiple Choice Questions (MCQ) - Independent work
Demonstration	Proposes a situation : A photo depicting a public demonstration. The demonstrators are carrying banners on which they are agitating for certain human rights: freedom of expression, the right to education, the right to work, non-discrimination. Some of the demonstrators are holding batons, cudgels, clubs and stones. Instruction : -Comments on the photo -Identify the claims by the demonstrators and complete the human rights by referring to the documents available. -Suggest to the demonstrators other means of achieving respect for their rights apart from violence - distributes the texts on the key instruments by giving one to each group ;	Answer questions Comment on the photo	Questions-answers Group work

Facilitation of intra-group activities / report-back of group work	- Organises the analysis, - Drives the discussions - Organises the reporting back of group work	- analyse the photo - implement the instructions	Debate Problem solving technique
Formulation of new acquisitions/ Consolidation and synthesis	Organises the discussion Organises the synthesis	- organise their answers around the following items : Categories of rights , protection instruments , protection mechanisms	Debate Synthesis
Evaluation/ Appraisal	Asks oral or written questions to ascertain the level of prior knowledge and background of learners on the notions to be learned	Answer questions.	Independent work
Transfer / reinvestment	Suggests a situation : In your school, the Editor –in-chief of your school magazine is expelled from the institution following an article which was deemed as biased by the school authorities. The human rights club of your school organises itself to defend him. Using the existing instruments and mechanisms, describe the process and illustrate it.	Suggest the process and the articles illustrating it.	Group work Simulation Role-playing

Sub-theme 2: Human rights principles, standards and characteristics

Skill

Incorporate values and notions, strategies and positive attitudes to promote human rights principles, standards and characteristics.

Teaching /Learning objectives

- Understanding human rights principles, standards and characteristics
- Developing strategies for action to promote human rights principles, standards and characteristics by taking into consideration the contributions of the various social groups
- Carrying out teaching activities relating to human rights principles, standards and characteristics
- Adopting attitudes towards the promotion of human rights principles, standards and characteristics

Components of the Contents

1. Human rights-related principles
- ***Universality and inalienability:*** Human rights are universal and inalienable. Any human being anywhere in the world must enjoy it. No one can voluntarily give them up and neither can anyone deprive another of their rights.
- ***Indivisibility:*** human rights are indivisible. Civil, political, economic, social and cultural rights are inherent to the dignity of the human being. They all have the same value and cannot therefore be classified according to their level of importance.
- ***Interdependence and correlation:*** the realisation of one right often depends, wholly or in part, upon the realisation of other rights.
- ***Equality and non-discrimination:*** all human beings are entitled to the enjoyment of all rights without distinction of any kind, particularly of race, colour, sex, ethnic origin background, age, language, religion, national or social origin, handicap, wealth, birth or any other situation as contained in the human rights instruments.
- ***Participation and inclusion:*** every person and all peoples are entitled to   active, free and meaningful participation in, and contribution to the enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realised.
- ***Accountability and respect for the rule of law:*** States and duty-bearers should account for the way they implement human rights. In case they do not comply with legal standards stipulated in the human rights instruments, rights holders who feel aggrieved may take legal action before a court or any other competent authority according to the rules and procedures prescribed by law.

2. Characteristics of human rights :
- Human rights are inherent to every human being and they are universal; they are acquired at birth by every person.
- They focus on the intrinsic dignity and the common value of all human beings
- They are equal, indivisible and interdependent
- They cannot be renounced, neither can an individual be deprived of them

- They impose obligations, more importantly, on States and public authorities, in terms of action or omission
- They are guaranteed at the international level
- They are legally protected
- They protect persons or groups of persons.et les acteurs/trices publics.

3. *Human rights standards* are codified in the international, regional and national legal systems. These are functional and behavioural standards which State authorities and officials concerned must account for.
The international commitments of States are monitored by independent Experts' Committees called « Treaty and Convention Monitoring Bodies ».

4. *Human rights challenges and constraints*
- Recurrent conflicts in the sub-region
- Serious human rights violations in conflict situations
- Lack of political will in terms of respect for and protection of human rights
- Ignorance of the human rights instruments and texts
- Low level of harmonisation of national legislation with regard to international standards
- Poverty of the people and social inequalities. [9]

5. *Human Rights and Rights Training-based Approach*
The principles on which human rights are based inform the formulation, implementation and evaluation of all programmes.

The human rights-based approach is founded on the principle of participation which implies accountability and effective monitoring by the population at all stages of the development processes, from the programme formulation stage; namely design analysis, planning, implementation, monitoring and evaluation.

Public and development policies are therefore guided sustainably and more effectively towards the achievement of human rights objectives. The human rights-based approach contributes to the quality of the development processes leading to sustainable and more equitable results.

The development plans, policies and mechanisms are anchored on a system of rights and corresponding obligations established by international law.
Today, we are heading towards a common interpretation by United Nations institutions in respect of the approach towards development of human rights-based cooperation.

Thus, citizens will be trained in human rights to enable them to participate in the public policy formulation process which determines their daily life.

In the case of an ordinary situation, three criteria inform the consideration of an issue by public

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Sub-theme 2: Human rights principles, standards and characteristics

authorities. If these three criteria are met, it is more likely that the issue will be taken into account by policy makers:

- The issue or problem is, by and large, of major interest and concern
- A broad section of the public demand that action should be taken
- The issue is a crucial one for a State organisation to which it has been presented and that the organisation responsible must be empowered to solve the issue.

Policy makers may not be able to factor all concerns identified by individuals and groups into their plans. There may be scores of issues on the agenda as more nd more specialised groups present their demands. Thus, policy-makers may be harassed. They become overloaded and seem to go beyond what political scientists refer to as "their load-bearing capacity». This results into yet another serious bottleneck in the decision-making process. When the public programmes become unbearable for policy-makers and frustration takes the better part of citizens, it is the most intelligent and crafty ones who manage to manipulate the system to achieve their own ends. The public authorities are incapable of solving every problem deemed important by a section of the society.

Nevertheless, the public programme is the area where policy-makers see the signals to act and target their priorities. The media channels and the citizens are the main builders of the public programme.

Develop skills likely to motivate the citizens to claim their rights and exercise their duties as far as public programmes are concerned.

It is therefore important to put the trainees into appropriate learning situations to motivate them to act directly on public policy issues which touch on their daily lives including those affecting their community, look for solutions and directly defend the inclusion of such solutions by the public authorities responsible for addressing those concerns. *10*

10 . Source: Project Citizen, An Introduction. Margaret S. Branson. [Online]. Page accessed on 15/06/2012. http://www.civiced.org/papers/articles_branson99.html

PLANNING SHEET

Module:

Sub-theme 2: Human rights principles, standards and characteristics

Scope of sub-theme
Incorporate values, notions, and strategies for action including attitudes that inure to the promotion of human rights principles, standards and characteristics.

Teaching/learning objectives
- Understand human rights principles, standards and characteristics
- Develop strategies for action in the promotion of human rights principles, standards and characteristics by taking into account the contributions by social groups
- Carry out teaching activities relating to human rights principles, standards and characteristics
- Adopt attitudes which promote human rights principles, standards and characteristics

Duration: 18 hours

Equipment/teaching aids/documentation
- School curricula and textbooks of the carrier subject
- ECOWAS Reference Manual
- Films
- Photographs
- Documents and various types of texts

Planning Table

Session	Skills to develop	Related content items	Strategies	Duration
1	Define human rights principles and standards	Principles and standards	Brainstorming, Literature review (printed and digital), Debates, presentation, group work, individual work, Survey, Guided work simulations, role-plays, designs, …	2 h
2	Indicate the major human rights characteristics	Major human rights characteristics		2 h
3	Design strategies for action for promoting key human rights standards	The « human rights » approach		4 h
4	Adopt attitudes that inure to respect for human rights principles, standards and characteristics	Exercises on the development of attitudes depicting respect for human rights principles, standards and characteristics		4 h
5	Incorporate the principles, standards and characteristics into the teaching activities	- analysis of the teaching and learning tools of the different cycles - preparation of educational worksheets - organising teaching and learning sessions - evaluation of knowledge acquired		6 h

Sub-theme 2: Human rights principles, standards and characteristics

EXAMPLE OF EDUCATIONAL WORKSHEET

Sub-theme 2: Human rights principles, standards and characteristics

Title of lesson/ learning situation: promoting human rights

Scope
Incorporate values and notions, strategies including attitudes which inure to the promotion of human rights principles, standards and characteristics.

Teaching/learning objective
  • Master basic human rights principles and standards

Skills to develop:

Skills		
Intellectual	**Behavioural**	**Techniques**
- Identifying basic human rights principles and standards	- Respect the rights of others - Do their homework	- Determine the relevant human rights instruments for understanding and handling specific situationss

Duration: 4 hours

Equipment /Teaching aids
Extracts from international, continental and regional instruments (including Sections 1 and 7 of the Supplementary Protocol on Democracy and Good Governance), national instruments and any other related text, audio-visual materials, etc.

Conducting the teaching/learning session

Stages	Activities		Strategies
	Trainer	Learners	
Checking prerequisites/ prior knowlege	Analyses the level of knowledge and culture of the learners in respect of notions to be learned	Answer questions	- Multiple Choice Questions(MCQ) - Individual workl
Demonstration	Activity 1: Allows the learners to create a situation in which universally- recognised human rights are being violated (Universal Declaration of Human Rights) and asks them to indicate the rights in question Activity 2 : The trainer forms the working groups and proposes the reading of a document on the Preamble of the Universal Declaration of Human Rights , Instruction : read and answer the questions on basic human rights principles and standards Allows the reading to continue, specifically, Articles 1, 4, 18, 23 and asks the learners to try to identify the characteristics of human rights contained therein	Play the scene and indicate the rights concerned Read and respond individually or by groups to the questions posed by the trainer.	Role-playing Group work Simulation Brainstorming Compilation of answers Reading and analysis of the document followed by questions-answers.
Facilitation of intra-group activities/ report-back of group work	Organises the analysis, Facilitates the discussions Organises the report-back process	Provide feedback of their productions during the plenary session facilitated by the trainer	Plenary discussions Technique for the clarification of values
Formulation of new acquisitions /consolidation and synthesis	- assists in structuring and stabilising the information compiled by the learners and enriches it.	- makes a summary on the human rights principles, standards and characteristics in a summary table	Summary table
Evaluation / Appraisal	- proposes an evaluation of a situation in the form of a human rights problem to be resolved.	- resolve the problem	Individual work
Transfer/ reinvestment	- assists the learners to form human rights promotion and defence clubs	- mobilise and form clubs for the promotion and defence of human rights and develop advocacy	Social mobilisation/ membership Inaugural meeting Shared leadership

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Sub-theme 2: Human rights principles, standards and characteristics

Extract from the United Nations Millennium Declaration, December 2000

I. Human rights, democracy and good governance

We will spare no effort to promote democracy and strengthen the rule of law, as well as respect for all internationally recognized human rights and fundamental freedoms, including the right to development.

We resolve therefore:
- *To respect fully and uphold the Universal Declaration of Human Rights.*
- *To strive for the full protection and promotion in all our countries of civil, political, economic, social and cultural rights for all.*
- *To strengthen the capacity of all our countries to implement the principles and practices of democracy and respect for human rights, including minority rights.*
- *To combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women.*
- *To take measures to ensure respect for and protection of the human rights of migrants, migrant workers and their families, to eliminate the increasing acts of racism and xenophobia in many societies and to promote greater harmony and tolerance in all societies.*
- *To work collectively for more inclusive political processes, allowing genuine participation by all citizens in all our countries.*
- *To ensure the freedom of the media to perform their essential role and the right of the public to have access to information.*

II. Protecting the vulnerable

We will spare no effort to ensure that children and all civilian populations that suffer disproportionately the consequences of natural disasters, genocide, armed conflicts and other humanitarian emergencies are given every assistance and protection so that they can resume normal life as soon as possible.

We resolve therefore:
- *To expand and strengthen the protection of civilians in complex emergencies, in conformity with international humanitarian law.*
- *To strengthen international cooperation, including burden sharing in, and the coordination of humanitarian assistance to, countries hosting refugees and to help all refugees and displaced persons to return voluntarily to their homes, in safety and dignity and to be smoothly reintegrated into their societies.*
- *To encourage the ratification and full implementation of the Convention on the Rights of the Child and its optional protocols on the involvement of children in armed conflict and on the sale of children, child prostitution and child pornography.*

III. Meeting the special needs of Africa

We will support the consolidation of democracy in Africa and assist Africans in their struggle for lasting peace, poverty eradication and sustainable development, thereby bringing Africa into the mainstream of the world economy.

We resolve therefore:
- *To give full support to the political and institutional structures of emerging democracies in Africa.*
- *To encourage and sustain regional and sub-regional mechanisms for preventing conflict and promoting political stability, and to ensure a reliable flow of resources for peacekeeping operations on the continent.*
- *To take special measures to address the challenges of poverty eradication and sustainable development in Africa, including debt cancellation, improved market access, enhanced Official Development Assistance and increased flows of Foreign Direct Investment, as well as transfers of technology.*
- *To help Africa build up its capacity to tackle the spread of the HIV/AIDS pandemic and other infectious diseases.*

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- KABA Sidiki, Human Rights in Senegal, Collection Xaam saa yoon, 1997.
- SECK, Cheikh Yérim. Kéba Mbaye: Journey and Struggles of a Great Judge (Foreword by Robert Badinter; Preface by Amadou Mahtar Mbow). Karthala, Paris, 2009.

WEBOGRAPHY

Some useful websites:
www.amnesty.org/fr : follow the link « connaitre les droits humains »
www.un.org/pubs/cyberschoolbus/ : this site is meant for children and adolescents to know about human rights
www.ohchr.org/fr : follow the link « vos droits de l'homme » to obtain information on international human rights instruments . Follow the link « les organes des droits de l'homme» for information on the Committees monitoring the implementation of human rights. You can also know the States which have ratified the instruments and accessed the reports on different *countries*.

Annexe

Human Rights-based Approach (HRBA)

The Human Rights-based Approach in the Programming Process

• What is a human rights-based approach?
1. HRBA deals with the reference and subsequent application of human rights concepts in UN reports, speeches, documents and projects.
2. HRBA aims at making the development assistance of partners dependent on the respect of human rights.
3. HRBA consists of the formulation and implementation of interventions aimed at protecting human rights.

• What is a human rights-based approach?
A conceptual approach ensuring an understanding of the causes which prevent the realization of human rights based on universal standards and principles of human rights... and which aim at developing the capacity of rights holders to demand their rights and to demand that persons in authority discharge their obligations.
Directives CCA/UNDAF 2007, p.14

• What is a human rights-based approach?
- The development process is based on international HR standards and principles
- It acknowledges human beings as rights holders and defines the obligations of persons in authority.
- It places emphasis on marginalized groups and victims of discrimination
- It aims at the gradual realization of all human rights
- It attaches the same importance to the realization of the development process.

• Why adopt a Human Rights-based Approach for Development?
- Intrinsic value
- Important for development strategies
- Institutional reasons – value addition of the UN

• Common Understanding of the UN vis à vis the HRBA

Purpose
1. All the cooperation programmes for development should advance the realization of HRs as defined in the UDHR and in other international instruments

Process
2. The HR standards and principles guide every cooperation endeavours and development programming in all the programming sectors and phases

Realization
3. Development cooperation contributes to the development of the capacity of persons in authority for them to discharge their obligations and for rights holders to demand their rights.
- All the development cooperation programmes should advance the realization of HRs as defined in the UDHR and in other international human rights instruments

Goal

- The realization of human right is the ultimate goal in all development programmes
- The HRBA influences the identification of strategic UN priorities and other partners who have opted for this approach
- Programming derives information from the recommendations of the international UN organs and mechanisms
- The standards and principles of human rights guide every cooperation endeavours and development programming in all the programming sectors and phases

Process

- The standards and principles of human rights improve the quality of achievements and processes
- The standards of human rights determine the 'field' on which development takes place
- The principles of human rights provide the 'rules of the game' for the development process.

- *Incorporation of the standards and principles of human rights in all the stages of the programming process...*

- *Standard of Human Rights*
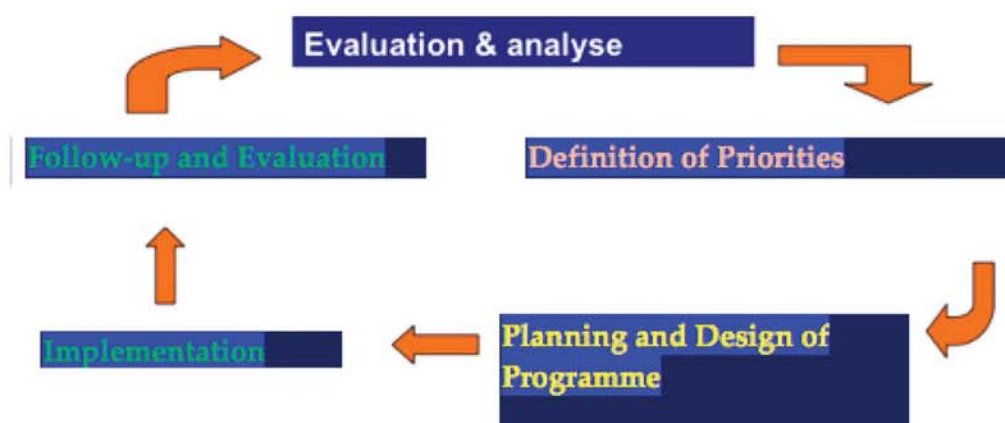
The normative content of the law: the type of minimal claims implied by the law in practice
During programming, standards guide...
...the identification the challenges to development as human rights issues (Evaluation)
...the analysis of the roles and capacity of rights holders and persons in authority
...the definition of development objectives
...the formulation of references and corresponding indicators

- *Human Rights Principles*
Universality and inalienability
Indivisibility
Interdependence and interconnection
Equality and non-discrimination
Participation and inclusion
Accountability and the rule of law

Annexe

• *The HRBA requires better cultural affinity*

An understanding of the beliefs and values facilitates the implementation of the HRBA
- Cultural affinity makes the communities more disposed to own the programmes
- However, cultural claims can not be made to justify human rights violations
- Some cultural practices can constitute human rights claims
- The CEDAW demands the modification of cultural models and customary practices when they promote to gender inequality.

• *Development cooperation contributes to the strengthening of the capacity of persons in authority to discharge their obligations and/or the rights holders to assert their rights*

Realization
- Emphasis is placed on relations between individuals and the State (claims - obligations)
- Move from service delivery which is at the centre of development to the strengthening of competencies in order to demand and realize human rights
- States need capacity to strengthen the national systems of protection and discharge their obligations

• *Rights Holders and Persons in Authority*

Rights Holders: 6,652,595,567 persons
- Each individual, man, woman or child of all races and from any ethnic group and no matter their social status
- Groups, to a certain extent

Persons in authority: substantially less in number
- Mainly the States
- In certain cases, individuals have specific obligations
- Individuals and private entities have generic responsibilities to the community to respect the rights of others

• *Role of Capacity Strengthening*
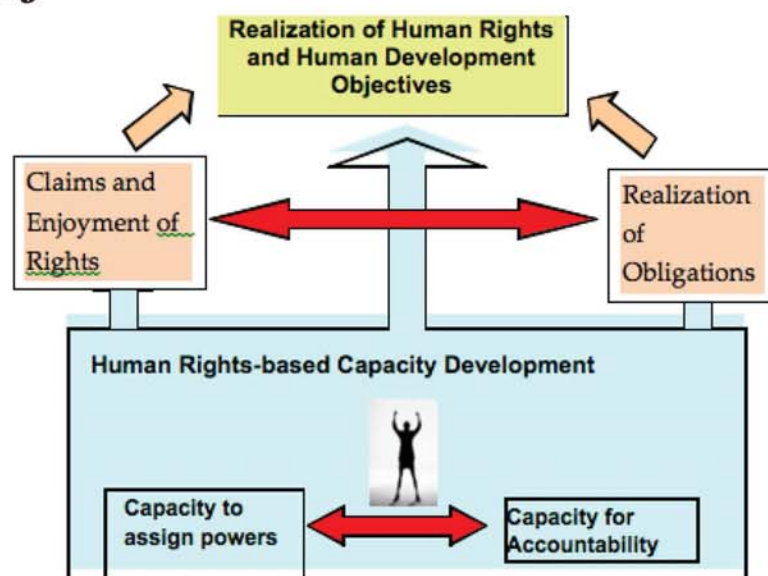
The principle of the universality of human rights requires as follows:
That no one is eliminated or excluded from human rights

Implications for the systems of protection of human rights
Public policies and programmes should have the following:
- Segmented data to identify difficult cases of exclusion and marginalization
- Specific strategies to respond to these cases

• *Principles of Indivisibility & Interconnection*
The indivisibility and interconnection of human rights require the following:
The recognition and protection of rights

Implications for the national protection systems
Legal Frameworks:
- Should not promote the protection of certain rights to the detriment of others

Public policies should be:
- Based on a holistic analysis of the developmental problems and provide integral and multi-sectoral answers

State Institutions:
- Ensure inter-institutional and multisectoral coordination
- Include institutions responsible for protection, monitoring and accountability
• *Principles of Equality & Non-discrimination*

Equality & non- discrimination require States to:
Eradicate legal, institutional, interpersonal and structural discrimination

Implications for the national protection systems
- Legal frameworks should...
- Public institutions should ensure...
- Public policies should...

• *Principle of Participation*
The principle of participation in human rights requires the following:
Free, active, significant and inclusive participation

Implications for the national protection systems
Policies, processes and procedures should provide the following:
- Opportunities for participation in planning and development
- Access to relevant information
- Capacity strengthening of marginalized groups for them to make proposals

Institutional mechanisms should:
- Be based on democratic principles
- Not weaken the existing democratic or traditional structures

Annexe

Civil society should:
- Be active, independent and have capacity
- Represent the voice of excluded and marginalized groups
- Have control over the decision-making processes

• Principle of Accountability
The principle of accountability requires as follows:
That the States and other persons in authority should be responsible for the respect of human rights

Implications for the human rights protection systems
State institutions should:
- Have adequate resources, responsibilities and independent authority to ensure the effective supervision of the government

The State should cooperate with international human rights systems:
- By complying with international accountability obligations within the required timeframe
- By seeking special procedures and providing information
- By applying the recommendations of the treaty and special procedures organs

• Principle of Accountability
The principle of accountability requires as follows:
Accessible, effective and independent redress mechanisms and procedures

Implications for the human rights protection systems
Legal frameworks should:

- Comply with human rights standards
- Establish human rights conditions, procedures and mechanisms in order to meet obligations

Public policies should:
- Take gradual measures to deal with the weaknesses of the accountability systems
- Apply the obligations of the State in the area of human rights at the central, regional and local levels

• Principle of Accountability
The principle of accountability requires the following:
Free and independent media as well as human rights defence groups which represent men, women and marginalized and excluded groups

Implications for the human rights protection systems
An active civil society should:
- Supervise the compliance of the State with her human rights obligations
- Articulate the concerns of society and recommend positive social change
- Provide information and counter-reports vis-à-vis the international human rights mechanisms

Annex 4

International, Regional and National Human Rights Systems

• *What is the meaning of human rights?*
- legal guarantees, social expectations and universal morals;
- civil, political, economic, social and cultural guarantees;
- protection of human values (freedom, equality and dignity);
- inherent to individuals and groups as well ; they are reflected in international standards;
- legal commitment of the State.

• *National Human Rights Protection Systems*
- Constitutional and legal frameworks
- Effective institutions (Parliament, Government, Judiciary, Public Administration and Human Rights Institutions)
- Policies, procedures and processes involving awareness
- Active civil society and free media

• *Regional Human Rights Systems*
Instruments
European Convention on the Protection of Human Rights and Fundamental Freedoms.
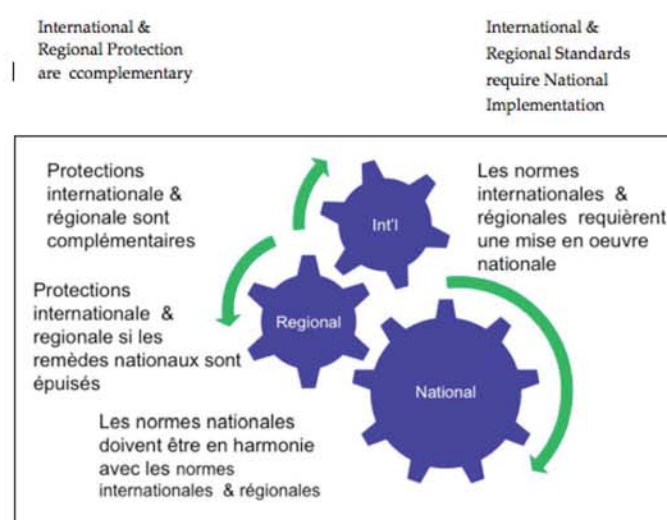American Convention on Human Rights and the San José Pact on Economic, Social and Cultural Rights.
African Charter on Human and Peoples' Rights.
Arab Charter on Human Rights
Mechanisms
- European Human Rights Court
- Inter-American Human Rights Commission
- Inter-American Human Rights Court
- African Commission on Human and Peoples' Rights
- African Court on Human and Peoples' Rights

• *Links between the National, Regional and International Systems*

International &
Regional Protection
are ccomplementary

International &
Regional Standards
require National
Implementation

Protections
internationale &
régionale sont
complémentaires

Les normes
internationales &
régionales requièrent
une mise en oeuvre
nationale

Protections
internationale &
regionale si les
remèdes nationaux sont
épuisés

Int'l

Regional

National

Les normes nationales
doivent être en harmonie
avec les normes
internationales & régionales

CITIZENSHIP AND CIVIC AWARENESS

« Before we demand very high standards, we must be exemplary in our conduct » 1.

1. Civics and citizenship. Website : CIQ de l'Etang de l'Olivier. [Online]. Page consulted on 15/06/2012. http://ciq.etangolivier.istres.over-blog.fr/pages/Civisme_et_citoyennete-212670.html

Citizenship and civic awareness

1. Citizenship
2. Civic awareness

Introduction

One is not born a citizen, it takes a process to become one. Citizenship is a long learning process, long and continuous struggle, a fight at all times. For a free society to be viable, it should depend on the knowledge, abilities, and virtues of its citizenry who are conscious of their status and abilities to act as such. In this context, the goal of civic education is to ensure that competent citizens are imbued with democratic values and principles to enable them participate in the political, economic, social and cultural life.

Many countries of the Economic Community of West African States are faced with conflict situations. Furthermore, there is crisis of democracy with post-election struggles, low voter turnout, which prevent economic and social development and maintainance of lasting peace in the region. It is in this connection that the training module on civic awareness and citizenship is vital.

The challenge is to live together among ourselves and our neighbours as we observe local or regional customs and traditions, while we also respect rules emanating from freely adopted legal provisions.

Scope of module

Integrate values and concepts relating to civic awareness and citizenship in situations of communal life.

Sub-themes

1. Citizenship
2. Civic awareness

Sub-theme 1 : citizenship

Scope of activities of sub-theme :

Integrate values and concepts relating to citizenship and in situations of communal life.

Teaching /learning objectives

1- Understand the values and concepts relating to citizenship
2- Appropriate principles of citizenship
3- Conduct educational activities relating to citizenship
4- Adopt an attitude of responsible citizenship

Components of the content :

1- Definitions of citizenship

Citizenship : Status as a citizen. The citizen is « a person having the civil and political rights, especially, the right to vote within the State he belongs to». [2]

Citizenship is state or status of citizen. It allows an individual to be recognized as member of a society, a city State in ancient times, or a modern State and to participate in public and political life. While it creates duties, citizenship provides access to all political rights, allows for participation in the civic life of a society or a political community.

Citizen : subject by right, who enjoys his/her civil and political rights, and has obligations towards the State. Nowadays, a citizen is a person who is under the protection and authority of a State, of which he/she is a national. He/she enjoys civil and political rights and performs duties to the State (e.g. paying tax, obeying laws, fulfilling military service, exercising their franchise...).

The status of citizen is linked to the acquisition of nationality by birth or naturalization. He/she should also be of age.

Citizenship according to the human rights-based approach
The human rights-based approach based links citizenship to the process of formulating state policies. As such, citizenship derives its definition from the capacity and commitment of the citizen to participate in all stages of design, implementation and evaluation processes of state policies. [3]

As part of the training it would be useful and appropriate to conduct discussions on:
• The following key concepts relating to citizenship :
- Politcal legitimacy/national or people's sovereignty
- Definition of rights and responsibilities of each and everyone
- Social relationship, community of citizens
- Respect for the rights of others
- Participation in the democratic process and representation
- Peace and social cohesion
- Status of citizen
- Welfare State

2. Larousse French Dictionary. [Online]. Page consulted on 15/06/2012 http://www.larousse.fr/dictionnaires/francais/citoyen_citoyenne/16241
3. Capitalization of UNESCO Project - Luxembourg 548 RAF 3000. Training on human rights, citizenship and local democracy in Senegal, Mali and Burkina Faso. [On line]. Page accessed on 15/06/2012. http://unesdoc.unesco.org/images/0018/001813/181306fo.pdf

- Respect for cultural pluralism
- Respect for and enforcement of law
- Debate by citizens

• Challenges and obstacles including:
   - The fragility of democratic institutions
   - Confidence crisis vis-à-vis authorities
   - Governance crisis
   - Poor social perception of citizenship
   - Weakening of national solidarity ties
   - Poor perception of diversity and political integration
   - Lack of civic culture
   - Lack of education for democratic citizenship
   - Loss of values or crisis of sense of citizenship
   - Emerging and growing lack of civic awareness
   - Inadequate public space for communication
   - Lack of collective consciousness for nation-building
   - Lack of active citizenship (ability to participate, express their opinions, appreciate and take decisions)

2. Citizenship and national development

Perception of citizen and citizenship at the national level necessarily requires further clarification to the conceptual definition of citizen previously explained. Thus, a citizen is a person who holds a share of political sovereignty, that is to say, he/she contributes to making law and determining the direction of the political and social action of the State. Every human community is called upon to develop, make progress and prosper in order to achieve their well-being and self-fulfillment. There is therefore the need for a firm determination and commitment of all citizens who constitute the people of the community.

Democratic citizenship is the right and duty of every citizen to engage in public debate to participate in the definition of the common good. The citizen is the one who exercises vigilance through careful criticism of all the authorities. The citizen shall respect the law because it is the outcome of a democratic dispensation, which results from a deliberative (parliamentary) process.

Through active citizenship, citizens must carry out actions at various levels of society: at local, regional, national and global levels, and should be capable of reaching a decision on major socio-political issues.

However, for every citizen, claiming a right is also the fulfillment of a duty and vice versa. Everything that constitutes a right for a citizen is also another person's right, and in terms of such right, everyone has the duty to guarantee and know the rights of others.

Economic citizenship
This concept refers to the role of the citizen in the country's economic development.
It is important to promote the learning of economic citizenship in relation to the civic duties that come in return when the citizen claims his rights.

61

Sub-theme 1 : citizenship

This involves raising awareness about payment of taxes and other levies. This awareness in terms of « tax compliance » aims at making citizens develop civic-consciousness so as to pay taxes and other levies to enable the State achieve a greater financial autonomy and a better management of operational expenses and capital expenditure.

2. *The challenges of nation-building and regional efforts within the ECOWAS region : the citizen's role in managing diversity at national level and regional integration*

The ability to live with his fellow citizens, taking into account their differences and expressing a desire to live together is an important quality for a citizen. It involves a sociological understanding of the concept of nation.

When addressing the issue of nation-building in sub-Saharan Africa and, in particular, within the ECOWAS region, we always refer to the State in the form in which it was inherited from the colonial masters.

As a result of setting the territorial framework of modern-day States, their borders that were inherited from the colonial era, have in many cases divided the same « ethnic group », the same « people », the same « tribe », the same « nation » between several States...

Having been artificially created by foreign powers, African « Nations » of today are not derived from the ancient African civilization and do not reflect the exchange habits or the African way of life. This raises the issue of building a new basis of nationalism in the ECOWAS region, both within Member States and at regional level.

This is why new modes of operation must necessarily take into account the ethnic diversities as well as the sustainable and constant interactions needed for a common political and economic life, in almost all African States, particularly in the ECOWAS region.

There is the need to resolve the differences and contradictions between the way of thinking and cultural behaviour and harmonize them.

Today, the problem faced by countries is the difficult balance between the development of specific cultures and strengthening « national unity » in order to avoid the fragmentation of States. « The management of diversity and political integration necessarily involves the principles of equality, justice and shared prosperity between the various segments of the population constituting the national community. » It also requires of everyone to make a « qualitative leap that leads to doing away with the attitude of contempt of any person, regardless of their social or political status, or because of his/her ethnic background and political opinions.

A policy to promote exchange between the different entities could contribute to the cultural enrichment of the national communities, instead of dividing them.

The management of diversity is ultimately based on an inclusive dialogue between political actors, coupled with mutual respect in the best interest of nation-building.

The idea of setting new targets for individuals as well as the quest for and defense of the general interest are the foundation for the growth and affirmation of responsible citizenship.

Trainers can expound the problem of nationalism and its implications and discuss them to a great extent with learners. They can encourage them to conduct research and prepare special reports, portfolios to present in public: for example, study about conflicts in the West African.

PLANNING THE SUB-MODULE

Module 3: Citizenship and Civic awareness

Sub-theme 1: citizenship

Scope of activities of sub-theme:
Incorporate values and concepts of citizenship in situations of communal life.

Teaching/learning objectives:
      1- Understand the values and concepts of citizenship
      2- Understand the principles of citizenship
      3- Conduct educational activities relating to citizenship
      4- Adopt an attitude of responsible citizen

Indicative duration: 16 hours

Equipment/ Teaching aids/documentation
      - Curricula and textbooks on the carrier subject
      - ECOWAS Reference Manual
      - Films
      - Photographs
      - Documents and different types of textss

Planning Table

Stages	Abilities Skills/ to develop	Related content items	Strategies	Duration
1	Know the fundamentals of citizenship	Notions, values and concepts relating to citizenship	Document Research (print and digital) Case study: country situation analysis Role- play Discussions	3h
	Understand the principles relating to citizenship	Principles and acts of citizenship		3h
2	Propose actions to promote citizenship	- responsible behaviour - individual commitment and joining citizens' movements - actions aimed at supporting the community - etc….		4h
3	Incorporate the subject of citizenship in teaching activities	- analysis of teaching and educational tools at the various levels of studies - development of teaching aids - conduct teaching/learning sessions - evaluation of knowledge acquired		6h

Sub-theme 1 : citizenship

EXAMPLE OF EDUCATIONAL WORKSHEET

Module 3 : Citizenship and Civic awareness

Sub theme 1: citizenship

Scope of activities of sub-theme :
Integrate values and concepts of citizenship in situations of communal life.

Teaching /learning objective: Adopt an attitude of responsible citizen

Title of lesson /Learning situation: Principles and acts of citizenship

Skills to develop

SKILLS		
Intellectual (knowledge)	**Behavioural (attitudes)**	**Technical (aptitudes)**
- Identify the principles of citizenship - identify acts of citizenship - define the remit of the mayor and the territorial domain of the township.	- adopt attitudes of a responsible citizen - participate in the life of the immediate environment, the community and the nation.	- explain the importance of the participation of the citizen at local and national levels - establish a link between nation-building and citizen participation

Duration : 2 hours

Educational material/teaching aids/documentation :
   - Curricula and textbooks on the discipline
   - ECOWAS Reference Manual
   - Films, photographs and other audio-visual aids
   - Documents and various texts dealing with civic awareness and citizenship
   - Websites relating to civic awareness, citizenship and their teaching.

Conduct of the teaching/learning session

Stages	Activities		Strategies
	Of Trainer	**Of learners**	
Checking pre-requisites/ prior knowledge	Analyses the level of prior knowledge and education of learners in relation to the concepts of citizen participation	- Answer questions - Raise and discuss questions relating to citizen participation	- Multiple Choice Questions (MCQ) - Individual work - Brainstorming - Open discussion
Demonstration	Proposes a situation describing a citizen who loses interest in communal life. Example: While passing in front of the Mayor's Office, two friends notice the damaged state of the highway and the heap of refuse. - I wonder what they do with the money collected by the Mayor's Office everyday, says the first man. - My dear, as for me I have voted for him, whatever happens thereafter, that is not my business, retorts the second man. The teacher leads the teacher -trainees to deal with this situation by searching in the principles and acts of citizenship, for arguments to react to the concerns of the first man and convince the second man to participate in communal life.	- In groups, search in documents put at their disposal and their own experience, for arguments and information to deal with the situation	- Documentary Researc (print and digital) - Group work
Facilitation of intra-group work and report-back of group work	Asks the learners to present the work produced through group work	- make proposals based on research findings and their experience.	- Plenary : report-back and discussions - Resolving the problem
Formulation of new acquisitions/ consolidation and synthesis	- Proposes a plan to identify the powers and resources of a community as well as their territorial domain. Ensures that the synthesis on acquisitions is done by making the necessary notional contributions	- From the presentation by a group and through an argumentative debate by the group-class: - draw up a resolution to solve the problem - state the arguments and information to be given to the two friends - organise the synthesis according to the following plan: - the principles of citizenship - definition, responsibility and territorial domain of the community - the acts of citizenship in addition to the act of voting ; - the importance of citizen participation in communal and national life	Presentation - Argued debate -Brainstorming Group work - Group work - Exchange of ideas at the inter-personal level

Sub-theme 1: citizenship

Evaluation/ appraisal	- Proposes a problem -situation to evaluate the lesson.	- Resolve the integration activity individually - Summarize the essential elements of content relating to the principles and acts of citizenship on one hand, and citizen participation in communal and national life on the other hand.	- Travail collectif - Echanges interindividuels
Transfer/ reinvestment	Proposes to initiate activities within the establishment to promote participation in the management of the establishment Organizes the monitoring, and implementation of activities initiated.	- Select activities ; Initiate activities or associations for monitoring actions by the authorities of the establishment or actions of the city's Mayor in respect of schools (school infrastructure and enrollment) - plan these activities over the school year period	- election of delegates ; - Creation of a platform for dialogue with the authorities ; Role-playing - Writing and performing sketches or drama

Sub-theme 2: Civic awareness

Scope of activities of sub-theme :

Incorporate values and concepts relating to civic awareness in situations of communal life.

Teaching/learning objectives

- Understand the values and concepts relating to civic awareness
- Know their civic rights and duties
- Conduct educational activities related to civic awareness
- Adopt civic behaviour

Components of the Contents

1. Civic awareness

Definitions
- **Civic awareness :** « Attitude of commitment to the national community and its institutions and regular participation in its activities, especially through exercising voting rights »
« Citizen gives priority to the interests of the nation over his private interests» [4]

- **Civility :** «Observation of propriety in use among the people who live in society ; politeness ; courtesy. » [5]

« Generally speaking, civic awareness is dedication to the public interest, to the 'State' ». Civic awareness therefore requires a 'political consciousness' and involves knowledge of his/her rights as a citizen and his duties vis-à-vis the community. Civic awareness is the state of the citizen abiding by his/her rights and duties.

2. Values relating to civic awareness
- « Love for one's country »
- Respect for the State
- Loyalty/fairness, integrity,
- Responsibility
- Participation in public life
- Tolerance
- Promotion of the general interest and the common good
- Solidarity
- Monitoring government initiatives/policies

3. Key concepts relating to civic awareness
Civic awareness and citizenship require a framework involving the State and the Nation ; the conceptual clarification of this notion is essential.
3.1- State : noun (low latin status, form of government)
- Political society derived from the settlement in an area demarcated by borders, of a human

4. Larousse French Dictionary. [Online]. Page consulted on 15/06/2012 http://www.larousse.fr/dictionnaires/francais/Civisme%20
5. Larousse French Dictionary. [Online]. Page accessed on 15/06/2012 http://www.larousse.fr/dictionnaires/francais/Civilité

group with characteristics more or less marked by cultural homogeneity and governed by institutionalised power. (In constitutional law, the State is a territorial legal entity under public law legally representing an embodiment of the nation, holding the internal and international sovereignty and the monoploy of organized constraint.)
- Central elements of the Administration, set of authorities, as a contrast to the citizens [6]

State means the legal entity under public law which, in legal terms, is a community, a people or a nation. It exercises supreme power or sovereignty over a given territory and in relation to other States.

From the socio-political viewpoint, the State is the most elaborate form of communal life in human society. It exercises its power through the government. The State has a number of monopolies that are attached to its sovereignty, such as the armed forces, legitimate constraint, etc.

By extention, the State is the set of institutions and services that help to govern and administer a country.

The State has the duty to protect and provide all services (education, health, water and electricity, clean environment, etc.) through public services and in line with a centralized, devolved or decentralized mode of management.

The State has the obligation to transparent management of public affairs and accountability. The sovereign State is organized rationally by establishin g a Constitution and laws.

The Nation-State is the notion that the State coincides with the Nation defined by a common identity and giving it legitimacy.

The Welfare-State focuses on the particularly important role of the latter in terms of redistribution of wealth, economic regulation, assistance to the poor and provision of collective good.

A set of States can be a supranational organization operating as a State. This is case of ECOWAS that consists of Member States with a treaty which serves as a constitution and governing bodies which are the institutions.

3.2- Nation : noun (latin natio, -onis)
- All human beings living in the same territory, having a common origin, history, culture, traditions and sometimes language, and constituting a political community.
- Abstract, collective and indivisible, distinct entity of individuals who constitute it and has sovereignty. [7]

A nation is therefore a community of people who are conscious of being united by historical, cultural, linguistic or religious identity. As a political entity, the nation is a community characterised by its own territory, organized as a State. It is the legal entity that consists of persons governed by the same constitution.

The concept of nation also involves a system of values, often summarized in a motto which is based on an implicit social contract between the members of the nation. For some sociologists, this single determining criterion is subjective : members of a community must be convinced that they are of the same nationality.

All nations do not necessarily form States.

Some communities or subsets of linguistic or ethnic communities are aware of their belonging to a nation while, for some reasons of history, they depend on a State geographically (e.g. the Malinkes, the Yorubas, the Fulanis.)

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6 .Larousse French Dictionary. [Online]. Page consulted on 15/06/2012 http://www.larousse.fr/dictionnaires/francais/Etat/31318#31250
7. Larousse French Dictionary. [Online]. Page consulted on 15/06/2012 http://www.larousse.fr/dictionnaires/francais/nation

3.3- People : noun (latin populus)
«Group of people living in society in the same territory and united by cultural ties, political institutions: The French people. (The people, with the land and political organization, are one of the three components of the State.) » [8]

PLANNING THE SUB-MODULE

Module 3 : Civic awareness and Citizenship

Sub-theme 2: Civic awareness

Scope of activities of the sub theme:
Integrate values and concepts relating to civic awareness in situations of communal life

Teaching/learning objectives
• Understand values and concepts relating to civic awareness
• Enhance knowledge of their civic rights and duties.
• Conduct educational activities relating to civic awareness
• Adopt civic behaviour

indicative duration: 14 hours

Educational material/teaching aids/documentation :
• Curricula and textbooks of the carrier subject
• ECOWAS Reference Manual
• Films, photographs and other audio-visual aids
• Documents and various texts treating citizenship and civic awareness
• Websites relating to civic awareness and teaching it

Planning Table

Stages	Abilities/ Skills to develop	Related content items	strategies	Indicative Duration
1	Know the fundamentals of civic awareness	Concepts of State, Nation, right and duty, civic awareness, typology comparison of rights and duties, ...	Document research (print and digital) Case Study : analysis of country situation	4 h
2	Propose main line of thinking for discussions for involvement in nation-building effort	Challenges of nation-building: - National solidarity - Inter-ethnic and religious dialogue - promotion of cultural diversity - development of cultural relationship		4 h
3	Integrate the set of themes of « civic awareness » into educational activities	- analysis of teaching and educational tools at the various levels of studies - preparation of educational fact sheet - conduct teaching/learning sessions - evaluation of sessions of micro- lesson learned		6 h

8 . Larousse French Dictionary. [Online]. Page consulted on 15/06/2012. http://www.larousse.fr/dictionnaires/francais/peuple

Sub-theme 2: Civic awareness

EXAMPLE OF EDUCATIONAL WORKSHEET

Module 3 : Citizenship and Civic awareness

Sub-theme 2 : civic awareness

Scope of activities of the sub-theme : Integrate values and concepts relating to civic awareness in situations of communal life.

Teaching/learning objective: Know his/her civic rights and duties

Title of lesson/learning situation : challenges of nation-building : inter-ethnic and religious dialogue

Skills to develop

Skills		
Intellectual (knowledge)	**Behavioural (attitudes)**	**Technical (aptitudes)**
- distinguish the major ethnic groups - identify the major religions - determine the role of ethnic and religious diversity in nation-building	- respect ethnic and religious diversity - experience national integration - enhance inter-ethnic and inter-religious dialogue	- establish links between different ethnic groups and religions - explain the importance of ethnic and religious diversity - establish a link between nation-building and ethnic and religious diversity - argue for inter-religious and inter-ethnic dialogue

Duration : 2 hours

Educational Material/teaching aids/documentation:

- Curricula and textbooks of the discipline in question
- ECOWAS Reference Manual
- Films, photographs and other audio-visual aids
- Documents and various texts on religions, ethnic groups, different aspects of ethnic and religious diversity and nation-building.
- Websites on religions, ethnic groups, different aspects of ethnic and religious diversity and nation-building.

Conduct of teaching/learning session

| Stages	Activities		Strategies
	Of Trainer	**Of learners**	
Checking pre-requisites/ prior knowledge	Analyses the level of knowledge and education of learners in relation to the concepts of ethnic and religious diversity	Answer questions Raise and discuss issues relating to ethnic and religious diversity	- Q.C.M - Individual work - Brainstorming - Open discussion
Demonstration	Proposes a situation describing two families from different ethnic and religious background with opposing views on the celebration of a religious festival. Example : On Christmas day, little Kané Mohamed, a muslim from the Malinké ethnic group, is invited by his friend Alain Séry, a Christian from the Bété ethnic group, to come and have lunch with him. But Kané Mohamed's father refused to allow his son to honour the invitation. Séry's father intervened on behalf of little Mohamed but the father of the little boy stood his grounds. The teacher leads the trainee-teachers to deal with this situation by searching in the challenges of nation-building, arguments to convince Mohamed's father to accept to experience ethnic and religious diversity	In groups of 4 or 5, learners research in documents made available to them and in their own life experience, arguments for ethnic and religious diversity	- Research in documents (print and digital - Group work
Facilitation of intra-group activities and report-back of the group work	Asks learners to present their group work results	- Make proposals based on research findings and their life experience.	- Plenary :report-back and discussions - Resolving the problem
Formulation of new acquisitions/ Consolidation and synthesis	- Proposes a plan identifying the various ethnic groups and religions, their relationships as well as their importance in nation-building. - Requests the synthesis of acquired knowledge by making the needed notional contributions	From the presentation of a group and through debates and arguments by the group -class : - draw up the plan for resolving the problem - state arguments for little Mohamed. - organise the synthesis according to the following plan: - major religions and ethnic groups - convergence points between major ethnic groups and religions indicated - importance of ethnic and religious diversity in national life	Presentation - Argumentative discussions - Brainstorming Group work - Collective work - Inter-personal exchange of ideas

Sub-theme 2 : Civic awareness

Stages	Activities		Strategies
	Of Trainer	**Of learners**	
Evaluation / appraisal	- Proposes a problem-situation to evaluate the lesson.	Resolving individually the problem-situation Summarizing the essential elements of content relating to the relationship between ethnic and religious diversity and nation-building	Individual work
Transfer/ reinvestment	Proposes to initiate activities within the establishment to promote ethnic and religious integration - Organize the monitoring and implementation of initiated activities.	- Select activities - Initiate activities and plan them over the period of the academic year	- Creation of religious clubs - Writing and performing sketches or drama

MODULE 4

DEMOCRACY AND GOOD GOVERNANCE
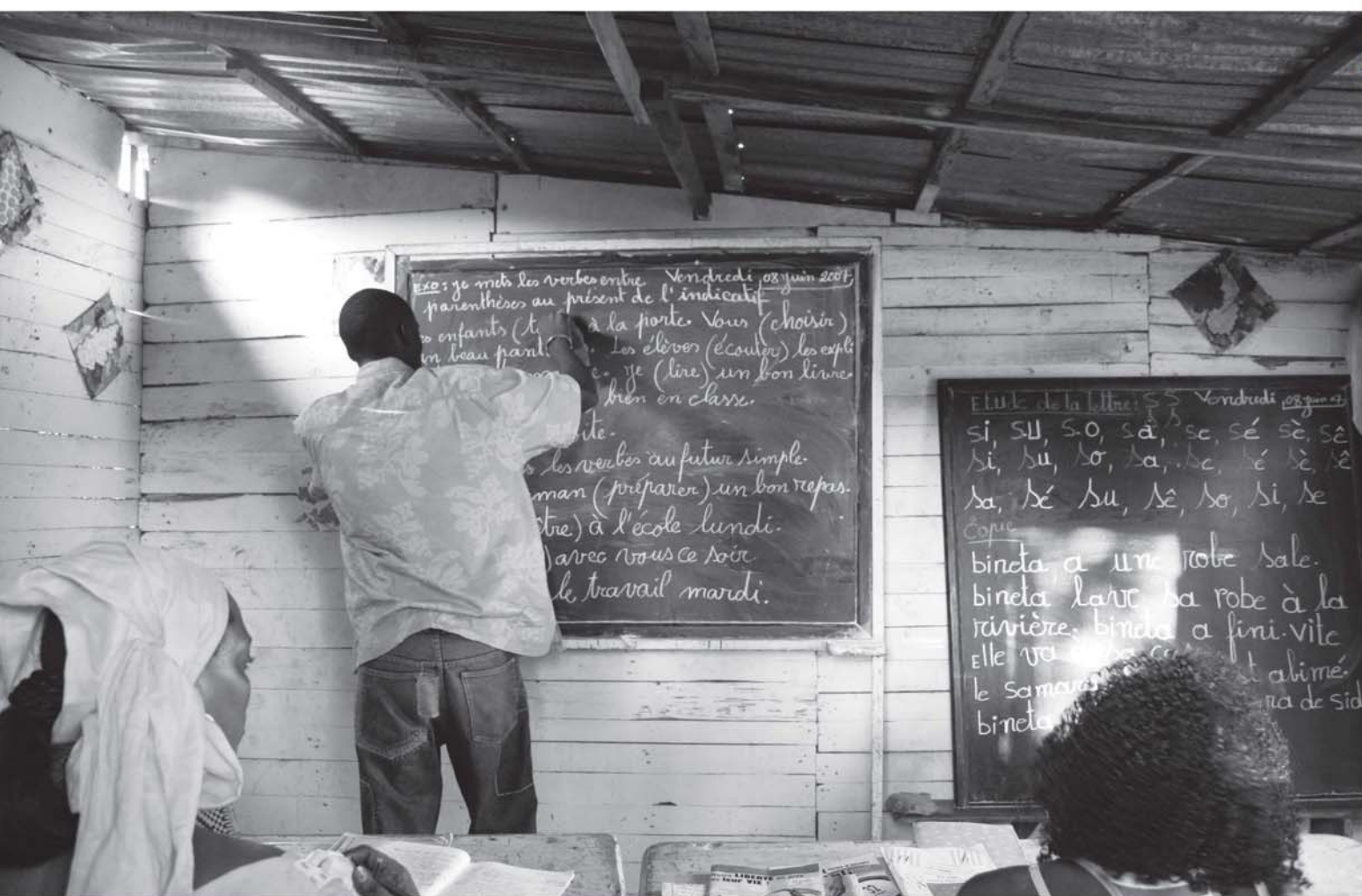
«A well-established democracy is not a regime that artificially maintains an imaginary equality among men; it is one of free choice that places no limitation on climbing the social ladder, except only on the effort and will of the individual.» [1]

1. French quotes. Edouard Herriot. [Online]. Page accessed on 15/06/2012.
http://www.citations-francaises.fr/Une-democratie-bien-comprise-est-pas-un-regime-qui-maintienne-artificiellement-entre-les-hommes-une-egalite-chimerique-est-un-regime-de-libre-selection-qui-assigne-autre-limite-ascension-sociale-que-l-citation-177702.html

DEMOCRACY AND GOOD GOVERNANCE

1- Democracy
2- Good governance

Introduction

The lack of a democratic and governance culture in West Africa is the cause of the multiple obstacles (such as corruption, political instability etc...) to development observed in the sub-region. Democracy is "government of the people, by the people and for the people." It is, however, only proper to ask if the "people" are qualified to undertake this task, and if they are not, what are the virtues and ethics of those who govern "on behalf of the people" in representative democratic systems, such as those found in ECOWAS countries,

Furthermore, it is of utmost necessity to ensure that majority of the citizenry possess the needed intellectual and moral qualities as well as the aptitudes and attitudes for making informed inputs in public affairs to defend their rights, while accomplishing their duties and promoting democracy and good governance. It is for this purpose that the module on democracy and good governance has been designed.

Scope of the module:

Integrate values and notions, strategies and positive attitudes for promoting democracy and good governance.

Sub-themes

1- Democracy
2- Good governance

Sub-theme 1: Democracy

Scope of sub-theme:

Integrate values and notions, strategies and positive attitudes for promoting democracy.

Teaching/Learning objectives

1- Understand democracy-related notions, values and principles.
2- Develop strategies for promoting a democratic culture, taking into account endogenous values and contributions of various social groups.
3- Undertake school-life and educational activities that are conducive to establishing and developing a democratic culture.
4- Adopt attitudes that are likely to promote a democratic culture.

Components of the Contents

Definition of the Concept
Democracy derives from the Greek words demos - people, and kratos -, power, authority, legitimacy.
The term denotes, according to the definition of Abraham Lincoln, "government of the people, by the people and for the people" [2]

Democracy is also defined as:
"...governing with the consent of the people"
"...a system of government, the supreme authority of which belongs to the people."
"...a government in which political control is in the hands of the entire citizenry, either directly or through their elected representatives."
"A democracy is a system where individuals may change leaders in a peaceful manner, and where government has the right to govern because citizens have conferred this right on them."

By "people" we mean all the citizens of a given territory who are supposed to be both the government and governed . [3]

Exercise of democracy by the people: direct/indirect democracy.
In ancient Greece, democracy was initially practised in a direct manner, i.e. all citizens (except women, children and slaves) met in a public place to take decisions themselves: this was participatory democracy, where citizens took part in decisions made – right from their drafting up to the implementation stage.

Today, in almost all political systems, one finds democracy in its indirect form, i.e. where people do not directly exercise power, but just elect representatives who govern on their behalf.

Values, principles and bases of democracy
The democratic political system is characterised by values, principles, institutions practices and a culture as well as other aspects that constitute its foundation. These characteristics are explicit for most of them: liberty, equality, free, fair and transparent elections, separation of powers etc... There

2 Gaxie, Daniel. Democracy. In Encyclopaedia Universalis [on line]. (Web page consulted on 15/06/2012)
http://www.universalis.fr/encyclopedie/democratie/
3. ACE. Definition of democracy. [On line]. (Page accessed on 15/06/2012) http://aceproject.org/main/francais/ve/vec05b01.htm

are, however, "latent" aspects of democracy, unwritten laws in the form of "rules of the game" to be respected (accepting electoral defeat, avoiding violence, etc.)

Values of democracy

Democracy is characterised by two essential values: liberty and equality. These values are enshrined in all declarations of rights: that of 1789 or 1948. Other values may be added, such as: tolerance, respect, cooperation, pluralism and social compromise, accepting differences, solidarity, peace etc...

Principles of democracy

- **Voting and universal suffrage,** which is supposed to give every person equal opportunity to influence the way important decisions, should be taken.
- **People's sovereignty:** citizens have the power and they hold government accountable.
- **Majority rule and minority rights:** power is exercised by the majority, but the rights of the minority must be protected.
- **Constitutionality:** powers and limitations to government power are enshrined in the Constitution, which protects the rights of all citizens. It is necessary to conduct a Review of the constitutionality of laws to ensure respect of constitutional provisions.
- **Separation of powers** (legislature, executive and judiciary): the lawmaker (legislature or parliament) cannot be the same as the law enforcer (executive or government); a third separate power is necessary to judge the proper application of laws (judiciary).
- **Justice and impartiality:** government decisions must be fair and impartial.
- **An independent judiciary:** the judicial system must be fair and separated from other government institutions.
- **Open and free exchange of ideas:** the right to freedom of speech, press freedom, freedom of expression, freedom of association.
- **Subjecting the armed forces to civilian authority:** Since military officers are not elected, the military must be under civilian administration.
- **Political pluralism and free and fair elections:** multi-party elections are free, open and transparent.
- **General welfare:** promoting what is good for the entire society.
- **Participation:** citizens participate freely in civil life.
- **Rule of law:** public authorities are subject to law, thus limiting their powers. All decisions must, therefore, be in line with the Constitution, international commitments and with laws and regulations.
- **Transfer of power:** it is desirable, in democracy, that public affairs be managed by different political groupings.
- **Control by citizens:** citizens must have the right to ascertain by themselves (or by their representatives) "the need for public contribution (...) and to follow up on this process", and for the society as a whole to have the right to "demand accountability from all public officers for their stewardship" to enable them play their watchdog role and exercise their warning function.
- **Etc.**

77

Sub-theme 1: Democracy

Instruments, institutions and tools of democracy

Democracy may also be described by several instruments, institutions and tools:
- At the regional level, for instance one may mention the African Human Rights Court, the ECOWAS Court of Justice, the Supplementary Protocol on Democracy and Good Governance.
- At the national level, the legislature (Parliament) is one of the most important institutions of representative democracy. There are other public institutions, such as the Ombudsman (Public Mediator), the Advisory Board on Human Rights, the National Commission on Human Rights, etc, which may differ from one country to another, depending on specifics.

The Constitution guarantees the rights of citizens and limits government powers.
The Judiciary must be independent; this ensures healthy democracy.
- At the local level for instance, there are local assemblies such as rural councils and prefecture councils where local representatives have their deliberations.
- Civil society's role is that of checks and balances, but may also serve as Ombudsman in the event of conflict among politicians.
- The media must be free. One of the most important roles of the media is to inform the governed and governors on public political issues.
- Referendum is a procedure whereby the electorate may vote directly on a given political, constitutional or legislative issue.
- Participatory budget: its goals are co-management and co-decision making.

Challenges of democracy in the region

Developing and entrenching democracy in the ECOWAS sub-region comes against major obstacles including:
- illiteracy: low literacy rates in several ECOWAS countries, which hinders the citizens' ability to know and assert their rights and to participate in public life. To this end, it is of utmost importance that States increase budgets for education, which is critical to promoting a democratic culture in the region;
- tribalism and ethnocentrism: here, it is necessary to ensure respect of local cultures, promote a cultural melting-pot and openness to other peoples through education on peace and conflict management;
- deficit in taking endogenous values into account: these values are threatened by the globalization phenomenon; they need to be protected as intangible cultural assets;
- military coups: military coups are, in democracy, contrary to constitutional provisions. Coups must automatically be condemned and opposed in as much as only citizens have the right to effect change in a democratic system;
- constitutional coups d'état with unilateral constitutional changes;
- poverty is a danger to sustainable democracy and its consolidation, for it impedes access to education, participation in public life, and encourages corruption;
- social and political upheavals, generally election-related, threaten the stability of states and torment ECOWAS citizenry;
- weakness of public institutions: loss of credibility of public institutions, due to corruption, is a serious impediment to democracy. Confidence in institutions needs to be re-established through a policy of transparency and accountability;
  - abuse of power: infringing human rights, tampering with the constitution, abuse of authority...

PLANNING SHEET

Sub-theme 1: Democracy

Scope of sub-theme:
Incorporate values and notions, strategies and positive attitudes for promoting democracy.

Teaching/learning objectives
1- Learn and grasp democracy-related notions, values and principles.
2- Develop strategies for promoting a democratic culture, taking into account endogenous values and contributions of various social groups.
3- Conduct school-life and educational activities that encourage the establishment/development of a democratic culture.
4- Adopt attitudes conducive to promoting a democratic culture.

Duration : 18 hours

Equipment/Teaching aids/Documentation
- School curricula and books of the carrier subject
- ECOWAS reference manual
- Films, photographs, illustrations and drawings
- Various documents and texts

Planning table

Sequence	Capacities/skills to develop	Related content items	Strategies	Indicative duration
1	Define notions of value and concepts	Values, principles and bases of democracy	- Desk research (print and digital) - Group work - Brainstorming - Survey	3 h
2	Appropriate instruments, mechanisms, standards and rules for the functioning of democracy	Instruments, institutions and tools of democracy		3 h
3	Identify obstacles constraints	challenges in democracy on national regional level		2 h
4	Propose actions for promoting democracy	- Importance of the media for an effective democratic culture - Respect of laws and regulations - Discussions on limitation of the number of political parties - Pacification and transparency in electoral processes - Etc.	- Discussions - Case study - Simulation - Dramatisation - Trial course	4 h
5	Integrating a topic on democracy in school curricula/activities	- Analyzing teaching and learning tools at different cycles - Developing educational worksheets - Conduct of teaching/learning sessions - Evaluating knowledge acquired		6 h

Sub-theme 1: Democracy

EXAMPLE OF EDUCATIONAL WORKSHEET

Sub-theme 1: Democracy

Scope of sub-theme:
Incorporate positive values and notions, strategies and attitudes for promoting democracy.

Title of lesson/learning situation: Electoral process

Teaching/learning objective :
Adopt positive attitudes for promoting a democratic culture.

Skills to develop

Skills		
Knowledge	**Attitudes**	**Aptitudes**
- Identifying stages of the electoral process. - Analyzing consequences of flouting democratic rules	- Accepting election results - Respecting electoral code - Respecting rules of transparency and equity	- Developing critical mind - Analyzing an electoral process

Duration : 04 hours

Equipment/teaching aids/documentation
Electoral code, bye-laws, school journal, circulars, memoranda, photographs and pictures depicting electoral scenes, electoral equipment (ballot boxes, ballot paper, report forms, polling booth, pens, stamp indicating one "has voted", indelible ink, envelops, electoral registers, chalk, chalk board, etc..

Conduct of the teaching/learning session

Sequence	Activities		Strategies
	Of trainer	**Of learners**	
Checking prerequisites/ prior-knowledge	Trainer: - asks questions to ascertain the level of prior knowledge and background of learners on the notions to be learned;	Learners: - answer questions;	- Q.C.M - individual work
Demonstration	- presents an extract of document relating to a chaotic post-electoral situation; - asks some questions of clarity on the document;	- observe; - talk about the situation as presented;	Individual work
Facilitation of intra-group activities/ report-back of group work	- divide learners into several small groups ; - asks learners to describe an electoral process; - asks the learners to analyze post-electoral events (troubles, their causes and consequences) ; - asks the learners to propose actions for resolving these ills; - organise reporting of the outcomes;	• describe the electoral process (in small groups) : - Prior to elections (preparations) - during elections (voting) - after elections; • analyze causes and consequences of post-electoral upheavals; • discuss them; • suggest solution approaches • make resolutions;	- Group work, then plenary session - value clarification techniques - Dramatising, role-playing
Formulation of new acquisitions/ Consolidation and synthesis	• re-states and completes : - definitions of key concepts; - the 03 stages of the electoral process; • helps learners identify causes and consequences of post-electoral problems; • guides them so they can make good resolutions for fair and peaceful elections; • lets them summarise in table form • gets them to grade the work.	• define: - key concepts; - the 03 stages of the electoral process; • identify the causes and consequences of post-electoral troubles; • analyze them; • discuss; • learn the basic stages of the electoral process; • give a report on their output;	Group work Problem-resolution approach
Evaluation of acquired knowledge/ appraisal	• asks learners to: - mention stages of the electoral process; - identifies problems that may be linked to each of them. - Suggests resolution approaches;	- implement the instruction (from discussions and information recorded in previous item)	Individual work
Transfer/ re-investment	• asks learners to produce several series of slogans conducive to: - electoral campaigns... - voting - violence-free post-election period	- produce slogans for peaceful, free and fair elections.	Individual work

Sub-theme 2: Good governance

Module 4: Democracy and Good Governance

Sub-theme 2: Good governance

Scope of sub-theme:
Incorporate positive values and notions, strategies and attitudes for promoting good governance.

Teaching/learning objectives
1. Master notions, values and principles relating to good governance
2. Develop strategies for promoting a culture of good governance, taking into account endogenous values and inputs of various social groups
3. Carry out educational and school-life activities with a view to entrenching good governance.
4. Adopt attitudes that are likely to promote good governance.

Components of the Contents
The analysis of corruption-related issues has shown that in the ECOWAS region, there are serious problems besetting the practice of the rule of law. These difficulties stem from the lack of good governance. Good governance is a term from the macro-economic theory and Anglo-Saxon administrative science. It was used in the 1990s by the World Bank as the required condition for development policies.

Definition of good governance
Without going into elaborate definitions of what good governance (or democratic governance) is one may, from a functional viewpoint, say that it is the relation between government and the governed in managing public affairs, involving:
- the existence of democratic institutions,
- functioning of these institutions, in line with the spirit and letter of laws and regulations,
- participation of citizens imbued with a sense of civic democratic culture, and who respect rules of the democratic game.

"Good governance is the set of measures, rules, decision-making, information and oversight bodies which see to ensuring the smooth running and control of a State, an institution or an organisation, be it private or public, regional, national or international".

Principles of good governance
Four principles are basic to democratic governance:

- ***responsibility:*** this task falls on both public authorities and citizens. ECOWAS countries have harmonized their legislations with international human rights instruments, such as the Universal Declaration on Human Rights and other international conventions. Despite this, there are still corruption-related issues and lack of respect for the rule of law. This means, democratic governance issues are not necessarily resolved just by creating democratic institutions. In other words, the existence of these institutions does not guarantee good governance.

It is the responsibility of both national and local leaders to see to the strict application of laws and regulations, fair and independent justice, and respect for constitutional laws.

Citizens must be conscious of the fact that social demands and pressure on government or local communities must necessarily take into consideration public resource constraints: human,

organisational and financial. This responsibility may not be spontaneously demonstrated by citizens or be an innate reality; it must be learnt from a set of knowledge, know-how and life skills.

In doing this, citizens must acquire and cultivate civic culture. Civic culture may be defined as a "set of beliefs, convictions, global visions and practices which have been formed in the course of a society's history, in such a way that they constitute pieces that have been moulded into a whole." J. Pershoor, Conférence Civitas, Mexico City, September, 1999.

Civil society must play an important role. It must contribute to effectively ensuring that the rule of law is dynamic, and promote civic education and human rights, peace and democracy. Civil society must also contribute to information dissemination and fight against abuse of power and impunity at all levels, especially by championing the protection of the less-fortunate.

- *transparency:* it is based on free flow of information. Persons involved may have direct access to the process and institutions, and accessible information is enough to understand and ensure follow-up of issues. The state comes in to address market issues, regulate tax payments and promote the wellbeing of citizens.

To make its intervention very efficient, government must readily give information about its decisions, for the sake of transparency and control of these decisions by citizens, and also bring about the needed participation of citizens in the success of public policies.

- *Rule of law:* legal frameworks should be equitable, and laws must be applied in an impartial manner, particularly laws relating to human rights.

- *Participation:* all men and women should have a say in decision-making, either directly or through legitimate institutions, which represent their interests.

Broad-based participation focused on freedom of association and of speech, as well as the needed capacities to participate constructively in decision-making. For example, citizens learn to organize themselves into pressure groups or facilitation groups to force public authorities to resolve issues of public policy that affect them and/or assist them, where necessary, in addressing these issues. This could be done with the assistance of Non-Governmental Organisations (N.G.Os).

Good governance challenges in the region

ECOWAS has procured important instruments for ensuring good governance at regional level:
- Protocol A/SP1/12/01 on democracy and good governance, supplementary protocol on the mechanism of prevention, management, conflict resolution, maintenance of peace and security; Protocol A/SP1/12/01 on democracy and good governance, supplementary protocol on the mechanism of conflict prevention, management and resolution, of peacekeeping and security. [Online]. (Page consulted on 15/06/2012). http://www.comm.ecowas.int/sec/fr/protocoles/Protocole-additionnel-sur-la-Bonne-gouvernance-et-la-democ.pdf (to be harmonized with other sources)
- Protocol on free movement of persons, right of residence of 1979 ;
- Protocol on the 1982 Code of Community citizenship.

Sub-theme 2: Good governance

Despite these provisions, there still exists:
Corruption: it persists in the States, in its passive and active forms in the social and economic realms, as well as in republican principles and the democratization process. For example:
- Public utility works are poorly executed by companies as a result of non compliance with contract specifications, thus leading to additional costs at the expense of the tax payer;
- A public sector teachers who provides teaching services in the private sector, does not complete the syllabus with his pupils, but at the end of the school year, pupils have to sit for the examinations;
- Or high cost of living caused by costs associated with corruption, which, in many cases are passed on to consumers.
- Difficulties in implementing delegation of authority and decentralization due to lack of transparency and good governance.
- Lack of concern and respect for public good.

Difficulties related to the free movement of persons and goods: this area is hampered by cross-border harassment and even within the countries while the safety of persons and goods is not guaranteed.

Other governance-related issues need consideration. These are:
- Exclusion policies;
- Lack of transparency;
- No follow-up and slowness in processing some sub-regional documentation;
- Absence of accountability;
- Deficit or absence of rule of law;
- Cross-border harassment;
- etc.

ECOWAS, however, is one of the most successful integration models. There is need to improve on efforts aimed at popularizing good governance, regional citizenship and integration of peoples.

PLANNING SHEET

Module 4: Democracy and good governance

Sub-theme 2: Good governance

Scope of sub-theme:
Incorporate positive values and notions, strategies and attitudes for promoting good governance.

Teaching/learning objectives
1. Master notions, values and principles relating to good governance.
2. Develop strategies for promoting a culture of good governance, taking into consideration endogenous values and contributions of various social groups.
3. Carry out educational and school activities with a view to entrenching good governance.
4. Adopt attitudes that are likely to promote good governance.

Duration : 18 hours

Equipment/teaching aids/documentation
- Curricula and school textbooks of the carrier subject
- ECOWAS reference manual
- Films
- Photographs, illustrations and drawings
- Documents and various printed material
- Internet

Planning table

Session	Capacities/skills to develop	Related content items	Strategies	Duration
1	Defining notions, values and concepts	- Values, principles and foundations good governance	- Desk research (print and digital) - Group work - Brainstorming - Survey - Discussions - Using resource persons and associations - Case study - Simulation - Dramatisation - Demonstration lessons - Trials	2 h
2	Appropriating instruments, mechanisms, standards and functional rules of good governance	- Instruments, institutions and tools of democracy - Characteristics and conditions of good governance		4 h
3	Identifying obstacles and constraints	Challenges of democracy in countries and in the sub-region		2 h
4	Proposing actions for promoting good governance	- Definition of concepts - Typology of deeds of good governance - etc.		4 h
5	Integrating good governance topics into educational activities	- Analysis of teaching and learning tools of different cycles - Development of educational cards - Conduct of teaching/ learning sessions - Evaluation of acquisitions		6 h

EXAMPLE OF EDUCATIONAL WORKSHEET

Theme: Democracy and good governance

Sub-theme 2: Good governance

Scope of sub-theme:
Incorportae positive values and notions, strategies and attitudes for promoting good governance.

Title of lesson/Learning situation: Principles, foundations and challenges of good governance.

5. Protocole A/SP1/12/01 sur la démocratie et la bonne gouvernance, additionnel au protocole relatif au mécanisme de prévention, de gestion, de règlement de conflits, de maintien de la paix et de la sécurité. [En ligne]. (Page consultée le 15/06/2012). http://www.comm.ecowas.int/sec/fr/protocoles/Protocole-additionnel-sur-la-Bonne-gouvernance-et-la-democ.pdf

Sub-theme 2: Good governance

Teaching/learning objective:
- Master notions, values and principles relating to good governance

Skills to develop

Skills		
Intellectual	**Behavioural**	**Techniques**
- Knowing principles and bases. - Identifying challenges of good governance. - Analysing a governance situation.	- showing fairness. - Having a critical mindset. - Proving to be rigorous. - Respecting principles of equity.	- addressing an issue of bad governance. - Drawing up an organisational chart in line with good governance. - Proposing solutions to identified problems.

Duration : 02 hours

Aids/materials:

List of members of Office of the Ministry of Education

Name	Title	Profile	Sex
Ekwe Abiola	Director of Cabinet	Graduate of National School Of Administration	M
Ekwe Nestor	Secretary General	Inspector General of Taxes	M
Koffi Gregoire	Chargé de mission	DESS en GRH	M
Ekwe Alimatou	Administrative/Finance officer	History-Geography Tutor	F
Ekwe Kossiwa	Head of Minister's Office	Director of Pre-school	F
Kamara Toffa	Driver	Holder of driver's license – Category B	M
Dieng Henri	Head of Mail Department	PhD research student	M
WALA Ségoulatou	Private secretary	Beautician	F

Conduct of teaching/learning session

Item	Activities		Strategies
	Trainer	**Learners**	
Checking of pre-requisites/ knowledge acquired	The trainer: - asks questions to ascertain the level of absorption and culture of learners with respect to notions to be learnt;	Learners: - respond to questions;	- Q.C.M - Individual work

Demonstration	- proposes the following situation to learners: "2 weeks after cabinet meeting and at the request of President of the Republic, the Minister of national education, Mr. Ekwe Hassan Isholah publishes the list of members of his Office (cf. supporting document). Following publication of list, the Ministry receives a request of explanation from the Prime Minister's Office" ; - Answers or gets the trainees to respond to questions of clarity asked by others.	- discover and observe list; - ask questions of clarity;	In a large group (plenary)
Facilitation of intra-group activities/ report-back of group work	• Organises them into groups of 5 or 6; • Makes working instructions known: - Analyses list by observing matching of profiles/posts and ensuring equity in role distribution; - Justifies Prime Minister's complaint; look for possible solutions;	- analyse list by group; - identify issues; - propose solution approaches	Group work (in plenary, then according to groups)
Formulation of new acquisitions/ Consolidation and syntheses	• organises reporting of group work • completes information given by learners • gradually "inject" some other cases of bad governance in: - Social governance; - Economic governance - Political governance; - Participation of citizens in "public property" management; • Ensures conduct of synthesis of new knowledge acquired on: - The definition of good governance; - Characteristics and conditions of good governance; - Challenges of good governance ;	• present outcomes of group work on: - bad governance (nepotism, flouting of gender interests, valorising human resources...) ; - potential effects of this bad governance ; • propose what they would have done, if they were the minister; • answer questions on other types of bad governance ; • participate in writing up synthesis of knowledge gained for the day;	Group work (in large, then small groups)
Evaluation of knowledge acquired/ appraisal	- gets learners to propose the composition of the health committee of the training institute (or any other committee or commission) ; - asks each learner to justify the choice of each of the members.	- propose composition of committee, which takes into account provisions of bye-laws of the training institution.	Individual work
Transfer/ Re-invest-ment	- Ensures that learners fill out a table in which they indicate the form of bad governance they can point out in their life (family, training centre, residential area, commune/prefecture, region, nation) during the entire quarter (list situations, their causes, consequences) and what they would have done in the face of each of the identified /denounced cases	- carry out the requested work - give a complete report at the end of the quarter.	Individual work Role-playing Simulation

Sub-theme 2: Good governance

Webography of the module : Democracy and good governance

Sub theme 1 : Democracy

Definitions of the concept
- http://www.universalis.fr/encyclopedie/democratie/
- http://aceproject.org/main/francais/ve/vec05b01.htm

Sub-theme 2 : Good governance
http://www.comm.ecowas.int/sec/fr/protocoles/Protocole-additionnel-sur-la-Bonne-gouvernance-et-la-democ.pdf

Democracy
(By Daniel Gaxie, Professor of Political Science at Université de Paris I - Panthéon-Sorbonne)

Democracy is a form of political organisation, which is traditionally defined, according to Abraham Lincoln, as "government of the people, by the people and for the people." As in any political system, the "people" refers to the population of citizens brought together in a territory and governed therein. The specificity of a democratic system is that the governed are supposed to be, at the same time, the government, who take part in the main decisions that affect life of the community. And since the people are both subject (i.e. subject to political power) and sovereign (wielders of this power) democratic systems are supposed to act in the interest of the people.
The question as to how and to what extent the "people" take part in the way they are governed is obviously pivotal, with regard to the democratic nature of political systems. From the Ancient Greek period until the XIX Century, only one regime may today be referred to as being a direct democracy, where laws are discussed and voted by the assembly (ekklesia) of citizens, and termed democratic. Appointing governors through election, by reserving power for "some individuals" and not "for all", was considered as an aristocratic procedure. Gradually, the representative government (i.e. government exercised by representatives of the "people", elected by citizens) was to be recognized as a particular form, then as the only democratic form.
The contemporary forms of elective representation are considered as democratic and, except for some Swiss cantons, all democratic systems today are representative.
Democracy comprises institutions, legal texts, practices, a culture as well as diffuse representations. These representations are normative (meaning that they prescribe standards to be respected or achieved) and legitimising (in the sense that they justify and "sanctify" a political order). It is on their behalf that various political struggles are carried out to preserve or change existing political orders. Intellectual traditions, emanating from law and philosophy, are based on comments, and are often the celebration of these legal, institutional and ideological components. Critical traditions indicate limits or lapses of concrete democracies and propose various arrangements to make them more authentic. Social sciences, whose viewpoint will be adopted here, do not seek to judge or defend democracy.

They rather endeavour to understand and explain its operating modalities. Below are characteristics, albeit non-exhaustive, of how contemporary democracies operate. In light of this, official representations make for comparing democratic systems in practice with the ideal situation, and help in analysing them. Social science research may have its share of criticism, but it is also likely to inspire all those who would like to compare democratic systems with their standard-setting ideal situations.

Source: Gaxie, Daniel. «Démocratie». In Encyclopaedia Universalis [Online]. (Page accessed on 15/06/2012)

http://www.universalis.fr/encyclopedie/democratie/

MODULE 5

GENDER, PROSPECT FOR PEACE AND DEVELOPMENT

« The obligation of States and societies to account for crimes committed against women has an impact that goes beyond mere sanctions against perpetrators of crime. It implies the establishment of the Rule of Law and a just social and political order. Without it, there can be no lasting peace. Impunities weaken the foundations of societies recovering from conflicts by legitimising violence and inequality. It prolongs instability and injustice and exposes women to the threat of renewed conflicts ». Ellen Johnson-Sirleaf (the first woman to become President of Liberia and in Africa) (presentation format to be standardized).

« The understanding of the gender perspective in conflict situations is essential to ensure that peacekeeping and peace-building processes become successful in the long run ». United Nations (standard reporting format)

GENDER, PROSPECT FOR PEACE AND DEVELOPMENT

1- Gender dimension
2- Gender, challenge for peace and development

Introduction

L Gender is often seen as a concept bordering on essentially with women issues. A literature review would show the extent of the misinterpretation of the concept worldwide.

Gender is a sociological concept that determines the differences between individuals in terms of gender, minorities, social classes, age, etc. It establishes the hierarchical relationships of power between groups. Gender aims at enhancing and promoting human development on a large scale as well as social capacities and human potentials of each member of society in the context of sustainable peace.

Moreover, in spite of the trend towards reducing conflicts in recent years, security and peacekeeping remain a major concern in West Africa. Prevention and mediation, the success of peacekeeping operations, reconstruction, peace-building, strengthening democracy and good governance in post-conflicts countries are issues around which various stakeholders have concentrated their efforts in the area of peace.

Although the concept of « gender » is inclusive, « women with children are the main victims of conflicts, it is obvious that the success of collective efforts for peace depends on their capacity to ensure the participation of the latter in the promotion and maintenance of peace ». This premise of the ECOWAS NETWORK FOR PEACE AND SECURITY (RESPFECO) in the concept note of the preparatory launching workshop held in Abidjan in 2009, raises the issue of a greater participation of women in peacekeeping and conflict management processes. However, if women are confined to secondary roles, if their practical needs and strategic interests are not taken into account, it is clear that they will not be able to play their

Introduction

full role in the social and economic development. Therefore, conscious of the issue of greater participation of women in peacekeeping and security, the ECOWAS Centre for Gender Development (ECGD) declared peace and security as part of the main axes of its strategic plan. This option, to a large extent, justifies the inclusion of a module entitled "GENDER, prospect for peace and development" in this manual with the aim of inculcating attitudes and behaviours conducive to peace.

This module is structured around two sub-themes:
- Gender dimension
- Gender, challenge for peace and development

Content of the module:

Integrate values, concepts and behaviours related to the promotion of gender in the context of peace-building and development.

Sub-themes

Sub-theme 1: Gender dimension
Sub-theme 2: Gender, challenge for peace and development

Sub-theme 1: Gender dimension

Scope of sub-theme:

Integrate values, concepts and behaviours relating to the promotion of the gender dimension.

Teaching and learning objectives

1- Master the concepts of gender and gender dimension
2- Conduct educational and educational activities that enhance the inclusion of the gender perspective
3- Adopt positive attitudes towards gender promotion

Components of the Contents

Definition of key concepts

Gender

Though the word «gender» exists in French, in the context of gender analysis of this kind, it is the French translation of the English concept of «gender». Gender means both the relationship between men and women in their society and how they are socially and culturally constructed. The differences between men and women that are acquired, which may change over time, vary within the same culture and from one society to another.

- Biological gender: It is unchanging trait acquired at birth, at least naturally;
- Social gender: It is socially constructed, dynamic and evolving, varying in time and space;
- Gender equality: It refers to equal opportunities between men and women, in access to and control of available resources and benefits accruiing from development;
- Gender equity: The quality of being just and righteous to men and women for gender equality;
- Gender parity: Perfect equality between the two genders, equal participation of both genders in different levels of the education system, it is a quantitative concept;
- Discrimination/ gender disparity : It is an unfair or unequal treatment applied to a man or a woman on the basis of gender stereotyping;
- Gender stereotyping: It is rooted in simplistic beliefs that attribute character traits and activities specific to one gender or the other. They try to justify the domination of men over women, not from the mode of organization of society but as a situation within the natural characteristics of both men and women;
- Acquisition of power/ empowerment: a process of strengthening power, participation, and capacity of choice and negotiation, of autonomy...the UN texts often translate it as "empowerment" that is"enhancing the the power of women to take action". The term "empourvoirment" is also sometimes used in French.

Gender dimension

"Gender dimension" implies the consideration of the different opportunities for men and women, the roles assigned to them socially and the relationships between them. These are basic components that affect the process of social development and the achievements of policies, programmes and projects of both national and international organizations. Gender is closely related to all aspects of economic, social, everyday and private life of individuals and those of society that has assigned to everyone (men and women) specific roles" according to the FAO in '' statistics and gender, agricultural survey (2001).

Sub-theme 1: Gender dimension

History of gender dimension:

The 1950s constituted a period of reconstruction, with the emergence of the theory of major organisations such as the (IMF, WB) and modernization. In the North, it was the aftermath of war, and in the South, the emergence of independence movements, and in 1946 the Women's Affairs Commission was established.

The early 1960s was marked by agitations for legal rights and movements sprang up around the world:

- Social welfare dimension,
- New issues to to make women development actors,
- Integration of women in development: IWD and
- WID (Women in Development) income generating-activities were established.

Results for Women in Development (WID): an attempt to meet the specific needs of women in all sectors, managing targeted projects through to operations for which they were the sole beneficiaries Women have gained greater autonomy, but also face incidence of violence related to the loss of jobs by men. The ''gender'' dimension, i.e., the analysis and inclusion at all levels of social relations between men and women, is essential to achieving the goals of equality consistent with human rights and improving the effectiveness of strategies for sustainable development

In the 1990s, sustainable development aimed at reconciling ecological, economical, social and cultural components of development focused on the participation of both stakeholders in the development process as well as on equality between men and women.

In 1995, the Beijing Conference on the status of women released the gender and development dimension (GDD). This was intended to meet the specific and different needs of each gender, focusing on the empowerment of women and factoring into the scheme, both social and family inequalities.

The gender dimension and development (GAD) is a new approach to disparities between men and women, boys and girls.

● *Transversality/mainstreaming:*

The transversality of the gender issue between men and women or the integrated approach to equality described by the Anglo-Saxons as « mainstreaming », is a strategy for the promotion of equality. It focuses on constant attention to equality between men and women in policies, strategies and development interventions. The transversality of gender does not only mean to ensure that women participate in development programmes established previously. It also claims to ensure that women and men participate in goal-setting and planning, so that development takes into account priorities and the needs of both women and men. The transversality of gender requires an analysis of the potential impact of development interventions on both men and women in all areas of social development. This analysis should be done before making important decisions concerning the objectives, strategies and resource allocation.

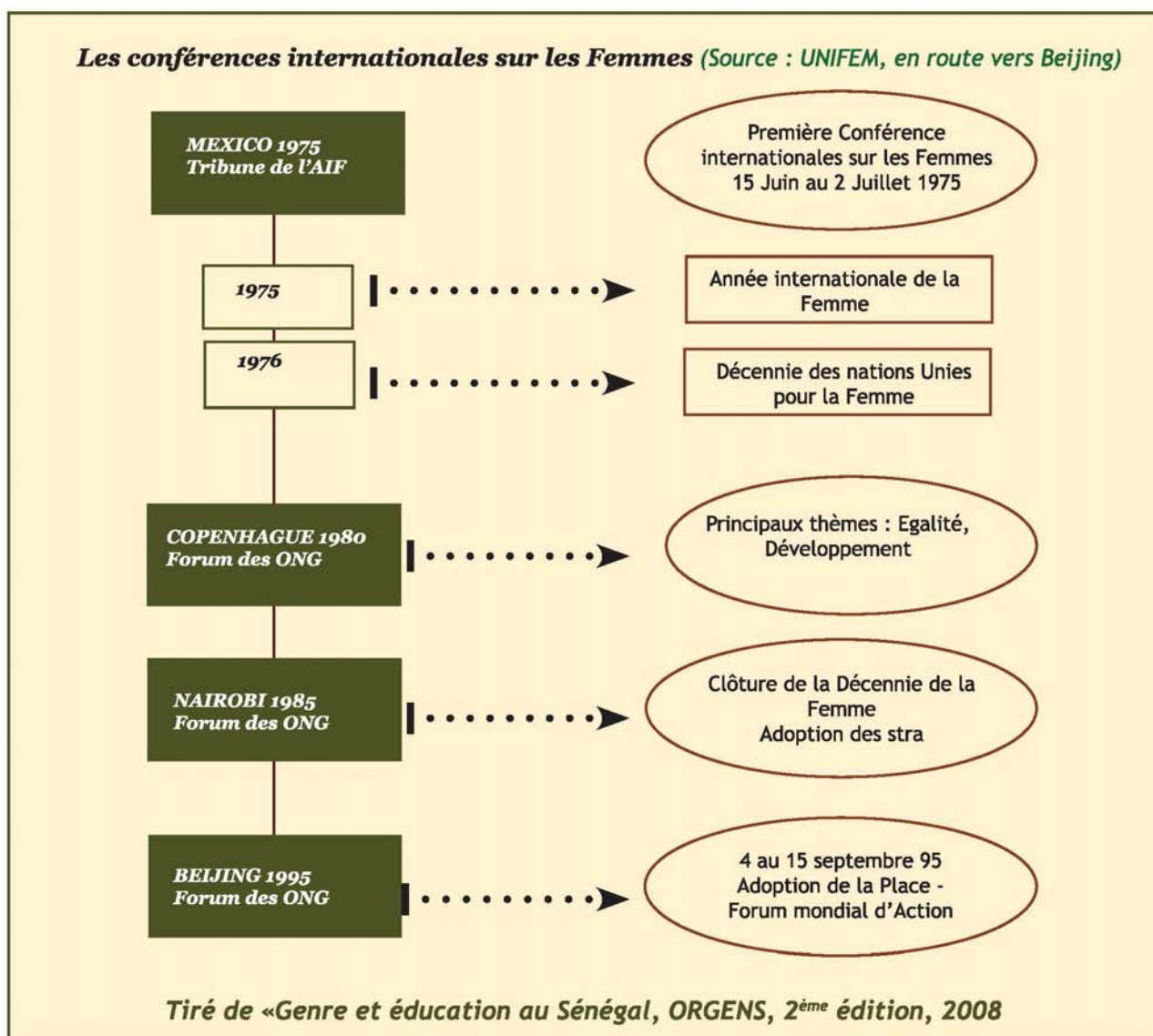● *Distribution of roles and social relationships in society:*

Gender roles		
In Production	**In Reproduction**	**In the Community**
Goods and services: teaching, sewing, shoemaking ...	- Biological and cultural: - Child bearing, - Recreation and leisure, - Education, training	- Collective organisation of activities and social services - Activities and local policies - Participation in social groups - Social management - Community management...

• *Sensitisation/awareness creation (gender dimension):* A situation is likely to change only when policies that underpin it support it appropriately. In this case, it is about a change in culture, representation, ways of thinking, simply put, a paradigm shift. This means that this issue should be critically assessed from a cultural perspective, with strategies targeted by actors depending on the context of the intervention and on local specificities.

"Gender social relationships assigned to both men and women (and the family) are largely determined by economic structures, the nature of the state of its social orientations, religion, culture as well as the close relationships between these aspects, relationships that are self-transforming. For example, they can institutionalize and maintain inequality between men and women through laws and policies regarding marriage, divorce, parenting, child care, property and welfare policies". [1]

Instruments of gender promotion:

International Conferences Since Mexico, Beijing :

Les conférences internationales sur les Femmes (Source : UNIFEM, en route vers Beijing)

MEXICO 1975
Tribune de l'AIF

Première Conférence internationales sur les Femmes
15 Juin au 2 Juillet 1975

1975 ⟶ Année internationale de la Femme

1976 ⟶ Décennie des nations Unies pour la Femme

COPENHAGUE 1980
Forum des ONG ⟶ Principaux thèmes : Egalité, Développement

NAIROBI 1985
Forum des ONG ⟶ Clôture de la Décennie de la Femme
Adoption des stra

BEIJING 1995
Forum des ONG ⟶ 4 au 15 septembre 95
Adoption de la Place -
Forum mondial d'Action

Tiré de «Genre et éducation au Sénégal, ORGENS, 2ème édition, 2008

1. Massan D'Almeida in« Gender in action: understanding the gender concept ». April 2007. [Online]. Accessed on 15/06/2012. http://www.genreenaction. net/spip.php?article5514

Sub-theme 1: Gender dimension

- Resolutions of the United Nations Security Council in West Africa

RESOLUTION 1325 ON WOMEN, PEACE AND SECURITY

Resolution 1325 of the United Nations Security Council in West Africa was unanimously adopted in October 2000. It is a legal and historical policy framework that recognises the importance of the participation of women and integration of the gender dimension in peace negotiations, humanitarian planning, peacekeeping operations, and consolidation of peace and post conflict governance. Resolution 1325 comprises main areas of intervention:

1. The participation of women at all levels of decision making, notably:
    • In national, regional and international institutions, and;
    • In mechanisms of conflict prevention, management and resolution;
    • Peace negotiations;
    • Peacekeeping operations as soldiers, policewomen and as civilians;
    • As a special representative of the UN Secretary General.

2. The protection of women and girls against sexual violence and gender-based violence, including:
    • Humanitarian and emergency situations as in refugee camps;
    • The training of peace operations staff, in the field of operations and before their deployment, regarding women and girls' rights as well as effective protection measures.

3. The prevention of violence against women by promoting women's rights, entitlements and law enforcement, including:
    • The prosecution of war crimes, genocide, crimes against humanity and other violations of international rights;
    • Respect for the humanitarian and civil nature of refugee camps;
    • Exclusion of sexual violence-related crimes from amnesty agreements, because they may fall under crimes against humanity, war crimes or genocide;
    • Strengthening women's rights in accordance with national legislations;
    • The support for initiatives aimed at promoting peace and conflict resolution processes led by women at the local level.

4. The integration of the gender dimension in peace operations, including
    • Appointing gender advisers in all United Nations peace operations;
    • Taking into account the specific needs of women and girls in formulating and developing policies at all levels;
    • Integrating the perspectives, contributions and experiences of women's organisations in the development of policies and programmes.

RESOLUTION 1820 ON CONFLICT-RELATED SEXUAL VIOLENCE.

Resolution 1820 (2008) recognises sexual violence related to conflicts as a matter of peace and international security. The resolution calls on:
- Armed personnel to put an end to the use of sexual violence against the civilian populations as a tactic to achieve political and military objectives;
- All parties to the conflict must fight against impunity related to sexual violence and provide effective protection to the civilian populations;
- The United Nations and peace operations to develop mechanisms for prevention and response to sexual violence.

- *Conventions :*
  - Convention on the elimination of all forms of discrimination against women, (CEDAW)
  - Protocol to the African Charter on Human and Peoples' Rights relating to women's rights in Africa,
  - The Maputo Protocol

- ECOWAS Action Plan for implementing resolution 1325 and 1820 of the United Nation Security Council in West Africa
- National strategies for gender equity and equality.

PLANNING OF THE MODULE

Sub-theme: Gender approach

Scope of sub-theme:
Integrate values, concepts and behaviours related to the promotion of gender.

Teaching and learning objectives
1- Mastering gender concepts and gender approach
2- Conduct educational and educational activities for the inclusion of the gender dimension gender
3- Adopt positive attitudes to promote gender

Duration: 14 hours

Educational materials/teaching aids /documentation
- Programmes and textbooks of the carrier subject
- ECOWAS Reference Manual
- Films
- Photographs
- Documents and various texts
- Internet/ Intranet/ ICT/ Information and Communication Technology in Education (ICTE).

Sub-theme 1: Gender dimension

Planning of module

Session	Skills	Related content items	Strategies	Duration
1	Define gender concepts and gender dimension	- Notions related to concepts like gender: gender equality, gender equity; gender parity - Gender approach	- Document research (print and digital) - group work - Document research (print and digital) Brainstorming - Survey - Discussions - Case study	2 h
2	Appropriate the fundamentals of gender	Principles related to gender approach		2 h
3	Identify constraints and challenges related to the achievement of the gender dimension	Constraints and challenges related to the achievement of the gender dimension		2 h
4	Formulate actions to promote gender dimension	Actions/activities for promoting gender : Empowerment (full participation of women in development activities and decision-making) ; Security and sustainable development ; Gender-based violence		2 h
5	Integrate the theme of gender dimension in educational activities	Analysis of educational and teaching materials. - development of teaching aids - conduct teaching sessions/learning - Evaluating knowledge acquired		6 h

EXAMPLE OF EDUCATIONAL WORKSHEET

Sub-theme 1: Gender approach

Scope of sub-theme:
Integrate values, notions and behaviours related to the promotion of gender.

Title of the lesson /Learning situation: gender in society

Teaching and learning objectives
Master the notions of gender and gender dimension

Skills to develop

Skills		
Intellectual/ Knowledge/ Learning	**Behavioural/ attitudes**	**Technical/ aptitudes, know-how**
- Distinguish gender from biological sex - Explain the development of the gender dimension concept	- Respect for gender equity and equality	Implementing a research methodology on the notions of gender and gender dimension

Duration : 2 hours

Educational Materials/teachiing aids:
- Programmes and textbooks of the carrier subject
- ECOWAS Reference Manual
- Films
- Photographs
- Documents and various texts: Internet/ Intranet/ ICT/ Information and Communication Technologies in Education (ICTE).

Conduct of teaching/learning session

Stages	Activities		Strategies
	Trainer	**Learners**	
Checking pre-requisites/ prior knowledge	Ask questions to ascertain the level of prior knowledge and background of learners on the notions to be learned	Answer questions	- M.C.Q - Individual work
Demonstration	- Present a situation relating to gender issues. For example, the 24 hours for both men and women - asks learners to list the activities, identify and justify those reserved for men and those reserved exclusively for women	Implement task	Group work
Facilitation of intra-group activities/analysis	- Organise the reporting on group work - Complete the information provided by learners - Emphasise on the following aspects of the content: Biological sex, social gender, gender equality, gender equity, gender parity, Discrimination/ gender disparity, gender stereotypes History of gender, social welfare approach, integrating women in development, gender approach, Transversality/ empowerment, mainstreaming, Sensitization/ awareness creation (gender dimension), division of roles and social relationships in society	Present the results of group work	plenary
Synthesis and/ or consolidation, or formulation of new acquisitions	Synthesize the information	Organize the synthesis according to the following plan: - definition of key concepts - history of gender dimension	Share information in plenary to stabilize it
Evaluation/ appraisal	- let learners work on a series of assertions by asking them to identify those related to gender and/or sex - Produce a gender promotion aid (slogan, drawing or a text)	- Answer questions - Provide an aid.	- individual work - steps towards improvement
Transfer/ reinvestment	- request learners to propose a reorganisation of the division of daily tasks by gender - request learners to form a government of 25 ministers taking the gender perspective into account.	- Reorganize the division of daily tasks in school - Form a government according to the instructions of trainer.	Individual work Written production Simulation Role-playing

Sub-theme 2: Gender, a challenge for peace and development

Scope of sub-theme

Incorporate values, notions and behaviours relating to gender dimension for peace-building and development.

Teaching and learning objectives

1- Analyse research strategies for peace based on gender,
2- Develop strategies to promote the gender dimension in the community to achieve peace and development,
3- Conduct educational and educational activities for gender promotion
4- Adopt positive measures aimed at promoting gender

Components of the Contents

Gender analysis

Gender analysis is to assess the impact on both women and men of any planned action, including legislation, policies and programmes, in any activity area and at any level. It is a tool to raise issues, analyse information and gradually develop strategies to expand the role and participation of women and men at all levels.

It is a strategy for incorporating the concerns and experiences of women as well as those of men in the development, implementation, monitoring and evaluation of policies and programmes in all sectors to ensure that both men and women benefit from equal rights and that inequality is not perpetuated.

Who does what, who has what, who needs what; what are the strategies and approaches to reduce the gap between what men and women need and want, etc. These questions need to be asked and analyzed to provide a comprehensive picture of the existing situation. This will enable gaps to be identified (it is non-existent), differences (not enough).

A thorough analysis of gender is an essential starting point for any programme for a systematic gender mainstreaming.

At each stage of a project, gender dimension allows you to ask critical questions:

- Who does what?
- And with what resources?
- Who has access to the benefits?
- What are the needs and interests of men and women and why?
- Who controls both resources and benefits?
- What are the driving forces for the proposed change?
- What forces are obstacles?

Obstacle to peace and gender development

According to the UN, "the concept of gender refers to the different social roles and relationships between men and women, boys and girls. These roles are shaped by social, cultural, economic and political conditions as well as expectations and obligations in society which, in turn, influence how groups are affected by armed conflicts.

The study conducted by Femme Africa Solidarité (FAS) on « Gender and violence against women in conflict zones» presented in 2009 at the ENSO Thiès, in Senegal, revealed that despite the training

received and existence of international texts with respect to gender in peacekeeping operations (PKO), women are hardly present in peacekeeping operations within the ECOWAS region.

The existence of texts alone is not enough to ensure the integration of Gender into Conflict Management and Resolution. Behavioural change will require the training of men through specific awareness creation activities, information, or education based on:

- The situation of injustice (exclusion, bias ...etc.): "this is the injustice that hurts us; it is to be the victim of it" says Pierre Nicolas in "Human Relationships".
- Violence (violence based on gender in conflict situations; abuse and sexual exploitation of children, etc.). Violence is a general term used to describe an aggressive, unfriendly, non- pacifist, belligerent, enemy behaviour, i.e. an imposed constraint which causes pain and grief. "Gender-based violence is for men and women, where women are usually the victim. It stems from unequal power relations between men and women. The violence is directed against a woman because she is a women or it affects women disproportionately. It includes, but is not limited to, physical, sexual and psychological aggression... it is also a violence perpetrated or condoned by the State" [United Nations Population Funds (UNFPA), Gender Thematic Group].

The FAS study on gender and violence against women in conflict zones enables one to:
- Show how conflict changes the relationship and gender roles between women, men, girls and boys.
- Raise awareness among peace-keeping soldiers about the effects of their actions on men, women, boys and girls.
- Discuss the effects of sex-related gender logistics
- Consider the culture: in fact, the participants in peacekeeping operations need to know in which cultural context the mission will take place as the M-W issue and culture are closely interrelated.
- The negative socio-cultural practices (e.g. Female Genital Mutilation FGM, which often occurs in the pre-school or elementary age);
- Non-harmonization of national legal framework with international legal instruments and their non enforcement do not allow for the effective management of the issue of violence within the States. It promotes sexual violence and other abuses and women are the first victims (young and/ or adults) and sanctions are given with regard to the degree of the crime for perpetrators of those crimes.
- The inclusion of the gender dimension in policies and practices, the definition and implementation of more equitable public policies: a gender-friendly policy is a set of principles that underpin the ways of dealing with disparities and inequalities stemming from cultural and social differences established between men and women.

Actions and behaviours relating to gender for peace and development

- A policy that brings on board gender dimensions as a way of dealing with historical gender inequalities, the basis of gender hierarchies, limit the development of women's potentials and concomitantly constitute an obstacle to the realization of their fundamental human rights. A policy gender into consideration when it systematically and constantly introduces the issue throughout the entire process - from the stage of formulating a development project- through the definition of achievable results- the determination of goals and strategies and monitoring of indicators: formulation and implementation

Sub-theme 2: Gender, a challenge for peace and development

- The education of the girl child and boy is provided for by an educational policy which takes into account gender at all levels, from the definition of policies and programmes to classroom management. This means that a mapping exercise needs to be carried focused on stakeholders, infrastructure for targeted actions by stakeholders and categories of stakeholders for the provision of adequate infrastructure. Incorporating the gender dimension into teaching and learning situations can create attitudes and behaviours that enhance equity and equality.
  - Life-long education
  - Socio-cultural practices which take due cognisance of the different interests of men and women
  - Equal participation by women and men in the development process

Security and peace challenges within the ECOWAS sub-region

The diversity of situations within ECOWAS has a strong influence on the challenges confronting peace and development. Among these challenges are:
- Elections which are often an opportunity for tension, excessive violence and they are the source of serious political crises;
- The difficulties to establish and consolidate democracy;
- The emergence of extremist ideological and social movements;
- Population growth and youth population (the youth below 20 years represent more than 50% of the population in West Africa)
- Lack of access to education, training and employment
- The mismatch between the provision of educational resources and the needs of populations. Strategies for peacekeeping, integration and management of issues of equity and equality do not receive adequate support.
- A high level of poverty among 50% of the population living below the poverty line and more than 60% on less than a dollar a day;
- The exponential growth of migration due to political and military crises
- Free movement of goods and services within the ECOWAS region was a fertile ground for the development of pandemics, but also human trafficking and smuggling
- The circulation of small arms and light weapons.
- The inefficiency of public policies
- Ethnic tensions
- Increase in drug trafficking
- The persistence of armed conflicts

For any action to address these challenges, it is imperative to conduct a situational analysis for the integration of the gender dimension.

PLANNING OF THE MODULE

Scope of sub-theme

Incorporate values, concepts and behaviours to promote gender dimension for peace-building and development.

Teaching and learning objectives

- Analyse research strategies for peace based on gender,
- Develop strategies to promote gender dimension in the community to achieve peace and development,
- Conduct educational and educational activities for the promotion of the gender dimension
- Adopt positive attitudes to promote gender

Duration : 12 hours

Educational materials/ teaching aids/documents:

- Programmes and text books of the carrier subject
- ECOWAS Reference Manual
- Films
- Photographs
- Documents and various texts

Planning table

Session	Skills	Related Content items	Strategies	Duration
1	Appropriate the analytical tools for gender dimension	- the analytical grid of acquisition of power - GAM (Gender Analysis Matrix) - analytical grid of the educational system along gender lines	- Document research (print and/or digital) - group work - Brainstorming - Survey - Discussions - Case study	2 h
2	Master the process of gender analysis	- the different stages of analysis - related resources		2 h
3	Develop strategies to promote peace and development in terms of gender	- gender policy implementation mechanisms. - Tools and instruments to implement gender policies.		2h
4	Integrate gender dimension into educational activities	Analysis of teaching and learning tools - Development of teaching aids integrating gender-related issues on women empowerment, security, and sustainable development and gender-based violence. - Conduct teaching and learning sessions - evaluation of knowledge acquired		6 h

Sub-theme 2: Gender, a challenge for peace and development

EXAMPLE OF EDUCATIONAL WORKSHEET

Sub-theme 2: Gender, a challenge for peace and development

Scope of sub-theme:
Integrate values, concepts and behaviours to promote gender dimension for peace-building and development.

Lesson title/ learning situation: technical analysis of gender dimension:

Teaching and learning objectives
Develop strategies to promote gender dimension in the community to achieve peace and development

Skills to develop

Skills		
Intellectual skills/ knowledge	**Behaviours/ attitudes relating to management skills**	**Technical / Aptitudes**
- Analyse the impact of actions of both positive and negative behaviours relating to the living conditions of both men and women. - Develop relevant mechanisms conducive to peace and development integrating gender (in relation to issues of women empowerment, security and sustainable development and gender-based violence)	- Respect for gender equity and equality in the implementation of actions conducive to peace and development (empowerment ; participation in decision- making)	- Implement peace and development activities in a community such as the gender dimension - Contribute to the development of good traditional practices on gender issues - Engage both men and women in an equitable manner for the peace-building and development process

Duration : 2 hours

Educational materials/Teaching aids/: Text
- Programmes and text books
- ECOWAS Reference Manual
- Films
- Photographs
- Documents and various texts: Internet/ Intranet/ ICT/ Information and Communication Technologies in Education (ICTE).

When women decided to sit back

There was once a kingdom like many other kingdoms; with a king, a queen, soldiers, farmers and all the rest. However, women were not allowed to leave their homes or perform other tasks except those ones they were entitled to perform.

The men went to work and returned in the evening, asked for dinner and then met with their friends to play cards or dominoes. Whether their wives were happy or not, did not matter much. One day, the women had had enough. What is wrong with men? They return home, are authoritarian, shout and maltreat us. Do they know sometimes that we work a lot? It is like that, said another woman. We take care of the children, do the house chores, laundry, grind grain, and prepare food and a thousand other things. And they play dominoes while we are trapped in our homes. —let us strike! They all shouted in unison. And so this was how women stopped working. What a surprise it was for the men when they returned from their farms and their work? The meal was not ready. The clothes were dirty. And the women were not at home. Mothers, sisters, cousins, wives, girlfriends, were all gone. They were gathered in a big house belonging to a widow and playing dominoes and cards. Even the queen was present. Not even one man managed to bring his girlfriend home.

Ah! They will return soon, they told one another. We will not return until you have learnt your lessons! Said the women. Meanwhile, the men tried to perform the duties of their wives but without much success. They discoloured the clothes while washing them. The children could not stop crying. They burnt the food... and they felt lonely. At that time, the women of the kingdom did not give in —they will soon come for us and ask for forgiveness for having treated us so disrespectfully! The men were on the verge of madness. They had stopped their work to take care of the house as women idled about. Gradually, one after the other, the men of the kingdom discovered women's work was very difficult. How did they not realize it before? They were about to reach their goal... but something unexpected happened. While the men were busy at home, plantations began to dry. The cattle wandered all over the place. The kingdom started running out of wheat as well as food. Everything turned into disaster. Both men and women decided to find a way to solve the problem. On each side, one person was selected for negotiation.

The men chose the king and women the queen.

They both met on a neutral ground: the forest by the lake. They were angry and moody. —you lock us at home! Said the Queen. — We only protect you from the outside world! Replied the King. —you treat us like slaves, insisted the Queen. — Slaves, hum! We work like animals for you! He replied. We also! But you do not want to recognize it. We made a list of queries, said the Queen. And she opened up a long list. Women asked to be allowed to leave their homes and learn other trades. Some wanted to become farmers, others builders, artisans, carpenters, music composers, in short, many trades. The King frowned and thought for a while. — Okay, if that is what you want, you will get it. Is that all? The Queen raised an eyebrow and continued: —another thing, men must participate in household chores. —How? This, never! With an apparent gesture, the Queen took her long coat and got ready to leave. —Wait! Wait! Well... okay... We will participate in household chores. But you will help us to harvest, the King proposed. The Queen agreed. There was no benefit from the situation. And so, the requests were reviewed and examined one by one. Some were accepted, others amended to ensure that everyone was happy. At the end of the negotiation, both the king and the queen joined their crowns and all looked in the same direction.

Sub-theme 2: Gender, a challenge for peace and development

Conduct of the teaching/learning session

Stages	Activities		Strategies
	Trainer	**Learners**	
Checking pre-requisites/ prior knowledge	Analyses the degree of absorption of learners with respect to the problem raised	Answer questions and explain/ express their understanding of the subject	Questions/ answers/ research instructions/ execution of tasks
Demonstration	Activity 1 : Situation-problem: Presents a daily life situation where there is disparity between men and women's tasks	Analyze the situation and discuss the roles.	Individual work
Facilitation of intra-group activities and analysis	- lets them read the text « When women decided to sit back » - Organize group work around the following instructions: 1- What was women's work before the incident? 2- What triggered the conflict? 3- Was the conflict resolved ? 4- What will be the impact of the agreement on the inhabitants of the kingdom?	They read the text They present the results of their production Group 1 : Answers the question relating to the activities of both men and women before the conflict Group 2 : Analyze the trigger factors of the conflict Group 3: Identify the impact of the agreement on the socioeconomic life of the inhabitants of the kingdom.	Group work
Formulation of new acquisitions/ Consolidation/ and synthesis	Organise the pooling of research and information collected in the various groups. - Invite each group to summarize it in the form of a text, a table or drawing which summarizes the problem resolved - Provide some additional information, illustrating his remarks with facts drawn from everyday life and current events	They present and comment the various productions. The summary is done in the form of a table, drawings and texts based on the skills developed	Collective work Plenary discussion
Evaluation/ appraisal	Commission a reflective analysis of the activities and information developed: teaching (approach, mastery of contents, evaluation, aid/materials) Learning (relevance of activities, level of mastery of content, attitudes and behaviours of learners).	Summarize in their own words/ drawings/ table, of questions answered.	Individual work Group work Discussion
Transfer/ Reinvestment	Prepare / present a drama staging depicting a scenario correcting the disparities denounced in the text	Prepare and stage the play	Group work Role-playing

MODULE **6**

PUBLIC HEALTH, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

« Everyone wants to save the planet, but no one wants to pick up the garbage ».
Jean Yanne. [Online] Accessed on 15/06/2012 http://scarlettsansrhett.wordpress.
com/2009/05/30/tout-le-monde-veut-sauver-la-planete-mais-personne-ne-veut-
descendre-les-poubelles/ 1

1. Jean Yanne. [En ligne]Page consultée le 15/06/2012 http://scarlettsansrhett.wordpress.com/2009/05/30/tout-le-monde-veut-sauver-la-planete-mais-personne-ne-veut-descendre-les-poubelles/
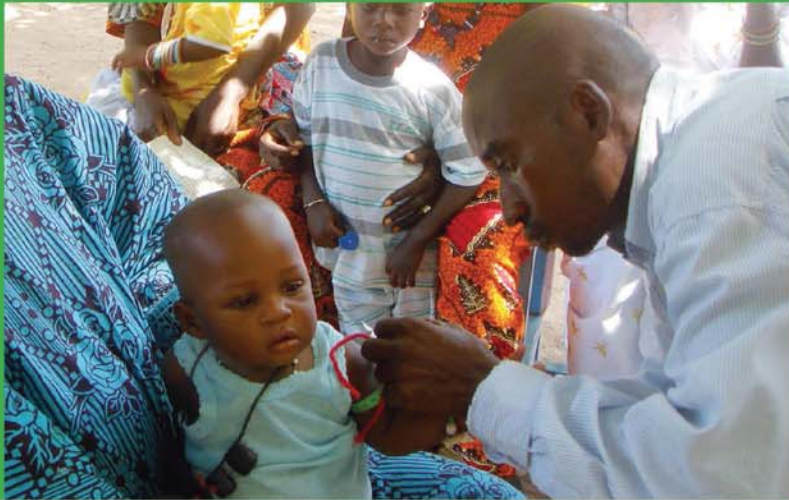
PUBLIC HEALTH, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

1. Public health and environment
2. Sustainable development

Introduction

Built around the fundamental principle of equality and non-discrimination, environmental law, bio-ethical considerations, the right to development, health and peace, are not only related to the living man in society, but also to human beings as species. Thus, the African Charter on Human and Peoples' Rights states that « all peoples have the right to a general satisfactory environment, conducive to their development ».

However, in a context where ignorance and misinformation can pose a threat to life, Public health issues and environmental sustainability are a major challenge in Sub Saharan Africa and especially in West Africa. The ECOWAS Protocol on Democracy and Good Governance notes that democracy, peace, political stability and social justice cannot exist outside the confines of the rules of good governance.

In the same perspective, world leaders at the United Nations Millennium Summit held in September 2002 agreed to prescribe them among a set of time-bound and measurable objectives under the term of Millennium Development Goals (MDGs).

It is by taking suitable measures to fight against poverty, endemic diseases, and epidemics, economic marginalization which are often the basis for exacerbation of conflicts and instability can West African States contribute to development, starting from the restoration of health for all to equal distribution of resources, strengthening social cohesion and democracy. The most worrying aspect of this problem is the definition

Introduction

and implementation of effective and efficient policies to solve public health issues, taking into account the dimension of a healthy and sustainable environment.

In this sense, the educational system of each ECOWAS State must take these realities into account and integrate them into the curricula and instructors' training arrangements for both students and pupils.

It is in this spirit that the theme under study addresses public health and its interrelations with the environment in the systematic vision of sustainable development.

Scope of the module:

Incorporate values and concepts, skills and behaviours conducive to a good environmental management for the improvement of public health and sustainable development.

Sub-themes:

1. Public health and environment
2. Sustainable development

—

Sub-theme 1: Public health and environment

Scope of sub-theme

Incorporate values and concepts, skills and behaviours conducive to a good environmental management for the improvement of public health and sustainable development

Teaching and learning objectives:

- Identify the different environmental issues
- Identify the different public health issues
- Establish the link between public health and environmental issues
- Apply the techniques and actions for environmental protection.
- Promote environmental management actions and sustaining public health
- Adopt responsible behaviours when faced with public health and environmental issues

Components of the Contents:

I. Public Health

a. Definition

Public health can be defined in various ways. It can be defined « first of all, as the study of physical, psychosocial and socio-cultural determinants of the health of the population and secondly as actions for the improvement of the health of the population ». Then again, it is also defined as « an organized activity of society to promote, protect, enhance and, where necessary, restore the health of individuals, groups or the entire population ».

We can also recall a previous definition by Charles-Edward Winslow published in the Science Journal in 1920 : « public health is the science and the art of preventing diseases, prolonging life and promoting health and physical efficiency through the coordinated efforts of the community for environmental sanitation, control of infections among the population, individual education in terms of personal hygiene, organisation of medical and nursing services for early diagnosis and preventive treatment of diseases, development of social mechanisms that will ensure that everyone has adequate standard of living for the maintenance of health. The ultimate aim is to enable each individual to enjoy his/her birthright to health and longevity ». [2]

Accordingly, the WHO, as a Working Committee in 1952, stressed the importance to be attached to the individual and collective health education, but it was constrained by the expansion of related concepts of public health administration, as this development required the integration into a single system for all branches of public health: prophylaxis or prevention, care for patients, and rehabilitation of convalescents.

Since then, it has been generally accepted that the organization of curative care is within the purview of the essential functions of Public Health.

However, it should be noted that public health differs from medicine mainly in two ways:
- It puts more emphasis on prevention rather than curative treatment;
- It develops a population approach rather than individual interest concerning people's health problems.

2. Source: Saphir Development. Assistance in Public Health. [Online]. (Accessed on 15/06/2012) http://saphirdeveloppement.org/domaine-competences/assistance-sante-publique.html

Sub-theme1 : Public health and environment

b. Public health issues in Sub-Saharan Africa
The WHO published on 20 November, 2006 a report on the health of « 738 million Africans » 3

(Today , the African population is estimated at 1,073, 487.4

The 15 member-countries of ECOWAS have a population estimated at 322,990,000. 5

The organization stated in the report that the economic development of Member States of the WHO « Africa » region calls for better health for their inhabitants. Because, according to the authors, « poor health leads the population into the vicious cycle of poverty: insecurity, loss of countless lives, reduced productivity... »
Meanwhile, the public health problems in Africa are enormous. A situation largely due to the crushing burden of infectious diseases, including HIV/AIDS, malaria and tuberculosis which kill more than 3 million people each year. Among the latter, are the numerous new-born infants and children who fall prey to armed conflicts and the poor state of health systems ».

c. Health education
Health education enables the learner to acquire knowledge and attitudes necessary to:
- Prevent a dangerous situation,
- Protect himself/herself,
- Help others,
- Develop critical thinking,
- Be able to make responsible choices,
- Be self-suporting.

Health education is based on a positive and holistic approach, structured around seven (7) priority areas:
- Lifestyle,
- Nutritional education and the promotion of physical activities;
- Sex education, access to contraception, STIs and AIDS prevention;
- Prevention of addictive behaviours
- Prevention of risky behaviours
- Contributing to the prevention and the fight against harassment
- Prevention of poor health;
- Education for responsibility vis-à-vis risks (training in first aid).

II. ENVIRONMENT

a. Definition
Yvette Veyret, geographer, conference proceedings – Environmental education for sustainable development 17-19 December 2003 :
"As a geographer, environment is part of a social science which places society and men at the centre of the problem. Consequently, it must take into account the relationship that men have with the physical or natural environment (atmosphere, water, rocks, and biosphere).

3.WHO considering Africans. 20th November 2006. [online] accessed on 15/06/2012
http://www.destinationsante.com/fr_depeche.php?id_rubrique=26&id_article=19917&cat=1
4 .Census.gov, People and household, International programs, main data, International data base. 2012. [Online] Accessed on 15/06/2012 http://www.census.gov/population/international/data/idb/region.php).
5. Census.gov, People and household, International programmes, main data, International data base. 2012. [online] Accessed on 15/06/2012 http://www.census.gov/population/international/data/idb/region.php

These interrelationships are complex they have a long history, pertaining to nature and societies. The human impact on the planet is for us a key issue, which requires the consideration of a series of terms and concepts such as zero time of biodiversity, vegetation or the effect of human impact. Human impact: « process by which human population modify or transform the natural environment. (Deforestation, farming, urbanization and industrial activities are among the main factors of human anthropisation.) » [6]

The notion of history is central when addressing environmental issues: Geographers are also historians. The dimension of space is also very important for geographers. Working on the environment also means addressing the issue of spatial organization, management and development. The environmental issue is eventually structured around four key concepts:
- A reflection on important resources that are important in terms of spatial organization and development;
- The notion of constraints ; physical data may themselves be limiting factors on development;
- The concept of risks;
- The concept of landscaping and heritage.

These notions exist among many stakeholders and in the area of conflicts. For us, it is a a highly important thematic area in the geopolitical environment."

b. Environmental education

• Definitions of the concept
«Education about the environment is the process of recognizing values and clarifying concepts that develop skills and attitudes required to understand and appreciate the relationships between people, their culture, physical and biological environment. Education about the environment also includes a decision-making approach and self-attitudinal training in relation to environmental quality». (IUCN International Union for the Conservation of Nature, 1971)
« Environmental education, viewed from the perpective of sustainable development, is education that prioritises values. Educational sketches that we put in place must strive to raise awareness that the earth is a common good that we must take care of, that all humans must unity regarding the Earth and all living things in it. This education must lead to the autonomy that allows each person to think, decide and act by themselves. It should lead to responsibility which puts the individual into action, and make all citizens to be bearers of democratic values and be always mobilized for their implementation...". [7]

• Objectives of environmental education
Environmental education aims at helping social groups and individuals to:
- create awareness of the global environment and related issues; promote their awareness of these issues.
- acquire a varied experience and a basic knowledge of the environment and related issues.
- develop a sense of values and feelings of concern for the environment so that they can actively participate in the improvement and protection of the environment.
- acquire skills required for the definition and solution of environmental issues.
- contribute to solving environmental problems.

6.French Larousse Dictionary. [Online]. Accessed on 15/06/2012.
http://www.larousse.fr/dictionnaires/francais/anthropisation%20
7. The NGOs Brochure- Planet'Ere. [Online] Accessed 15/06/2012 http://www.planetere.org/ancien_site/telech_doc/plaquette_ong.pdf

Sub-theme 1: Public health and environment

PLANNING OF THE MODULE

Sub-theme 1: Public health and environment

Scope of sub-theme
Incorporate values and notions, skills and attitudes conducive to good environmental management for the improvement of public health

Teaching and learning objectives:
- Identify the various environmental problems
- Identify the various public health problems
- Establish a connection between environmental and public health problems
- Use the techniques and actions to protect the environment.
- Promote the actions of environmental management and preservation of public health
- Adopt responsible behaviours when faced with environmental and public health issues

Indicative Duration: 14 hours

Equipment/ teaching aids: specialized journals, newspaper articles, Revised ECOWAS Treaty, any relevant documents on environmental issues.

Planning Table

Sequences	Capabilities/ Skills	Content related items	Strategies	Duration
1	- Use the notions: environment, public health	Notions and concepts related to public health and the environment	- documentary research (print and digital) - group work - Brainstorming - Survey - Discussions	2 h
2	Identify the various environmental and public health issues	Environmental and public health issues		2 h
3	Establish the link between environmental and public health issues	- the destructive actions of man within the environment - impact of environmental degradation on public health		2 h
4	Develop strategies to promote healthy environment and good public health policies	Strategies for action to promote good public health		2 h
5	Integrate the issue of environment and public health in educational activities	- analyze teaching and learning aids for the different cycles - development of teaching aids - conduct teaching and learning sessions - evaluation of micro teaching sessions - Production of adjusted teaching aids		6 h

EXAMPLE OF AN EDUCATIONAL WORKSHEET

Sub-theme 1: environment and public health

Scope of sub-theme:
Incorporate values and notions, skills and attitudes conducive to a good environmental management to enhance public health

Title of the lesson/learning situation: environmental and public health issues

Teaching and learning objectives
• Identify environmental issues
  • Establish the link between the various environmental and public health issues

Skills to develop

skills		
Intellectual (knowledge)	**Attitudes**	**Techniques (aptitudes)**
- Define public health - Define the concept of the environ-ment	- Adopt responsible behaviour and respect for the environment and gui-delines for public health	- explain environmental and public health issues - develop a linkage between envi-ronment and public health– - argue for the promotion of a heal-thy environment

Indicative Duration: 3 hours

Equipment/ teaching aids: specialized newspapers, newspaper articles, ECOWAS Revised Treaty, any relevant document related to environmental and public health issues.

Sub-theme 1: Public health and environment

Conduct of teaching/learning session

Stages	Activities		Strategies
	Trainer	**Learners**	
Checking of pre-requisites/prior knowledge	Asks questions to asceratin the level of education and background of learners with respect to environmental and public health concepts	- Answer questions - raise and discuss issues	- M.C.Q - collective work - interactive discussions -brainstorming
Demonstration	1- After a description of the environment of learners, a site visit or observation of pictures, photographs related to different environmental situations, the trainer, starting from open questions: - Identifies environmental problems and lists issues related to environmental protection in relation to public health; 2- the trainer divides learners in four (04) thematic groups: - definition and maintenance of the environment - environmental protection andconservation and the importance of environmental education - correlation between public health and environment - public health and environmental issues at the national and global level	-by group, learners tell what the problems and challenges of the environment and public health are. - with the help of the trainer, Learners identify issues related to public health and environment. By consulting the documents at their disposal and through group discussions, learners process questions submitted to their group and write their presentation	Brainstorming Group work observations, Questions-answers. Research Documentary research (print and digital) Group discussion
Facilitation of intra-group work / report-back of group work and discussions	The trainer gives time to each of the three groups to present the results of their work	Each group presents its production and answers questions from peers	Plenary discussions Well-argued out discussion

Consoli-dation/ -synthesis	The trainer is to validate the points of convergence in relation to the subject learned and give notional contributions. Thus the trainer stabilizes : - the key concepts related to public health and the environment; - interactive activities and protection of the environment and their scope; - Environmental protection arrangements at the national, regional(ECOWAS) and global level; - The correlation between the environment, public health and development; - Values related to the environment; - The importance of education to public health and environment, considered as a human rights law.	Learners consolidate results and summarize new acquisitions: - key concepts related to public health and environment; - interactive activities and protection of the environment and their scope; - environmental protection arrangements at the national, regional (ECOWAS) and global level; - correlation between environment, public health and development; - values related to environment; - importance of education to public health and environment considered as human rights	Inter-group discussions
Evaluation/appraisal	The trainer evaluates activities in the form of closed questions, multiple choice questions(MCQ) - A scenario somewhat complex to verify the knowledge acquired on the importance of preserving the environment through its connection with public health and related values	Learners respond in writing, in group or individually.	Questions-answers Individual or group work
Transfer/ Reinvestment	- The trainer helps to form the health club, ecological club. * writes the theme of environment and health as part of the activities of the cultural club	Learners form their school or area club Ecological Health	- Meeting - Discussions Role-playing

Sub-theme 2: Sustainable development

Scope of sub-theme

Incorporate values and notions, skills and attitudes conducive to good environmental management for sustainable development.

Teaching and learning objectives:

- Identify important factors on sustainable development
- Establish the link between environment and sustainable development
- Use the techniques and actions for environmental protection.
- Indicate the areas of implementation of sustainable development
- Identify environmental actions and practical public health related to sustainable environment in a locality, region, and country.
- Propose concrete actions for a healthy and balanced environment
- Initiate a commitment to promote sustainable development in one's environment

Components of the Contents

Sustainable development

a.Definition

Yvette Veyret, Geographer, conference proceedings – Environmental Education for Sustainable Development 17-19 December 2003 :

« *Indeed, the concept of sustainable development inspires in me a relative scepticism.*
First of all, I recall that sustainable development is a concept promoted by the environmental movement in the 1970s, before the Brundtland report, due to the negative impact of our management on the state of the planet and societies. The approach is built on findings that are systematically catastrophic and often globalizing.

Secondly, an ethical dimension is at the centre of the concept of sustainable development. This is to correct imbalances and establish justice for all. The approach is based on three pillars: Ecology, economy and the social aspect.

Thirdly, it cannot be said that sustainable development is a field of research in science, because it does not include scientific indicators. It is being constantly developed and is more political than scientific. By the late 1980s, shortly after the popularization of the term, there were already forty definitions which corresponded to different types of positions, depending on the greater or lesser importance given to liberalism.

Fourthly, sustainable development can lead to very different approaches in rich countries and poor regions. In the former, scholars and researchers raise the question of maintaining the current economic development. Regulations are more numerous at all levels. The idea of a better quality of life (in the broadest sense, a better state of the world around us) is easily accepted by the people and increasingly incorporated in education.
The choice of an economic model raises questions in developing countries. Should we reorder our development model? Can you imagine that 1. 3 billion Chinese citizens have cars ? Should

we envisage that the needs of these populations should be met, without putting in place a development similar to ours ? Is it conceivable to have a world government that would watch over the planet and its biodiversity? This raises the question of the integration of citizens and governance.

Sustainable development as advocated in rich countries poses a problem in developing countries: The need to preserve biodiversity led to the establishment of a large number of stocktaking activities for more patents than the protection of the inhabitants. One can therefore wonder, in a provocative voluntary manner, if a form of «neo colonialism» is not behind this terminology. Sustainable development therefore raises the question of interference. This is advocated for by some stakeholders and writers from countries in the North to countries in the South for the management of biodiversity.
I am really not sceptical because I agree on a number of points contained in the concept. My recent research, however, compels me to be extra cautious. »

b. Education for sustainable development

Education for sustainable development (ESD) aims at tackling the complexities of the world in its civic, ethical and scientific dimensions. As a cross cutting issue, it is included in the school curriculum.
A better understanding of the relationship between socio-cultural, economic and environmental issues must help learners to better perceive:
- The interdependence of human societies
- The need to adopt attitudes that reflect these balances
- The importance of global solidarity

The purpose of education for sustainable development is to give future citizens the means to make choices by making arguments including complex issues of sustainable development that allows them to make decisions, act logically and responsibly, either in private life or in the public sphere.

PLANNING OF MODULE

Sub-theme 2: Sustainable Development

Scope of the sub-theme
Incorporate values and concepts, skills and attitudes for good management of the environment for a sustainable development.

Teaching and learning objectives:
- Identify important factors on sustainable development
- Establish the link between environment and sustainable development
- Make use of the techniques and actions for environmental protection.
- Indicate the areas of implementation of sustainable development
- Identify concrete environmental actions and practical public health related to sustainable environment in a locality, region, and country.

Sub-theme 2: Sustainable development

- Propose concrete actions for a healthy and balanced environment
- Initiate a commitment to promote sustainable development in one's environment

Duration : 06 hours

Equipment/ teaching aids /documentation
ECOWAS Reference Manual, newspaper articles, dictionaries, pictures and photographs, audiovisual materials, laws on environment and sustainable development, international and national legal instruments: The African Charter on Human and Peoples' Rights of 27th June 1986; Rio Declaration, 1992, Agenda 21 ; Basel Convention of 22nd March 1989 on the control of transboundary movements of hazardous waste and their disposal ; Convention on the Prohibition of importation of hazardous waste to Africa.

Planning table

Sequences	Capacities /Skills	Related content items	Strategies	Duration
1	- define the notions of sustainable development	- concepts relating to sustainable development and environment	-Document research (print and digital) - group work -Brainstorming - Surveys - Discussions	2 Hrs
2	-Identify the various issues relating to the non achievement of sustainable development	- Environmental obstacles to sustainable development		2 Hrs
3	- Establish the relationship between the issues of environment and the non-achievement of sustainable development	- Impacts of environmental degradation on sustainable development		2 Hrs
4	- develop strategies to promote sustainable development	Strategies to promote sustainable development		4 Hrs
5	-Integrate the skills for sustainable development into teaching activities	- Analyze both teaching and pedagogical tools of the various cycles - Develop teaching aids - organize teaching and learning sessions -Evaluation of micro teaching sessions -Production of adjusted teaching aids		6Hrs

EXAMPLE OF AN EDUCATIONAL WORKSHEET

Sub-theme 2:   Environment and sustainable development

Scope of Sub-theme:
Integrate values and concepts, skills and attitudes conducive to good management of the environment for a sustainable development.

Teaching and Learning objectives
Devise an action plan to promote sustainable development
Title of lesson/Learning situation: The promotion of sustainable development

Skills to develop

Skills		
Intellectuals	**Behaviour**	**Techniques**
-Define sustainable development -Identify environmental issues of the community	-Adopt a citizen's behaviour in environmental management	-identify the characteristics of sustainable development - Encourage forms of interaction and sanitation in the community

Duration : 06 hours

Educational materials / teaching aids
ECOWAS Reference Manual, specialized journals, newspaper articles, dictionaries, pictures and photographs, audiovisual materials, legislation on the environment and sustainable development, international and national legal instruments: African Charter on Human and Peoples' Rights of 27 June 1986 ; RIO Declaration of 1992, Agenda 21 ; Basel Convention of 22 March 1989 on the Control of transboundary movement of hazardous waste and their disposal; Conventions on the prohibition of Importation of hazardous waste into Africa.

Sub-theme 2: Sustainable development

Conduct of teaching/lear

Stages	Activities		Strategies
	Trainer	**Learner**	
Checking of pre-requisites/ prior knowledge	Ascertains the level of prior knowledge and background of learners with respect to concepts to be learned	Answer questions Identify and discuss sustainable development	- M.C.Q - Individual Work Brainstorming Open discussion
Demonstra-tion/learning situation	- proposes a scenario to be implemented or pictures and drawings to watch – asks learners to demonstrate the relationship between man and the community. - the trainer provides learners with background materials on the environment (clean, dirty, definition, quality of life, load capacity…) and sustainable development and asks them to define the environment and identify the characteristics of a sustainable development.	Learners stage the play or watch drawings and pictures - demonstrate the interdependence between environment and public health issues Learners exploit the learning aids and answer questions	Role Playing Observations Brainstorming Group work
Facilitation of intra-group activities / report-back of group work	- helps to structure information collected by referring to the various educational aids (cf. teaching aids).	The reporter from each group presents the production based on: - the definition of the environment and sustainable development; - Identification of human needs: food, clean air, clean and healthy environment. - environmental and sustainable development of their locality; - Resource management; -causes and consequences of environmental degradation - the link between the environment and sustainable development;	Plenary session for discussions and validation of group work
Formulation of new acquisitions/ Consolidation and synthesis	The trainer listens to the reports of the groups, brings additional information on the topics discussed, builds on the results and helps to develop the final synthesis	Learners (es) : - focus on the most realistic and achievable activities for sustainable development in their communities - undertake to resolve any sustainable developments issue -undertake to promote sustainable development	Collective work Preparation of a summary table

Evaluation/ appraisal of activities	-proposes evaluation activities in the form of a report on issues related to their immediate environment and actions to improve the situation.	Learners in group look for information that reflects the realities of their environment. Learners develop the action plan.	production of reports Group work.
Transfer/ Reinvestment	The trainer ensures that action plan is drawn up (actions, resources, schedule, partners, monitoring and evaluation) to improve their school environment in relation to sustainable development		

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Module: Public Health, Environment and Sustainable Development
- VEYRET, Yvette. Geographer, Proceedings of the Symposium – Education on the Environment, Towards Sustainable Development 17-19 December, 2003

WEBOGRAPHY
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Public Health

Definition of the concept
- http://www.larousse.fr/encyclopedie/divers/sant%C3%A9_publique/90008
-http://www.intellego.fr/soutien-scolaire-1ere-st2s-/aide-scolaire-sciences-sanitaires-et-sociales/sante-sante-publique/15558
http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000227015&dateTexte
- http://www.destinationsante.com/l-oms-penchee-sur-les-africains.html

Environment
Definition of the concept
- http://www.techno-science.net/?onglet=glossaire&definition=3469
- http://reseauecoleetnature.org/
- http://www.iucn.org/fr

Sustainable development
-Education for Sustainable Development : http://www.meirieu.com/ECHANGES/lepri.pdf
http://reseauecoleetnature.org /
http://www.iucn.org/fr/

MODULE 7

REGIONAL INTEGRATION

« It is, therefore, necessary to provide the organization.... (ECOWAS)..... with supranational powers and bodies in order to ensure the implementation of decisions and the convergence of community policies ». 1.

1. Wenceslas Sacré Cœur MONZALA. *Regional integration initiatives in West Africa: Analysis of the institutional framework of ECOWAS. 2009. [On-line]. Page accessed on 15/06/2012. http://www.memoireonline.com/04/11/4492/m_Les-initiatives-dintegration-regionale-en-Afrique-de-lOuest--analyse-du-cadre-institutionne17.html*

REGIONAL INTEGRATION

1. Vision and mission of ECOWAS
2. Towards an ECOWAS of people

Introduction

As soon as they attained international sovereignty, the States of the West African sub-region opted for a reunification policy in order to remove the barriers created by the colonial administrations. Their objectives were to provide themselves with consultation frameworks for the realization of common development objectives and to ensure that they gather real momentum to build and strengthen their solidarity. This ideal remained the common thread of their regional cooperation policy throughout the last decade.

For the integration policy to make a better impact on the lives of the communities and for it to be owned by the people, the Heads of State of ECOWAS adopted Vision 2020 so as to move from an ECOWAS of States to an ECOWAS of People.

The establishment of regional and sub-regional organs like the Economic Community of West African States (ECOWAS), the West African Economic and Monetary Union (UEMOA), the Organization for the Development of the River Senegal (OMVS), the Inter-State Committee for Drought Control in the Sahel (CILSS), the Niger River Basin Authority, etc. is proof of the determination of the West African States to work together and go along the path of genuine integration.

Scope of the Module:

Incorporate values and notions, know-how and correct behavioural patterns into the consolidation of the regional integration process.

The module has two sub-themes:

1. Vision and mission of ECOWAS
2. Towards an ECOWAS of people

Sub-theme 1: Vision and mission of ECOWAS

Scope of the Sub-theme: Integrate values and notions, know-how and correct behavioural patterns into the promotion of the vision and realization of the missions of ECOWAS

Teaching/Learning Objectives:

1. Master the values and notions relating to the vision and mission of ECOWAS ;
2. Develop strategies and activities conducive to the promotion and realization of the mission of ECOWAS
3. Carry out teaching activities conducive to the promotion and realization of the mission of ECOWAS
4. Adopt attitudes conducive to the promotion and realization of the mission of ECOWAS.

Components of the Contents

Introduction of ECOWAS

The Economic Community of West African States (ECOWAS) is a 15-member regional grouping established in 1975. Its mission is to promote economic integration in « all areas of economic activity, particularly industry, transport, telecommunications, energy, agriculture, natural resources, trade, monetary and financial issues, social and cultural issues ... »

In 1993, its mandate was extended by the revised treaty to include the maintenance of regional stability, with emphasis on peace and security. This initiative led to the signing of the 1999 Protocol relating to the Mechanism for Conflict Prevention, Management and Resolution, Peacekeeping and Security.

Today, ECOWAS is made up of 15 Member States (Benin, Burkina Faso, Cape-Verde, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo). Mauritania left ECOWAS in 2000.

According to the IMF, overall GDP and PPP (Purchasing Power Parity) of the ECOWAS Member States stands at 564.86 billion US dollars, making the bloc the 25th economic power of the world. ECOWAS covers a surface area of 5.1 million km² and has a population of about 299 million inhabitants.

Background and Origins of ECOWAS

The idea behind the establishment of a West African community dates back to 1964. It was floated by William Tubman, the President of Liberia. An agreement was signed in February, 1965 by Côte d'Ivoire, Guinea, Liberia and Sierra Leone. However, this agreement did not materialize. In April, 1972, General Gowon of Nigeria and General Eyadema of Togo relaunched the project, prepared proposals and accessed 12 countries to seek their contributions from July to August, 1973. A meeting was held in Lomé to study a proposed treaty.

A meeting of experts and jurists was held in Accra in January, 1974, while a ministerial meeting was held in Monrovia in January, 1975. These two conferences carefully studied the proposed treaty. Finally, 15 West African countries signed the Treaty for the establishment of an Economic Community of West African States (the Lagos Treaty) on 28 May, 1975. The protocols establishing ECOWAS were signed in Lomé, Togo on 5 November, 1976. A revised treaty for the acceleration of the economic integration and political cooperation processes was signed in July, 1993.

ECOWAS was identified as one of five regional pillars of the African Economic Community (AEC). COMESA, ECCAS, IGAD, SADC and ECOWAS signed the Protocol of Relations between AEC and RECs in February, 1998.

Objectives and Principles of ECOWAS

The Economic Community of West African States (ECOWAS) has the objective of promoting cooperation and integration in the economic, social and cultural fields in order to eventually establish an economic and monetary union through the total integration of the national economies of the Member States. This integration should ensure the improvement of the standard of living of life of the people, ensure economic growth, promote relations between Member States and to contribute to the overall progress and development of the African continent.

The Revised 1993 Treaty, which was supposed to deepen economic and political cooperation among Member States, identifies the eventual establishment of a common market and a common currency as its economic objectives, while the political objectives were the establishment of a West African parliament, an economic and social council and an ECOWAS Court of Justice to replace the existing court ant to enforce the decisions of the community. This Treaty formally assigned the responsibility of preventing and settling regional conflicts to the Community.

ECOWAS bases its activities on the following fundamental principles:

- Equality and interdependence of Member States
- Solidarity and collective autonomy
- Inter-State cooperation
- Harmonization of policies and integration of programmes
- Transparency, economic and social justice
- Non-aggression among Member States
- Maintenance of peace, stability and security
- Peaceful settlement of disputes
- Respect, promotion and protection of the rights of the person
- Promotion and consolidation of democracy

Institutions of ECOWAS

In order to function, ECOWAS set up the following institutions:

- Assembly of Heads of State and Government
- Council of Ministers
- Executive Secretariat
- Community Parliament
- Community Court of Justice
- Economic and Social Council (to be set up)
- ECOWAS Bank for Investment and Development (EBID)
- ECOWAS Regional Development Fund (ERDF)
- ECOWAS Regional Investment Bank (ERIB)
- West African Monetary Agency (WAMA)
- West African Monetary Institute (WAMI)
- West African Health Organization (WAHO)
- Specialized Commissions (which are 6 specialized technical commissions)
- Mechanism for the prevention, management and settlement of conflicts, peace and security adopted in 1999. The organs of the Mechanism include the Authority, Executive Secretariat, a Council for Mediation and Security of ten Member States (Burkina Faso, Ghana, Guinea, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo).

Sub-theme 1: Vision and mission of ECOWAS

Vision, Mission and Core Values

Vision of ECOWAS

To establish a borderless, peaceful, prosperous and cohesive region built on good governance, and where people have the capacity to access and harness its enormous resources through the creation of opportunities for sustainable development and environmental protection.

Mission of ECOWAS

To promote cooperation and integration, leading to the establishment of an economic union in West Africa in order to raise the living standards of its people and to maintain and enhance economic stability, foster relations among Member States and contribute to the progress and development of the African Continent.

Core Values of ECOWAS

Efficiency
Preserving and enhancing operational efficiency thereby gaining global acceptability as a model in economic and monetary integration.

Respect
Engendering an atmosphere of mutual respect among staff and members of the Community and respecting the creativity, innovation, and flow of information within the Community.

Diversity
Acknowledging, understanding, encouraging and respecting the national, ethnic and cultural diversity in our Community.

Honesty
Working hard to maintain the highest professional standards and to earn the public trust and respect through our actions.

Participation
Seeking and supporting broad, informed participation reflecting the functional, geographic, and cultural diversity of the Community at all levels of policy development and decision-making.

Loyalty
Inspiring each citizen to be loyal, and to speak positively of his fellow citizens at the Community and Institutional levels, in compliance with the fundamental principles of the region.

Transparency
Employing transparent mechanisms for promoting well-informed decisions and policy development processes.

Professionalism
Exhibiting professionalism and commitment to quality and global best practices, displaying positive attitude and pride in the regional work place.

Integrity
Making informed decisions with neutrality, objectivity, integrity and fairness.

Excellence
Relentlessly and diligently setting the highest standards possible in pursuing personal, national, regional and global expectations.

Pillars of Integration

- Development of regional resources (development and empowerment of human capital, gender equality, favourable environment) ; Common citizenship
- Peace and security: peaceful and secure regional environment free of conflicts, trafficking and exclusion
- Governance : good political and economic governance, transparency, accountability in the

use of public resources and due protection of human rights are duly protected
- Economic and monetary integration (trade ; market ; monetary issues ; production ; physical and political integration : a single unified regional market with a common currency, effective financial markets and a payments regulation system
- Growth of the private sector : a solid partnership and public-private synergy, an environment conducive to the growth of the public and private sectors
- Peace, security and good governance
- Development and cooperation
- Equity and healthy competition
- Economic and monetary integration
- Institutional capacity
- Global relevance

PLANNING SHEET

Scope of Sub-theme 1

Incorporate values and notions, know-how and correct behavioural patterns into the promotion of the vision and realization of the missions of ECOWAS

Teaching/Learning Objectives :

1. Master the values and notions relating to the vision and mission of ECOWAS ;
2. Develop strategies and activities conducive to the promotion and realization of the mission of ECOWAS
3. Carry out teaching activities conducive to the promotion and realization of the mission of ECOWAS
4. Adopt attitudes conducive to the promotion and realization of the mission of ECOWAS.

Duration : 12 Hours

Teaching Materials and Aids/Documentation:

- Educational programmes and manuals of the carrier subject
- Revised ECOWAS Treaty of July, 1993, texts of the African Union, the various ECOWAS Protocols and national legislation.
- ECOWAS reference manual
- Films, photographs,
- Documents and various texts
- Internet

Sub-theme 1: Vision and mission of ECOWAS

Planning Table

Session	Capacities/Skills to be developed	Related content items	Strategies	Indicative duration
1	Identify the vision and mission of ECOWAS	Notions linked to the vision, mission and values of ECOWAS	- Desk research (printed and digital materials) -Group work - Brainstorming - Survey - Discussion	2 Hrs
2	Clarify the principles and values of ECOWAS	Principles and core values		4 Hrs
3	Incorporate the set of themes into the teaching activities	Design of teaching briefs, Holding of teaching and learning sessions, Evaluation		2 Hrs
4	Promote activities conducive to the vision and the realization of the mission of ECOWAS	Action strategies conducive to the promotion of the vision and the realization of the mission of ECOWAS		4 Hrs

EXAMPLE OF AN EDUCATIONAL WORKSHEET

Sub-theme 1: Vision and Mission of ECOWAS

Scope of the Sub-theme
Incorporate values and notions, know-how and correct behavioural patterns conducive to the promotion of the vision and realization of the missions of ECOWAS
Title of Lesson/Learning Situation: vision, mission and core values of ECOWAS
Teaching/Learning Objectives:
Master the values and notions relating to the vision and mission of ECOWAS

Skills to develop

Skills		
Intellectual/Knowledge	**Behavioural/Know-how**	**Techniques/Interpersonal skills**
-Give meaning to the vision and mission of ECOWAS ; -Explain the core values of ECOWAS	-Adopt an attitude which is in tune with the core values -Accept geographical, cultural and ethnic diversity -Develop the sense of hospitality	Analyze the core values of ECOWAS

Duration : 2 Hrs

Teaching materials and aids/documentation:
- Educational programmes and manuals of the carrier subject
- Revised ECOWAS Treaty of July, 1993, texts of the African Union, the various ECOWAS Protocols and national legislation.
- ECOWAS reference manual
- Films, photographs,
- Documents and various texts
- Internet

Conduct of the teaching/learning session

Sequence	Activities		Strategies
	Of the Trainer:	**Of the Learner:**	
Checking of Pre-requisites/ Prior knowledge	Diagnoses the level of prior knowledge and education of the learners vis-à-vis the notions to be studied	Answers the questions	Multi-Choice Questions Individual work
Demonstration	Trainer asks learners to list the currencies of some member countries	Learners have exchanges on the currencies in order to bring out the similarities and complementarities with their values	-Discussion -Brainstorming -Desk study (printed and digital materials) from the ECOWAS Treaty of July, 1993 and the Constitution of the country Group work Observations Questions-Answers
Analysis and report-back of group work and discussions	Trainer indicates some core values taken from the text on the vision, mission and core values of ECOWAS Gives the following instructions for group work: - Read and list the text independently and collectively - Deal with the mission - Draw up a table to compare the ECOWAS values with practical everyday values	Rapporteurs of each group of learners report back to the others on the outcome of their work	-Presentation of the group work -Discussions between learners in a plenary session

Sub-theme 1: Vision and mission of ECOWAS

Sequence	Activities		Strategies
	Of the Trainer:	**Of the Learner:**	
Formulation of new acquisitions/ Consolidation and Synthesis	Trainer helps in the structuring and deter-mination of information gathered, provides complementary information in order to do the summary	Learners endeavour to re-cap the components of the contents so stabilized after the inter-group exchanges	Group recapitula-tion work
Evaluation/ Appraisal	-Trainer makes a proposal to learners to produce a dossier on the ECOWAS in relation to the national realities in order to see the extent to which they were taken into account	Learners break into small groups to prepare the dossier	Independent work
Transfer/ Reinvestment	- Trainer assists in the holding of a sensitization day during the cultural week for an exchange of the values of other ethnic groups or other countries	Learners organize a sensitization day at the school or in the area	Role-playing Plays, Sketches Drama Meeting

Sub-theme 2: Towards an ECOWAS of People

Scope of the Sub-theme Incorporate values and notions, know-how and correct behavioural patterns conducive to the emergence of an active and responsible citizenship within ECOWAS

Teaching/Learning Objectives

1. Master the values and notions relating to regional integration.
2. Develop strategies and actions aimed at promoting the betterment of all within the region.
3. Conduct teaching activities aimed at taking up the challenges posed by regional integration.

Components of the Contents

The Various Types and Axes of Integration

- **Political and Legal Integration**
  - Introduction of the principle of supranationality in the enforcement of decisions.
  - Decision on the establishment of supranational institutions for control and arbitration with regard to the enforcement of decisions: court of justice, parliament, economic and social council.
  - Political cooperation.
  - Free movement of persons ; the programme approved by the Conference in May, 1978 is comprised of three (3) parts :
    - abolition of visas
    - right of residence
    - right of establishment

- **Economic and Monetary** (common market, single currency, industry, mining, private sector, agriculture...)
  - Inclusion of new projects like the harmonization of economic and financial policies in the programmes of the Community.
  - Independent financing of budgets of the institutions: introduction of the community levy – community tax of 0.5 % on products from third countries – in order to finance the regional integration process.

- **Customs Cooperation**
  - Trade liberalization programme for the gradual establishment of a customs union among the Member States of the Community.
  - This customs union involves the removal of all customs duties and charges with equivalent effect, non-tariff barriers as well as the introduction of a Common External Tariff (CET). Twelve (12) countries have removed tariff barriers on local/unprocessed products: Benin, Burkina Faso, Côte d'Ivoire, Gambia, Ghana, Guinea, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo.
  - Introduction of a computerized system for the processing of customs data (SYDONIA) in order to boost customs revenues of Member States.

- **Trade Cooperation**
  - Introduction of the EUROTRACE software for the processing of foreign trade statistics and holding of ECOWAS trade fairs.

Sub-theme 2: Towards an ECOWAS of People

- Decision in March, 2000 for the creation of a border-free area among seven Member States: Benin, Burkina Faso, Ghana, Mali, Niger, Nigeria and Togo.

- *Social and Cultural Integration* (education, diversities, youth, health, tourism, etc.)
  - This is probably the most important thrust because this is where the shared desire for a common existence can take shape. The involvement of the people must necessarily be done through the conviction of belonging to one same social entity, be it in the area of integration or peace education. The outcome of all the processes must necessarily be done by targeting the population.
  - The implementation of this cultural integration process often occurs traditionally through festivals, fairs and other international gatherings. However, the limitations of such an implementation are found in the issue of non-correlation and the lack of emotional flow on a large scale, except for music which often does it very well. However, this often occurs at a level where the medium brings an artiste and ''his'' public together more than two peoples.

The 2011 edition had the objective of promoting regional integration and trade among Member States. Besides, it is themed: « Strengthening Intra-Community Trade through Public-Private Partnership ».

- It appears that the remedy which must be the subject of serious study is certainly the harmonization of the teaching syllabi. Harmonization should mean a synergy between the programmes, and not standardization.
- In this regard one of the examples which may be proposed is the organization of a school festival (because one must work on the young generation) at which troupes of pupils and teams would never see themselves as nations playing against nations, but rather as nations functioning within the multinational ECOWAS group in which their respective know-how will be brought to bear, and in which emphasis is placed on synergy rather than competition. The teams are no longer opponents, but rather regional integration laboratories. Competition no longer means rivalry, but rather a school of inter-state solidarity. The platform no longer serves to give expression to a culture; it is a social communication school.
- Although the concept of integration is perceived at the level of the state in the above example, the concept of gender integration should also be brought up at the supra-state level; thus, when he multinational groups for competition are being formed, one would also do well to factor in the gender approach.
- ECOWAS is an economic entity. Its outlook should not be diverted by a sort of professional distortion which will not be able to understand that its "marketing" is done through the creation of the need for the peoples of the Member States to live together. This certainly constitutes one of the best investments. Therefore, to dispel the congenital fear that men have of their neighbours, action should be taken on two fronts:
  - children,
  - curiosity and the pleasure of discovery.

Children should be encouraged to take pleasure in the discovery of differences, by increasing the number of meetings and dynamic exchanges whereby adults will abstain from heightening their pride of authorship with regard to what "WE" brought to the "give and take table".

It may appear strange to those who have not properly weighed these issues that nature can dissociate men and make them susceptible to attack and to destroy one another: perhaps,

it is because of their incredulity of this inference which is guided by passion that man would like to see it confirmed by experience. Thus, doing a soul-searching while away on a journey, he arms himself and seeks to have good company; as he goes to bed, he locks his doors; in his own house, he locks his cases. And in all of this, he knows that there are laws and armed public officials to avenge all the wrongs which could be done against him: he should ask himself what opinion he has of his compatriots when he travels armed; of his compatriots, when he locks his doors, and of his children and servants, when he locks his cases. Is he not incriminating humanity by his deeds in much the same way as I do with my words? But neither of us is incriminating human nature by that act. Man's desires and other passions are not sins in themselves. So are the actions which arise out of these passions, as long as men do not know of any law which forbids them; and they can not know about laws as long as none has been made. And yet, no law can be made, as long as men have not been consulted on who has to make it. HOBBES [2]

- **Infrastructure** (Energy,, telecoms, transport – land, air and sea)

- Energy
  - A Programme was adopted in May, 1982 by the Authority of Heads of State and Government – The West African Gas Pipeline Project: On the request of ECOWAS, the World Bank undertook a West African gas pipeline pre-feasibility study.
  - To this end, Benin, Ghana, Nigeria and Togo decided to install a pipeline for the use of natural gas from Nigeria by the four countries for the production of energy.
  - Formulation of a master plan for the development of the means of energy production and electricity networks of the Member States.
  - Establishment of a West African electric energy system called the « West African Power Pool ».

- Telecommunications
  - A programme was approved by the Authority of Heads of State and Government at its session held in May, 1979 - INTELCOM I: direct telephone; telex et fax linkage of the capitals of the Member States.
  - INTELCOM II: A feasibility study to modernize telephone linkages. Adoption of convergence criteria to facilitate the development of the sector.

- Construction of Trans-West African Roads
  - A programme was approved by the Authority in December, 1980 in Lomé: Nouakchott-Lagos: a stretch of 4,560 km, 3,800 km was constructed, i.e. 83% of works.
  - Dakar-N'Djamena : a total stretch of 4,460 km, 3,894 km was constructed, i.e. 88% of works ; a total stretch of 11,423 km, 7,653 km of interconnection roads , i.e. 67 %, of works was also constructed.

- Road Transport Facilitation
  - ECOWAS vehicle insurance brown card. Twelve Member States introduced the card: Benin, Burkina Faso, Côte d'Ivoire, Ghana, Guinea, Guinea-Bissau, Mali, Niger, Nigeria, Sierra Leone, Senegal and Togo.
  - Inter-State Road Transport Protocol (ISRT): meant to facilitate and speed up goods transit formalities among Member States. Five Member States implemented the protocol: Benin, Côte d'Ivoire, Mali, Niger and Togo.

2. Hobbes. Le Léviathan. Chapitre 13. [En ligne]. Page consultée le 15/06/2012. http://www.itereva.pf/disciplines/philo/Enseignement%20de%20la%20philosophie/Bulletins/Bulletin5/Hobbes.htm

Sub-theme 2: Towards an ECOWAS of People

- Establishment of national monitoring committees on free movement and transport. Twelve Member States established these committees: Benin, Burkina Faso, Côte d'Ivoire, Ghana, Guinea, Guinea-Bissau, Mali, Niger, Nigeria, Sierra Leone, Senegal and Togo.

- **Policy on the Environment**

- **Sub-Regional Programme of Action drawn up with CILSS**
  - Fight against floating plants (water hyacinths)
  - Fight against desertification
  - Strengthening of the national meteorological departments

- **Peace and Security**

  - Adoption of the non-aggression protocol in 1978
  - Adoption of the defence assistance protocol in 1981
  - Adoption of the ECOWAS political principles in July, 1991. The declaration is an advocacy for democratic principles.

- **ECOMOG** (Economic Community of West African States Ceasefire Monitoring Group) : This ECOWAS ceasefire monitoring group was established by a Decision of the Authority in 1990.

- **Operations in Liberia:**
  - ECOWAS Member States which contributed contingents: Benin, Burkina Faso, Gambia, Ghana, Guinea, Mali, Niger, Nigeria, Senegal and Sierra Leone,
  - Other countries: Uganda and Tanzania

- **Operations in Sierra Leone**
  - Member States which contributed contingents: Ghana, Guinea, Mali, Nigeria and Senegal

- **Operations in Guinea-Bissau:**
  - Member States which contributed contingents: Benin, Gambia, Niger and Togo
  - Intervention as part of the Guinea-Senegal bilateral agreements.

- Conflict prevention and management mechanism adopted by the Authority in 1998. Proposed Framework Document for conflict prevention: an observation and monitoring system as well as organs to contain emerging conflicts:
  - 4 offices for the observation zones: Cotonou, Ouagadougou, Banjul and Monrovia
  - 1 observation and monitoring centre at the Secretariat in Abuja
  - Establishment of a Mediation and Security Council made up of 9 Member States
  - Establishment of a Council of Elders
  - Raising of stand-by troops
  - Moratorium on the importation, exportation and manufacture of small arms. Declaration adopted by the Authority in October, 1998.
  - Adoption of a plan of action and a code of conduct
  - Development of a culture of peace
    - Raising of armed and security forces
  - Control of small arms at the borders
    - Establishment of a data bank and a regional register on small arms

- Collection and destruction of surplus weapons (carried out by Liberia and Mali)
- Facilitation of dialogue with the manufacturers and suppliers of arms – Code of conduct

• *Issues and Advantages of Regional Integration (+justification)*

The revival of the regional integration process presents one of the most credible strategies to solve the development problems faced by ECOWAS, given the numerous inadequacies in terms of resources and other economic issues of each country. In addition, due to the narrowness of the national African markets, the combination of efforts and a dynamic political commitment can contribute to the acceleration of growth and development by correcting the low levels of production, investment and trade.

• *What are the advantages of regional integration?*

- Small markets which restrict the size of ventures or projects can come together in order to become more competitive. Dynamic ventures can then develop.
- The broadening of the markets can lead to an increase in investments in the Member States, increase productivity and encourage the transfer of knowledge and technology.
- Integration can also boost the credibility and continuity of economic reforms which can bring about good economic performance through the respect of the rule of law and the right to own property, efficiency of the judiciary and transparency in governance.
- Through the regional mechanisms, member countries can boost their ability to negotiate on the international stage. They can negotiate as a group, which is not always the case because of their national interests which are often divergent.
- The small countries can derive tremendous benefit from intra-community cooperation by pooling and, indeed, sharing resources.
- Integration can ensure a reduction in the risk of conflict by building confidence and facilitating cooperation in the area of security.

All these potential advantages depend, first and foremost, on the level of integration in terms of the removal of obstacles and frustrations at the borders (administrative formalities and differences in national standards for products). Consequently, these advantages depend on the level of commitment and confidence established among Member States.

• *Costs of Regional Integration*

When we speak of advantages, we suppose that they come with costs:
- the reduction of tariff obstacles can lead to a diversion of trade – the replacement of cheaply priced products from non-member countries by more expensive products from partner countries. This diversion has posed problems in several communities ;
- the integration mechanisms can reduce public revenues from customs duties. The cost of these losses depends on the capacity of members to adopt other means to mobilize resources;
- integration can lead to a loss of national sovereignty and, indeed, the relinquishment of certain cultural values. However, integration will generally bring about more advantages than costs.

Sub-theme 2: Towards an ECOWAS of People

- *Obstacles and Challenges*

- *Obstacles*
  - Languages
  - Nationalism/supra-nationalism
  - Bad governance
  - Knowledge/awareness gap
  - Non-enforcement of legal instruments governing the free movement of goods and persons
  - Issues of insecurity
  - Cost of transport and telecommunications
  - Poverty
  - Fragility of institutions
  - Political instability and bad governance: the frequent military coups d'état in certain countries have negatively affected the political environment in West Africa.
  - Weakness of the national economies: average per capita income in West Africa stands at US$ 410.

- *Inadequate Diversification of the National Economies:*
  - ECOWAS countries only produce agricultural and mineral raw materials which are not consumed in West Africa.
  - The manufacturing industries have not been developed enough to generate the development of intra-regional trade.
  - Lack of reliable road, telecommunications and energy infrastructure :
  - inadequate and poor road network
  - poor telephone density and expensive telephones
  - inadequate production of energy and expensive electricity
  - Existence of numerous non-tariff barriers : numerous roadblocks – administrative red tape
  - Irregular payment of financial contributions to the budget of the Executive Secretariat

- *Challenges*

- Prior Conditions to be met by Member States:
- introduction of conditions relating to political stability
- introduction of a transparent legal and judicial system
- training of qualified, competent and adequate manpower

- Activities to be carried out at the National Level:
  - introduction of conditions relating to political stability
  - good governance, particularly through the strengthening of democracy and the introduction of macro-economic and structural reforms
  - Specific areas linked to economic integration:
    - Encourage the free movement of persons
    - Reduce the number of roadblocks along the international roads
    - Print and circulate the ECOWAS traveller's book
    - Promote cooperation among the Police services of the Member States

- Circulation of Goods:
- print and circulate harmonized customs documents:
- certificate of origin
- customs nomenclature
- Inter-state road transit book
- Include the plan in the Structural Adjustment Programmes (SAP)

- Customs Union: prepare the entry of the countries into the customs union by reducing duties imposed on import goods

- Macro-economic Convergence:
- prepare the countries to enter the ECOWAS monetary zone
- ensure the sound management of the economy so that the agreed convergence criteria can be attained
- set up a monitoring committee in each Member State
- include the convergence criteria in the SAPs

- Financing the activities of ECOWAS:
- implement the protocol on the community levy
- ratify the protocol
- include the levy in the Finance Act (budget)
- collect the proceeds of the levy and lodge them into the ECOWAS account

- Accompanying Institutional Measures:
- set up a ministry responsible for regional economic integration in each Member State
- set up an inter-ministerial commission to monitor the decisions of ECOWAS, and which commission will meet at regular intervals

- Relations with donors: raise the consideration of ECOWAS priority programmes with donors, particularly ECA, ADB, IMF, the World Bank and the European Union

Activities to be carried out at the Regional Level

- At the Political Level
- ensure the monitoring of the implementation of the:
- non-aggression protocol adopted in 1981;
- defence assistance protocol;
- ECOWAS policy principles adopted in July, 1991.

- At the Policy and Programmes Level – define the intervention priorities:
- trade liberalization
- common external tariff (customs union)
- macro-economic convergence
- statistical support

- Consider a more functional trade liberalization plan
- for example, include the plan in the SAPs or economic reform programmes
- The ECOWAS Secretariat and WAMA will evaluate the performance of each Member State in the

implementation of the convergence criteria
- Ensure the monitoring of the implementation of the protocol on the community levy
- Institutional Measures
- restructure the institutions (Executive Secretariat and the ECOWAS Fund)
- engage competent personnel who will be loyal to the institutions (abolition of the quota system)
- establishment of the ECOWAS Court of Justice

PLANNING WORKSHEET

Scope of the Sub-theme:

Incorporate values and notions, knowhow and correct behavioural patterns conducive to the emergence of an active and responsible citizenship within ECOWAS

Teaching/Learning Objectives

1. Master the values and notions relating to regional integration.
2. Develop strategies and actions aimed at promoting the betterment of all within the region.
3. Conduct teaching activities aimed at taking up the challenges posed by regional integration.

Duration: 18 Hrs

Teaching materials and aids/documentation: Revised ECOWAS Treaty of July, 1993, texts of the African Union, the various ECOWAS Protocols, reference manual and national legislation.

Planning Table

Session	Capacities/Skills to be developed	Related content items	Strategies	Strategies
1	Own the values and notions linked to regional integration	Values and notions linked to regional integration	- Desk study (printed and digital materials) -Group work -Different types of associative activities conducive to integration - Brainstorming - Survey - Discussions	2 Hrs
2	Design activities for the promotion of regional integration	Action strategies for the promotion of regional integration		2 Hrs
3	Identify the constraints and obstacles linked to the realization of regional integration	Constraints and obstacles linked to the realization of regional integration		2Hrs
4	Incorporate the set of themes on regional integration into the teaching activities	Analysis of the training and teaching of the various levels - preparation of teaching briefs - conduct of teaching/learning sessions - evaluation of gains		6 Hrs

EXAMPLE OF AN EDUCATIONAL WORKSHEET

Theme: REGIONAL INTEGRATION

Scope of the Sub-theme:

Incorporate values and notions, knowhow and behavioural patterns conducive to the emergence of an active and responsible citizenship within ECOWAS

Teaching/Learning Objectives

1. Master the values and notions relating to regional integration.
2. Develop strategies and actions aimed at promoting the betterment of all within the region.
3. Develop strategies and actions aimed at promoting the betterment of all within the region.

Title of Learning Lesson/Situation: Values of Regional Integration

Skills to develop

Skills		
Intellectual/expertise	**Behavioural/Know-how**	**Techniques/Interpersonal skills**
-Own the objectives of integration -Master the implications of integration on the people	-Respect regional institutions -Accepter one another mutually - Live together	-Adopt behaviour patterns for the integration challenges to be met

Duration: 4 Hrs

Conduct of the teaching/learning session

Sequence	Activities		Strategies
	Of the Trainer:	**Of the Learners:**	
Checking of Pre-requisites/Prior Learning	-Asks learners questions to evaluate their level of uptake and culture vis-à-vis the notions to be studied	Answer the questions	Multiple Choice Questions Independent work

141

Sub-theme 2: Towards an ECOWAS of People

Sequence	Activities		Strategies
	Of the Trainer:	**Of the Learners:**	
Demonstration/ Learning situation	-Gives learners a story which presents an ECOWAS national facing legal and social difficulties in a country of the sub-region other than his country of origin, then seeks their opinion by leading a discussion on the issue	Express their opinions on the problem presented through their exchanges	-Discussion -Brainstorming -Desk study (printed and digital materials) from the ECOWAS Treaty of July, 1993 and the Constitution of the country Group work Remarks Questions-Answers
Facilitation of Intra-Group Activities	-where possible, organizes an outing for them to observe the movement of goods and persons on the border and ask pupils questions on what they have observed Proposes a questionnaire on the regional integration objectives and the free movement of goods and persons Recommends to the learners, who have been divided into small groups, a documentary reading in order to: - retraces the background of the integration process and the pursued goal; -categorizes integration according to types and forms; – finds the attendant issues, challenges and obstacles. -describes ECOWAS	- observe the movement of goods and persons on the border and answer questions In groups of 4 to 5, look for answers to the questions asked. (combined reading and analysis of the Treaty and article of the Constitution relating to cooperation among the States as well as the structure of ECOWAS)	

Sequence	Activities		Strategies
	Of the Trainer:	**Of the Learners:**	
Analysis, Consolidation and Summary	- gives time to each of the groups to present the outcomes of their work Helps in the structuring and determination of the information gathered, provides complementary information in order to proceed with the summary	- Rapporteurs of each group of learners report back to the others on the outcome of their work - endeavour to recap the components of the contents so stabilized after the inter-group exchanges: - justification of the presence of the citizen through the regional integration objectives as defined by the July, 1993 Treaty Types and forms of integration - ECOWAS institutions and their running -freedom of movement and obstacles to integration	- Presentation of the group work -Discussions between learners in a full session Group recapitulation work
Evaluation/ Appraisal	-Recommends to learners to conduct a small survey in their environment on the obstacles to regional integration	conduct the survey in small groups	Survey Questionnaire
Transfer/ Reinvestment	-Helps to organize a sensitization day during the cultural week for the values of the other ethnic groups and countries to be shared	organize a sensitization day at the school or in their area	Meeting Role-playing' Sketches, etc.

Webography of the module : Regional Integration

- http://www.ecowas.int/

- http://www.comm.ecowas.int/sec/index.php?id=about_a&lang=fr

- http://www.psychologie-sociale.com/reps1.pdf

- http://www.gouv.sn/spip.php?article491

-http://www.republicoftogo.com/Toutes-les-rubriques/Cedeao/La-Foire-de-la-Cedeao-se-deroulera-a-Lom

- http://www.redpsy.com/infopsy/competition.html

Integration: Failures and Stalemates of the Technocratic Approach

Lazare KI ZERBO (BURKINA FASO GOVERNANCE NETWORK)

This text is a draft evaluation of the integration process in Africa.

After four decades of the integration experiment, things have not turned out as well as they might have. The numerous intergovernmental organizations proved to be ineffective. They also did not develop any synergies among themselves. Those whom this integration process interests the most (consumers and the local border communities) were not factored into the governmental integration policies. Thus, the crisis faced by the integration process in Africa is partly due to the failure of the modes of governance, a situation which makes the overhaul of the integration of IGOs an urgent matter. This overhaul can be done through the emergence of consultation platforms where social and professional organizations will be present to critically study on-going policies make proposals.

I. African integration: place stakeholders at the centre

The various studies, audits and appraisals have stressed the following facts:
- The serious inefficiency of institutions taken individually, particularly in the area of management
- Poor synergy and complementarity between institutions
- Insignificant impact of policies and measures, given the expectations of stakeholders vis-à-vis the sub-regional integration process.

Recommendations have often been made.
These observations confirm the opinions of civil society stakeholders on the inter-governmental institutions and the integration process.
One can observe the difficulties and inertia on the part of the leaders of these institutions and political leaders to take decisions and to implement the appropriate measures. In the African regional integration process, political will has not kept pace with big speeches in order to ensure the implementation of economic policies. Measures adopted at regional fora are nearly never included in national policies, programmes and laws.
This inertia is mainly due to the following factors:
- Strategies of ministry officials often mindful of maintaining the singular position of a State (geo-political strategy), or sometimes, quite simply, of certain individual privileges
- Operationalization difficulties of the measures in the area of integration due to the running (cumbersome processes) of the administrative departments in the various countries
- Poor level of independence of the audit and appraisal modalities as well as their accessibility to the public.
- Weak link between the performance of personnel leaving the oversight organs and sanctions applicable to them.

The rationalization of the IGOs and the creation of synergies between them for greater efficiency have various types of implications which attack diverse and solidly entrenched interests.
A thorough study of the integration process cannot avoid the following question: which actors are actually interested in African integration? Which of them are in a better position to conduct the process (formulation of strategies, formulation of implementation operational modalities, effective monitoring for the application of measures)? The answer to these questions is incontestable: consumers, in a general way, the most competitive productive sectors within this area, traders and local communities, particularly all those which share borders with neighbouring States. Up to now,

the local communities (particularly the cross-border ones) created by the decentralization process have not expressed and carried out the proposals and programmes which can best strengthen the dynamics of integration which have actually always existed, in spite of the successive disintegration policies implemented over several decades.

Until then, these stakeholders had no control over the integration process. They listened to speeches, while measures were late in coming or of very little operational effect.

It should be made possible for these stakeholders to, through existing institutions or future mechanisms, to have the necessary capacity and leverage to reorientate the process.

II.   A reappraisal of the role of grassroots stakeholders

Until then, the discourse on integration was very technocratic. The objectives, rhythm as well as the accompanying measures, as dictated by the concerns of stakeholders, were not the subject of serious consultations. There is nothing surprising about this because the regional policy formulation process, its implementation and evaluation were carried out in a manner similar to what obtains in the individual States.

The development crisis in Africa and, therefore, the crisis of integration are partly due to the failure of the modes of governance. Until then, decisions followed a technological principle which involved experts from the north and, ultimately, the national officials. This perspective could not take into account the concerns of the stakeholders who are directly interested in the outcome of the developmental activities. This is a new ground in democracy which has to be broken because without it, policy changes will bring about mixed results.

Endeavours should be made to change the mode of thought and action: clearly state the formulation of strategies, implementation modalities and evaluation with stakeholders.

The proposal consists of breaking the governance process and placing stakeholders at the centre of the existing mechanisms.

This has implications at several levels:

- governance of institutions : this implies a more serious presence of non-governmental actors in the management of these institutions, prior consultation for decision-making (policy formulation, management)
- increased independence of the audit and evaluation modalities, their access to the public and the application of sanctions.
- simplified and credible procedures for appeal and trial of States and government sectors (e.g. National customs and Police departments at the borders) corrupting or hindering the effective application of measures.

These are challenges which involve a medium-term process to which we must get down immediately.

III.   A process for the reform of the IGOs (Inter-Governmental Organizations) and the integration strategy.

Two stages have been suggested.

1) Consultations with the various groups and local communities (border regions and communes in particularly)

These consultations have the following objectives: get stakeholders to critically study the experiences of the integration process and make proposals to reform the process and their roles.

The local border communities have a potential for integration and can draw lessons from their experience. Depending on the initiatives they are undertaking and the perceived potentials, they

have policy lines which find expression in the establishment of common policies. They also have proposals on the mechanisms which will enable them to have a say in the mechanism for the management of the institutions.

Similarly, the professional organizations (traders, transporters, liberal professions, entrepreneurs, consumers, good governance...) have a very concrete understanding of current policies as well as proposals.

These stakeholders will evaluate the current cooperation policies to support inter-governmental organizations for the integration process.

The result of their work should lead to the lines to be considered, strategies to build the integration process and the roles to be played by donors.

It is absolutely essential that the process of the compilation of results and the formulation of guidelines by civil society should be based on an autonomous and credible structure whose function will be to facilitate the consultations. Beyond the results, they must be brought to understand the current mechanisms for the running of the IGOs, on-going programmes and the modalities for their formulation. The main challenge for such an exercise will be to suggest guidelines which will ensure the establishment of a governance system to enable civil society stakeholders to have effective power (in the formulation of integration strategies, monitoring of implementation as well as in the area of control and audit). One can make the observation that upon the initiative of the Network of West African Entrepreneurs (REAO), a process for the establishment of an observatory of abnormal practices is on-going. It is in such a sense that major innovations can be made.

Regional-scale networks and organizations already exist, be they farmers, entrepreneurs or other types of professions. It will be appropriate to rely on the existing ones in order to launch the consultation process. For the other type of stakeholders, some forms of consultation forms should be considered at the national level, while some forms of collation and enrichment should be considered at the regional level.

2) Study of proposals and formulation of institutional, policies, mechanisms and measures

On the basis of the outcomes of these consultations, the task will consist in:
- formulating proposals for institutional realignment
- formulating policies and strategies, with adequate implementation modalities in particular

In this regard, measures to be taken to enable grassroots stakeholders to play their roles will be defined; they will particularly consist of an effective policy on information, capacity building, networking and, in a general sense, the capacity to lobby.

From this perspective, the place and specific roles of cooperation policies will be redefined and serve as the framework for negotiations on the revision of the reform of the IGOs and cooperation support to the integration process as a whole.

Both donors and the States have made the discourse on participation and good governance a creed. In this regard, proposals from the civil society stakeholder discussions must lead to a commitment aimed at ensuring that both the States and donors comply with them.[3]

3 Lazare Ki Zerbo. African Integration: Putting Stakeholders at the Centre. [on-line]. Page accessed on 15/06/2012.
http://base.afrique-gouvernance.net/fr/corpus_bipint/fiche-bipint-56.html

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ANNEXE

Teaching Guidelines

1. Skills-based Approach.

The current secondary education programmes are presented in terms of contents. The teacher is, therefore, tasked to get students to acquire a corpus of knowledge. From this point of view, there is no explicit concern for the mobilization of this knowledge in a given a context. However, it has been proven today that the acquisition of vast academic knowledge does not always guarantee the possibility of falling on them in action situations.
These inadequacies/shortcomings found in this planning modality position entry through skills. This approach establishes the teaching of integration which allows the pupil to fall on his knowledge to correctly resolve complex situations, in keeping with what obtains in active life. Skills, which, in fact, denote an « ability to act », hinges on the capacity of the learner to mobilize, imbibe and to transfer his knowledge.   .

The skills-based approach hinges on two theories.

The first approach which is referred to as « constructivist » is based on the assumption that knowledge can only be formed through experience. The learner must form his knowledge through several situations.

The second, described as «socioconstructivist» (derived from the first one) lays emphasis on the relational dimension of learning. The learner forms his knowledge in contact with others and with the social environment.

• Why the skills-based approach?

First the skills-based approach clearly shows what the learner must master. Emphasis will no longer be placed on what the teacher must teach.

Secondly, this approach gives meaning to learning. One must make a departure from the paradoxical situation which makes pupils to wonder what purpose all they learn at school will serve. Thus, the skills-based approach helps them to continuously situate learning in the context of situations which make sense to them and to use the knowledge they acquire in these situations.

Finally, the skills-based approach will ensure the verification of the knowledge of the pupil in terms of the resolution of concrete situations, and no longer in terms of the mass of knowledge which the pupil is often in a hurry to forget and does not know how to use in active life.

2. Teaching of Integration (for the skills-based approach).

Teaching of integration is the methodological basis of the skills-based approach.
   • How do we define the teaching of integration? It has to do with putting in place a process which does not contend itself with accumulating knowledge and know-how, but which teaches the pupil how to mobilize knowledge to resolve situations - problems which make sense to him.

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