

Educator Materials

The Five C Theory

Teaching Citizenship, Political Culture, Accountability, and Public Responsibility

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About This Educator Guide

This guide supports the teaching of *The Five C Theory: Culture, Corruption, Citizenship, Contentment, and Complacency in Sierra Leone*.

The book examines five interconnected forces that shape public behavior, political expectations, institutional performance, and national development:

- Culture
- Corruption
- Citizenship
- Contentment
- Complacency

The guide is designed for educators, lecturers, facilitators, civic organizations, professional-development programs, and community-learning initiatives.

It can be adapted for:

- senior-secondary education
- undergraduate courses
- graduate seminars
- professional training
- civic-education programs
- public-service workshops
- book clubs
- religious and community discussions
- diaspora forums
- leadership programs

The book should be taught as an interpretive framework rather than as a complete or unquestionable explanation of Sierra Leonean society.

Learners should be encouraged to test the theory, identify its limits, compare different institutions and communities, and develop alternative explanations where evidence requires them.

Suitable Courses and Programs

The Five C Theory may be used in courses and programs related to:

- African politics
 - Sierra Leonean studies
 - citizenship
 - governance
 - political culture
 - public administration
 - corruption and accountability
 - civil society
 - leadership
 - development studies
 - sociology
 - ethics
 - public policy
 - peace and conflict studies
 - diaspora studies
 - civic education
 - religion and public life
 - institutional reform
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Learning Outcomes

By the end of a course, unit, or workshop using the book, learners should be able to:

1. Define each of the Five Cs clearly.
2. Explain how the five forces may reinforce one another.
3. Distinguish culture from corruption and loyalty from complicity.
4. Identify forms of corruption beyond direct cash payments.
5. Compare the political identities of citizen, supporter, client, and subject.
6. Explain how resilience can protect dignity while reducing pressure on weak institutions.

7. Analyze the psychological and political foundations of complacency.
 8. Distinguish exposure, investigation, consequence, correction, and accountability.
 9. Transform a broad complaint into a specific public question.
 10. Assess the roles of citizens, institutions, political parties, professionals, families, media organizations, and religious communities.
 11. Apply the Five C framework to a real or hypothetical public issue.
 12. Critique the framework using evidence, counterarguments, and alternative perspectives.
 13. Identify practical points at which the Five C cycle may be interrupted.
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Essential Teaching Principles

Avoid Cultural Condemnation

The book does not argue that Sierra Leonean culture is inherently corrupt or defective.

Educators should preserve the distinction between:

- a cultural value
- the political use of that value
- an institutional incentive
- individual misconduct
- unequal power
- a broader social pattern

Family obligation, respect, loyalty, faith, and communal solidarity may strengthen public life or be redirected toward improper purposes.

The analysis should focus on how values are used, rewarded, and institutionalized.

Avoid Partisan Reduction

The framework should not be used only to criticize one political party, government, region, ethnic group, or public figure.

Students should be required to apply consistent standards.

Useful questions include:

- Would the judgment change if another party were involved?
- Would the same conduct be defended if it benefited an opponent?
- What principle applies regardless of political identity?
- What evidence supports the claim?

Protect Personal Experience

Learners may have direct experience of:

- corruption
- political pressure
- unemployment
- discrimination
- weak public services
- institutional retaliation
- family obligation
- economic insecurity
- unequal access

Do not require personal disclosure.

Allow students to use hypothetical, public, historical, or anonymized examples.

Distinguish Fact From Interpretation

Students should identify whether a claim is:

- a documented fact
- a personal observation
- an allegation
- an interpretation
- a political opinion
- a moral judgment
- an inference

This distinction is especially important when analyzing current institutions or identifiable individuals.

Preserve Complexity

Not every favor is corrupt.

Not every delay proves misconduct.

Not every appointment involving a familiar community is unfair.

Not every use of a personal connection carries equal moral responsibility.

Responsibility should be analyzed according to:

- power
 - intent
 - knowledge
 - institutional role
 - available alternatives
 - urgency
 - vulnerability
 - personal benefit
 - public harm
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Understanding the Five C Framework

Culture

Culture provides belonging, identity, respect, obligation, moral language, and communal responsibility.

Its public danger appears when private loyalty overrides equal public duty.

Key questions:

- Who do we believe we owe?
- When does respect become silence?
- When does loyalty become complicity?
- How can cultural strengths be widened toward the public good?

Corruption

Corruption includes more than secret financial payments.

It may involve:

- patronage
- favoritism
- selective enforcement
- hidden conflicts of interest
- manipulated recruitment
- political interference
- improper appointments
- public services delivered as personal favors
- private access replacing formal procedure

Key questions:

- Who benefits?
- What rule was displaced?
- What public harm resulted?
- Who possessed the power to act differently?

Citizenship

Citizenship involves equal membership, public standing, rights, responsibilities, and the ability to ask power to explain itself.

The book distinguishes among:

- citizen
- supporter
- client
- subject

Key questions:

- Is the person claiming a public right or requesting a private favor?
- Does the same standard apply to allies and opponents?
- What does citizenship require between elections?
- Would the institution work for an unknown citizen?

Contentment

Contentment can preserve dignity, gratitude, faith, emotional balance, and freedom from greed.

It becomes politically dangerous when citizens adapt privately to failures that public institutions should correct.

Key questions:

- Who is absorbing the cost of failure?
- What does “managing” require?
- When does patience become permission?
- How can resilience become evidence for reform?

Complacency

Complacency is not simply laziness.

It may develop when repeated disappointment teaches citizens that public action will produce no meaningful response.

Key questions:

- Which failures have become normalized?
 - Why does public frustration remain private?
 - What evidence would rebuild civic agency?
 - What small result could demonstrate that action matters?
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Four-Week Teaching Unit

Week One: Culture and Corruption

Recommended Reading

- Introduction
- Chapters One through Six

Core Questions

- How does belonging shape public obligation?
- When does respect become silence?
- When does loyalty become complicity?
- How does corruption borrow the language of legitimate cultural values?
- What distinguishes assistance from patronage?

Classroom Activity

Create a two-column chart:

Legitimate Value	Possible Political Distortion
Generosity	Favoritism
Loyalty	Obstruction
Gratitude	Political debt
Respect	Silence
Family responsibility	Nepotism
Solidarity	Protection of wrongdoing

Ask students to add examples and identify safeguards.

Short Assignment

Write 750–1,000 words analyzing one cultural value that can strengthen or weaken public life depending on how it is used.

Week Two: Citizenship

Recommended Reading

- Chapters Nine through Twelve
- Selected excerpt from Chapter Twenty-One

Core Questions

- What is the difference between nationality and lived citizenship?
- How do supporters, clients, and subjects relate differently to power?
- What is the unknown citizen test?
- Why does citizenship continue after elections?

Classroom Activity

Present one public-service scenario.

Ask students to respond from four positions:

- citizen
- supporter
- client
- subject

Discuss how language, expectations, and behavior change.

Short Assignment

Apply the unknown citizen test to one institution.

Identify:

- the formal procedure
 - likely barriers
 - the role of personal access
 - three practical reforms
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Week Three: Contentment and Complacency

Recommended Reading

- Chapters Thirteen through Twenty

Core Questions

- How does resilience protect dignity?
- What is an institutional subsidy?
- What is the difference between acceptance and surrender?
- How is helplessness learned?
- How does failure become normal?

Classroom Activity

Ask students to identify one private workaround for a weak public service.

Calculate its costs in:

- money
- time
- unpaid labor
- stress
- health
- missed opportunities
- inequality

Short Assignment

Write a reflective analysis titled:

When Adaptation Stops Being a Temporary Solution

Week Four: Accountability and Public Action

Recommended Reading

- Chapters Twenty-One through Twenty-Four

Core Questions

- What makes accountability routine?
- How can citizens organize without relying on solitary heroism?
- What is a measurable public demand?
- What should a country refuse to normalize?

Classroom Activity

Turn a broad complaint into:

- a responsible institution
- an evidence list
- a public question
- a specific demand
- a deadline
- a follow-up plan

Final Assignment

Create a Five C case study of a public issue and propose one realistic point of intervention.

Six-Week Teaching Unit

Week One: Introduction to the Framework

Focus:

- the Five C cycle
- theory and interpretation
- evidence and limitations
- avoiding cultural and partisan reduction

Week Two: Culture

Focus:

- belonging
- respect
- authority
- family obligation
- loyalty
- complicity

Week Three: Corruption

Focus:

- corruption beyond cash
- patronage
- private access
- institutional survival

- unequal responsibility

Week Four: Citizenship

Focus:

- citizen, supporter, client, and subject
- equal membership
- public service
- political identity
- citizenship between elections

Week Five: Contentment and Complacency

Focus:

- faith
- patience
- resilience
- adaptation
- normalized failure
- learned helplessness

Week Six: Reconstruction

Focus:

- citizenship reclaimed
- institutional accountability
- collective action
- national refusal
- civic hope grounded in evidence

Each week should include:

- assigned reading
 - one short written reflection
 - one discussion
 - one applied exercise
 - one evidence-based analytical question
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Twelve-Week Course Outline

Week One: The Country We Accept

Introduction to the Five C framework, method, scope, and limitations.

Week Two: The Power of Belonging

Culture, identity, family, community, and public obligation.

Week Three: Respect, Authority, and Silence

Hierarchy, age, office, dignity, and the right to question.

Week Four: Loyalty and Public Responsibility

Family obligation, party loyalty, professional duty, and complicity.

Week Five: Corruption Beyond the Brown Envelope

Influence, favoritism, conflicts of interest, recruitment, and enforcement.

Week Six: Patronage and Survival

Clients, brokers, political debt, scarcity, and unequal responsibility.

Week Seven: Citizenship

Supporters, clients, subjects, voters, and equal public membership.

Week Eight: Ethnicity, Region, Party, and Nation

Identity, political inclusion, national standards, and public belonging.

Week Nine: Faith, Contentment, and Resilience

Dignity, gratitude, patience, enough, and public expectation.

Week Ten: Complacency

Learned helplessness, normalized failure, silence, and private complaint.

Week Eleven: Accountability

Records, explanation, investigation, consequence, correction, and learning.

Week Twelve: Public Action and National Renewal

Organization, protection, persistence, civic memory, and national reconstruction.

Classroom Activities

Activity One: The Same Standard Test

Present two nearly identical scenarios involving different political parties, social groups, or institutions.

Ask students:

- Does your judgment change?
- Why?
- Which principle should apply to both cases?
- What evidence would be necessary?

Activity Two: The Public–Private Cost Ledger

Students select one weak public service and identify the private costs created by its failure.

Categories:

- money
- time
- transport
- unpaid labor
- stress
- health
- educational loss
- missed employment
- inequality

Activity Three: The Unknown Citizen Journey

Map the experience of a person without connections moving through a public process.

Identify:

- required information
- formal steps
- points of delay
- opportunities for discretion
- unofficial expectations
- possible reforms

Activity Four: Exposure or Accountability?

Give students a hypothetical audit, investigation, or public allegation.

Ask which stages remain incomplete:

- allegation
- assessment
- investigation
- institutional response
- judgment
- consequence
- recovery
- correction
- public explanation

Activity Five: From Complaint to Demand

Begin with:

"Nothing works."

Students must identify:

- one institution
- one specific failure
- one applicable standard
- one public question
- one measurable demand
- one deadline
- one follow-up method

Activity Six: Cultural Resources for Reform

Students choose one cultural value and redesign it as a public resource.

Examples:

- respect as mutual recognition
- loyalty as truthful correction
- faith as civic courage
- family responsibility as support for ethical service
- communal solidarity as transparent organization
- resilience as evidence and prevention

Activity Seven: Responsibility and Power

Present a scenario involving:

- a citizen
- a junior employee
- a senior official
- a political leader
- an institution

Ask students to rank each actor's responsibility according to:

- authority
 - knowledge
 - benefit
 - available alternatives
 - vulnerability
 - power to correct the problem
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Discussion Questions

The Framework

1. Which of the Five Cs appears most influential in public life?
2. Where do two or more Cs reinforce one another?
3. What does the framework explain well?
4. What does it fail to explain?
5. Which C contains the greatest potential for reform?

Culture

1. Which cultural values strengthen public institutions?
2. When can family responsibility conflict with public duty?
3. When does respect become silence?
4. When does loyalty become complicity?
5. How can communal obligation be widened toward unknown citizens?

Corruption

1. Which forms of corruption are ignored because no money changes hands?
2. How does private access weaken public procedure?
3. When does assistance become patronage?
4. How should responsibility be distributed between vulnerable citizens and powerful officials?
5. What does corruption take besides money?

Citizenship

1. What is the practical difference between a citizen, supporter, client, and subject?
2. Can strong party loyalty coexist with independent citizenship?
3. What responsibilities do citizens carry between elections?
4. Which public rights are commonly treated as favors?
5. What would the unknown citizen test reveal about a familiar institution?

Contentment

1. How does resilience strengthen society?
2. When does resilience become an institutional subsidy?
3. What is the difference between personal contentment and civic contentment?

4. How can faith strengthen public responsibility?
5. Which public costs are currently absorbed privately?

Complacency

1. Why does “nothing will change” become psychologically attractive?
2. Which failures have become normalized?
3. Why does honest criticism remain private?
4. What evidence could rebuild civic agency?
5. What is the difference between patience and surrender?

Reconstruction

1. What would routine accountability look like in a familiar institution?
2. How can citizens turn a general complaint into a precise public question?
3. What forms of protection make civic action safer?
4. How should partial progress be recognized?
5. Which institutional reforms should survive changes in government?
6. What should Sierra Leone refuse to normalize?

Essay and Examination Prompts

1. “Culture does not cause corruption, but corruption often borrows cultural language.” Discuss.
2. Is patronage best understood as generosity, political exchange, dependency, or institutional failure?
3. Can a person remain a committed party supporter while practicing equal citizenship?
4. How does private adaptation alter the political cost of public failure?
5. Why is complacency better understood as the surrender of expectation than as laziness?
6. What is the difference between exposure and accountability?

7. Apply the Five C Theory to one sector, such as education, health care, recruitment, policing, infrastructure, or local government.
 8. What are the principal limitations of the Five C Theory?
 9. Does the theory place too much responsibility upon citizens?
 10. What would a patriotism of standards require?
 11. How can faith function as both a resource for endurance and a force for public accountability?
 12. Explain how the unknown citizen test can be used to evaluate public institutions.
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Research Assignment

Five C Institutional Case Study

Students select one institution, sector, or public issue.

The project should include:

1. Background and institutional mandate
2. Relevant public standards
3. Description of the issue
4. Evidence and source limitations
5. Culture analysis
6. Corruption analysis
7. Citizenship analysis
8. Contentment and adaptation analysis
9. Complacency analysis
10. Distribution of responsibility
11. Proposed point of intervention
12. Risks and obstacles
13. Measures of progress
14. Reflection on the theory's usefulness and limitations

Students must distinguish clearly between documented evidence and interpretation.

Assessment Rubric

Conceptual Understanding — 25 Percent

Does the learner define and apply the Five Cs accurately?

Evidence and Precision — 20 Percent

Are claims supported, qualified, and clearly attributed?

Analysis — 25 Percent

Does the work explain relationships, causes, and consequences rather than merely describe problems?

Consistency and Fairness — 15 Percent

Are standards applied consistently across political and social identities?

Structure and Clarity — 10 Percent

Is the argument coherent, organized, and readable?

Reflection and Originality — 5 Percent

Does the learner identify a thoughtful insight, limitation, or realistic intervention?

Facilitating Politically Sensitive Discussions

When discussion becomes tense:

- return to the public standard rather than the political party
 - ask what evidence supports the claim
 - separate individual conduct from group identity
 - invite alternative interpretations
 - distinguish factual assertions from moral judgments
 - ask whether the same principle applies to an ally
 - prevent personal accusations
 - protect participants who choose not to disclose experiences
 - identify points of agreement before returning to disagreement
 - focus on institutions, incentives, and conduct
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Suggested Ground Rules

1. Criticize ideas and conduct without dehumanizing people.
 2. Do not assume one participant speaks for an ethnic, regional, religious, political, or professional group.
 3. Distinguish evidence from suspicion.
 4. Allow participants to revise their positions without humiliation.
 5. Protect confidential experiences.
 6. Apply the same standard to allies and opponents.
 7. Do not reduce every issue to party competition.
 8. Give quieter participants room to contribute.
 9. Avoid naming individuals without reliable public evidence.
 10. End discussions with a question, finding, or practical implication.
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Recommended Educator Package

The downloadable educator package may contain:

1. Educator overview
 2. Learning outcomes
 3. Four-week teaching unit
 4. Six-week teaching unit
 5. Twelve-week course outline
 6. Core discussion questions
 7. Classroom activities
 8. Essay prompts
 9. Research assignment
 10. Assessment rubric
 11. Free book excerpt
 12. Five C case-study worksheet
 13. Presentation slides
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Educator and Institutional Inquiries

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