



## PROJECT : *Youth Click for Peace*

### PEACE MESSAGING GUIDE FOR INTERNALLY DISPLACED PERSONS (IDPs) IN CAMEROON

By Shifu Ngalla  
(For Change Communications)



**MY PHONE  
FOR OUR  
PEACE**



**OUR PEACE  
STARTS WITH  
ME**

Yaoundé, April 2021

## ACKNOWLEDEMENT

We are grateful to the CENTRE DE CRISE ET DE SOUTIEN, MINISTERE DE L'EUROPE ET DES AFFAIRES ENTRANGERES, and l'AMBASSADE DE FRANCE AU CAMEROUN for funding our project **Youth Click for Peace**. This booklet is an output of that project, and the contents are actually edited modules of a series of capacity building workshops on *Information Literacy and Peace Messaging* organized for 200 young Internally Displaced Persons (IDPs) for in Njombe-Penja in the Littoral Region and in Dschang, Mbouda, Fomot and Bafoussam in February 2021

However, we hereby state that, the views and the information contained in the booklet are not necessarily those of CENTRE DE CRISE ET DE SOUTIEN, MINISTERE DE L'EUROPE ET DES AFFAIRES ENTRANGERES, and l'AMBASSADE DE FRANCE AU CAMEROUN, and they can accept no responsibility or liability for such views.

## AUTHOR

This booklet has been written by Shifu Ngalla, holder of Master's degree in Science of Information and Communication specialized in development communication/communication for change. He is founder and coordinator of a civil society organization, *Change Communications*.

*Change Communications* was created in 2010 on the basis of the tested fact that, development starts with change of attitude, practices and behaviour at the level of the individual, community and society. Working to bring about such needed change is at the heart of our mission which is, *Communication for Change, Change for Development*.

Since its creation, we have acquired considerable experience implementing projects with support from international partners including:

- **United Nations Democracy Fund, (UNDEF)**, New York, USA, (2013-2015)
- **World Wide Fund for Nature-EFN Program**, Washington DC, USA (2015),
- **INTERNEWS-Earth Journalism Network**, Washington DC, USA (2016),
- **French Ministry of European and Foreign Affairs** through the **French Embassy in Yaoundé, Cameroon**, (2020-2021)

## TABLE OF CONTENTS

ACKNOWLEDEMENT.....	i
INTRODUCTION .....	3
CHAPTER ONE: INFORMATION, INFORMATION LITERACY AND PEACE MESSAGING ..	4
1.0: INFORMATION .....	4
1.1: News and information: Any difference? .....	4
1.2: Characteristics of information of good quality .....	4
1.2.1: Functions of information in a crisis situation ( <i>“Information saves lives”</i> ) .....	5
1.2.2: Information updates .....	5
1.2.3: Information solves the problem of uncertainty:.....	5
1.2.4: Information solves the problem of ignorance:.....	5
1.2.5: Information gives you access you to humanitarian and state services .....	5
1.2.6: Information enables reunions.....	5
1.3.0: Practical tips to information sources.....	6
1.4.0: INFORMATION LITERACY .....	6
1.4.1: What information literacy means .....	6
1.4.2: Why information literacy is important .....	7
1.5.0: PEACE MESSAGING .....	8
1.5.1: Message .....	8
1.5.2: Verbal or nonverbal message.....	8
1.6.0: Verbal message .....	8
1.7.0: Non-verbal message.....	8
CHAPTER TWO: THE DANGERS OF FAKE NEWS AND HATE SPEECH .....	10
2.0: FAKE NEWS .....	10
2.1: How some people fake news .....	10
2.1.1: Ill-intentioned persons .....	10
2.1.2: Scammers .....	10
2.3: Cameroon Law on Fake News .....	14
CHAPTER THREE: HATE SPEECH.....	15
3.0: HATE SPEECH .....	15

<b>3.1: Effects of hate speech.....</b>	<b>15</b>
<b>3.2: Uses of hate speech .....</b>	<b>16</b>
<b>3.2.1: Politicians.....</b>	<b>16</b>
<b>3.2.2: War mongers.....</b>	<b>16</b>
<b>3.2.3: Consequences of hate speech: Examples of Rwanda, Yugoslavia, Kenya.....</b>	<b>17</b>
<b>3.2.3.1: Rwanda.....</b>	<b>17</b>
<b>3.2.3.2: Yugoslavia.....</b>	<b>17</b>
<b>3.2.3.3: Kenya.....</b>	<b>17</b>
<b>3.2.3.3: Cameroon Law on Hate Speech .....</b>	<b>18</b>
<b>CHAPTER FOUR: UBUNTU AND PEACEFUL LIVING-TOGETHER .....</b>	<b>19</b>
<b>4.0: UBUNTU .....</b>	<b>19</b>
<b>4.1: Examples of Ubuntu way of life.....</b>	<b>19</b>
<b>4.2: Promoting Peace through the Ubuntu .....</b>	<b>21</b>
<b>4.2.1: Relating with host community.....</b>	<b>21</b>
<b>4.2.2: Relating with local authorities .....</b>	<b>21</b>
<b>4.3: UBUNTU, our lives and peace .....</b>	<b>21</b>

## INTRODUCTION

Since the outbreak of an armed conflict in the NW and SW regions of Cameroon in 2017, Cameroon's info-space is flooded with information of all types from all sorts of sources channeled through a multitude of platforms for all kinds of audiences. The social media have emerged as free-for-all floodgates of information. The generation, gathering, processing, storage, and transmission of information are in the hands of everybody. Information professionals are lost in the crowd of information generators and publishers. Today, information of doubtful quality and credibility is generated and flows on social media, and even on conventional media, (radio, TV, print and online news outlets) on a massive scale.

This infobesity (info-overload) can be quite challenging to information consumers. They have the big task of identifying what information is credible, what is fake news, which information is relevant, and how it can be used for personal and collective benefit especially in situations of crisis. When information consumers do not have the ability to identify all these aspects of information, it means they are not information-literate and information literacy in a crisis situation can become a serious threat to peace. This is because people especially people under stressed conditions like the IDPs if they are information-illiterate can take uninformed actions which could damage or destroy peaceful living-together in a community.

To fill this information-literacy gap for IDPs taking shelter in the Littoral and West regions, *Change Communications* within the framework of the implementation of the project: *Youth Click for Peace* (2020-2021) organized a series of capacity-building workshops for 200 young IDPs in Njombe-Penja in the Littoral Region, and Dschang, Mbouda, Foumbot and Bafoussam in the West Region under the theme: *Information Literacy and Peace Messaging* from April 17 to April 23, 2021. The objective was to enable the IDPs acquire necessary competence to transform information into a peace-promoting tool using their mobile phones. In the process they are expected to become community peace-promoting agents in their host communities.

The contents of this booklet actually consist of edited and compiled modules of the capacity-building workshops. It is intended to serve as a guide and source of inspiration and guide as they conduct themselves as peace promoters in their host communities.

The project *Youth Click for Peace* is supported by the *Crisis and Support Centre of the Ministry for European and Foreign Affairs through the French Embassy in Yaoundé*.

# CHAPTER ONE

## INFORMATION, INFORMATION LITERACY AND PEACE MESSAGING

### Learning objective(s)

- Enable you have the capacity to understand what information is, its importance and where and how to obtain it in a situation of crisis
- Enable you understand how to use information properly for your own good and for the promotion of peace in your community
- Enable you understand what information literacy is and why it is important

### 1.0: INFORMATION

Information is:

- Facts about a situation, someone or something
- Knowledge or facts learned, especially about a subject or an event

### 1.1: News and information: Any difference?

- News is information that is “new”, information that is “fresh”, not stale, not a *déjà vue*, *déjà entendu*
- Information is report in the newspaper, on radio, TV or online about important and recent/latest events in your locality, country and the world

### 1.2: Characteristics of information of good quality

- It is accurate, (expresses the exact thing or situation as it is): Example.....
- It is complete, (all aspects of the information/story are presented): Example.....
- It is timely, (it is presented not too late, not stale or obsolete): Example.....
- It is useful/relevant/actionable, that is, it can be used to address/resolve an existing problem/issue): Example.....

### **1.2.1: Functions of information in a crisis situation (*“Information saves lives”*)**

Information is crucial to people in crisis or likely to experience a crisis, be it natural or human-made crisis in the following ways:

- Before the crisis takes place, you need information to know how to best prepare for it
- During the crisis, you need information so that you can make the best decisions for the safety and wellbeing of yourself and your families
- After the crisis you also need information to enable you find out how to rebuild your lives and your communities

### **1.2.2: Information updates**

- Help you to know current happenings, what's new about the conflict, that is, it can provide answers to questions like:
  - *Are there any prospects for a ceasefire?*
  - *Any peace talks/dialogue going on?*
  - *Is there any possibility for an end to the conflict and return to normalcy?*

### **1.2.3: Information solves the problem of uncertainty:**

- Stops you from perpetually living under the stressful situation of doubt, not being sure of anything about today or tomorrow

### **1.2.4: Information solves the problem of ignorance:**

- Stops the condition of living in a situation of not being aware of what is going on around you and thereby missing out on available opportunities you could seize in various domains

### **1.2.5: Information gives you access you to humanitarian and state services**

- Can help you gain access to available healthcare, food, shelter, job opportunities, sources of finance, education opportunities, vocational training among others.

### **1.2.6: Information enables reunions**

- Help to reconnect you to your family, relatives and friends also displaced or left behind in the zone of conflict, (your village, home town)



### **1.3.0: Practical tips to information sources**

Generally you should:

- Listen to radio, (preferably, the local station(s) for news on issues close to you and you're your immediate needs (security, health, school, job opportunities, etc.)
- Watch TV, (preferably local channels) for same reason
- Read local newspaper(s) (if you can afford)
- Consult Internet sources, (online news outlets) and social media, but beware of fake news and propaganda, (that is, information true or false intended to influence you).
- By word of mouth from trusted persons in the community, (your Pastor, Imam, head of your community)
- Go to a health centre, hospital or humanitarian health service for information on health
- Go to the police, gendarmerie and DO's office for information on security issues
- Go to DO's office and to the office of any relevant government service for information on administrative issues
- Go to the village chief, the quarter head, or head of your socio-cultural community where you are resident for information and advice on issues.

### **1.4.0: INFORMATION LITERACY**

- Today are living in what is referred to as the Information Age. It is a period in which the info-space (information landscape) is flooded with information from multitude of sources and is made to spread at an unprecedented rate. Under the prevailing circumstances, it becomes very important to understand how information is organized, and how to access and evaluate it.

#### **1.4.1: What information literacy means**

Information literacy means:

- Your ability to realize that you need information for yourself or for others especially in a crisis like the one in which we are living
- Your ability to identify the type of information you need
- Your ability to identify the right source from which to obtain the information you need
- Your ability to effectively obtain the information from the source regardless of the format

of that source, be it from the Internet, social media radio newspaper, radio, council office, DO's office, police? etc.) . Do you have the capacity to obtain information from these sources? Can you speak, read and write either English or French or both?

- The ability for you to critically examine the information to know what the information is about, who is the author, why it is published, when it was published, target audience etc) before believing and using it.
- The ability for you to determine whether it will be a good or bad thing to apply the information, (that is, is the information needed/useful, safe, dangerous? etc.)

### **1.4.2: Why information literacy is important**

Information literacy:

- Enables you to consume information wisely and makes it possible or you not to fall victim for example to scammers who manipulate information to trick and exploit
- Transforms you into a "lifelong learner", that is you are forever gaining knowledge from information
- Empowers you to learn for yourself, that is, you learn without the assistance of another person
- Gives you the freedom to personally make informed decisions on issues, and not make decisions based on information narrated or made available to you by other person
- Gives you the ability to carefully evaluate the sources of information you need in order to check out for any bias and inaccuracies.
- Gives you the freedom to seek and critically analyze information by yourself and for your self
- Empowers you to deal with "too much information" or information overload on digital platforms including Facebook, whatsapp.

## **1.5.0: PEACE MESSAGING**

### **1.5.1: Message**

- A **message** is content sent from a source through a channel and intended for consumption by the recipient or group of recipients or audience.

### **1.5.2: Verbal or nonverbal message**

- A message can be verbal or non-verbal

### **1.6.0: Verbal message**

- A verbal message is an exchange of information or any content using words including face-to-face conversation/exchange, telephone calls, voicemails, email, or social media platforms such as Facebook , whatsapp etc.

### **1.7.0: Non-verbal message**

- A nonverbal message is communicated through actions or behaviors rather than words, that is, by the use of body language, e.g. beckoning o somebody or frowning in disapproval of something

## **Messaging**

- Messaging is the sending of written (text), spoken, (audio) or visual (video) messages using a computer or another electronic device such as Internet or a mobile phone.

## **Peace messaging**

- Peace messaging is the sending or publication of written (text), spoken, (audio) or visual (video) messages using a computer or another electronic device such as a mobile phone with the intention of preventing conflict, reducing or preventing the escalation of conflict or/and contributing to peace-building after a conflict.
- Peace messaging also means using non-electronic means of communication such as body language, attitudes, social practices and behavior intended to promote peace before, during and after a conflict, e.g. avoidance of the use of hate language, disdainful body language etc.

### **Take home**

- - Know that “Information saves lives”
- - Search for the information you need. Do not sit and cross your arms for somebody else to tell you about what is going on around you.
- - You can miss out on opportunities if you are not well informed.
- - Be careful and critical about the information you get from individual persons to make sure it is not rumor or “kongossa”
- - Always question, or be critical about all information you receive especially on social media
- - Use information properly for your good and for the promotion of peace
- Use your electronic devices especially your mobile phone to disseminate messages that contribute to peace
- Let your body language including your attitude, social practices and behavior be that which generates peace in the community.

## **CHAPTER TWO**

### **THE DANGERS OF FAKE NEWS AND HATE SPEECH**

#### **Learning objective(s)**

- To enable you know what fake news is, and how dangerous it is to peace
- To understand a method we can use to detect or identify fake news
- To understand that, creating and propagating fake news constitute an offence crime in Cameroon

#### **2.0: FAKE NEWS**

Fake news is:

- Information deliberately fabricated and published with the intention to deceive you and make you believe in lies,
- Information deliberately fabricated and published with the intention to make you doubt information that is factual/true

#### **2.1: How some people fake news**

##### **2.1.1: Ill-intentioned persons**

People with bad intentions fabricate fake videos, fake texts, and voices on social media, radio, TV, newspaper and by word of mouth to cause:

- Hatred among people and kill living-together
- Social conflicts and violence,
- Cause war, destruction and death

##### **2.1.2: Scammers**

Scammers use fake news in a very intelligent manner so that they can:

- Deceive you
- Extort money from you
- Humiliate you by making you feel like an idiot and ashamed when you discover after a deal that you have been “faked”.

## 2.2: Fact-checking

- Fact-checking is the technique used to verify whether a piece of written, video or audio information or news published on Facebook, WhatsApp or any other platform is factual or not, whether it is true or false.

### 2.2.1: 5Ws+H fact-tracking method

- The **5Ws + H** is a method journalists use in gathering information.
- The method operates on the basis of asking questions on each aspect of a of information as follows:

#### **W = What?**

- What is the central/main issue in the story narrated or in the information presented?
- Is it a personal opinion, point of view disguised as information?
- Is it about a person, a personality, an interest group such as a political party, a religious body, etc.?
- Could the information be propaganda?

#### **W = WHERE?**

- Where did the event in the story take place, or where is it taking place?
- Where was the story published?
- When it is a story with a video footage, examine the physical environment to find out whether the environment or location of the story fit in with the known geography of the place?
- Closely check physical traits of the key actors in the story and their cultural identity markers, (including, language, typical dress, housing and settlement patterns, known practices ad behaviours etc.)
- Are the sources credible?
- Is the source primary, (is it first hand, eye witness, creator of the information, or is the source secondary, (got the information from second, third parties)?

## **W = WHO**

- Who is the author/creator of the information?
- Has the author the competence/expertise?
- Has he/she got a convincing professional status, level of education, level of knowledge, and experience in the field of the information presented
- How well-known is the author of the information?
- What do other people know about the author?
- What do other people say about the author?
- To what institutions or organizations including political party, religion and other interest groups does or do the author(s) of the information belong(s)
- Who are the key actors in the story?
- Have they all been presented or the author of the information or has the author decided to present only those who illustrate his own side of the story.
- Who are the persons or group of people targeted as audience or for whom the information is intended?
- Why is that particular audience/group of persons selected as target?

## **W= WHY?**

- Why, or for what reason is the author creating or posting the information?
- What goal/objective does the author want to achieve through the information?

### **Check on news/information headline:**

- The headline gives you a clue/an indication/an idea on the intentions or expectations of the author
- From the headline, is the author already trying to guide, influence and direct you to a particular idea, point of view, and way to understand the story?
- Be careful with stories which begin with attention-catching devices like “*breaking!!*”, “*breaking news*” “*alert*”, “*urgent*”, “*hurry up*”, “*warning*” for they can mislead you into thoughtless conclusions and actions

### **Check on fair or objective presentation of information:**

- Are all sides of the story presented, or the author has decided to tell only the side of the story that satisfies her/him?

### Check on **propaganda elements**:

- Be careful with the use of propaganda language which divides people or communities into *good* and *bad*, *inferior* and *superior*, *them* and *us*, *we* and *they* so common with bad politicians.
- What is the message in the conclusion or comment of the information according to the author?
- Does the take-home message in the information expect something from you – take action, feel angry or feel happy and why?
- Is the action or feeling intended by the author useful to you and your community

### **W = WHEN?**

- Most information that is created and distributed online automatically gets timestamps/date of publication
- But information creators can retrieve an old piece of information on a paper document posted on social media and modify the date stamp and give it a more recent date to manipulate people and achieve mischievous objectives

### So check on **date of publication of information**:

- Date of creation of information
- Date of publication of information
- Is date information was created different from date of publication?

### **Check on the timing of publication of information:**

- When did the event in the story take place?
- And why is the information published now? (immediately? later? delayed? Is it deliberate?)

### **H = HOW?**

#### Check on **method of collecting information?**

- What method was used to obtain the information?
- Was the information obtained through: an interview? Eye-witness account? From text and /or video sources?
- Is the method stated? Implied? Not stated or implied at all?



### 2.3: Cameroon Law on Fake News

- The creation and sharing of fake news constitutes a crime in Cameroon
- It is punishable by **Law No 2010/012 of 21 December, 2010**, related to cyber security and cybercrime in Cameroon.
- Section 78 of that law states that, if you use electronic information and communication system to create, publish or share a piece of information that is not true, you will be punished :

- ***with imprisonment of as from six (06) months to two (02) years,***

**Or,**

- ***with a fine of as from 5000000 Francs (Five Million Francs) to 10000000 (Ten Million Francs) or both of such fine and imprisonment”***

#### **Take home:**

- Fake news is a threat to peace and social cohesion
- Use the 5W+H method to identify what is fake in a piece of what is presented or published as information.
- The creation and propagation of fake news is an offence in Cameroon and you can be jailed for it

## CHAPTER THREE

### HATE SPEECH

#### Learning objective(s)

##### To enable you:

- Understand what hate speech is
- Understand the dangers of hate speech
- Understand Cameroon's law on hate speech
- Understand what Ubuntu is
- Understand how to promote Ubuntu philosophy for peace in the community.

### 3.0: HATE SPEECH

#### Hate speech is:

- Any verbal language, body language, any write up or declaration, any word, conversation, report deliberately fabricated and intended to hurt , encourage violence, inflict pain on a person or group of people based on who they are, their culture, tribe, sex, religion, race, place of origin, skin color etc.

#### 3.1: Effects of hate speech

Hate speech is dangerous. It is destructive in the following ways:

- Makes us feel threatened
- Makes us live in fear
- Makes us hate others
- Makes us to become unsympathetic and cynical (be happy when others are suffering or are in pain
- Can incite us to commit violent acts against others
- Kills living-together in peace in our community
- Creates social conflicts and destroys diversity among people in the community.
- Cause war, destruction and death

Those who propagate fake news hate us, and hate our community

## 3.2: Uses of hate speech

### 3.2.1: Politicians

Be careful with what politicians say especially during campaigns for elections when they are in competition with other politicians and want to win elections for their own personal interest.

They use the people to win votes in many cases by pushing people into conflict by using hate language in the following ways:

- They use language which divides people along **political party lines**. They use hate language against people who are not of his/her own party
- They use language which divides people along **tribal lines**. They use hate language against people who do not belong to his/her own tribe or ethnic group.
- They use language which divides people along **village lines**. They use hate language against the village of origin or villages where the people support his/her opponent (s).

### 3.2.2: War mongers

War mongers are bad people. They are also called peace-spoilers. They are people who hate peace.

- They intentionally use hate language to stir up conflict, violence and war.
- Once war has erupted, they still use hate language as petrol to fuel the war on and on without end.
- They use fighting words and are aggressive, bloodthirsty and provocative in attitude.
- They are war entrepreneurs, that is, they use war for business, be it financial, economic or political business and make much profits from it..
- Be careful. Understand why they are using hate language and ignore them.

### **3.2.3: Consequences of hate speech: Examples of Rwanda, Yugoslavia, Kenya**

When people who do not want peace decide to use hate speech as a tool to stir conflict, violence and war, the consequences can be can be terribly devastating. The most popular examples in our recent history are Rwanda, Yugoslavia and Kenya.

#### **3.2.3.1: Rwanda**

In 1994, politicians of the Hutu tribe in Rwanda used intensive hate speech propaganda against the Tutsi tribe on a community radio station called Radio Mille Collines. This led to the Rwandan Genocide (Genocide against the Tutsi) of 1994: Between April 7 and July 15, 1994 (100 days), this is what happened:

- 1000 000 Rwandans were killed, 700 000 of them Tutsi populations and about 300000 Pygmy Batwa
- 250000 to 500000 women raped
- 2 000 000 Hutus displaced

#### **3.2.3.2: Yugoslavia**

In the early 1990s, politicians in the former Yugoslavia, particularly in Serbia and Croatia, used messages of hate on radio and TV to inflame ethnic hatred through lies-telling and this helped to trigger the bloodiest conflict and mass murder in Europe since 1945 in which:

- Over 8,000 Muslim men and boys were killed
- Thousands of ethnic Albanians in Kosovo falsely accused of “poisoning wells” were killed
- About 2 00 0000 people were displaced

#### **3.2.3.3: Kenya**

During and after the 2007/2008 post-election violence in Kenya, politicians and their supporters propagated messages of hate notably in the local vernacular on community radio stations inciting ethnic hatred and violence. And the consequence was that:

- In one incident, a mob burned more than 30 ethnic Kikuyu women and children seeking shelter in a church.
- More than 100,000 ethnic Kikuyus were forced to leave the Rift Valley alone.

### 3.2.3.3: Cameroon Law on Hate Speech

- Hate speech constitutes a crime in Cameroon
- It is punishable by Law No 2019/020 of December 24, 2019 relating to hate speech.
- Section 241-1 states that, whoever by any means, makes hate speech against people or incites them to violence on the basis of their tribal or ethnic origin shall be punished with imprisonment from **one to two years and with fine of CFA 300000 to CFA 3000000**. The punishment is **doubled** when the maker of hate speech is leader of a political party, media establishment, NGO, or religious institution.

#### Module 4: Take home

- **Know that hate speech is dangerous, very dangerous to peaceful living-together**
- **Beware of the language of politicians and war mongers in situations of crisis**
- **Know that, hate speech constitutes an offence punishable by law. You can be jailed for it.**

## CHAPTER FOUR

### UBUNTU AND PEACEFUL LIVING-TOGETHER

#### Learning objective(s)

- To draw your attention to the need to behave well in your host community, relate well with local authorities, and conduct your life using the Ubuntu philosophy in order to promote peaceful living-together where you rare.

#### 4.0: UBUNTU

Ubuntu: what is it?

- “Ubuntu” is a word in the language of the Zulu people in South Africa which expresses a deep philosophy in the African way of life.

The Ubuntu philosophy or way of life expresses the common goodness of humanity. Different cultures express that philosophy as follows:

- “We belong to each other”
- “I am human because I belong”
- “I am because we are”,
- “A person is a person through other people”.
- “A MAN is MAN because of a MAN”
- “I am diminished when others are humiliated or diminished”
- “We are because you are, and since you are, definitely I am”.

#### 4.1: Examples of Ubuntu way of life

**Example 1:** In the 1940s, 50s, and even 60s, when colleges were very few in what is Cameroon today, members of a whole community would contribute money and sponsor a child in college from form one to form five and even beyond even though the child belonged to one biological parent. The child was considered ***the child of the village, everybody’s child.***

**Example 2:** In the Adamawa, North and far North regions of Cameroon, many compounds (sares) are fenced. Just at the entrance to the compound you generally find an earthen jar filled with water and buried about three-quarter or half-way into the sand. It is covered with a cup on it. It is for passers-by. If you are passing by and you are thirsty, you take the cup on the lid and drink the water to quench your thirst.

In some cases, you will see a kettle near-by. If you are a Muslim and are passing by when it is prayer-time, you take the kettle put water in it, do your ablutions and pray.

**3:** In the same way, many parts of Cameroon today, a traveller through a village would stop at a village at night fall, and even though there were no hotels to check in, he didn't have to border to ask for food or for water. Once he stops, the people give him food and attend to him.

**Example 4:** It is the former president of South Africa Nelson Mandela who demonstrated the deepest sense of the Ubuntu philosophy to the whole world, and for which he became one of the most respected human being on earth. It is through his actions and attitude when he came out of prison after 27 years that, he taught millions across the world the deeper meaning of Ubuntu

Nelson Mandela was a freedom fighter. He fought for all his life to liberate his fellow Black brothers and sisters of South Africa from domination by the White people. He was branded as a terrorist, judged and sentenced to imprisonment. But he was released after 27 years.

After his release, he was elected as the first Black president of South Africa. On the day he was being sworn in, he invited the team of judges and magistrates who sentenced him to life imprisonment as his special guests. He dined together with them as special guests at the high table. In so doing, Mandela taught be world that, ***“there can be no future without the forgiveness of the past”***

All these examples bring out some fundamental values of Ubuntu you can practice given the difficult situation in which we are today. Such values are expressed in different cultures in many different ways:

Proper behaviour and the practice of the UBUNTU way of life will by you as IDPs will contribute immensely to peaceful living together in the host communities.

## **4.2: Promoting Peace through the Ubuntu**

Adopting the Ubuntu way of life, is adopting the way of peace, peaceful living-together and social cohesion in our communities. Below are some of the ways by which we can promote peace through the Ubuntu way of life

### **4.2.1: Relating with host community**

- Respect the cultural practices of your host community, even if you have cultural shocks. This means you may not be familiar with or may not even like certain cultural practices by your host community such food types, eating habits, dress or any other practice, but do not condemn or manifest open contempt for them. You may hurt you host the people with whom you are.
- Try to know and understand their likes and dislikes/what they like and what they do not like and respect those social norms
- Do not side with those who your host considers as enemy and with those who hate peace
- Do not take the negative act or action of an individual member of your host community against you and generalize it on the entire community which may make you begin to nurse ill-feelings against the community.
- Be a well-behaved person, an exemplary young man or woman in your community.

### **4.2.2: Relating with local authorities**

- Relate well with security forces and administrative authorities
- Do not get into any unlawful act or activity (stealing, drunkenness, prostitution etc.)
- Always go along with your national identity card
- In the event of any threat or trouble of any kind, report to the police or gendarmerie in your community,
- Do not develop the habit of blaming your situation on others

## **4.3: UBUNTU, our lives and peace**

All these values can serve as lessons on how to behave well and in a way that can help us overcome some of our challenges.

- On the basis of the values above we understand that, our host communities practice Ubuntu.



- That is why they have welcomed us and we are living with them peacefully
- Our host communities are useful to us, so we need to be useful to them by participating in community development initiatives whenever possible.
- We understand that, each one of us is a member of the human family, and each one of us therefore needs to be our brother's or sister's keeper in order to be complete as a human being.
- We should show empathy; that is, put ourselves in the place of someone who is suffering and share his/her pain
- We should be generous, hospitable, friendly, caring and compassionate.
- Ubuntu is about sharing what one has, and acknowledging the fact that one's destiny is bound with that of another person, for nobody can succeed alone.
- Even if in the present circumstance we have little or nothing material to share with a brothers or sisters, we can share information that saves lives, and we share love.
- We need to think and act positive and be optimistic about the future for we all belong to the human family.
- We can count on members of the human family, that is good people for a better future.
- But more importantly, we need to forgive the past so that, we can have a more optimistic future, we cannot fail when all of us are guided by UBUNTU, if we behave the BUNTU way.

#### **Module 5: Take home**

- **Promote peace within your community by your peaceful conduct**
- **Practice Ubuntu in your daily life**

## GLOSSARY OF BASIC TERMS ABOUT PEACE AND CONFLICT

The words below are often used in the news and information channels as well as on social media platforms. It is important to understand what they mean so as to use them correctly, for a wrong use of such words in your peace messaging efforts can be dangerous.

### Peace

What is peace?

- The best way to know what peace is, is to experience its absence.

### Peace at personal level:

- *Calmness of mind or heart, serenity of spirit, (peace of mind)*

### Peace at deep personal level:

- *Absence of activity and noise: deep stillness, quietness, (can be experienced like in monastery, thick forest, shrine environments, wilderness etc.)*

### Peace at interpersonal level:

- *Harmony in human or personal relations, mutual concord and esteem between friends, couples, families*

### Peace at community and country level

At the community or country level we can say there is peace, when there exist:

- *a state of security or order within community provided for by law, custom, or public opinion .*
- *freedom from war, civil protest and confusion*
- *a state of public quiet*
- *situation in which there is “equitable social order”, that is a society in which there is absence or minimal exploitation of people by the stronger class*

### Peace at international level:

- A state of concord or harmony/agreement between governments, absence of hostilities or war between countries.

### **“Negative peace”**

- Negative peace is a situation in a given society in which there is stability without peace. , there is no state organized military violence taking place, no war or any other forms of direct physical violence taking place

### **BUT**

- People are not leading normal and peaceful lives because:
  - the stronger in society are using existing institutions to deny them people important socio-cultural, economic and political rights.
- Negative peace, (peace without peace) is enforced using social and political repressive methods against those who are weaker.in society

### **“Positive peace”**

Positive peace refers to a social condition in which:

- Exploitation of the weak by the more powerful is minimized or eliminated

### **Community peace agent**

- It is a person from a given community assigned to carry out peace-promoting tasks within the same community for that community. .

### **Peace building**

- It is a process intended to resolve current conflicts and prevent future conflicts
- Promoting initiatives that encourage lasting peace.
- Supporting people and communities to manage their differences and conflicts without resorting to violence

### **Conflict**

- Conflict is when two ways of seeing a situation, two values or opinions contradict each other, or do not agree or converge

### **Conflict prevention**

- Conflict prevention are efforts made to find ways to prevent violence increasing, stop or reduce the level of a conflict that is going on, and avoid the conflict from occurring again.

## Violence

- Behaviour/acts intended to physically injure or kill others and/or to destroy property
- The form it can take ranges from combat between opposing parties armed with machetes, to serious confrontations between armies of deploying firepower that can destroy on a massive scale, or it can be and asymmetrical engagements between well-equipped regular soldiers and lightly armed insurgent groups

## Crisis

- A crisis is any event or series of events that are going to, or are expected to lead to an unstable and dangerous situation affecting an individual, group, community, or whole society.
- A crisis denotes a change in type/or increase in the intensity of disruptive interactions between two or more states, with a heightened (more than normal) probability of military hostilities (war)
- The change or increase in intensity is usually triggered by an act or event: a threatening statement oral or written, or a direct military attack.

## Difference between conflict and crisis

- A conflict is a clash or disagreement, sometimes violent, between two opposing groups or individuals while **crisis** is a crucial or decisive point or situation; a turning point in the evolution of a conflict.

## War

- A war is a situation in which there is fighting between two or more countries or between opposing groups within a country, involving large numbers of people in arms
- There is war when the state and non-state parties use physical violence to resolve a dispute.

## A civil war (or an intra-state war)

- It is a war between organized groups within the same state or country. The aim of one side may be to take control of the country or a region, to achieve independence for a region or to change government policies.<sup>[2]</sup>

## **Militia**

A militia is generally:

- an army or some other fighting organization of non- professional soldiers
- a private (non-governmental) force not necessarily directly supported or sanctioned by government
- an irregular armed force that enables its leader to exercise military, economic, or political control over a part of the national territory of a sovereign state.

## **Warlord**

- A **warlord** is a leader able to exercise military, economic, and political control over a subnational territory within a sovereign state due to their ability to mobilize loyal armed forces. These armed forces, usually considered as militia are loyal to the warlord rather than to the general government.
- Warlords could also referred to as war entrepreneur

## **War targets**

- In a situation of war in which the state is party, targets are usually include the military itself, its installations and bases, state institutions and state representatives on the one hand, and rebel hide outs, bases, installations, war lords, and the rebel combatants themselves on the other hand

## **Arms**

- Any material manufactured weapons but also machetes, spears, arrows, sticks, stones, fire, water, etc. used or intended for use by parties to a conflict to harm or kill the opponent.
- 'Arms' excludes corporal strength and/or psychological power

## **War casualties**

This applies to:

- any person who dies of wounds or disease, having received wounds, or having been injured but not mortally.

### **Prisoner of war**

- **A prisoner of war is** any person captured or interned by a belligerent power during war. The person captured could be member of regularly organized armed forces, guerrillas or civilians in arms against an enemy.

### **Ceasefire**

- It is a situation in which the parties engaged in an armed conflict agree to temporarily or permanently stop fighting

### **Armistice**

- An armistice is when combatants agree to not only end hostilities but also to actively pursue negotiated agreement so as to achieve lasting peace.

### **Victory**

- Victory in a conflict refers to a situation in which one side is either defeated or eliminated, or otherwise succumbs to the power of the other through capitulation/surrender.

### **Civilians**

- Civilians are unarmed people who are not active members of the security forces of the state, or members of an organized armed militia or opposition group. Government officials, such as members of parliament, governors, and councillors, are also considered as civilians and are instead seen as representatives of the government of a state ( UCDP )

### **Internally Displaced Persons**

- Internally displaced persons are people or groups of people who have been forced to flee or to leave their home towns or villages as a result of, or in order to avoid the

effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.

### **Armed conflict**

- *An armed conflict is a situation in which each party to the conflict actively uses arms against the other. In an armed conflict, the target may be symbolic such as launching an attack against a government a military compound or a police station. From a government perspective, arms can be used in a campaign to wipe out rebels. With the use of armed force the parties to a conflict can either be killed or wounded.*

### **Conflict resolution**

- Conflict resolution is the process by which two or more parties reach a peaceful resolution to a dispute, an armed conflict in this context
- Conflict resolution also refers to the methods and processes involved in facilitating the peaceful ending of conflict.

### **Reconciliation**

- Reconciliation is a set of processes that involve building or rebuilding relationships, often at the end of a serious non-violent violent or violent conflict

### **Negotiation**

- Negotiation is a dialogue between two or more people or parties intended to reach beneficial results over one or more issues where a conflict exists with respect to at least one of the issues. It aims to close deals, avoid or end conflicts between parties.

### **Dialogue**

- Generally, dialogue is a process of genuine interaction through which people listen to each other deeply enough to be changed by what they learn.
- Each party makes a serious effort to take the concerns of the other party into consideration even when disagreement persists.

- No participant gives up her or his identity, but each recognizes enough of the other's valid claims that they will act differently toward the other.
- In a more specific manner, a dialogue refers to formal negotiations between two or more parties with aim of ending a conflict so as to build sustainable peace among the parties.
- In some cases dialogue can also refer to an informal process generally known variously as "back-channel diplomacy", or "track 2 diplomacy" in which peace facilitator conduct in-camera discussions with members of the parties in conflict as a prelude to more formal and public negotiations to end the conflict.

### **National Dialogue**

- National dialogue is a range of different processes undertaken in a country to prevent violent conflict, manage a political crisis or transitions, or to restore peace and normalcy after a socio-political crisis.
- This is often done within the framework of a national come-together of a country's relevant stakeholders including government officials, politicians, armed movements, civil society groups, religious and traditional authorities, and in some cases, relevant members of the international community.