



WILPF | CAMEROON
WOMEN'S INTERNATIONAL
LEAGUE FOR PEACE & FREEDOM

Youth education handbook on multiculturalism, social cohesion and peace

14 educational fact sheets designed for educators



A production of WILPF Cameroon, with technical support from ONAPED.
Supported by the United Nations Democracy Fund.

A publication of WILPF Cameroon

As part of the Project: « *Fostering social cohesion among youth to prevent hate speech and political violence in Cameroon* »

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5. Cameroon for a World BEYOND War (CWBW)

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Acronyms and abbreviations

CBPA: Competence-Based Pedagogical Approach

GCE O Level: General Certificate of Education O Level

CAMRAIL: Cameroon Railways

CECIN: Civic Education and National Intégration Club

ICJ: International Court of Justice

NCBM: National Commission for Bilingualism and Multiculturalism

HCR: High Commission for Refugees

INS: National Institute of Statistics

IICA: International Institute for Capacity Building in Africa

LN: League of Nations

MINEDUB: Ministry of Basic Education

MINESEC: Ministry of Secondary Education

MINJEC: Ministry of Youth and Civic Education

MINPROFF: Ministry for the Promotion of Women and the Family

SDG: Sustainable Development Goals

ONAPED: National Organisation for the Promotion of Education and Development

NGO: Non-Gouvernemental Organisation

UNO: United Nations Organisation

CSO: Civil Society Organisation

WFP: World Food Programme

RTLM: Radiotélévision Milles Collines

SND 30: 2030 National Development Strategy

SNFI: National Included Finance Strategy

AU: African Union

UNESCO: United Nations Educational, Scientific and Cultural Organisation

WANEP: West Africa Network for Peacebuilding

WILPF Cameroon: Women International League for Peace and Freedom (Cameroon Section)

Acknowledgements

The successful achievement of this handbook is due to the masterly and multifaceted contributions of numerous stakeholders. The team spirit, professionalism and dedication of each and everyone have been the key of its success. WILPF Cameroon and its partners would like to express their deepest gratitude to all of them.

Special gratitude to teachers, political actors, civil society organizations and journalists who took part in the consultation workshops or provided feedbacks to the questionnaire designed to collect their inputs.

Our gratitude goes to the ministries responsible for basic, secondary, Youth and Civic Education.

May all those who have supported this work in any way whatsoever hereby find the expression of our sincere thanks for the commitment they have exhibited during the elaboration of the present guide.

FOREWORD

The Women's International League for Peace and Freedom (WILPF) is a Women's Organisation that has been working for peace, social justice and non-violence around the world for 108 years. It is and will be always remembered for contributing/helping to bring an end to the First World War. To achieve its goals, WILPF has four key programmes: Women, Peace and Security, Human Rights, Disarmament and Crisis Response. WILPF's vision is to prevent and address the root causes of conflict, working with a bottom-up approach.

WILPF Cameroon was officially established as a group in January 2014, with the mission to work for a Cameroon free of violence and armed conflict, a country where human rights are protected, where women and men have equal opportunities at local, national and international levels. The consistency of the work achieved in only one year and the commitment of its members have enabled the group to become a fully-fledged section of WILPF in April 2015, at the Centenary Congress in The Hague.

Supported by the United Nations Democracy Fund, WILPF Cameroon is running the project ***"Fostering social cohesion among young people to prevent hate speech and political violence in Cameroon"***, the overall aim of which is to curb hate speech and prevent political violence in Cameroon so as to allow the 2025 elections and other future political events to take place in a peaceful climate.

The project aims at promoting factors of peace and social cohesion through webinfluencers, digital campaigns and education of young people in community activism, in order to prevent hate speech and political violence in Cameroon.

This involves strengthening the interaction conditions between various groups of young men and women, as well as the civil society, students, political players and young municipal councillors, some of whom are internally displaced persons, in four councils: Douala 3, Buea, Mandjou, Kousseri and Yaoundé, the political capital. With the aim of achieving more harmonious cohabitation both within communities and in social networks, this guide for teachers on peace education has been drawn to be used as an awareness-raising tool for training and education. Made up of 4 modules and 14 educational fact sheets, the present Peace Education Handbook provides teachers and supervisors of young people in and out of school with lessons whose common denominator is to foster the contribution of young people to building lasting peace in Cameroon.

To achieve this, they need to know their country, a multicultural and multilingual mosaic, as well as being sufficiently steeped in Cameroon's history, particularly that of the period 1884-1916 which saw Kamerun change from the status of a German protectorate to that of a trust territory administered by the Franco-British condominium at the end the First World War. However, building peace also means identifying the root causes and consequences of hate speech and violence, and above all being able

to combat such hate speech by critically consuming the (social) media, the vectors par excellence of such speech.

Through the production of this guide which is intended above all as a practical tool for educators in a formal or non-formal education context, WILPF Cameroon is making its own contribution to strengthening social cohesion in our country.

Our most fervent wish is that beyond this project which is at the basis of its preparation, this guide serves as a starting point for the institutionalisation of a genuine Peace Education Programme designed for young people in Cameroon. Our country is badly in needs of this if it wants to become once again the "*haven of peace*" that it has been for decades in an Africa shaken by conflict.

INTRODUCTION

This teaching guide designed for the education of young people about peace was drawn up as part of the project *"Promoting social cohesion among young people as a means to prevent hate speech and political violence in Cameroon"*, of which ONAPED¹ is a partner.

It was developed thanks to contributions collected during consultative workshops held in Yaoundé, Manjou (Bertoua), Buéa, Douala and Mokolo. The document was also enriched by the input received as feedbacks from the interview guide administered at the same time as the consultative workshops.

The guide is directed at a general audience of young people at school (primary and secondary), and those not at school (young people at Multifunctional Youth Promotion Centres). The comprehensive lessons it contains are equally directed at educators learning about methods to involve students in both experiential learning and critical thinking. They are intended for both traditional and alternative teaching environments.

The interactive lessons in this guide prompt pupils to work together to understand the concepts and address the issues involved in peace education. Presented in the form of Educational Fact Sheets, they are in line with the **Competence-Based Pedagogical Approach (CBPA)** used in Basic and Secondary Education in Cameroon. The lessons include instructions for the teacher, guided practice and exercises. They are structured in this way to meet pupils' personal development needs. End-of-activity checks and assessment strategies give students the opportunity to evaluate themselves and provide teachers with valuable information to measure the extent to which objectives have been achieved. Each lesson in the guide includes the following elements:

a) Justification: What is the purpose of this lesson? This statement identifies the importance of the lesson and the relevance of the topics covered in a specific context.

b) Objectives: what are the expectations of this lesson? The objectives relate to the expected learning outcomes on target at the end of the lesson.

c) Teaching materials: what do I need for this lesson? This section specifies the documents and other teaching aids that teachers will need to collect, as well as any prior preparation for the lesson.

¹ National Organisation for the Promotion of Education and Development

d) Duration: how long will the lesson last? If the lesson is given by the teacher or supervisor as part of after-school and extra-curricular activities in a club, for example, the time allocated is 45 minutes; on the other hand, for cross-curricular classroom activities in other subjects, the time allowed for the lesson should not exceed 10 minutes.

e) Learning methods or strategies: how can the lesson be put into practice? The procedures describe the steps, one by one, to complete the lessons. In some lessons, an alternative strategy providing a different approach may be suggested. Specific considerations, ideas or concepts to be considered or highlighted are indicated in the box for each lesson.

f) Evaluation: How can I assess the learning of the students informally? Ideas for assessment are suggested, but they are indicative and must meet teachers' requirements. Exchanges that entail personal reflection and enable multiple points of view to be understood are difficult to assess quantitatively. More subjective assessment is often used, for example in the form of the teacher's observation of the student's participation in activities, small group and whole class discussions, as well as their individual development. Each lesson suggests ideas for assessment, but the decision as to how best to assess what students have learned depends on each teacher.

g) Complementary activities: What other ways can I explore to get the students more interested? Each lesson includes one or more complementary activities that allow to explore the subject of the lesson further outside the collaborative sessions.

We hope that using the Handbook in a real teaching-learning situation will enable us to identify its strong points, which we can capitalise on as acquired knowledge, as well as the points that need to be improved for a future enhanced edition that will enable the experiment to be scaled up beyond this pilot phase, the effects and impact of which will inevitably be limited. In the meantime, we hope that all colleagues will use this tool not as a straitjacket, but that they will be able to surf freely with flexibility and adaptability as their only guiding principles.

Augustin Ntchamande

TABLE OF CONTENTS

INTRODUCTION	7
Module 1 : Cameroon a mosaic of peoples and cultures.....	10
Educational Sheet N°1: Getting acquainted with Cameroon, a country united in its diversity	12
Educational fact sheet N° 2 : Explaining the place of the dual colonial and linguistic heritage in relation to Cameroonian identity.....	16
Educational Sheet N°3: forging a national consciousness, fostering inclusion and social cohesion	20
Educational fact sheet N°4: building up one's citizenship (breaking down the barriers of particularism).....	23
Module 2: Deconstructing hate speech and preventing violence	26
Educational fact sheet N°5: identify hate speech in one's environment	28
Educational fact sheet N°6: identify the causes and consequences of hate speech	32
Educational fact sheet n°7 : Getting learners acquainted with the international and national texts in force against hate speech.	36
Educational fact sheet N°8 : combating hate speech, tribalism, stereotypes, discrimination and violence in one's environment	41
Module 3: Education about critical media consumption.....	44
Educational fact sheet N°9: Spotting hate speech, misinformation and violence in the media.....	46
Educational fact sheet 10: Developing attitudes and skills to protect oneself against hate speech, violence and misinformation in the (social) media	49
Module 4: building sustainable peace	53
Educational fact sheet N°11: promotion of justice, equality, equity and shared development	55
Educational fact sheet N°12: Promoting social inclusion	59
Educational fact sheet N°13: preventing and transforming conflicts through non-violence	63
Educational fact sheet N°14: drawing inspiration from models and figures of peace around the world	67
BIBLIOGRAPHY AND WEBOGRAPHY	73
APPENDICES.....	75

Module 1 : Cameroon a mosaic of peoples and cultures

General outline of the module

To develop their citizenship or republicanism², Cameroonians must stop being just *"inhabitants of a state called Cameroon"* and forge a common identity, vision and values.

This ideal necessarily implies a shared national consciousness that draws on an in-depth knowledge of the country's history in all its ethnic, linguistic and geographical diversity.

Learning objectives: the purpose of this module is to give learners an image of Cameroon, their country, as a composite, diverse, multicultural and multilingual nation, and to integrate the values of tolerance and acceptance of differences into their perception of the social situations they experience in their environment.

Plan of the module

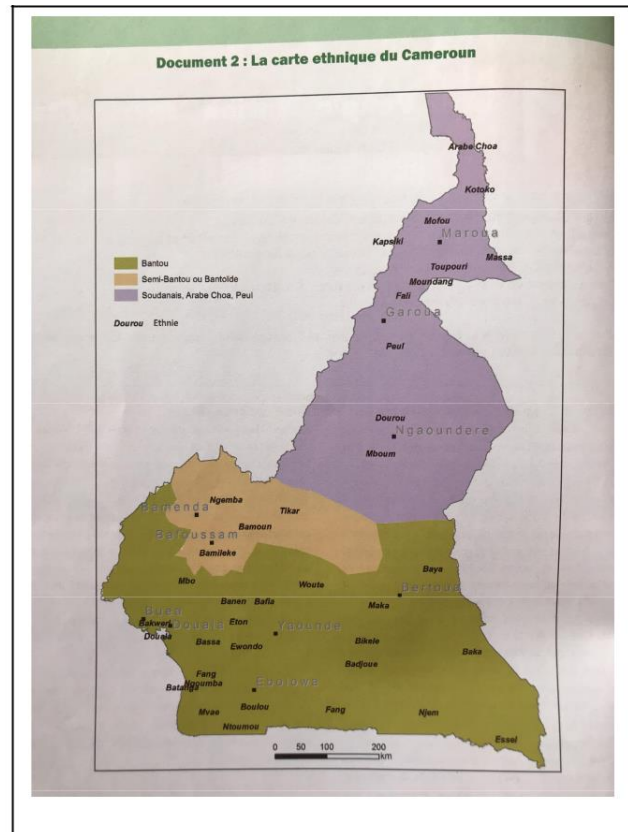
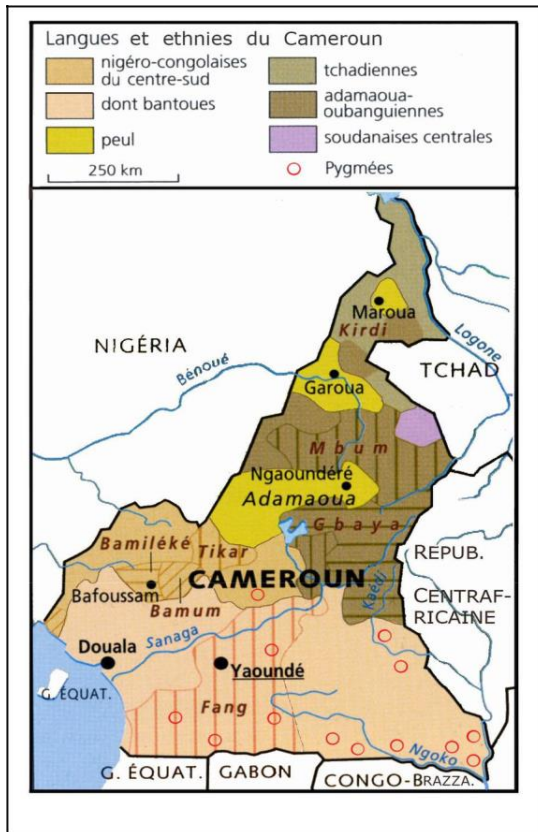
- 1- Cameroon, a country united in its diversity
- 2- Cameroon identity and the place of the dual colonial and linguistic heritage
- 3- Building national a consciousness through inclusion and social cohesion
- 4- Promoting citizenship (breaking down the barriers of particularism)

NB: Introduce this plan in detail, highlighting the links between the various themes.

² Neologism derived from the word republic, created by ourselves

Educational Sheet N°1: Getting acquainted with Cameroon, a country united in its diversity

Duration: (45 minutes if the activity takes place within a club. Alternatively, and if it is a situation where the lesson is to be integrated into other subjects, the time allowed may be reduced by 5 to 10 minutes depending on the constraints of the syllabus. In the latter case, this teaching sheet may be distributed for several lesson sessions, either at the beginning of the lesson or at the end).



Ethnic maps of Cameroon (source: Éducation à la citoyenneté, 4è and 3è)

I. Awareness-raising activity: have the learners look carefully at the maps of Cameroon above, then encourage them to answer the following questions:

- 1- Ask the learners to name the main ethnic groups in Cameroon and in state what geographical areas of the country they are found.
- 2- 2- Pick a random sample of 10 learners and ask them individually to state their ethnic group and national language.

Teaching approach and learning strategy: At the beginning of the activity, split the learners into groups. Then give each group of students a photocopy of the cards. Allow them two minutes to look at the map and then ask one member of

each group to answer the questions and then note them down on the board or on a piece of flipchart paper. At the end of the exercise, summarise the answers before moving on to the next stage.

II. Learning steps

- 1- **Expected learning outcomes:** make effective use of the history of Cameroon as a way to develop a culture of tolerance.
 - **Knowledge:** ethnic groups, tribes, cultures, national languages, the major cultural areas of Cameroon
 - **Know-how:** Identify the main ethnic groups in Cameroon and avoid using degrading stereotypes against members of other ethnic groups.
 - **Life skills³:** tolerance and acceptance of differences, development of mutual respect.
- 2- **Teaching materials:** for this lesson, use extracts from the learners' guide, white and coloured chalk, a speech ball, flipchart paper, Zopp cards, etc.
 - 3- **Teaching approach or learning strategy:** group work: Split the learners into groups of 4 to 6 maximum. To foster the autonomy of the learners, ask each group to appoint a moderator and a rapporter. Indicate the time allowed for collective reflection and coordinate the activity by going round the various groups. At the end of the allotted time, organise a plenary session and summarise the results.

a) Situation

Travelling to the northern Cameroon for the first time, T. Claude, a 3rd year pupil at a secondary school in the Centre region, took the Camrail train.

Upon his arrival in Ngaoundere the following morning, he embarked to Maroua, a cosmopolitan city he discovered with a feeling of wonder. In the quarter where his uncle lives, he thought he would find only certain communities from this part of the country, but he also met people from other geographical and cultural areas of Cameroon.

- Ask the learners to identify the problem/fact that arises from this situation.
- Have them briefly describe T. Claude's state of mind when faced with this new reality.
- Ask the learners if they have personally been confronted with such a situation.
- If so, what lessons have they drawn from it?

³ Other words are also used for the word « savoir-être », such as know-how-to be, life skills, soft skills, interpersonal skills, etc.

b) Justification: the purpose of this first lesson of the module is to enable learners to live with other Cameroonians in a spirit of tolerance and social cohesion despite ethnic and linguistic barriers.

c) Exploitation of documents:

Document

Preamble to the Cameroon Constitution of 18 January 1996

We, the people of Cameroon,

Proud of our linguistic and cultural diversity, an enriching feature of our national identity, but profoundly aware of the imperative need to consolidate our unity, solemnly declare that we constitute one and the same nation, bound by the same destiny, and assert our firm determination to build the Cameroonian Fatherland on the basis of the ideals of fraternity, justice and progress...

1 Ask the learners to pick out from the extract above the underlying determination of the Cameroonian people to create a united nation.

2- Ask the learners to give examples of national integration and models of social cohesion which they know of.

3- Ask the learners if they know of any situations that threaten the unity of Cameroon. Ask them to give two examples.

b) Evaluation:

Assessment method: To enable as many students as possible to express themselves, the « *speech ball method* » is recommended. In addition to being very entertaining, it is a playful way of supervising the distribution of speech in a group. Explain the principle to the learners beforehand, then throw the ball to one of them who must pass it on to another when he/she has finished speaking. If necessary, the coach may ask for the ball to be passed back to him/her in order to balance the group. Note down the answers to each of the questions asked, rephrasing them if necessary.

Keys points to remember

Cameroon is a country of around 240 ethnic groups, divided into three main groups (Bantu, Semi-Bantu and Sudanese). It has more than 260 national languages. It is often referred to as Africa in miniature on account of its geological diversity: forest, savannah, desert, plateaux and plains. Each region has at least one of these specifications. It has one of the highest volcanoes in Africa, and even in the world, that is still active (Mount Cameroon). Linguistically, Cameroon is home to a multitude of languages, reflecting the cultural and ethnic richness of its population. With over 260 recorded languages, it is considered as one of the most linguistically diverse countries in the world.

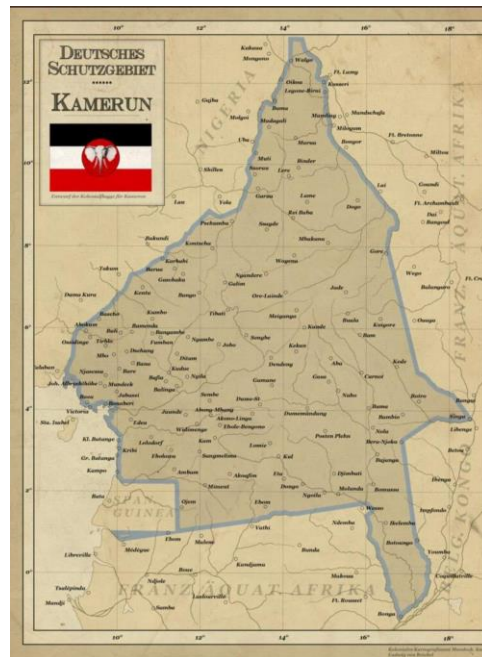
III. Complementary activities (not included in the session) depending on the levels of study:

- Ask the students what they think about interethnic or intertribal marriages in Cameroon.

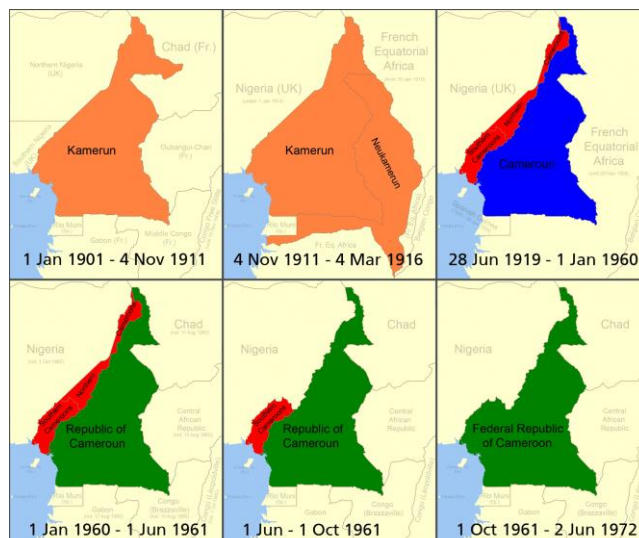
- **Individual or group research topic:** Based on Decree No. 2017/013 of 23 January 2017, on the creation, organisation and functioning of the National Commission for the Promotion of Bilingualism and Multiculturalism, ask the learners to explain why this commission is important for national unity and social cohesion in Cameroon.

Educational fact sheet N° 2 : Explaining the place of the dual colonial and linguistic heritage in relation to Cameroonian identity.

Duration: (45 minutes if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other subjects, reduce the time allowed by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).



Cameroon Map under the German protectorate



Successive modifications made to Cameroon map

I- Awareness-raising activity

Using the maps above, ask the learners to:

- a) Pinpoint the end of the German protectorate over Kamerun;
- b) State the cause of the end of this protectorate and the consequences in terms of the organisation and administration of the territory;
- c) Interpret the change in the spelling of the territory's name (from Kamerun to Cameroun/Cameroon).

II- Learning steps

1. **Expected learning outcomes:** using effectively Cameroon's two official languages without making them a factor of exclusion and discrimination.

- **Knowledge:** people, nation, territory
- **Know-how:** promotion of inclusion and social cohesion between 'French' and 'English' speakers in their environment
- **Life skills:** tolerance and acceptance of differences, developing mutual respect and hospitality.

2. **Teaching materials:** for this lesson, provide extracts from the learners' guide, white and colored chalk, a speech ball, conference paper and Zopp cards.

3. **Teaching approach or learning strategy:** Image theatre or role play (see appendix).

a) Situation

The armed conflict in the North-west and South-west regions broke out in 2017. It pits the so-called "Ambazonian" separatist groups against Cameroon's regular forces. According to several unofficial sources, it has already resulted in more than 8,000 deaths (combatants and civilians) on both sides, 6,3800 refugees and 700,000 internally displaced persons.

Source : https://fr.wikipedia.org/wiki/Crise_anglophone_au_Cameroun

- Ask the learners to identify the problem arising from this situation.
- Explain how this situation stems from the dual Franco-British colonial heritage.

- b) **Justification:** The purpose of this lesson is to enable learners to understand that, despite the ups and downs of the colonial history, the peoples of Cameroon belong to the same nation, whether they come from the French-speaking or the English-speaking part of the country.

Document 1: People and nation

"What characterises a "people" is a community of culture. The "people" is therefore a human group that shares certain characteristics that distinguish it from other human groups: for example, race, language, religion, customs or habits. On the other hand, a 'nation' is defined and characterised by three elements: belonging to the same territory, a historical community and a desire to live together... A 'nation' is formed and built as the human group concerned undergoes and experiences the same events in the course of its history".

Soundjock Soundjock, Education civique, 6ème: La famille, le milieu social et l'école, Groupement des arts, Yaoundé, 1994, PP 116-117

Questions:

1. Using two columns, ask the learners to give the characteristic elements of the concepts of "people" and "nation".
2. Using this comparative table, ask them to say what is the difference between the concepts of "people" and "nation".
3. Ask them to explain how a people develops an awareness of belonging to the same nation.

Document 2: The remote and historical origins of the Anglophone crisis in Cameroon

The Anglophone crisis in Cameroon finds its roots in a tumultuous colonial history. In 1884, Kings Ndumbé Lobe Bell and Akwa Dika Mpondo signed the German-Douala Treaty with Edouard Schmidt, acting on behalf of the firm C. Woermann, and Johannes Voss, acting on behalf of the firm Jantzen Thormählen, which made Cameroon a protectorate of the German Empire under the name of "Kamerun". On 4 November 1911, the German protectorate extended with the cession of territories in French Equatorial Africa, but lost its '*duck's beak*' (Bec de Canard) to the French colonial Empire under the Franco-German Treaty following the '*Coup d'Agadir*'.

In 1918, after the defeat of Germany in the First World War and the loss of its colonial empire, the German protectorate was split into two. Its eastern part, 4/5 of the territory, was administered by France and its western part, 1/5 of the territory, by the United Kingdom, under a mandate from the League of Nations (LN). At the end of the Second World War, the League of Nations, now the United Nations Organisation (UNO), placed Cameroon under its supervision.

Source: https://fr.wikipedia.org/wiki/Origines_de_la_crise_anglophone_au_Cameroun

c) Evaluation

Assessment method: use the speech ball

- 1- After this lesson, use open questions to assess the learners' new perception of the "Anglophone crisis in the North-West and South-West regions".
- 2- Ask them what their perception of the notions of "Anglophone" and "Francophone" in Cameroon will be henceforth.
- 3- Ask the learners to briefly define Cameroonian identity.

Key points to remember

In accordance with Cameroon's Constitution, English and French are the country's two official languages. They are of equal value. This dual colonial heritage is the result of mandates obtained from the League of Nations (SDN) by France and the United Kingdom over the Cameroon territory after the defeat of Germany at the end of the First World War in 1919. Since the 23 January 2017, the National Commission for the Promotion of Bilingualism and Multiculturalism has been established by a Presidential Decree. It is responsible for "working towards the promotion of Bilingualism and multiculturalism in Cameroon, with the aim of maintaining peace, consolidating the country's national unity and strengthening the will and daily practice of its populations to live together".

III- Complementary activity (outside the session) depending on the levels of study

Ask the learners to reproduce the successive maps of Kamerun/Cameroon and write in their own words the history of this period, indicating the key stages.

Educational Sheet N°3: forging a national consciousness, fostering inclusion and social cohesion

Duration: (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed can be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I- Awareness-raising activity



Boko Haram attack victims transported by lorry



Source: Image DW/Katrin Gäsler

Using the photos above, get the learners to:

- Analyse the new living conditions of the people shown on the pictures ;
- Imagine the causes of this situation ;
- Identify similar situations in context.

II- Learning steps

- 1- **Expected learning outcomes:** developing a sense of belonging to the same nation and fostering social cohesion.
 - **Knowledge:** refugees, internally displaced persons, national awareness, social cohesion, inclusion, hospitality.
 - **Know-how:** promotion of hospitality and solidarity in one's living neighbourhood, humanitarian and selfless acts.
 - **Life skills:** humanism, altruism, voluntary work.
- 2- **Teaching materials:** for this lesson, provide extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper and Zopp cards.
- 3- **Teaching approach or learning strategy:** brainstorming, role-playing.

a) Situation:

Mokolo is a town in the Division of Mayo Tsanaga, in the Far North Region of Cameroon. Since 2009, it has been hosting thousands of refugees and internally displaced persons (IDPs) who have fled their countries and villages because of the atrocities committed by the terrorist sect Boko Haram. Very hospitable, the local authorities and host populations have opened their doors to the refugees with the help of the High Commission for Refugees (HCR), international non-governmental organisations and national associations. Although cohabitation is not always easy, IDPs and host communities live together and share available resources.

- Ask the learners to identify the problem arising from this situation;
- Ask them to draw a distinction between a refugee and an internally displaced person;
- Ask them to describe the roles of each of the following actors: UNHCR; local authorities: UNHCR; local authorities;
- Ask them what the consequences of this cohabitation between host populations and internally displaced people might be.

b) Justification: The aim of the lesson is to persuade learners to develop a sense of hospitality both in times of peace and in times of crisis, which can lead to massive population movements (wars, natural disasters).

d) Staging (acting out)

A group of people displaced by the crisis in the North-West and South-West regions of Cameroon arrive in a nearby-town.

They are met by another group of young people from the host community. Organise a dialogue between these two groups by having each member of the two groups play the roles you have chosen for them.

Clarification questions:

In the example given in the problem situation in this lesson, ask the learners to explain why the people and local authorities of Mokolo are so hospitable to internally displaced people fleeing Boko Haram attacks.

Evaluation:

Assessment method: use the speech ball.

- 1- At the end of this lesson, ask the learners to define the following concepts: refugee, internally displaced person, people, nation, national consciousness, social cohesion, inclusion, hospitality.
- 2- Ask the learners to state whether they know any internally displaced people in their class or in their neighbourhood. What perception did they have of IDPs before? What will be their attitude towards them in the future, and so, why?

Key points to remember

National consciousness is the pervading feeling that all citizens belong to the same nation. They share the same territory and a common national history. This feeling makes it possible to overcome the particularisms linked to tribal, community or regional affiliation. National consciousness is the cement of national unity, national integration and social cohesion. All Cameroonians, wherever they may be, must feel at home. This is the case for the internally displaced persons from the Boko Haram terrorist attacks in the northern part of the country and for the victims of the security crisis in the North West and South West regions.

III- Complementary activity (outside the session) depending on the levels of study.

- Ask the learners to identify internally displaced people in their schools, training centres or neighbourhood and find out their perceptions of their new living and working conditions.
- Have them compare these opinions with those of the host populations and say what they can do to strengthen social cohesion between these two communities.

Educational fact sheet N°4: building up one's citizenship (breaking down the barriers of particularism)

Duration: (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed may be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I. Awareness-raising activity

a) Dialogue:

A batch of students from an educational institution are discussing about the ethnic origins of the Indomitable Lions, the national football team of Cameroon:

Bertrand: Guys! Cameroon beat Brazil at the last World Cup thanks to Vincent Aboubakar's goal. Wonderful goal! Which tribe is Aboubakar from?

Ghislain: It was a real masterpiece from our centre-forward. But why this question about his ethnic origins?

Bertrand: What don't you know? Don't you know that to play for the Lions you have to be from a certain tribe?

Alain: That's not true! The players in the Indomitable Lions are selected on the sole basis of their performances in their respective clubs.

Bertrand: Akah! Just forget about it!

Ghislain: Personally, I think that even if every Cameroonian is born in a particular place and belongs to a particular community, he is first and foremost a citizen. This is the case with Vincent Aboubakar, who no longer belongs solely to his family and his community.

b) **Staging (acting out):** Have three students act out the dialogue

II. Learning seps

1. **Expected learning outcomes:** developing one's ability to socialise and accept others without discrimination.

- **Knowledge:** tribality, tribalism, communitarianism, regionalism, nationalism, citizenship.
- **Know-how:** being able to go beyond tribal, communitarian and regionalist barriers to become a citizen of the Republic and a citizen of the world, and to promote national integration.

- **Personal skills:** a spirit of openness to others, confidence in oneself and in others.

2. **Teaching materials:** for this lesson, provide extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper and Zopp cards.
3. **Teaching approach or learning strategy:** brainstorming, role playing, group work and feedback.

a) Situation



Group work and debriefing: ask the students to look at the poster and answer the following questions:

1. Read out the names of the players selected and link each name to one of the four main cultural and ethnic areas of Cameroon. Ask the learners what conclusions they can draw from this exercise.
2. Ask if these players play in the teams of their localities of origin. If not, ask them to give the names of the clubs and countries of five of them. What conclusion can they draw?
3. Ask the learners to explain why we say that the Indomitable Lions are the national team of Cameroon.

- b) Justification:** The aim of this lesson is to bring the learners about to break down the barriers of particularism (tribalism, communitarianism, regionalism) and to develop their national and even global citizenship.

c) Document assessment

Document: National and global citizenship

Legally, (national) citizenship can be defined as the enjoyment and exercise of the civic rights pertaining to nationality, i.e. the enjoyment of all the private and public rights that constitute the status of the members of a given State that recognises them as such.

World citizenship is a form of citizenship that is not officially recognised. World citizens are people who believe that the inhabitants of the Earth form a common people with common rights and duties, irrespective of national divisions, and who place the interests of this human community above local or national interests. The citizens of the world are not obliged to support any particular religion or ideology, but adhere to the rejection of all discrimination based on nationality, origin, religion, sex, gender ...

Source: <https://www.un.org>; <https://fr.wikipedia.org>

Questions:

1. Ask the learners to state the similarities and dissimilarities between national citizenship and world citizenship.
2. Ask them what makes them Cameroon citizens.

d) Evaluation:

Assessment method: use a speech ball.

At the end of the lesson, ask the learners to define the concepts of tribality, tribalism, communitarianism, regionalism and citizenship.

Key points to remember

Every Cameroonian, by virtue of his or her parental origins, belongs to a community (ethnic group, tribe, region). However, with the intermingling of populations from diverse backgrounds and inter-tribal or inter-ethnic marriages, the fact of being born in a locality or bearing a name are no longer enough to determine an individual's ethnic or tribal belonging in Cameroon. This is why every Cameroonian must first define and act as a citizen in the Republic.

III. Complementary activity (outside the session) depending on the level of study:

Discussion: ask the learners to establish the relationship between tribality and citizenship.

Say which of the two concepts takes precedence over the other and justify their answer.

Module 2: Deconstructing hate speech and preventing violence

General outline of the module

Hate speech and violence have always been part of human history. Wars, genocides and crimes against humanity are the most extreme consequences of this stigmatising rhetoric, which, with the explosion of social networks, is now taking on a disturbing global dimension. Cameroon and Cameroonians are not immune to this cancer. Public and private spaces are being invaded by increasingly outspoken comments made against ethnic, political or religious groups because of their intrinsic characteristics. This module goes beyond identifying hate speech to examine its causes and consequences and review the national and international texts that aim at combating it.

Justification: the aim of this module is to make the learners more aware of hate speech in their neighbourhood and to equip them with tools and strategies to address it.

Module outline:

1. Identifying hate speech in one's neighbourhood
2. Causes and consequences of hate speech
3. International and national texts in force against hate speech
4. Strategies to combat hate speech, tribalism, stereotypes, discrimination and violence

NB: Introduce this plan in detail, highlighting the links between the different themes.

Educational fact sheet N°5: identify hate speech in one's environment

Duration: (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed can be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).



The MINJEC, Minister for Youth and Civic Education, Mr Mounouna Foutsou, during a campaign against hate speech

Source : <https://www.cameroon-tribune.cm> du 10/8/2023

I- Aware-raising Activity:

"To successfully monitor and counter hate speech, we must first of all identify the specific terms and the social and political context that make them offensive, inflammatory or even potentially dangerous. For example, "Francofou", which translates as "Francophones are fools", is an expression used to attack anything French-speaking or anything with origins in French-speaking regions. On the other hand, "Anglofou" is a term used to belittle English-speaking Cameroonians. Anglofous is French for "mad anglophones". Another term with a negative connotation is "Les Bamenda", which refers to someone who is belittled, an underling or a servant. Degrading slang is also used from this expression, such as 'c'est mon Bamenda', meaning 'she's my idiot, my servant', or 'je ne suis pas ton Bamenda', meaning 'I'm not your idiot'".

Source: <https://defyhatenow.org>

Ask the learners to read the text above carefully, then :

1. Pick out words or expressions that can be considered as hate speech.
2. Give other examples of common words or expressions used in their neighbourhood that could be equated with hate speech.

Teaching approach: Use the speech ball to allow as many learners as possible to express themselves. Note down the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

II- Learning steps

1. **Expected learning outcomes:** Clearly define hate speech and know how to identify it.
 - **Knowledge:** Hate speech, types of hate speech, insults, etc.
 - **Know-how:** Identify hate speech in one's neighbourhood
 - **Life skills:** tolerance and openness to others
2. **Teaching Materials:** for this lesson, use extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers, Zopp cards, etc.
3. **Teaching approach or learning strategy:** group work
Split the learners into groups of 4 to 6 maximum. To encourage learners to work independently, ask each group to appoint a moderator and a rapporteur. Indicate the time allowed for collective reflection and coordinate the activity by going round the different groups.

Organise a plenary session at the end of the allotted time and summarise the results.

a) Situation:

"Cameroon is embarking on the path to independence with an awkward pebble in its shoe. This pebble is the presence of an ethnic minority: the Bamiléké, prey to convulsions whose origin and causes are not clear to anyone".

Colonel Jean Lamberton, Commander of French military troops in Cameroon at the time of Cameroon's independence, "Les bamiléké dans le Cameroun d'aujourd'hui", 1960.

- Ask the students to identify the problem/fact that arises from this situation.
- Ask the learners to construe the image of the "pebble in the shoe" used by the author in this extract.
- Ask the learners what they think the author intended by this extract.

b) Justification: the purpose of this lesson is to make learners aware of hate speech and enable them to identify it in their neighbourhood.

c) Exploitation of documents:

"Despite regular and widespread outcries from politicians and civil society alike, Cameroon is experiencing a wave of identitarian withdrawal, aggravated by social networks that have become veritable loudspeakers of hatred. Facebook is a fertile breeding ground for this venom, with ethnically-based groups highlighting their own merits, while blaming other ethnic groups for all the ills. In such a world, language is insulting and aggressive. It is sometimes accompanied by illustrations (photos and caricatures) that denigrate a particular tribe. The thousands of comments and shares on posts help to weave a web of animosity and intolerance. Added to this are the preconceptions, preconceived ideas and fables built around the different sociological groups (...) If we stayed in cyberspace, the evil would perhaps be of lesser magnitude. Unfortunately, since the end of the 2018 presidential election, we have observed a shift in these excesses towards the real world. Here and there, in fact, we are increasingly witnessing demonstrations calling for the rejection of foreigners. These are scenes of identity-based withdrawal, which are sometimes orchestrated on the sly by political entrepreneurs who force the issue of the divide between "natives" and "non-natives".

Source: <https://www.cameroon-tribune.cm>

1. Ask the learners to use the extract above as a guide to say where hate speech is most prevalent.
2. Ask them how hate speech manifests itself in real life.
3. Ask them to identify manifestations of hate speech in their locality.
4. Ask them to describe these manifestations of hate speech.

d) Evaluation

Assessment method: to allow as many students as possible to express themselves, the speech ball method is recommended.

1. Ask the learners to define "hate speech".
2. Ask them to describe its characteristics.
3. Establish the difference between hate speech and an insult.
4. Encourage learners to make the connection between certain historical events such as the Holocaust (Nazism), the genocide in Rwanda and hate speech.

Key points to remember

In everyday language, *"hate speech"* refers to offensive language directed against a group or individual on the basis of intrinsic characteristics (such as race, religion or gender) and which may threaten social peace.

In order to provide a unified framework for the United Nations to address this issue on a global scale, the United Nations Hate Speech Strategy and Action Plan defines hate speech as: *"any type of communication, oral or written, or behaviour, constituting an attack or using derogatory or discriminatory language against a person or group because of their identity, in other words, religious affiliation, ethnic origin, nationality, race, skin colour, descent, gender or other factors constituting identity"*.

Hate speech has three key characteristics:

- 1- Hate speech may be conveyed through any form of expression, including images, caricatures, mimes, objects, gestures and symbols, and it may be disseminated offline or online.
- 2- Hate speech is *"discriminatory"* (biased, bigoted or intolerant) or *"derogatory"* (prejudicial, contemptuous or demeaning) towards an individual or group.
- 3- Hate speech is directed at the real or perceived *"identity factors"* of an individual or group, including: "religious affiliation, ethnic origin, nationality, race, skin colour, ancestry, gender", but also characteristics such as language, economic or social origin, disability, state of health, among many others.

III- Complementary activity (outside the session) depending on the levels of study:

Ask the learners to produce mass awareness-raising messages against hate speech in their locality, to identify the target audience and the communication media or channels.

Educational fact sheet N°6: identify the causes and consequences of hate speech

Duration: (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed can be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).



Dessin Internews Côte d'Ivoire

I. Awareness-raising Activity:

Ask the learners to carefully observe the image above and then answer the following questions:

1. What feelings transpire from the facial expression (face) of each of the two characters represented on this drawing?
2. What relationship do they think exists between the two characters?
3. What signs can be used to measure each character's level of aggression?

Teaching approach or learning strategy: use the speech ball to allow as many learners as possible to express themselves. Note down the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

II. Learning steps

1. Expected learning outcomes: preventing the causes of hate speech by reporting it and anticipating its consequences.

- **Knowledge:** causes and consequences of hate speech in society and on individuals.

- **Know-how:** be able to analyse hate speech against individuals or groups and evaluate its causes and consequences in society.

- **Life skills:** tolerance and openness to others

2. Teaching materials: for this lesson, provide extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers, Zopp cards, etc.

3. Teaching approach or learning strategy: group work

a) Situation:

Mrs D. Jeannette became a widow 5 years ago. Her husband, originally from the south of the country died after being attacked by bandits at their home. Their only son, aged 15, lost the use of his right hand. It had been amputated as a result of a bullet fired by the bandits. Since these sad events, Mrs Widow D. has lived cloistered in her home, consumed by despair and a thirst for vengeance that will not leave her. She has developed a visceral hatred of people from a certain region, who are suspected of having caused her misfortunes.

- Ask the learners to identify the problem/fact that arises from this situation.
- Ask them to say how the victim feels.
- Ask them to find the causes and consequences of this situation in the text.
- Ask them to suggest solutions for the victim to get out of this situation.

b) Justification: the purpose of this lesson is to enable learners to identify the causes of a situation of hatred and to assess the consequences in order to avoid them.

c) Exploitation of documents:

Document 1

"Leave hatred to those who are too weak to love (...) Hatred is too heavy a burden to bear. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can. I've seen too much hate, which is why I've decided to love (...). Returning blows to blows amounts to spreading violence, to making an already starless night even darker. But darkness cannot dispel itself. It is light that drives it out. Nor does hatred eliminate hatred. Only love can do that. That is the beauty of non-violence: unfettered, it breaks the chain reaction of evil.

Martin Luther King

Questions

1. Ask the learners to say who Martin Luther King was.
2. Ask them to suggest the attitude they would recommend in the face of hate speech.
3. Ask them to say whether, in their locality or context, they think that the attitude advocated by Martin Luther King is enough to counter hate speech. Ask everyone to justify their answer.
4. Ask the learners to suggest other strategies to limit the causes and consequences of hate.

Document 2

Following are the 7 potential causes of hatred:

- 1- Congenital hatred
- 2- Rejection of differences and diversity
- 3- Inferiority or superiority complex
- 4- Jealousy
- 5- Influence of Culture or environment
- 6- Victimisation
- 7- Indoctrination and radicalisation

Source: <https://africanshaine.org>

Work to do

1. Ask the learners to explain each category of cause and to find an illustrative example.
2. Identify other causes of hatred between individuals or ethnic, religious or political groups in their locality.
3. Exhort them to identify the possible consequences.

e) Evaluation:

Assessment method: To enable as many students as possible to express themselves, the speech ball method is recommended.

Ask the learners to identify the causes and consequences of hate speech in Cameroon in general.

- a) Socially
- b) Politically
- c) Economically

Key points to remember

There are many causes of hate speech in Cameroon. Some of the main ones are tribalism, poverty and precariousness, unemployment, lack of education and culture, lack of understanding of the history of the peoples in Cameroon, intolerance, the negative impact of the media and social networks, political manipulation, etc.

This hate speech has a negative impact on social cohesion, national integration, peace and the country's socio-economic development. It generates socio-political violence, aggression, identity withdrawal, the development of prejudice and stigmatisation, superiority or inferiority complexes, radicalisation and extremism, frustration and revolt, inter-community conflicts, brain drain, a decline in citizenship and patriotism, corruption, favouritism, retarded development, social inequalities, political instability, exclusion, etc. ...

Extracts from the interview guide administered in the localities where the project was implemented

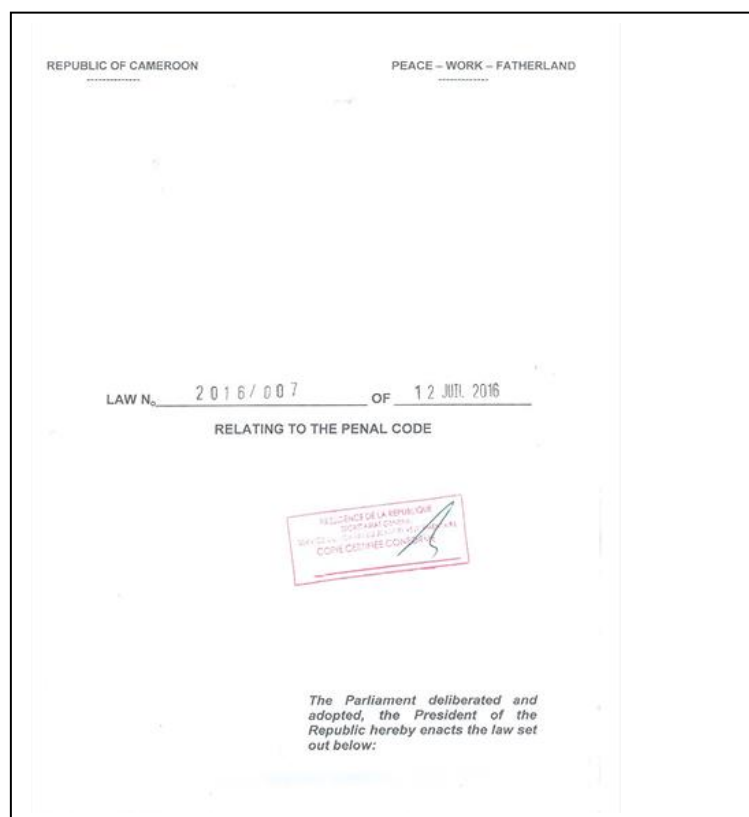
III. Complementary activity (outside the session) depending on the levels of study

Ask the learners to write a speech for their village or community leader to raise awareness among the "native" population of the village about the dangers of hate speech against "non-natives", stressing both the causes and the consequences in their locality.

Educational fact sheet n°7 : Getting learners acquainted with the international and national texts in force against hate speech.

Duration : (45 minutes if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other subjects, reduce the time allowed by 5 to 10 minutes depending on the syllabus constraints. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I- Awareness-raising activity : The Cameroon Penal Code



Have the students look at the text above and answer the following questions :

1. What is the title of this text and when was it enacted by the President of the Republic ?
2. What is a Penal Code ?
3. What is the difference between " to adopt" a law and "to enact" it ?

Teaching approach : Use the speech ball to allow the maximum of participants to express themselves. Record the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

II- Learning steps

- 1- **Expected learning outcomes:** to be able to use national and international legal instruments to counter hate speech ;

Knowledge: Penal Code, Law, adoption of a law, promulgation of a law, provisions of the law on hate speech in Cameroon, prevention, repression ;

Know-how: be able to use the provisions of the texts in force to prevent and raise awareness of hate speech ;

Life skills: behaving as a citizen and respecting others and the law.

- 2- **Teaching materials:** for this lesson, provide extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers, Zopp cards, etc.

a) Situation :

"Non-native » people must each return to their homes and republican decisions must be taken in this direction."

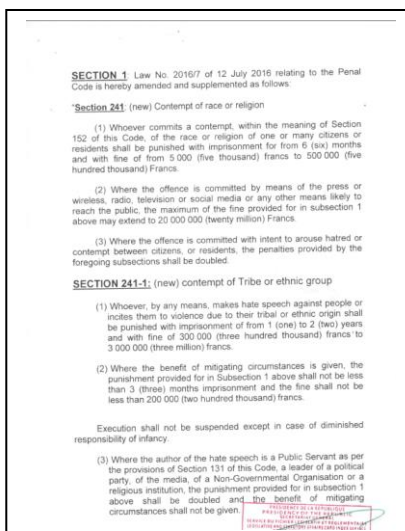
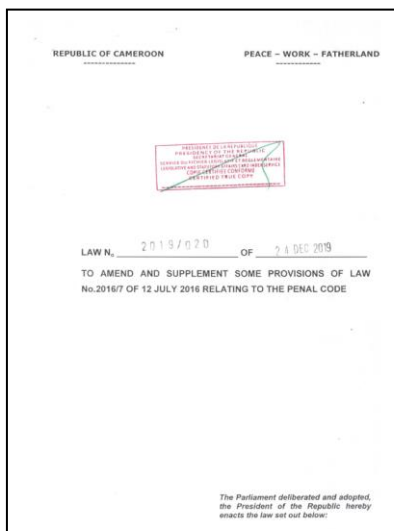
Pr Claude Abe, in "Club d'Élites" programme, Vision 4, 16 April 2023

- Identify the problem/fact that arises from this situation.
- Can this comment be described as "hateful » ? If so, ask them to explain why. If not, ask the learners to justify their opinion.
- Ask the learners to say whether the perpetrator could be prosecuted, and if so, why ?
- Ask them to identify the consequences of such comments.

b) Justification : the aim of this lesson is to make learners acquainted with the texts that prevent and punish hate speech at national and international levels and to enable them to use them to counter hate speech.

c) Exploitation of documents

Document1 : Cameroon : Law against hate speech



Work to do:

- 1- Ask the students to read the whole text carefully ;
- 2- To point out the expressions that characterise hate speech in Cameroon ;
- 3- Ask the learners to state the penalties provided for by the law in each of these cases ;
- 4- Using the United Nations definition of hate speech (see educational sheet 5), ask the learners to identify other areas of discrimination not covered by this law ;
- 5- With the learners, analyse the possible reasons for such a limitation on the areas of expression of hate speech in Cameroon ;

NB : use the speech ball to allow the maximum learners to express themselves. Record the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

Document 2 : United Nations strategy and action plan to combat hate speech around the world

Strategic vision :

The United Nations Hate Speech Strategy and Action Plan aim to provide the United Nations system with leeway and resources to combat hate speech which undermines its principles, values and programmes. Measures taken in this respect will be in compliance with international human rights law standards, and in particular the right to freedom of opinion and expression, and will have a twofold objective :

- To assist the UN system in addressing the root causes and drivers of hate speech ;
- To help the UN system efficiently address the societal consequences of hate speech ;

To combat hate speech, the United Nations system will take action at the global and national levels, and strengthen cooperation among its relevant entities. The United Nations Strategy to Combat Hate Speech is based on the following principles :

1. The Strategy and the measures taken to implement it must be consistent with the right to freedom of opinion and expression. The UN system believes that combating hate speech should encourage expression, not discourage it ;
2. Combating hate speech is everyone's business - governments, civil society, the private sector and, above all, each and every one of us. We are all responsible and therefore, all of us must be involved ;
3. In the digital age, United Nations entities must support a new generation of Internet-using citizens by empowering them to identify, denounce and oppose hate speech ;
4. To act efficiently, we need to be better informed. This means coordinating data collection and research, particularly into the root causes and drivers of hate speech, and the conditions conducive to its spread.

Commitments (action plan) :

- 1- Monitor and analyse of hate speech trends ;
- 2- Take action against the root causes and driving forces of hate speech, and support for those combating it ;
- 3- Assist the victims of hate speech ;
- 4- Mobilisation of relevant actors ;
- 5- Communicate with new and traditional media ;
- 6- Resort to technologies ;
- 7- Resort to education as a tool in the fight against hate speech ;
- 8- Build peaceful, inclusive and just societies to address the root causes and drivers of hate speech ;
- 9- Organise awareness-raising activities ;
- 10- Develop external communication guidelines ;
- 11- Create new partnerships and consolidate of existing ones ;
- 12- Provide capacity-building for staff of UN entities ;
- 13- Provide support to Member States

Work to do : (depending on level of study)

1. Ask the learners to read this text and explain it ;
2. Without confronting the learners, ask them to establish the difference between the approaches in document 1 and document 2.

c) Evaluation :

Assessment method : question the learners at random, giving the floor to those who have spoken least during the lesson. To enable the maximum number of students to express themselves, the speech ball method is recommended.

1. Ask the learners to indicate the two main texts on combating hate speech studied in this lesson ;
2. Ask them to say in what way these texts are both complementary and different ;
3. Have the learners determine what hate speech explicitly refers to in Cameroon law ;
4. Ask them to state the other areas of expression of hate speech in the United Nations document.

Key points to remember

To combat hate speech, the United Nations has adopted a strategy and action plan based on prevention through education, communication, awareness-raising, taking victims into account, training and mobilising the relevant players, eradicating the root causes of hate speech, etc.

At the level of each State, such as Cameroon, in addition to these actions encouraged by the United Nations, specific laws are enacted to repress, i.e. punish, hate speech in society. This is the case with Law N°2019/020 of 24 December 2019 to amend and supplement certain provisions of Law 2016/007 of 12 July 2016 on the Penal Code.

III- Complementary activity (outside the session) depending on the level of study :

Ask the learners to take inspiration from Law N°2019/020 of 24 December 2019 amending and supplementing certain provisions of Law 2016/007 of 12 July 2016 on the Penal Code to organise an awareness-raising campaign against hate speech in their school or neighbourhood.

Educational fact sheet N°8: combating hate speech, tribalism, stereotypes, discrimination and violence in one's environment

Duration : (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed can be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I- Awareness-raising Activity

- 1- Ask the learners to name manifestations of hatred, tribalism, discrimination or violence in their school or locality ;
- 2- Ask them to suggest strategies to combat such acts.

Teaching approach : brainstorming

II- Learning steps

- 1- **Expected learning outcomes :** be able to use social networks to denounce and counter hate speech ;

Knowledge : discrimination, stereotypes, anti-hate strategies, Minjec, e-volunteers, fake news, cybercrime, cyber-harassment, cyber-prostitution ;

Know-how : be able to denounce hate speech and discrimination, and get involved in actions to combat this scourge ;

Life skills : behaving like a good citizen, being open to others, developing a culture of whistle-blowing ;

a) Situation :

In a school, the authorities have asked pupils to organise themselves into study groups. But the headteacher realises that these groups are formed on a discriminatory and tribal basis. Some of the other pupils, including you, do not share this view and have decided to campaign against the former.

- Ask the learners to identify the problem/fact that arises from this situation ;
- Ask the learners to suggest actions to combat this phenomenon in the school ;

b) Justification : the aim of this lesson is to encourage pupils to adopt behaviours favourable to difference, to be open to others, and to enable them to denounce/combat acts of discrimination.

Teaching materials : for this lesson, use extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers, Zopp cards...

c) Exploitation of documents :

Document 1 : UNESCO's strategies to combat hatred

UNESCO proposes to :

- a) Fight hate speech through education ;
- b) Provide media and information literacy ;
- c) Prevent violent extremism ;
- d) Combat dangerous contents on social networks ;
- e) Prevent anti-Semitism through education ;
- f) Educate about the Holocaust and genocides.

In preparation for the International Day against Hate Speech, which is celebrated on 18 June each year :

- Ask the learners to suggest two activities that could be carried out for each of the first two strategies proposed by UNESCO ;
- Ask each group to design educational messages to be displayed in their schools or training centres ;

Teaching approach or learning strategy : work to do in groups and plenary presentation.

Document 2 : Minjec's "programme 114" (e-volunteer activity)

Recruitment of 1,000 "social network patriot" e-volunteers at the MINJEC

Tasks (extracts):

- Online participation in training on adopting good behaviour and attitudes and promoting harmonious living together ;
- Combating fake news and hate speech on social networks ;
- Disseminating tips on how to combat cybercrime, in particular cyber harassment and cyber prostitution.

Drawing on the document above, ask the learners to :

1. Define : Minjec, e-volunteers, "social network patriots", fake news, cybercrime, cyber harassment, cyber prostitution.
2. Explain how these practices can be aggravating factors for hatred in society and on social networks.
3. Define what Minjec's e-volunteers do and what their objective is.



UNESCO's message against hate speech

d) Evaluation :

Assessment method : Randomly question the learners, giving the floor to those who have not expressed themselves much during the lesson. To enable the maximum number of students to express themselves, the speech ball method is recommended.

1. Ask the learners to name two strategies proposed by UNESCO to combat hate speech ;
2. Name the date of the International Day against Hate Speech ;
3. Name one activity that Minjec is carrying out against hate speech in Cameroon.

Key point to remember

The fight against hate speech, tribalism, discrimination, stereotypes and the violence that may result from them requires measures to be taken at international level, by States, associations, communities and individuals.

In Cameroon, several institutions are involved in that fight : the Ministry of Justice, the Ministry of Youth and Civic Education, the National Commission for the Promotion of Bilingualism and Multiculturalism, and so on. Awareness-raising, education, training, denunciation and repression are the main means being used.

These actions affect several areas : formal and non-formal education, traditional and social media, history, faith communities, etc.

III- Complementary activity (outside the session) :

Drawing competition : Drawing on the strategies for combating hate speech, tribalism, discrimination and stereotyping studied above, ask learners to come up with drawings or paintings to commemorate International Hate Speech Day on 18 June.

Module 3: Education about critical media consumption

General outline of the module

Since 2000, the world has been experiencing an unprecedented development and diversification of new means of mass information. Traditional media such as radio, television and the written press have been largely challenged by the explosion of social media or networks made possible by the Internet: WhatsApp, Facebook, X (Twitter), Instagram, LinkedIn, etc. are all modern communication and information channels. However, if this booming cyber world provides many advantages and opens up almost unlimited prospects, it also has its negative side, with abuses that entail major risks for peace and social cohesion: manipulation of public opinion, defamation, slander, fake news, disinformation, cybercrime, etc. Hence the urgent need to educate young people in particular to be critical consumers of the media in general and social media in particular.

Expected learning outcomes: the aim of this module is to enable learners to use the media wisely, particularly social networks, to behave appropriately when confronted with the flow of information and to develop skills that can protect them and the wider community from media abuse.

Module outline

1. Hate speech, misinformation and violence in the media
2. Attitudes and skills to protect oneself against hate speech and violence in the media

NB: Introduce this plan in detail, showing the links between the different themes.

Educational fact sheet N°9: Spotting hate speech, misinformation and violence in the media

Duration: (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed can be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I. Awareness-raising Activity:

The official examination session for the 2019-2020 school year had begun two days before. Pierre and Jean, who were competing in that year's BEPC, had been classmates since the SIL class. At the end of the exams on the second day when he got home, Pierre received a WhatsApp message on his phone informing him that the exams scheduled for the following day had been postponed because, the message said, of a religious holiday that had been rumoured to be celebrated that day. It was said that it was the President of the Republic of Gondwana himself who had signed the decree stating that the day was a public holiday. Pierre immediately informed his classmate Jean that he would not be going to the examination centre so that he could study more lessons at home. Despite Jean's insistence trying to persuade that he should go and cross-check the veracity of the information at the examination centre, Pierre stubbornly refused to listen. At around 10 o'clock that same day, 'Big Mop' radio and television refuted the rumour, much to the dismay of Pierre, who had lost a whole school year because of his carelessness and excessive gullibility.

Ask the learners to read the above-text carefully, then prompt them to answer the following questions:

1. What is the difference between information and rumour?
2. Indicate the communication channel through which Pierre received the message.
3. Find out if this source of information is always reliable and credible. Ask them to explain why.
4. Ask the learners to name the other two sources of information mentioned in the text.
5. Ask them why they are considered to be more reliable and credible.
6. Ask the learners to name one of the abuses of the mass media that this text highlights. Give other examples of abuses that you know of.

Teaching approach: Use the speech ball to allow as many learners as possible to express themselves. Note down the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

II. Learning steps

1. **Expected learning outcomes:** be able to distinguish between what is true and what is false in the media.
 - **Knowledge:** rumour, information, types of media, fake news, disinformation, invasion of privacy, misleading advertising, genocide, cross-checking, etc.
 - **Know-how:** identify credible sources of information and develop a spirit of discernment in the consumption and dissemination of information.
 - **Life skills:** be cautious, reserved and less credulous when confronted with information circulating in the media;
2. **Teaching materials:** for this lesson, use extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers, Zopp cards...

a) Situation:

Prosper is an influential businessman in the country. He owes his success to his ability to make the most of the inheritance he received from his parents, but above all to his hard work. From almost nothing, he has become a corporate leader. But his success has also aroused jealousy and hatred of his opponents who are funding hired media to tarnish his image. They accuse him of practising witchcraft and magic to enrich himself.

- Ask the learners to identify the problem/fact that arises from this situation.
- Ask the learners what their reaction would be to reading a newspaper article of this nature?
- Ask them to qualify this offence under criminal law.

b) Justification: The aim of this lesson is to enable learners to discriminate between the right information and to avoid becoming vectors or victims of media excesses.

c) Exploitation of documents:

Document

" Established in July 1993, Radio-Télévision des Mille Collines (RTML) became Rwanda's single private radio station in the pre-genocide period. It allowed Hutu extremists to disseminate their calls for racial hatred (...). Its presenters unveiled to the public the names and whereabouts of the victims and exhorted people to do their "job" quickly. This radio station participated in the deaths of around 1 million people (...). Here are two extracts from RTML: 1-" The people must bring machetes, spears, arrows, hoes, shovels, rakes, nails, sticks, electric irons, barbed wire, stones, and in love, in order, dear listeners, to kill the Rwandan Tutsis (...). 2-Listeners, ladies and gentlemen: keep your eyes wide open! Those of you who live along the roads, pounce on those with long noses, who are tall and thin and who want to dominate you".

Source: Alphonse Zomine TAMEKAMTA et al, Éducation à la citoyenneté (6ème et 5ème), Mondoux Éditions, 2018

Work to do

1. Ask the learners to select from the extract above the words belonging to the lexical field of violence.
2. Take the word "job" used in the text; ask the learners to say what it means in this specific context.
3. Ask them to say what role RTML played in fuelling the genocide in Rwanda.
4. Ask them to state what attitude they would adopt when confronted with such statements in their locality.

NB: use the speech ball to allow as many learners as possible to express themselves. Note down the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

d) Evaluation:

Assessment method: questions and answers in the form of a quiz.

1. Prompt the learners to find out about media abuses in Cameroon.
2. Define the concepts of defamation and propagation of false news.

Key points to remember

The media world in Cameroon is characterised by a number of drifts that need to be detected.

Among them are the following:

- 1 - Defamation, which is the act of damaging a person's honour or reputation by directly or indirectly imputing to him or her facts that cannot be proven (article 305 of the Penal Code);
- 2- The spreading of false news, which consists of issuing or disseminating false news likely to harm the public authorities or national cohesion (article 113 of the Penal Code);
- 3- False news, which consists of publishing or disseminating, by any means whatsoever, news without being able to report its veracity or justify that there were good reasons to believe in the veracity of the said news (article 240 of the Penal Code).
- 4- Insulting a tribe or ethnic group, which is the act of making hate speeches or inciting violence against people because of their tribal or ethnic affiliation (article 241.1 of Act 2019/020 of 24/12/2019 amending certain provisions of the Criminal Code).

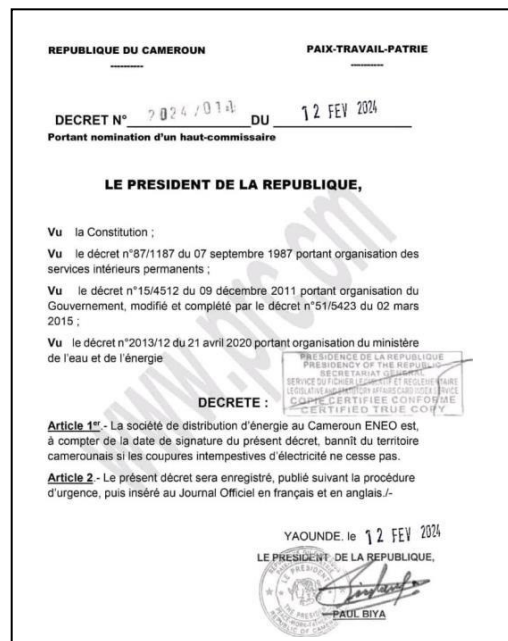
III. Complementary activity (outside the session) depending on the level of study:

Ask the learners to find any "fake news" they have identified in their Whatsapp or Facebook messages and to say how they checked that they were not genuine.

Educational fact sheet 10: Developing attitudes and skills to protect oneself against hate speech, violence and misinformation in the (social) media

Duration: (45 minutes if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other subjects, reduce the time allowed by 5 to 10 minutes depending on the curriculum constraints. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I- Awareness-raising Activity



1. Ask the learners to read this fake decree that has been circulating on Facebook and that they might have received in their Whatsapp inbox. Ask them to state which of the following attitudes or actions they would recommend

- a) I read the document ☐
- b) I comment the document ☐
- c) I share it ☐
- d) I delete it ☐
- e) I put an emoticon to like /applaud /approve ☐
- f) I ignore the publication ☐

2. Have students pick out 2 clues from the document that show it to be false.

Teaching approach: multiple choice questions. Form groups and give each group of learners a corresponding extract from the guide. Ask them to read the document and answer the questions. Summarise the answers and formulate a summary based on this exercise.

II- Learning steps

1. **Expected learning outcomes:** make efficient use of the information circulating in the media and know how to protect yourself from its perverse effects.

Knowledge: the language of emoticons (stickers) used on social networks.

Know-how: deal efficiently with messages circulating on social networks.

Life skills: being cautious, reserved and less gullible when confronted with information circulating in the media.

2. **Teaching Materials:** For this lesson, you will need corresponding extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers, Zopp cards...
3. **Pedagogical approach or learning strategy:** Use the speech ball to allow as many learners as possible to express themselves.

Note down the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

a) Situation:

Over the last few days, audios and images presenting somebody as a sexual predator have been circulating on social networks.

- Ask the learners to identify the problem/fact that arises from this situation.
- Ask them to say whether the internet users have the right to circulate such messages.
- If yes or no, ask them to justify their answer.

b) Justification: The purpose of this lesson is to develop in young people right skills and attitudes to protect themselves from the harmful effects of social networks.

c) Exploitation of documents:

Document

Seven (07) guidelines for a civic-minded attitude on social networks: Is it possible to use social networks respectfully?

I'm writing these few lines this morning still in shock from the news, but also because reading the daily messages published on social networks dismays me more and more every day. Between false information relayed virally (while the right of reply falls into oblivion), unverified sources and extreme positions, I've had the unpleasant feeling for months now that social networks are no longer feeding debates but one-upmanship, hatred, racism, paranoia and our own egos. In this list, you'll find suggestions and guidelines for using social networks in a way that respects everyone.

Inside the guide:

7 tips for citizens on social networks

1. Let's not relay information unless it has been cross-checked and sourced.
2. Let's not publish if you cannot say the same thing in public
3. Let's not publish content that could hurt us if we were the victim of it
4. Let's ask ourselves why we publish.
5. Let's criticise but in order to build
6. Let's ask ourselves what kind of society we want
7. Let's publish to disseminate knowledge and a certain idea of the Good

Source: Rudy Viard, Webmarketing Conseil

Work to be done

Get the learners to read the text and then ask them to name the reasons why the author is rebelling against social networks.

c) **Evaluation:**

Assessment method: Learners express their opinions freely

1. Ask the learners to name the 7 attitudes recommended for more responsible use of social networks.
2. Ask them to say how they should behave when faced with information the accuracy of which they are not sure.

Key points to remember

Nowadays, with the explosion of new communication channels that are difficult to regulate and to monitor, many messages of hatred, violence and disinformation are circulating on social networks. These messages damage the dignity and honour of individuals, and might divide communities, undermining social cohesion and peace in the world.

It is therefore important to be able to discriminate between what is true and what is false, and to refrain from sharing 'information' if you are not sure of its veracity and the credibility of its sources, so as not to be exposed to the rigours of the law. Social networking sites, in particular, must be used with the necessary critical distance to avoid being passive consumers and propagators of content that is sometimes malicious and potentially sowing the seeds of hatred, division, conflict or war.

III- Complementary activities (outside the session) depending on the levels of the study:

Ask the learners to:

1. Identify three (03) harmful messages on social networks.
2. Give the characteristics of the harmfulness of these messages.

Module 4: Building sustainable peace

General outline of the module

"Building peace in the minds of men and women" is the slogan of the United Nations Educational, Scientific and Cultural Organisation (UNESCO). In its preamble, UNESCO's Constitution proclaims ***that "since wars begin in the minds of men, it is in the minds of men that the defence of peace must be constructed"***.

This observation made in 1945 at the end of the two world wars is still valid today in Cameroon which is suffering from numerous conflicts, ethnic and social tensions in a destabilizing social and political environment marked by the proliferation of hate speech and violence.

Expected Learning outcomes: the aim of this module is to enable learners to be vectors and architects of peace in their own neighborhoods.

Plan of the Module

1. The Promotion of justice, equality, equity and shared development
2. Social inclusion
3. The prevention and transformation of conflicts through non-violence
4. Models and figures of peace in the world

NB: Announce this plan in detail, showing the links between the various themes.

Educational fact sheet N°11: promotion of justice, equality, equity and shared development

Duration: (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed can be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I- Awareness-raising Activity

"Peace is more than the absence of war, it is living together with our differences – of sex, race, language, religion or culture – while furthering universal respect for justice and human rights on which such coexistence depends", Director-General of UNESCO.

"Peace is essentially respect for life.

Peace is humanity's most precious asset.

Peace is more than the end of armed conflicts.

Peace is about behaviour of people.

Peace is a profound adherence by human beings to the principles of freedom, justice, equality and solidarity among all human beings.

Peace is also a harmonious association between humanity and the environment.

Today, at the dawn of the 21st century, peace is within our reach".

Yamoussoukro Declaration

Work to do:

Drawing inspiration from these two extracts, the learners will be asked to establish the fundamental difference between peace and the absence of war. Draw two columns on the board or on flipchart paper and note the characteristics of the notions of "war" and "peace".

Teaching approach: use the speech ball to allow as many learners as possible to express themselves. Record the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

II- Learning steps

1. **Expected learning outcomes:** being an active Peacemaker by promoting justice, fairness and equality around us.
 - **Knowledge:** peace, war, conflict, justice, equality, equity, solidarity, human rights, social inclusion, etc.
 - **Know-how:** be able to contribute to building peace in your neighbourhood by promoting justice, equity, solidarity and social inclusion.
 - **Life skills:** to be supportive, humanistic, respectful of differences and human life.
2. **Teaching Materials:** for this lesson, provide the corresponding extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers or felt pens, post-it notes and Zopp cards in different colours...

a) Situation

Mrs Z. Delphine is a widow. She lost her husband three years ago. Evicted from the family home by her brother-in-law who wanted to enforce his customary right to marry his deceased brother's widow, she unsuccessfully seized the competent courts to have her rights restored. Wearily and without the means to continue the procedure before the Court of appeal, she gave up and is now living with her children in a tenant house.

- Ask the learners to identify the problem/fact that arises from this situation.
- Ask them to say whether justice has been done in this case and explain why.
- In the light of this situation, what relationship can they establish between justice and peace?

b) Justification: the aim of this lesson is to enable the learners to establish the close links that exist between the principles of justice, equity, solidarity and peace, which derive from taking these principles into account in society.

c) Exploitation of documents:

Document: "What are the characteristics of a sustainable peace?"

Firstly, as mentioned earlier, sustainable peace is not just the absence of war: it may be defined more generally as the absence of violence. Sustainable peace implies zero tolerance of violence in homes and communities, in countries and between states.

Secondly, sustainable peace implies equal participation of all citizens - women and men - in the public life of their country and community. (...) Equal representation leads to more participatory and representative political decision-making. In turn, this leads to a more harmonious society and provides a solid basis for building lasting peace.

Thirdly, social justice and cohesion are crucial to lasting peace. Here too, women have proved particularly effective in creating and maintaining social cohesion and justice. Women's empowerment is in fact a key element for social justice.

Fourthly, (...) access to productive resources, economic recovery and reconstruction has an impact on everyone's ability to live a dignified life. In this sense, economic empowerment of women is absolutely essential.

The fifth aspect concerns the promotion of diversity and tolerance. (...). Achieving lasting peace requires changing attitudes that promote violence and discrimination. This means combating gender stereotypes, which often underpin the culture of violence and inequality".

Lakshmi Puri, Deputy Executive Director of UN Women, excerpt from speech on the International Day of Peace, 21 September 2012.

Work to do

1. Ask the learners to select from the above extract the 5 conditions for lasting peace.
2. Do they think that in their locality in particular and in Cameroon in general, these conditions are met? Have them justify their answer.

Teaching approach or learning strategy: form groups and give each group of learners a corresponding extract from the guide. Have them read the document and answer the questions. Summarise the answers and formulate a summary based on this exercise.

d) Evaluation:

Assessment method: use a speech ball.

Define the concepts of justice, equity, equality, solidarity, social inclusion and peace.

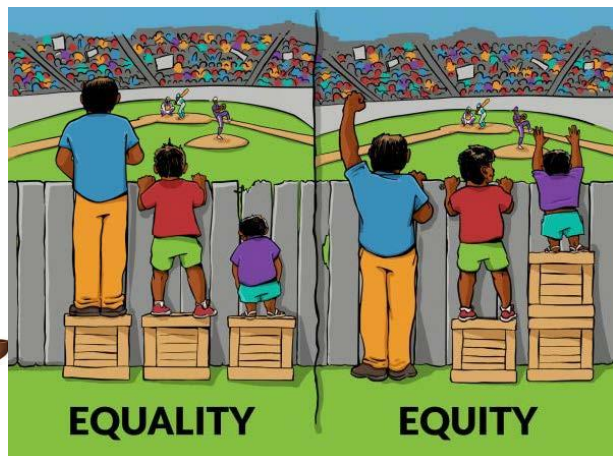
Key points to remember

To build a sustainable peace between the citizens of a State or the members of a community, it is necessary to:

- a) Promote democracy and respect for human rights
- b) Promote justice and equity
- c) Promote equal rights and duties for all
- d) Achieve fair distribution of resources
- e) Ensure the participation of all in public life
- f) Respect diversity and promote tolerance
- g) Combat violence, stereotypes and hate speech
- h) Promote of social inclusion and cohesion



Justice



III- Complementary activity (outside the session) depending on the level of study

Using the above document, ask the learners to list 5 essential conditions for making their locality a haven of peace.

Educational fact sheet N°12: Promoting social inclusion

Duration: (45 min if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other subjects, reduce the time allowed by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).



I- Awareness-raising: the vocabulary of social inclusion

Work to do: Compiling the lexical field (vocabulary) of social inclusion

Teaching approach:

1. Form groups and give each group of learners a corresponding extract from the guide. Ask each group to work through the document and construct the lexical field of social inclusion using 10 words. Summarise the answers and formulate a summary based on this exercise.
2. Ask them to define social inclusion.

II- Learning steps

1. **Expected learning outcomes:** helping to reduce socio-economic inequalities by promoting social and financial inclusion.
 - **Knowledge:** social inclusion/exclusion, equality/equity, discrimination, integration,
 - **Know-how:** be able to identify people who are victims of exclusion and contribute to their inclusion by applying the principles of equality, equity and non-discrimination.
 - **Life skills:** sensitivity, humanism, love of social justice.

2. **Teaching materials:** for this lesson, provide the corresponding extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers or felt pens, Post-it sticky notes and Zopp cards in different colours...

a) Situation

In numerous African villages, albinos are perceived as a special (strange) category of people.

They are accused of witchcraft. Some are killed at birth and those who survive are marginalised at school, in the job market and in social life (marriage).

- Ask the learners to identify the problem/fact that arises from this situation.
- Ask the learners to say how albinos, people living with a disability, the elderly, girls and women are treated in their school, centre or locality.

b) Justification: the aim of this lesson is to make learners aware of exclusion as a factor of social injustice and to persuade them to help promote social inclusion in their neighbourhood.

c) Use of documents (free choice):

Document 1: Inclusive schooling

« (...) In order to become inclusive, conventional schools must be organised so as to meet the special educational needs of all pupils, whereas integration, known as mainstreaming in the USA, implies the implementation of support and re-education systems to adapt the child or adolescent to the conventional school (he or she is withdrawn when he or she is deemed unable to benefit from the teaching provided). Many young people are still excluded from school, particularly secondary schools. Whether they have a mental disability, communication difficulties, or serious academic or behavioural problems, they do not have all the qualities required to attend school as it stands. If, in accordance with the wishes of the new law (the law of 11 February 2005 "For equal rights and opportunities, participation and citizenship of people with disabilities" in force in France), and if it does not use the term "inclusive school", the state school must be the school for all children and adolescents, we need to find solutions to adapt our schools to the needs of "different" pupils. It is with this in mind that some have sought to create an 'inclusive' school rather than trying to integrate pupils with special educational needs after the event.

Source: Serge Thomazet, « " From integration to inclusion. A new step in opening up schools to differences", in *Le français aujourd'hui* 2006/1 (no. 152), pages 19 to 27.

Questions:

1. Ask the learners to identify in this text the categories of pupils "with special educational needs".

2. Ask them to establish the difference made by the author of this text between "inclusion" and "integration" of these categories of pupils?
3. Identify the other categories of pupils with special educational needs in their school or centre.
4. Ask them to say whether they think that the organisation of schools takes sufficient account of the specific needs of these categories of pupils. If not, explain why ?

Questions:

Document 2: Gender, financial inclusion and poverty in Cameroon

Cameroon, like more than 50 developing countries, is committed to the financial inclusion and gender targets set out in various global agendas (ODD, AU, etc.). Since 2015, this commitment has been reflected in the adoption of the National Strategy for Inclusive Finance (Stratégie Nationale de la Finance Incluse - SNFI), which aims at making financial inclusion a major lever in the fight against poverty. (...) The results show that the poor are less financially included than the non-poor and that women aged 15 and over are less financially included than men. There was also a close relationship between poverty and financial inclusion among women, and the factors linked to a woman's poverty status and her financial inclusion act in the same direction. So, by acting to improve women's access to financial products (financial inclusion) we will certainly help to lift them out of poverty and vice versa. As a recommendation, it should be noted that financial inclusion can also be used, in the Cameroonian context, as a lever in the fight against poverty, particularly among women.

Source: Survey report, National Statistics Institute, May 2020

1. Ask the learners to identify the type of inclusion referred to in this text.
2. Ask them to identify the two social categories which, according to the report, are not sufficiently included.
3. Say what the report recommends to correct the lack of financial inclusion of poor people and women in Cameroon.

d) Evaluation: Assessment method: use the talking ball to allow the participants to express their opinions. Write the answers on the board or on flipchart paper; analyse and summarise them at the end of the activity.

- 1- Define social inclusion, inclusive schooling and financial inclusion.
- 2- Establish the link between social inclusion and financial inclusion.

Key points to remember

Social inclusion is about ensuring that all children and adults have the means to participate as valued, respected and contributing members of their community and society. Five cornerstones have been identified: valued recognition, opportunities for human development, involvement and commitment, proximity and material well-being". Laidlaw Foundation (Toronto, Canada) Social inclusion is a concept that defines the notion of equal participation of individuals in a society. Social inclusion is also considered to be the opposite of social exclusion. The concept of inclusion has been further developed and clarified: it is a way of creating society which, like integration, leads us to believe that everyone, even those who are far from the norm, has a place in society. The major difference between integration and inclusion lies in the fact that integration implies that a person who is far from the norm and who cannot fit into it must benefit from a specialised circuit. The inclusive approach follows a different logic: it seeks to reconcile the necessary effort of each person to fit into the expected norm and the adaptation to each person's situation. Here are just a few examples of social success through inclusion: Franklin Roosevelt (former President of the USA, motor disability); Jean Jacques Ndoudoumou (former Director General of ARMP and traditional chief, albino); André Marie Talla and Prince Aimé (artist-musicians, blind), etc.

III- Complementary activity (outside the session) depending on the levels of study

Ask the learners, organised in groups, to carry out a survey in their school or training centre in order to:

- a) Identify learners with "special educational (or learning) needs". (Draw up statistics by category (disabled, young people with learning difficulties, drug addicts, undisciplined), gender and social level.
- b) Examine the state of the infrastructure (for example, are the means of access to the floors just stairs or are there ramps for people with reduced mobility?), the organisation of the operation of the facility (for example, how are visually impaired people treated during lessons?).
- c) Say whether or not their school or training center is inclusive.
- d) Formulate recommendations to the authorities to transform their school or training center into an inclusive structure.

Educational fact sheet N°13: preventing and transforming conflicts through non-violence

Duration: (45 mins if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other disciplines, the time allowed can be reduced by 5 to 10 minutes depending on the constraints of the curriculum. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).

I- Awareness-raising Activity: Defining the conflict

Justification: Before starting to think about how to prevent or manage a conflict, students must be able to identify it.

Objectives:

1. To explore definitions and interpretations of the word conflict in order to shape their own understanding;
2. To determine whether a conflict is positive or negative;
3. To explore the role of conflict in life;

This stage begins by formulating a definition of the term "conflict". During this activity, the supervisor asks the students to define the concept of conflict and to examine the various interpretations in order to deepen their understanding of the subject.

Crucial questions

1. How can we define a conflict?
2. Why can there be several definitions of the term conflict?

Exercise: Use the list of words below to answer the following question: "When you hear the word conflict, you think of...". (complete with a word from this list). Note down the words given by the students on the board or on flipchart paper.

(Difference, innocent, pain, anger, losing/gaining, decision, normal, disagreement, guilty, unfair, battle, just, quarrel, violence, fight, people, learning, false, war, ideas, agreement, against, divided, change, avoid, intervene, help).

Ask the learners to say what they observe; why some conflicts degenerate into violence; if they think that a conflict is necessarily bad or negative; if, on the contrary, it can be positive or end well; ask them to give an example of a conflict they have been involved in that turned out to be positive and helped them learn things about themselves or someone else.

II- Learning steps

1. **Expected learning outcomes:** being able to transform conflict into an opportunity to build lasting peace.
 - **Knowledge:** conflict, non-violence, mediation, negotiation, conciliation, arbitration, dialogue.
 - **Know-how:** be able to identify a conflict, prevent it and manage it by peaceful means.
 - **Life skills:** to be temperate, pacifist, conciliatory, non-violent.
2. **Teaching materials:** For this lesson, use the relevant extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers or felt pens, Post-it notes and zopercards in different colours...

a) Situation:

Paul and Roger are students at the same school. Paul, the older of the two, used to bully and threaten Roger during breaks to get his lunch money until one day when, fed up, this latter decided to get even with Paul by having some of the other pupils beat him up.

- Ask the learners to identify the problem/fact that arises from this situation.
- If they were in Roger's shoes, ask them what they would have done to handle the conflict.

b) Justification: the aim of this lesson is to get young people acquainted with conflict, to enable them to prevent it and to resolve it peacefully. In this lesson, students will revisit their perceptions of conflict in order to acquire new skills and the knowledge to resolve a conflict in a positive and constructive way.

c) Exploitation of documents

Document: the signatories of the Green Tree Agreement

The Green Tree Agreement was signed by Cameroon's President Paul Biya, Olusegun Obasanjo, the former President of Nigeria, and Kofi Annan, the Secretary General of the United Nations, in the presence of four witness states: the United States, the Federal Republic of Germany, France and the United Kingdom of Great Britain and Northern Ireland.

The Green Tree Agreement was in line with the talks initiated by Cameroon and Nigeria under the aegis of the United Nations to implement the ruling of the International Court of Justice (ICJ) of 10 October 2002 on the land and maritime dispute, acknowledging Cameroon's sovereignty over the Bakassi Peninsula.

Source : <https://www.prc.cm>

Questions:

1. Ask the learners to identify the signatories of the "Green Tree Agreement".
2. Explain the role and presence of the four witness states during the signing of that agreement.
3. Say what the "land and maritime dispute" between Cameroon and Nigeria consisted of.
4. Ask them what the word "*talks*" means and why the two States resorted to them after the ruling of the International Court of Justice.
5. Ask them to describe the positive consequences of this agreement for relations between the two states and peoples.
6. Ask them if they think a conflict is always negative and why.

d) Evaluation:

Assessment method: use the speech ball to allow as many learners as possible to express themselves.

Note down the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

1. Define: dispute, conflict, mediation, negotiation, conciliation, arbitration, dialogue.
2. In the case of the "land and maritime dispute" between Cameroon and Nigeria, identify the two complementary non-violent means that were used.



Peace agreement signing ceremonies around the world:
Left Green Tree (Cameroon-Nigeria); right Camp David (Israel-Palestine)

Keys points to remember

1. The notion of conflict can be perceived in numerous different ways, but people often tend to think that conflicts should be avoided.

However, conflict is not in itself negative or positive; it is the way in which we react that is positive or negative.

2. The most important thing when a conflict arises is to learn how to manage it in a non-violent way that is likely to change the situation for the better by seeking peace.
3. Several non-violent methods may be used to regulate conflicts peacefully. They fall into two main categories:
 - a) Administrative and jurisdictional mechanisms (litigation or arbitration procedures before an administrative authority or the courts).
 - b) Civil mechanisms for promoting peace through negotiation, dialogue, mediation, conciliation and the African palaver.

III- Complementary activity (outside the session) depending on the levels of study

Ask the learners to identify a conflict situation in their family between family members and to suggest a strategy to resolve the conflict peacefully.

Educational fact sheet N°14: drawing inspiration from models and figures of peace around the world

Duration: (45 minutes if the activity takes place in a club. Otherwise, and if the activity is to be integrated into other subjects, reduce the time allowed by 5 to 10 minutes depending on the curriculum constraints. In the latter case, this teaching sheet can be distributed over several lesson sessions, either at the beginning of the lesson or at the end).



I- Awareness-raising Activity: Recognise and name the figures and models of peace.

I.1: Justification: talking about peace-building also implies drawing inspiration from models that are recognised as points of reference throughout the world. And if we are to draw inspiration from them, we must first of all be able have heard of them and to identify them.

I.2: Objectives:

- 1) To identify inspiring models of peace.
2. Find out about their contribution to peace in the world.

I.3: Exercise: in this photo gallery, match each image with one of the following names:

Jimmy Carter, Kofi Annan, Nelson Mandela, Jane Addams, Ellen Johnson Sirleaf, Desmond Tutu, Frederik De Klerk, Leymah Gbowee, Tawakkol Karman, Bertha Von Suttner.

II- Learning steps

1- Expected learning outcomes: adopt and emulate the actions of peace established models in the world and to use them to promote social cohesion and peace.

- **Knowledge:** models and figures of peace in the world.
- **Know-how:** be able to draw inspiration from models of peace to help build and preserve peace in one's neighbourhood.
- **Teaching materials:** For this lesson, use the relevant extracts from the learners' guide, white and coloured chalk, a speech ball, conference paper, scotch tape, markers or felt pens, Post-It notes and zoppercards in different colours...

2- Teaching methods or learning strategies: flipped classroom, group work and debates

Form groups and give each group of learners a corresponding extract from the guide a week in advance.

Have each group of learners do research on the Internet on 5 Nobel Prize-winners from the list below and prepare a 5-minute presentation for the plenary session. The following elements will be considered: brief biographies of the recipient individuals or organisations (5 lines maximum) and the motivation or reason for the award of the prize by the Nobel Committee.

NOBEL PEACE PRIZE WINNERS AROUND THE WORLD

1- The first and last nobel peace prize winner

1901: Henri Dunant ((Switzerland-France) and Frédéric Passy (France)

2023: Narges Mohammadi (Iran)

2- Nobel peace prizes (WILPF)

1931: Jane Addams, Founder of WILPF (United States)

1946: Emily Greene Balch (United States)

2017: WILPF (ICAN Coalition)

3- The last 24 winners from 2000 to 2023

2023: Narges Mohammadi (Iran)

2022: Ales Bialiatski (Belarus), Memorial (Russia), Centre for Civil Liberties (Ukraine)

2021: Dmitri Mouratov (Russia), Maria Ressa (Philippines-USA)

2020: World Food Programme (WFP, United Nations)

2019: Abiy Ahmed Ali (Ethiopia)

2018: Denis Mukwege (DRC) and Yazidi Nadia Murad (Iraq)

2017: ICAN, International Campaign to Abolish Nuclear Weapons (Switzerland)

2016: Juan Manuel Santos (Colombia)

2015: The Tunisian Dialogue Quartet (Tunisia)

2014: Kailash Satyarthi (India) and Malala Yousafzai (Pakistan)

2013: The Organisation for the Prohibition of Chemical Weapons (OPCW, United Nations)

2012: The European Union (Europe)

2011: Ellen Johnson Sirleaf and Leymah Gbowee (Liberia), and Tawakkol Karman (Yemen)

2010: Liu Xiaobo (China)

2009: Barack Obama (United States)

2008: Martti Ahtisaari (Finland)

2007: Al Gore (United States) and the IPCC (climate, United Nations)

2006: Muhammad Yunus and the Grameen Bank (micro-credit) (Bangladesh)

2005: Mohamed El-Baradei (Egypt)
2004: Wangari Maathai (Kenya)
2003: Shirin Ebadi (Iran)
2002: Jimmy Carter (United States)
2001: Kofi Annan (Ghana) and the United Nations
2000: Kim Dae Jung (South Korea)

4- The award winners (women)

2011: Ellen Johnson Sirleaf and Leymah Gbowee (Liberia), and Tawakkol Karman (Yemen)
2004: Wangari Maathai (Kenya)
2003: Shirin Ebadi (Iran)
1997: Jody Williams (United States)
1992: Rigoberta Menchu Tum (Guatemala)
1991: Aung San Suu Kyi (Burma)
1982 Alva Myrdal (Sweden)
1979: Mother Teresa (India)
1976: Mairead Corrigan and Betty Williams (Great Britain)
1946: Emily Greene Balch (United States)
1931: Jane Addams (United States)
1905: Bertha Von Suttner (Austria - Hungary)

5- African winners

2019: Abiy Ahmed Ali (Ethiopia)
2018: Denis Mukwege (DRC)
2015: The Tunisian Dialogue Quartet (Tunisia)
2011: Ellen Johnson Sirleaf and Leymah Gbowee (Liberia)
2005: Mohamed El-Baradei (Egypt)
2004: Wangari Maathai (Kenya)
2001: Kofi Annan, UN Secretary-General (Ghana)
1993: Nelson Mandela and Frederik De Klerk (South Africa)

1984: Archbishop Desmond Tutu (South Africa)

1978: Anwar Sadat (Egypt)

1960: Albert John Luthuli (Zulu chief and president of the African National Congress, South Africa)

6- First lady nobel peace prize winner

1905: Bertha Von Suttner (Austria-Hungary)

NB: There are other personalities in the world, in Africa and in Cameroon in particular, who have contributed a lot to the restoration or construction of peace in their countries, although they do not appear on this list of the Nobel Prize Winners. As an indication, the Facilitator will mention the following personalities: His Eminence Cardinal Christian Tumi, Mr Achaleke Christian Leke, Ambassador for Peace appointed by the African Union, Mrs Ndongmo Fouezet Sylvie, former president and founder of Wilpf Cameroon, Reverend Nobert Kenne, founder of the Ecumenical Service for Peace, Bishop De Souza, president of the Sovereign National Conference in Benin in 1991, etc.

a) Evaluation:

Assessment method: use the speech ball to allow as many learners as possible to express themselves. Write the answers on the board or on flipchart paper and analyse and summarise them at the end of the activity.

Listening to the names of each of the following personalities, ask the learners to say which country they are from and in what year they won the Nobel Peace Prize: Bertha Von Suttner, Nelson Mandela, Martin Luther King, Kofi Annan, Frederik De Klerk, Henri Dunant, Ellen Johnson Sirleaf.

The key points to remember: the Nobel Peace Prize

The Nobel Peace Prize is conferred on "*the personality or community that has made the greatest or best contribution to bringing peoples closer together, to abolishing or reducing standing armies, to bringing together and spreading the progress made for the cause of peace*", in accordance with the wishes of Alfred Nobel, as specified in his will. This comprises the struggle for peace, human rights, humanitarian aid and freedom.

On the whole, the Nobel Prize is awarded to leading figures in humanitarian action, the fight against political oppression and the defence of equality before the law, as recognised by Article 7 of the Universal Declaration of Human Rights in 1948 and guaranteed by Article 26 of the International Covenant on Civil and Political Rights, such as Albert Schweitzer, Martin Luther King and Mother Teresa...

As decided by Alfred Nobel, the winners of the Nobel Peace Prize are chosen by a committee appointed by the Norwegian Parliament, whereas the winners of the other prizes are selected by the Swedish Academic Institution.

Unlike the other prizes which are awarded at a royal ceremony in Stockholm on 10 December (the anniversary of Alfred Nobel's death), the Nobel Peace Prize is awarded in Oslo. Sweden and Norway were under the same Crown in 1901 before their separation in 1905. An arrangement was reached and Norway inherited the Nobel Peace Prize, which was endowed with 10 million Swedish crowns (just over a million euros), then reduced to 8 million Swedish crowns (just over 900,000 euros).

Source: https://fr.wikipedia.org/wiki/Prix_Nobel_de_la_paix

III- Complementary activities (outside the session).

Ask the learners to name the images below symbolising peace and social cohesion in Cameroon and to indicate the circumstances in which these elements are used:



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APPENDICES

An inventory of some recommended active teaching methods

1. Ice-breaking and warming up

This technique reduces the distance between people to help the group work together. It stimulates discussion and makes the session run more smoothly.

2. The speech ball

It's a simple object made with paper and scotch tape. It can be used on any occasion to regulate the distribution of speech in a group. The person holding the ball is the only one allowed to speak. The others (except the moderator, who may choose to pass the ball back and forth to balance the discussion) must not interrupt. The ball is passed on once the person has finished what he or she had to say. This technique makes it possible to visualise the way in which speech flows in the group, any monopolies and, on the contrary, areas of silence.

3. Brainstorming

This technique is used to involve participants in the construction of knowledge.

It facilitates the spontaneous production of ideas, which are transcribed by the facilitator on the board, Zopp cards, Post-It stickers or conference paper. A summary and an analysis are made at the end of the exercise.

4. The CVA method

It is based on the following 3 questions to which the participants answer:

- b) What do you know about the theme of the lesson or the concept being addressed (at the start of the session)?
- c) What do you want to know (at the beginning of the session)?
- d) What new things have you learned (at the end of the session)?

5. The problem tree

This technique enables you to visualise a theme or problem through the drawing of a tree. To do this, write the issue to be addressed in the middle of the trunk of the tree. The other parts of the tree are completed by the participants during the activity. For example

- e) The "roots" symbolise the causes of the problem;
- f) The "branches" are the manifestations of the problem;
- g) The "leaves" symbolise the consequences.

6. Role-playing

The aim of this method is to enable learners to communicate effectively. It comprises 8 stages:

- h) Presentation of the learning objectives of the activity and explanation of the rules of the game
- i) Presentation of the situation to be played
- j) Pupils form groups
- k) Distribution of roles to each member of the group
- l) Performing the scene
- m) Assessment of the role played by each character
- n) Reactions from the class (positive points and points to be improved in the actors' performance)
- o) Analysis and summary of the role-play in relation to the learning objective of the lesson and the skills to be developed.

7. The problem tree

This technique allows you to visualise a theme or problem through the drawing of a tree. To do this, write the issue to be addressed in the middle of the trunk of the tree. The other parts of the tree are completed by the participants during the activity. For example

- p) The "roots" symbolise the causes of the problem;
- q) The "branches" are the manifestations of the problem;
- r) The "leaves" symbolise the consequences.

8. Role-playing

The aim of this method is to enable learners to communicate effectively. It comprises 8 stages:

- s) Presentation of the learning objectives of the activity and explanation of the rules of the game
- t) Presentation of the situation to be played
- u) Students form groups
- v) Distribution of roles to each member of the group
- w) Performing the scene
- x) Assessment of the role played by each character
- y) Reactions from the class (positive points and points to be improved in the actors' performance)
- z) Analysis and summary of the role-play in relation to the learning objective of the lesson and the skills to be developed.

9. Group work

Groups of students (maximum 6) are formed. The students work together, exchanging their points of view. A moderator and a reporter are appointed in each group and a report is made in plenary.

10. Le puzzle

The aim is to develop cooperation between participants. Together we learn better and do more. The class is organised into groups of 5 or 6 pupils. These are known as "puzzle groups", and each participant is given the task of studying one of the segments, using the documentation and exercises provided. Each pupil thus becomes an "expert" in one of the segments of the subject studied. The "experts" work individually at first, then they meet in "expert groups" to compare their results and improve their understanding of what they are going to give back to their "puzzle group". The "puzzle groups" then meet and each "expert" within the group presents the results of his or her "segment" to the other members of the group. This presentation is followed by discussions and joint formulations.

11. The cluster card

This is a method that can help you gather large quantities of data on a topic and organise them into groups according to their relationships. It is an ideal process for grouping the data collected during brainstorming. The approach is to rank the most important clusters above the least important cluster. Before starting to classify, identify the basic values or ideas in order to group the masses of information collected under each of them.

12. Dictation on the move

It helps students memorise the spelling lexicon, assess their ability to reinvest the knowledge they have acquired and develop their ability to work as part of a team.

The teacher must prepare the text based on the elements studied in the sequence. The subject of the study is divided into several "segments" recorded in writing on Zopp cards or Post-It notes disseminated around the room (stuck on the walls, for example). The participants are then divided into several work groups. Each group appoints a reporter and the other members are responsible for finding the "segments" of the sentences in the room, reading them and "transporting" the sentences, which they must faithfully reproduce for the reporter. The group that finds all the hidden sentences first is declared winner. This stage is followed by the assessment, which closes the activity.

13. Alongside

Such innovative facilitation methods, there are other more traditional ones: the lecture-debate, the educational talk, the group-debate, the "true or false" questions, the theatre-forum, etc.