

Training Report on Peace Building Through Digital Media For Online Youth Peace Activists

Center for Development and Capacity
Building (CDCB)

With support of National Endowment for
Democracy (NED)

February 2021
Addis Ababa (Finfinne)



**National Endowment
for Democracy**

Supporting freedom around the world

Table of Content

Contents	Pages
Introduction	1
First Day	2
Opening	2
Projects’ Overview	2
Training Sessions	2
Second Day	4
Third Day	6
Fourth Day	8
Closing	9
 Annexes	
Annex I	1
Potential conflicts in Oromia and online Peace Building	
Annex II	5
Youth Peace and Social Media	
Annex III	18
Social Media and Peace Building	
Annex IV	26
Social Media volunteerism and Motivation	

Annex V a: Social Media Best Practices.....	31
b: Voluntaries and Social Media	
Annex VI	40
Planning for Youth Peace building	

Introduction

Center for Development and Capacity Building (CDCB) is implementing a Project entitled 'Youth Online Peace Activism' with the support of National Endowment for Democracy (NED). The project is aimed at enhancing the multifaceted role of the youth (in peace building and socio-economic transformation to improve democratization process, addressing the challenges of peace and security, election related conflicts, and human rights. The project is under implementation in Oromia National Regional State.

It is a youth oriented project with multiple activities which includes assessments, trainings, forums and dialogues to be communicated through various media platforms mainly the social media. This training is organized for Eighteen youth volunteers for online peace activism. The training was organized at Magnolia hotel , Addis Ababa, Ethiopia from February 1-4, 2021. Therefore, this a proceedings of the training's sessions.

Topic: *Peace Building Through Digital Media.*

Participants: *18 Youth peace Agents*

Venue: *Addis Ababa (Finfinne), Bole at Magnolia Hotel*

Date: *February 1- 4, 2021*

First Day

Opening

On the opening session, the training program, objectives and what is expected from the trainees was briefly explained. Subsequently, introduction among the trainees and the trainers was made.

Projects' Overview

The project's overview which emphasized on objectives and key activities of the project was presented to the trainees. The objectives and activities of the project was thoroughly presented for the trainees as it is crucial in their understanding the context they are to deal with and commitment expected of them. Following the brief presentation of objectives and activities of the project, the findings of the potential conflict assessment recently conducted presented to the trainees.

The assessment was conducted with multidisciplinary research team led by senior consultant employing proper research methodology based on primary and secondary data. The assessment also took in to account the national and regional perspectives of anticipated conflicts, drives and dynamics within the time frame of pre and post 2018 political reforms in Ethiopia.

The result of the assessment depicts that there is high possibility for Ethnic, Religious related, cross border communal, public resistances and politically motivated conflicts. In addition to the aforementioned anticipated conflicts, Ethiopia is planning to conduct national election in the next few months with a number of contentious national issues, the diverse ethno-lingual and religious groups, weak democratic institutions, partisan media groups, political and identity affiliated religious leaders with high propensity for violence. Following the presentation of the findings, the trainees thoroughly discussed on the finding of the assessment and started the training session.

Training Sessions

Topic: Concepts of Peace, Conflict Analysis and Management

The trainees were briefed about the activities they will undertake in the future for which they had to form three groups under the umbrella of three social media channels (Face book, Telegram and YouTube) as per their interest and the participants chose their media of choice and the group was formed.



After a the morning's Coffee break, the trainer has started the session with the exercise to familiarize with each other, set grand rule for the training sessions, selected time keeper, and participants expectations from the training. Then the trainer used scholars and renowned personalities quotes on peace and war before define the term peace. Having discussed definitions of peace, they then moved on to the definitions of

conflict starting from its basic elements like 'Disagreement' in which emphasis was made on identifying the real problem, 'Perception' using abstract picture the trainees explain what they see on the picture. Further, the trainer used Needs theory to define elaborate peace as a basic need in human life despite social, political, racial and economic differences with this the session was brought to an end for lunch break.

After Lunch break, the trainer has made a brief lecture on 'Conflict Types' and 'Stages Conflict' and initiated discussion among the trainees. Based on the concepts, trainees were given assignment to develop messages per their team which would be posted on the social media group of their team until and during the coffee break.

After coffee break, the trainer has made explanation on the principles of conflict interventions according to which the first was 'Conflict Analysis' , the second was 'conflict prevention' and the final was 'conflict management'. The trainer further ponder on conflict management and its five approaches (Accommodating, Avoiding, collaborating, compete and compromising) using 'barking dog' exercise. In this exercise the trainer asks each trainee what does he or she do when the neighbor dog barks and disturbs always and based on his/her answer the trainer tell him/her to go under the related approach and finished the first day session.

Finally, the facilitator conducted the day's wrap up and selected two volunteer trainees for the next day re-cap session and the first day session was concluded at 5:00 p.m.

Second Day

Topic: The Role of Social Media and Concept of Communication in Peace Building.

The second training session was started by the re-capping of the first day's session by the two trainees and the second training was started at 9:00 a.m.

Following that the trainer has started delivering training on Basics of communication. The trainer has briefly explained the definition of communication and the processes of communication. He further used back- to- back exercise to demonstrate encoding and decoding of messages. Thorough reflections, questions and answers were made on the exercise. Then they went on discussing about nonviolent communication, and its principles which entail observing without judgment, politely expressing ones feeling, need and requesting for correction.

After the coffee break, another trainer has presented on conflict management, peace building and social media. He has used examples of Arab spring and Kerro (Oromo youth) movement to overthrow the TPLF regime to show the role of social media in conflicts and violence. Furthermore, he has presented the use of social media in peace building and dialogues among different groups in the process of conflict management as well. Having discussed about the role of social media, the trainer went on presenting about misinformation, disinformation and mal information. According to him, misinformation and disinformation would form fake news on social media which will eventually aggravates conflicts and takes to violence. In relation to this, the trainer has thoroughly explained that the trainees should always observe the message before believing by identifying the source, images gene unity and other information with which will give them the skill of exposing fake news. at the end he gave them a quick quiz that has to do with finding fake news Face book during the lunch break and stopped for the lunch break.

After the lunch break, the trainer asked the trainees take out their cellular phone in order to conduct exercise on identifying a Face book posts and checked if the posts were Misinformation, disinformation or Mal information. Based on this exercise, the trainer has given them some practical tips on how to write a genuine messages on social media which include writing short and clear message, sharing links related to the message, to post right images, stay regular and relevant. Following this, the trainer has opened a video entitled 'Neighbors, which lasts for eight minutes, after they watched he asked them what they learned from the short movie with this they left for coffee break.

During the coffee break, all the teams have discussed on the title and started to produce their messages. Following that the trainer has started explaining what fact checking is and its techniques and also discussed on how to stop fake news. Then the trainees have made practical exercise on checking for fake news on social media such as Face book, YouTube and others. This exercise has focused on how to identify the source of the image used with the fake news using different links with which the training session was closed.

Finally, the facilitator conducted the day's wrap up and selected two volunteer trainees for the next day re-cap session and the second day session was concluded at 5:00 p.m.

Third Day

Topic: Non-violent communications and Motivation in Peace Building.

The third day training session was started by the re-capping of the second day's session by the two trainees and the training was started at 9:00 a.m.

Subsequent to that, the three teams (Face book, Telegram and You tube) have presented their teams' work. These were the assignments on which they have been working starting from the begging of the training session. Accordingly, The Face book team has presented its message "Buna Duga- Bunaafi Nagaa hin dhabiinaa" which could be translated as come drink coffee and may you not lose coffee and peace from Afaan Oromo. While the Telegram group (NS Peace building through Social Media) has presented the video which they have posted on telegram and the You tube team has shown their short video regarding conflict and peace after which they left for coffee break.



After coffee break, an experienced and well know motivational speaker has delivered his speech on 'Perspective 101' which was meant to motivate the volunteers. In his first power point he exhibited a donkey being overloaded and its legs were off the ground suspended in air to show the burden of our country and its people. His second PowerPoint shows two fire pictures the first one is too big and the second one is little which

metaphorically explain "Either to use all what we have to burn out our fate or to use our limited resources step by step to move towards growth. The third power point shows two pictures the first one depicting many people pushing a very big ball up the hill while the second one shows only one person pushing the same burden alone up the same hill it was meant to tell the trainees not to be a challenge for a society rather they should be solution for the society's problems. One of his best sayings was "if we are peaceful, we will be prosperous" which he talked while he was advising the volunteers to be a voice for peace everywhere and every time.

While he was talking about team work, he used a fascinating saying, asking the trainees that "if an oxen's all organs were cut and piled in front of them, it is not an ox any more for it has no life with it' the same way, team needs life for working together. Furthermore, he told the

volunteers to “Turn off their calculators and put on their calipers if they need to be a volunteer” and also used an example of the process through which farmer patiently wait for the harvest time to tell them to believe in the long process to reach at the destination. He has also advised the trainees not to be narrow mindedness or put everything in one book rather diversify their skill and knowledge.

State of influence was also included in his presentation based on which he advised them to try to be influential persons of the world who count only less than 2 % of the world’s population. He has also used his family’s real history: their poorness in monetary terms, but rich with peace and initiation to work routine tasks based on which he advised the trainees to have passion for helping others. Finally, he gave them some advises like: Growing broader (big heartedness, farsightedness, inclusiveness and universality), Grow Deeper (shown egg’s figure which would be seen as Apathy for some, Appetite for others, and still Abundance for few who would think about reproduction in the future), and Getting mature.

After Lunch break, another trainer has presented on social media best practices. once briefly explained about the practices of social media, he has initiated brainstorming by pairing the trainees who seat besides to each other. In response to this, questions, comments and concerns were raised from the trainees and thorough discussion was made on the issue. Following this discussion, the trainer again grouped the trainees in to two groups the first group discuss on the merit of social media and justify it while the second discuss on its demerits and argue on it. After discussing on the issues, the group representatives have presented their points and have made thorough discussion on the point. After the discussion, the trainer presented recent study made on social media usage. Following that the trainer has presented a very short video showing a person doing good things for other and asked the trainees to discuss on what they have learned from it with that they left to coffee break.

After coffee break, the trainees have reflected on what they have learned from the movie regarding volunteerism. Again the trainer presented another short video which sows interviews of different individuals to define volunteerism in their own terms. Based on this video, the trainer asked the trainees the same question and the trainees have defined volunteerism in their own ways. Then the trainer has presented different definitions of volunteerism, and asked whether the trainees had volunteerism experience and some trainees explained their experiences of volunteerism. Ensuing that, discussion was made on good volunteers, benefits of volunteerism to volunteer and to the community and volunteerism through social media and the session came to an end.

Finally, the facilitator conducted the day’s wrap up and selected two volunteer trainees for the next day re-cap session and the third day session was concluded at 5:00 p.m.

Fourth Day

Topic: Planning for Engagement.

The fourth day training session was started by the re-capping of the third day's session by the two trainees and the training was started at 9:00 a.m.



Ensuing that, presentation was made on CDCB's Plan in which highlights were given on the project's background, its objectives and the organization's intention to reach the community with peace activism by using volunteers. The presentation was based on the assessment made and issues identified as anticipated conflicts where the volunteers are expected to intervene

through various social media platforms to prevent conflicts. The main findings of the assessment to be issues of potential conflict like: Ethnic, Religious, politics, Public resistance and cross border conflicts were raised and different examples on how the use can work on the issues for peace building was thoroughly discussed. Next to the presentation, the trainees have raised questions, ideas and their concerns and have made thorough discussion until they left for coffee break.

After coffee break, members of the three teams have gathered in their respective teams and planned for their future assignments until the lunch break. After lunch break, all the teams have presented their plan. Questions, comments and concerns have been raised by the trainer, the coordinator and executive director of CDCB to enrich the plans.



Telegram Group while Planning



You Tube Group while Planning



Face Book Group While Planning

Finally, the trainees have made a thorough discussion on way forward and left for coffee break.

Closing

The four day Training was concluded with brief reflection on the draft plan and endorsement of the plan. At the end of the training, the youth fully agreed to take part in the online peace activism voluntarily per the plan.

Annex I

Potential conflicts in Oromia and online Peace Building

Outline

1. CDCB- youth Peace Building projects
2. Online Youth Peace Building
3. Oromia Conflict assessment
 - Methodology
 - Anticipated conflicts and causes
 - Recommendations
 - Youth Role

(1)

Current Youth Peace Program

1. Youth Peace Agents
 - Three towns (pilot project)---USAID
 - Reaching 5000 youth @ each town
 - Implementing one community project

Key activities:

1. Recruitment through open competition
2. Training for 4 days
3. Deployment
4. Project appraisal and training
5. Community project implementation

2. Online Youth Peace Building

(2)

Online youth Peace Building

Objectives

- participation in democratization, social transformation and leadership
- participation in promoting social cohesions through positive dialogue on contentious and divisive national and local issues

(3)

Major Activities

1. Conflict Assessment --- to identify what work on?
2. Identifying Volunteer youth to work on those challenges for change
3. Training the youth----10-15
4. Youth forums—discuss on issues
5. Media Engagement (social media and website)

CONFLICT ASSESMENT FOR YOUTH PEACE BUILDING IN OROMIA

Two PARTS

Part I: Desk Review--Historical and current cause and Drives

Ethiopia- conflict overview

Oromia- conflict overview General

Part II: Conflicts in Oromia-Primary Data analysis (cause and Drives)

Anticipated Politics

Causes

Solutions

Methodology

Anticipated conflicts

1. Potential for Ethnic Conflicts
2. Potential for Religious Conflicts
 - I. Inter Religion Conflicts
 - II. Intra Religion Conflicts
3. Potential for Cross Border Clashes
4. Potential for Public Resistance.
5. Potential for Political Motivated Conflict

Causes for Ethnic Conflicts

1. Political narratives
 - Nation building process
 - "Ethiopian nationalism" vs Ethno-Nationalism
 - Past grievance and domination (cultural, language and Economic)
2. Shifting of conflict (Vertical to Horizontal)
 - During OLF leadership welcoming
 - Removal of Jawar's security
 - Assassination of Hacaalu
3. Minorities at risk
 - Urban settlement and social base
 - Urban Governance
 - Minorities vs majority (at Urban Oromo is minority)
4. Political parties
 - Promote Miss trust
 - Disinformation
 - Misinformation
5. Religious institution and leaders
6. Media

Causes for Religious Conflicts

1. Religious competition
 - ❖ Presumption State religion (Orthodox Vs Muslim)
 - ❖ Secularism
 - ❖ Presumption of others as anew comers
 - ❖ Violent religious practices
2. Inter-play of various factors and interest
 - ❖ Religion
 - ❖ Politics
 - ❖ Identity (sometimes among Oromo)
 - ❖ Economy
 - ❖ Flags and smbols
3. Emerging religious teaching and reforms
 - ❖ New Sect's
 - ❖ Old and New Ulemas
 - ❖ Preaching (language usage)

Causes for Cross Border Clashes

1. Natural Resource
2. Wrong Understanding
3. Absence of clear Demarcation
4. Political mobilization
5. Pending on execution of referendum decisions
 - Sidama
 - Somali

Causes for Public Resistance

1. Corruption (TPLF-trained leadership)
2. Unaddressed grievances
3. Poor service delivery---local government
4. Unemployment
5. Development demands
 - Investment
6. Poverty

Causes for Politically Motivated Conflicts

1. Ideological antagonism and political culture
 - Historical narratives
 - Nation formation
 - Symbols and flags
 - Ethiopian vs Ethno-nationalist
 - Form of government
 - Ethnic vs geographic federalism
 - Constitution
 - Serape /re-write /improve
2. The 3 political forces
 1. Democratization of the federation
 2. Unitary system
 3. Independent state

Causes for Politically cont....

3. Government - Opposition parties Dilemma
 - "the government cannot see problem while opposition parties only see the problems" no room for discussion. Hence, election related conflict is inevitable.
4. Government-Public Dilemma
 - ❖ The public is in Dilemma about
 - Federalism
 - Constitution
 - Perception of the Shift of power to unitary form of government
5. Contending issues
 - Flag issues
 - Finfinne
 - Constitution
 - Federalism

Recommendation

1. **Ethnic Conflicts**
 - Inter-Ethnic Dialogue (Elite bargain)
2. **Religious Conflicts**
 - Promoting Secularism
 - Inter Religion and Intra Religion Dialogue
3. **Cross Border Clashes**
 - Promoting common social values
 - Inter-communal Dialogue
 - Promoting Joint Development Projects
4. **Public Resistance/ Governance Deficits**
 - Advocating for Good Governance
 - Government Commitment
5. **Politically Motivated Conflicts**
 - Genuine National Dialogue
 - Genuine Political Parties Dialogue
 - Strengthening Democratic Institutions

Youths' Role

- i. Advocacy and activism on controversial issues causing ethnic conflict
- ii. Advocating for inter religion tolerance especially between Christian and Muslim
- iii. Advocating for good governance (Corruption, public grievance and unemployment)
- iv. Advocating for common values and cross border joint development initiatives
- v. Advocating free, fair and Peaceful election
- vi. Advocating for peaceful Struggle

HORAA BULAA

Annex II

Youth Peace and Social Media

Peace and Conflict Analysis



FINFINE, ETHIOPIA
FEBRUARY 1-4, 2021

Training objectives

- To discuss the meaning of peace and conflict
- Introduce different types of conflict
- Discuss the stages of conflict
- Introduce conflict prevention
- To develop communication particularly nonviolent communication skill

Training ground rules

Training expectation

When is war/ violence desirable and preferable??

Basics of Conflict and Peace



We need an essentially new way of thinking if mankind is to survive. Men must radically change their attitudes toward each other and their views of the future. Force must no longer be an instrument of politics. ... Today, we do not have much time left; it is up to our generation to succeed in thinking differently. If we fail, the days of civilized humanity are numbered.

—Albert Einstein

Peace ...

In the last 60 years there were only 26 days without war.

on the global economy in 2018 \$14.1 trillion was used to purchase military weapons

This figure is equivalent to 11.2 per cent of the world's economic activity or \$1,853 for every person.

Peace has become precious

Barcelona rocked by violence as Catalan protesters clash with police



Pro-Catalonian/ separation/ demonstration in Spain 2019

Greek violence 2009



Shashemene riot 2020



USA capitol riot 2021



Peace ...

"mental or spiritual condition marked by **freedom from** oppressive thoughts or emotions."

"**harmony** in human or personal relations: **mutual concord** and **esteem**."

the Arabic salaam and the Hebrew shalom connote not only the absence of violence but also the **presence of well-being, wholeness, and harmony** within oneself, a community, and among all nations and peoples

"Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal". Martin Luther King,

Peace

Peace is a place of **Tolerance: Kindness: Love:**

"**Love, compassion, and tolerance** are necessities, not luxuries. Without them, humanity cannot survive." The essence of all religions is **love, compassion,**

Treat others as you would want to be treated

Conflict

Conflict

"A **disagreement** through which the parties involved **perceive a threat** to their **needs, interests or concerns.**

Disagreement

differences of opinion regarding certain facts, different interpretations of reality.

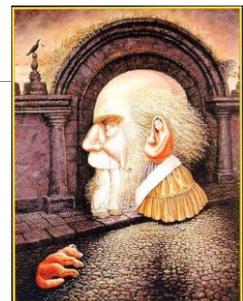
An understanding of the "real" nature of a disagreement will help parties to identify their true needs.



Perception



How many people do you see??



Perception

What do you see?

Perceived means that the threat is anticipated or expected.

The threat is thought to exist, but it does not necessarily mean it does exist (yet).

In conflict situations, people often respond to the perceived threat, rather than the real threat

Fear of a perceived threat is exceptionally powerful

Understanding the true threat essential to constructively dealing with conflict



Needs, interests and concerns

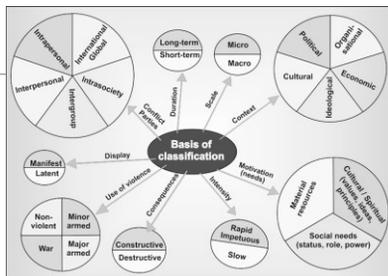
Needs, interests and concerns can be tangible (such as money, food, water and other resources) or intangible (such as feelings of security, love or revenge).

Needs are universal

Needs are non negotiable

They can determine the level of intensity of a conflict.

Conflict types



Conflict stages

Going down the stair can be easy and quick

It may take step by step or multiple steps at a time

Throughout the stages, the conflict dynamics, parties involved and the conflict cause will change

Step 1: Hardening of standpoints

On the first step, the parties realize that they depend on each other

Their relationship moves back and forth between co-operation and competition, yet there is still commitment to resolving differences

Step 2: Debate and polemics

On the second step, opinions become polarized and discussions escalate into verbal attacks.

The parties look for weaknesses in the arguments of their conflict partner.



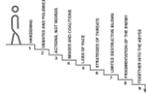
Step 3: Action – not words

The parties assume there is no point in talking to each other because another debate would only make things even worse

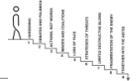
Each party is increasingly focused on the behavior of the other

There is deadlock between parties (it is difficult to start conversation)

The solution at this stage is to initiate informal communication



Step 4: Preserving image and the creation of coalitions



On the fourth step the conflict parties distance themselves from each other and groups to which the conflict partner belongs

Rumours are spread and supporters are actively recruited.

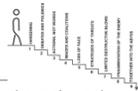
Both the parties view themselves as "good" and the other conflict party as "bad".

By this step the contradiction is no longer the main problem

The conflict partner is simply blamed for everything that has happened

The measure could be to encourage parties to use non violent communication

Step 5: Loss of face



Exposing the opposite party mistake or problem becomes the main goal

Accusations become irrational

All go for revenge

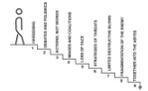
The measure at this stage could be to help parties be rational, focus on the fact than their feeling

Step 6: Strategies of threat

There is an increased sense of time pressure, which increases the pace of escalation,

All of the threats of the other conflict party are taken with complete seriousness

The measure could encouraging parties in conflict to focus on their need



Step 7: Limited destructive blows

the idea of the conflict partner being human is put into question.

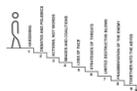
The enemy becomes a de-humanised object

Any damage on the enemy is victory

Both side will loose but not considered

The one losing list is considered winner

The measure at this stage could be to help them see both are loosing

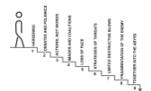


Step 8: Nerve centre attacks, fragmentation of the enemy

Targets important to the enemy are destroyed/ attacked

Doing what hurts the other party

The measure that could be taken is asking them to reconsider whether their current actions are proportionate to the situation



Step 9: Total extermination, together into

There is no way back and the annihilation of the enemy is sought, even if the price is self-destruction

The parties might risk bankruptcy, imprisonment or physical injury: nothing matters any more

A total war of extinction



Violence

Barcelona rocked by violence as Catalan protesters clash with police



Pro-Catalonian/ separation/ demonstration in Spain 2019

Greek violence 2009



Shashemene riot 2020



USA capitol riot 2021



Violence

- Intentional use of force that result in death, in jury of a person
- The youth are more and more exposed to violence through mass media and social media
- Why do young people turn to violence?
- violence is a means of demonstrating their dissatisfaction and frustration
- They have been exposed to violence through Video Games, movies
- young people's sense of themselves as unimportant in the concerns of mainstream politics and society,



Violence ...

- Violence can have different forms
 - **Direct/ physical** violence is the common form of violence
 - Violence can also be **structural**:
 - denying people important rights
 - Structural violence includes hunger, political repression
- Cultural violence:**
any aspect of culture that can be used to legitimize violence

Conflict intervention

Conflict analysis

The first step for any conflict intervention
"conflict analysis" mean the systematic study of the conflict
Studies profile, causes, actors and dynamics of conflict.
Requests What is the political, economic, social and cultural context?
Uses to deal with a conflict effectively,

Conflict analysis questions

- What are emergent political, economic, social or cultural issues?
- Is there a history of conflict?
- What are the structural causes of the conflict?
- What other issues can be considered causes of the conflict?
- What triggers could contribute to the outbreak/further escalation of the conflict?
- What factors can contribute to de-escalation or resolution of the conflict?

Questions ...

What is the political, economic, social and cultural context?
What are emergent political, economic, social or cultural issues?
Is there a history of conflict?
What are the structural causes of the conflict?
What other issues can be considered causes of the conflict?
What triggers could contribute to the outbreak/further escalation of the conflict?
What factors can contribute to de-escalation or resolution of the conflict?

Questions ...

Who are the main actors?
What are their interests, goals, positions, capacities and relationships?
What capacities for compromise and co-operation can be identified?
What actors can be identified as spoilers? Why? Are they intentional spoilers?
What scenarios can you imagine for changing the conflict dynamics?

Conflict prevention

Prevention ...

Conflict prevention is about prevention the escalation of conflict in to violence. It referred specifically to keeping regional conflicts localized so as to prevent their violent. UN 1960
“Preventive diplomacy is an action to prevent disputes from arising between parties, to prevent existing dispute from escalating in to conflicts and to limit the spread of the letter when they occur. 1992, UN Secretary-General Boutros Boutros-Ghali

Conflict prevention aims

According to the Carnage Commission Report, conflict prevention has three broad aims.

- Prevent the emergence of violent conflict**
- Prevent ongoing conflict from spreading**
- Prevent the reemergence of violence.** By creating safe and secure environment

APPROACHES TO CONFLICT PREVENTION

1.Operational approach to conflict prevention:

It refers to strategies and tactics undertaken when violence appears imminent
If it is war between nations, it is about sanctions, diplomacies, forceful measures ...

2.Structural approach to conflict prevention

It refers to addressing the root cause of conflict

Security: refers to eliminating security treats, national and international.

Wellbeing: refers to economic wellbeing; decent living standard, sustainable development etc.

Justice: When citizens are treated fairly and offered equal access to opportunities under the law they will see their need to deprive others of the same opportunity. By doing so conflict is prevented

Conflict management



Conflict management

COMPETING

pursue ones own concerns at other people's expense.

Competing needs skills of arguing or debating, using rank or influence, asserting your opinions and feelings, standing your ground, stating your position clearly.

AVOIDING

It is also known as flight method.

people will avoid conflicts out of fear of engaging in a conflict or because they do not have confidence in their conflict management skills or may be the issue is not important.

ACCOMMODATING

Here one party accepts the interest of the other party.

It is like your value at the expense of mine.

People who accommodate are unassertive and very cooperative.

Conflict management approaches/ styles

COMPROMISING

It is when each party in conflict is willing to sacrifice some values and expect the other party do the same.

When dealing with issues of moderate importance, when you have a strong commitment for resolution but there is time constraint.

Important skills for a compromise are Negotiating,

COLLABORATING

the best solution for the conflict through group work.

Creative solution to the conflict that would not have been generated by a single individual.

it needs more time and energy.

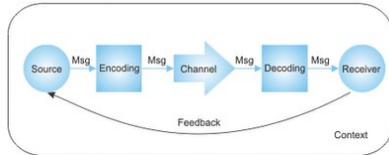
Communication

Communication

Communication is transfer of information from sender to receiver through different media.
communication is the act of giving, receiving or exchanging information, ideas and opinions

Communication process

The Communications Process



Communication as a Process

SENDER/ENCODER

The sender also known as the encoder decides on the message to be sent.

Decides on the most effective way that it can be sent.

the sender may ask What words will I use? Do I need signs or pictures

The medium

Is the immediate form which a message takes.

For example, a letter, an email or face to face in the form of a speech ...

Comm..

Channel:

The channel is that which is responsible for the delivery of the chosen message

For example post office, internet, radio.

RECEIVER

The receiver is the decoder

Is responsible for extracting/decoding meaning from the message.

The receiver is also responsible for providing feedback to the sender.

Comm..

FEEDBACK

Feedback refers to the response or reaction of receiver to the sender's message

It helps to know whether or not the decoder grasped the intended meaning

It is how to evaluate if the communication was successful

CONTEXT

The environment surrounding it.

This includes, among other things, place, time, event, and attitudes of sender and receiver.

Comm..

NOISE

This is any factor that inhibits the conveyance of a message.

That is, anything that gets in the way of the message being accurately received,

Noise may be internal or external.

A student worrying about an incomplete assignment may not be attentive in class (internal noise)

The sounds of heavy rain on a roof may inhibit reading (external noise).

Can be Physiological: Talking too loud, talking to fast, talking to slow ...

Factors affecting communication

Poor listening

Individual Perceptions/Attitudes/Personalities

Cultural Differences:

Choice of Communication Channels/ media: written, oral, Facebook,

Length of the message

Language usage

Atmosphere/Noise/Distracton

Clarity of Message

Non **violent** communication

Observation without judgment

Expressing something that some one does/ say you don't like
Observing without evaluating is the highest form of human intelligence
When we combine observation with evaluation, people are tempt to hear criticism.

You never do what I want.
Evaluations

The last three times I initiated an activity, you said you didn't want to do it.
Observations

He frequently comes over to our house.
Evaluations

He comes over to my office at least three times a day
Observations

Feeling

Expressing our feeling requires being vulnerable

We should express our feeling clearly

"I feel like I'm living with a stone" **it is thought**

"I feel you don't love me!!!" **evaluation**

We can say

I feel sad,

I feel angry,

I feel happy, frustrated

Needs

Connect your feeling with your need:

"I feel . . . because I need . . ."

If we express our needs, we might get them met.

Our needs-not anything someone else does/ says –causes our feelings.

If we don't value our needs, others may not either.

"I feel frustrated when you come late"!!! **No need is expressed**

"I feel frustrated when you come late because I was hoping we'd be able to get some front-row seats." **Need is expressed**

Requesting Would Enrich Life

Making requests of what we want in **clear, positive, concrete action language.**

exercise: "I want you to stop drinking." **correct**

"I'd like you to let me be me." **In correct**

"I would like you to drive at or below the speed limit." **correct**

"I'd like you to be honest with me about yesterday's meeting." **In correct**

"I'd like you to prepare supper more often." **correct**

Thank you Eyob

Galattooma

Eyob Ysihak

Peace building and Conflict transformation expert

January 2021



Annex III

Social Media and Peace Building

CONFLICT RESOLUTION ,PEACEBUILDING AND SOCIAL MEDIA

Nega Gerbaba

Social Media and Conflict

- social media is used in particular ways in societies experiencing ongoing violent conflict or emerging from a period of war. For those of us who analyze complex conflicts and their resolution, understanding how social media promotes conflict—and peace—is critical, and becoming more so with each passing day.
- Islamic State apparently copied Taylor Swift's approach to social media to recruit new members.
- social media is the new battlefield and information the key currency. They write, "Power on this battlefield is thus measured not by physical strength or high-tech hardware, but by the command of attention." They contend that social media has "decisively reshaped the modern world."

Social Media and Conflict

- Virtually instantaneous transmission and the ability of anyone with a cellphone to share information is making more information available and changing how such information is used.
- In Myanmar, Facebook was used to spread rumors and hate speech against the Rohingya population. Legislators from Rakhine province, where most Rohingyas lived, called for violent attacks against them. In August 2017, 6,500 Rohingyas were killed and many more displaced in what the United Nations described as a systematic attack on the civilian population.

Social Media and Conflict

- Social media has opened new opportunities for public engagement and interactive dialogue and changed the relationship between states and citizens
- Social media and the sharing of videos relating to things like regime violence and electoral fraud contribute to transparency and accountability and appear to contribute to new norms against such behavior.
- Egypt and Tunisia have been used as examples of how the successful use of information and communication technologies seems to be correlated with nonviolent revolutions in particular. However, this does not hold up in the cases of Bahrain, Yemen, Syria, or Libya.

Social Media and Conflict

- Conflict management refers to policies relating to national reconciliation; peacebuilding; stronger state-citizen relations; and social cohesion and inclusion.
- **roles social media has played in conflict management include:**
- In some cases, social media and other new media tools have been used to help hold governments accountable, bring citizens together to protest violence, coordinate relief efforts, empower citizens, provide information to reduce tensions, and build bridges of understanding across boundaries
- In other cases, social media and other new media tools have been used to help polarize society, thwart peace movements, promote violent agendas, and convey inaccurate information

Social Media and Peacebuilding

- There is positive anecdotal evidence that social media can contribute to peacebuilding by improving knowledge for conflict prevention and increasing contact and understanding between opposing groups.
- Social media has been used to crowdsourcing information in conflict hotspots as part of various conflict prevention measures in countries like Kenya and Nigeria, especially around elections .
- Social media enables people to engage in their own initiatives for peace and allows for interactive dialogue.
- Social media could offer a platform for people to confront each other and conduct rational discussions to form common understandings, even across socio-economic, religious and ethnic divisions
- However social media can also be used to create divides.

Broken Square Exercise

Social Media and Dialogue

- A “debate” has a winner and a loser: it’s a zero-sum game. That means it’s about taking fixed positions and seeking to persuade with a “killer” argument.
- A “dialogue”, at its best, is much more than the sum of its parts. It’s a generative conversation, in which people learn from each other and inspire each other to more interesting thoughts and constructive actions.

Social Media and Dialogue

- The thing is, the debater’s really not interested in me, or what I think. S/He’s interested in himself, what he thinks, and how well he can say it.
- In dialogue, by contrast, we’re all in it together. Me saying what I think *matters*: me hearing what *you* think matters, too.
- If either of us fails to voice an important point, it reduces the wisdom in the system and increases the risk of groupthink.
- The consequences are similar if either of us fails to listen well, or to acknowledge what is being said.
- So, if I can find ways to shift the tone from debate to dialogue, I win.

Social Media and Dialogue

To promote dialogue on social media:

- Don’t just respond to what’s just been said. Reflect first, getting your modelling head on.
- Emphasize the fact that posters are actual people: address them by name and mention shared experiences and things you know about them.
- Reward constructive posts with attention and replies. Minimize attention to anything nasty: if it’s really unpleasant the admin can usually delete it quite discreetly
- Divert the discourse to aspects that interest you, rather than the parts of the subject that cause the most friction

Social Media and Dialogue

- Look for quick wins. What positive change can this thread help to bring about in the world?
- Be aware that on most social media platforms, the fact that there’s a lively thread will bring in a second, third or fourth wave of participants who weren’t there when the thread started. Make sure these newcomers notice that they’re in a space with thoughtful, intelligent human beings, and can’t mistake it for a bar-room brawl.
- As ever on social media, never post in lively threads when Hungry, Angry, Lonely or Tired – or after a few drinks. Keep quiet. If it’s all kicking off and it’s somehow your responsibility, message a friend and ask for help. But DON’T POST.

Misinformation and Disinformation

- *misinformation* as “false information that is spread, **regardless of** whether there is intent to mislead.”
- *disinformation* as “deliberately misleading or **biased** information; **manipulated narrative** or facts; propaganda.”
- When people spread *misinformation*, they often believe the information they are sharing.
- But *disinformation* is often shared with the goal of misleading others. For example, if people share information that they know to be false in a story or a picture, that is *disinformation*.

Exercise

Look out for posts which initiate dialogue and How others respond it.
MA

Misinformation and Disinformation

- Facebook and other social media websites have published misinformation, including images of police arresting immigrants and long lines at voting stations in the United States. They also posted incorrect voting hours and false voting requirements before the November 6 elections.
- Both disinformation and misinformation contribute to fake news, and both pose a risk to brands and their audiences. However, the major difference between the two lies in intent.

Misinformation and Disinformation

- Disinformation refers to intentionally disseminating false information. It can be most powerful when coming from news sources. It's designed to manipulate the audience by either discrediting conflicting information, or supporting false conclusions. A common tactic is to mix truth with false conclusions and lies.
- Misinformation :It is false or inaccurate information that is spread unintentionally,(corona virus)

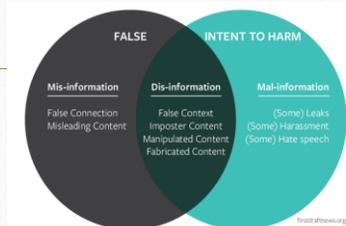
Fake News

- Much of the discourse on 'fake news' conflates two notions: misinformation and disinformation.
- It can be helpful, however, to propose that misinformation is information that is false, but the person who is disseminating it believes that it is true.
- Disinformation is information that is false, and the person who is disseminating it knows it is false. It is a deliberate, intentional lie, and points to people being actively disinformationed by malicious actors.
- A third category could be termed mal-information; information, that is based on reality, but used to inflict harm on a person, organization or country.

Fake News

- It is important to distinguish messages that are true from those that are false, but also those that are true (and those messages with some truth) but which are created, produced or distributed by "agents" who intend to harm rather than serve the public interest.
- Such mal-information – like true information that violates a person's privacy without public interest justification - goes against the standards and ethics of journalism.

ST



Exercise

Write Real stories on Misinformation, Disinformation and Mal-information

Identifying Fake News and Combating

- Fake News
- <https://www.youtube.com/watch?v=r-rP2DDrBeY> original Video
- ESAT fake news
- <https://www.bbc.com/news/world-africa-46127868>

Media and Information Literacy (MIL)

- MIL cover human rights literacy (especially the right to freedom of expression as each person's right to seek, receive and impart information and opinion); news literacy (including literacy about journalistic standards and ethics);
- It includes understanding how communications interact with individual identity and social developments.
- MIL is increasingly an essential life skill – needed to know what is co-shaping one's identity and how one can navigate information fog and avoid concealed mines within the mist.

Media and Information Literacy (MIL)

- MIL informs our consumption, production, discovery, evaluation and sharing of information, and our understanding of ourselves and others in the information society.
- MIL therefore should, at root, give individuals insight into their own identity – who they are, and who they are becoming, and how this affects their engagement with news and other kinds of communications

Fact Checking

- "Everyone is entitled to his own opinion, but not to his own facts." Daniel Patrick Moynihan
- The term "fact-checking" can mean two different things in journalism.
- 1. Traditionally, fact-checkers were employed by newsmen to proofread and verify factual claims made by reporters in their articles.
- This genre of fact-checking evaluates the solidity of the reporting, double-checks facts and figures, and serves as an overall round of quality control for a news outlet's content before publication.
- This form of "ex post" fact-checking seeks to make politicians and other public figures accountable for the truthfulness of their statements.
- Fact-checkers in this line of work seek primary and reputable sources that can confirm or negate claims made to the public.

Fact Checking

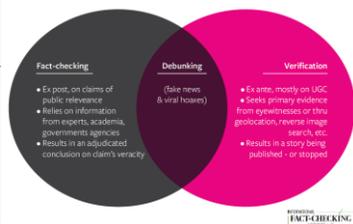
2. The second wave of fact-checking projects emerged following the global surge in so-called 'fake news'.
 - The term, now co-opted and misused, describes entirely fabricated sensationalist stories that reach enormous audiences by using social media algorithms to their advantage.
 - As it became clear over the course of 2016 that the online information infrastructure was particularly permeable to disinformation and misinformation, more and more groups decided to turn their attention to fact-checking.
- This second wave often concentrated as much on fact-checking public claims as debunking these viral hoaxes
- AG

Fact checking

- Geddo-Guji
- Numbers
- <https://reliefweb.int/report/ethiopia/ethiopia-geddo-and-west-guji-displacement-snapshot-march-2019>
- An estimated 620,747 people are displaced due to the conflict in Geddo (SNNP region) and West Guji (Oromia region).
- CSA
- The 2007 Census conducted by the Central Statistical Agency of Ethiopia reports this Zone has a total population of 847,434, of whom 424,742 are men and 422,692 women,

Fact Checking

- Fact vs. opinion. When you're evaluating a statement, where do you draw the line?
- The idea of this field is to see whether fact-checkers are focusing on factual claims that can be definitively proven or disproven or on opinions for which there is not a definitive 'right' or 'wrong'



Fact-checking

- Ex. post, on claims of public relevance
- Relies on information from experts, academia, governmental agencies
- Results in an adjudicated conclusion on claim's veracity

Debunking

(false news & viral hoaxes)

Verification

- Ex. ante, mostly on UGC
- Seeks primary evidence from eyewitnesses or thru geolocation, reverse image search, etc.
- Results in a story being published - or stopped

Fact checking

- Generally speaking, fact-checking is composed of three phases:
 - **Finding fact-checkable claims** by scouring through legislative records, media outlets and social media. This process includes determining which major public claims (a) can be fact-checked and (b) ought to be fact-checked.
 - **Finding the facts** by looking for the best available evidence regarding the claim at hand.
 - **Correcting the record** by evaluating the claim in light of the evidence, usually on a scale of truthfulness.
- EHQ(fana), TLQ

HOW TO SPOT FAKE NEWS

CONSIDER THE SOURCE

Click away from the story to investigate the site. Is reliable and its contact info.

CHECK THE AUTHOR

Do a quick search on the author. Are they credible? Are they real?

CHECK THE DATE

Repeating old news stories doesn't mean they're relevant to current events.

CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.

READ BEYOND

Headlines can be outrageous in effort to get clicks. What's the whole story?

SUPPORTING SOURCES?

Click on those links. Determine if the info given actually supports the story.

IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.

ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.

Exercise

Find one fake news in the past and how you identified it as a fake news.

Reverse Image Search

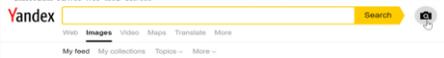
- Reverse image search is one of the most well-known and easiest digital investigative techniques, with two-click functionality of choosing "Search Google for image" in many web browsers.
- This method has also seen widespread use in popular culture, perhaps most notably in the MTV show *Catfish* (<http://www.mtv.com/news/2387306/catfish-five-detective-tools/>), which exposes people in online relationships who use stolen photographs on their social media.
- reverse image search in digital investigations, with an eye towards identifying people and locations, along with determining an image's progeny.

Mostly Used Reverse Image search sites

- Yandex (<http://yandex.com/images>).
- Microsoft's Bing (<http://images.bing.com>)
- Google (<http://images.google.com>).
- TinEye (<http://tineye.com>)

To use Yandex,

- Yandex is by far the best reverse image search engine, with a scary-powerful ability to recognize faces, landscapes, and objects. This Russian site draws heavily upon user-generated content, such as tourist review sites (e.g. FourSquare and TripAdvisor) and social networks (e.g. dating sites), for remarkably accurate results with facial and landscape recognition queries.
- go to images.yandex.com (<http://images.yandex.com>), then choose the camera icon on the right



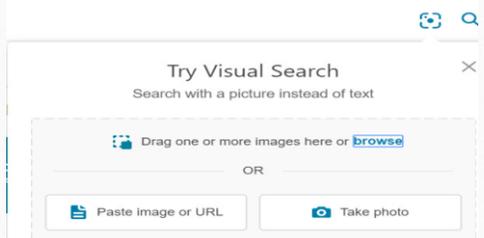
From there, you can either upload a saved image or type in the URL of one hosted online.



If you get stuck with the Russian user interface, look out for **Выберите файл** (Choose file), **Введите адрес картинки** (Enter image address), and **Найти** (Search). After searching, look out for **Похожие картинки** (Similar images), and **Ещё похожие** (More similar).

Bing

- Over the past few years, Bing has caught up to Google in its reverse image search capabilities, but is still limited. Bing's "Visual Search", found at images.bing.com (<http://images.bing.com>), is very easy to use, and offers a few interesting features not found elsewhere.



Bing

- Within an image search, Bing allows you to crop a photograph (button below the source image) to
- focus on a specific element in said photograph, as seen below. The results with the cropped image will
- exclude the extraneous elements, focusing on the user-defined box. However, if the selected portion of
- the image is small, it is worth it to manually crop the photograph yourself and increase the resolution
- — low-resolution images (below 200×200) bring back poor results.

Google

- By far the most popular reverse image search engine, at images.google.com
- (<http://images.google.com>), Google is fine for most rudimentary reverse image searches. Some of these relatively simple queries include identifying well-known people in photographs, finding the source of images that have been shared quite a bit online, determining the name and creator of a piece of art, and so on. However, if you want to locate images that are not close to an exact copy of the one you are researching, you may be disappointed.

Google

right-click on the image and then select Search Google for this image.



Galatoma!!!

Annex IV

Social Media volunteerism and Motivation

February 3, 2021



GOAL

- To help you succeed
- To bring the best in you



Perspectives 101

CONTENTS

- Overview
- Life Perspectives
- Environmental Scanning
- Lunch
- Voluntarism
- Purposeful Life



Context

- Opportunities and challenges of our time
 - We become what we feed on (Generating and Feeding **Good Ideas**)
- The 2 Fires
- The need to feed peace and prosperity
- The need for healthy voices
 - We can be that voiceit takes me & us (Teamwork)
- Volunteers as the right agents
- Peace building takes effort; it's a process





What You are Into

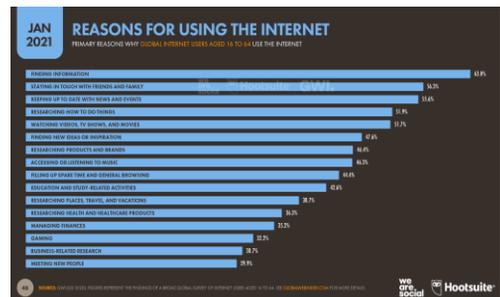
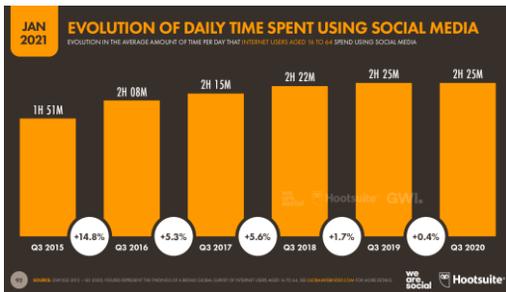


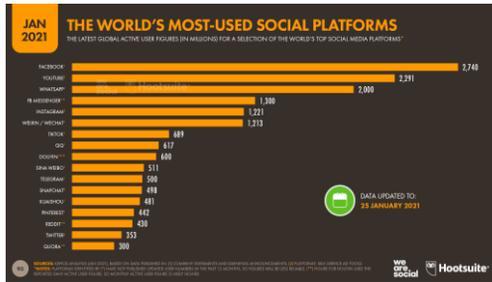
- State of Influence
 - Opportunity to Make **GOOD** History
 - Lead generation and nation
- Diversity
 - Cultures
 - Views
- Ethical Dilemma (Defining Reality)



Qabeenya – Nameenya
Taa'umsa – Ka'umsa
Bifa – Iifa

Badhaadhina
Namsa
Maattii
Maasii





Online Users, Ethiopia, January 2020

- **Mobile**
- **46.75 million**
- **Increased by 7.2 million, (+18%) - Jan. 2019 and Jan. 2020**
- **Internet**
- **21.14 million**
- **Increased by 534, 000 (+2.6%) - 2019 and 2020**
- **Social Media**
- **6.20 million**
- **Increased by 237,000 (+4.0%) - April 2019 and Jan. 2020**

What You Represent

- Image
- Taste
- Weight



Growing Broader

- Big Heartedness
- Farsightedness
- Inclusiveness
- Universal View



Grow Deeper

- Apathy
- Appetite
- Abundance



Growing Further ...

- IQ
- EQ
- MQ



Getting Mature



Good Practices



1. Position Yourself (Your face in the crowd)
2. Content
3. Timing
4. Frequency
5. Style
6. Engagement

SLOR Analysis



Strength	Opportunity
Limitation	Risk

“There are only two powers in the world, the **sword** and the **spirit**. In the long run the sword will always be conquered by the spirit.”

Napoleon Bonaparte



“It’s not the ‘**GUN**’ you carry on your shoulder but the ‘**GUT**’ you bear in your being that determines your success.”

“It takes Someone more than Something.”
Lemma D.

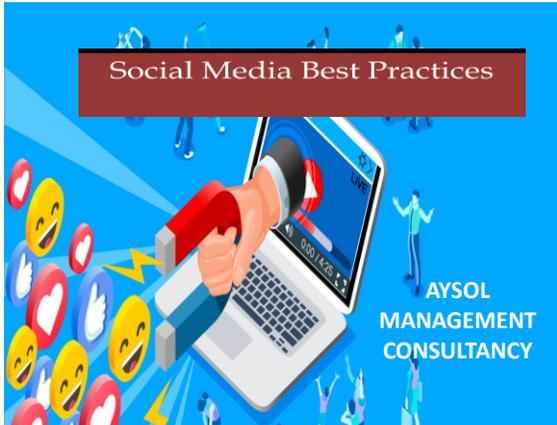


Annex V a:

Social Media Best Practices

Annex V b:

Voluntaries and Social Media



Brainstorming activities

- Do you use social media? If 'yes' which platforms do you use? Rate by ranking 1,2,3..
- For what purpose do you mostly use social media?
 - Recreation?
 - communication
 - Education?
 - Business?
 - mention if any other purpose



Who are millennials?

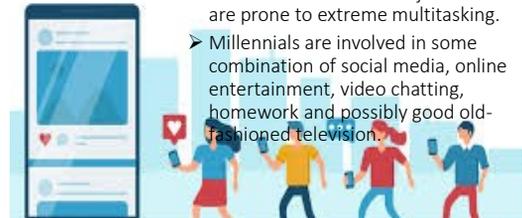
Millennials are...

- The 1st generation to never know life without the internet
- took over as the majority of the workforce

During the millennials

Technology:

- What were once **luxuries** are now necessities- cell phones, computer, high quality food, internet access.
- Has created stimulation junkies who are prone to extreme multitasking.
- Millennials are involved in some combination of social media, online entertainment, video chatting, homework and possibly good old-fashioned television.



During the millennials

Economic Recession:

- Coming of age in the most severe economic recession in 60 years.
- Entry into careers has been set back but millennials remain upbeat about their own economic future.

Four Highlights of Millennial Generation

1. **"I want it fast and I want it now"**
 - Premium on speed, ease, efficiency and convenience in all transactions.
2. **"I trust my friends more than „corporate mouthpieces"**
 - Definition of an expert has shifted from someone with professional or academic credentials to potentially anyone with firsthand experience, ideally a peer or close friend.
3. **"I'm a social creature both online and offline"**
4. **"I can make the world a better place"**
 - A generation taught to recycle in kindergarten wants to be good to the planet and believes that collective action can make a difference.

How Do You Reach Millennials?



- Speak their Language
- Reach them where they are
- Use the communications they use: **Digital**
- Understand the complex combination of experience and preferences that define them.

How Do You Reach Millennials?

- **Be Fast**- Nothing that can't be said in 140 characters, they can handle long form pitches but they know you can do better – so do so.
- **Be Clever**- With roots in college culture eloquence and timing are highly prized... err on the side of overestimating the millennial and they may surprise you.
- **Be Transparent**- They know media exists to sell them something. Make light of this and it will ring true- they will appreciate the honesty.

Social Media

- LinkedIn
- Facebook
- Youtube
- Twitter
- and more

According to recent studies

College students spend 3.6 hours a day with their smart phones

➤ 60 % of youth in Universities are active social media users

Most of the people spend 2 or more hours on social media

89% of those between the age of 18-29 use social media once a day

Facebook exceeded more than 2 billion users

More than 70 million photos & videos are uploaded on instagram every 24 hours

90% of worlds data has been created in the last 2 years a per the 2018 data

7 out of 10 people have smart phones

Remember: Today's youth are tomorrow's future

Impacts of Social media



- Insecurity
- Social currency
- Fake personality
- Fear of missing out
- Depression
- Anxiety
- Poor sleep
- Cyber bullying
- Minimizes personal and individual productivity
- Impacts privacy

Why should we use social media?

- To Build strong value system
- For Collaborative creativity
- For personal branding
- To be ourselves

Benefits of social media

Social media

- Gives us voice
- Creates human connection
- Helps us better respond to disasters
- Helps in election campaign
- Helps in marketing: is the best way to reach customers
- Is shaking up the health care industry
- Social change/movement

Social Media Best Practice What you need to know?

Set your objectives first

Decide what you want to achieve with Social Media in order to set realistic objectives from the start.

Whether it's brand awareness or increased website traffic, make sure your objectives are:

- Specific
- Measurable
- Achievable
- Realistic
- Time scaled

Profiling

- Profile your target audiences and get to know their preference's.
- Research which Social Media channel(s) is most effective at enabling your message to reach your intended audience.

'Content is king'

- Generate content people want to engage with;
think about what you would like to read about – original, desirable, interesting etc.
- Content must be rich, relevant and varied but try not to push your brand all the time as this will turn people away.

Copyright

- Make sure you are aware of what constitutes copyright infringement.
- Don't copy content and attempt to pass it off as your own

Messaging

- Set clear messaging guidelines and stick to them.
- Define what key aspects of your brand you want to promote and what story you want to tell.

Engagement

If you allow accounts to lie dormant for long periods of time it sends out a negative message about your company.

Follow the 'Three P's of Social Media engagement: respond **Promptly**, **Politely** and **Personally**.

Stay Focused

- Monitor trends constantly.
- Social Media is fast-moving; channels rise and fall and user expectations evolve.
- Channels themselves change frequently. Be aware of channel changes or updates and use them to your advantage.

Social Media Etiquette

- The golden rule of Social Media etiquette is 'don't write anything on a Social Media Channel that you wouldn't say in everyday conversation'.
- It's vital to remember that you are representing your brand and everything you say could potentially be seen by thousands of people.
- Be gracious to your influencers. Your influencers could enable you to get your messaging spread much further so share their content and thank when yours is shared.

Measure Performance

- If you don't measure results, how do you know what is effective?
- Measuring Social Media engagement allows you to see where to concentrate your resources and indicates what types of content are the most popular and are achieving the highest levels of engagement.

So What do you want to do with social media?

Galatoomaa



Activity

- What is volunteerism for you?
- Have you ever got involved in volunteerism?
- If so please explain your experience to the team

What is Volunteerism?

- **Volunteerism** is the practice of providing time and skills for the benefit of other people without expecting any personal financial benefit.

What is volunteering?

Volunteering is time willingly given for the common good and without financial gain.

Volunteering includes a wide range of activities. Formal – within organisations or informal.

- It is not paid work

What is volunteering?

A volunteer is someone who involves in volunteerism; He or She accepts to provide his time and talent to serve other people not expecting any financial returns.

Why Volunteer?

Volunteering provides benefits to society and benefits to the volunteer

Look at the hand out about reasons why people volunteer. Sort into two groups:

- Good for Society
- Good for the volunteer

Qualities of a good volunteer

A good volunteer should:

- Be an Enthusiasm
- Be energetic and having a positive attitude can help to motivate yourself and others
- Be Flexible
- Be able to follow through his commitment
- Creative and passionate
- Work hard and be honest with everybody (Integrity)
- Teamwork
- Have excellent Communication skills
- Have excellent Organization skills

Benefits of volunteerism

Volunteerism benefit both community and volunteers

- **The community** refer to the sum of all people around (NGO members, beneficiaries being served, government. etc)
- **A volunteer** is someone who involve in volunteerism, he or she accepts to give his time and talent without expecting no any personal financial income.

Benefits to the community

- Improves health of the community
- Accelerate community development
- Influence culture exchange.
- Community empowerment

Benefits to the volunteer

- Volunteerism boosts your connection
- Volunteerism improves your mind
- Volunteerism advances your carrier
- Help to discover one's commitment and passion
- Bring fun and fullfilment
- Build self-confidence
- Provide new social and cultural experiences

All together

- > Volunteerism counts all about development and successfulness
- > Volunteerism improve health of the community
- > Empowers the community
- > Volunteerism improves your mind
- > Help to discover one's commitment and passion

Then what?

“Volunteer to make a difference”

Discussion Activity

- **Is there any possibility that you can link social media with volunteerism? If so just take an example discuss in groups of 3 or 4 and present your findings.**

Galatoomaa

Annex VI

Planning for Youth Peace building

Planning for -Digital Peace Building

Issues of potential conflicts

1. Ethnic
2. Religious
3. Cross border
4. Public grievances
5. Political
6. Election

Plan

1. Ethnic conflict

Activity: Dialogue on historical narratives

Approach: Dialogue will be organized to discuss on how historical narratives are causing ethnic conflict

Plan

2. Religious conflict

Activity:

1. Promoting secularism by dialogue
2. Interreligious dialogue

Approach:

- Concept of secularism will be with its pillar principles will be discussed.
- Inter religious harmony via creating basic principles of religious mutual co-existence and promotion of peace.

Plan

3. Cross Border

Activity:

1. Organizing cross border community connectors via dialogue
 1. Gumuz
 2. Sidama

Approach: Dialogue on connecting factors of different cross bordered communities e.g. Somali and oromia, Gumz and oromia, Sidama and oromia

Plan

4. Public Grievances

Activity:

1. Panel Discussion on public grievances
e.g. Corruption, security force action, Political prisoners, Finfinne, Afaan Oromo

Approach: Paper on sources of grievance

Plan

5. Political/Ideological

Activity: Panel Discussion on

- Constitution
- Federalism

Approach:

1. Paper on Why the constitution is a point of difference?
2. Geographic and ethnic federalism for Ethiopia.

Plan

6. Election Related

Activity:

- Dialogue on fair, free and competitive election

Approach:

Paper on conventional election principles will be presented and dialogue will be facilitated.



HORAA BULAA