Education for Peacebuilding among Youths in the Buea Municipality: The Role of Non-Governmental Organizations from 2015 to 2018

A Thesis Submitted to the Department of History, Faculty of Arts of the University of Buea in Partial Fulfilment of the Requirements for the Award of the Professional Master of Arts (M.A) Degree in Peace, Conflict and Security
December 2018

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January 2021

DEDICATION

To my parents, Mr. Dim Denis and Mrs. Dim Hannah

UNIVERSITY OF BUEA

FACULTY OF ARTS **DEPARTMENT OF HISTORY**

CERTIFICATION

The thesis of **Karine Ebenye Dim (AR16P199)** entitled: **"Education for Peacebuilding among Youths in the Buea Municipality: The Role of Non-Governmental Organizations from 2015 to 2018",** Submitted to the Department of History, Faculty of Arts of the University of Buea in Partial Fulfilment of the Requirements for the Award of the Professional Master of Arts (M.A.) Degree in Peace, Conflict and Security examined and approved by the examination panel composed of:

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Date 24 MAI 2019

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ABSTRACT

The maintenance of peace in every community depends largely on the youth. They either become agents of peace or perpetrators of violence. This significantly points to the need for peace education amongst youths especially in societies where traits of conflict have become visible. This study takes the Buea municipality as a case study and explores the role that NGOs play in the enhancement of peace building through youth peace-education programs. Motivated by the need to contribute to the sparse local literature in this field and to highlight the urgency of peace building activities amongst youths, the study set out to identify NGOs working in the field; to identify the nature of peace-building activities and evaluate their impact in terms of youth transformation towards a more peacefully oriented youth population within the municipality. The study is mainly qualitative and adopted a case study methodology with interviews and focus-group discussion as the major data collection process. Nevertheless, some quantitative data was employed. The findings reveal that NGO peace building activities are conducted through seminars, workshops and community sensitization campaigns. Between 2014 and 2018, NGOs in the Buea municipality have undertaken 48 seminars and workshops, 105 sensitization campaigns, impacting over 30,000 youths in the municipality from a total of over 100,000 youths. This makes for a conclusion that NGOs have contributed significantly to peace education in the municipality. The study identified inadequate funds, lack of collaboration among NGOs, fiscal policy and some public related and managerial challenges as the major problems affecting NGOs achieving more and recommends that for youths to be educated towards peacebuilding, NGOs need to work in partnership with the central government, local governments, the beneficiaries and with other NGOs. Although a lot has been published on NGOs and peacebuilding, the current study remains very important because it fills a gap in the literature that exist on the socio-political history of Cameroon and Buea in particular.

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LIST OF ACRONYMS

APWAC	Association for the Promotion of Women and Children
CEO	Chief Executive Officer
CHAMEG	Changing Mentalities and Empowering Groups
CINEC	Center for Non-Violent Citizenship Education
CSOs	Civil Society Organizations
ICENECDEV	International Centre for Environmental Education and Community Development
ICRC	International Committee of the Red Cross
JCI	Junior Chamber International
NADEV	Nkong Hill-Top Development Association
NGOs	Non-Governmental Organizations
OXFAM	Oxford Committee for Famine Relief
PCC	Presbyterian Church in Cameroon Peace Office
REO	Reach Out Cameroon
RWDC	Rural Women Development Council
SDGs	Sustainable Development Goals
UNDP	United Nations Development Programme

UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
WHO	World Health Organization
YAPCEC	Youth Advocate for Peace and Community EmpowermentCameroon
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter presents the general introduction to the study. It includes background to the study, statement of problem, the objectives of the study, significance of the study, scope of the study, ethical considerations, problems encountered and the summary and conclusion.

1.2 Background to the Study

Peace has remained the most valued and indeed the greatest need in history. The world has never relented in the quest for peace and the termination of conflict, and the greatest concern in contemporary Cameroon today is the search for peace. The fight against the Boko Haram insurgency in the Northern Regions of Cameroon, the tension in the East Region due to the mass movement of refugees from Central Africa into the area, and the current Anglophone crisis are at different levels of intensity which all require lasting solutions for peace to return. These conflicts have wrecked devastating effects on Cameroon in terms of considerable loss of human lives, human suffering, the destruction of infrastructures, the disruption of educational, economic and agricultural activities and the increasing anarchy that threatens not only Cameroon's internal peace and security but also internal peace in Africa and beyond. The Boko Haram

insurgency in Cameroon has caused about 1,500 deaths and led to 155,000 displaced persons and 73,000 refugees.[1] The quest for peace has therefore become the most pressing challenge faced by Africa at large and Cameroon in particular. Talking about the need for peace in the 21st century, the world Agenda for Peace declared in its preamble that:

> It is time for people to assert their commitment to peace and -if necessary - to wrest peace-making away from the exclusive control of politicians and military establishments. Too often, peace initiatives are proposed as a last resort, with negotiations restricted to the warmongers, and imposed on those most affected, particularly women and children. Those who have suffered the most must have a place at the table when peace agreements are drawn up, with equal representation for women if necessary, civil society should also convene peace initiatives before crisis gets out of control and lives are lost. This can help to turn early warning from a slogan into a reality.[2]

The World Agenda for Peace amongst other things emphasizes the need for all to take the initiative in peacebuilding but highlights the specific responsibility of the civil society in this field. The civil society is one of the pillars of development, health promotion, elimination of societal ills, advancement in literacy, education and democracy and acts as a watchdog by shielding citizens from the arbitrary decisions of the state market economy[3]. It is an emerging concept in the context of peacebuilding. Research evidence shows that it has been highly utilized by both international and local governmental and nongovernmental organizations

[1] International Crisis Group. Report No 241/Africa. 16 November 2016. Cameroon: confronting Boko Haram.

[2] The Hague Peace Organization: The Hague Agenda for Peace and Justice for the 21st Century. 1999: p 1

[3] Thania Paffenholz and Spurk C. 'Civil Society, Civic Engagement, and Peacebuilding' Paper No. 36, October 2006, Available at http://siteresources.worldbank.org/INTCPR/Resources/WP36_web.pdf

including global entities in these domains.[4] From the existing literature, it is also evident that civil society has received much attention as one strategy for reconciling communities in conflict because of its inherent ability to foster an attitude of give and take, thus building the practice of mutual concessions, shared benefits, and cooperation[5].

> According to The Hague Agenda for Peace, there are increasing opportunities for grassroots organizations to seek remedies for conflicts and initiate peace drives at the local or national level. Too often, violent conflict is "resolved" by external actions with little or no reference to the wishes of those who must live with the solution. As a result, the solution reached is often short-lived. If efforts to prevent, resolve and transform violent conflicts are to be effective in the long-term, they must be based on the strong participation of local civil society groups committed to building peace.[6]

The civil society referred to in the quote above includes NGOs and CSOs who generally refer to private sector, voluntary (and usually non-profit and non-sectarian) organizations that contribute to, or participate in, cooperation projects, education, training or other humanitarian, progressive or watchdog activities for the improvement of humanity.

It is increasingly recognized that development success depends not only on a vibrant private sector and an efficient public sector but on a vigorous

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[4] Harriet Jepchumbakidombo, "The Role of Civil Society in Peacebuilding: Lessons from the Tegla Lorupe Peace Foundation" Essay Submitted in Partial Fulfillment of the Requirements for the Post Graduate Certificate in Conflict Resolution Skills of Coventry University, Centre for Peace and Reconciliation Studies,
January 2013

[5] ibid

[6] The Hague Peace Organization: The Hague Agenda for Peace and Justice for the 21st Century. 1999: p 2

civil society as well. Relying on the public sector alone has been compared to trying to sit on a two-legged stool, that is it is imbalanced. Task-oriented and driven by people with a common interest, such organizations perform a variety of service and humanitarian functions. They bring citizen concern to governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, education, environment or health[7]. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differ depending on their goals, their venue and the mandate of a particular institution.

United by a commitment to improving conditions around the globe, non-governmental organizations are a very diverse group, with varying objectives, functions and structures. In essence, these organizations are dedicated to service in parts of society that are underserved or neglected by governments and other official institutions.

The history of NGOs can be traced back to 1807, the year when the British abolished the slave trade. The abolition was followed by the formation of several organized, non-profit movements which addressed the issues of

[7] Thania Paffenholz , Civil Society and Peacebuilding: A Critical Assessment, Lynne Rienner publishers, Boulder, USA, 2010, p.98

slavery. As time went on, their area of focus shifted from abolition to other social concerns. The International Committee for the Red Cross (ICRC), founded in1864, became one of the leading humanitarian organizations in conflict areas. The American Friends Service Committee was set up in 1917; Save the Children came into being in 1919, followed by OXFAM in 1942, all initially oriented in addressing consequences of victims of war.[8]

After World War II, a series of service-oriented organizations, which avoided political confrontation and chose the path of neutrality emerged- Salvation Army, Young Men's Christian Association (YMCA), Young Women's Christian Association (YWCA), Cooperative for Assistance and Relief Everywhere (CARE), dealing with aids, war relief and postwar reconstruction. The 1960s and the 70s brought on confrontational approaches by the NGOs. Addressing not only issues of war and famine, but through lobbying and campaigning they began bringing attention to the causes of conflicts. Amnesty International, Doctors without Borders, Christian Aid and OXFAM became social critics of states, multilateral organizations and their positions on war and violent conflict. It was not until the 90s that international humanitarian NGOs, whose primary role

[8] Viktoria Potapkina. The Role of International Humanitarian NGOs in African Conflicts in the Post-Cold War Period. Thesis submitted in Partial Fulfillment of the Requirement of Bachelor of Arts Degree in International Territorial Studies, Masaryk university, May 2009.

has hitherto been seen in providing humanitarian aid and protection on the outskirts of violent conflicts evolved and changed significantly.[9]

In Cameroon, the evolution of NGOs in the 1990s can be seen within the context of the social, economic and political factors that paved the way for their existence. The economic crisis of the 1980s that struck the country as a result of the fall in commodity prices in the world market, the value of export products such as cocoa, and coffee fell drastically and remained low with the consequences felt throughout the country.

Socially, and as a result of the economic situation mentioned above, the rate of unemployment was very high, with university graduates hardly picking up jobs. Besides, the introduction of tuition fees in state universities in the early 1990s caused untold misery and frustration to many who could not even provide their basic needs[10]. Also, many other levies were imposed on the students. As a result, many students dropped out of school since they could not afford such payments. To make the situation worse, many Cameroonians were deported from Gabon and they felt more frustrated as they remained idle, causing untold misery to themselves and their families and the government as they joined the unemployed in the job market. In fact, at the end of each school year, over

[9] Fitzduff Mari; Church C. *Stepping Up to the Table: NGO Strategies for Influencing Policy on Conflict Issues* In: Fitzduff, M.; Church,C. (eds.2004): NGOs at the Table. Strategies for Influencing Policies in Areas of Conflict, Lanham, Rowman & Littlefield Publishers, Inc. 2004, pp1-22

[10] Konings Pandwinkel, "University students' Revolt, Ethnic Media, and Violence during Political Liberalization in Cameroon," African Studies Review, Vol 45, No 2, 2002:195

30,000 graduates joined the job market with less than 5,000 of them finding employment. About 40% of the potential workforce was unemployed[11] thus, causing NGOs to come in to rescue the situation.

The political atmosphere in the 1990s also paved the way for the emergence of NGOs in Cameroon. This period was characterized by "divide and rule", corruption and embezzlement of State funds by state bureaucrats who had the political and economic leverage to influence and manipulate the distribution of resources, goods and services in their favor. All these had negative impacts on the economy as the few who controlled the resources of the state, enriched themselves and accumulated wealth at the detriment of the poor, the net effect was that the Cameroonian society, from the height of the state level, appeared to be peopled exclusively by private individuals chosen for loyalty to the Head of State rather than on merit.[12]

These difficulties coincided with reforms on the international stage such as Gorbachev's Glasnost and Perestroika[13] which called on the single party dictatorial states to implement openness and reform. Cameroon was therefore caught up in what Awasom described as the opening and

[11] Tse Angwafo, Cameroon's Predicaments, Mankon: Langaa RPCIG,2014, 67
[12] Ibid, 95
[13] Michael Gorbachev, *Perestroika* (New York: Harper Collins, 1987), quoted in Mark Kishlansky, ed., *Sources of the West: Readings in Western Civilization*, 4th ed., vol. 2 (New York: Longman, 2001), p.322.

expanding of the political space.[14] The developments at the international stage coincided with a series of social unrest and ghost towns which forced the government to introduce a series of reforms in 1990. One of these was the freedom of Association law, No. 90/053 of 19 December, 1990[15] which replaced Law No. 67/LF.19 of 12 June 1967 which operated under a limited one-party state context.

The legal framework governing Non-Governmental Organizations in Cameroon is Law no. 99/014 of the 22nd December 1999 and the law no. 90/053 of the 19th December 1990 regulating freedom of association.

Significant investigations have been undertaken in different parts of the world regarding the activities of NGOs and the fulfillment of their objectives. While some have been found to be veritable instruments of transformation[16], others have been found to be dubious organizations, aimed at fending for the owners[17]. These observations notwithstanding, in the research area under review, no significant research has been undertaken. It becomes therefore difficult for an authentic voice to be established regarding their work and efficiency. This is even more so for

[14] Awasom S. Y. The Vicissitudes of Cameroon Civil Society in the 1990s. What Lessons for The Central African Region? In Fomin, E. S. D. & J. W. Forje (Eds.), Central Africa: Crises, Reform and Reconstruction, Dakar. CODESRIA, 2005

[15] Churchill Ewumbue Monono. The Right To Inform And The 1990 Press Law In Cameroon. Africa Media Review, 1992, 6(3).

[16] Maricol Nkematiah Nangkeang. NGOs and Poverty Alleviation in the Buea Municipality, MA Thesis, Department of History, University of Buea, 2016

[17] Adeline Yafi. Internship report of the Internship carried out at the Social Welfare Service of the South West Region. November 2017- February 2018

the particular purpose of assessing their role in educating youths on peacebuilding in the Buea municipality of the South West region of Cameroon. Such worries constitute the basic motivations for the researcher to undertake this study.

1.3 Statement of Problem

While there have been many studies on the role and impact of NGOs both in Cameroon and in other post-conflict zones,[18] there has been limited research and data on the role of NGO, in educating the youths on issues of peacebuilding in Cameroon and the Buea municipality in particular. This has made it impossible for a global appreciation of the efforts of such organizations to be established. Because of this, research organizations and students find it difficult to obtain data on such issues. There is therefore an urgent need for research to be carried out in this domain which will ascertain the existence of NGOs and peacebuilding in Buea, their activities, their challenges and prospects. The current Anglophone crisis has put Buea (as Regional capital of South West Region) in a very strategic position and the youths living in the area are at the forefront of the crisis either as perpetrators of conflict or solution providers. This makes the need for youth education and peacebuilding to be the active participation of not only the government but the civil society organizations

[18] Viktoria Potapkina. *The Role of International Humanitarian NGOs in African Conflicts in the Post-Cold War Period. 2009*

The Role of Civil Society in Peacebuilding: Lessons from the Tegla Lorupe Peace Foundation. Harriet Jepchumbakidombo (PhD).

in general. It is therefore worthwhile for research in this domain to be initiated.

1.4 Objectives of the study

The following objectives for this study have been established.

General objectives

The main objective of this study is to examine the role of Non-Governmental Organizations in the education of youths in peacebuilding in the Buea municipality so as to ascertain their existence, activities, challenges and prospects.

Specific objectives

The study hopes to:

- Identify NGO's involved in peacebuilding in the Buea municipality
- Discuss their contribution in the education of youths towards peacebuilding.
- To examine the impact of their involvement in peacebuilding education for youths.
- Examine the challenges and prospects of such organizations in the field of peace education.

1.5 Research Questions

General Research Question

What role do Non-Governmental Organizations play in the education of youths in peacebuilding in the Buea Municipality?

Specific Research Questions

The study seeks to answer the following questions

- What are the contributions of NGOs in the education of youths towards peacebuilding in the Buea Municipality?
- What is the impact of their involvement in peacebuilding education for youths?
- What are the challenges and prospects of these NGOs?

1.6 Significance of the study

The world is facing threats to peace at almost every angle and the youths are directly involved in the propagation of such threats. A study such as this one on the role of NGOs in educating youths on peacebuilding is significant to the youths of Buea in particular and the country at large; to the NGOs and their founders; to the government of Cameroon (local and national) and to the local community in particular.

To NGOs, the findings presented in the study has helped them to understand better the contributions they have made to peacebuilding in the area of study. It has informed them of their challenges and made suggestions which if they adopt, may help in improving their work.

The study further shows that the civil society has the ability to contribute to peacebuilding and facilitate the conditions necessary for building a

sustainable peace, consequently improving on the prevalence of peace in the community.

The study further highlights the distance that NGOs have covered as development actors in the Buea municipality and in Cameroon at large.

The recommendations to NGOs if applied may lead to their better performance in the field of peace education whose final beneficiaries are the youths. The recommendations advocate that NGOs should teach the youths issues of social cohesion and conflict prevention to maintain a peaceful atmosphere, conducive for better youth action and life. Such an education is intended to contribute to a better society.

Furthermore, the study is particularly important to the population of the Buea Municipality as it expresses to the population the activities of NGOs in promoting peace in their locality and how they can benefit and participate in the activities of NGOs through their involvement with these organizations, consequently promoting peace and improving on their standards of living. It is also with the understanding that an effectively educated youth population on peacebuilding will contribute significantly to a conducive municipality where everyone would be able to go about their duties without fear.

To the government of Cameroon, the study makes recommendations which may be useful for state policy building. The problems of NGOs which the

study highlights would enable the government to provide better assistance for NGOs which would in turn guarantee their better functioning.

The study is also of scientific relevance as it contributes to knowledge by adding up to existing literature for further research in the field of peace education as very few empirical studies have been undertaken in this area.

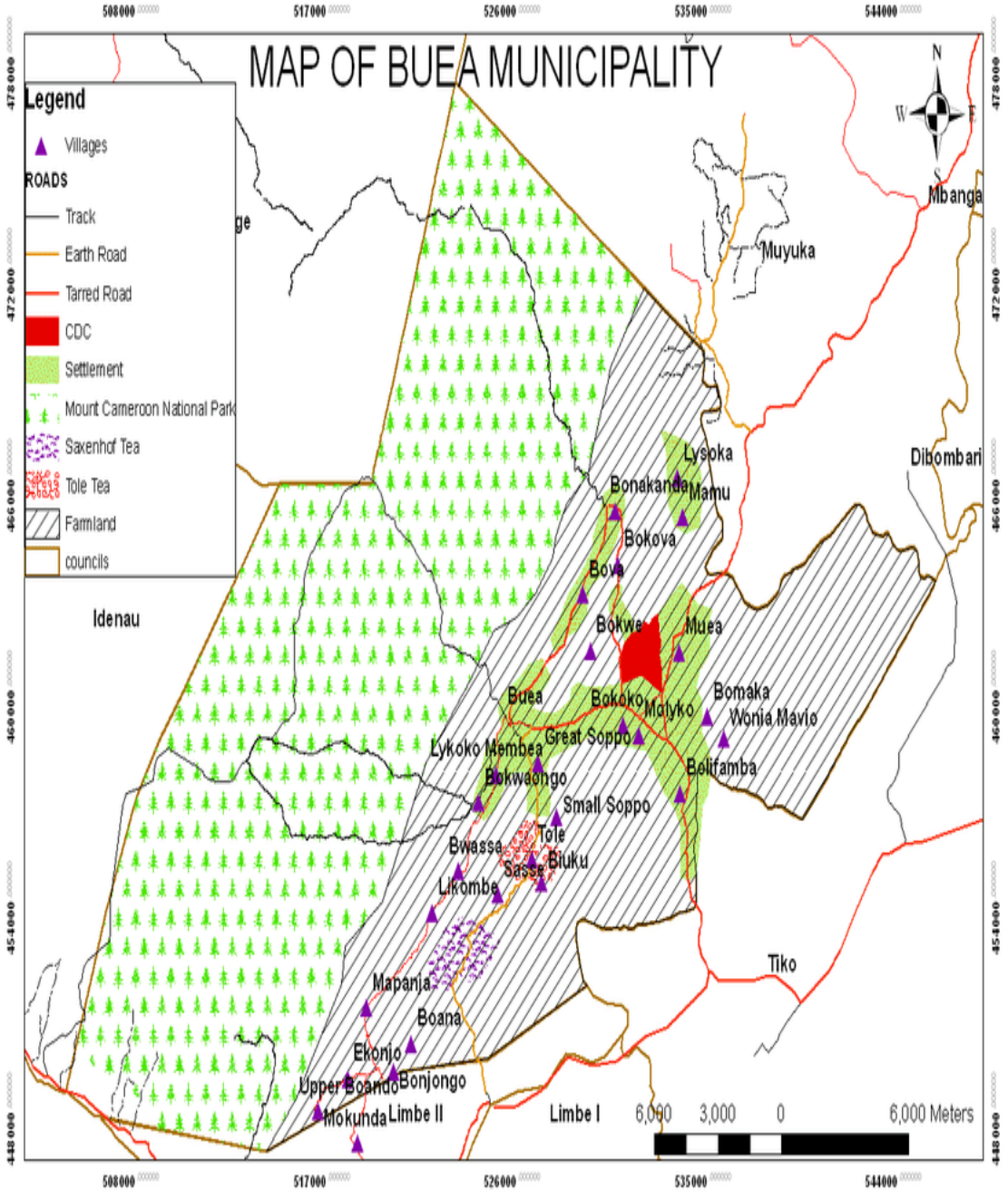
It is also an opportunity for the researcher to put into practice research methodology skills acquired in the course of her training.

1.7 Scope of the study

This study has a conceptual and a geographical scope. Geographically, the study covers the Buea municipality. Located on the slopes of Mount Cameroon, Buea is the sub-divisional headquarter of Buea subdivision and the South West Regional capital. Created on the 29th June 1977 by presidential decree Nº 77/203, the Buea municipality has a surface area of 870 square kilometers, 67 villages and four distinct identified urban spaces namely: Buea Station, Soppo, Molyko/Mile 17 and Muea[19]. It is a highly complex community caught between a blend of urban, semi urban, rural and traditional settings[20]. Buea has an estimated population of above 200,000 inhabitants[21] constituting essentially of the Bakweris (the indigenes) in the villages and a highly cosmopolitan population within the urban space, putting the indigenes at a minority.

[19] United Councils and Cities of Cameroon: National Office, 2014,5.
[20] Ibid
[21] Bureau Central des Recensements des Etudes de Population, Institut National de la Statistique Cameroun (web)

Below is a map that locates the Buea municipality and its environ.



Map 1: Map of Buea Municipality

source: Head of Technical Service at the Buea Council. Retrieved on March 11, 2018.

Buea municipality is bounded to the North by tropical forest of the Mount Cameroon National Park which is 4100m above sea level. The town also shares boundary with other major towns like the city of Limbe to the South West, Tiko municipality to the South East, Muyuka municipality to the East and Idenau district to the West. With an equatorial climate, temperatures are moderate with a slight seasonal variation (rainy and dry season). Buea is located on latitude 4^0 09' 34" N and longitude 9^0 14' 12" E[22].

The municipality is also endowed with a significant number of Non-Governmental Organizations operating in diverse service sectors. Table 1 below is a summary of such organizations.

[22] Wikipedia. https://en.m.wikipedia.org>wiki>buea

Table 1: List of NGOs working on peacebuilding in the Buea Municipality

Name of NGOs	Year Created	Field of Activities
Nkong Hill top Development Association (NADEV)	1996	Peacebuilding
Reach Out Cameroon (REO)	1996	Women and youth advocacy, peacebuilding
Presbyterian Church in Cameroon Peace Office	2013/2014	Peace Education
Junior Chamber International (JCI)	2010	Youth advocacy, peacebuilding, human rights
International Center for Environmental Education and Community Development (ICENECDEV)	2005	Youth advocacy, peacebuilding
Center for Non-Violent and Citizenship Education (CINEC)	2016	Non-Violent and citizenship education
Youth Advocate for Peace and Community Empowerment Cameroon (YAPCEC)	2015	Youth advocacy, peacebuilding

Source: Compiled from Field Data.

The town of Buea and its environs has experienced some conflict and security issues which necessitates the introduction and intensification of youth peace education programs. Amongst these, are threats from the Ambazonia secessionist movement which now plague the entire region. Though no physical attacks have been recorded in Buea, underground threats of attacks have been neutralized by the security forces before they could metamorphose into real threats and violent attacks[23]. Since

[23] Security Report, Buea. March, 2018

November 2016, some government institutions such as the Governor's Office, the Reunification monument, the Cameroon Radio and Television (CRTV) premises, have been under threats of attack[24]. These threats have even prompted the institution of a state of curfew and an increase in the number of military patrols, body checks and the reinforcement of the security service with more personnel. Kidnapping of administrative authorities has been experienced and the murder of both uniform men and civilians remain a real threat in Buea. There exist real fear and uncertainty within the population of Buea who are frightened by the heavy military presence and the security disposition taken by the authorities. It is without doubt that such threats have the signature of the youthful population of the town, reason for the urgent need for peace education programmes targeting them.

As far as the concept of youth is concerned, one of the persistent obstacles in working with youths is defining who they are. Many organizations and agencies have adopted a definition in line with their mandate, mostly accompanied by an age range. However, there are a number of problems with this approach. First, the age ranges differ. The United Nations (UN) for statistical purposes, defines youths as those persons between the ages of 15 and 24 without prejudice to other definitions by member States[25].

[24] ibid

[25] Secretary General's Report to the General Assembly, A/36/215,1981)

This is the most common age range used and is advocated by the UN Children's Emergency Fund (UNICEF), the World Bank, the UN Development Program (UNDP), and the International Youth Foundation. The African Union extends the definition to include those aged between 15 and 35 years. The draft United States Agency for International Development (USAID) youth policy, defines youth as those persons between 10 and 29 years of age[26]. Cameroon's national youth policy defines youth as persons between the ages of 15 and 35[27].

The World Health Organization (WHO) uses three categories to describe youths; it considers those aged 10-19 as adolescents, while those aged 15 to 24 are defined as youth who also uses the term young people to mean all those aged between 10 and 24.

In many parts of the world, however, the concept of youth and youthfulness is not determined by age but by factors such as achieving economic independence, leaving the parental home, getting married, and having children. Therefore, another way of understanding youth is as a transitional stage in life between childhood and adulthood. This allows for the exploration of the specific factors that determine the transition into adulthood in different contexts.

[26]United States Agency for International Development USAID 2012a
[27] Cameroon National Youth Policy. 2006

In fact, defining youth in terms of chronological age is arguably even less appropriate in conflict situations than elsewhere. Youth are often thrust into adult roles earlier than would be the case in times of peace. They might, for example, find themselves heading households in the event of parental death and displacement. Conflict also causes difficulties for the sociocultural definition of youth, since the traditional markers of the transition into adulthood are often disrupted. Furthermore, the very concept can become heavily politicized: young activists call themselves children to avoid punishment, while authorities call them 'youth' to make them legally culpable[28]. It is also important, particularly in conflict settings, to avoid 'youth' becoming used as shorthand for 'young men who pose a potential threat'. 'Young women can be invisible and doubly disadvantaged and are left out of many youth-focused interventions in part because they are not perceived as a threat'[29]. In this study, the researcher adopts definition of the Cameroon National Youth Policy, which defines a youth as persons between the ages of 15 and 35.

Education on its part is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

[28] Yvonne Kemper. Youth in war-to-peace transitions: Approaches of international organizations. Berlin: Berghof Research Center for Constructive Conflict. P. 10, 2005.

[29] McLean Hilker L. ; Fraser E. Youth exclusion, violence, conflict and fragile states Report prepared for Equity and Rights Team. London: Department for International Development. 2009

Hence, education can be looked upon as a process of providing desirable knowledge and experience to an individual so as to develop his/her inner powers to the maximum possible extent.

The concept of Peacebuilding is understood as a comprehensive concept that encompasses, generates, and sustains the full array of processes, approaches, and stages needed to transform conflict toward more sustainable, peaceful relationship[30]. Peacebuilding is the development of constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries. It aims to resolve injustice in nonviolent ways and to transform the structural conditions that generate deadly conflict[31]. Conflict prevention, conflict management, conflict resolution and transformation, and post-conflict reconciliation are all part of peace building[32]. In this study, peacebuilding is conceived of as the reconstruction of a set of relationships and having an end goal of structural transformation. The implication here is that peacebuilding is a resocialization process that should take into account indigenous knowledge and practices of the concerned communities. This study adopts the micro definition of peacebuilding that encompasses resocialization process,

[30] Jean Paul Lederach. Sustainable Reconciliation in Divided Societies. United States Institute of Peace Press. Washington DC. Pg 26 , 1997.
[31] Ibid
[32] Jean Paul Lederach; R. Neufeldt; H. Culbertson. Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit, The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame and Catholic Relief Services Southeast, East Asia Regional Office. 2007. Available at http://kroc.nd.edu and http://www.crs.org

building relationships and using indigenous knowledge and cultural practices rather than the macro understanding of peace building that involves post conflict reconstruction and state involvement. From the perspective of a local NGO, which will be discussed in the later part of this study, the narrower understanding of peacebuilding is more relevant as peacebuilding efforts and its outcome are confined within a specific setting with local ownership by the communities in conflict.

Education for peacebuilding in this sense will mean the permanent struggle to minimize, transform and resolve conflicts, be it overt or covert, in order to guarantee effective co-existence, concord and harmony among diverse interests, peoples and their cultures through formal and informal peacebuilding efforts. It involves all activities undertaken by NGOs in transmitting knowledge of peacebuilding amongst the youths of Buea through workshops, seminars, conferences, public talks, sensitization campaigns, radio programs. There is dire need for a strong commitment to establish a solid foundation for a reliable peaceful society through instructions, discipline and training in conflict situations like Buea.

1.8 Ethical Considerations

The study was carried out in a fragile security situation given the socio-political tensions in the English-speaking regions of the country within the time of writing. It was therefore important to first explain the details of the

study, its significance and how data and information collected was to be used to the informants. All the respondents were asked to give their consent for voluntary participation. In this light, the participants were not coerced by anyone to participate, to withdraw or to remain as a participant. Participants were as well informed and assured of the highest level of confidentiality. The researcher gave participants full assurance that their names would not be revealed. In addition, the research instruments were completed anonymously, and the resource persons were assured that no information regarding them would be released without their permission.

1.9 Problems Encountered

In the course of undertaking this research, the researcher encountered several challenges. Locating sources and assembling of data; as well as collecting and organizing the data all posed serious challenges. Some of the organizations visited were unwilling to give out information. Others did not have documents of their past activities. Therefore, gathering relevant information on the topic was very difficult, others kept on giving appointments which were hardly respected. To overcome these challenges, the researcher had to move to a different organization which could provide the kind of information needed for the study.

1.10 Summary and conclusion

This chapter was focused on the preliminary issues of the research. It looked at the general introduction to the topic, the background of the study, the statement of problem, the objectives of the study, significance, scope and delimitation, research methodology, ethical considerations and challenges encountered. Chapter two will focus on the review of related literature.

CHAPTER TWO

REVIEW OF SELECT SOURCES

2.1 Introduction

This chapter reviews literature related to the concepts of youth, education, peacebuilding and the theories adopted in this study. It also includes a review of empirical literature undertaken within this domain.

2.2 Conceptual Review

The history and development of the concept of peacebuilding has evolved over time to assume different meanings for different scholars, policy makers and practitioners in different situations. The conceptualizations have revolved around the purpose, the method, time, actors, processes, actions and organization. In this section, the conceptual origins of peacebuilding from the perspective of scholars and that of the United Nations and other practitioners are discussed.

The Concept of Peacebuilding

The concept of peacebuilding was popularized by Johan Galtung in 1975 in his pioneering work "*The Three Approaches to Peace: Peacekeeping, Peacemaking and Peacebuilding"*.[33] For Galtung, peacebuilding involves addressing and removing the root causes of violence-the structural and (a later addition to his work) the cultural violence-that feeds into and enables

[33] Johan Galtung, J. 'Three approaches to peace: peacekeeping, peacemaking, and peacebuilding'. In: Peace, War and Defense: Essays in Peace Research, Vol. II. Copenhagen: Christian Ejlers. 1976.

direct violence. He argues that the goal of peacebuilding is positive, sustainable peace. In Galtung's words "…structures must be found that remove causes of wars and offer alternatives to war in situations where wars might occur"[34]. Galtung also emphasizes the importance of local knowledge, ownership and participation in peacebuilding[35].

J.P Lederach, another sociologist, arguing along the same lines as Galtung, proposed a grassroot approach where local leaders, NGOs and international players take part in creating peace. Lederach defines peacebuilding as a comprehensive concept that encompasses, generates and sustains the full array of processes, approaches and stages needed to transform conflict towards more sustainable peaceful relationships[36]. Lederach views peacebuilding as a long-term process of systemic transformation from war to peace.

To Lederach, the term peacebuilding signifies an ongoing process of change from negative to positive relations, behavior, attitudes and structures. Adding to Galtung's definition of peacebuilding, Lederach identifies relationships as a central component. These relationships refer to the way people are involved with each other within the society. He places reconciliation at the heart of developing long-term relationships for

[34] ibid
[35] ibid
[36] Jean Paul Lederach. Building Peace: Sustainable Reconciliation in Divided Societies. Washington D.C.: U.S Institute of peace press. P.20, 1997.

peacebuilding within societies. He argues that reconciliation comes from truth, justice, mercy and peace[37] , thereby stressing the need to rebuild destroyed relationships, focusing on reconciliation within society and strengthening its peacebuilding potential. He argues that one of the most important need is for peace builders to find ways to understand peace as a change process based on relationship building[38]. He goes further to say that there's need to reorient the peacebuilding framework "towards the development of support infrastructures that enhance our capacity to adapt and respond to relational needs and agreements…"[39]. In other words, rather than focusing on the political and legal aspects of peace agreements, truth commissions and criminal tribunals, we need to focus on the task of relationship-building and how that may be enhanced through these various processes.

In 1992, peacebuilding entered the UN's language when the then Secretary General, Boutros Boutros Ghali presented a report titled "An Agenda for Peace" in which he talked of the need of peacebuilding as a strategy to enhance the UN's peacemaking and peacekeeping efforts. He defined peacebuilding as "an action to identify and support structures which will tend to strengthen and solidify peace in order to avoid a relapse into

[37] ibid
[38] Jean Paul Lederach. The Journey Towards Reconciliation. Herald Press. 1999
[39] ibid

conflict"[40]. To him, assisting in peacebuilding in its differing contexts meant "rebuilding the institutions and infrastructures of nations torn by civil war and strife; and building bonds of peaceful mutual benefit among nations formerly at war; and in the largest sense, to address the deepest causes of conflict"[41].

Because of the different interpretations of the term, H. Haugerudbraaten, argues that the precise definition of the term peacebuilding has remained unclear[42]. As actors, ranging from nongovernmental organizations to government defense ministries embraced the concept, each made their own contributions to its theory and practice. However, Haugerudbraaten[43] argues that the measures listed in *An Agenda for Peace,* namely disarming, restoring order, destroying weapons, repatriating refugees, training security forces, monitoring election, advancing the protection of human rights, reforming institutions and promoting political participation, do not carry the notion of being sustained efforts that address the underlying or root causes of conflicts. In his opinion, peacebuilding comprises a set of actions, processes and institution building.[44] It also emphasizes local ownership, civil society engagement and community buy-in with

[40] Boutrous Boutrous Ghali. An Agenda For Peace. II. 21, 1992.
[41] ibid
[42] Haugerudbraaten, H. Peacebuilding: Six dimensions, two concepts, African Security review, vol 7 No.6, 1998.
[43] ibid
[44] ibid

stakeholder participation and a combination of policies and practices at multiple levels of the societies concerned in order to be effective.

Even though peacebuilding has remained a largely amorphous concept without clear guidelines or goals[45], common to all definitions is the agreement that improving human security is the central task of peacebuilding. In this sense, peacebuilding includes a wide range of efforts by diverse actors in government and civil society at the community, national and international levels to address the root causes of violence and ensure civilians have freedom from fear (negative peace), freedom from want (positive peace) and freedom from humiliation before, during and after a violent conflict[46]. These peacebuilding efforts include empowerment programs like seminars, workshops, conferences and talks, reintegration, skill development training activities such as agriculture, mechanics, carpentry, tailoring and baking, psychosocial counseling, business development, participation in governance, media and arts. Organizations and institutions carrying out these peacebuilding initiatives must ensure that training of stakeholders like youths is included. This can be done by creating spaces for youths to express their opinions and listening to them. This will enhance peacebuilding knowledge and skills of young people, build trust between youths and governments, promote

[45] Jennifer M. Hazen. "Can Peacekeepers Be Peacebuilders?" International Peacekeeping. 14(3):323, 2007.
[46] ibid

intergenerational exchange and support youths who are positively contributing to their communities.

The Concept of Youth

The concept of youth is understood by the UN as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community[47]. That's why as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because "youth" is often referred to a person between the ages of leaving compulsory education and finding their first job[48].

Youth is the time of life when one is young, and often means the time between childhood and adulthood (maturity)[49]. Its definition of a specific age range varies, as youth is not defined chronological as a stage that can be tied to specific age ranges; nor can its end point be linked to specific activities, such as taking unpaid work or having sexual relations without consent[50].

The UN for statistical purposes, defines "youth" as those persons between the ages of 15 to 24 years, (without prejudice to other definitions by

[47] Jeremy Roche , Stanley Tucker, Rachel Thomson and Ronny Flynn. Youth in Society: Contemporary Theory, Policy and Practice. London, UK: Sage. 2nd edition. Pg 5. 2004
[48] UN Youth http://undesadpd.org/youth.aspx
[49] "Youth". Macmillan Dictionary. Macmillan publishers. Retrieved 2018-03-20
[50] Andy Furlong. Youth Studies: An Introduction. USA: Routledge. P. 2-3, 2013

Member States[51]. The Secretary- General, Kurt Waldheim, first referred to the current definition of youth in 1981 in his report to the General Association on International Youth Year[52] and endorsed it in the ensuing reports[53]. However, in the report, the Secretary General also recognized that, apart from the statistical definition, the meaning of the term "youth" varies in different societies around the world. When the General Assembly, by its resolution 50/81 in 1995, adopted the World Program of Action for Youth to the year 2000 and beyond, it reiterated that the UN defines youth as the age cohort of 15- 24[54].

Although linked to biological processes of development and aging, youth is also defined as a social position that reflects to the meanings different cultures and societies give to individuals between childhood and adulthood. The term in itself when referred to in a manner of social position, can be ambiguous when applied to someone of an older age with very low social position; potentially when still dependent on their guardians[55].

[51] Secretary General's report to the General Assembly, A/36/215,1981
[52] A/36/215. Paragraph 8 of the annex
[53] A/40/256, paragraph 19 of the annex.
[54] General Assembly Resolutiion, A/RES/50/81, 1995
[55] ibid

Vappu[56] argues that age-based definitions have not been consistent across cultures or times and that it is more accurate to focus on social processes in the transition to adult independence for defining youth.

According to Thomas Armstrong[57], youth is the stage of constructing the self-concept. The self-concept of youth is influenced by several variables such as peers, lifestyle, gender and culture. It is the time of a person's life in which they make choices which will affect their future[58]. In much of sub-Saharan Africa, the term "Youth" is associated with young men from 15 to 30 or 35 years of age. Youth in Nigeria includes all members of the Federal Republic of Nigeria aged 18 - 35[59]. In Cameroon, the Cameroon's National Youth Policy defines youth as persons between the age of 15 and 35[60].

Because of the varying definitions, Kemper suggests that it is more useful to "define the term according to the functional and sociocultural context" rather than "limiting this notion to a certain age range[61]. This argument is supported by Schwartz who argues that age-defined boundaries do not

[56] Tyyska Vappu. "Conceptualizing and Theorizing Youth: Global Perspectives". Contemporary Youth Research: Local Expressions and Global Connections. London: Ashgate Books. P.3. 2005.
[57] Arthur Thomas J. "Psychology of Adolescents", Self-concept, Weight Issues and Body Image in Children and Adolescents. P. 88. 2003
[58] John Gardner W. "Youth". Windsor Review: A journal of the Arts. 45.1 (2012): 9+. Academic oneFile. Web. 24 october 2012
[59] Nigeria 2009 National Youth Policy
[60] Cameroon 2006 National Youth Policy
[61] Yvonne Kemper. Youth in War-to-Peace Transitions. Approaches by International Organizations, Berghof Report nº. 10. P. 5, 2005.

capture conceptions of "youth" across cultures[62]. Chronological definitions of youth common in the West promote an individualistic understanding of development outside social context: youth is determined simply by age, not in reference to one's interaction with other people or events[63].

One might say that by limiting youth to a certain age group you can ultimately exclude people who might still have a role to play as youth.

With regards to the psychological perspective of the concept of youth, psychologists including Sigmund Freud, Erik Erikson, and Jean Piaget in their theories of Development, describe youthful development in stages. A stage is a period in development in which people exhibit typical behavior patterns and establish particular capacities[64].

Erik Erikson, in the early 1960s, proposed a theory that describes eight distinct stages of development. According to Erikson, in each stage people face new challenges, and the stage's outcome depends on how people handle these challenges. Stage five of Erickson's stages of development is the identity vs role confusion stage which concerns persons of the youthful age[65]. This stage, one of utmost importance, defines an individual in respect to who they are comfortable with in their innermost self. If the

[62] Stephanie Schwartz. YOUTH in Post-Conflict Reconstruction: Agents of change, United States Institute of Peace Press, Washington. P. 4-6, 2010.
[63] ibid
[64] Saul McLeod. Erik Erikson. 2013. Retrieved from www.simplypsychology.org/Erik-Erikson.html on May 5 2018.
[65] ibid

individual can define themselves through self-confidence to display externally their goals, life mission, and gender perspectives, then an identity is created[66]. At this point, development now depends primarily upon what a person does. What is unique about the stage of identity is that it is a special sort of synthesis of earlier stages and a special sort of anticipation of later ones. This stage has a certain unique quality in a person's life; it is a bridge between childhood and adulthood. Youth is a time of radical change- the great body changes accompanying puberty, the ability of the mind to search one's own intentions and the intentions of others, the suddenly sharpened awareness of the roles society has offered for the later life[67].

The Concept of Education

The field of education is so vast and varied that to give a specific definition of education about which all educationists agree is very difficult. From the Ancient time of Plato to the Modern time of John Dewey and Ghandhi, various educationists have defined education in various ways[68].

However, a most comprehensive definition of education which fits the purpose of this study has been established by Satish and Sajjad[69]. They

[66] Baker Rambles. The Psychosocial Theories of Erik Erikson: A Basic Understanding. http://www.simplepsychology.org/Erik-Erikson.htlm Retrieved 5 May 2018
[67] Francis Gross (1987). Introducing Erik Erikson: An Invitation to his Thinking. Lanham, MD: University Press of America. P. 47is a comprehensive theory about the nature
[68] Satish Kumar ; Ahmad Sajjad. Meaning, Aims and Process of Education. http://sol.du.ac>Part1> English. Retrieved April 15, 2018
[69] ibid

view education as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which fully brings about the development of the individual and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In other words, education is the development of an individual according to his needs and the demands of society, of which he is an integral part.

In line with Satish and Sajjad, Jean Jacques Rousseau in *Emile*, undertakes to show how education might minimize the drawbacks of civilization and bring man near to nature as possible. He describes an education based, not on the form of society, on the meaningless traditions of schools, and on the entire ignorance of childhood, but on the deep knowledge of the true nature of a person[70]. According to Rousseau the education of children is determined by the various periods of development. Each stage has its own dominant faculty, which emerges and becomes the mainspring in organizing life. The recognition of the stages of development was not something new. It was, however, Rousseau who made it a vital principle for education, by showing its deeper significance[71].

Rousseau firmly believed that education is a natural, and not an artificial process. It is a development from within, and not something from without.

[70] Ternan Monteiro. Rousseau's Concept of Education. http://snphilosophers2005.tripod.com. Retrieved April 15, 2018

[71] Frederick Eby. The Development of Modern Education. 2nd edition. New Delhi: Prentice-Hall of India Pvt. Ltd. 1964.

It comes through the workings of natural instincts and interests, and not through response. It is an expansion of natural powers, not an acquisition of information[72]. For Rousseau, education was life itself, and not a preparation for a future state, which was remote in interests and characteristics, from the life of childhood. Rousseau believed that education was a process, and this process was something that lasted throughout life, or from birth to adult life. Thus, education finds its meaning for any particular stage, not in a future state, but in the various process itself.

Rousseau argues that, education is no longer a harsh, artificial, unsympathetic procedure, by which a child as a little man is made into a big man through the hands of his teacher. It is through allowing natural forces to have their way, that this process becomes an enjoyable, rational, and harmoniously balanced one. For Rousseau the end is reached, not with adult life, but with each succeeding day, whenever life has its natural activities, its appropriate duties and its corresponding satisfaction. The ultimate aim of education to Rousseau was the preservation of the natural goodness, and virtues of the heart, and society which was in harmony with them.

[72] Ternan Monteiro. Rousseau's Concept of Education. http://snphilosophers2005.tripod.com. Retrieved April 15, 2018.

John Dewey is another educationist who has made significant contributions to the concept of education. His writings on democracy and education express his philosophy of education as a way of social reform. Dewey defines education as "the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities"[73]. It is the process that begins with the very birth of the child and goes on throughout the whole life. He saw education as a means of serving the democratic process through making corrections in the economic evils and by obtaining political ends that will lead to progression of a society[74]. Hence, education for Dewey is the curriculum of his political ideas.

The main aims of education as advocated by Dewey are: social efficiency. To him a school is a social institution and should be organized in such a way that the activities of the outer world are reflected in it. Another aim of education advocated by Dewey is that education is life. He emphasizes that education is not a preparation for life, it is life itself. The child lives in the present. The future is meaningless to him. Hence, it is absurd to expect him to do things for some future preparation. Dewey further advocates that education is experience. Dewey favored an education by, of, and for, experience. Every new experience is education. Furthermore, education

[73] John Dewey. Democracy and Education. Teddington: Echo Library. 1916.
[74] Joop W. Berding. The Curriculum Theory of John Dewey: A Paradigm in education? In B. Levering et al. (Eds), Reflections on pedagogy and method (pp17-37). Montfoort, The Netherlands: Uriah Heep. 1992.

should combine theory and practice. The aim of education, according to Dewey should create a balance between theoretical and practical activities.

In *Moral Principles of Education*, Dewey stresses the social aspect of schooling by postulating that the school is an institution 'erected by society' and providing the society with a better future; the educational system without this 'ethical responsibility' is 'derelict and a defaulter'[75]. This implies that education is the most important producer of social progress and improvement.

By arguing that education is the most important producer of social progress, Dewey does not insinuate the supremacy of social purposes of education over individual ones. Society, from his standpoint, does not necessarily contradict or conflict with individuals. Rather both society and individuals are interactive and interdependent. If the social side is removed from the child, all that is left is mere abstraction; on the contrary, if the individual factor is eliminated from the society, society is simply an inert and lifeless mass[76].

The Concept of Non-Governmental Organizations (NGOs)

The world Bank views NGOs as private organizations that pursue activities to relieve suffering, promote the interest of the poor, protect the

[75] John Dewey. Moral Principles of Education in Boydson, J.A. ed. John Dewey: The Middle Works, Vol.4, Carbondale: Southern Illinois Univ. Press 1909/1977), 269

[76] John Dewey, "My Pedagogic Creed" in Boydson, J. A ed. John Dewey: The Early Works, Vol. 5, Carbondale: Southern Illinois Univ. Press 1897/ 1976. 86

environment, provide basic social services or undertake community development.[77]

The United Nations High Commission for Refugee (UNHCR), defines NGO as a citizen-based association that operates independently of government, usually to deliver resources or serve some social or political purpose.[78]

NGOs are non-profit, voluntary, citizens' group, organized on a local, national and international level to address issues in support of the public good, task oriented and made up of people with common interest. NGOs perform a variety of services and humanitarian functions, bring citizens, concerns to government, monitor policy and programmed implementation, and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment, health, education. They provide analysis and expertise, serve as early warning mechanism and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differ depending on their goals, venues and their mandate or mission.[79]

[77] How the World Bank Works with NGOs, The World Bank, 2000, 14.
[78] http:www.un.org/en/civil/society: Report on Non-Governmental Organizations and their Activities, (Geneva: UNHCR Documentation, 2003), 2. Accessed May 15, 2018.
[79] www.ngo.org/ngoinfo/define.html, accessed, May 15, 2018.

A non-governmental organization is neither part of the government nor a conventional profit-making business. Usually set up by ordinary citizens, NGOs may be funded by governments, foundations, schools, and are highly diverse groups engaged in a wide range of activities around the globe. Some may have charitable status, while others may be registered for tax exemption based on recognition of social purpose. Other may be at the front of political, religious or other interests.[80]

For this study, NGOs are considered to be groups or institutions that are largely independent of the government and characterized primarily by human rather than commercial objectives.

NGOs are classified in different ways. This classification is usually a reflection of what the organization stands for. They are grouped into two major classes, according to the level of orientation and level of operation.[81]

According to the level of orientation, NGOs are grouped into four basic sub-divisions which include charitable, service, participatory and empowering orientation. With charitable orientation, NGOs activities are directed towards meeting the immediate needs of the population and their targets are mostly widows, orphans, school drop outs and single mothers. They provide food, clothing, health care, housing and education, an

[80] Richard Holloway. Towards Financial Self-Reliance: A Hand Book of Approach to Resource Mobilization. London, Earthscan, pg 15. 2001.
[81] "Types of NGOs: by Orientation and level of operation", http//www.gdrc.org/ngo/ngo-types.html, accessed May 10, 2018.

example of such organization in Buea is God's Grace Philanthropic Orphanage. Service orientation involves NGOs with activities such as provision of healthcare, educational services in which the programme is designed by the NGO and the people are expected to participate in its implementation and in receiving the services,[82] an example in Buea is Nkong Hill Top for Development (NADEV). With the participatory orientation, the organization is characterized by self-help projects, where local people are involved particularly in the implementation of a project by contributing cash, tools, land materials, labour,[83]. Empowering orientation deals with NGOs which aim at helping the poor develop a clearer understanding of the social, economic and political issues affecting their lives and also to equally strengthen the awareness of their own potential to enable them take control of their lives.[84]

By level of co-operation, NGOs can be grouped into four sub divisions which include Community-Based Organization, Citywide organization, National organization and International organization.[85] Community Based Organizations are those that arise out of peoples' initiatives and operate in a community, such as, women organizations. Citywide organizations are those that operate in a particular city or region. Such an organization could be a coalition of business, educational groups, an association of

[82] Ibid
[83] ibid
[84] ibid
[85] "Types of NGOs by orientation and level of operation"

community of Organizations with the aim of helping the poor, an example in Buea being Reach Out Cameroon with branches all over the South West Region of Cameroon. National organizations are those that operate in a particular country and its activities cut across the entire nations, for example, Plan Cameroon. International Organizations are global organizations that operate in many different countries, for example, U.S Peace Corps, OXFAM.

NGOs rely on a variety of sources for funding their projects, operations and salaries. The principal funding sources include; membership dues, sales of goods and services, aid from the state, philanthropic foundations, individuals and private donors who make up a significant portion of NGOs funding.

Today, more than 1.5 billion people live in countries affected by fragility and conflict- a majority of which is under the age of 30[86]. These numbers alone justify the inclusion and consideration of youths in policymaking and planning. But in practice, the meaningful participation of young people in peacebuilding has been hindered by discourses that overwhelmingly depict youths as victims or villains. Fortunately, recent times have witnessed a gradual shift in paradigm. In a concerted effort to promote youths as active leaders and partners in peace processes, NGOs in the Buea municipality

[86] Manola De Vos. 6 Ways to Successfully Engage Youths in Peacebuilding. #YOUTHWILL BUILD PEACE. 2015.

have focused on educating youths on issues of peacebuilding. Such education will offer guidance to the youths and key stakeholders such as the government, on meaningful youth engagement in conflict or transition settings. And as recognition of the positive role youths can play in peace building grows, NGOs can leverage youth engagement to uproot violence inherent in their communities and country through peace education. This will give the youths the opportunity they need to become agents of peace.

2.3 Theoretical Review

For its theoretical framework, the study uses the Comprehensive Peacebuilding Framework as espoused by Paul Lederach. This theory builds on an understanding that conflict is a normal social occurrence and therefore focuses on the transformation of the violent conduct into a peaceful one. In his book, *Building Peace: Sustainable Reconciliation in Divided Societies*, Lederach developed the Comprehensive Peacebuilding theory against existing analyses, current historical developments, his spiritual background[87], and experiences from different conflict contexts, notably Colombia[88] and Somalia[89]. Lederach, through this framework views peacebuilding as a long-term process of systemic transformation from war to peace. He argues that a peace process contains multiple

[87] John Paul Lederach. (2003) The Journey towards Reconciliation. Herald Press, Scottsdale, United States. Pg 58.
[88] _____. (1986) *La Regulacion del Conflicto Social.* (Akron: Mennonite Central Committee, 1986)
[89] _____ (1997). Building Peace. Sustainable Reconciliation in Divided Societies. United States Institute of Peace Press, Washington D.C.

initiatives at many different levels of society. His framework has three key components:

First, Peacebuilding must be undertaken simultaneously at every level of society. Lederach states that a successful peacebuilding strategy must reach all components of society and not just be focused on high-level political actors[90]. He invites us to think of a conflict context in the same way we would a biological ecosystem; one which is dynamic and inter-related. Peace processes cannot be achieved in isolation in one part of society without simultaneous activities at other levels if the process is going to be truly transformative or indeed sustainable, given the pressures and temptation to revert to violence that are often placed on the system.

Secondly, he argues that short term goals and long-term vision must be linked. The second component of a comprehensive peacebuilding approach is one that enables us to link both actions which can meet short term needs and processes which can help us build a broader vision. This element of the approach helps us to think about ensuring that immediate needs driven by crisis or by key moments are linked to a broader overall vision of the peace process.

The third component of Lederach's theory, relates to his work on reconciliation which sees not just the limited resolution of key issues such

[90] _____ (1997). Building Peace: Sustainable Reconciliation in Divided Societies. United States Institute of Peace Press. Washington D.C.

as whether a parade should or should not go ahead or whether a border should be redrawn but one which transforms the relationships themselves.

The importance of NGOs in these three points come from the fact that they are often present at all levels of peacebuilding in the society. NGOs are situated in a such a way that they are able to link the grassroot level to the highest level of decision-making. This linkage is two way in that decision makers can also channel policy decisions through the NGOs to the citizens. Citizen support is critical to the government for governance purposes.

Lederach thinks of leadership in a population affected by a conflict in terms of a pyramid (see figure 1). The pyramid permitted him to lay out the leadership base in three major categories: top level, middle range and the grassroots.

He argues that the top-level leadership comprises the key political and military leaders in the conflict. In an intrastate struggle, these people are the highest representative leaders of the government and opposition movements or present themselves as such. They are at the apex of the pyramid.

He further argues that in the middle-range are persons who function in leadership positions within a setting of protracted conflict; but whose position is defined in ways not necessarily connected to or controlled by the authority or structures of the formal government or major opposition

movements. They are far more numerous than are top-level leaders and are connected through networks to many influential people across the human and physical geography of the conflict.

The grassroots represent the masses, the base of the society. Life at this level is characterized, particularly in settings of protracted conflict and war, by a survival mentality. In worst-case scenarios, the population at this level is involved in a day-to-day effort to find food, water, shelter and safety. Leaders here include people who are involved in local communities, members of indigenous nongovernmental organization (NGOs) carrying out relief projects for local populations, health officials, and refugee camp leaders.

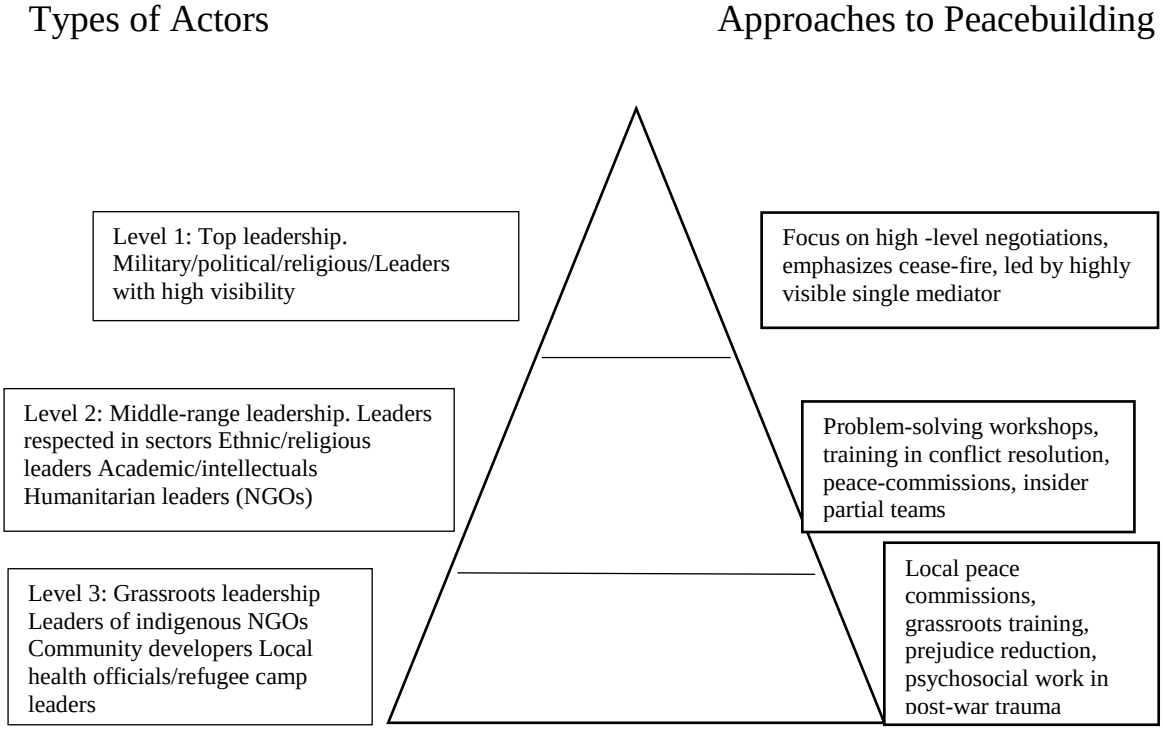


Figure 1: Actors and Approaches to Peacebuilding

According to Lederach, civil society plays an important role in the process of reconciliation. He derives his argument from the three points mentioned above. The importance of CSO in these three points comes from the fact that they are often present at all levels of peacebuilding in the society.

Lederach's theory has been criticized for several reasons. Fetherston[91] points to the lack of power analysis in his approach and Paffenholz[92] problematizes the limited role of outsiders and uncritical discussion of the 'local', stressing the need to focus on direct support to level III actors.

Miall[93] further highlights the limited attention given to the political system of the conflict-affected society and the specific regional and international context of peacebuilding.

Despite criticisms of the theory, Lederach's original theory has emerged as one of the main peacebuilding theories that both integrates other conceptual works[94] as well as exerting a considerable impact on peacebuilding policy and practice.

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[91] Fetherson A.B. Peacekeeping, Conflict Resolution and Peacebuilding: a Reconsideration of Theoretical frameworks. Journal of International peacekeeping. Volume 7, 2000. Pages 190- 218.
[92] Tania Paffenholz. "Thirteen Characteristics of Successful Mediation in Mozambique; in Peacebuilding: A Field Guide, ed. L. Reychler and T. Paffenholz. Boulder: Lynne Rienner, 2001. P.121; Paffenholz, Community-Based Bottom-Up Peacebuilding.
[93] Hugh Miall. Conflict Transformation: a multidimensional task. In: Austin, Alex and Fischer, Martina and Ropers, Norbert, eds. Transforming Ethonopolitical Conflict: the Berghof Handbook. Vs Verlag fur, Berlin, Germany, pp67-90. 2004.
[94] ibid

Theoretical links between Education, Youth and Peacebuilding.

As far as the link between education, youth and peacebuilding is concerned, Smith, McCandles, Paulson and Wheaton have argued that it is a complex area with imprecise definitions of terms and many variables, so it is difficult to demonstrate correlation; implementation in the field is mainly undertaken by development agencies whose main priority is quick impact rather than systematic research, the volatile environments in conflict-affected societies mean that operational conditions and data gathering are difficult; short program cycles, high levels of staff mobility and poor institutional memory make reflective research uncommon; and where there is a commitment to evaluation this not commonly defined in terms of indicators of achieving program goals, rather than focusing on impact in terms of the concept of peacebuilding.[95]

Despite the difficulties mentioned by Smith and colleagues, research literature highlights a number of hypotheses about the linkages between education, youth and conflict. Each goes beyond explanations involving the features of the formal education system such as curriculum or teaching methods. They provide explanations in terms of the broader role of education in conflict-affected societies as discussed below.

[95] Alan Smith: Tom E. McCandless: John Paulson; William Wheaton 2011. The role of education in peacebuilding: Literature review. Washington: UNICEF.

Social and cultural theories.

A main social hypothesis is that conflict is generated out of grievances based on "horizontal inequalities" between cultural groups.[96] This is consistent with research by Ostby[97] which found that conflict rose significantly for countries with sharp social and economic inequalities. Gurr[98] placed an emphasis on perceived "relative deprivation" between groups (even where data suggest that inequalities do not exist), and especially where inequalities such as access to education have perceived "social significance".

There are also those who argue that it is fundamental incompatibilities between culture that lead to violent conflict and war. The most prominent proponent of this view is Huntington[99], who argued that a "clash of civilizations" has emerged particularly in the post-cold war period because of several factors including:

- The increased interaction among peoples of different civilizations;
- The de-westernization and indigenization of elites in non-western states;

[96] Frances Stewart. *Horizontal inequalities, political stability and conflict: Some policy implications*. Powerpoint presentation. Oxford: university of oxford. 2008

[97] Gudrun Ostby. *Polarization, Horizontal Inequalities and Violent Civil Conflicts.* Journal of Peace Research 45(2): 143-162, 2008.

[98] Ted Robert Gurr. *Why Men Rebel*. Community Development Journal, vol. 7, Issue 3, 1 October 1972, pages 199-200, 1972.

[99] Samuel Phillips Huntington. *The Clash of Civilizations.* Foreign Affairs. Vol. 72, No. 3, pp. 22-49, 1993

- Increased economic regionalization, which heightens civilization consciousness;

- A global resurgence of religious identity; which is replacing diminishing local and state-based identities.[100]

It is important to note that the notion of fundamental incompatibilities between cultures is strongly challenged by those who refute the idea that cultural differences are the root cause of violent conflict. They argue rather that identity factors such as language, culture and religion are ways of mobilizing people to become involved in violent conflicts that have deeper political and economic roots in the context of global power relations.[101]

The implications are that education programs involving youths should be particularly concerned with equality issues between groups within society, especially in terms of access to education, resource inputs, and actual and perceived benefits to different groups in term of education outcomes. It is important to understand the social significance of education for different communities (for example, in terms of status within society and relevance for livelihoods).

[100] Henderson Eugene.; Tucker Thompson R. 'Clear and present strangers: the clash of civilizations and international conflict'. In: International Studies Quarterly, 45(2), 317–338. 2001
[101] Mark Duffield. Global governance and the new wars. London: Zed. 2001

Economic Explanations

One economic hypothesis is that youth participation in conflict is more likely where conflict involves a higher economic opportunity cost than existing income or income opportunities. It is based mainly on research conducted by Collier and Hoeffler in 2000 and 2004[102] in which they used three main "proxies" to measure the opportunity cost of participating in civil conflict across a number of countries. The first two proxies were mean income per capita (a population with high income may have more to lose from conflict) and growth rate of the economy (with high growth here are more employment opportunities). The third proxy indicator was the male secondary school enrolment rate. Collier and Hoeffler argued that young males are the group from which rebels are most recruited, the number of years of secondary education affect earning potential, and therefore having more years of schooling is likely to affect the opportunity cost of participating in conflict. This characterizes "greed" as the main driver of conflict, and has been challenged as being overly simplistic and dependent on a "rational choice" theory of human behavior.[103] Nevertheless, arguments based on macro-economic analysis do suggest that in crisis and conflict-affected environments education programming

[102] Paul Collier; Anke Hoeffler. Greed and grievance in civil war. Washington DC: World Bank. 2000
——. 2004. 'Greed and grievance in civil war'. In: Oxford Economic Papers, 56(4), 563–595. Conflict Sensitivity Consortium. 2012. The how to guide to conflict sensitivity. Retrieved 2o February 2018 from: www.conflictsensitivity.org/sites/default/files/1/6602_HowToGuide_CSF_WEB_3.pdf
[103] Karen Ballentine ; Jake Sherman (Eds). The political economy of armed conflict: Beyond greed and grievance. Boulder, Colo.: Lynne Rienner. 2003

needs to focus more on secondary education for youth in and out of school, the role of technical and vocational education, and the relevance of education to employment opportunities and economic development. This certainly has implications for the work of NGOs in two ways (1) provide opportunities for skills development in peace time and (2) teach peace education in peace and war times.

Another economic dimension explains conflict in terms of underlying causes, such as "resource wars" involving struggles over land, natural resources and commodities.[104] From this perspective inequalities created by extraction of natural resources may generate resentments that fuel conflict arising from a sense of injustice. There are arguments that "environment and natural resources" is a distinct area that should be included in conflict analyses, particularly where competition over ownership of land, and management of natural resources and commodities, are drivers of conflict, but most current tools regard these as issues that are covered as part of the political and economic analysis.

Political Engagement

While the greed and grievance perspectives examine the reasons why youths take up arms, the third approach critically examines the nature of the politics that "prepared the field" for conflict. Bates argued that ruling

[104] Tim Allen ; Alan Thomas (Eds). Poverty and Development into the 21st Century. Oxford: Oxford University Press. 2000

elites in many countries post-independence have been driven by the need to maintain a political power base by concentrating resources on a narrow section of the population, rather than developing policies to provide social goods such as education as a wider benefit for all.[105] Drawing on examples from sub-Saharan Africa, Bates argued that post-independence elections were costly and incumbents preserved their position through the distribution of public goods. As it became too expensive to continue in this manner, ruling elites became more authoritarian. Under the new system, providing the constituency with public goods, including education, was no longer important. Bates further argued that the goal of both incumbents and political opponents alike was to garner the favor of the ruling elites, on which their chance of success and of being included in the narrowing 'private distribution' of material benefits depended. This centralized, closed and regulated economy was costly and in the long run meant a decrease in public revenue and fewer rewards from public services. This further entrenched the status of rulers as 'predators'. Eventually, citizens react to this behavior of their rulers by taking up arms.

Reno in several studies has also examined the political decisions that led to a culture of patronage and the breakdown of the social contract.[106]

[105] Robert H. Bates. When things fell apart: State failure in late-century Africa. Cambridge: Cambridge University Press. 2008

[106] William Reno. 'Shadow states and the political economy of civil wars'. In: M. Berdal and D.M. Malone (Eds), Greed and grievance: Economic agendas in civil wars. Boulder, Colo.: Lynne Rienner. 2000
——. The politics of insurgency in collapsing states. Oxford: Blackwell. 2002

However, he emphasized the security concerns that ruling elites were facing. He argued that faced with opposition from local political elites and strongmen, the fastest way to buy their loyalty was to distribute resources as patronage to key strongmen rather than as public goods in a universal way. Reno also differs from Bates in emphasizing a more deliberate political choice on the part of the ruling elites to keep formal institutions weak, arguing that the elites fear administrators of strong institutions could garner political favor.

Both Bates and Reno document the ways in which rational, but self-interested political decision-making by elites can lead to the demise of the social contract. They show how ruling elites have been driven by the need to maintain a political power base by concentrating resources on a narrow section of the population, rather than developing policies to provide social goods such as education as a wider benefit for all[107]. The implication is that education programming should include programs that promote wider political engagement of children and youth in understanding and

——. 'Insurgencies in the shadow of state collapse'. In: P. Kaarsholm (Ed.), Violence, political culture and development in Africa. Oxford: James Currey. 2006

[107] Robert H. Bates *When things fell apart:* State failure in late-century Africa. Cambridge: Cambridge University Press. 2008

William Reno. 'Shadow states and the political economy of civil wars'. In: M. Berdal and D.M Malone (eds), Greed and grievance: Economic agendas in civil wars. Boulder, Colo: Lynne Rienner. 2000

participating in the political systems that operate within the communities[108].

Youth bulges as a threat to security

A fourth hypothesis linking youth, education and conflict identifies youth bulges in a population as a threat to security. Much of this has been related to literature which posits a statistical relationship between high relative youth populations and the risk of armed conflict[109]. The theory itself is not new; historical research has linked youth bulges to revolutions in seventeenth-century England, eighteenth-century France and twentieth-century Indonesia[110] and political activism in Western and Middle Eastern countries such as the Arab Springs of 2011.[111] However, recent research highlights the 'extremely robust' correlation between countries and youth bulges and the incidence of political instability.[112] Huntington[113], for example, argues that societies are particularly vulnerable to war when the proportion of youth (aged 15 to 24 years) reaches a threshold of 20 percent of the population. Others such as Urdal examine the conditions under

[108] A. Smith and C. Smith Ellison. Youth, Education and Peacebuilding. IIEP Policy Forum Paris, October 2012
[109] Report of the High Level Panel on Fragile States. 2014. " Ending conflict and building peace in Africa: A call to action". Africa Development Bank, retrieved from http://www.afdb.org/fileadmin/uploads/afdb/Documents/project-and-operations/ending_conflict_and_building_peace_in_africa_a_call_to_action.pdf on 28 January 2018
[110] Jack A. Goldstone. 'Population and security: how demographic change can lead to violent conflict'. In: Journal of International Affairs, 56(1), 3–23. 2002
[111] Samuel P. Huntington. The clash of civilizations and the remaking of world order. New York: Simon & Schuster. 1996
[112] Henrik Urdal. The devil in the demographics: The effect of youth bulges on domestic armed conflict 1950–2000. Washington DC: World Bank. 2004
[113] Ibid pp. 259-261

which a youth bulge may lead to instability. For example, Urdal[114] claims that while large numbers of youth can 'boost an economy', in the context of poorly performing economies and weak governance it can lead to violence.

Helen Berents and Siobhan McEvoy-Levy[115] on their part present a locally grounded theoretical framework for studying youth and everyday peace (building). Drawing on examples from fieldwork as well as insights from the articles, the essay highlights three interrelated and overlapping spheres of inquiry. First, it makes the case for examining the age-specific as well as gender, and other contextually-specific roles of youths as they relate to everyday peacebuilding. Second, the essay draws attention to how everyday peace is narrated by or through youth. It poses questions about what values, policies and governmental structures are specifically being resisted and rejected, and how peace is conceptualized and/or hidden in the narratives of youth. Third, along with these concerns, the nexus of global and local (including discursive and institutional) structures that facilitate, curtail and curtain everyday peace (building) practices are important to identify and evaluate for their impacts on the roles and ideas of youth. In proposing this theoretical framework that recognizes the complex and multiple ways youth are engaged in everyday worlds, this essay asks how

[114] Ibid pp. 16

[115] Helen Berentsa & McEvoy-Levyb Siobhan "Theorizing Youth and Everyday Peace(building)". Peacebuilding, 3:2, 2015, 115-125,

we can engage this recognition within knowledge and practices of everyday peace(building). The contribution to this special issue demonstrate the value of taking children and youth seriously in peace and conflict studies, and together the collection compelling argues for a more complex, nuanced, and representative understanding of everyday in consideration of peacebuilding.

There are nuances and variations related to all of these theories about the relationship between youth, education, and conflict. Few would argue that any particular set of actors provides a definitive link that is why it is important that conflict analysis tools incorporate multiple factors that may help policy makers and practitioners decide on the most appropriate education, programs involving youth in conflict-affected environments.

2.4 Review of Related Literature

An abundant literature has been dedicated to the study of NGOs and Peacebuilding. Thus, within the framework of this study, it is difficult to attempt an exhaustive consultation of all the writings in this domain. The review therefore focuses more on literature which relates to the demands of this work.

As far as NGOs and peacebuilding in Cameroon is concerned, Abia Wilfred et al[116] have made prominent contributions. Their research activity highlights the probable values and weaknesses plaguing the civil society in Cameroon. Due to the pressure of obtaining and maintaining funding, less effort is placed on management leading to a lack of accountability and inefficiency in services offered to the public. The article therefore proposes ways by which NGOs can synergize their action plans, highlights the distance NGOs have covered as development actors in Cameroon with recommendations deduced to valorize NGOs existence in Cameroon. It was found out that the NGOs in Cameroon contribute to the development of social and health services, contribute to the consolidation of Human Rights, contribute to capacity building. They recommended that the valorization of existing NGOs is expected to lay down a watchdog structure for the promotion of Good Governance, Transparency, Accountability and Networking.

Furthermore, Nkematiah Maricol, in her thesis *NGOs in the Alleviation of Poverty in the Buea Municipality since 1990*[117] sets out to examine the role that NGOs play in the alleviation of poverty in the Buea municipality. The study discusses the foundations of these organizations, their activities and

[116] Abia Wilfred A.; Nchanji Eileen B.; Markjovert Ageh; Abia Eucharia, " Valorization of NGO's Existence in Cameroon and Options for a more Engaged Civil Society", International Journal of Nongovernmental organizations and Essays, vol 1: no 1, 2016, pp1-17

[117] Nkematiah Maricol. *Nongovernmental Organizations in the Alleviation of Poverty in the Buea Municipality Since 1990.* M.A thesis. Department of History. University of Buea.2017

the extent to which the local populations have benefited from their activities. The study found out that NGOs have been central to the execution of projects that have contributed to the alleviation of poverty in the Buea Municipality. Through their activities in education, community health and sanitation, the provision of pipe-borne water, the holding of seminars, NGOs had been at the forefront of development in the municipality. despite the similarities between her work and this present study, there still exist a gap in research as she was not focused on the role these NGOs play in educating youths on peacebuilding. The current study still remains very important because it fills a gap in the literature that exists on the peacebuilding history of Cameroon and Buea in particular.

Enoh Tanjong, in "Focus and Quality of NGOs as Partners in Development",[118] examines the role NGOs played as partners in development in Cameroon. In this study, the author investigates the socio-historical and economic foundation of the economic crisis of 1980s which paved the way for the 1990s liberty law which led to the historic emergence of NGOs and political parties in Cameroon. Hence, NGOs came into existence as partners of development to government. However, the current study explores dynamics of NGOs, with focus on their role in peacebuilding in the society.

[118] www.codesria.org> Chapter – 8, Enoh Tanjong,, "Focus and Quality of NGOs as Partners in Development". Accessed 20th April 2018.

In addition, Pius T. Tanga and Charlse C. Fonchingong in their article, "NGOs-State Interaction and Politics of Development in Cameroon in the Context of Liberalization",[119] trace the origin of NGOs in Cameroon from 1980s and 1990s economic crisis and the Structural Adjustment Program. The authors equally focus on international and local NGOs against the backdrop of economic restructuring and the declining role of the state, NGOs have come to be regarded as the vehicle of choice, the magic bullet for fostering currently fashionable development strategies as they are able to deliver higher quality service to the very poorest sector of the society while remaining cost effective and efficient. The authors also look at the role of NGOs in the North West Region of Cameroon in the liberalized development arena, particularly in the context of poverty and improvement of livelihoods. This study is relevant to work in that it gives the reason for the evolution of NGOs in Cameroon and the challenges faced by NGOs which is an important section in my study, but my area of focus is the Buea municipality.

Mbuagbo Oben Timothy and Joseph Betoto Ebune, in "Reflection on the State of Research on Local Government Politics in Cameroon"[120], examine the relationship between emerging local NGOs and other local governance

[119] Pius Tanga and Charles Fonchingong, "NGOs -State Interaction and the Politics of Development in Cameroon in the Context of Liberalization", International NGOs Journal, Vol. 4,(2009):271

[120] Oben M. Timothy and Joseph B. Ebune, "Reflection on the State of Research on Local Government Politics in Cameroon" Africa Journal of Social Sciences: A Multidisciplinary Journal of Social Sciences, Vol. 1 No.2 (2002)

structures in Cameroon such as municipal councils and the proliferation of conflicts between local NGOs and local governance structures, the lack of effective communication between local NGOs and other structures of local governance institutions in Cameroon. The authors argue that if NGOs are given a suitable working environment, they could better collaborate with local council authorities to minimize poverty in the society and enhance economic growth. The current study is different from that of Oben and Ebune because this research deals with the role of NGOs in peacebuilding in the Buea municipality.

Also, Nathalie Piquemal in her paper *Voices of Youths in an Ethiopian NGO's Educational Program*, explores the impact that a Canadian NGO's supported programs in Ethiopia have had on orphaned and vulnerable young people, socially, emotionally, and academically, as experienced, storied and understood by the children and adolescent themselves[121]. Using Bronfenbrenner's bio-ecological theory of human development as a theoretical framework and qualitative inquiry, specifically semi-structured interviews with 37 children and youths between 9 and 17 years old, as a methodological framework, the study explored factors that promote empowerment, resilience, and hope through students' experiences and perceptions in these NGOs' educational programs. From her findings, it

[121] Nathalie Piquemal. Voices of Youth in an Ethiopian NGO's Educational Program: A holistic view at enabling factors.

was realized that through the children's eyes, the Canadian NGO and its local NGOs have been instrumental in alleviating social exclusion and enabling access to a quality education with a sense of belonging and attachment, an increased self-esteem, and new aspirations.

Tanja Dramac[122] in his paper *The Role of Civil Society in the Peacebuilding Process* presents research that studied two NGOs in Srebrenica founded by women who have a peacebuilding agenda on a local level. The research is an analysis of how women's NGOs contribute to peacebuilding and answers a question about how grassroots initiatives contribute to stabilization and repair of the social infrastructure in post-conflict societies. The chosen town was Srebrenica, which had been under UN protection as a "safe haven", during the Bosnia and Herzegovina war in the mid-nineties and the chosen NGOs were the oldest founded and ran by women. The findings revealed that in the emergence of these organizations, a gendered view on politics and society is cultivated and that the social position of women made them exposed more to non-governmental work. It was also revealed that the organizational priorities and dynamics of the NGO changed once they received international financing as seen in how they adjusted their agenda, adopting their financier's agenda to obtain funds. The author argued for an increase in a

[122] Tanja Dramac, "The Role of Civil Society in the Peacebuilding Process. A Case of Two NGOs in Srebrenica". Budapest, Hungary, 2011

study of women NGOs and their peacemaking efforts in a postwar Bosnia and Herzegovina.

Linda Frostrom[123], in her essay sets out to investigates the role of NGOs in the field of peacebuilding in Cyprus and to find out what external, as well as internal actors in the country think about the work of NGOs. She noted that NGOs worked with peacebuilding in many different ways, with one of the most common being that they created places and activities for people to meet and come together. The methodology involved here was interview of several NGOs involved in peacebuilding in Cyprus and other international organizations like the EU. Linda acknowledged the important role NGOs play when it comes to working with peacebuilding, as they have an opportunity to work on grassroot level and reach people that governments and international organizations cannot reach.

In terms of links with education, Thyne [124] found that the higher school enrolment rates are (the primary enrolment rate, secondary enrolment rate, and the male secondary enrolment rate), the lower is the probability of civil war. Among the three types of enrolment rates tested, the male secondary education rate was found to have the strongest effect. Similarly,

[123] Linda Frostrom. How do NGOs Work with Peacebuilding in Cyprus?. 2008
[124] Clayton L. Thyne. 'ABCs', '123s', and the golden rule: the pacification effect of education on civil war, 1980-1999'. In : International Studies Quarterly, 50, 733-754. 2006

Barakat and Urdal[125] in a 2009 study found that a large proportion of the population being young males is likely to increase the risk of conflict in societies where male secondary education enrolment is low, particularly in low and middle-income countries. However, there are also problems with programming that simply characterize young males as a risk to security. Many agencies point out the difficulties in assuming that a relatively high proportion of youth in a population necessarily leads to conflict. For example, a USAID 2012[126] technical brief on youth bulges and conflict recommended that 'program staff should evaluate the strength of the underlying casual assumptions' and other complexities that need to be considered based on analysis of the particular context.

In line with research on youth and peacebuilding, Ryan Bennett, Sameer Karki and Nitu[127] look at the importance of youths in peacebuilding, transformation of conflict and building a culture of peace in Nepal. Three main questions the research explored were (1) what is the current situation of youth in Nepal? (2) what kinds of programs are being conducted under youth and peacebuilding?; (3) what other youth and peacebuilding approaches and interventions can be considered in the future?. The

[125] Bilal F. Barakat; Henrik Urdal. Breaking the waves? Does education mediate the relationship between youth bulges and political violence? Washington DC: World Bank. 2009

[126] United States Agency for International Development (USAID). 2012b. 'Technical brief: youth bulges and conflict.' Retrieved 20 February 2018 from: www.allianceforpeacebuilding.org/resource/collection/9E786610-CF07-4073-9E34A03818697B2E/USAID_Youth_Bulges___Conflict.pdf

[127] Rayan Bennett; Sameer Karki; Nitu Nepal. Youth and Peacebuilding in Nepal: The Current Context and Recommendations. January 2012

research found out that after massive mobilization of youth for political interest, the donor communities have started to treat youth as one of the major components that can influence peace in communities as well as at the national level. Different organizations working in Nepal have introduced projects focused on addressing youth issues, which has a direct link with peacebuilding. Most organizations do not have youth and peacebuilding as thematic priorities. The research identified one of the first major areas where additional work with youth needs to be focused which is in the area of their education and providing knowledge, abilities and skills through trainings. The research suggested that practitioners provide youth with increased soft skills, such as leadership, communication and confidence, which can quite easily be incorporated into a variety of trainings on the topics.

Temilade Ayo[128], in her essay titled "Post-Conflict Peacebuilding: Youth Participation in Sierra Leone", looks at the roles of children and youth in post-conflict peacebuilding and the reinvention of their roles from participants of peacebuilding to active facilitators of post-conflict peacebuilding. The reinvention is based on the re-interpretation of the traditional roles of children and youth in post-conflict peacebuilding and the analysis of children and youth programs. The paper suggests that children and youth take more active role, if not, a leadership role in

[128] Temilade Ayo A. " Post-Conflict Peacebuilding: Youth Participation in Sierra Leone. November 2016

peacebuilding programs conducted for them. The findings of the research suggest that there are many ways in which youth participate in the post-conflict peacebuilding. But youth also face many challenges to their participation. There are many obstacles they have to climb to get to their harvest level of participation. Among these are perceptions of youth's role in society. These perceptions often change during armed conflicts. Even in societies that have not gone through a war, youth are often looked at negatively. In the case of Sierra Leone, youth are often associated with the armed forces and as (ex)combatants. Many believed that the violent identities that youth (were forced to) took on during the civil war will always be part of their identity and that they will never be able to participate as full, peaceful civilians in the society.

2.5 Expected Contribution to the Study

Though there is much literature on the subject matter, little has been mentioned on the role of NGOs in educating youths on peacebuilding in Cameroon at large and particularly the Buea Municipality. None has displayed a determined effort in carrying out an assessment of the work of NGOs in the Buea municipality and the challenges that these establishments face in carrying out their work. The current study is therefore relevant as it not only serves as a maiden study in this context but would contribute significant empirical data with which NGO activities in

Buea and Cameroon can be evaluated. The research further ascertains the existence of NGOs in Peacebuilding in Buea, their activities, their challenges and their prospects and makes recommendations, which if applied, may lead to the better performance of NGOs in the field of peace education and therefore contribute to a better society.

2.6 Summary and Conclusion

In this chapter, several theories relating to Youth, Education and Peacebuilding were explained. The views of different scholars and researchers were reflected on, as well as the criticisms associated with the theory. The chapter also presents the expected contribution of the present study. The next chapter focuses on the empirical issues of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the procedure employed to carry out the research work in the field. The chapter consists of the following areas: research design, research method, population of the study, sample and the sampling technique, research instruments, administration of instruments, validity and reliability of instruments and procedure for data analysis.

3.2 Research design

A research design is the, plan that describes the conditions and procedures for collecting and analyzing data"[129] This strategy helps to systematically address the central research problem and specific research questions, for situating researchers in the context of the empirical world and for connecting them to specific sites, individuals/groups, and methods of data analysis[130]. It is the blueprint that explains the procedure that the researcher follows in the collection and the analysis of data[131]. This blueprint enables the researcher to address the question(s) as unambiguously as possible[132]. The research design adopted in this study is the qualitative design. This method was chosen for the following reasons:

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[129] James H. Mcmillan; S. Schumacher.. Research in Education: Evidence-Based Inquiry, 7th Edition. Pearson. P 5, 2010

[130] ibid

[131] Paul D. Leedy; J.E. Omrod. Practical Research: Planning and Design. Merrill Prentice Hall. P 39. 2001

[132] D.A. De Vaus. Research Design in Social Research. SAGE. P. 9, 2001

Qualitative research is an open-ended process. The open-ended structure of the qualitative research makes it possible to get underneath superficial responses and rational thoughts to gather information from an individual's emotional responses. Also, with qualitative research, subject material can be evaluated with greater detail. Again, the research frameworks can be fluid and based on incoming or available data. It can therefore adapt to the quality of information that is being gathered. Furthermore, the smaller sample sizes are used in qualitative research, which can save on costs.

However, because it is difficult to have a complete qualitative study, some quantitative data has been employed in the study.

3.3 Research Method

The research method adopted for this study is the case study research method. In this method, a collection is made of responses or opinions from respondents representing the population of the study in relation to the variables of the study. These respondents constitute the sample, selected through a defined process. Data analyzed from this sample and the results are generalized on the entire population.

The case study research has been used because it allows a lot of details to be collected that would not normally be easily obtained by other research designs such as survey. The data collected is normally a lot richer and of greater depth than can be found through other experimental designs. Also,

case studies are a practical solution when a large sample population is difficult to gain. Furthermore, case studies present data of real-life situations and they provide better understandings into the detailed behaviours of the topics of interest. The research made use of interview guides and focus-group discussion as instruments for data collection.

3.4 Population of the Study

The target population of the study is NGOs in the Buea municipality. There are 30 NGOs[133] in Buea and a youthful population of about 100,000 youths[134].

3.5 Sample and Sampling Technique

A sample of 6 proprietors, 6 officers in charge of training and 4 interns in NGOs and 60 youths was used for the study.

The purposive sampling technique has been used in the selection procedure. The NGOs and proprietors have been chosen because they possess the characteristics and have the information needed for the study. Also, the selection of youths required the use of the purposive sampling technique. The youths chosen for the focus- group discussion were those who have benefitted from peace education trainings organized by NGOs in Buea and some who have not had such trainings.

[133] South West Civil Society Organizations Network

[134] Figures gotten by the researcher from the Regional Delegation of Youth and Civic Education, Buea on 25/04/2018

Table 2: Sample population of the study.

No	Category of NGO personnel	Personnel number involved
1	Proprietors	6
2	Officers in charge of training	5
3	Field workers	4
4	Interns	5

3.6 Research Instruments

The instruments adopted for the study are the interview guide and focus-group discussion. The interview guide carries 14 open-ended questions that the respondents will be required to answer. The focus group discussion was organized in 4 sessions with 15 youths in each session. Most of the youths were those who have received peace education trainings from NGOs in Buea and a few who had not received such trainings were also part of the discussion. Some open-ended questions posed by the researcher served as guides for the discussion.

3.7 Administration of the Instruments

As far as the interview is concerned, the one-to-one, face-to-face technique was preferred because the researcher wanted to personally have contact with the respondents, to give answers and clarifications where necessary. The researcher visited the NGOs, met the proprietors and workers and carried out the interview. The youths were selected according to neighborhoods, paying particular attention to major hotspots where there's a lot of youth radicalization such as Buea Town, Great Soppo, Bokwaongo, Bonduma, Molyko, Mile 17, Bomaka, Mile 16, Muea.

3.8 Validity and Reliability of Instrument

Validation of instrument was done in two phases:

Face Validity

After constructing the instruments, they were submitted to the supervisor for scrutiny. Irrelevant items were removed while the relevant ones were added by the supervisor. These corrections helped to improve the quality of the instruments.

Content Validity through a Pilot Study

To achieve this, 2 NGOs were selected for pre-testing the instruments. The respondents possessed the same characteristics as those in the sample but were not part of it, though part of the population. The researcher visited the organization, introduced herself to the proprietor and the purpose of her visit was revealed. The proprietor and 2 workers of the organization were interviewed. The researcher discovered that the items were clear and void of ambiguity.

Reliability of the study

Reliability is the consistency by which an instrument measures what it was intended to measure. To ensure this, the test and retest method was used. The same proprietor and workers that were used for the pilot study were re-administered the same set of instruments three weeks later. It was discovered that there were no changes registered in the responses to the

items. At this level, the researcher could ascertain that the instrument was reliable. It was therefore fit for administration.

3.9 Method of Data Analysis

Qualitative data was grouped according to themes and the data was analyzed following the research objectives.

3.10 Summary and Conclusion

This chapter was focused on the empirical issues of the research such as the research design, population of the study, sample and sampling technique, instruments for data collection, validation and reliability of the instruments, administration of the instruments and the method of data analysis. The next chapter will look at the analysis and interpretation of the findings of the work.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction.

This chapter presents data collected from the field and discusses the findings in relation to the objectives set for the study. It first presents the demographic data. Next it presents data related to NGO participation in peace building activities. After that it looks at the contributions of these NGOs to the education of the youth towards peace building and finally it presents the challenges and prospects related to NGO and peace building in Buea. The result of this chapter will be presented under each specific objective.

4.2 Demographic Data

Demographic data is data collected about the characteristics of the population, for example, age, gender and income. Demographic data is often gathered by census organization, both government and private, which may use data for research, marketing and environmental and human development. The study of the age and sex structure of a population occupies an important place in demographic statistics. Demographic data for this study supports decision making and implementation process by enabling NGOs and the government to establish a numerical benchmark, monitor and evaluate the progress of their policies and peacebuilding programmes and their implementation. It is essential to understand

whether their policies and programmes are meeting the intended objectives and identify areas where improvements are needed. Hence, demographic statistics in the context of Buea significantly contributes to the policy makers, planners, administrators, civil society in all stages of the policy cycle. Demographic data for this study was gotten from the National Institute of Statistics Buea, The Regional Delegation of Youth Affairs Buea and The Regional Delegation of Employment and Vocational Training Buea.

The population of Buea has been increasing rapidly since 1980. By 1987, the population stood at 65,853 people and by 2005, it increased to 131,325. By 2015, it was estimated at 223,540.

Table 3: Population Growth Trends for Buea (1987-2015)

Period	**Population**
1987	65,853
1990	73,429
1995	83,775
2005	131,325
2007	150,000
2010	187,250
2015	223,540

Source: National Institute of Statistics, Buea 2018

The population is broken down as follows:

Table 4: Buea Population breakdown

Men	Women	Youths
61540	62000	100,000

Source: National Institute of Statistics, Buea 2018

From the table above, we realize that the youths constitute the greater population of inhabitants in Buea. The age range of youths considered for this study is persons between the ages of 15-34. This is because the Cameroon National Youth Policy considers persons within this age group as youths.

The youthful population of Buea is further broken down into male and female:

Table 5: Youthful Population of Buea

Male	Female
49875	50125

Source: National Institute of Statistics, Buea 2018

From the above statistics, it is evident that females make up the greater part of the youthful population of Buea. This implies that female youths should be included in the various programs organized by NGOs. The youthful population is made up of both employed and unemployed youths. About 30% of youths in Buea are employed while over 70% are unemployed.[135] This is a call for concern since unemployed youths are more liable to being radicalized than those employed. There is therefore need for the various stakeholders involved to create more employment opportunities for the youths.

[135] Statistics from the Regional Delegation of Employment and Vocational Training, South West. buea

The sample population was made up of 60 youths. These youths were brought together in a focus group discussion. The demographic data of the sample population was as follows:

Table 6: Respondents

Respondents	**Number**	**Percentage**
Male	32	51.6%
Female	28	48.4%
Age Group		
15-23	14	22.6%
24-29	38	61.3%
30-35	10	16.1%
Educational Status		
Educated	60	100%
Uneducated	00	0 %
Level of Education		
Primary	02	4.1%
Secondary	12	38.7%
University	46	57.2%

Source: Field work

From the above statistics we realize that out of the 60 youths who participated in the discussion, 51.6% are males and 48.4% females. This shows that the issue of gender was considered by the researcher as there is some gender balance. Since respondents were selected through purposive sampling, the percentage further proves that males are more involved in peacebuilding trainings than their female counterparts. This is a call for concern as the total population reveals a greater number of females than males in Buea.

Furthermore, it is seen from the table that the greatest percentage of respondents fall within the age range of 24-29 years. This age group is

unique in that youths of this age group are very active and concerned with issues of the future, a majority are unemployed, dependent and can easily be radicalized. Erik Erickson in the Stages of Psychosocial Development identify persons within this age group (24-29) with psychosocial crisis such as identity vs. role confusion and intimacy vs. isolation. This stage to Erikson is particularly crucial as forging a strong identity serves as a basis for finding future direction in life. Those who find a sense of identity feel secure, independent and ready to face the future, while those who remain confused may feel lost, insecure and unsure of their place in the world. Such persons can easily be radicalized. A smooth transition from youthful stage into adulthood depends on the success of this stage. It is therefore expected that this group constitute the target of NGOs.

As concerns the educational status, all the respondents are educated. The role and impact of education on peacebuilding cannot be over emphasized. Education imparts knowledge, skills, values and attitudes that are important for the social, economic and political development of any country. This role is well articulated in Sustainable Development Goal (SDG)4, which seeks to ensure inclusive and equitable quality education for all and promote lifelong learning.[136] While education is central to peacebuilding it is important to note that it has two facets. When equitably available, of good quality, relevant and conflict sensitive, education can

[136] Charles Gitau Mwaniki. The Role of Education in Promoting Peace. Published in Global Partnership fr Education. September 21, 2017.

help promote peace and provide safe environments. On the other hand, when its delivery is characterized with exclusion and inequality, it can exacerbate conflict. It is for this reason that deliberate efforts need to be made to put in place necessary policies and strategies to maximize the positive effects of education on peace.

Looking at the level of education, most of the respondents (57.2%) have had university education, followed by secondary education (38.7%) and lastly primary education (4.1%). It should be noted that education (at all levels) has the potential to develop the human capital required in successful peacebuilding, therefore, all stakeholder concerned (including NGO) must pay attention to the education of the youths at all levels.

4.3 Objective 1: NGOs involved in Peacebuilding in the Buea Municipality.

This objective seeks to identify NGOs within the Buea municipality which have peacebuilding as part of their main goals. Data was collected through interviews with the CEOs of the NGOs. Questions relating to the mission, aims and objectives of the organizations were asked. Also, the organizations' brochure which carries the mission, vision, aims and objectives of the organizations were requested for. Also, a question on how the organizations work with peacebuilding was asked.

The question on the mission, vision, aims and objectives of the organizations is very relevant to the research in that it gives the researcher

knowledge on the fundamental purpose of the organization, succinctly describing why it exists and what it does to achieve its vision. From the responses gotten, the researcher was able to tell if peacebuilding was part of the organizations' main goal.

Table 7: Mission of Targeted NGOs

Organizations	**Mission**
NADEV	Strive for a world in which human dignity is protected from the ravages of poverty, ignorance, discrimination and violence.
PCC Peace Office	The organization is dedicated to working towards a culture of peace.
CINEC	Committed to promoting non-violent actions and citizenship education
ICENECDEV	As a faith-based organization, we exist to develop and promote approaches to national and international sustainable peace through reconciliation, forgiveness, tolerance and provide education on alternatives to violence.
JCI	We are a global movement that challenges the status quo. We inspire young people to recognize their responsibility to create a better world and empower them to drive change.
YAPCEC	To provide youths with relevant skills and knowledge that will empower them access opportunities to improve their lives and communities.

Source: Field work, 2018

It can be seen from the mission statements of the organizations that all the organizations are directly involved in peacebuilding training or activities aimed at raising awareness on issues of conflict and non-violence. It can be noted that though these organizations have peacebuilding as part of their objectives, it does not constitute their core/ major objective and not

all of them have the youths as their target population. This implies that though these NGOs carryout peacebuilding initiatives, it is to some extent. Peacebuilding is a complex concept which requires a lot of resources and attention to achieve positive outcomes. If youths of the Buea municipality are to receive peace education for social transformation, then NGOs should have peacebuilding or peace education as a core objective for better/ greater impact.

Table 8: NGOs involved in Peacebuilding in Buea

Number of NGOs in Buea	**Number of NGOs involved in Peacebuilding**	**percentage**
30	06	20%

Source: Field work, 2018

From the table above, 06 out of 30 NGOs in Buea are directly involved in peacebuilding, with a percentage of 20%. From the statistics, it is obvious that fewer NGOs are involved in peacebuilding education compared to the total number of NGOs that exist in Buea. Giving the ever-increasing nature of the youthful population in Buea, these few NGOs may not be able to meet the needs of the population. Media houses in Buea report cases of violence, theft, murder and other forms of radicalization perpetuated by youths on daily basis. This is partly because more and more youths go about with very little or no knowledge on how they can positively contribute to build and maintaining peace in the community.

4.4 Objective 2: Contribution of NGOs in the education of Youths toward peacebuilding in Buea.

This objective focuses on evaluating the contribution of NGOs in peace education for youths in Buea. Data for this objective was collected in two ways. First, an interview was granted to proprietors and some field workers of the targeted NGOs and also a group discussion was organized for both youths who have participated in peacebuilding training and those who have not.

For the proprietors and field workers of NGOs, some questions asked included;

Their target population and primary area of concern, how the organization work with peacebuilding in Buea, the role played in educating youths towards peacebuilding, the number of youths who participated in the programs, total number of participants, how are the youths selected, major activities organized since 2015, areas of training the activities were focused on, the impact of these activities given the present socio-political climate.

In the discussion with the youths, issues discussed included; the various activities they have been involved in with NGOs in Buea, their expectations for the programs (those met and unmet), how far did the activities address the problems and the challenges that youths face in

Buea, the skills acquired during the trainings and the relevance of the programs for their roles as peacebuilders in their community.

The interviews proved to be valuable because they were able to provide important information about the general role of their organizations in educating youths on peacebuilding. Also, the interactions with the youths were quite important because they also provided vital information about their involvements with NGOs on peacebuilding.

Before looking at the specific contributions of NGOs in educating youths towards peacebuilding, the researcher will love to discuss peace education in the context of the general youth population.

Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youths and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Several educational initiatives have areas of overlap with peace education. These include human rights education, education for development, gender training, life skills education, conflict resolution training and democracy education. The total number of youths in Buea is estimated to be about 100,000 youths. Generally, it is estimated that about 80% of the total population of youths in Buea have received a form of peace education.

This so because these youths have been exposed to one or several of the forms of peace education through school subjects like citizenship education, church attendance and moral lessons received from the home. It is on this basis that one can generally assume that about 80% of the youths of Buea have a basic level of awareness on peaceful living.

Official training programs on peacebuilding organized by NGOs in Buea which the researcher gathered from the interviews include the following; workshops, seminars, sensitization campaigns and school visit. The table below shows the NGOs and the various trainings they have had with the youths since 2015.

Table 9: NGOs and Peacebuilding Trainings

NGOs	**Year**	**Number of youths trained**	**Activities**
NADEV	2015-2018	19,981	Seminar, workshops, Sensitization campaign
PCC Peace Office	2015-2018	30,019	Workshops, sensitization campaigns
CINEC	2017-2018	1,985	Seminars, sensitization campaigns
ICENECDEV	2015-2018	1,315	Workshop, seminar
JCI	2016-2018	15,352	Workshops, school visit, sensitization campaigns
YAPCEC	2016-2018	1,348	Workshop, sensitization campaign, school visit

Source: field work, Buea 2018

From the table above, it is seen that about 60,000 youths in Buea have been officially involved in peace education trainings organized by NGOs from 2015-2018. It should be noted that getting the exact number of

youths reached through sensitization campaigns proved difficult since these campaigns were outdoor, targeting the public, youths inclusive. The total number of youths in Buea stands at about 100,000 youths and the above data shows that about 60,000 have participated in official programs organized by NGOs on peacebuilding. This gives a percentage of 60%. It can be said therefore that, NGOs have contributed significantly to peace education in the municipality. Therefore, the role of NGOs in peace building is satisfactory giving the percentage (60%) of youths trained. It is recommended that these NGOs continue to offer helpful training workshops on peacebuilding skills as they are very relevant for the individual peacebuilding work of the youths.

The following are activities that NGOs have been involved in to educate youths on peacebuilding in Buea:

NGOs and Seminars/ Workshops on Peacebuilding

Seminars/ workshops are one of the instruments NGOs use to create awareness and educate youths on issues of peace in Buea. These seminars deal with themes such as conflict resolution strategies, democracy, human rights, understanding conflict, conflict prevention, non-violence, leadership and capacity building. The table below shows the NGOs, number of seminars/workshops organized within the past 4 years and the number of participants.

Table 10: Seminars/ workshops organized since 2015

NGO	Year	Number of seminars/workshops	Number of participants
NADEV	2015-2018	15	1225
PCC Peace Office	2015-2018	25	4674
CINEC	2017-2018	01	92
ICENECDEV	2015-2018	03	309
JCI	2015-2018	11	2155
YAPCEC	2016-2018	03	645

Source: Compilation from field work, Buea 2018

From the table above, 9100 youths have received official training through seminar and workshops organized by NGOs. The seminars are organized quarterly, though the programs have not been regular for the past 2 years given the present socio-political atmosphere in the country. The attendance during the seminars range from 80-100 youths. Therefore, about 30.33% of the youths have received training through seminars/ workshops. It can be seen that the contribution of NGOs to peacebuilding in the domain of seminars/workshops is not quite significant looking at their regularity and attendance.

NADEV organized seminars on widows' rights, entrepreneurship, gender training and human rights education. These workshops centered on raising awareness on human rights typically focus at the level of policies that humanity and the state in particular ought to adopt in order to move closer to a peaceful global community. The aim of the workshops was to familiarize participants with the international covenants and declarations of the United Nations system and promote tolerance, solidarity and autonomy at the individual and collective levels. Youths were further

trained on entrepreneurship for self-employment so as to reduce the rate of unemployment.

Plate 1: Tchinda Edmond opens workshop in Buea on behalf of the South West Reginal Delegate of Youth and Civic Education.
Source: NADEV Annual Report, Buea, 2015

Working with the goal to build entrepreneurial and business skills as well as create employment opportunities for youths, NADEV organized a one-week training program on entrepreneurship. Speaking to the CEO of the organization, he said it was an opportunity for young people to grasp entrepreneurial and business management skills. These skills will enable youths to be self-employed thereby reducing the risk of being radicalized. About 200 youths were trained during this seminar.

Also, the PCC Peace Office since 2016 has been organizing a workshop series on Understanding Conflict and Non-Violence in collaboration with educational institutions like the University of Buea and other religious institutions and media houses. These workshops aim at raising awareness on peace issues and also providing tools to handle and analyze conflict in a better way. About 500 youths have received training during this

workshop series. In March 2017, a Non-violent communication workshop was organized to train some 20 young media personnel on non-violent communication strategies.

The PCC Peace Office also organized a one-week Conflict Transformation Workshop in PCC Bokwai in December 2017 in which 20 young Cameroonians were trained as agents of change. Some themes handled during the training included Peace, Conflict, Violence, Non-Violence, Conflict Transformation, Conflict Analysis.

Furthermore, in January 2018, a three-day workshop war organized by the peace office in partnership with the university of Buea centered on Peace, Conflict and Non-Violence. 20 university students from different field of studies were drilled on some non-violent ways to handle conflicts, tools for conflict analysis, understanding conflict. Speaking with a participant, she attested to the fact that the workshop was very enriching, and she is ready to apply the skills learned in her home and community.

Plate 2: Workshop on Peace, Conflict and Non-Violence, Buea January 2018

Source: field work, Buea 2018

In an interview, the CEO of CINEC said they have organized a series of seminars and workshops. In 2017, they organized a workshop marking the celebration of the International Day of Non-Violence (2nd October) in which talks, debates and lectures were presented to the participants (mostly youths) on the importance of using non-violent means to handle conflict. A total of 100 youths participated in the workshop. The seminar contributes to peacebuilding in that the themes handled are very relevant especially in the present crisis affecting Buea and the nation as a whole.

YAPCEC, in an effort to promote peacebuilding through youth participation in the democratic process, organized a one-day seminar/ workshop in collaboration with the Ministry of Youth Affairs and Civic Education. During this program youths were encouraged to make their presence felt at all levels of the democratic process. Themes such as

youths and elections, democracy, youth participation in politics and governance. This program had about 80 youths in attendance. Looking at the themes relevance of the themes handled, especially in a time when the youths are asking for a space in the democratic process of the nation, and also, given the number of participants present during the workshop, we can say that the workshop has contributed to peacebuilding. Speaking to one of the participants , he attested to the fact that the workshop was of great relevance as he learnt that his participation in the democratic process can make a difference as it promotes active citizenship, strengthens social responsibility and can enhance the democratic processes and institutions.[137]

Plate 3: Certificate of participation form workshop organized by YAPCEC
Source: Field work, 2018. Buea

[137] Interview with Sam Nloin Sukpa, participant of YAPCEC workshop. 6th June, 2018. Buea.

NGOs and Sensitization Campaigns

Sensitization campaign is a process by which the community is made to be aware of and be responsive to certain ideas, events, situations or experiences. This goes beyond just passing out an announcement. Sensitization campaigns can serve as a major tool to promote peace education among youths in a community. It can enhance active participation from the community, increase understanding and public knowledge, enhance social skills and competencies for change, captures the public's attention, help the community make informed decisions and also bring about confidence. Sensitization campaigns range from radio and television programmes, meetings, awareness talks, to door-to-door campaigns, outdoor advertising and drama. NGOs in the Buea, in a bid to educate youths and the entire public on issues of peacebuilding have engaged in community sensitization programmes.

Table 11: NGOs and the various aspects of sensitization

NGO	**Sensitization campaign**
NADEV	Radio and tv programme, door-to-door campaign,
PCC Peace Office	Radio programme, radio play
CINEC	Distribution of flyers, visit to churches and schools, door-to-door campaign
JCI	Tv programmes, school visits
YAPCEC	TV programmes, visit to schools

Source: compiled from field work. Buea, 2018

The PCC Peace Office has been very active in carrying out community sensitization through their radio programme “EYOLE” The Wind of Peace, broadcast over the CBS radio on FM 95.3. This programme runs every Tuesdays from 6-7pm. Various themes pertaining to peacebuilding such as peace education, role of civil society in promoting peace, role of youths in peacebuilding, conflict management strategies, conflict prevention. This programme is open to calls from listeners. Being a keen follower of the programme, the researcher can agree to the fact that this programme is creating positive impact in the lives of the youths and the entire community. Many youths call to participate on the programme and give testimonies of how their understanding and perception about issues of peacebuilding have changed for the better. This radio programme is an effective tool used by the PCC Peace Office to reach a wider audience with the message of peace.

Also, the organization uses radio plays to pass across messages of peace, unity, love and reconciliation. Being entertaining and very educative, these plays capture the attention of thousands of listeners across the Buea municipality and beyond, many of whom are youths. Also, the cast is made up of youths, whom in the course of acting out these plays, acquire life skills that will enable them deal with present and future challenges. The fact that new set of youths are brought in for each play adds to the

number of youths trained. One of such plays is an adaptation of Chinua Achebe's Things Fall Apart which encourages communalism.

Plate 4: "EYOLE" Crew on Air.
Source: field photograph. Buea, 2018.

Apart from the PCC Peace Office, JCI in collaboration with YAPCEC have also been involved in community sensitization campaigns especially in the educational milieu. Four major colleges in the Buea municipality were visited in 2016 and 2017. They are; GBHS Muea, GHS Buea Town, BGS Molyko and GHS Buea. During these visits, a talk was given to the entire student body on assembly. Issues such as self-respect, acceptance of others, social responsibility, reconciliation and building a positive self-image were discussed with students. Peace talks were given to students with emphasis on UN Security Council Resolution 2220 which highlights the place of the young person in maintaining peace and security around the world. This was all in a bid to instill a positive attitude in the young minds for behavioral change, which is one of the aims of peace education. In an interview with a Senior Discipline Master of BGS Molyko, he

confirmed that these organizations made positive impact on the students with their visits. The frequency of violent activities in school had reduced since the creation of the peace clubs in the institution by JCI.[138]

Furthermore, a caravan was dispatched to these schools every Wednesdays during extra-curricular activities and 48 students were trained as peace crusaders and mentors to other students on campus and in the community. Peace clubs were further opened in these schools. Speaking to one of the students who received the training, she said the program was interesting and educative and she has been able to form a peace club with over 15 members in her church.[139]

Plate 4: JCI National coordinator speaking to students of GHS Buea

Source: Mr Djeumo Eugene Cyrille, National Coordinator, JCI. Buea

CINEC has also been involved in community sensitization to create awareness on issues of peace and security. During the celebration of the

[138] Interview with Mr Kam Zoma Patrick, Senior Discipline Master, BGS Molyko. June 24th, 2018. Buea
[139] Interview with Sophia-Nelly Namondo, form 5 student BGS Molyko. June 24th, 2018. Buea

International Day of Non-Violence (on the 10th of October instead of 2nd October due to the socio-political instability), CINEC produced flyers, handouts and pamphlets on non-violent actions and distributed to youths on the streets of Buea. They also moved from door-to-door, to give out the flyers. Some churches in the major towns of the Buea municipality were visited and youths were given a brief talk on the importance of applying non-violent actions in the face of a conflict. They were also given pamphlets for continuous reminders.

Peace Education Themes Explored by NGOs

NGOs in the Buea municipality have contributed in educating youths towards peacebuilding through their various programmes and activities carried out thus far. Looking at the themes handled during such programmes and activities, it can be seen that they are very relevant to the youths in the community and the times in which they live. These programmes are quite qualitative and can be described as “square pegs in square holes”. The challenge lies with the regularity of these programs. Due to some challenges discussed in the paragraphs below, the work of the organizations in the aspect of peace education has been affected thereby limiting their impact.

The dominant themes handled by the NGOs as seen above include understanding and managing conflicts, non-violent actions, youths and democracy, conflict transformation. These themes can be seen to have

evolved over time because new conflict arise every day. Conflicts faced in the municipality before now had not been quite overt and outrightly violent. But for the past 2 years, youths in this municipality have had to deal with violent conflicts which have claimed many lives. NGOs, in an effort to properly equip the youths to take on the new challenge have been educating them on managing conflicts, non-violent actions, and have included peace education in their agenda. Secondary school have also become a major target for these organizations. These is in a bid to start getting the younger ones acquainted with issues of peacebuilding so that they can make right choices and decisions as they grow older.

The activities and trainings carried out by the NGOs in the municipality are quite contextual. These activities reflect the Buea environment. The Buea municipality is an urban area, with higher institutions of learning which attracts an influx of youths into the area for either educational or business purposes. With this understanding, NGOs tailor their programmes to suit the needs of these youths.

NGOs, Peace Education and Peacebuilding

NGOs, through seminars, workshops, community sensitization have contributed in raising awareness, instilling life skills, and educate youths on peacebuilding for positive change in the community. Though organized at irregular intervals, these programmes have helped in promoting the knowledge, skills, attitudes and values needed to bring about behavioral

changes that will enable the youths to prevent conflicts and violence, both overt and structural; to resolve conflict peacefully at the intrapersonal, interpersonal, and intergroup levels.

The NGOs believe they have succeeded to impact many youths with appropriate skills and values for positive change in spite of the challenges they face. Not all the participants agree that NGOs are creating maximum impact in the field of peace education and peacebuilding in the Buea municipality. Below is the response from the youths concerning NGOs' impact towards peacebuilding in the municipality.

Table 12: Participants' response to NGOs impact in peacebuilding in the municipality.

Response	**Frequency**	**Percentage**
Strongly agree	20	33.3%
Agree	06	10%
Strongly disagree	24	40%
Disagree	10	16.7%

Source: compilation from field work, buea 2018.

It is obvious from the table that though some participants acknowledge the impact of NGOs' peacebuilding activities in Buea, a majority disagree. 33.3% strongly agree that NGOs' programmes on peacebuilding have been quite impactful but the greatest percentage of participants (40%) strongly disagreed that NGOs in Buea have not done much in the domain of peacebuilding. This is a call for concern for NGOs to put in more efforts in the domain of peace education for youths in the municipality.

Since 2016 till present, the South West region of Cameroon and the Buea municipality in particular have witnessed some violent demonstrations which have led to many youths being radicalized and many others dead as recent evidence has shown. In November 2016, the protest began in the Anglophone regions. Over 50 youth were arrested in Buea.[140] On the 22nd September 2017, thousands of protesters took to the streets demanding full independence. [141] 1st October, 2017, Anglophone Cameroonians declared independence from Francophone Cameroon with demonstrations in the streets of Buea. 1st July 2018, there was a lockdown in Muea following a shootout between security forces and seperatists[142] and on the 31st of July, at least 4 persons were reported to have been shot dead in Bakweri Town, Buea by military forces. According to the International Crisis Group think tank, at least 120 civilians and at least 43 security forces have been killed in Buea since the end of 2016.[143] Ghost towns too are observed every Mondays.

NGOs in the Buea municipality have contributed to peacebuilding through peace education for youths. Many more youths have become aware and have been impacted with skills, values for and are also contributing to peacebuilding. Nevertheless, looking at the above statistics, and being an

[140] "Arrests in Cameroon language protests". 23 November, 2016- through www.bbc.com. Retrieved August 5, 2018

[141] www.dw.com, Deutsche Welle. "English speakers protest in Cameroon, demand equal rights amid calls for sucession-News-DW-22.09.2017. Retrieved August 5, 2018.

[142] https://www.journalduCameroon.com. Retrieved August 5, 2018.

[143] ibid

inhabitant in the Buea municipality, I can say that the NGOs still have a long way to go in the domain of peace education for youths. Many more youths are being radicalized and recruited into groups perpetuating violence, many still believe in violence as the appropriate response in the face of a conflict as seen in the various demonstrations and still put up behaviors that do not promote peace. A lot of reasons account for the weaknesses of NGOs to create maximum impact in the domain of peace education in Buea. These reasons will be discussed below.

4.5 Objective 3: Examine the challenges and prospects of such organizations in the field of peace education

This objective focuses on the challenges that NGOs face in the course of their activities and how these challenges have greatly affected them. It equally deals with the prospects for NGOs in the Buea municipality.

NGOs have contributed greatly to peacebuilding in Buea. However, despite their great role in peacebuilding, they have been encountering several challenges. These challenges range from inadequate funds, fiscal policy, lack of collaboration from other organizations, managerial and public related challenges.

The Ongoing Anglophone Crisis

The current Anglophone crisis which started in late 2016 with strike actions from Teachers and Lawyers has been a major challenge to the NGOs in the Buea municipality. This is so because many of their projects

planned for the past 3 years have not been executed due to the crisis. Seminars and workshops did not take place because participants did not turn out, outdoor programs like sensitization campaigns were cancelled for fear of arbitrary arrest or even death. The program coordinator of CINYODEV said 3 of their major workshops were cancelled in 2017 due to the crisis.[144] This was also the case with YAPCEC and CINEC which recorded a poor turn out during their seminars due to the crisis. Many of their participants sent messages, cancelling their participation in the programs. In an attempt to handle this challenge, the NGOs have been calling on the government to create room for an open dialogue with all the stakeholders involved in the crisis so that peace can return in the South West region and the nation at large.

Inadequate Funds

Inadequate funding is a major challenge that NGOs face. The main reason for this financial challenge is because a good number of these organizations depend on foreign assistance. Foreign funds which have relatively been reduced in the past years has made it very difficult for NGOs to realize their projects and meeting up with community needs. According to the communications officer of NADEV, many organizations have been established with a bit to lobby for funds to enrich themselves

[144] Interview with Ayamba Colins, Program Coordinator, CINYODEV. June 20th 2018. buea

than to help the community.[145] This has therefore, in the past years sent wrong information across to the foreign donors, thus, these donors such as Global Living, Canadian Cooperation amongst others have become very skeptical about NGOs' accountability and reliability.

Unavailability of Youths

NGOs in the Buea municipality are confronted with the challenge of the unavailability of youths. There are many other activities that youths are more preoccupied with. A majority of the youths are more interested in income generating activities, their studies and leisure activities such as football and gambling. This makes it difficult for youths to attend programs organized by NGOs. According to the CEO of YAPCEC, many youths are very reluctant to attend seminars and workshops because they feel that it's a waste of time as they have no financial benefit at the end.[146] The money-mindedness of these youths prevents them from availing themselves to receive trainings on peacebuilding. To overcome this challenge, the youths have been continuously sensitized on the importance of such trainings. They have been made to understand that the lessons and skills acquired from such trainings are much more important than being given physical cash.

[145] Interview with Awung Emerencia, 30 years, Communications Officer, NADEV, 6th June 2018, Molyko.
[146] Interview with CEO, YAPCEC, Bochum Samuel. 11 July, 2018. Buea

Lack of collaboration amongst NGOs in the Buea Municipality

Another major challenge plaguing NGOs in Buea is the absence of a collaborative spirit amongst the NGOs. Speaking with programs coordinator at the PCC Peace Office, he said that there is more of a competitive than a collaborative spirit amongst the NGOs.[147] This stems from the fact that most NGOs lobby to get funding and would not want others to share in the "booty". This makes it difficult for the NGOs to come together to effectively execute projects for the benefit of the community.

Fiscal Policy

NGOs in the Buea municipality are confronted with fiscal policy problems. Fiscal policy in this case will strictly mean the taxation policy of government towards these NGOs. NGOs in Buea indicated that the fiscal policy was a major problem to them as it ranges from taxes on their activities and taxes on their imports. NADEV and CINEC had a similar fiscal policy problem. The two organizations made allusion to high taxes which were above what they expected to pay since they are non-profit making organizations and are not liable to paying the same tax as profit making organizations. These organizations have been, in several cases, given taxes which are meant for profit making organizations and any failure to pay their taxes, their offices were sealed by taxation officials

[147] Interview with Programs Coordinator, PCC Peace Office, Wolfram Metzig. 20 June 2018. Buea

thereby interfering greatly in their day to day activities and slowing down their projects.[148] There are times when this goes on for days and even weeks and it causes people to think that the organization has been closed down. In a bid to solve this challenge, NGOs sometimes negotiated with the taxation officials and a certain amount was agreed upon to be paid, at a lower rate.

Besides, NGOs have often faced the challenge with the government officials when they had to import equipment for their activities such as vehicles, laptops, didactic materials and others.[149] The amount charged by the port authorities is usually very exorbitant. To overcome such challenge, the organization had to ask for assistance from the Ministry of Basic Education, Ministry of Secondary Education and other government institutions that were directly related to their activities.

Public Related Challenges

These refer to challenges outside the organization, mostly with beneficiaries and the public. The public in most cases have become very suspicious of NGOs owing to the fact that some NGOs have deceived the local populations, collected money from them and vanished into thin air. More so, demands from the participants and beneficiaries keep increasing. Some of them exhibit a high sense of laziness and laxity when it comes to

[148] Interview with Ndi Cynthia, coordinator, NADEV, Molyko. 20th June, 2018.
[149] ibid

training and education. Some complain of the distance, lack of transportation fare.

Also, when the organizations go out for sensitization, some of the inhabitants do not give a listening ear and some even refused to receive the flyers that are distributed.[150] In order for NGOs to succeed, they usually ask the chiefs of the community to inform the people and announcements are also made in churches and sometimes over the radio so the people can be informed of their coming.[151]

Managerial Challenges

Poor management strategies have been responsible for poor or insufficient outcomes. It was realized that some NGOs are plagued with corruption, inefficiency, ethnicity and no clear-cut peacebuilding strategy. For the sake of anonymity, it was noticed that this NGO, operating clandestinely, employ staff along family and tribal lines. About 95% of its staff is from the same tribe regardless of their skills and expertise. This type of patronage appears to be responsible for the poor development record of some NGOs as they indulge in shady deals for personal aggrandizement. The consequences are inefficiency, poor management, lack of accountability, incompetence and poor output and impact.

Some NGOs have disappeared, and some are at the verge of collapsing. Most new NGOs have weak implementation capacity and lack adequate

[150] ICENECDEV, Annual Report, 2015, 9
[151] NADEV, Annual Report 2015, 15.

management systems at all levels from financial management to planning, monitoring and evaluation systems. Many of the NGOs have no full-time staff or permanent offices. They operate on a voluntary basis and are funded largely by member contributions. These mushroom NGOs run make-shift/ mobile offices.

Furthermore, the problem of bad road network has greatly affected the work of NGOs especially those which really need to go into the villages to ensure proper grass root peace education. There are relatively few road networks and even when they are present, they are highly seasonal. This makes it difficult for youths in the villages to have access to the trainings as some of the villages are left out.

Even though these NGOs are facing these challenges, they have not stopped looking for solutions to overcome such challenges. Different means have been employed to solve these problems. Administrative adjustments, seeking for more funding through the sale of goods and services, cooperation with government and the acquisition of four-wheel drive vehicles to access those hard to reach areas especially during the rainy season.

Prospects of NGOs in Peacebuilding in the Buea Municipality

Considering the role NGOs are playing in educating youths on peacebuilding in the Buea municipality, necessary measures must be put

in place to ensure that this role does not diminish of fade away with time. Cooperation and collaboration are required from the various stakeholders involved. Cooperation between the NGOs and the government, the municipal council, the youths and amongst NGOs themselves will be the best way forward for the promotion of peace education for a peaceful society not only within the Buea municipality but the entire nation at large.

An NGO/government forum is very important for the better performance of these NGOs. The government is far bigger than all NGOs in the Buea municipality put together. These organizations are there to assist the government carry out its responsibilities and not to take the government's position. Both institutions need a forum which will help them achieve their objectives and through which NGOs will be able to execute their projects. The forum will further serve as a medium where NGOs can air their grievances and receive assistance both materially and financially which will lead to better and efficient work. By so doing, the government will be able to achieve her vision 2035 of an emerging Cameroon.

The immediate population directly benefiting from these peacebuilding programs ought to be educated on the importance of the programs. Therefore, communities should be considered as stakeholders in the peace process and not mere beneficiaries. Communities should be involved in all stages of the peace process from the conceptualization to the execution

phase. This should be so because the community will be in a best position to identify their needs. This will render NGOs more accountable, open and proactive in their service provision. Communities must be made to understand the importance of the programs not just to the participants but to the entire community and nation. Without such education, most of the programs will continue to lose their importance and performance over the years.

There is also need for NGOs to foster a strong partnership with local government authorities like municipal councils and village development associations. This will give greater impetus for community actions and stimulate citizen participation and the involvement of target groups in the program design and implementation which now points to be a most promising way or ensuring durable peace.

There is need for a synergy for NGOs operating in the Buea municipality. This network forum will go a long way to change and improve the performance of these NGOs. Through this network, the organizations will be able to create better impact in the field of peacebuilding. There will be exchange of ideas amongst NGOs which will help solve or reduce some of the challenges faced by the organizations. For example, collective research can be undertaken through the forum which will form a data base for all NGOs wanting to carry out projects in the municipality. This will save time wasted by individual NGOs to carry out a study on their

community and different NGOs will engage in different aspects of peacebuilding rather than having all NGOs carryout one and the same project. This synergy will further constitute a great force that could lobby for funds, run programs, pull forces from other institutions, as well as create great impact on the communities.

4.5: Conclusion

The objective of this chapter was to analyze and interpret findings gotten from respondents. It examined objectives such as identifying NGOs involved in peacebuilding, their contribution in the education of youths towards peacebuilding, the challenges and prospects of such organizations in the field of peace education. The findings reveal that NGOs, through seminars, workshops, community sensitization, have contributed in raising awareness, instill life skills and educate youths on peacebuilding for positive change in the community.

GENERAL CONCLUSION

Youths are at the frontline of civil society peacebuilding activities in the Buea municipality. Their role is crucial for the establishment of durable peace in Buea and the South West Region in general. NGOs have so far succeeded in identifying their significant role on the grassroots level in the peace process. Nevertheless, youth engagement in NGO peace programs needs to be strengthened and altered to make more effective use of their full potential as peace builders.

Peace education for youths has been a very big developmental challenge, which is affecting not only the Buea municipality but all other parts of the country. NGOs have made remarkable contributions in educating youths on peacebuilding through some of their activities such as organizing workshops, seminars, sensitization campaigns and school visits. The youths have been impacted with various life skills such as decision-making, problem-solving, self-awareness, negotiation, communication, critical and creative thinking. All these programmes and activities have gone a long way to create awareness on issues of peace and contribute to the promotion of peace in the Buea Municipality. Despite the efforts put in by the NGOs to see that youths receive trainings on peace education, there is still a lot to be done. Many more youths are still being radicalized by the day and the idea of enjoying durable peace is still a far-fetched reality in the municipality and the nation at large.

The following recommendations are based on the analysis of the group discussion with youths who have participated actively in different peacebuilding programs organized by NGOs within the Buea municipality. The interviews revealed achievements but also distinct problems that youths face in their regular peace activities. Those challenges point to measures, which NGOs as well as the Cameroon government should implement to enhance youth peacebuilding.

Recommendations to the Cameroon Government

Reward youth engagement in peacebuilding projects through certificates, prices, scholarships.

Many youths face opposition within their communities for their active involvement in peace programs. The government should start rewarding youths for their peace activism by issuing out certificates, prizes, scholarships etc. Civil society actors and traditional/ religious leaders could assist the government in identifying youths whose participation in peacebuilding programs is exemplary. Being recognized by the State for their efforts at the frontline of peacebuilding serves as a great reward for youths and encourages them to continue despite the challenges they face. Such rewards could furthermore inspire other youths to take action and participate in peace programs.

Implement the Cameroon National Youth Policy (2006) more effectively and create livelihood opportunities for youths to discourage them from participating in criminal acts.

The right to have access to proper education, training and employment is included in the Cameroon National Youth Policy. The provision of education, training and employment are thus primarily obligations of government institutions. Empowering the youths educationally does not only discourage them from engaging in crimes but also strengthens the economy substantially.

Reform existing anti-drug abuse programs for youths in order to reduce crime and make communities safer.

It is widely known that youths who take drugs are more likely to engage in violent acts during crises. Existing anti-drug abuse programs do not seem to reach many youths. The government needs to work more closely with communities and NGOs to create more effective programs that target frequent drug abusers. These youths should then be integrated into peacebuilding programs.

Encourage community leaders to create conflict prevention mechanisms that are embedded in the context of a given community and provide youths with significant responsibilities.

Communities possess distinct capacities to prevent the escalation of a conflict, for example, traditional conflict management mechanisms. The

state government should encourage community leaders to use such mechanisms to intervene peacefully in a conflict and deescalate it at an early stage. Communication networks that include youths could enable communities to quickly gather information about potential threats and implement the needed steps to intervene.

Recommendations to NGOs

Focus on discussing the constructive role of youths in peacebuilding and emphasize on the active involvement of youth participants in peace programs.

Youths are rarely seen as constructive agents for peace. NGOs should use their social status to highlight the efforts that youths undertake in peace programs and help to change the negative perception of the role of youths in the conflict. A more positive public discussion on the role of youths in the conflict could unlock hidden peace potential that lies in many youths.

Lobby for a more effective implementation of the Cameroon National Youth Policy.

It is primarily the obligation of the government to implement the youth policy on the state level. NGOs have very limited resources and cannot provide major skills-acquisition programs for youths. However, NGOs are strong lobby groups and should jointly advocate for an improved government response to youth unemployment and the lack of affordable education and training opportunities.

Encourage youths to build joint networks, organizations or initiatives that represent the interest of all youths – regardless of their ethnic or religious affiliation.

Regardless of the ethnic or religious affiliation most youths in the Buea Municipality and Cameroon at large share the same socio-economic challenges. Considering the high percentage of youth population in Buea, youths are one of the largest social groups in the town and have the potential to be a central political force – only if they could aggregate their common interests and bring them forward to the government. As long as youths are divided along ethnic or religious lines, political leaders can manipulate them easily, use the conflict to distract their attention and continue to ignore the youths' socio-economic demands.

Ownership.

Provide youths with an adequate/ balanced degree of ownership in peacebuilding programs. Youths possess special and unique peacebuilding skills but may lack the ability to coordinate a multidimensional peace program by themselves. In a program that includes youths, adults and elders, NGOs need to assess which specific role youths can take in this program. Giving them too many responsibilities may overstrain their capacities and might lead to unexpected outcomes. This could consequently lead to frustration and may discourage them to continue their peace activism. Responsibilities within multi-generational program

designs need to be shared and agreed upon among youths, adults and elders. Each group can offer specific capabilities, which can contribute to the success of a given peace program.

Capacity Building

NGOs should continue to offer helpful training workshops on peacebuilding skills. Youths regard these training sessions as very helpful and relevant for their individual peacebuilding work. They should also develop strategies that help youths to overcome challenges in their peace work. Youths experience various challenges and obstacles as peacebuilders. They are sometimes confronted with heavy opposition within their communities, which discourages them. NGOs should develop – in cooperation with youths – strategies that help youths to strengthen their resilience and equip them with skills and knowledge to tackle challenges more successfully.

Build trust between youths and governments

Youth mobilization in peacebuilding efforts is more likely to be successful if young people are given the capabilities and opportunities to work with local and national governments. With few constructive avenues to influence local and national politics, young people tend to view the government as beset by corruption. Conversely, governments often fail to take into account the views of youths in policy-making and may have different priorities for peace. To close the gap, activities that promote the

legitimization of youths and foster their representation in local and national policy-making processes are crucial. As such, joint workshops, community projects or platforms can all help bridge the divide between youths and government officials. It is also important to encourage young people to learn about national or regional peace priorities while helping them work towards their own peace priorities.

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APPENDIX 1

PEACE CONFLICT AND SECURITY

Interview Guide for NGO personnel on "Youth, Education and Peacebuilding. The Role of NGOs in the Buea Municipality."

What is the name and mission of your organization?

What position do you hold in the organization?

What is your target population and your primary area of concern?

What are the aims and the objectives of your organization?

How does your organization work with peacebuilding in Buea?

What role has your organization played in educating youths towards peacebuilding in the Buea municipality?

Could you list some of the major activities that you have organized since 2016 in this regard?

What areas of training did the activities focus on?

Who were the major participants?

How do you rate the impact of such activities considering today's socio-political climate?

What are some of the challenges faced by the organization in educating youths towards peacebuilding?

What do you think can be done to improve the participation of youths in peacebuilding?

What recommendations can you give for the effective functioning of NGOs in peacebuilding in Buea?

What are your prospects?

APPENDIX 2

Guide for Focus Group discussion with youths on Youth, Education and Peacebuilding. The Role of NGOs in the Buea Municipality.

SECTION A: Participants Demographic Information

1. Gender:
2. Age:
3. Level of education:
4. Your neighborhood:
5. Are you currently a student?

a) Yes b) No

SECTION B: Identification of NGOs Involved in Peacebuilding

6. Name some NGOs you know in Buea.
7. Have you been involved in any activity with an NGO in Buea? If yes, what were some of the activities?

SECTION C: Contributions of NGOs in the Education of Youths towards Peacebuilding.

8. What skills have you acquired from the training(s) received?
9. How would you utilize these skills gained from peacebuilding training within your community?
10. How can you rate NGOs' involvement in peacebuilding in the Buea municipality?
11. In relation to peace building, within your community, what skills would you like to acquire through a peacebuilding training?
12. How do the youths contribute to a peaceful and conducive environment?

13. Do you think NGOs in Buea are doing enough to educate youths on peace especially in the present socio-political atmosphere? Give reasons for your answer.
14. What in your opinion can NGOs do to improve on the education of youths towards peacebuilding in Buea?