

# BEPROMAP PROGRAM

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# REPORT

## Phase 1

[www.igi-cameroon.com](http://www.igi-cameroon.com)

**Stephen Asek**

**Access to Information**

**Constructive Community Engagement**

**Nonviolent Discipline**



**Quality Local Development Check**

**Public Budget and Expenditures Oversight**

**Effective Government**

# Executive-summary

Cameroon aspires to become a middle income economy by 2035, as such, much of the country's tax payers fund is directed towards the provision of basic infrastructures for development at community and sub-urban levels, where poverty is at its highest. The Public Investment Budget constitutes the main channel through which community projects for local development are financed, and consumes almost 70% of tax revenues collected annually.

Central to transparency and effective management of these funds is access to information. But with the lack of an access to information law and corrupt bureaucracy, ordinary citizens find it difficult to know what they are entitled to in the Public Investment Budget and, what services have been committed by the national government for their development.

The International Governance Institute has partnered with ICNC to promote citizen engagement in public investment budget projects development check; by fostering community monitoring of where the money goes and service delivery effectiveness.

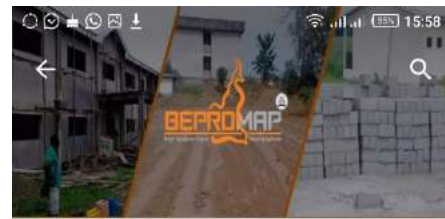
To achieve this IGI uses a combined approach of "access to information of PIB allocations" and constructive engagement through nonviolent discipline and training". The approach aims to ensure that citizens have the right information and can access the necessary documentations that describe standards and commitments made in project plans and contracts between their government and third parties.

As an integral part of any successful development practice, the project assures civic engagement, allowing citizens to measure and check if community development projects are being delivered successfully and to the correct standard. In doing so, IGI ensures that they remain nonviolent and understand the best tactical approaches to achieving reforms through people power. This report is therefore a description of the first phase activities of this project notably; creation of an access to information web based platform and mobile app including training of field trainers on nonviolent discipline and social accountability.

## PUBLIC INVESTMENT BUDGET AND PROJECTS DATA



GET THE BEPROMAP  
ANDROID APP



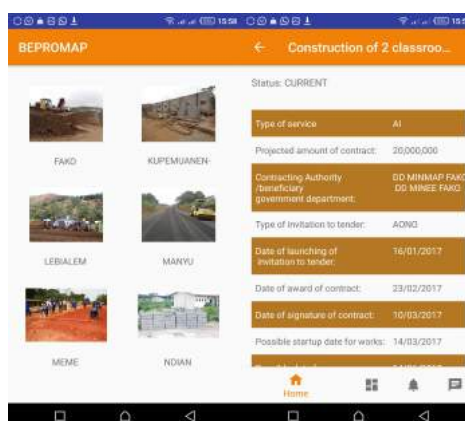
Bringing government projects closer to  
the community

[READ MORE](#)



### MONITORING SYSTEM 1 [BEPROMAP]

Following more than two months of planning and programming the mobile android/phone version of the PIB Budget Expenditures and Program Monitoring Application [BEPROMAP] was finally developed and is now available on google play store. The application contains PIB projects in the South West Region covering Fako, Meme, Lebialem, Kupemanenguba and Ndian divisions. In addition there is a feedback and a status icon which allows users to send their feedback and to connect as well to the main online database system. By installing the BEPROMAP android app users are able to discover local projects in Cameroon from anywhere in the world, contribute and request for updates.



## PUBLIC INVESTMENT BUDGET DATA MONITORING SYSTEM 2 [WEB DATA BASE & KNOWLEDGE SHARING PLATFORM]

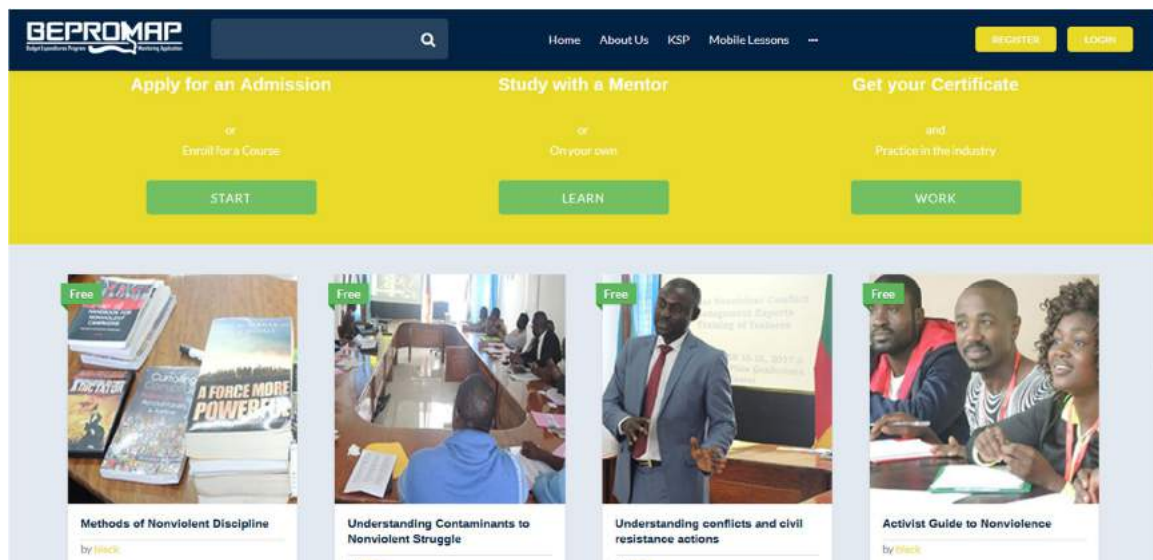


The Public Investment Budget Data Monitoring System has now been designed and is available online here [www.bepromap.com](http://www.bepromap.com). It is a single information and knowledge sharing platform serving a dual purpose. While it provides users with access to PIB information such as project description, budget allocations, contractors or service delivery agents, project completion status and timelines on its wide search engine, it also has a borderless online training platform with an embedded nonviolent, civil resistance and social audit curriculum for use by NGOs, CSOs, Academia and other activities groups. The platform has a password to access and can be used by any activist group or person to conduct their own online training of groups and persons from anywhere in the world.

The list of curriculum currently available on the website can be found here [www.bepromap.com](http://www.bepromap.com) . Both the BEPROMAP and web based platforms will be updated following fresh information from the field when the trainers of trainers get into the field under phase two of this project.

# Knowledge Sharing Platform [KSP]

The KSP site offers many options to activists in Cameroon and around the world to improve their practice with mentors and peers on nonviolent discipline, civil resistance, integrity, anti-corruption and citizen engagement. These include, an application for admission link online, an option to study with a mentor or alone; the possibility of taking a quiz and earning a certificate in the practice.



## Trainers of Trainers Workshop [2 days]

Burden by poverty, underdevelopment, corruption, ineffective government and lack of opportunities, many Cameroonians are opting for expression. But with the current government defending the status-quo and resisting protesters with often brute force from its security apparatus, waves of violent resistance towards the regime are beginning to emerge as noticed in the current Anglophone struggle for an open, inclusive and fair government.

The culture of nonviolent civil resistance does exist across the Anglophone community, [as captured in a social media coordinated boycott of school by parents and pupils in villages as remote as Supai in US] yet needs to be harnessed and strategically canalized towards clear goals aimed at a better vision of tomorrow.

In cultivating a path that helps influential civic leaders and communities gravitate away from the 'buy in' into violence and extremism, IGI has partnered with ICNC to train [online and offline] communities to advocate for better services without resorting to violent extremism which seems to be deepening and trickling downstream from the northern parts of the country.

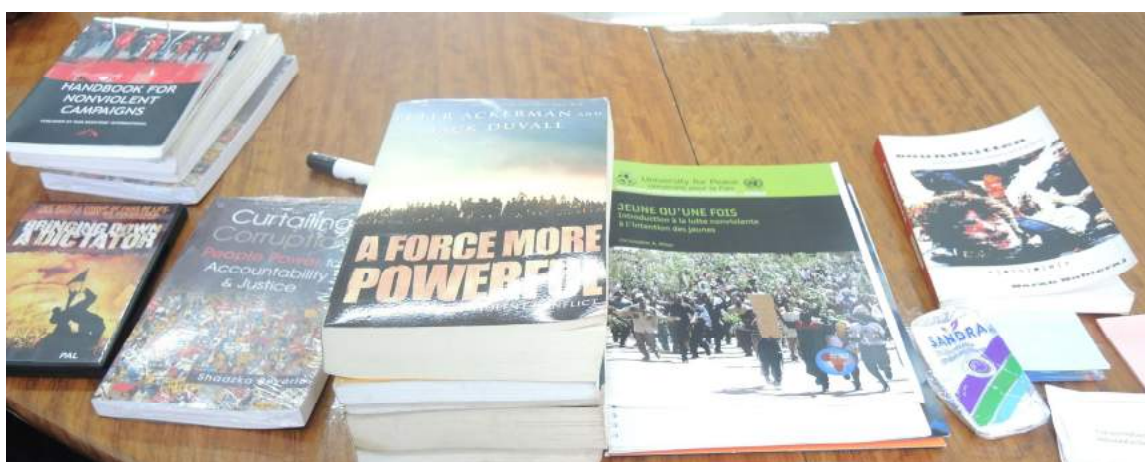
The two days trainers of trainers' workshop forms an integral part of the Citizen's mobilizing for Justice and Accountability Project currently under its first phase in Cameroon. From NGO experts to Clergy, public health administrators and IT technicians IGI was able to mobilize and train a cream of ordinary citizens in the South West Region initially classified under the following categories [following their record of activism]

- *Active supporters*
- *Passive Supporters*
- *Opponents and Neutrals as far as civil resistance and nonviolent means towards change and reform in Cameroon is concern.*

## Distribution of Participants by Age and Occupation



| <b>Occupation</b>           | <b>Age range</b> |
|-----------------------------|------------------|
| Clergy                      | 40-50            |
| administrative staff        | 30-40            |
| Business man                | 20-30            |
| Public health Administrator | 30-40            |
| Volunteers                  | 30-40            |
| Business                    | 20-30            |
| Pastor                      | 20-30            |
| IT Technician               | 30-40            |
| Social Entrepreneur         | 30-40            |
| Entrepreneurship Trainer    | 30-40            |
| Safety officer              | 30-40            |
| Entrepreneur                | 30-40            |
| Student                     | 20-30            |
| NGO Experts                 | 30-40            |





“Left unresolved deeply rooted grievances can fester, addressing the underlying issues of grievance from an ethical and religious dimension is a critical step in winning the ideological warfare over violence in Cameroon”

Stephen Asek

The Workshop started at about 9:30 on Friday September 15 through Saturday September 16, 2017 with a pre-evaluation test to assess trainees understanding of the core concept of nonviolence. The differences in trainees’ response in their answers was a strong indication to the trainers the popular opinion. That is how they understood the concept before their training and this was truly was diverse and sometimes off the margin. Some of the highlights are represented below:

## Can you explain briefly what you understand as nonviolence?

**“It is an act which applies not according to the law giving in society or religion”**

**“Actions to correct behavior limitations”**

**“It is the putting away of violence or conflicting situation from individuals with regards to the cultural or religious background”**

**“Measures that can be taken to articulate a grievance towards an authority or institutions”**

**It is a peaceful stand you take to resolve a conflict situation.**

**On the subject of testing trainees' understanding of Social Audit, participants gave the following as definition**

**It is the situation of good and bad things in a particular demography.**

**It is the way of measuring understanding, reporting and ultimately improving an organizations social and ethical performance.**

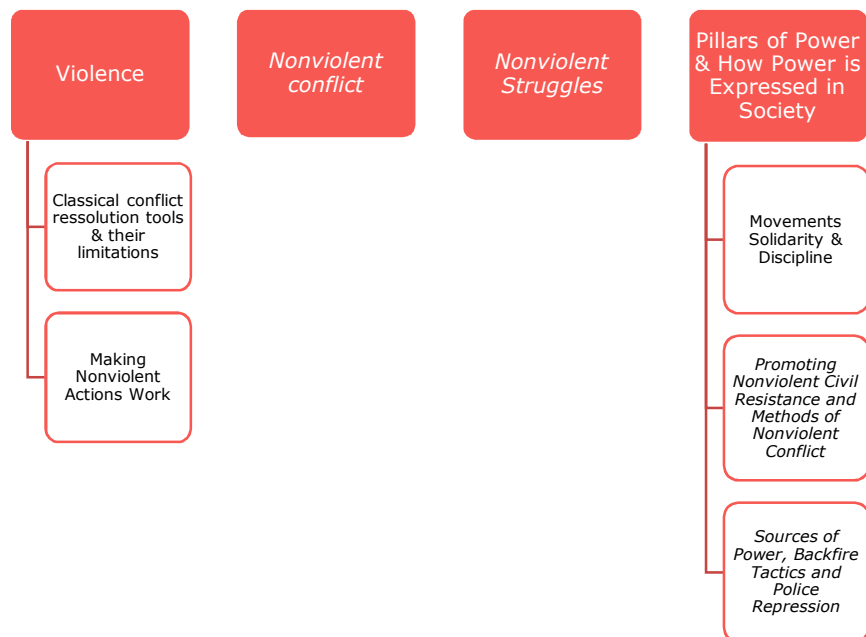


**To take a inventory of you social life.**

**The thoughts of member of society in which you belong.**

**It is an assessment of the way people live an interact with each other in the society**

Part one of the training workshop was dedicated at helping participants understand nonviolent conflict and how nonviolent discipline is maintained. In so doing learning, discussions and exchanges with trainees focused on the following key subjects.



## Contaminants to Nonviolent Civil Resistance Struggles



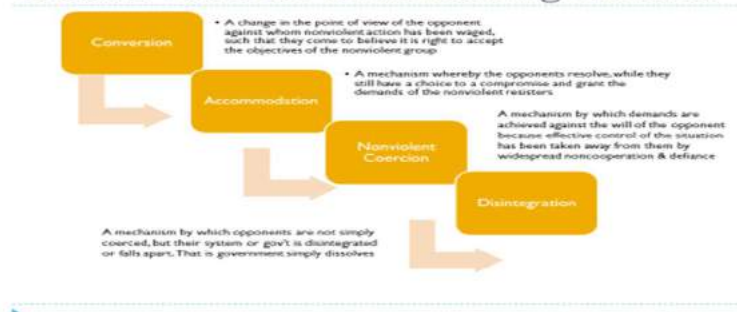
### Growth Stages of Nonviolent Campaigns

Stages of Growth of Nonviolent Campaign

| Stage of Escalation                      | Confrontational Actions [actions directed against injustice in society]       | Constructive Actions [actions that help to construct a just order in society]   | How it Works                                                                         |
|------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Bringing the Issue into the Public Arena | Protest [demonstration, petition, leaflet, vigil]                             | Presenting alternatives [teach in lectures, show alternatives]                  | Publicizing/convincing                                                               |
| Legal Actions that deal with the issue   | Legal non-cooperation [strike, consumer boycott, go slow]                     | Legal Innovative activities [fair trade, free schools, alternative economy etc] | Raising the stakes [cost] and minimizing the rewards for those committing injustice] |
| Illegal Actions that deal with the issue | Civil disobedience [sit-in, blockade, tax resistance, strike, war resistance] | Civil usurpation [sanctuary movement, pirate radio, nonviolent intervention]    | Redirecting Power                                                                    |



### Classic Tools for Undercutting Violence



## Backfire Tactics in Nonviolent Struggles



### Five Methods for Reducing Outrage

Cover up the action.

Devalue the target.

Reinterpret what happened by lying, blaming

Use official channels to give an appearance of justice

Intimidate or reward people involved

### Keys to Backfire & Maintaining of Popular Outrage

Reveal: expose the injustice, challenge cover-up

Redeem: validate the target, challenge devaluation, show the positive aspects of whosoever is attacked

Reframe: emphasize the injustice, counter interpretation

Redirect: mobilize support, avoid official channels

Resist: stand up to intimidation & bribery/rewards

### Example: Agents Beat up Peaceful Protesters at a Rally



Trainees Advise on Civil Resistance and Nonviolent  
Struggle Engagement: Feedback  
What will you advise anyone involved in violent resistance  
for change?

*"My advice is that people should seek to resolve conflict situation through dialogue instead of violence action"*

*"To change from conflict violence to peaceful negotiations"*

*"I will advise that change begins from ideas, so a bullet can kill an idea rather than an ideological change"*

*"They should first assess the ethical and religious drives and grievances before resolving a conflicts"*

*"Change ethical values, religious beliefs and concepts"*

*"To present clearly their problems and to prepare for dialogue and negotiation and also be patient for decisions to be made"*

*"To seek for peace and decrease from any aspect of life that may cause loss of life or property."*

*"To apply nonviolence actions, and to see change of approach as a tool for change of results"*

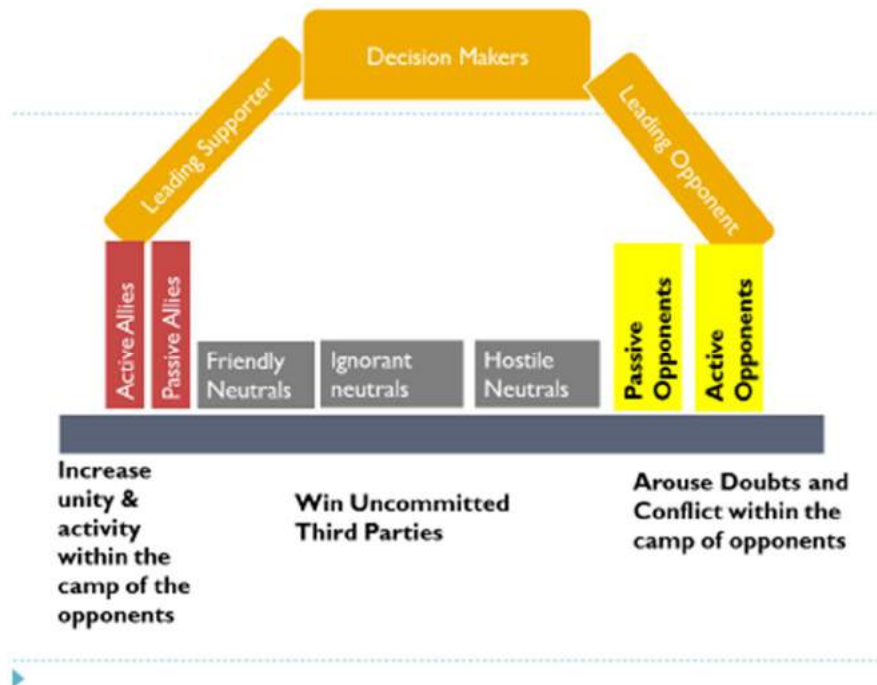
*"I will advise them to go for dialogue. To be tolerant and accept positive change"*  
*"To express their grievances if any in conflict"*

*"To understand the grievances of the various parties".*  
*"Nonviolent methods are cheaper and long lasting"*

*"To consider nonviolence tactics and seek resistance for change through pacific resolution"*

## Simulation Exercises and Media Communication [Pressing Your Case]

During this session, participants used their understanding of the current conflict environment in the south west region to apply nonviolent tactics into cases of their choice and for their audience to make a decision as to whether their tactics and strategies were persuasive for them to join their movement. This was facilitated with the aid of the Spectrum of Allies framework. At the end of the exercise trainees understood how difficult it will be to make uncommitted third parties shift places and joint their efforts for change and reform, if a proper homework on nonviolent tactics and strategy was not done.



## Media Communication, Pressing Your Case and Social Audit Sessions



The key points of interest highlighted by trainees during this session was their ignorance as to how the interest of most media outlets is tied to their coverage and audiences. It helped participants understand why the Anglophone struggle was poorly covered or aired by most international media.

The training was completed in a different location because repair works as explained by the management of the conference center had to be done and we will not be able to use it as anticipated. Our team spontaneously reacted and we were able to find a new location for the workshop at the US based international evangelical mission's headquarter building.



## Social Audit and BEPROMAP training Highlights

As trainers of community leaders and actors whose role is to ensure local participation and ownership of PIB funded projects in their communities, the workshop was a good opportunity for the trainees themselves. Majority did not know the meaning of social audit and few understood the processes and skills involved in conducting a successful social audit exercise.

Social audit as some trainees explained is not the thoughts of members of society in which you belong, neither is it to take an inventory of one's social life. Social audit in essence is;

“a form of citizen participation that focuses on government performance and accountability. The main purpose being to express citizens' voice and promote a more inclusive government”



With this understanding, the facilitator went further to explain why social audit is important, the tools to use and how it can be conducted. As a citizen report card of service delivery quality, social audit can be instrumental to both citizens and government in diagnosing where gaps in service delivery are exists. It can also reveal where institutions

responsible for service provision have not achieved expected service standards. If conducted periodically, trainees and PIB communities can use social audit to track and compare changes in service delivery and quality over time. Feedback from social audits can reveal hidden cost and extract fees associated with public services which are illegal. The essence of social audit is to improve services therefore results obtained and solutions proposed must be followed up.

### **Budgets and Expenditures Program Monitoring Application**



Trainees were the first to learn about the application and web based version of the budget expenditures program application knowledge sharing platform. The designers trained and exchanged with trainees on how the budget information is assembled, the search engine, the projects status section, including the online training platform exclusive to change agents and activists who must obtain a pass from the web administrators to be allowed to host and manage trainings online.

Considering the local context both the app and web platform was a novel idea applauded by all the trainees. Nevertheless, some were concern about the repressiveness of the local officials who make huge profits hiding information and urged the developers to ensure that the information on PIB is consistently available. The workshop ended with word of thanks from IGI to all the trainees for their commitment and participation.



A certificate of completion of training co-signed by ICNC and IGI was handed to each participant, looking forward to the actual field exercise and engagement with local population.



## Post Workshop Assessments and Changes in Participants Understanding. *How did the Workshops Improve Your Knowledge and Learning?*

- *“I am now very enlightened; and what I was ignorant off I am no more”. “It has enhanced me on the aspects of nonviolence management”*
- *“It has helped me know how to apply strategies to solve problems when two parties have conflicts with each other”.*



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- *“Knowing how to handle nonviolent conflicts from the standpoints of an offender and offended”.*
  - *“Given me more of a scientific knowledge on the observation I had”.*
  - *“Made me to know the importance of how to spread the knowledge of*



- 
- *nonviolent conflict management for the benefits of others”.*
  - *“It has made me to be able to pass knowledge across without violence”. “I now know that it is more costly to be violent”*

- *“It has improved my knowledge on how to gather information; better understanding on presentation of my ideas and sharing opinions without conflicts and also to choose the right channel”.*
- *“It has made me better understand more the possible ways of assessing and handling violence”.*



- *Now I know how to engage the media for nonviolent resistance and management of related conflicts.*
- *It has made me know so much more of things I never knew before on violence and implementing the use of a peaceful solution which is nonviolence.*

## How will you apply the Knowledge Learned?

- *“In any society or environment where I find myself starting with my family I will always go for a peace making. That is studying the source of conflicts and sorting strategies to bring it to an end”.*
  - *“It will help me in designing and implementing projects that ensure peace and social justices in the communities”. “I will apply what I have learned in ensuring that people are being educated on violence and*
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*nonviolence in order to make our world our country a better place”.*

- *I will use the skills and knowledge learned here today to solve violent and nonviolent conflicts.*
- *I will apply what I have learned by advising in case of violence, looking at the grievances before drawing solutions. Advised institutions to build strategies against violence on religious and ethical drives.*

- *I will apply what I have learned by been more constructive and analytical in situations and also help others to make decisions without being violent and also give advice to the community on nonviolent management.*
- *Teach people the value of nonviolent knowledge, be a peace activist in any conflicts, support peace in any conflict anywhere I am.*
- *I can apply it when opportunity is given to me for counseling two parties when they have conflict with each*



*other. “I am going to organize a workshops under the umbrella of our NGO to share the knowledge acquired from the training and I will also use the knowledge to be able to mitigate a fight against the prevalence of violence in my community or anywhere I find myself”.*

- *I will create educational programs to train students in different institutions and administration on nonviolence means to present their grievances and by doing so I will as well work with experts in developing a forum for peace studies to different institutions*
- *Help to educate people, do further research on nonviolent conflicts and provide solutions on nonviolent conflicts to institutions.*

- *I will first apply it to myself in my day to day dealings with organizations if there is any sort of challenges leading to violence and I will also want to be a consultant in nonviolent conflicts management.*
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- *“I will first of all apply the principle of nonviolent to myself and I will later on train all those around me”.*
- *“Write a newsletter articles and blog articles on nonviolent conflicts management, organize a forum for trainings on nonviolent conflicts”*
- *“By assessing the ethical religious drivers and grievances of violence before resolving conflicts and also try my best to be tactic in resolving a violence situation by linking up where there is similarities before applying adjustment”.*



Senior Nonviolent Conflict  
Management Experts  
Training of Trainers

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## REFRESHMENTS

