



Adène (France)

CARTOONING FOR PEACE AND DEMOCRACY

EDUCATIONAL BOOKLET

KENYA

2022



bunimedia



CARTOONING FOR PEACE AND DEMOCRACY EURO-AFRICAN EDUCATION PROGRAMME

Cartooning for Peace (CFP) and Buni Media offer a civic education programme with European and African facets featuring editorial cartoons to coincide with World Press Freedom Day on 3 May 2022 and the Kenyan presidential election in August 2022.

In partnership with the French Embassy in Kenya and the EUNIC network, CFP and Buni Media are organising a multidisciplinary initiative for the general audience and young people. This includes an exhibition at the Alliance Française, training sessions for educational professionals and national and international editorial cartoonists, and workshops and meetings in Nairobi from 5 to 10 May 2022.

This project's goal is to raise awareness about editorial cartoons and democracy in Africa. It is a pilot project that we intend to expand to Tanzania and Uganda.

The two partners will implement this programme through a series of activities that include creating an exhibition and educational booklet, hosting training sessions for educators on teaching with press cartoons, organising workshops and meetings for young people and editorial cartoonists, hosting conferences and creating a social media campaign to make sure young people are fully included in the project.

Project Partners

Buni Media

Buni Media was created in 2009. They use the power of storytelling, media, and creative expression to fight for an open and accountable society, participatory governance, Freedom of Expression, and to grow the creative ecosystem.

<https://www.bunimedia.com/>

Cartooning for Peace

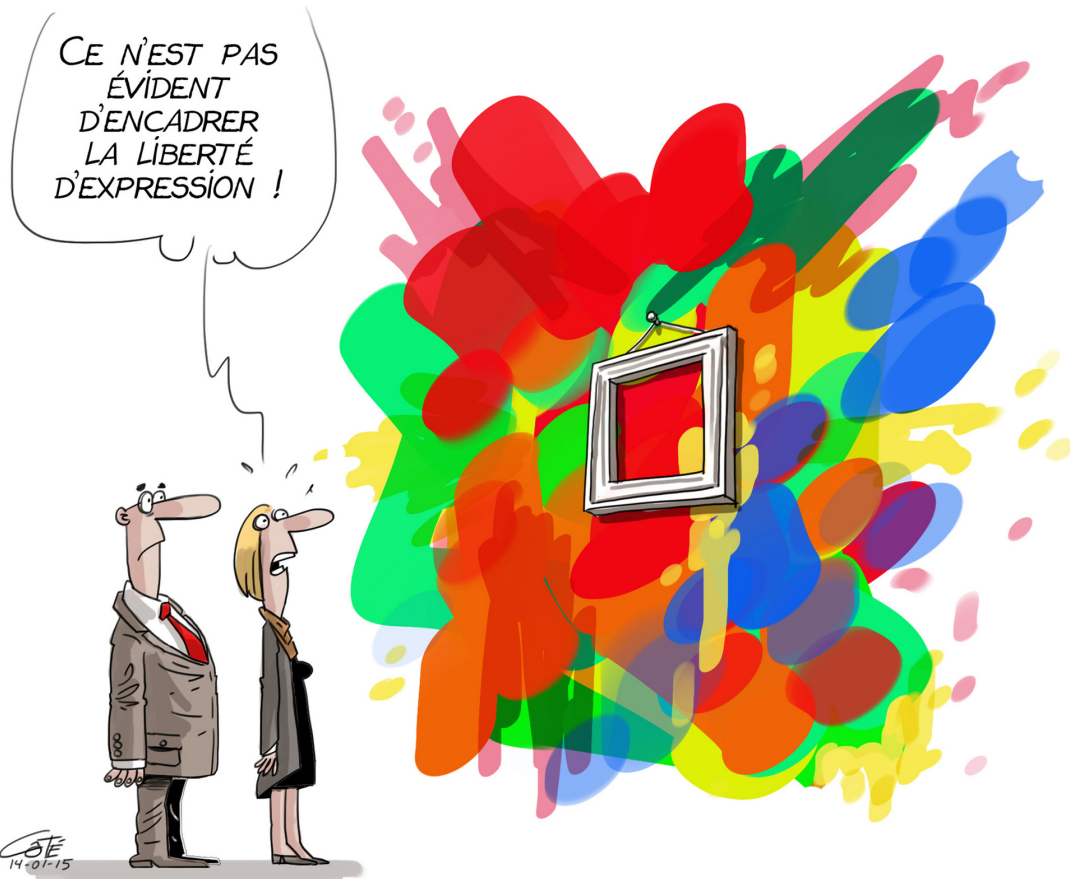
Cartooning for Peace was created in 2006 on the initiative of Kofi Annan, Nobel Peace Prize laureate and former Secretary-General of the United Nations, and editorial cartoonist Plantu. Cartooning for Peace is an international network of cartoonists committed to promoting freedom of expression, human rights and mutual respect amongst people of different cultures and beliefs through the universal language of editorial cartoons. This not-for-profit organisation is governed by the French law of 1901 and the current president is the French cartoonist Kak.

www.cartooningforpeace.org

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USING EDITORIAL CARTOONS FOR EDUCATION



** it is not easy framing freedom of expression*

Côté (Canada)

WHAT IS AN EDITORIAL CARTOON?

DEFINITION

An editorial cartoon is different from other cartoons. It is an illustrated representation of a current event by an observer who is both an artist and a journalist. It is designed to be published by a media outlet: a print publication like a daily newspaper or a digital publication like a website. **The cartoon conveys the cartoonist's personal view on current events. It expresses a viewpoint, interprets facts and provides commentary, inviting the reader to look at an event differently and form his own opinion.** Cartoons are designed to make you laugh (or smile), cause a reaction, disturb you, make you think critically, and generate discussion. Self-mockery, laughter and humour are also used **to play down a current event, take a step back, demonstrate common sense, and express an opinion.**

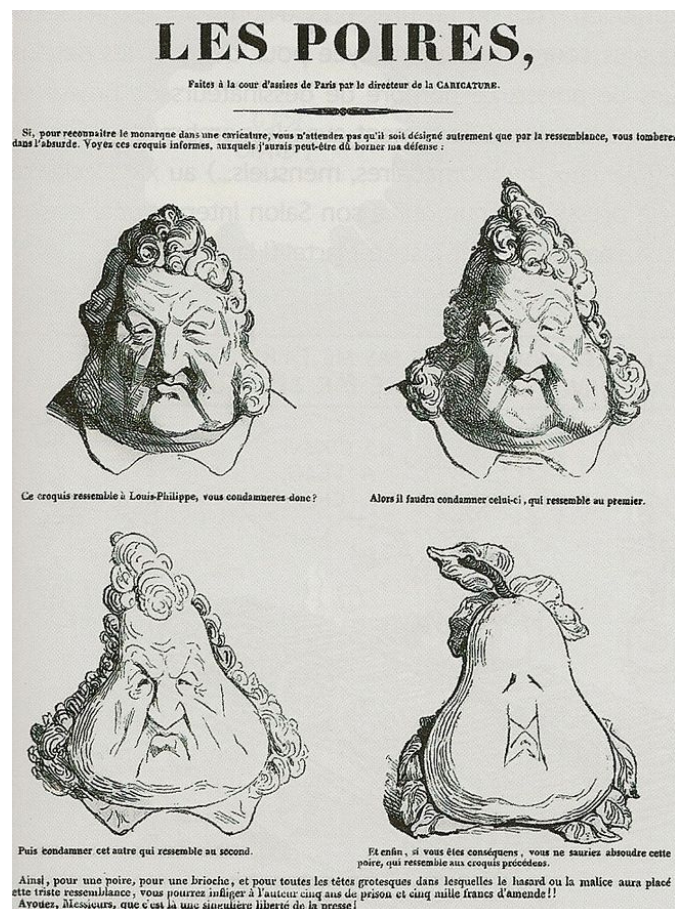
An editorial cartoon takes a **critical stance and a firm position, perpetuating freedom of thought, a spirit of impertinence, and a capacity for indignation.** It uses a single image to translate what a press article might develop over several dozen lines. Editorial cartoonists use editorial cartoons to express opinions and offer warnings in countries where human rights are not respected, as well as in democracies. Although sometimes contested, the phrase "Soldiers of Democracy" is used to describe journalists and artists as front line soldiers doing their civic duty to stand up to those in power (political, religious, economic, etc.).



Front pages of papers from around the world featuring editorial cartoons

The word caricatura (from the Italian caricare, meaning **load, exaggerate**) was first used in 1646. It gave us the word “caricature”, by way of French. But exaggerating physical attributes is part of the tradition of visual satire and we find examples of it in ancient Egypt, Greece and Rome. In the 19th century, the development of the press and the invention of the lithograph led to the creation of many newspapers. Published from 1901 to 1914, *L'Assiette au Beurre* was a weekly, 16-page paper with anarchist leanings printed in colour. It can be considered as the predecessor of publications that came out of social or student movements in the 1960s such as Hara-Kiri (1960) and Charlie Hebdo (1970).

“Les Poires” is a cartoon published in 1831. It became a symbol of the French Republicans’ fight against the regime of Louis-Phillippe’s July Monarchy. Les Poires represents Louis-Philippe I’s metamorphosis into a pear in four images. This caricature highlights the king’s ineffectiveness and his declining popularity.



"Les poires" by Daumier

THE EDITORIAL CARTOONIST'S TOOLBOX

An editorial cartoonist faces a double challenge. His cartoons need to be understood:

- by as many people as possible
- as quickly as possible

To do this, the cartoonist draws their references from universal and popular imagery using techniques like:

STYLISTIC DEVICES



** can we laugh at everything ?
No ! Yes !*

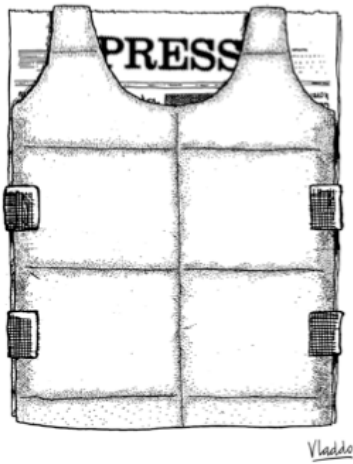
Willem (France)

Paradox: the cartoonist presents a situation that goes against habitual ways of thinking. They try to get a reaction by clashing with the reader's reason or logic.



Danziger (United-States of America)

Allegory: this is the concrete representation of an abstract idea as a person with associated symbols. For example, Danziger always represents war as a bearded man in military clothing wearing a helmet, like in this cartoon.



Vladdo (Colombia)



Plantu (France)

Metaphor: a stylistic device often used in literature and common language. It uses concrete terms to express an abstract idea or concept. In cartoons, an object is used to represent an abstract idea. Here, the bulletproof vest on the newspaper implies to protecting information and journalists.

Irony: this consists of eliciting an understanding that is the opposite of what is said. It plays with implicit ideas (what isn't said clearly, but is implied). The cartoonist presents a position as true and based in reality even though it should rationally be considered false. They exaggerate the cartoon in order to show the stupidity or bad faith of a situation. In editorial cartoons, irony often appears when observing the disconnect between what the characters say and the image we have of them.



Vadot (Belgium)

Comparison: by comparing several situations, the editorial cartoonist invites his reader to draw a comparison among them which usually reveals a paradox.

REFERENCE WORK

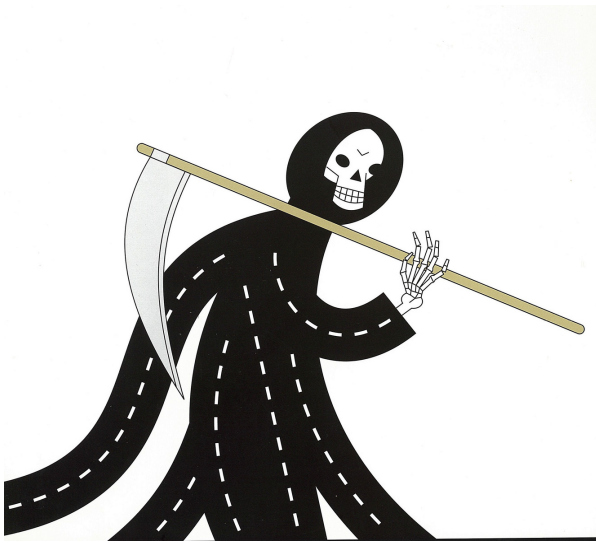
Editorial cartoonists often refer to well-known works in their cartoons. This can be art in museums or images that are part of popular culture.



La Liberté Guidant le Peuple, Eugène Delacroix (1833)



Plantu (France)



Cristina (Portugal)

For example, a skull always represents death, a heart is linked to love, and a dove refers to peace.

CLICHES

They should be used with caution because these generalisations reduce an individual to certain cultural traits or stereotypes about them. Yet they are useful for a cartoonist because they enable the reader to quickly identify an individual or thing.



Elchicotriste (Spain)

PICTORAL EXPRESSION

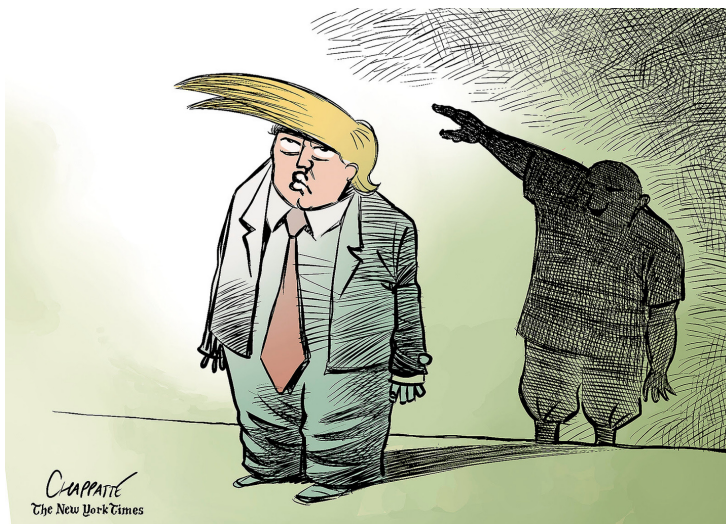
Cartoons can also translate famous expressions. Like here with “being an ostrich”, which is said of someone who refuses to face reality and prefers to bury their head in the dirt. This cartoon refers to the European Union’s attitude towards migrants fleeing war.



Kountouris (Greece)

CARICATURE

Editorial cartoons are often called “caricatures”. But, these two ideas shouldn’t be confused. A caricature involves exaggerating a person’s physical attributes. It is just one form an editorial cartoon can take. Many people have been caricatured throughout history, most often people in the public eye like politicians or movie stars.



Chappatte (Switzerland)

UNIVERSAL OR LOCAL ?

The editorial cartoon is a universal language that can be read everywhere, whether a person is literate or not, no matter what their native language. But it can't be understood by everyone, or at least, not understood in the same way. An editorial cartoon is built on references, symbols and images that are intended to be universally understood. But in reality, not everyone has the same references, the same "images", which prevents a cartoon from being understood in the same way by everyone. This can lead to prejudice and misunderstanding about editorial cartoons.

Unlike other genres, an editorial cartoon is most meaningful when connected to **socio-political events** that inspire it and from which it cannot be disconnected. This means it is short-lived. It has an expiration date because it is made for a specific moment. However, some editorial cartoons can also take on a timeless dimension.

To better understand the meaning of an editorial cartoon, you may need to:

- know the people in power
- be aware of current events
- understand historical and cultural references, codes and symbols

These days, anyone can share cartoons around the world on social networks like Facebook and Twitter. But this also means certain people can deliberately manipulate them and take them out of context in order to spark hate-filled or even violent protests from a population who does not always know the tradition of satirical cartoons.

"Humour is local but an image is universal."
Chappatte, Swiss editorial cartoonist

QUE DEVIENT LE MÉTIER DE CARICATURISTE ?

*What does the job of caricaturist become ?



Côté (Canada)

CAN A CARTOON BE MADE ABOUT ANY TOPIC?

The International Covenant on Civil and Political Rights, the Declaration of the Rights of Man and of the Citizen, the Universal Declaration of Human Rights, and the Declaration of Principles of Freedom of Expression and Access to Information in Africa are all texts that protect freedom of expression. This Declaration of Principles was adopted by the African Commission on Human and Peoples' Rights in 2019. The Declaration affirms the principles underpinning the rights of freedom of expression and access to information in accordance with Article 9 of the African Charter that guarantees individuals the right to receive information and to express and share information.[1]

The European Convention on Human Rights and the African Charter on Human and Peoples' Rights do not stipulate that hate speech must be prohibited by law, but still allows it to be. In some African countries like Uganda, defamation laws have become a pressure tactic to suppress media professionals and other whistleblowers.[2] The fact remains that when it comes to humour, sensitivity varies from one person to another.

Taboos exist everywhere and are different everywhere when it comes to religion, tragedies, handicaps, etc. Some people believe sexuality should not be depicted. In other places, caricatures of the current government are out of the question. A taboo depends on a country's political, cultural, religious and social context. And yesterday's taboo isn't necessarily today's, or tomorrow's. So, an editorial cartoonist must juggle all these constraints. It's a real balancing act! There's no question: not everyone will laugh at his caricature. The editorial cartoonist must be cunning to get his message across while resisting official censorship and financial, mafia or terrorist pressure. In democratic countries where censorship theoretically does not exist, editorial cartoonists can be tempted to self-censure to avoid controversy, being fired or getting sued.



Marco De Angelis (Italy)

[1] <https://www.article19.org/data/files/pdfs/igo-documents/declaration-of-principles-ua-french.pdf> /

https://www.achpr.org/public/Document/file/English/draft_declaration_of_principles_on_freedom_of_expression_in_africa_eng.pdf

[2] <https://pen-international.org/app/uploads/Stifling-Dissent-Impeding-Accountability-Criminal-Defamation-Laws-in-Africa.pdf>

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

Article 19 of the Universal Declaration of Human Rights (1948)

During the 26th World Press Freedom Day in Addis Abeba, Cartooning for Peace brought together 26 editorial cartoonists, including 20 Africans, for an exhibition entitled “Cartooning in Africa”. During this event, the African cartoonists alerted the group to the threats they had received and gaps in security. The editorial cartoonists took this opportunity to issue “The Addis-Ababa Declaration for the Recognition of Cartooning as a Fundamental Human Right”[1].



Jiho (France)

[1] <http://www.cartooningforpeace.org/wp-content/uploads/2019/04/DPDF-declaration-A4-EN.pdf>

HOW TO DECODE EDITORIAL CARTOONS ?

We recommend reading in stages:

1/ What do you see?

Analyse symbols, characters, facial expressions, stereotypes, colours, etc.

2/ What do you understand?

What topic is being covered?

What current event is the cartoon referring to?

What message is the cartoonist trying to send?

3/ What do you think about this?

What emotion does this cartoon give you?

Do you agree with the cartoonist's supposed message? Why or why not?



Gado (Tanzania-Kenya)

Riber (Sweden)



Questions to consider when visiting a Cartooning for Peace exhibition:

- What is the cartoonist's nationality ?
- Which cartoon do you like best on this panel or in the exhibition ?
- Is there a cartoon you don't understand ?
- Which cartoon shocks/touches/amuses/speaks to you most ?
- Which cartoon do you think best represents the exhibition's topic ?
- Do all of the cartoons approach the panel's topic in the same way ?
- What connections do you see between the cartoons on the different panels (topics, themes, styles) ?

EDITORIAL CARTOONS: A POWERFUL EDUCATION TOOL

Cartooning for Peace sees editorial cartoons as a powerful education tool that can create dialogue and promote discussions about issues in society that impact each person in their daily lives. The strength of Cartooning for Peace's education tools comes from comparing the viewpoints of editorial cartoonists around the world to provide a variety of opinions to spark debate.

Teaching with editorial cartoons has the following benefits:

- **Immediacy:** the use of stereotypes and universal symbols in editorial cartoons can be reviewed and questioned with audiences (e.g. why are women or Black people portrayed in this way?).
- **Taking a position:** editorial cartoons spark debate which encourages discussion and helps audiences think critically. They trigger a reaction in readers which can lead to reflection and even confirm a viewpoint that agrees or disagrees with the editorial cartoonist.
- **Multiple international perspectives:** in all of our teaching tools, Cartooning for Peace highlights a variety of opinions from editorial cartoonists from around the world for a range of perspectives on the same theme. This makes it interesting to consider the political and social context in the country where the cartoon was created and published.
- **Diverse interpretations:** there are as many interpretations of a satirical cartoon as there are individuals. This is why Cartooning for Peace believes there is no single valid reading, but many.
- The **plurality of interpretations** is what makes an editorial cartoon so interesting. This approach creates a horizontal relationship with our audiences by reminding them there are no right or wrong answers. Each person is encouraged to develop and support their point of view. As a professional, you can sometimes help expand people's interpretation: without influencing their view, you can provide cultural context that will help them decode the cartoons (reference works, historical facts or details on political figures the audience wasn't able to identify).
- **Human rights awareness:** by engaging with a topic, editorial cartoons denounce issues in society and raise awareness about important topics.



Glez (Burkina Faso)

In an educational setting, the debate generated by the cartoon is more important than the meaning of the cartoon itself.

With editorial cartoons, you can:

- Encourage young people to speak up
- Learn about the press and its professions
- Share keys to interpreting an editorial cartoon and understanding its meaning (observe, describe, interpret)
- Develop critical thinking skills
- Raise awareness of human rights
- Bring up societal and political themes
- Consider the many viewpoints and feelings triggered by an editorial cartoon
- Reflect on the importance of freedom of expression and its limits; bring up the question of taboos
- Reflect on the profession of editorial cartoonist and its responsibility and commitment to human rights
- Spread a culture of discussion and tolerance
- Differentiate between objectivity and subjectivity

ABOUT CARTOONING FOR PEACE

OUR WORK

Cartooning for Peace is an international network of editorial cartoonists committed to fighting for freedom and cultural respect with humour. It was created in 2006 on the initiative of Kofi Annan, Nobel Peace Prize laureate and former Secretary-General of the United Nations, along with editorial cartoonist Plantu.

The organisation is deeply committed to humanist values and promoting reflection about them by:

- promoting editorial cartoons as a tool for defending human rights and freedom of expression through meetings, exhibitions and publications
- using the educational value of editorial cartoons to speak out against intolerance and raise awareness about big societal issues among young people and at-risk populations through humour
- give visibility and support to cartoonists who are threatened or prevented from doing their work.



Kofi Annan (1938-2018), Nobel Peace Prize Laureate and former UN Secretary-General, and Plantu, French editorial cartoonist, at the "Unlearning Intolerance", New York, 16 October 2006.

"Editorial cartoons are a barometer for freedom of expression."

Plantu

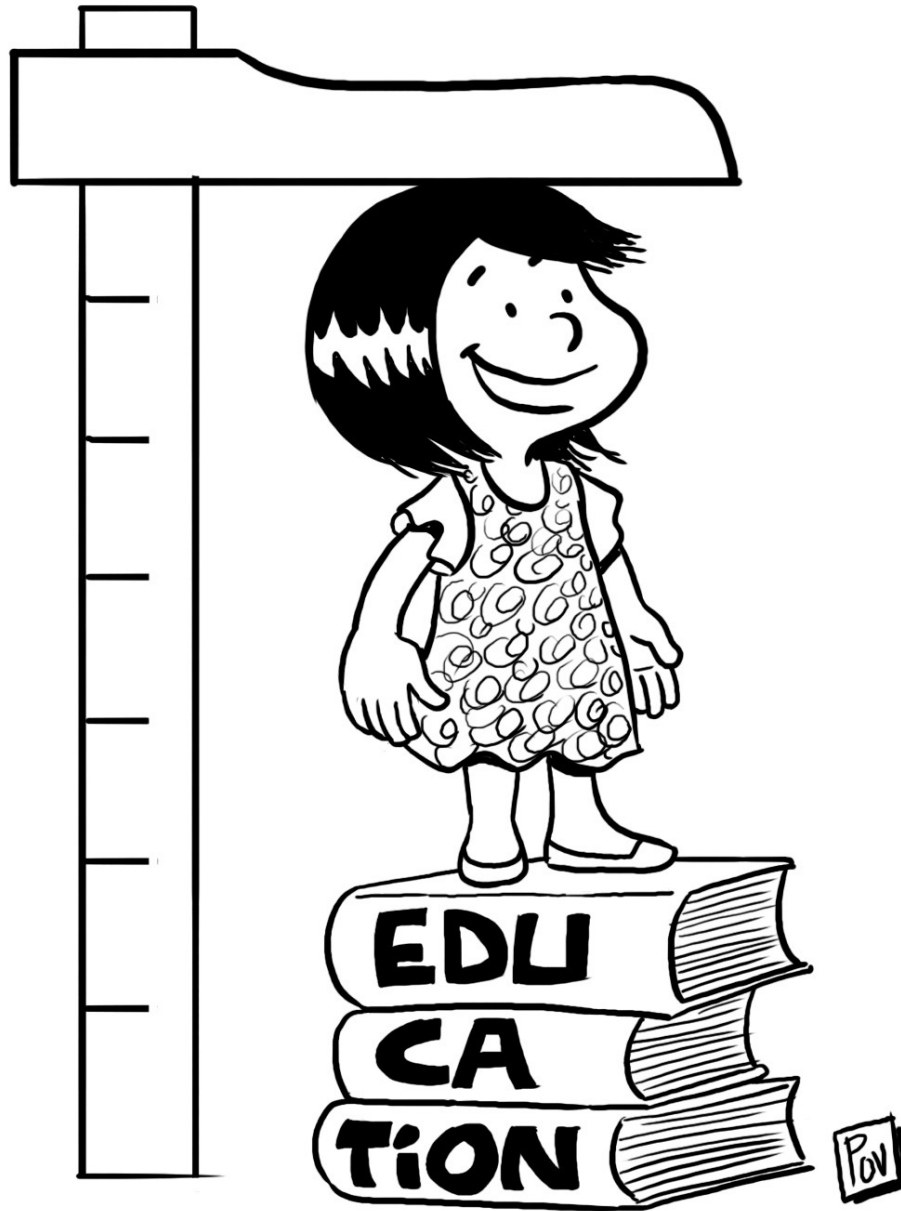
OUR EDUCATIONAL MISSION

Ever since Cartooning for Peace was created, we have used the universal and educational value of editorial cartoons to raise awareness among young people and at-risk people (those incarcerated and minors in custody) about big societal issues through images and humour and to encourage them to share their thoughts to build active citizenship.

- Cartooning for Peace produces educational kits (travelling exhibitions with educational booklets).
- Cartooning for Peace creates opportunities for editorial cartoonists and audiences to meet at workshops or large-scale conferences.



YOUR TURN TO ANALYSE EDITORIAL CARTOONS!



Pov (Madagascar)

Cartooning for Peace respects the pluralism of cultures and opinions. In the exhibitions, publications and meetings we organise, we intentionally show a range of viewpoints from cartoonists on the same subject.

The second part of this educational booklet invites young people to explore editorial cartoons step-by-step and offers avenues for reflection that draw from multiple disciplines. The activities are not designed solely to focus young people's attention on the exhibition. They are designed to give them the tools needed to better understand editorial cartoons and the exhibition's themes and to provide additional things to think about.

This tool outlines the practices and analyses used, discussion topics, and references learned. Finally, this booklet is designed to help young people develop critical thinking skills by expanding their curiosity and engagement as citizens.

We have created two levels of exercises: level 1 (easy) and level 2 (intermediate to experienced).

EDITORIAL CARTOON GLOSSARY

Note: These definitions are provided for information only and are not intended to cover all topics.
[1]

INFORMATION

- Medium: any method for sharing information, such as press, cinema, radio, television, advertising.
- Journalist: a person who works in the written or broadcast press industry.
- Press: all periodical publications and related activities and organisations.
- Censorship: prior review by an authority of a publication, broadcast or show for the public that results in authorising or prohibiting their complete or partial distribution.
- Fact checking: the journalistic practice of systematically verifying the statements of politicians or elements of public debate.[2]
- Fake news: false or misleading information presented as news, often with the goal of damaging the reputation of a person or entity or making money through advertising revenue.
- Disinformation: issuing false or incorrect information.
- Viral information: information that spreads suddenly and rapidly, widely and uncontrollably.
- Ethics: all of the rules that govern a profession.
- Illustration: an image paired with text.
- Editorial cartoon: an illustrated representation of a current event by an observer who is both an artist and a journalist.
- Hacker: a programmer who breaks into IT systems to steal, modify or destroy information as a form of cyber terrorism.

HUMOUR

- Cliché: a commonplace, generalisation or preconceived idea about a topic or person.
- Satire: a work in which the author openly criticises an era, policy or code by making fun of it.

POLITICS

- Capitalism: an economic system where there is a disconnect between those who have the capital and those who are paid wages to produce it.
- Democracy: a political system in which power belongs to all citizens who exercise it by voting.
- Dictatorship: a political regime in which all power is held by one person or a small group of people who exercise it in an authoritarian and absolute way.
- Coup d'Etat: armed uprising by a political group attempting to take power.
- Executive power: the power with authority to enact laws, define the rules needed to apply them and manage day-to-day government affairs.
- Legislative power: having the power to legislate, enact or vote in laws.

[1] source: <https://langue-francaise.tv5monde.com/decouvrir/dictionnaire>

[2] source: <https://www.clemi.fr/fr/ressources/nos-ressources-pedagogiques/ressources-pedagogiques/le-fact-checking-ou-journalisme-de-verification.html>

- Corruption: practice of offering or accepting something (usually money) to get an illegal advantage.

SOCIETY

- Tolerance: attitude of respecting opinions different from ours and the freedom of other people.
- Blasphemy: offensive speech about a divinity or religion.
- Fundamentalism: doctrine that advocates keeping a system or religion exactly as it is.
- Moral boundaries: limits set by a culture or lifestyle that determine what is right for each person, beyond what is legal.
- Legal boundaries: obligations set by a country's laws that require citizens to do what is right, without going beyond what is legal.
- Racism: attitude of violent hostility towards a racial group and more generally, towards a certain category of people.
- Sexism: attitude of discrimination or hostility towards a particular gender (most often, towards women).
- Taboo: something hidden for social reasons or prohibited by a belief.
- Supremacy: a neo-Nazi philosophy that supposes the superiority of a pure race.

ECONOMY

- Marketing: all methods and techniques in a sales strategy.
- GDP: total value of "wealth production" by economic agents (households, businesses, public entities) within a territory during a year, the variation of which is called "growth".
- Northern/Southern countries: an imaginary limit separating "developed" countries from "under-developed" or "developing" countries.
- Offshore: describes underwater oil exploration, then drilling and exploiting petroleum deposits.
- Tax: a levy by the State or local authorities on the resources or assets of a physical or moral person.
- Tax haven: a country or territory with reduced taxes enabling individuals or companies to pay the lowest possible tax in the country where they are actually active.

ENVIRONMENT

- Greenhouse gas: gas that increases the heating effect by absorbing infra-red radiation and thereby holding in heat.
- Global warming: increase in the average temperature of Earth's atmosphere, in particular a prolonged increase causing significant local changes like ice cap and glacier melting, increased rainfall or drought, etc.
- Green energy: an energy source that produces negligible amounts of pollution when used in comparison to other more common sources that are considered more polluting.

EXPLORING THE EXHIBITION

You can follow your own path through the exhibition or look at the posters in chronological order.

Themes of the exhibition

•Elections and democracy

Kenya is a multi-party democracy, in which most governance and leadership positions are controlled by political parties. As such, in order to access positions of political leadership, the backing of a political party is of significant value. Capital plays a major role in the country's politics. Campaigns cost money – right from the initial stage of party nominations – and those with limited resources hardly ever gain the support of major political parties, especially when they must run against a wealthier opponent in the same party. In addition, Kenya is a patriarchal society. Opportunities for political leadership are skewed in favour of those who have more money and power than others. These instances limit the options that Kenyans have to elect a leadership that serves them.

Voter apathy is on the rise and there is a need to encourage citizens to exercise their democratic right to vote and demand that politicians conduct peaceful campaigns. Elections and electoral campaigns are marred by extensive voter bribery and vote-buying hence the need to promote participatory governance and invest in an informed citizenry to mitigate citizen manipulation for improved accountability and transparency in the coming elections.

•The role of youth

The 2019 Census by the Kenya National Bureau of Statistics revealed that approx. 75% of Kenyans are below the age of 35. Inclusive youth in politics is critical. Unfortunately, due to the socio-economic situations, the youth demographic seeking employment and livelihoods are often “bought and used” by politicians during the campaigns and election period to spread propaganda, and hate speech and to cause chaos/ violence. As reported by the International Labour Organization (ILO) quoting the African Development Bank, every year, at least 10-12 Million African youth enter the job market. Out of these, only 3 million find a job. And Kenya is no exception, with 7.18% of the youth unemployed.

But the youth can be engaged as change agents have given their enthusiasm and ability to influence others on non-violent engagements during the elections. An engagement which is also broader and focuses on matters which are fundamentals for the future of our society and our planet, like the young climate activist Elizabeth Wathuti has proven while creating the Green Generation Initiative.

•Press Freedom

Across the East African region and indeed around the world, governments and other parties are increasingly clamping down on Freedom of Expression, restricting independent reporting and expressions of dissenting opinions. From Kenya, where independent-minded journalists are fired at the government's behest; and Burundi where their media stations are shut down; to Uganda where they are arrested on the streets; and Ethiopia where they are thrown in prison; to Somalia where they are murdered; and to Tanzania,

where journalists with alternative views are arrested and persecuted; the risks to East African media practitioners have rarely been greater.

Mainstream media has become increasingly restricted; in a bid to stay afloat and maintain their business interests, media content supervisors have taken to self-censorship, and have submitted to playing by the government's rules. With traditional media notably restricted, the internet became a new platform for active discussions and engagement for social and political issues, especially among young urban Kenyans. With elections on the horizon this year, and the National Cohesion and Integration Commission having published words and phrases that are considered "hate speech", it is projected that Kenyans may even self-censor, not sharing different opinions or views for fear of prosecution thus dampening down Freedom of Expression.

•Fake news

As we approach elections, fact-checking is important to deal with cases of misinformation. Politicians continue to hold political rallies as the government relaxes Covid-19 containment measures and directives for public gatherings. The issues of misinformation and disinformation have been subjects of discussion. Facebook, Twitter, WhatsApp and other forms of social media are fast growing as sources of information for many Kenyans. Social media users are manipulated for partisan and sometimes deadly purposes. A Harvard report of the 2018 Swedish elections found that a third of information on social media was fake news. In light of freedom of expression, it has been a tall order to prosecute cases of hate speech and incitement of violence through social media. It is important to counter misinformation, disinformation, and fake news that influence public opinion on electoral transparency and inform collective action toward social and political accountability in Kenya.

•Freedom of speech

Article 19 of the Universal Declaration of Human Rights provides that: everyone has the right to freedom of opinion and expression, including the freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The need to uphold Freedom of Expression is married to the struggle for free, transparent, equitable, and progressive societies. Open and free debate is the basis for the development of communities, as it allows for the expression of ideas and concepts, which can then be discussed, nurtured, sifted and expounded. Economist writer notes that 'Science cannot develop unless old certainties are queried. Taboos are the enemy of understanding.' As such, and in places where Freedom of Expression is subdued, the space for innovation, problem-solving and development shrinks, and is placed in the hands of the few that control the movement of information – and these are more often than not, people that prefer to maintain the status quo that allows them to dominate.

In this context, the need to raise and support alternative voices that will rally together around the fight for Freedom of Expression and a sustained democratic culture is increasingly urgent to ensure the plurality of information and accountability. There should be a constant and concerted effort to ensure that citizens are informed about their rights and the laws that govern their societies, including ways in which they can demand justice and accountability. Citizens should also be continuously aware of current affairs and progress being made on various levels in the region.

•Women and democracy

Equal opportunity for the participation of women in governance and political processes remains elusive in Kenya. Politics remains a male-dominated field in the country, and women are not encouraged to vie for elective positions other than the seats of County Women Representatives to the National Assembly (simply known as Women Representatives, or Women Reps). Political campaigns in Kenya demand substantial resources, and women who cannot afford to pay for the first step – party nominations – often give up their ambitions in favour of their male counterparts. Those who do manage to clinch nominations are then faced with the additional obstacle of a patriarchal society in which the general assumption is that women will make good deputies for key positions, but are not fit to be key decision-makers.

The prevalent values and attitudes among the Kenyan populace make women generally shy away from political participation. The constitution of Kenya provides for affirmative action measures which are pivotal in catalysing women's entry into political power. Women's participation in politics has been impeded by the threat of electoral violence as well as their weak negotiation skills. Women are less visible in the media a component that is normally vital to the competitive political context.

Violence before during and after elections has greatly affected women's participation in political leadership. It is perceived that women are physically weaker and more vulnerable and are seen as easier targets in general violence before, during, and after elections. Women aspiring to vie for elective positions have been emotionally, sexually and physically abused during party nominations and election campaigns.

First impressions

- What editorial cartoon did you like the most? Write down the cartoonist's name and their country. Why did you choose this one?

- What editorial cartoon did you like the least? Write down the cartoonist's name and his country. Why did you choose this one?

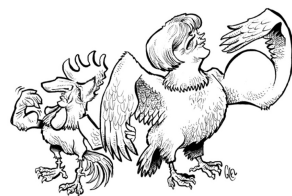
- Are there one or more editorial cartoons that you didn't understand? If yes, which ones? Write down the cartoonist's name and his country.

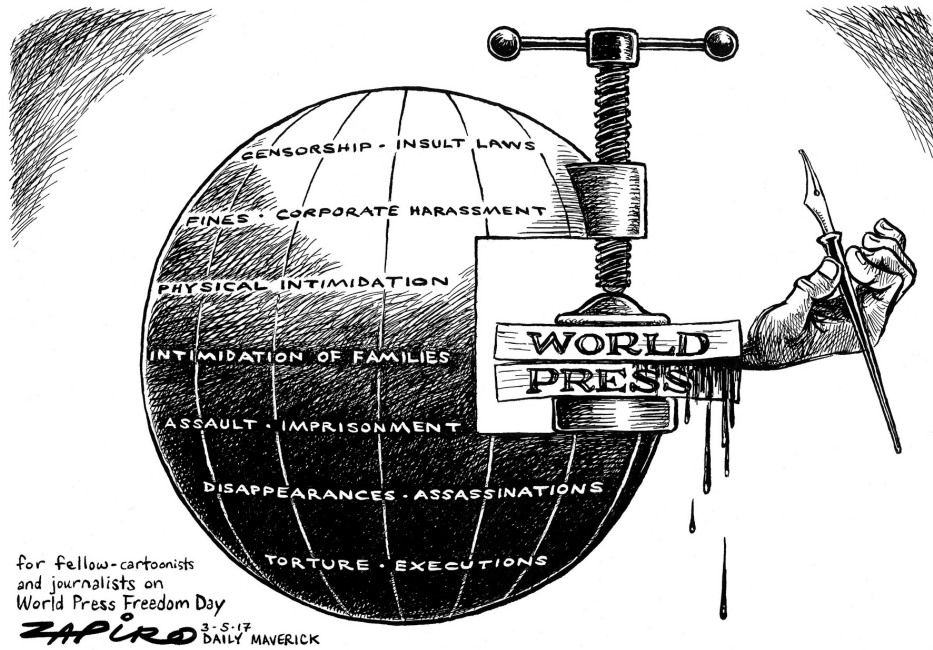
No worries. We'll help you analyse any of the cartoons you didn't understand.

FAKE NEWS, FREEDOM OF EXPRESSION AND DISINFORMATION

1- List the steps of creating an editorial cartoon in the right order
Then, draw a line to connect each of the steps with one of the illustrations below.

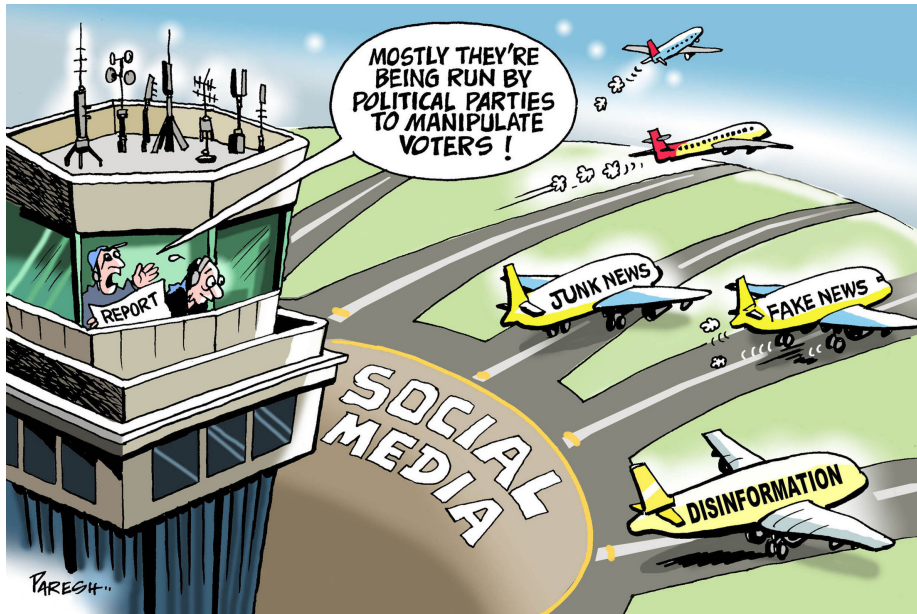
Every year, Reporters Without Borders publishes a map showing the status of press freedom around the world. You can find it at their website: www.rsf.org/en.





Zapiro (South Africa)

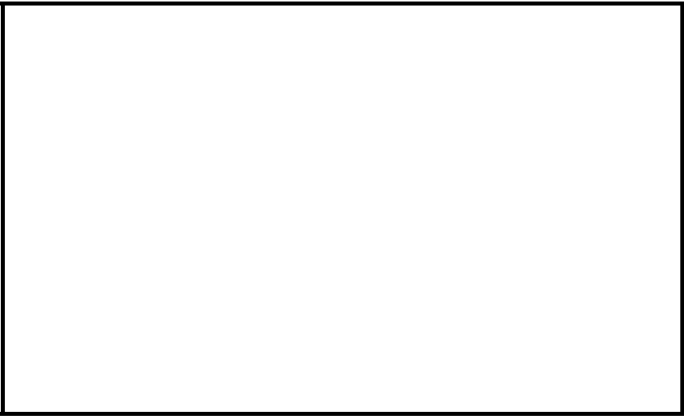
Level 1 (Easy)	Level 2 (Intermediate)
<p>Who drew the cartoon above ? In which country does he live ?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>In the cartoon above, describe the different things that you see:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What is the object that tightly holds the words "World Press" ? What does the pen held by the hand symbolise ?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What is World Press Freedom Day ?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Now look at the globe and the horizontal writing: what do you think is the connection with the world press ? Create a title for the cartoon.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What message do you think the cartoonist is sending ?</p> <p>_____</p> <p>_____</p> <p>_____</p>



Paresh (India)


Level 1 (Easy)	Level 2 (Intermediate)
<p>Look at the cartoon above. Do you know what junk news, fake news or disinformation are ?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Look closely at the cartoon by Paresh (India) above. What is the connection between social media, fake news and political parties?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Why does the cartoonist mention social media?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Below is a list of information seen on social media. Do some research and verify whether or not they are true.</p> <p>A hospital was built in only 10 days in China for people sick with COVID-19.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False</p> <p>A robot sent to Mars has found traces of life on the red planet!</p> <p><input type="checkbox"/> True <input type="checkbox"/> False</p> <p>A photo from Peru shows a cat-shaped runway made by aliens.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False</p>

After carefully reading the speech bubble, do you think that social media can be used by certain political parties to spread false information? Use an example to explain your response.



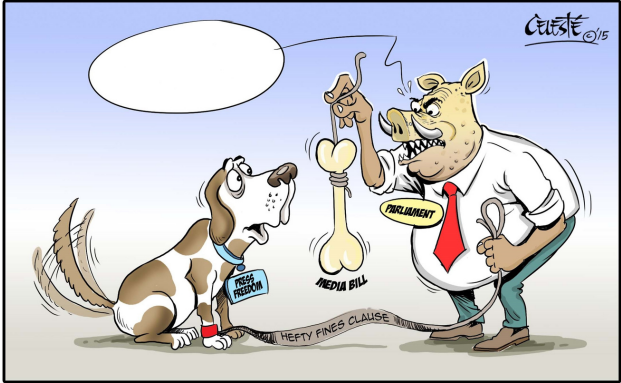
4-

Level 1 (Easy)	Level 2 (Intermediate)
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*Red lines that should not be crossed.

Willis from Tunis (Tunisia)



Céleste (Kenya)

Willis from Tunis is an editorial cartoonist. As a journalist, artist and citizen, she has to stay within her country's legal framework to publish her cartoons. What do you think the red lines in her cartoon represent?


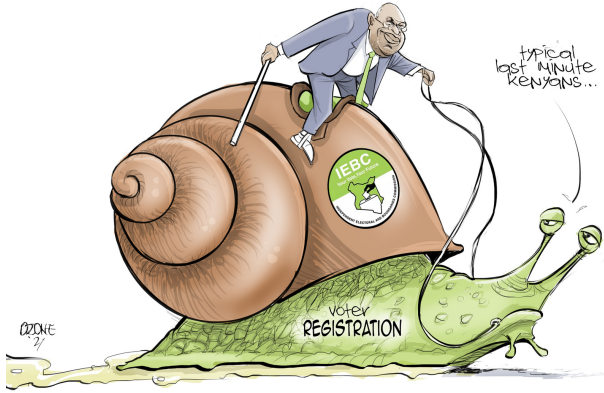
Fill in the missing bubble text in the cartoon above by Céleste.

What does the cat represent? What stylistic device is used?

How would you define freedom of expression?

What do you think about this cartoon? Would you add anything?

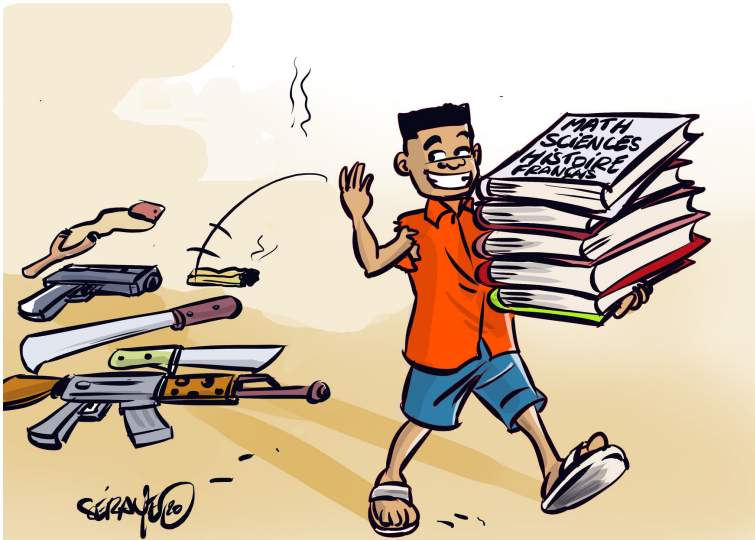
Do some research about legal boundaries on editorial cartoonists in Kenya and summarise them here. Can they say or make cartoons about everything?

Level 1 (Easy)	Level 2 (Intermediate)
 <p data-bbox="480 1025 683 1059">Maddo (Kenya)</p>	 <p data-bbox="1299 741 1497 775">Ozone (Kenya)</p>
<p data-bbox="116 1137 730 1216">Describe what is around the character and what is going into his mouth.</p> <hr/> <hr/> <hr/> <hr/>	<p data-bbox="847 1137 1102 1171">What is the IEBC ?</p> <hr/> <hr/> <hr/> <hr/>
<p data-bbox="116 1415 783 1494">These elements represent filth. What does the cartoonist Mado link them with ?</p> <hr/> <hr/> <hr/> <hr/>	<p data-bbox="847 1415 1414 1449">How is the president of Kenya elected ?</p> <hr/> <hr/> <hr/> <hr/>
<p data-bbox="116 1693 735 1771">Do you think you should believe everything you read on the internet ?</p> <hr/> <hr/> <hr/> <hr/>	

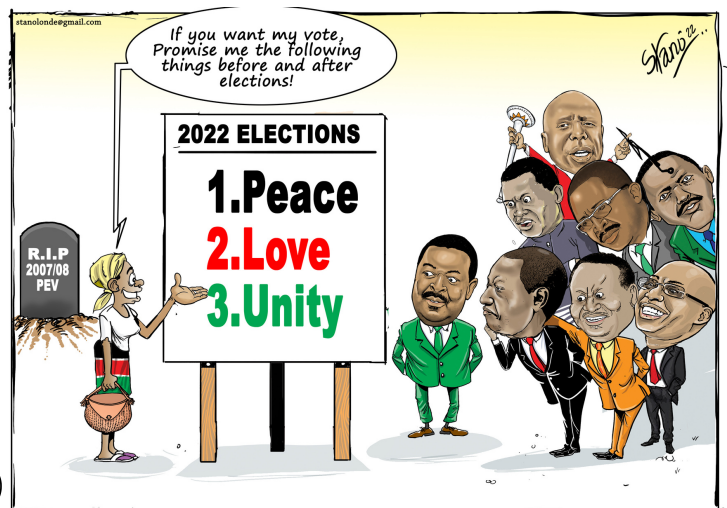
YOUNG PEOPLE AND DEMOCRACY

1- Circle the symbols used in the cartoons and draw a line to connect them with their meaning:

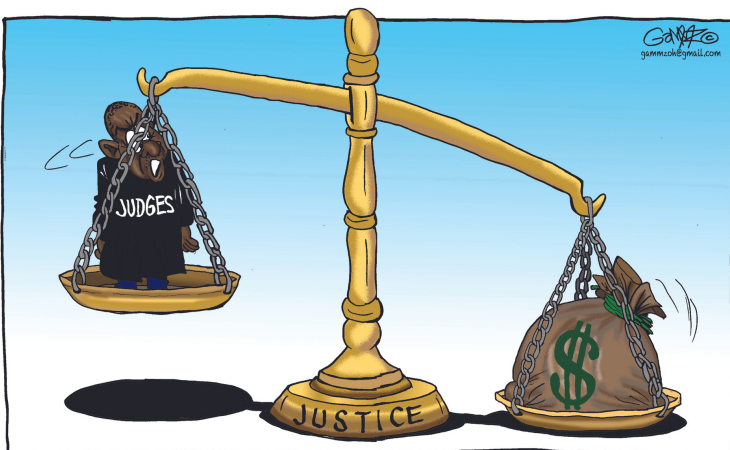
- . Violence
- . Justice, equality
- . Democratic elections
- . Peace
- . Education, understanding and knowledge
- . Profit



Serayé (Ivory Coast)



Stano (Kenya)



Gammz (Kenya)



Gado (Tanzania-Kenya)

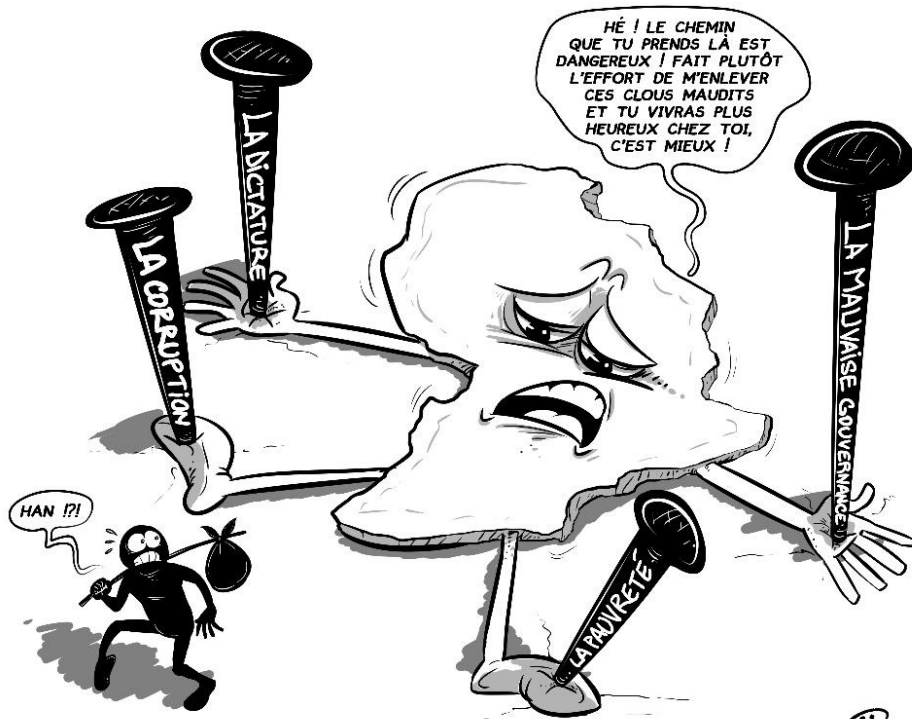
Level 1 (Easy)	Level 2 (Intermediate)
<p>Describe the elements you see in the cartoon by Gado (Kenya):</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Look closely at the cartoon by Gado (Kenya) above. This cartoon was made in the context of elections in Nigeria. What is the connection between corruption, fake news, and the media and the three characters on the right?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>This cartoon was made in the context of elections in Nigeria. Who do you think Sowore, Atiku and Buhari are ?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What are the values of a democracy?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Who elects a president in a democracy?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What does the cartoonist want to denounce? And why ?</p> <p>_____</p> <p>_____</p> <p>_____</p>

3-

*Dictatorship / Poor governance / Poverty / Corruption

"Hey, the way you're going is dangerous! Make an effort to remove these cursed nails and you will live happier at home, that's better!"

"What?!"



Chidi (Togo)

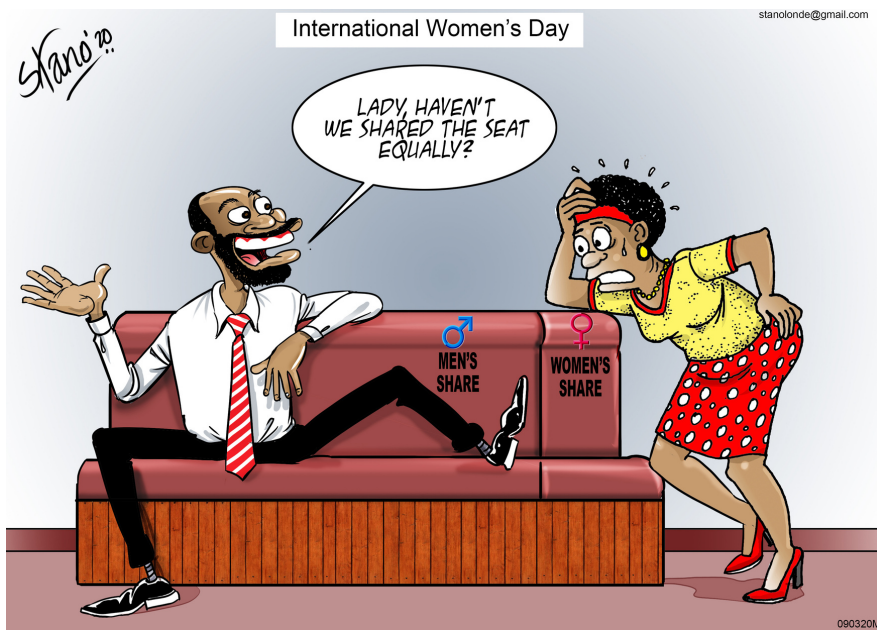
Why is the African continent pinned down?

What is the character on the left doing? Why do you think he is doing that?

With help from the speech bubble, what do you think the character on the left should do?

VIOLENCE AGAINST WOMEN AND ELECTIONS

1-



Stano (Kenya)

Fun fact
According to the New York Times, there are more men named John leading big companies in the United States than there are women in the same position

Level 1 (Easy)	Level 2 (Intermediate)
<p>Do you know what these symbols mean?</p> <p>♀</p> <hr/> <p>♂</p> <hr/>	<p>In many countries, women are still victims of discrimination and violence. They don't have the same freedoms as men and can be punished violently when they cross the boundaries their society imposes. What does this cartoon by Stano (Kenya) explore?</p> <hr/> <hr/> <hr/>
<p>Look at Stano's cartoon featuring a man and a woman. What is the character on the left doing?</p> <hr/> <hr/> <hr/> <hr/>	<p>Write down several types of inequalities between men and women.</p> <hr/> <hr/> <hr/> <hr/>
<p>Do the two characters in the cartoon have the same rights?</p> <hr/> <hr/> <hr/>	<p>Do some research: does the Kenyan constitution have a law on equality?</p> <hr/> <hr/> <hr/>



Céleste (Kenya)

Level 1 (Easy)	Level 2 (Intermediate)
<p>What do you see in the cartoon above? Describe the characters in the cartoon by Céleste (Kenya).</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>In the cartoon by Céleste (Kenya), what is the stylistic device used to send her message?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What do you think the editorial cartoonist wants to say?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What do you think this cartoon is telling us about a woman's place in the family?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Do you agree with the editorial cartoonist's message? Do you think this situation exists in other countries?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What actions can be taken to fight gender inequality?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

3- Women in politics – draw a line from the country to the corresponding percentage of women parliamentarians [1]:

Ivory Coast	39.5%
Sweden	11.8%
Kenya	15.2%
United States	27.3%
Rwanda	61.3%
Brazil	47%
Russia	21.8%
France	10.6%
India	15.8%

When you look at the answer key, are you surprised by the results? Why or why not? What does this mean? How can these gaps be avoided democratically?

[1] Source: Gender, institutions and development (Edition 2019) - <https://data.oecd.org/inequality/women-in-politics.htm>



Alaa Satir (Sudan)

According to a report by the International Federation for Human Rights (FIDH) and the Kenya Human Rights Commission (KHRC)[1], “The Kenyan political scene is marked by recurring election-related violence, including killings, severe physical injuries, destruction of property, intimidation, harassment and threats.” During the COVID-19 pandemic, violence against women increased everywhere around the world and it has become more complicated to access healthcare.

What is the title of the cartoon by Alaa Satir (Sudan)?

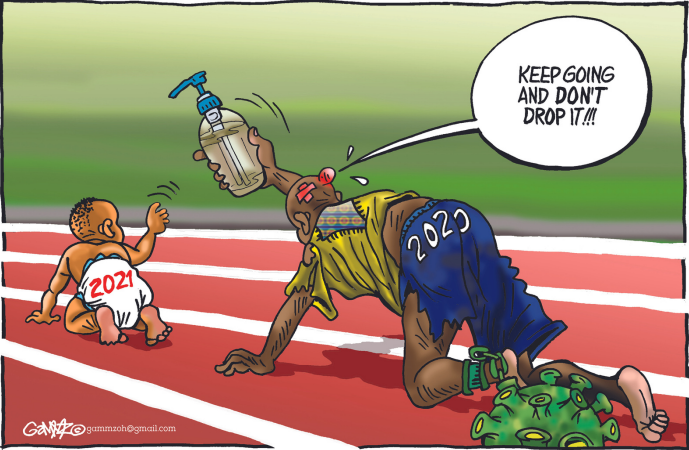
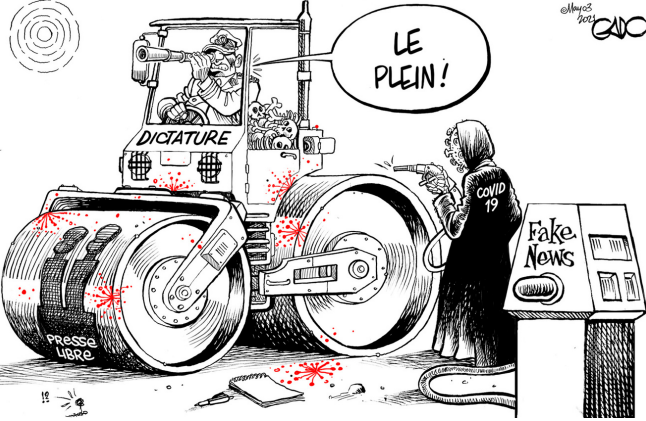
Describe the character you see. Where is she? What is she saying?

What types of violence are condemned in this cartoon?

[1] https://www.fidh.org/IMG/pdf/rapkenya_sgbv778a.pdf

ELECTIONS DURING PANDEMIC

1-

Level 1 (Easy)	Level 2 (Intermediate)
 <p style="text-align: right;">Gammz (Kenya)</p>	<p style="text-align: right;">*refuel !</p>  <p style="text-align: right;">Gado (Tanzania-Kenya)</p>
<p>What current event does the cartoon by Gammz (Kenya) refer to?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>In the cartoon by Gado, what does the character dressed in black represent? What is he doing?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Why is the character closest to you drawn the way he is?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What is the connection between the free press, dictatorship, COVID-19 and fake news?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What is the difference between these two characters?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Why do you think a free press is important?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

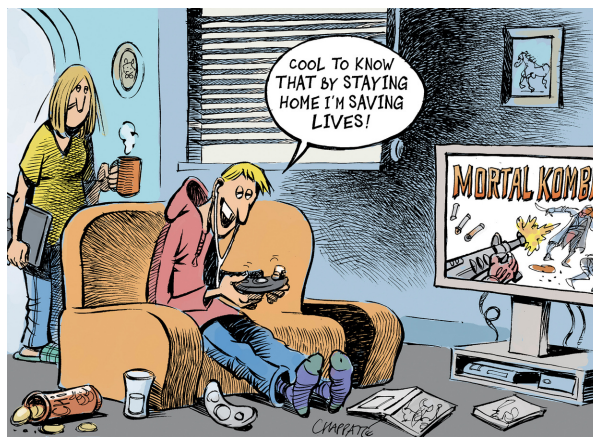
2- Here are a few representations of the pandemic from global editorial cartoonists.

Q1: What symbol is used to represent the pandemic ? Why these images ?

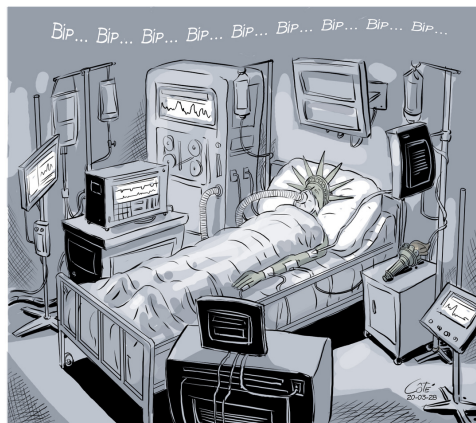
Q2: Compare the cartoons. Are they similar or different? How would you describe the atmosphere?



Darío (Mexico)



Chappatte (Switzerland)



Côté (Canada)



Darío (Mexico)



Boligan (Mexico)

3-



Gay.

Gayo (Tanzania)

What right is shown in the cartoon by Gayo (Tanzania)?

Describe what you see in the foreground. What is the character doing? What is happening?

What situation does this cartoon reveal?

4- In the context of the COVID-19 pandemic, certain countries went into lockdown. People were sometimes surprised to see “nature reclaiming its rights”.



Adène (France)

Level 1 (Easy)	Level 2 (Intermediate)
<p>What is the planet's position in this cartoon?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What reality is the cartoon referring to?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What is the planet drowning in?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Have you heard about the Intergovernmental Panel on Climate Change (IPCC) report? This group's mission is to evaluate risks related to global warming. Do some research on it!</p>
<p>What reality is the cartoon referring to?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What actions can be taken to fight global warming and pollution?</p> <p>_____</p> <p>_____</p> <p>_____</p>

5- Create your own editorial cartoon using various symbols that you have seen in the editorial cartoons shown in the booklet and exhibition.

Tip: take a close look at the proportions and position of each element in the cartoons. This will help you! The guide below will help you organise your thoughts.



Cartooning for Peace

How to create an editorial cartoon

1

Choose your topic

What theme? Refer to an event?

2

Gather information

What is the latest news about this topic? What positions have been taken on this topic?

3

Decide what message you want to send

What is your opinion on this topic?

4

Share your message through a cartoon (with symbols, representations, colours, countries, text, humour, etc.)

What elements should be included so people know what you're talking about and understand your viewpoint?

5

Start creating your draft

Start by sketching the main outlines of your cartoon using a pencil. Your outlines don't need to be too elaborate. The goal is to get an overall vision of your idea.

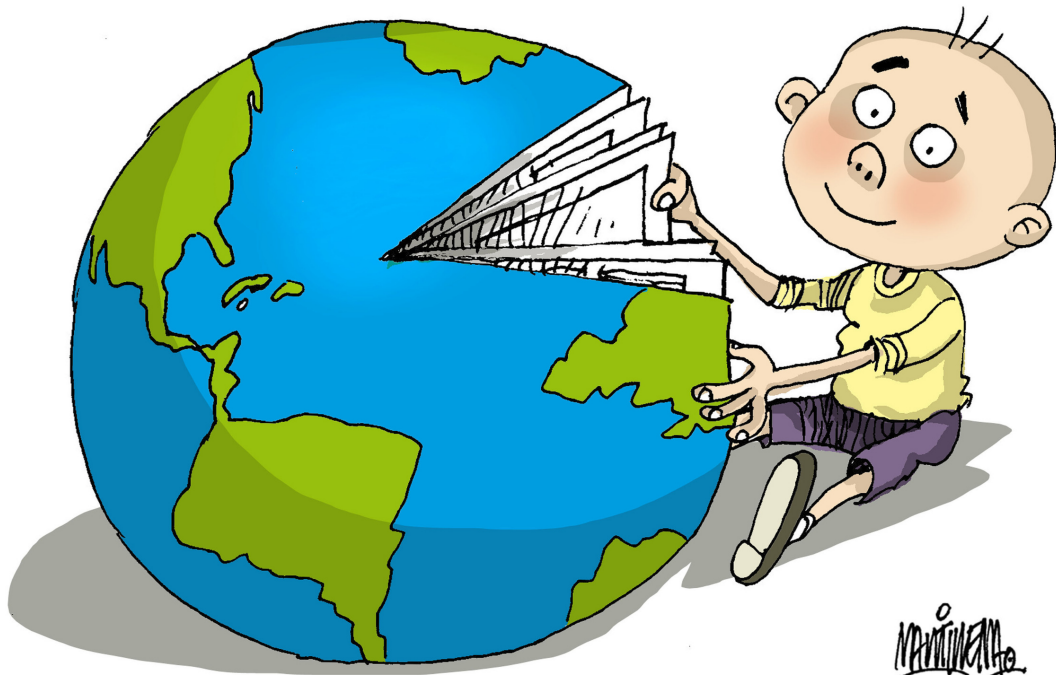
6

Finalize your cartoon

Retrace the main outlines with a darker colour, then add text and more colour if you want.

Remember to sign your cartoon!
(with your pseudonym, last name or something else)

SOLUTIONS



Martirena

Martirena (Cuba)

FAKE NEWS, FREEDOM OF EXPRESSION AND DISINFORMATION

1- Information gathering; idea; sketch; draw; inking; colouring; shading

2-

Level 1 (Easy)	Level 2 (Intermediate)
<p>The cartoon's author is Zapiro. He is an editorial caricaturist for the Daily Maverick in South Africa, where he lives. In 2019, he was named a Chevalier de l'Ordre des Arts et des Lettres by the French president.</p>	<p>On the right, the global press is held by a vice, a clamping tool. There is also a hand holding a pen in the vice between two papers. The pen or pencil symbolises freedom of expression, journalism and the profession of editorial cartoonist. Ink is dripping from the papers and the hand.</p> <p>On the left part of the cartoon, we see the globe with its longitude lines. The latitude lines are made up of different risks and threats that journalists and editorial cartoonist can face: intimidation, harassment, censorship, insults, torture, execution, etc. The editorial cartoonist organised these attacks by their severity in a gradient from white to black from the top to the bottom.</p>
<p>The global press is held by a vice, a clamping tool. There is also a hand holding a pen in the vice between two papers. The pen or pencil symbolises freedom of expression, journalism and the profession of editorial cartoonist.</p>	<p>The World Press Freedom Day celebrates fundamental principles of freedom of the press, evaluates press freedom around the world, defends media outlets from attacks on their independence and pays tribute to journalists who have lost their lives while doing their work.</p>
<p>In this cartoon, Zapiro wants to draw attention to the risks and threats journalists are exposed to while doing their job (intimidation, harassment, censorship, insults, etc.). This cartoon was published as part of World Press Freedom Day, a global day focused on freedom of the press. The cartoon is dedicated to editorial cartoonists and journalists around the world.</p>	<p>In this cartoon, Zapiro wants to draw attention to the risks and threats journalists are exposed to while doing their job.</p>

Level 1 (Easy)	Level 2 (Intermediate)
<p>Have a look at the glossary !</p>	<p>In some countries, fake news are used or spread by political parties in order to manipulate the public opinion. These false information go faster on social media.</p>
<p>Social networks are used to access information. Sometimes, they can spread false information. Here, Paresh wants to denounce the danger linked to this phenomenon.</p>	<ul style="list-style-type: none"> • A hospital was built in only 10 days in China for people sick with COVID-19. <p>True This new hospital was built in record time in Wuhan, the town where the epidemic originated in China. It can accommodate up to 1,000 patients. A second hospital was opened a few days later.</p> <ul style="list-style-type: none"> • A robot sent to Mars has found traces of life on the red planet! <p>False The Perseverance robot landed on Mars on 18 February 2021. Another robot to be launched around 2026 will pick up the rock samples. We will have to wait for these rocks to be analysed before we can know whether they contain any traces of ancient life.</p> <ul style="list-style-type: none"> • A photo from Peru shows a cat-shaped runway made by aliens. <p>False The drawing of a cat was indeed found on a hill. However, this design wasn't made by aliens, but by ancient pre-Inca civilisations. The Nazca drew huge human or animal shapes on the ground during their rituals.</p>

4-

Level 1 (Easy)	Level 2 (Intermediate)
<p>In this cartoon, the red lines symbolise the limits of freedom of expression. These boundaries vary from country to country.</p>	<p>The missing text was "No need to gag you... a tether will do just fine!"</p>
<p>Willis from Tunis uses personification in her editorial cartoons and uses this character to send his messages. Here the cat can represent an editorial cartoonist.</p>	<p>Freedom of expression is a right: the right to freely express what you think. This right is defined by law in the country where you live. In a country where freedom of expression is respected, everyone has the right to express their ideas with respect for others, even if people dislike these ideas.</p>
	<p>In Kenya, there are several legal boundaries. For example:</p> <ul style="list-style-type: none"> -any speech deemed as defamatory towards Parliament can be sanctioned -Computer Misuse and Cybercrimes Act Allegations of Corruption

5-

Level 1 (Easy)	Level 2 (Intermediate)
<p>The character is sitting in a puddle. The cartoon's atmosphere depicts an unhealthy environment. The character is eating all kinds of things and there is a URL that represents the internet.</p>	<p>Independent Electoral and Boundaries Commission: an independent regulatory agency created in 2011 by the Constitution of Kenya. The Commission is charged with conducting or supervising referendums and elections for any electoral body or function established by the Constitution, as well as any other election ordered by federal law.</p>
<p>The cartoonist wanted to link all of these things with bad information that can be found on the internet.</p>	<p>The president of the Republic of Kenya is elected based on a modified version of the two-round single-winner majority voting system for a five-year term, with a limit of two consecutive terms. To win the first round, a candidate must get an absolute majority of votes, as well as 25% of the votes in more than half of the 47 counties. If not, a second round is held between the two candidates with the highest number of votes in the first round and the one who receives the most votes is declared elected.</p>

YOUNG PEOPLE AND DEMOCRACY

1- Weapons are often used in editorial cartoons to symbolise violence. Justice and equality can be represented by a scale, a measuring tool. Education, or more generally understanding and knowledge, is symbolised by books. Finally, the dove is used to represent peace and may be linked with a ballot box. In a local context, political characters are included to represent elections, like in Stano's cartoon.

Cartoonists	Meaning
Sérayé (Ivory Coast)	Education, understanding and knowledge/Violence
Stano (Kenya)	Democratic elections/Peace
Gammz (Kenya)	Justice, equality/Profit

2-

Level 1	Level 2
<p>Different things are written on the characters' clothing: corruption, fake news, media. Others have the names of political characters like the Nigerian president Buhari and his opponents Atiku and Sowore.</p>	<p>The Buhari and Atiku characters are chasing the three characters ahead of them entitled "corruption", "fake news" and "media". Sowore, the character in the background, has his arms raised as if to denounce the two characters in front of him.</p>
<p>Buhari is the president of Nigeria. He has served four presidential terms, the first in 1983. Atiku is the Nigerian leader of the Peoples Democratic Party (PDP) and is an opponent of the Nigerian president. Sowore is a Nigerian journalist and activist who defends human rights.</p>	<p>Open-ended answer because responses vary by context and perception.</p>
<p>In Kenya, the president is elected by the people for a five-year term. To be elected, a candidate must receive an absolute majority as well as at least 25% of the votes in at least half of the counties.</p>	<p>Gado wants to denounce corruption and fake news in the political Nigerian context.</p>

3- Africa is held to the ground by nails on which are written the words "corruption", "dictatorship", "bad governance", and "poverty".

The character on the left appears to be leaving Africa with his bundle. Perhaps he wants to leave the continent because the four problems ("corruption", "dictatorship", "bad governance", "poverty") prevent him from thriving in his homeland.

According to this cartoon, instead of taking the risk of fleeing Africa, the character should help the continent get rid of its problems and stay to live in his home.

VIOLENCE AGAINST WOMEN AND ELECTIONS

1-

Level 1	Level 2
<p>A- symbol of women B- symbol of men</p>	<p>The cartoonist wants to denounce inequality between men and women. He is also denouncing men's lack of awareness of these inequalities.</p>
<p>The character on the left is a man seated on a bench. He is taking up nearly all the space on the bench and only leaving a little bit for the woman. The cartoonist shows the lack of sincerity in the person on the left because he thinks that he and the woman are equal.</p>	<p>There is inequality in access to education and salary inequality. The distribution of household, agricultural and/or care tasks is very often unequal. Women are also underrepresented in engineering, management and political positions. There are many different types of inequalities between men and women in societies today where women are still marginalised in cultural, economic, political and social life.</p>
<p>The editorial cartoonist speaks out against sexism targeting women even when they occupy a position with as much responsibility as men.</p>	<p>Kenya has passed various pieces of legislation designed to protect survivors of criminal acts, especially women and girls. These include the law protecting survivors and the endowment fund for survivors. In fact, women are regularly victims of different kinds of violence and harassment, something that occurs more frequently during election periods. The constitution includes a clause aimed at parity that requires 1/3 of parliament members be women (around 33% women parliamentarians). In actuality, women made up only 20% of parliament in 2020. A law has been considered to set a gender quota in the National Assembly but it has not been passed yet. Politician Millie Odhiambo is especially committed to this fight.</p>

2-

Level 1	Level 2
<p>The cartoon by Céleste shows a woman with a tense expression who is carrying her dreaming husband on one shoulder and her children on the other. One of them is asking what their mother is doing.</p>	<p>The cartoonist illustrated the metaphor, “She shoulders the burden”, to represent everything women do in their daily lives.</p>
<p>The cartoonist denounces inequalities between women and men in the distribution of tasks by showing the difficulty women face in accommodating family tasks and professional work. In addition, by showing the husband dreaming of money, she shows that he is the one who reaps the profits of his wife’s work.</p>	<p>This cartoon denounces inequalities in the distribution of tasks by highlighting the difficulty women face in accommodating personal and professional lives.</p>
<p>This situation exists in many countries around the world. In Europe, women have the highest representation in upper management in Romania (34%), Estonia (33%) and Lithuania (30%).</p>	<p>Laws on gender parity can be considered, while ensuring that they are actually followed. In certain countries, failing to reach parity leads to penalties. Companies can also adapt their policies in more equal ways. On an individual level, this can mean redistributing child rearing and household duties between women and men, speaking up against sexist actions in a workplace and encouraging equal pay.</p>

3-

Percentage of women parliamentarians

Ivory Coast - 10.6%

Sweden - 47%

Kenya - 21.8%

United States - 27.3%

Rwanda - 61.3%

Brazil - 15.2%

Russia - 15.8%

France - 39.5%

India - 11.8%

Countries can reduce these gaps by passing laws on gender equality. You can reduce these gaps by voting democratically in elections for candidates whose platforms include gender equality.

4- The cartoon's title is "stay home stay safe".

In this cartoon, a woman is sitting hunched up in a house with a sad expression (a tear is running down her cheek). She responds to the title by saying, "not for me".

The cartoonist wanted to highlight the increase in violence against women during the pandemic and the various measures taken to fight COVID-19, such as lockdown. Domestic violence increased significantly in many countries.

There is a paradox between the "Stay home, stay safe" title and the "Not for me" speech bubble.

ELECTIONS DURING THE PANDEMIC

1-

Level 1	Level 2
<p>We see a virus in the foreground attached to the ankle of a character representing the year 2020. This refers to the first year of the global COVID-19 pandemic.</p>	<p>The character at right is wearing a long black hooded garment on which is written "COVID-19". The face is represented by a virus. The right hand holds a gas pump nozzle connected to a station with the phrase "Fake news". The character appears to be filling up the vehicle in front of him: a "dictatorship" steamroller driven by a dictator sitting on a pile of bones. The vehicle is crushing the free press, symbolised by the silhouette of a journalist stuck to the roller.</p> <p>In the context of the COVID-19 pandemic, the character in this cartoon seems to want to fuel the dictatorship by sharing fake news about the pandemic.</p>
<p>The character represents the year 2020 when the COVID-19 pandemic started and when it was most deadly. This is why the character is portrayed so negatively.</p>	<p>With the COVID-19 pandemic, lots of fake news circulated about the coronavirus, transmission methods, symptoms and possible treatments. False information was sometimes shared by dictatorships in certain countries and/or was used to serve dictatorships. In this context, the rights of the press were sometimes trampled on and journalists censored.</p>
<p>The character in the background represents the year 2021. It's a health baby. The cartoonist made this cartoon in early 2021. The character in the foreground who is in bad shape is passing a bottle of hand sanitiser to the second character to show that the fight against COVID must continue.</p>	

2- In these cartoons, the impact of the pandemic is symbolised by different images: the statue of liberty, nature, a doctor and the paradox of daily life in certain households.

Some of these cartoons speak against restrictions on our freedoms in a context where measure had to be taken to limit the spread of the virus and save lives (cartoons by Gado, Darío, Boligán).

Dario's cartoon on the top left highlights the difficulties the doctor encounters in managing the pandemic and the different variants of the virus.

Finally, Chappatte's cartoon raises the paradox experienced in some families: by staying home, people are saving lives by reducing the spread of the virus. Yet one of the characters in the cartoon is playing a video game about war.

3- Cartoonist Gayo is representing the right to vote here, which women obtained in 1963 in Kenya. A woman is voting. There is a long line of men waiting behind her. The woman puts her ballot in the box, but the reader can see that this ballot is being destroyed as if it was being fed into a paper shredder. This denounces the fact that women's votes aren't taken into account. Women vote at lower rates than men.

4-

Level 1	Level 2
In this cartoon, the earth is in distress and is drowning.	The cartoon refers to the massive amount of waste polluting the planet. There are several millions of tons of waste, especially plastics, that are polluting the planet. People even talk about a sixth continent in the ocean made out of plastic.
The earth is drowning in waste.	
The cartoon refers to the massive amount of waste polluting the planet. There are several millions of tons of waste, especially plastics, that are polluting the planet. People even talk about a sixth continent in the ocean made out of plastic.	To fight global warming, States can take measures to manage waste, water, agriculture, transport and reusable energy. On an individual level, we can do things to limit our carbon impact and save essential and vital natural resources: throw away and sort waste, use fewer chemical products, prioritise public transport, streamline electricity use, etc.

PEDAGOGICAL BOOKLET ACCESSIBLE FOR HIGHSCHOOLS AND STUDENTS FROM 16 TO 25 YEARS OLD

To accompany the exhibition this pedagogical booklet offers a selection of exercises to develop some of the themes in the exhibition.

The concepts addressed are suitable for to be explored and adapted by the teacher or educator.

Cartooning for Peace and Democracy project is supported by

