

# CHAPTER 4 — WHERE AND WHY CONFLICT HAPPENS

## LEARNING GOALS FOR CHAPTER 4

### KNOWLEDGE

In this chapter, you will increase your knowledge of:

- needs as a source of conflict;
- individual and collective identity as a source of conflict;
- values as a source of conflict;
- the relationship between gender and conflict.

### SKILLS

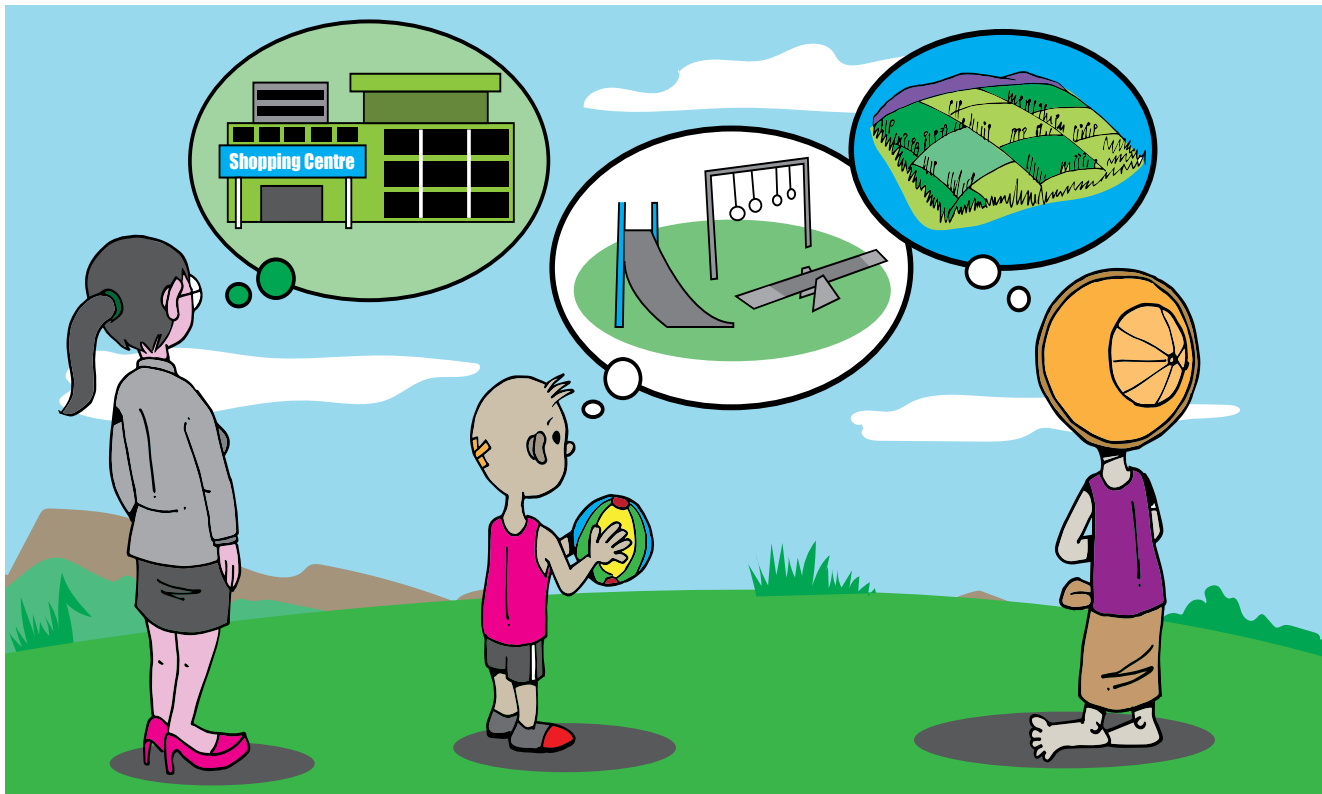
In this chapter, you will develop your ability to:

- use different lenses to analyse conflict;
- assess how needs are met in communities;
- identify key factors in individual and collective identities;
- explore values and where they come from;
- evaluate the impact of gender on people's experiences of conflict.

### VALUES

In this chapter, you will reflect on:

- the importance of understanding others' points of view;
- how well your needs are met;
- your identity;
- your values;
- gender and conflict.



▲ We all see things differently to others (through a different lens), as this picture shows.

#### PREVIEW

1. Why does conflict happen? Write a list of reasons.
2. When you see conflict in your community, what is usually causing the conflict?



#### EXERCISE

### 4.1 – SOURCES OF CONFLICT

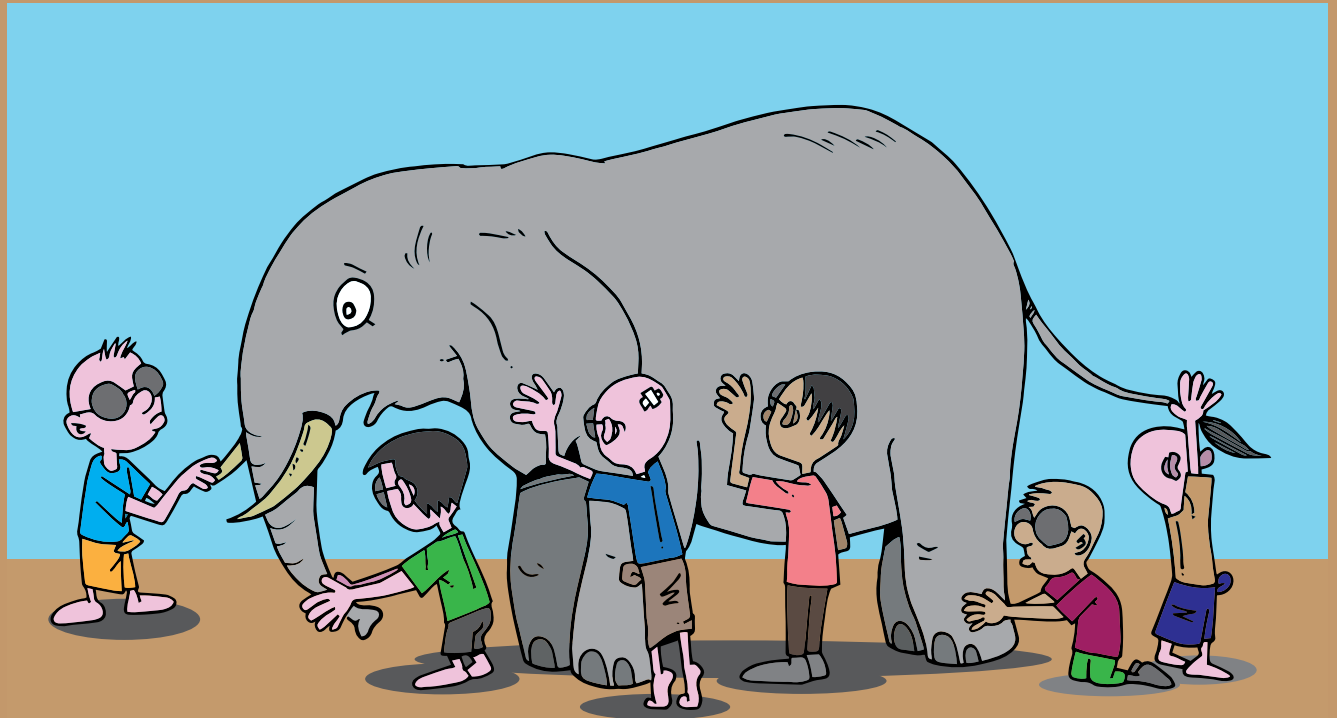
To solve conflict, we must first understand where conflict comes from. There are three ways to understand sources of conflict. These three ways are called *lenses*.

Conflict lenses are like the lenses in sunglasses. When you put on your sunglasses, the world might look red in colour. If you choose different sunglasses, the world might look blue. Just like the lenses in sunglasses change the colour of the world, conflict lenses change the way that we look at a conflict.

In this section, we will use three lenses to analyse conflict. They are: *needs*, *identity*, and *values*. Each lens looks at a conflict differently. No lens is better or worse than the others, but each lens can tell us something different about the causes of a conflict.

Read the story and answer the questions.

1. All the blind men knew what the other men were touching. How did each man benefit from this?
2. Why was it important for all the blind men to listen carefully to each other and respect each other's points of view?
3. What are the similarities between the experiences of the blind men and the idea of conflict lenses?



## THE ELEPHANT AND THE BLIND MEN

Once upon a time, there lived six blind men in a village. One day the villagers told the blind men that there was an elephant in the village. The blind men knew nothing about elephants.

"What is an elephant?" they asked. "Even though we cannot see it, let's go feel it!" All of the blind men went to the place where the elephant was. They each touched a different part of the elephant.

The first man touched its leg. "The elephant is like a pillar that holds up a house", he said.

The second man touched its tail. "Oh no! It is like a rope", he said.

The third man touched the trunk of the elephant. "No, no! It is like a thick branch of a tree", he said.

The fourth man touched its ear. "It's like a big fan that we hold in our hands", he said.

The fifth man touched the belly of the elephant. "It's like a huge wall", he said.

The sixth man touched the tusk of the elephant. "No, it's like a pipe!" he said.

The men began to argue about the elephant. Each man said that he was right and the others were wrong. A wise man was passing by and saw them fighting. He stopped and asked

the blind men why they were fighting.

"We can't agree on what the elephant is!" said one of the blind men.

"That's okay," said the wise man.

"You are all right. You are all saying something different because each of you touched a different part of the elephant. Actually, the elephant is like all of the things that you said."

Then the wise man added, "Everyone feels and sees something different, but there is a little bit of truth in each of our experiences. We all have different points of view, but we must tolerate and accept other points of view, so we can live together in harmony."



## FOCUS ON MYANMAR: CONFLICT OVER THE NATIONAL EDUCATION LAW

In 2014, student organisations and independent education experts prepared detailed suggestions for the much anticipated Education Law.

But students and experts say that the law gives the government tight control over higher education institutions, and **limits** their independence.

Teachers' and students' organisations, the *National Network for Education Reform* (NNER) and around 200 civil society groups all opposed the law.



The NNER warned that the new law does not guarantee independence for higher education institutions. Thein Lwin, of the NNER, said the government's national education policy "lacks transparency, freedom of thought and limits the rights of universities. Our main aim is to challenge the government to debate their national education policy and our suggestions."

Student unions and the NNER presented 11 demands to the government, including:

- more freedoms to universities;
- allowing the formation of student and teacher unions;
- allowing students who left school for political reasons to continue their studies;
- increasing educational spending to 20% of the national budget.

In November, student unions issued a 60-day **deadline** for the parliament to negotiate changes of the law. Protests began when the deadline passed.

The government released a statement accusing student protestors of being **manipulated** by political groups who want to destabilise the country. Students rejected the threat and continued their marches to Yangon.

Sources: <http://www.irrawaddy.org/contributor/a-new-generation-takes-to-the-streets-in-burma.html>;  
<http://www.irrawaddy.org/burma/timeline-of-student-protests-against-education-law.html>

1. What does the NNER see as the reason for the conflict?
2. What does the government see as the reason for the conflict?
3. Do the NNER and the government have different lenses for looking at the conflict? How do you know?

## DISCUSSION

How can knowing different points of view help solve a conflict?

## REFLECTION

1. Think of a time when you and another person saw something differently.
2. When you and another person saw things differently, were you able to work together to see things in a shared way?

## 4.2 – NEEDS AS SOURCES OF CONFLICT

The first way to understand sources of conflict is to look at it through the lens of *needs*. All human beings need certain things to survive. Food, water, and shelter are the most basic human needs for survival. These are called **subsistence** needs. However, people need more than just these to succeed and live a full life. For example, **security**, love, participation in community and relaxation are also considered basic human needs.

There are two important ideas that we must understand about human needs. First, they are the same for all human beings everywhere. Second, they do not change over time.

Additionally, human needs can be understood by everyone, because everyone has them.

There are many different needs. Here are the most important:

1. **SUBSISTENCE:** the need for enough food, water, and shelter. This also includes the need for good physical and mental health.
2. **SECURITY:** the need for supportive social groups, physical safety, laws and the protection of rights.
3. **AFFECTION:** the need to give and receive love, respect, and acceptance from family, friends and community members.
4. **AWARENESS:** the need for educational opportunities to develop critical thinking abilities. This also includes the need to explore ideas and thoughts, and to communicate about them.
5. **PARTICIPATION:** the need to be included in the rights, responsibilities, and decision making of communities, groups, family and political associations.
6. **LEISURE:** the need for time and opportunity to relax, find peace of mind and have fun.
7. **EXPRESSION:** the need to create and invent, including art and ideas, and to show creativity, talent and personal skills.
8. **IDENTITY:** the need to have a sense of belonging and inclusion in a group and the opportunity to be a part of that group openly.
9. **AUTONOMY:** the need to act with freedom of choice, to have equal rights and opportunities, to disobey and disagree.



▲ What needs are met by having access to natural resources such as oil, natural gas or coal?

### PREVIEW

1. How do you usually spend your leisure time? Is this different from how your classmates or friends spend their leisure time?
2. Does the way you spend your leisure time ever cause conflict with people around you?



## EXERCISE

Match the pictures of one family's daily activities to the needs (from the previous page). Give an explanation for each picture.

1 SUBSISTENCE

2 SECURITY

3 AFFECTION

4 AWARENESS

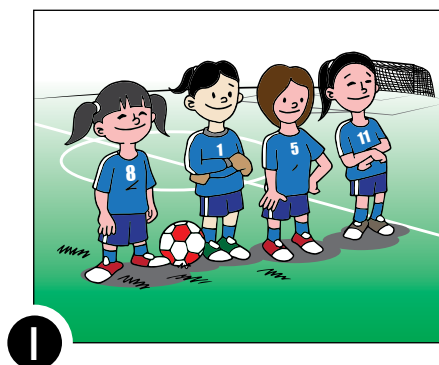
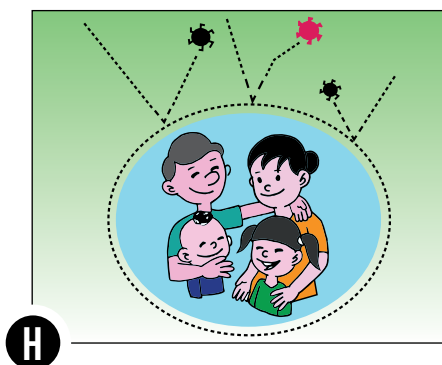
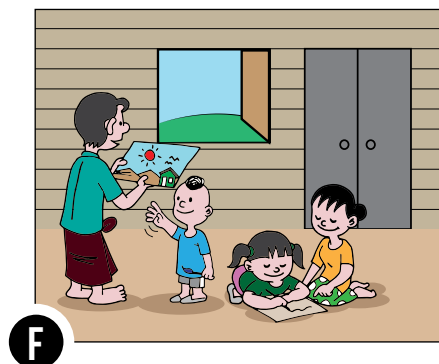
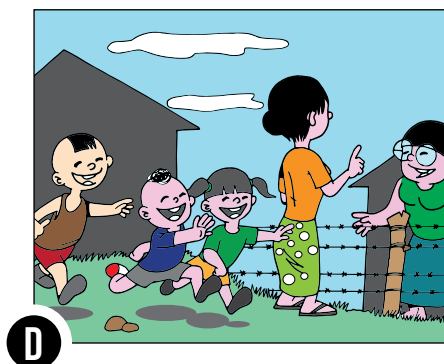
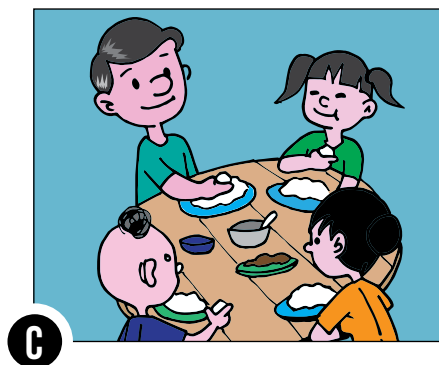
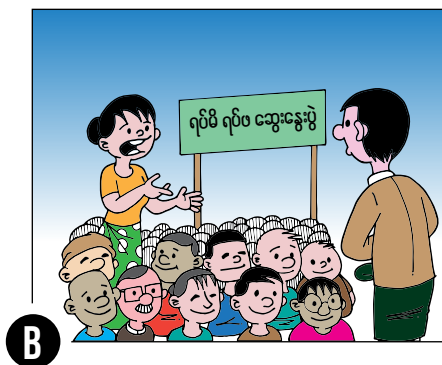
5 PARTICIPATION

6 LEISURE

7 EXPRESSION

8 IDENTITY

9 AUTONOMY



Everything that we do has the purpose of fulfilling our needs. Conflict occurs when one person tries to **meet their needs**, and this prevents another person from meeting *their* own needs.

Talking about needs is very important. Although someone may not understand *why* a person's needs are not being met, they can understand *how it feels*.

The ability to understand another person's feelings and needs is called **empathy**. When we understand people's feelings, we say that we *empathise with them*.

Read the scenarios and answer the questions.

1. Is Khun Win's method of meeting his needs constructive or destructive?
2. Is Sai Awn's way of meeting his needs constructive or destructive?
3. What is another way that Khun Win could meet his need for acceptance?
4. What threatens Su Su's need for security?
5. What threatens Cherry Paw's need for security?
6. What feelings do the girls experience when their need for security is threatened?

## EXERCISE



**A.** Khun Win and Sai Awn are secondary school students. They both want to feel accepted and respected by their school community. The ways that they each choose to meet this need are very different. Khun Win is a **bully**. He pushes younger boys and girls around, and threatens boys of his own age. This is the way he meets his need for acceptance and respect. However, his method of getting acceptance is harmful to the younger students. The younger students do not feel secure or accepted because of Khun Win's actions, so there is a destructive conflict between Khun Win and the younger students. Khun Win's actions prevent the younger students from meeting their security need. Sai Awn meets his need for acceptance by offering advice to his friends and fellow students. Many of the students respect his ideas and come to him when they have a problem. His method of getting acceptance does not prevent others from meeting their needs, so it does not lead to conflict.

**B.** Cherry Paw and Su Su are best friends. They walk to school every day together. This makes Su Su very happy because she is frightened of dogs and Cherry Paw is not. Every day Cherry Paw walks near Su Su when they pass the street dogs. This makes Su Su feel relieved because her need for security is met. The dogs make Su Su feel very insecure. She is afraid of being bitten and does not feel physically safe near the dogs. Her need for security is not being met when she walks to school alone. Cherry Paw is not afraid of the dogs, and her need for security is not threatened, however she understands how Su Su feels. Cherry Paw understands how Su Su feels because she understands the feelings of fear and insecurity. Cherry Paw feels fear and insecurity when she goes on boats. Boats make her stomach hurt and her legs shake. She is scared that she will drown because she cannot swim. Cherry Paw's need for security is threatened every time she has to get on a boat.

1. In pairs, describe a time that you were afraid of something, then together answer the questions.
  - a. Are your fears the same as your partner's?
  - b. Is the feeling of being afraid the same as your partner's?
2. Discuss with your partner a time that you had the same feeling but for different reasons (contentment, worry, excitement, etc.)

## ACTIVITY

### SHARING FEELINGS

## ACTIVITY

### HUMAN NEEDS SURVEY

1. Do the *survey*. Answer each question with a number and **record** your score in the chart.
2. Do the survey with nine people from outside your class. Record their scores in the chart.
3. Follow the instructions under the results chart.



## SECURITY NEEDS COMMUNITY SURVEY

### Scoring:

|                     |                |                 |
|---------------------|----------------|-----------------|
| 1 = always          | 3 = frequently | 5 = very rarely |
| 2 = very frequently | 4 = rarely     | 6 = never       |

|     |  |   |   |   |   |   |   |
|-----|--|---|---|---|---|---|---|
| 1.  | Ethnic armed groups engage in active conflict in or near my community.                           | 1 | 2 | 3 | 4 | 5 | 6 |
| 2.  | I feel threatened by the presence of the government military in my community.                    | 1 | 2 | 3 | 4 | 5 | 6 |
| 3.  | I feel threatened by the presence of ethnic armed groups in my community.                        | 1 | 2 | 3 | 4 | 5 | 6 |
| 4.  | I am unable to earn an income because there is violence in my community.                         | 1 | 2 | 3 | 4 | 5 | 6 |
| 5.  | I am worried that my human rights will be <b>violated</b> if I continue living in my community.  | 1 | 2 | 3 | 4 | 5 | 6 |
| 6.  | I am worried that my property could be taken from me without my <b>consent</b> .                 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7.  | I am worried about earning an income to support myself and/or my family.                         | 1 | 2 | 3 | 4 | 5 | 6 |
| 8.  | I am worried about being treated fairly by police.   | 1 | 2 | 3 | 4 | 5 | 6 |
| 9.  | I am concerned about being treated fairly if I have to go to court.                              | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | I see members of my community being physically harmed by more powerful members of the community. | 1 | 2 | 3 | 4 | 5 | 6 |

This survey measures security needs. Security is only one fundamental human need. For additional surveys about the other eight human needs, refer to the DVD which comes with the teacher's book.



## SECURITY NEEDS COMMUNITY SURVEY RESULTS

|          | Respondents |   |   |   |   |   |   |   |   |   |         |
|----------|-------------|---|---|---|---|---|---|---|---|---|---------|
| Question | You         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Average |
| 1.       |             |   |   |   |   |   |   |   |   |   |         |
| 2.       |             |   |   |   |   |   |   |   |   |   |         |
| 3.       |             |   |   |   |   |   |   |   |   |   |         |
| 4.       |             |   |   |   |   |   |   |   |   |   |         |
| 5.       |             |   |   |   |   |   |   |   |   |   |         |
| 6.       |             |   |   |   |   |   |   |   |   |   |         |
| 7.       |             |   |   |   |   |   |   |   |   |   |         |
| 8.       |             |   |   |   |   |   |   |   |   |   |         |
| 9.       |             |   |   |   |   |   |   |   |   |   |         |
| 10.      |             |   |   |   |   |   |   |   |   |   |         |

1. What is the overall **trend** in your community? Are most people's security needs being met or not?
2. Think of the conflicts in your community. Could any of these conflicts be related to members of the community not having their need for security met?
3. How do your personal scores compare with the scores of the community?
4. Explain your results. Choose one:
  - Discuss your results with a group.
  - Write a report about your results.
  - Present your results to the class.

List all of the activities that you did in the past week. How did each activity meet a need?

**Example**

*"On Thursday, I tutored a younger student in English. This fulfilled my need for awareness because I was able to share my knowledge of English with someone else. Sharing knowledge is part of awareness."*

**ACTIVITY****A WEEK OF NEEDS**



## FOCUS ON MYANMAR: CONFLICTS CAUSED BY DAM PROJECTS

*Salween Watch* is a Karen organisation. It **monitors** development on the Salween River. On Monday, it said that recent clashes between the *Democratic Karen Benevolent Army* (DKBA) and the government were linked to a planned hydropower dam on the Salween River.

The DKBA and government troops reportedly fired on each other's bases on Friday and Saturday. The fighting forced more than 200 villagers from a nearby village to flee into Thailand. The Thai military later pushed the displaced villagers back into Myanmar.



Paul Sein Twa is a spokesperson for Salween Watch. He said "the Myanmar Army needs to push the DKBA troops out of the area to start building the dam. They can only start the project when they complete these requirements. So, we understand that the dam project is behind the fighting."

The dam is an issue for many different groups. Thai construction companies have deals to build the dam. The Thai and Burmese governments have been trying to build the dam since 2006. However, construction has not yet begun because of opposition from Karen armed groups such as the DKBA. Opponents of the dam say that the project will lead to human rights abuses and environmental damage. Additionally, most of the electricity will go to Thailand and not Myanmar.

The Hat Gyi Dam is one of five hydropower projects planned on the Salween River. The river passes through conflict areas in Karen, Karenni and Shan States.

Electric power is an important issue in Myanmar. The economies of Southeast Asian countries and China are growing, and their populations need more power. Hydropower is an important part of Myanmar's national energy strategy. However, many people are angry about plans to export much of the electricity to China and Thailand. They say that Myanmar will not benefit, and will be left with environmental and social damage.

Many local communities oppose dam projects on the Salween. The communities depend on fishing for food and income. They are worried about the effects of big dams on their livelihoods.

The increasing conflict is not only a problem in Myanmar. "As conflicts have broken out, refugees have fled across the border. I worry that the conflict will affect the peace process" Paul Sein Twa said.

Sources: <http://www.irrawaddy.org/feature/knowledge-vacuum-and-conflict-plague-salween-river.html>  
<http://www.irrawaddy.org/burma/controversial-hat-gyi-dam-blamed-karen-conflict.html>

1. Who are the main actors in this conflict? Who are the supporting actors?
2. What are the needs of the local communities and what are the needs of Myanmar and the ethnic armies?
3. Why is it better to talk about needs, instead of resources, when talking about this conflict?

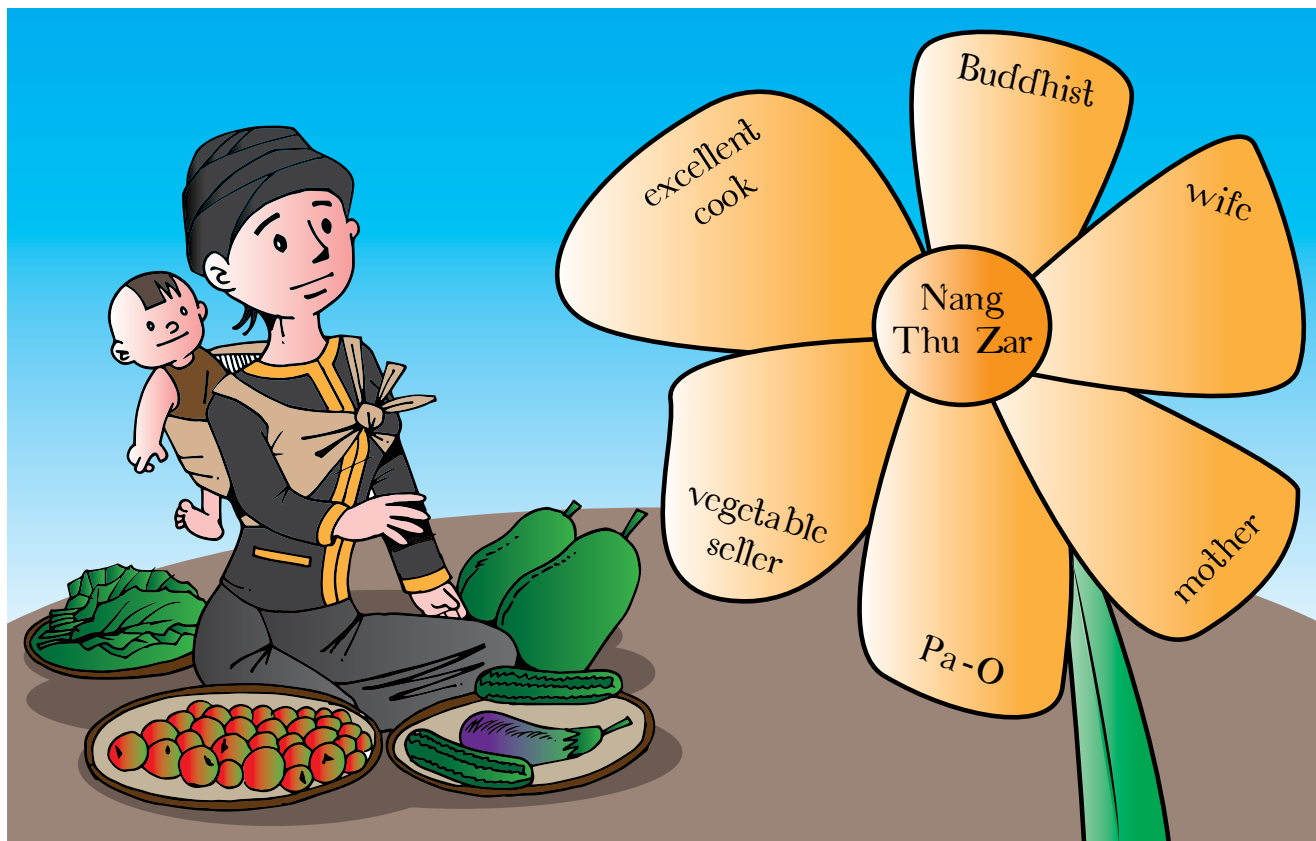


Are all human needs equally important? Why or why not?

## DISCUSSION

1. Have you ever had an experience where one of your needs was not being met? Which need was it and what were the feelings that you had at this time?
2. Think of an example where a way you met your needs stopped another person from meeting their needs.
3. In this example, what is a way that your need could have been met differently?

## REFLECTION



#### PREVIEW

1. What is an identity?
2. Can people's identity be a cause of conflict?

### 4.3 – IDENTITY AS A SOURCE OF CONFLICT

The second way to understand sources of a conflict is through the lens of *identity*. Identity gives us a way to understand the world around us, and how we fit into it. Everyone's identity lens helps them to understand their history, the events around them, and their future.

Some parts of identity can be seen, like skin colour or clothing. Other parts may be unseen, like religious or political beliefs.

People are born with some parts of their identity. Other identities, they receive from their culture. People also choose their own identities. It is common to have many different identities. Some people have one identity that is most important to them. This might change through their life. People choose identities that give them the strongest feelings of confidence and security.

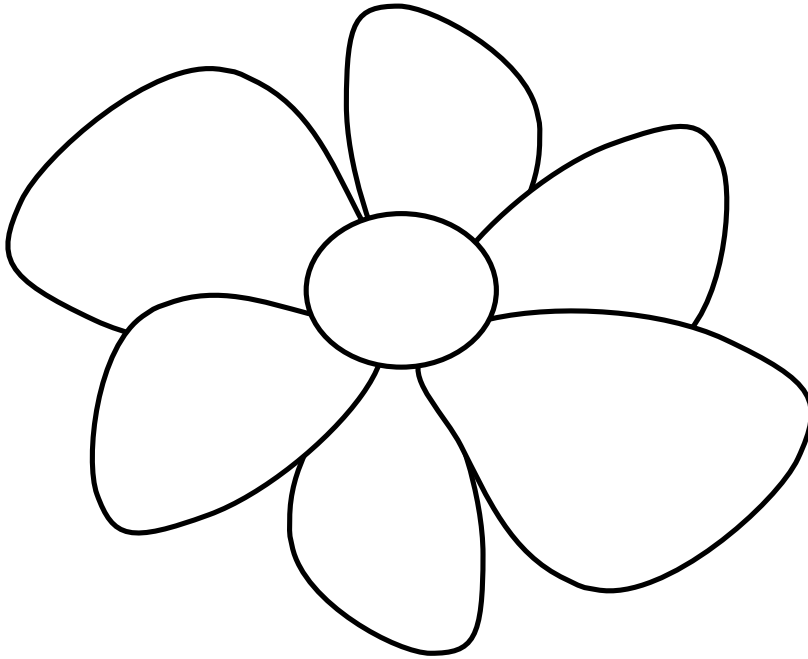
Denying (or trying to change) a person or group's identity means their needs are not being met. When one actor refuses to recognise the identity of another actor, the second actor may see this as a threat to who they are. This can lead to violence.

#### EXERCISE

Read the many identities of the woman in the picture. Answer the following questions.

1. If you met this woman in the market, which of her identities would you be able to see?
2. Which of her identities would you not see?

1. Write your name in the middle of the flower. Add your most important identities. Write your *seen* identities in one colour and your *unseen* identities in a different colour.
2. Answer the questions.
  - a. Do your identities ever change? When or why do they change?
  - b. Have you ever chosen not to express part of your identity?
  - c. Can you think of any ways that expressing parts of your own identity might threaten another person's identity?



## ACTIVITY

### MY IDENTITY

1. In groups, choose a current or historical identity conflict.
  - Describe the conflict and the identities of the actors in the conflict.
  - If it is violent, include a description of how the conflict was violent.
  - Is it resolved or not?
2. Plan a group statue of the conflict.
3. Write a card explaining your conflict.
4. Take turns watching other groups' statues. Discuss them together and change one person's position in their statue to make the conflict constructive.

## ACTIVITY

### BUILD AN IDENTITY MUSEUM

▼ **Left:** Commemorative Monument of Peace and Unity in Davao City, Mindanao, Philippines; **Right:** Statue in the War Remnants Museum, Vietnam. It shows prisons in South Vietnam during the Vietnam-American War.

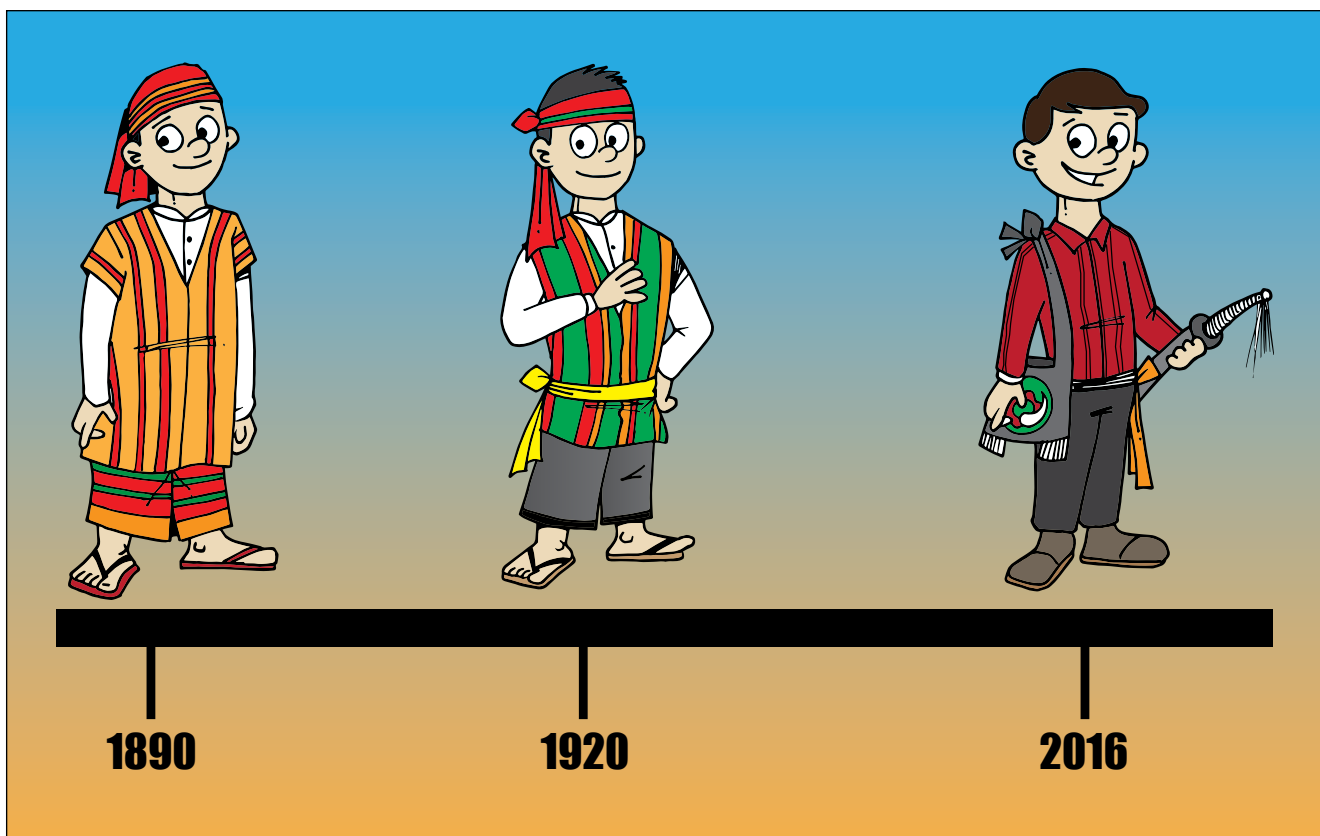




## COLLECTIVE IDENTITY

Identity is also something that we share with other people. These shared identities are called a **collective** or group identity. Members of these groups often share a common history, culture, and values. People who share the same collective identity often think of others who share their identity as having common interests and fates.

When a person feels that their identity is being threatened, they will try to protect that identity. This can lead to conflict. If you share an identity with someone and they are hurt in some way, you might also feel hurt. This can create an “us-versus-them” **mentality**. Anyone who is not part of a person’s collective identity is considered an “outsider” and a threat. The us-versus-them mentality is common in conflict situations that have identity as a source of conflict.



## EXERCISE

Are the statements true or false? If false, correct the statement.

1. People have one identity. It tells them how to view the world and how to understand their experiences in it.
2. Identities are both seen and unseen.
3. People with a collective identity believe that they have shared goals and shared futures.
4. The us-versus-them mentality occurs when people believe that others with a different identity threaten their own identity.
5. A person’s identities never change.



## EXERCISE

- Read these identities and choose examples of collective identity.
  - a soldier
  - a football player
  - Sein Pwint's brother
  - owner of Aung Noodle Shop
  - a teacher
  - Mary's husband
  - a Christian
  - a citizen of Thailand
  - a student at Phaung Daw Oo Monastic School
- Look at the identity flower on page 74. What are the collective identities of the woman?
- What are the collective identities in your identity flower?

Read the scenario and put the identities of the actors into the Venn diagram.

## ACTIVITY

## SHARED IDENTITIES, PART 1



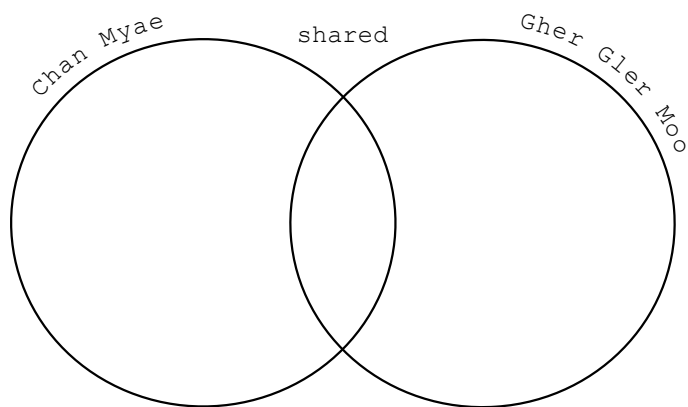
Early one morning, Chan Myae got on his boat and went out into the river. The river near his village in Mon State was full of fish that day. Three hours later, he returned to the shore of the river and unloaded his boat. In the boat, there were four big fish and two smaller fish. He put one of the smaller fish in a bucket for his breakfast. Chan Myae and his wife went home to cook their fish. They planned to come back later, get the other fish and take them to the market.

After breakfast, Chan Myae and his wife returned to the boat. All of their fish were gone! Other fishermen from

a village down the river had tied their boats near Chan Myae's boat. The other fishermen spoke a different language. He saw Wah K' Paw and her husband Gher Gler Moo who were not from Mon State. They were walking away from their boats with five fish...

Chan Myae started running after Wah K' Paw and yelling "Stop! Stop! Thief! You have stolen my fish!" Gher Gler Moo also ran over to see what the problem was. That was when the yelling and shouting between Gher Gler Moo and Chan Myae began...

Identities of the Actors in the Conflict



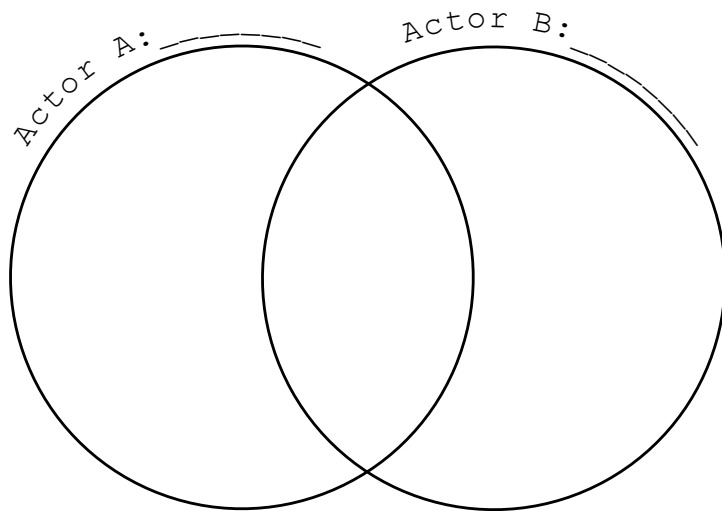
- |                       |                                |
|-----------------------|--------------------------------|
| a. lives in Mon State | d. speaks a different language |
| b. fisherman          | e. boat owner                  |
| c. husband            |                                |

## ACTIVITY

### SHARED IDENTITIES, PART 2

1. In pairs, discuss a conflict that you know well. Identify the two main actors in this conflict, and write them above each circle.
2. In the correct circles, write down the major identities of each actor. In the middle, write the identities that both actors share.

Identities of the Two Main Actors  
in the Conflict.



3. Answer the questions.
  - a. Do the actors in this conflict have more identities that are the same or different?
  - b. Is there an identity that could be used to help "build a bridge" or a connection between the actors? An identity that provides **common ground**?
  - c. Do either of the actors think that their identity is under threat from the other actor?
  - d. What actions might threaten the identity of one or both of these actors?
4. Based on your analysis of this diagram, is identity an important lens for understanding conflict? Why or why not?

## ACTIVITY

### PIECES OF ME



1. Select something that represents part of your identity that most people do not see when they look at you. This item should be small and common, but important to how you express your identity. You can also draw the item or find a picture of it.
2. Display your item in the classroom. Walk around the room looking at other students' items.
3. Discuss the questions as a class.
  - a. Which item/identity of a classmate surprised you the most?
  - b. Are there any similar items in the class? What similar identities do these items represent?



## FOCUS ON MYANMAR: ETHNIC EDUCATION

In 2012, the Ministry of Education did a study to identify strengths and weaknesses in the school system. Government researchers studied schools around the country. They used this information to make new education policies.

However, the Karen Education Department (KED) said that they ignored the non-government schools in Karen State. "The work that we've been doing over decades does not exist in their knowledge," says the secretary of the KED. "What they mean by 'ethnic education' is government education in ethnic areas."

The (KED) school system is used by conflict-affected communities and refugees in Thailand. An issue facing the KED is that their curriculum does not prepare students to fit into the government system.

The KED wants a **decentralised** school system. This allows ethnic states some authority to administer their schools. It is important to the KED to maintain Karen language and culture through education. "We have preserved our identity over more than six decades. We are concerned that it will start to die out."

The KED says it is open to negotiation about merging with the government education system. The KED will soon begin teaching Burmese language to its students. Merging with the government system could be useful for Karen students who cannot currently attend Burmese universities because they went to a KED high school.

But the KED secretary says that some issues are not open for discussion. These include ethnic history and mother-tongue language teaching. "We feel like they have their hand over us, and this will limit our ability to run our ethnic education."

Source: <http://www.irrawaddy.org/feature/burmas-rebel-educators-want-school-reform.html>

1. In what ways does an education system impact on identity?
2. How has the KED used the education system to preserve Karen identity?
3. In what ways does the conflict between the KED and the Ministry of Education harm students? In what ways does the conflict help students?

1. Think of people who you share an identity with. How do you express your identity together as a group?
2. What are some of the benefits of a collective identity? Discuss examples of these benefits from your community.
3. What are some of the problems with collective identity? Discuss examples of these problems from your community.

## DISCUSSION

1. What groups of people do you feel that you have things in common with?
2. When you meet someone who is different from you or from the people in your community, how do you feel about that person?
3. How would you feel if you could not show that you are part of a group or express your support for ideas that you believe in?

## REFLECTION

## PREVIEW

1. What types of things do good people do? What types of things do bad people do?
2. Who teaches us what to do to be "good" people?
3. Who makes sure we are doing the things that good people do? Who punishes us when we are not doing good things?

## 4.4 – VALUES AS A SOURCE OF CONFLICT

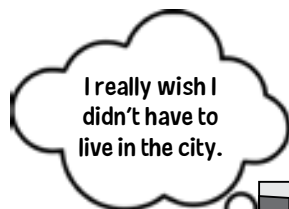
The third way to understand the source of conflict is through a values lens. Values are ideas and beliefs about the rules we have for ourselves and society. We use values to judge the behaviour of ourselves and others.

The rules that come from values can be simple, for example, "don't lie." They can be more complex. For example, there are often rules about appropriate clothing or about what foods we shouldn't eat.

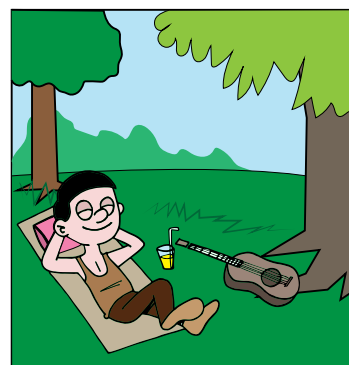
Values help to create moral codes and ethics. They are developed through religion, family, peers, culture, race, ethnicity, social background, gender, etc. Conflict occurs when the values of different actors are not compatible, or when an actor's values are not respected. People often believe that their values are the "rules." Therefore, conflict might occur if one person believes that someone else is violating those "rules."

When a person chooses their values, those values are:

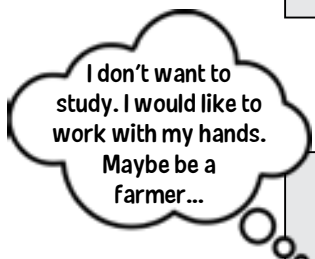
1. chosen freely and not forced upon that person;



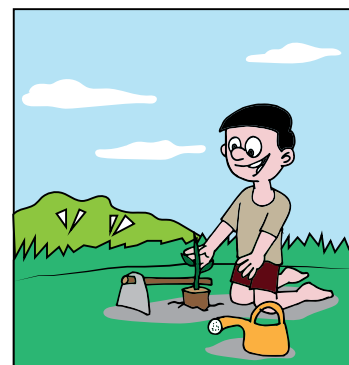
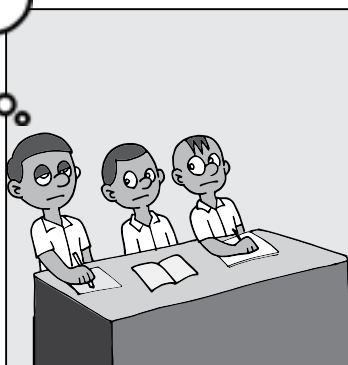
I really wish I didn't have to live in the city.



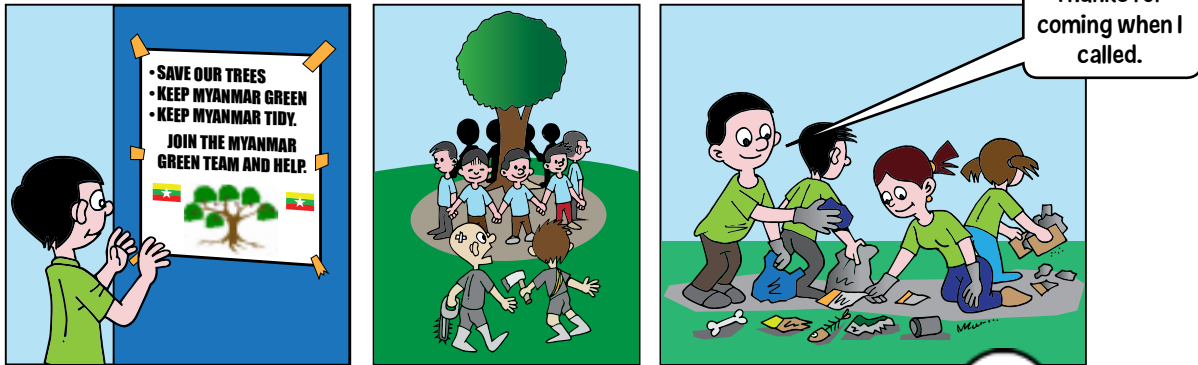
2. chosen from a wide variety and based on how important they are to the individual;



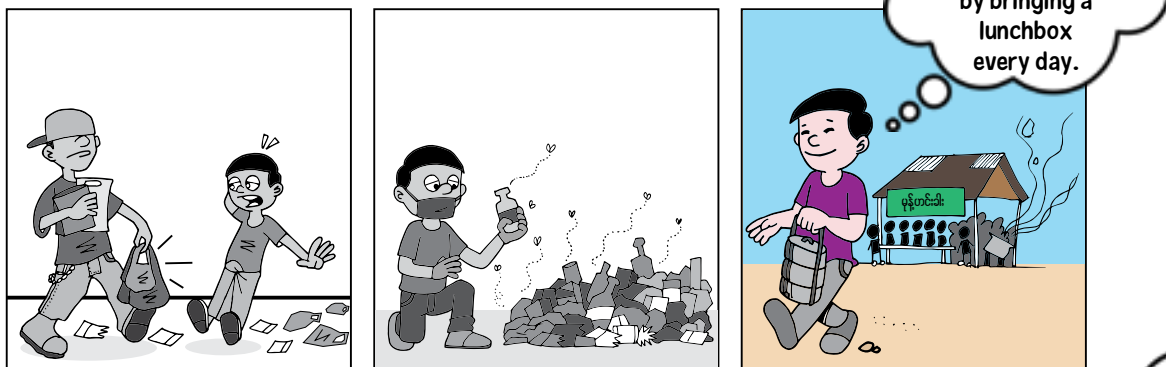
I don't want to study. I would like to work with my hands. Maybe be a farmer...



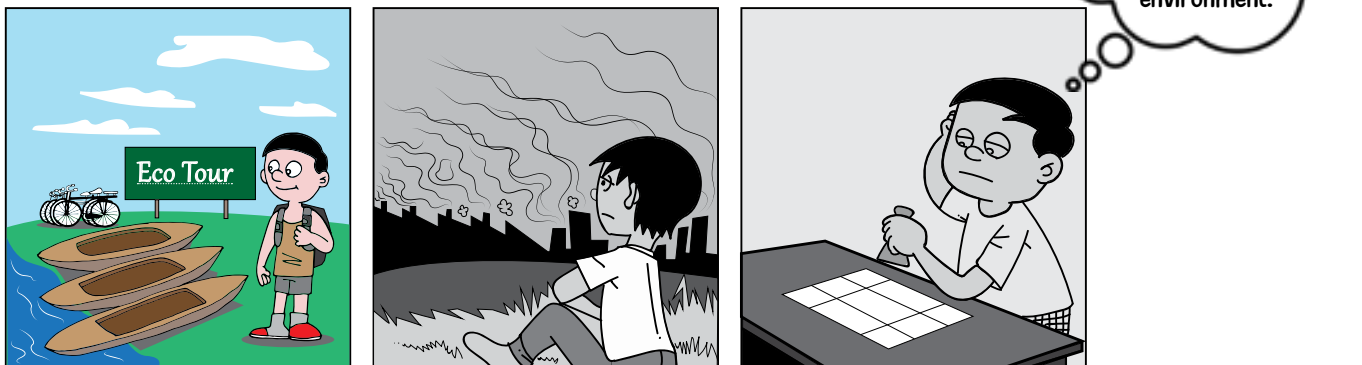
3. publicly shared and defended;



4. lived, not just talked about;



5. always applied in big and small decisions that are made on a daily basis.



Are the statements true or false? If false, correct the statement.

1. A violation of a person's values would also be a violation of that person's "rules."
2. All people have the same values.
3. Our individual values and society's values can be different.
4. Values are not an important part of daily life.

## EXERCISE

**ACTIVITY****VALUES SURVEY, PART 1**

1. Choose 10 – 20 statements that are important to your life.
2. From those 10 – 20, choose the five statements that are most important to you.

**VALUES SURVEY, PART 1 – WHAT IS IMPORTANT?**

|  |  |
|--|--|
| 1. To have a nice physical appearance                                    | 2. To graduate with high marks                       |
| 3. To be an honest person  | 4. To have political power                           |
| 5. To have strong relationships with family members and other loved ones | 6. To have personal growth                           |
| 7. To be able to enjoy the natural environment                           | 8. To have a life with meaning, purpose, fulfilment  |
| 9. To learn more and get new knowledge                                   | 10. To help the disadvantaged                        |
| 11. To be attractive to others   | 12. To have a close group of good friends            |
| 13. To have a long and healthy life                                      | 14. To closely follow the rules of my religion       |
| 15. To have a good marriage  | 16. To have satisfaction or success in my career     |
| 17. For all people to have equal opportunity                             | 18. To be free to live life as I want                |
| 19. To have a lot of money   | 20. To accomplish my goals                           |
| 21. To have a safe and positive family life                              | 22. To have a life with leisure                      |
| 23. To be able to travel, eat good food, and be entertained              | 24. To change society for the better                 |
| 25. To have a beautiful home in a place of your choice                   | 26. To have the opportunity to be creative           |
| 27. To own expensive things  | 28. To speak up for or share personal beliefs        |
| 29. To have self-confidence  | 30. To be needed and important to others             |
| 31. To become a good parent  | 32. To have a good relationship with my parents      |
| 33. For a person to find you physically attractive                       | 34. To be strong, face challenges and push forward   |
| 35. To have time for prayer/meditation/reflection                        | 36. To give my time and energy freely to help others |
| 37. To have a safe and secure environment                                | 38. To be loved by a few special people              |
| 39. To be trusted by others  | 40. To be known as true in my words and actions      |

**ACTIVITY****VALUES SURVEY, PART 2**

1. Find the values that match your five numbers from Part 1. What values are most important to you, according to the survey?
2. Discuss the questions.
  - a. Did you learn anything new about your personal values? If so, what? If not, why do you think this is?
  - b. What do you do each day to support your values?
3. In pairs or groups, discuss the questions on the next page.



## VALUES SURVEY, PART 2 – WHAT ARE MY VALUES?



| NUMBER         | VALUE                         | DEFINITION OF VALUE   |
|----------------|-------------------------------|---|
| 1, 11, 33      | Approval                      | Having other people like and admire your physical appearance  |
| 2, 9           | Education                     | Increasing your knowledge through learning  |
| 3, 39          | <b>Integrity</b>              | Strictly following what you believe to be right and good. Not doing things that are against your beliefs or values                    |
| 4, 24          | <b>Agency, Citizenship</b>    | Believing that you have the ability to create change, and to exercise the rights and responsibilities of a person living as a citizen |
| 5, 12, 30, 38  | Affection                     | Showing your love and appreciation for those close to you, and having those close to you show you love and appreciation too           |
| 6, 29          | Self-fulfillment              | Fulfilling your capacity and reaching your potential as a person  |
| 7              | Appreciation (of nature)      | Seeing the importance of nature and enjoying its beauty   |
| 8, 16, 20, 26  | Ambition, Achievement         | Being excited to finish something that takes hard work and courage  |
| 10, 36         | Compassion, Generosity        | Knowing about the suffering of others and wanting to give help to lessen that suffering   |
| 13, 37         | Health                        | Having strength in your body and mind; feeling good about your physical and mental abilities  |
| 14, 35         | Spirituality                  | Feeling strong in your religious or spiritual beliefs   |
| 15, 21, 31, 32 | Love, Family                  | Feeling close to family members and close friends   |
| 17             | Equality                      | Everyone gets the same treatment and opportunities  |
| 18             | Autonomy                      | Being independent in your actions, choices, and ideas   |
| 19, 25, 27     | Status, Stability (financial) | Feeling powerful from wealth; feeling secure in your financial situation  |
| 22, 23         | Leisure, Travel               | Enjoying free time and having the opportunity to explore  |
| 28             | Courage                       | Being able to face your fears, danger, and obstacles with confidence  |
| 34             | <b>Resilience</b>             | Having the ability to overcome challenges and failures and continue working towards your goals  |
| 40             | Authenticity                  | Being trustworthy and honest  |

- Did you learn anything new about your personal values?
- What do you do each day to support your values?
- What are the similarities and differences in values between you and your group member(s)?
- Can you think of a situation where your values might be in conflict with the values of another person in your group?
- Why is it important to understand your values, and the values of your community, during conflict?
- Would you be willing to let go of, or change, any of your values? How would you feel if you did?



## FOCUS ON MYANMAR: CONFLICTS OVER RELIGIOUS MINORITY RIGHTS

Religious minorities sometimes face challenges to building or maintaining their places of worship. This can be especially difficult in rural areas, where religious minorities lack the organisational and financial backing to get what they need. An example of these problems can be seen in the case of the Hindu community in a rural Myanmar township.

In 1969, there was a fire in the town that destroyed many buildings. The Hindu community was lucky because their temple was not burned. However after the fire, the government cleared the whole area to make space for building new houses. The government demolished the Hindu temple as well. The government promised the Hindu community that they would give them land to build a new temple.

However, the community did not get land for a new temple. Government officials told them they had no record of the agreement. So some of the Hindu community members offered to build the temple on their land. However, their petitions to the government for approval have not been accepted.

The community has tried again and again since 1969 to get a new temple. They have failed each time. Many community members feel very angry about the situation. Others feel hopeless and worry about their future generations. They are worried that they have no place where they can pass on the values of their faith.

Source: Unpublished Report, Independent Researcher

1. Why is a temple causing values conflict?
2. Does the government have different values from the Hindu community? What are the government's values?
3. Is this conflict being caused because one group thinks their values are more important than another group?

## DISCUSSION

1. Do you think a person's identity can affect their values? What about a person's values affecting their identity?
2. How are a person's needs and values connected? If someone is not allowed to live according to their most important values, is that the same as denying their needs?
3. Do you think values conflicts are common? Why or why not?
4. Do you think values conflicts are easy to solve?
5. Give an example of a values conflict from your experience. Explain whether the conflict has been resolved or not.

## REFLECTION

1. Think about your values and the values of your closest community. This community could be your school, your village, your family, your band, etc. Are your values ever in conflict with the values of your community? If so, how? If not, why is this?
2. Who in your life has been most important in teaching you your values? How did they teach those values to you?



▲ How does a person's gender affect their needs, values or identity?

## 4.5 – NEEDS, VALUES, IDENTITY AND GENDER CONFLICT

Gender is a fundamental part of human identity. We show our gender through clothing styles, hair styles and behaviour. This is often the first thing that people see when they look at each other. Openly expressing our gender without fear is part of showing our identity. Being unable to fully express gender identity can cause conflict because identity is also a human need.

Some gender identities are valued less than others. **Patriarchy** is a system where society believes that the lives, experiences, and roles of men are more valuable than those of women. Patriarchal societies often prevent women from being community leaders or decision makers. **Sexism** is the belief that one sex (usually male) is naturally better than the other sex (usually female). These values about gender can lead to conflict on the individual, family, and community level.

Participation in society is a human need. Conflict between genders about participation is common. Patriarchy and sexism can affect the mental and physical health of both men and women. For

### PREVIEW

1. How does your community treat people who do not follow gender roles?
2. Do most people in your community think men and women should be equal? What do you think?

example, if a society believes that men have the right to verbally or physically punish women, this is preventing women from meeting their need for security. In this case, gender roles cause violence. In another example, if boys are told not to cry, they are being prevented from meeting their need for expression.

Gender roles often prevent both men and women from fully meeting their needs.



## EXERCISE

- A. SUBSISTENCE
- B. SECURITY
- C. AFFECTION
- D. AWARENESS
- E. PARTICIPATION
- F. LEISURE
- G. EXPRESSION
- H. IDENTITY
- I. AUTONOMY

Match the example of gender conflict with the human need that is NOT being met. You can match more than one need to a conflict. .

1. A young man is bullied by his classmates for not being good at sports.  
**Example:** F, G
2. A doctor refuses to provide a woman with family planning information without the permission of her husband.
3. A father refuses to let his daughter travel to another city to continue her education.
4. A father is fired from his job when he must leave work to care for his sick children.
5. A teacher punishes a student who she thinks is gay.
6. A school does not provide toilets for students.
7. A boyfriend twists the arm of his girlfriend and yells at her when he finds out she was talking to a male friend.
8. Women are prevented from participating in religious ceremonies.

## ACTIVITY

### STEPPING TOWARDS EQUALITY

In this activity, you will see how people of different genders have different experiences with equality. Follow the teacher or trainer's instructions.



## FOCUS ON MYANMAR: RIGHTS ACTIVISTS RECEIVE DEATH THREATS

Many women's groups formed in Myanmar after reforms started in 2011. These groups campaign for gender equality, protection of women's rights, and decision-making opportunities for women.

In May 2015, over 100 civil society groups released a statement protesting the controversial *Protection for Race and Religion* laws. The laws place restrictions on marriages between Buddhist women and non-Buddhist men. There are four laws which limit interfaith marriage, **ban** polygamy, impose birth restrictions, and restrict religious conversion.

Pyo Let Han is a feminist writer. She said, "These laws target women. Why can't women marry anyone they want? Is the government suggesting that Burmese women aren't clever enough to make decisions about their own personal affairs?"

Ami Sungthluei is a lawyer. She says the law against polygamy (to prevent men from having more than one wife) sounds progressive, "But it's actually a threat to women's rights. It restricts women's rights to ask for and get a divorce. This is a major problem in a society where men already have more influence."

Activists who publicly opposed the laws have been threatened. They have received anonymous phone calls and online messages threatening violence. One activist had to change her phone number because her phone number was posted on a Facebook page that advertised prostitutes.

Aung Myo Min is a human rights activist. He says that he received messages telling him to stop fighting the interfaith marriage bill.

He said "Some messages were like, 'You will regret it. Stop working for this issue. If you continue, don't blame others for the **consequences**.'"

Khon Ja is a well-known women's rights activist from the Kachin Peace Network. She said, "They called saying, 'If you dare come to Mandalay, you will be dead when we see you.'"

Zin Mar Aung is the founder of the *Rainfall Gender Study Group*. She says she received obscene messages on Viber, a phone application. She said one Viber group was created with the name, "We will kill those who destroy the race."

Activists who have received threats say that the police refuse to act when they report the threats.

Source: Adapted from *Turning Disasters into Peacemaking Opportunities*, World Watch Institute, State of the World, 2006; and *Natural Resources and Conflict*, the United Nations Department of Political Affairs and United Nations Environment Programme, 2015.

1. Which needs of women are being denied by the *Protection for Race and Religion* laws?
2. What types of values do the activists have?
3. What types of values do the people making threats have?
4. Is this a needs conflict, an identity conflict, and/or a values conflict? Why?

1. How common is gender conflict in your community?
2. Do you consider gender conflict to be as serious as other forms of conflict? Why or why not?
3. How could gender conflict be made more constructive in your community?

## DISCUSSION



## CONCLUSION

### CASE STUDY

Read the case study about conflict in Aceh, Indonesia, and answer the questions.

#### VIOLENT CONFLICT IN ACEH, INDONESIA

The Aceh Special Territory in Indonesia had 29 years of violent conflict before the *Helsinki Memorandum of Understanding* in August 2005. Around 15,000 people died and 1.6 million were displaced.



Aceh is at the entrance to the Malacca Straits, which are the world's busiest sea lanes for trading. It also has lots of oil and gas. However, for much of the conflict, Aceh got no benefits from the sale of oil and gas.

The Acehnese spent 41 years fighting against Dutch colonialism and kept their independence during the Dutch colonial period. This history is a source of pride for Acehnese people. The Free Aceh Movement (GAM) fought for independence when the Indonesian government and military tried to control the territory.

Islam is the majority religion in Indonesia. The Acehnese believe that they were the first Muslims in Indonesia. Before the Dutch arrived in Indonesia, Aceh was part of the first Muslim kingdom in Southeast Asia. During the conflict, the Aceh independence movement was called a religious independence movement, and its leaders were also respected because of their high status within the religious community.

Thousands of male GAM fighters died during the conflict. For their wives and sisters, the death of these men created danger. Widows were considered **terrorists** because they supported their husbands who fought against the Indonesian government. Widows, sisters, and mothers were tortured, raped, and executed for their connection to GAM fighters.

In 2004 a tsunami (a giant wave) killed over 131,000 people in Aceh and destroyed much of the region's **infrastructure**. The majority of the people killed during the tsunami were women and children. Soon after, the GAM and the Indonesian government signed a peace agreement. The peace agreement ended the conflict and Aceh got regional autonomy and the right to control natural resources in the territory. In 2012, Aceh held elections for local leadership. The territory has been steadily rebuilding after the tsunami.

Part of the peace agreement between Aceh and the Indonesian government was that Aceh could choose their own type of law. Aceh adopted Sharia - a type of Islamic law - after the conflict ended. In 2009 a law was passed required 30% of all representatives be women in all areas of development throughout the region. The purpose of the law was to give women opportunities to increase their participation, protection, and quality of life.

Source: Adapted from *Turning Disasters into Peacemaking Opportunities*, World Watch Institute, *State of the World*, 2006; and *Natural Resources and Conflict*, the United Nations Department of Political Affairs and United Nations Environment Programme, 2015.

1. Based on the case study, what are some of the needs of the Acehnese?
2. What do you guess are some of the values of the Acehnese?
3. How is Aceh identity different from Indonesian identity?
4. How did the conflict affect men and women differently? What about after the conflict?