CHAPTER 5 – TOOLS FOR CONFLICT ANALYSIS

LEARNING GOALS FOR CHAPTER 5

KNOWLEDGE

In this chapter, you will increase your knowledge of:

- the role of history in understanding a conflict;
- the role of media in creating bias;
- the different types of relationships between actors in a conflict;
- the difference between goals and needs in a conflict.

SKILLS

In this chapter, you will develop your ability to:

- use timelines to analyse interpretations of conflict;
- map actors and the relationship between them in a conflict;
- separate conflict goals from needs;
- select appropriate tools for different conflict scenarios.

VALUES

In this chapter, you will reflect on:

- how the same conflict events can be viewed in different ways;
- diversity of relationships between actors in a conflict;
- shared needs of actors in a conflict;
- the disadvantages of talking about goals instead of needs.

5.1 — WHAT IS CONFLICT ANALYSIS?

This section looks at tools for analysing conflicts. These tools can be used for all levels and types of conflict. They can be used by actors involved in a conflict, by people who want to **intervene** in a conflict, and by analysts who want to understand a conflict better.

Conflict analysis tools help us to:

- understand the history and background of the conflict;
- understand how current events connect to the background of the conflict;
- identify all the actors involved in the conflict;
- understand the points of view of all actors and the relationships of all actors;
- identify areas where we need more information;
- identify opportunities for influencing and changing the situation.

Which conflict analysis tool we choose depends on what type of information we want.

1. CONFLICT TIMELINE: This tool shows historical and current events in the conflict. It helps actors and analysts understand how different actors view these events.

2. CONFLICT MAPPING: This tool shows the relationships that actors have to the conflict, and the relationships between the actors.

3. CONFLICT ICEBERG: This tool shows the goals and underlying needs of all the actors in a conflict, and the common ground between them.

USING CONFLICT ANALYSIS TOOLS

Conflict analysis tools are most useful when actors from all sides of a conflict use the tools. Each tool can produce a different result depending on who is using it. Conflicts have many "truths." When analysts and actors use conflict tools, they should remember that they only speak from their point of view. Their point of view is not *the complete truth*. When each actor uses the tools, they should use it to explain their own understanding of the conflict.

EXERCISE

Match the conflict with the appropriate tool.
1. conflict timeline
2. conflict mapping
3. conflict iceberg
   a. Two actors cannot share the resources that are available in their area. They are fighting over who owns the land.
   b. For several years, there has been conflict between two different communities. No one remembers how the conflict started, but they know that every few months, something new happens and the conflict gets worse.
   c. There are many different ethnic armed groups fighting in the mountains and on the borders. In the capital city, their ethnic political parties are also fighting in the parliament.

REFLECTION

1. Has there ever been a conflict that you did not understand? What did you want to know about that conflict?
2. Would any of the conflict analysis tools be useful for a conflict in your community? Which ones would be useful? Why?
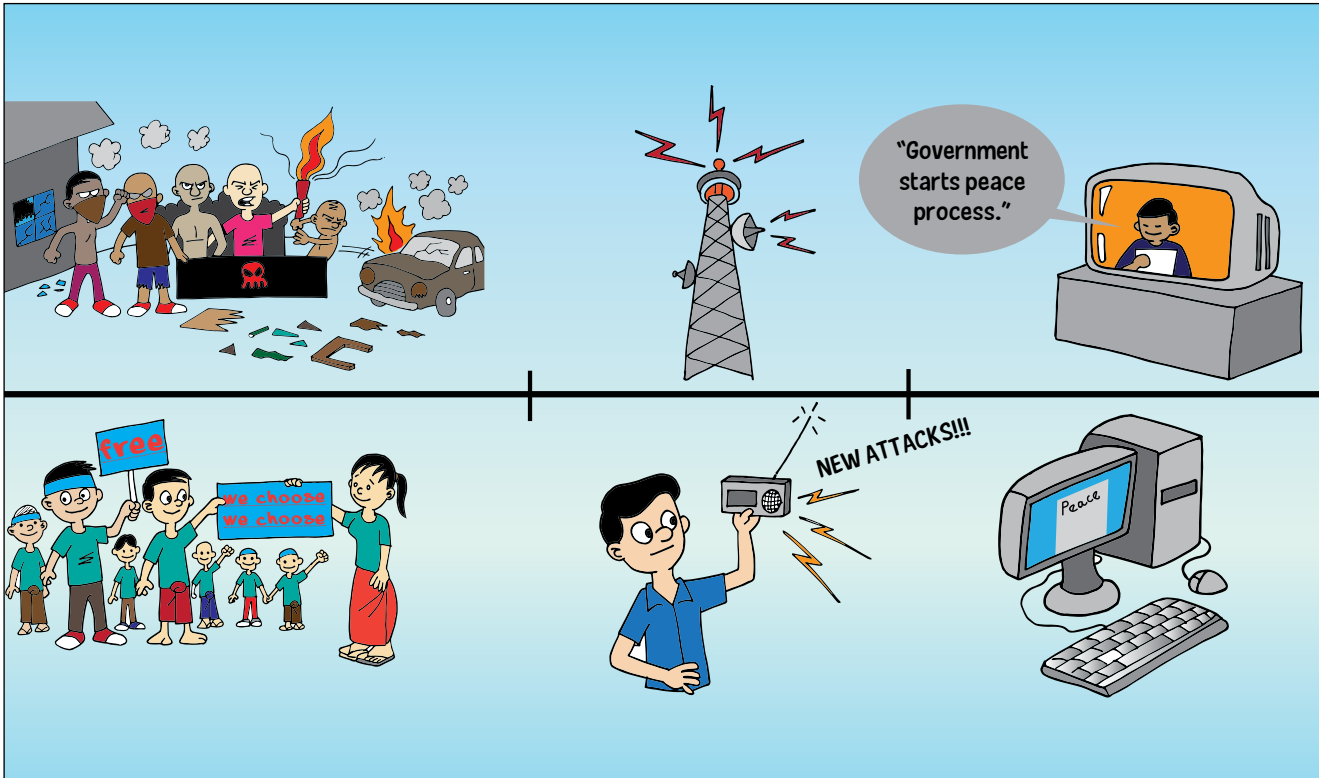
1. Why is history important in a conflict?
2. Do actors usually agree on the same history of a conflict?

5.2 — CONFLICT TIMELINES

A conflict timeline shows the important events of a conflict in the order that they happened. It also describes the different ways that actors understand those events. This is important because people often think about the same events in very different ways.

Conflict timelines identify the events that are most important to each actor's conflict history. This can build greater understanding between actors. The conflict timeline shows that different actors' versions of history is only part of the "truth."

Conflict timelines help us to:

- show different points of view of the same event;
- clarify and increase understanding of each actor's version of events;
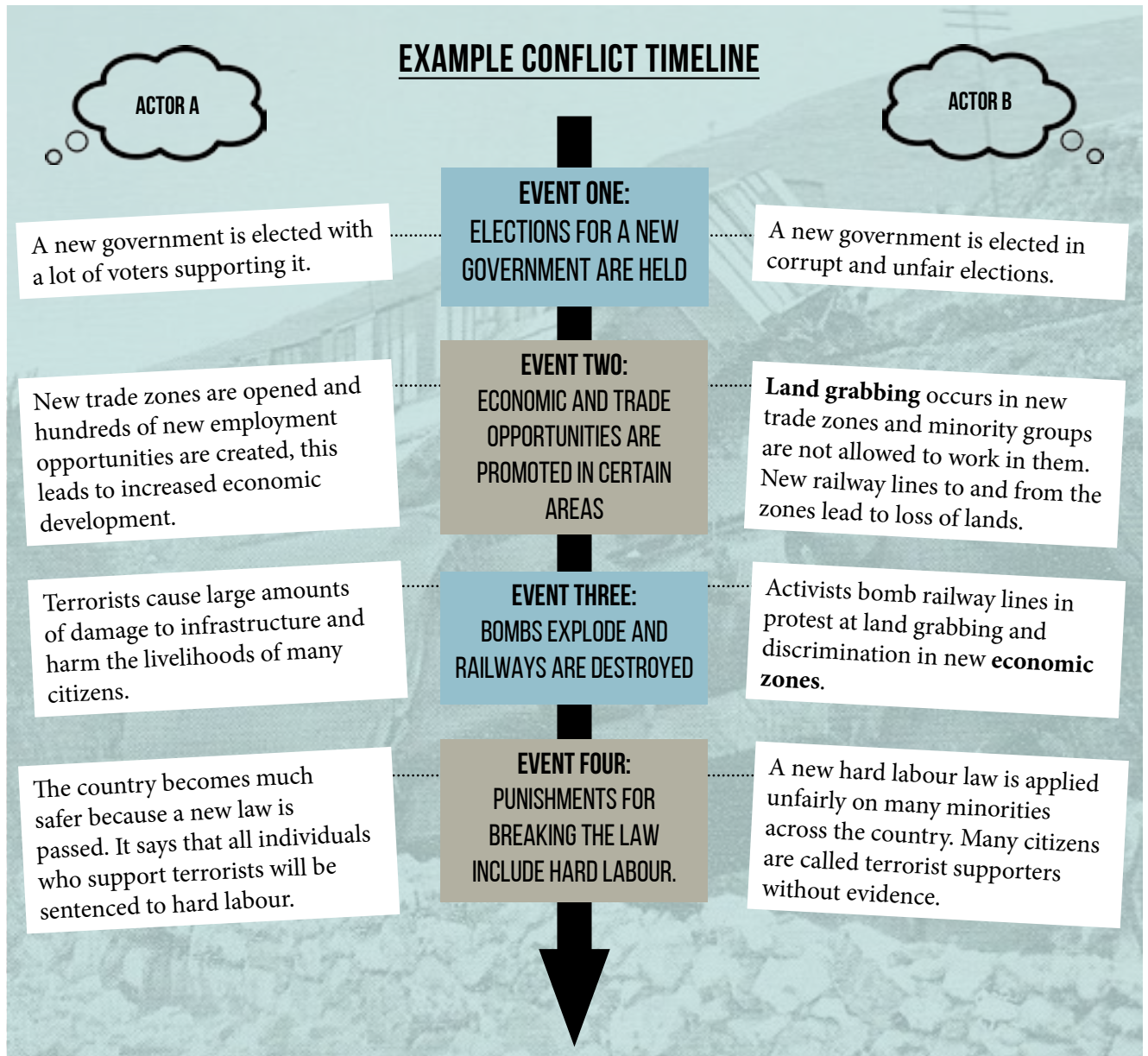- identify which events are most important to each actor.

DRAWING A CONFLICT TIMELINE

When they make a conflict timeline, each actor chooses the events that are the most important to them. After choosing events, each actor describes how they understand the event.

Look at the example timeline and answer the questions.

1. Which actor has a positive feeling about Event One?
2. In Event Two, does Actor A understand the event as positive or negative? How does Actor B understand the event?
3. What does Actor A call the people who used the bombs? What does Actor B call the people who used the bombs? Why are these words important to understanding Event Three?
4. In Event Four, which actor supports the new law? Why?

EXAMPLE CONFLICT TIMELINE

ACTOR A

ACTOR B

EVENT ONE:
ELECTIONS FOR A NEW GOVERNMENT ARE HELD

A new government is elected with a lot of voters supporting it.

A new government is elected in corrupt and unfair elections.

EVENT TWO:
ECONOMIC AND TRADE OPPORTUNITIES ARE PROMOTED IN CERTAIN AREAS

New trade zones are opened and hundreds of new employment opportunities are created, this leads to increased economic development.

Land grabbing occurs in new trade zones and minority groups are not allowed to work in them. New railway lines to and from the zones lead to loss of lands.

EVENT THREE:
BOMBS EXPLODE AND RAILWAYS ARE DESTROYED

Terrorists cause large amounts of damage to infrastructure and harm the livelihoods of many citizens.

Activists bomb railway lines in protest at land grabbing and discrimination in new **economic zones**.

EVENT FOUR:
PUNISHMENTS FOR BREAKING THE LAW INCLUDE HARD LABOUR.

The country becomes much safer because a new law is passed. It says that all individuals who support terrorists will be sentenced to hard labour.

A new hard labour law is applied unfairly on many minorities across the country. Many citizens are called terrorist supporters without evidence.

1. Imagine a newspaper article is written about Event Four. If Actor A was writing the article, what might the title of the story be?
2. If Actor B was writing the article, what might the title of the story be?
3. Discuss your titles as a class. Why are the titles different if the articles are about the same event?
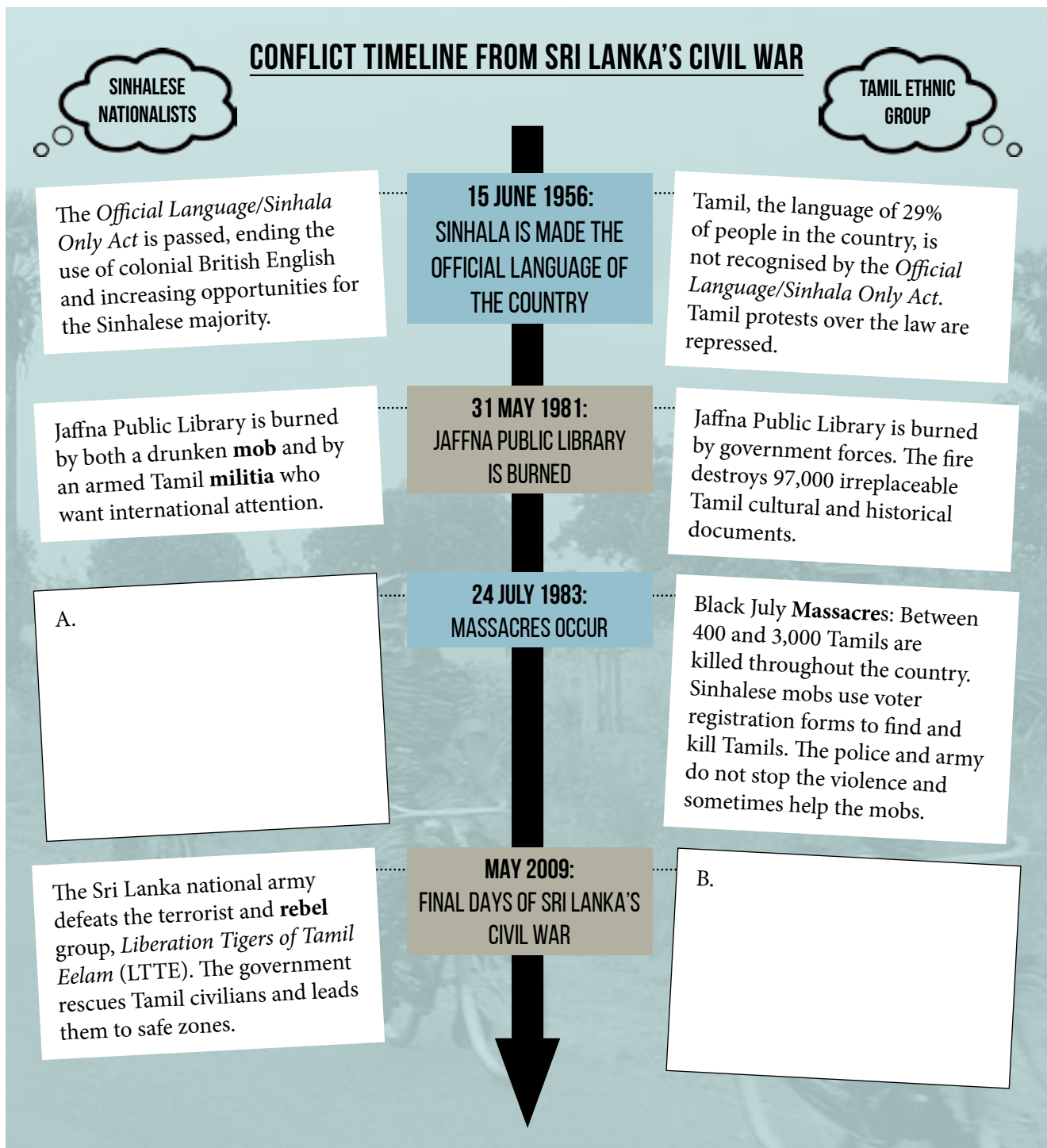
MEDIA COVERAGE

EXERCISE

Read Sri Lanka's civil war timeline and answer the questions.

1. About *15 June 1956: Sinhala is made the official language of the country:*
   a. Do the Sinhalese ethnic group see this as positive or negative? Why?
   b. Do the Tamil ethnic group see this as positive or negative? Why?

2. About *31 May 1981: Jaffna Public Library is burned:*
   a. According to the Sinhalese, who was responsible for burning the library?
   b. According to the Tamils, who was responsible for burning the library?

CONFLICT TIMELINE FROM SRI LANKA'S CIVIL WAR

SINHALESE NATIONALISTS

TAMIL ETHNIC GROUP

15 JUNE 1956: SINHALA IS MADE THE OFFICIAL LANGUAGE OF THE COUNTRY

The *Official Language/Sinhala Only Act* is passed, ending the use of colonial British English and increasing opportunities for the Sinhalese majority.

Tamil, the language of 29% of people in the country, is not recognised by the *Official Language/Sinhala Only Act*. Tamil protests over the law are repressed.

31 MAY 1981: JAFFNA PUBLIC LIBRARY IS BURNED

Jaffna Public Library is burned by both a drunken **mob** and by an armed Tamil **militia** who want international attention.

Jaffna Public Library is burned by government forces. The fire destroys 97,000 irreplaceable Tamil cultural and historical documents.

24 JULY 1983: MASSACRES OCCUR

A.

Black July **Massacre**s: Between 400 and 3,000 Tamils are killed throughout the country. Sinhalese mobs use voter registration forms to find and kill Tamils. The police and army do not stop the violence and sometimes help the mobs.

MAY 2009: FINAL DAYS OF SRI LANKA'S CIVIL WAR

The Sri Lanka national army defeats the terrorist and **rebel** group, *Liberation Tigers of Tamil Eelam* (LTTE). The government rescues Tamil civilians and leads them to safe zones.

B.

1. Read the article then write a short description of the massacres that occurred in July 1983. Put it in blank A of the conflict timeline.

Ethnic Riots in Sri Lanka Kill 88 People

Adapted from the United Herald Press | 28 July 1983

COLOMBO, Sri Lanka—President Junius Jaywardene appeared on television today. He asked for an end to the six days of ethnic violence that has killed 88 people. Ethnic violence between Hindu Tamils and Buddhist Sinhalese has been spreading throughout the island of Sri Lanka.

The **riots** began when Tamil rebels attacked government soldiers. The riots spread to the prisons. Seventeen Tamil prisoners were killed on Wednesday and thirty-five Tamil prisoners were killed on Monday when Sinhalese prisoners attacked them. Prison authorities were trying to move the Tamil prisoners to different prisons when the riots started. Government soldiers were called to the prisons to stop the riots.

In the capital city of Colombo, over 3,000 Tamil homes and shops were attacked and destroyed. About 20,000 Tamil refugees were looking for safety and shelter in the capital city. **Radical** Tamils have demanded a separate state in the northern part of Sri Lanka. In other parts of the country, Tamil-owned shops and homes were burned and destroyed.

2. Read the article then write a short description of the final days of the civil war. Put it in blank B of the conflict timeline.

2,000 Innocent Civilians Killed in One Night

[Adapted from Tamil Net, Sunday 10 May 2009]

The Sri Lanka Army fired many shells into the "safety zone" on Saturday night and Sunday morning. More than 2,000 civilians, mostly women and children, were killed. Dead bodies are everywhere. 814 wounded people reached a temporary hospital around 9 am on Sunday morning.

All different types of deadly weapons were used against civilians. Cluster bombs, which are illegal under international law, were also used during this attack on innocent civilians. The safety zone became a killing field. The Sri Lankan Army usually chooses weekends to massacre Tamil civilians because there is less international attention at this time.

3. Answer the questions.
   a. If the left side of the timeline shows the point of view of the Sinhalese (Actor A) and the right side shows the point of view of the Tamils (Actor B), what does the middle show?
   b. How are the events in the middle described differently to the events described by each actor?

FOCUS ON MYANMAR: STUDENT PROTEST TIMELINE

This timeline shows the most important events of the student protest against the Education Law.

30/09/14 — The National Education Bill is passed into law by Parliament.

17/11/14 — Students call for the Education Law to be changed within 60 days.

28/01/15 — Minister Aung Min talks with student protest leaders. He agrees to talks between the government, the parliament, the *National Network for Education Reform* (NNER) and the students' *Action Committee for Democratic Education* (ACDE).

01/02/15 — Discussions are held at Rangoon University. Students propose an 11-point framework for discussion. Both sides reach agreement over eight points.

14/02/15 — After long talks between the government and students' organisations, they both agree to a new bill to replace the Education Law;

— Student groups agree to stop their demonstrations. Most students decide to stop their march and return home.

— The draft agreement includes the 11 principal concerns of student protesters.

16/02/15 — The bill is sent to Parliament for discussion.

22/02/15 — Student leaders accuse the government of breaking the conditions of the February 14th agreement.

01/03/15 — The Home Affairs Ministry calls for an end to protests. They warn that action will be taken against protesters if they continue.

05/03/15 — Students and activists gather at Rangoon's Sule Pagoda to urge authorities not to use violence to end the Letpadan protest.

— Riot police and plainclothes Swan Arr Shin use violence to break up the protest. Five men and three women are arrested.

10/03/15 — 100 students at Letpadan, Pegu Division, demand to be let through the police line to march to Rangoon.

— Fighting starts. The police outnumber the students by about 5 to 1. The police use violence to break up the protest. Many students are injured and arrested by riot police.
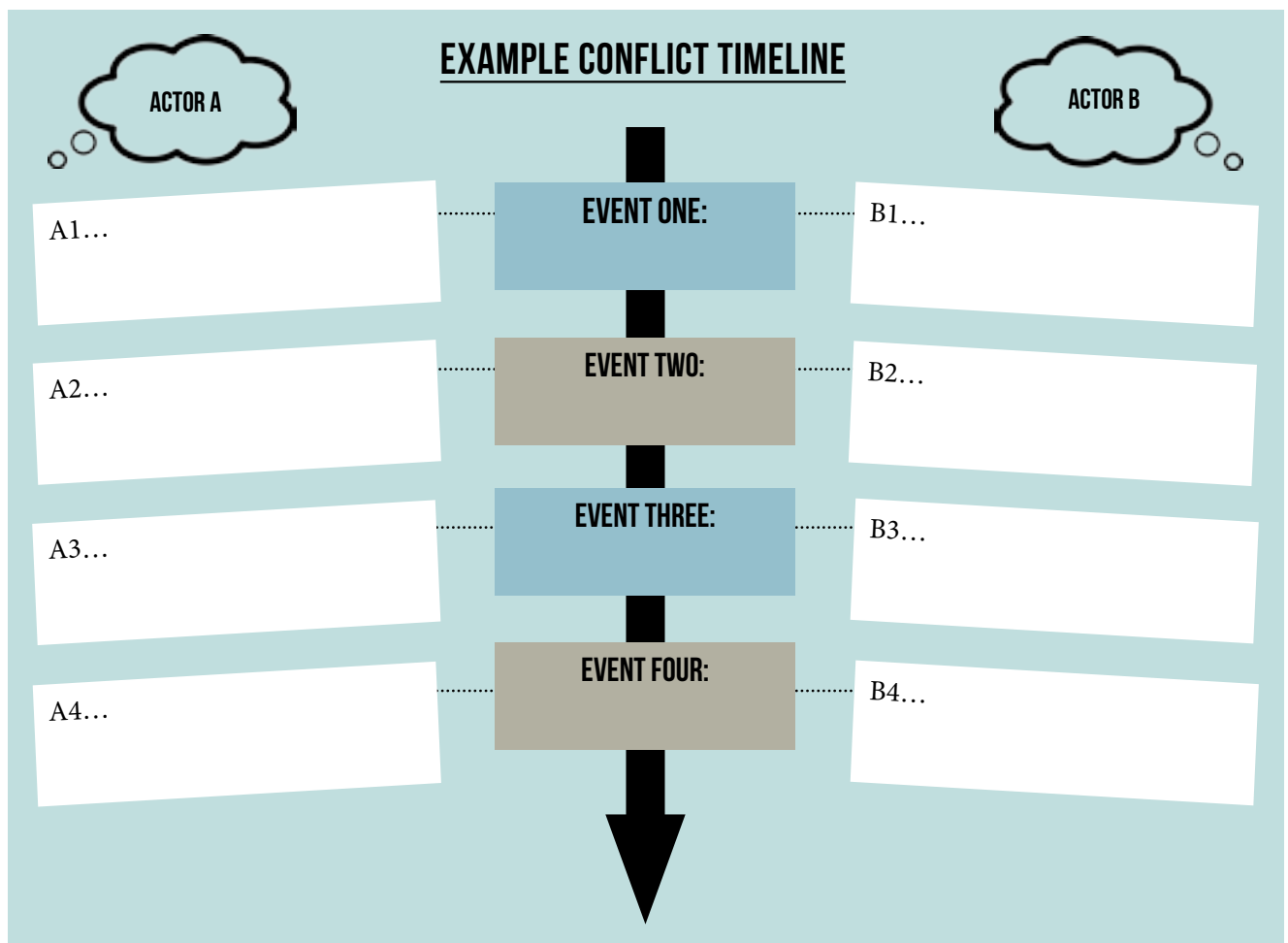
Source: http://www.irrawaddy.org/burma/timeline-of-student-protests-against-education-law.html

1. Choose three events and write headlines from the point of view of a student.
2. Using the same three events from question 1, write headlines from the point of view of a member of the government.
3. Do the events in this timeline, as reported by The Irrawaddy, seem to support the students or the government?

1. In groups, choose a conflict that you want to analyse. Identify the main actors.
2. Collect important events from this conflict. They should be events that at least one actor thinks are important.
3. On a large piece of paper, make three columns. In the middle column write the events in the order that they happened. Describe the events with words that could be accepted by each actor in the conflict.
4. In the left column write how Actor A looks at the events. In the right column, write how Actor B looks at the events. Use the internet or newspapers if you need to research the conflict.
5. Compare the results. What is similar and what is different in the perspectives of the actors?

ACTIVITY

CREATE A CONFLICT TIMELINE

EXAMPLE CONFLICT TIMELINE

ACTOR A

ACTOR B

A1…

EVENT ONE:

B1…

A2…

EVENT TWO:

B2…

A3…

EVENT THREE:

B3…

A4…

EVENT FOUR:

B4…

1. Think about a time when you had a conflict with someone. How were your ideas about what happened different from the other person's ideas about what happened?
2. Actors in conflicts understand events from different perspectives. Why does this make conflict more difficult to resolve?
3. What are the benefits of knowing different points of view?
4. How does the news media influence people during conflict?
5. How do the words chosen to describe an event affect how people understand the event?

DISCUSSION

5.3 – CONFLICT MAPPING

Conflict mapping is used to analyse the relationships between the actors in a conflict at a specific point in time. It is similar to a geographical map. A geographical map shows us the cities of a country, and the roads, railroads or rivers which connect them. A conflict map shows us all the actors involved in a conflict and their relationship to each other.
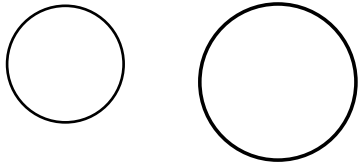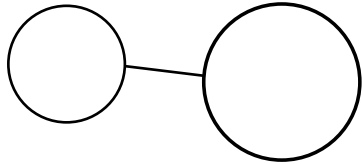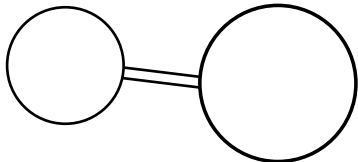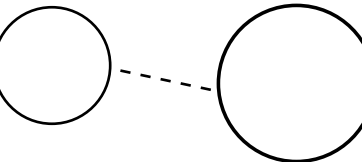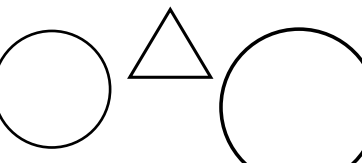
Conflict mapping helps us to:
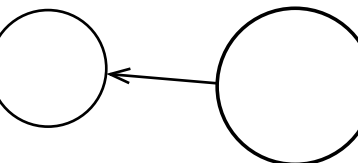
- see the relationships between actors more clearly;
- see which actors have power and how much power they have compared to other actors;
- identify **allies** or possible allies;
- identify opportunities to intervene or to act.

DRAWING A CONFLICT MAP

Conflict maps should focus on parts of a conflict, not on the entire conflict. Mapping a regional political conflict in detail takes a lot of time. It would be so complex that it would not really be helpful.

If you use conflict mapping, you should put yourself and your organisation on the map. This is because you become part of the situation when you analyse a conflict. Putting yourself on the map helps you understand your relationship with the conflict.

SYMBOLS USED IN CONFLICT MAPPING

Circles show the different actors. The size of the circles shows how powerful each actor is in the conflict.		A solid line shows a close relationship.	
A double line shows an alliance.		A dotted line shows a weak relationship.	
Zizgags show conflict.		A flash shows that the conflict is violent.	
An arrow shows domination by one actor over another.		A triangle shows an actor who is not directly involved, and who may be able to contribute constructively.	

Look at the conflict map and answer the questions.

1. Which actor has the most power in the conflict?
2. What type of relationship do Actor C and Actor D have?
3. Which actors have a conflict? Is the conflict violent?
4. Would Actor B be a good actor to **mediate** or negotiate between the conflicting actors? Why or why not?
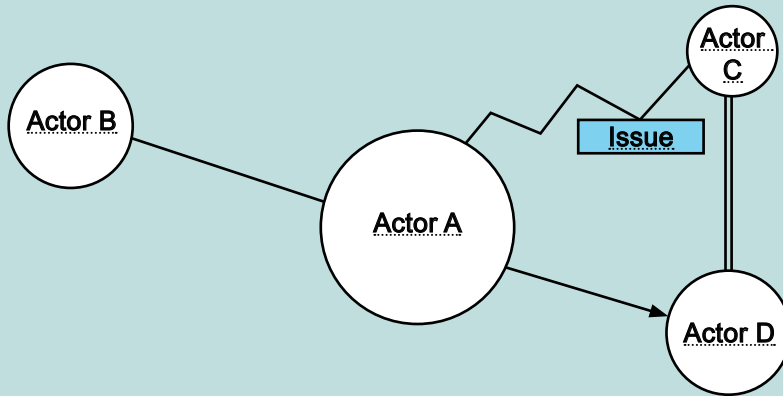
EXERCISE

Draw the symbols that you would use in each of these situations.

1. You and your brother have a disagreement about who should wash the dishes. He kicks you in the knee.
2. Your neighbours are fighting over who owns the mango tree on the edge of their property. Your father is the head of the village so they ask him to mediate the disagreement.
3. An ethnic armed group enters your township. This causes the government army to send more soldiers to your township, and they begin building an army base. The township officials will only speak with the government military officials.

EXERCISE

Draw conflict maps to show the relationships between different actors in each conflict.

1. A group of teenage boys begin beating up a pair of younger boys because the group thinks the younger boys are gay. The older brothers and cousins of the younger boys use their influence with the head of the village to get the teenage boys in trouble. Map the conflict after the brothers go to the head of the village.
2. An ethnic group begins fighting against their government for greater control of a river basin. Then the ethnic group has a disagreement and divides along religious lines. Some members of the ethnic group are Christian and some are Muslim. The Christian group makes an alliance with another Christian group in a different part of the country. Map the conflict after the alliance is made.

ACTIVITY

CONFLICT MAPPING

FOCUS ON MYANMAR: CONFLICT IN HPAKANT

The conflict between the Myanmar army and the *Kachin Independence Organization* (KIO) has forced thousands of civilians to flee from their homes in Western Kachin state's jade-rich Hpakant region.

The United Nations estimates that 4,100 internally displaced people (IDPs) are living in 24 temporary camps in the Hpakant area.

Access to the IDPs is very difficult for the UN and NGOs because of the fighting. Local religious groups are providing food and other support. However, churches and monasteries cannot support all of the IDPs.

Hpakant is the world's biggest source of jade. From 1961 to 1993, there was fighting between Myanmar's military and the KIO. The KIO controlled most of Hpakant's jade mines. This created a lot of money for the KIO to pay for its army, the KIA. However, in 1994, the KIO agreed to stop making money from jade as part of a ceasefire agreement.

During the ceasefire, the profit from selling jade went to the Myanmar government. However, the government's jade sales ended when the ceasefire ended in 2011. The KIO is now making money again from jade mining in Hpakant.

In May, the Myanmar military ordered all large mining machinery to be taken away from Hpakant. The KIO told companies to disobey this order. Some mining machinery is still there, and some mining is still happening in parts of Hpakant under the control of the KIO.

Many wealthy businesspeople who are connected to the government are also involved in jade mining. There were about 700 companies mining in Hpakant and Lone Khin townships before the ceasefire ended. It is bad for their business interests if Hpakant is under KIO control.

However, the conflict also affects small traders too. One businessman from Mandalay said "a few months ago, it was common for more than ten Chinese traders to come to the market every week. But now, only four or five traders come here in a month."

The Hpakant jade mines are known for unsafe working conditions. Many mine managers are also said to pay their staff with drugs. Drug use by miners, and the many sex workers who also live and work in Hpakant, are two main reasons that Hpakant has one of the highest rates of HIV/AIDS in Asia.

Sources: http://www.irrawaddy.org/conflict/conflict-adding-to-hpakants-misery.html
http://www.irrawaddy.org/business/jade-sales-dwindle-amid-conflict-and-chinese-anti-graft-campaign.html

1. Who are the main actors in this conflict?
2. Who are the supporting actors in this conflict?
3. Is the conflict violent?
4. What main issue is causing this conflict? Is there more than one main issue?
5. Draw a map of this conflict.
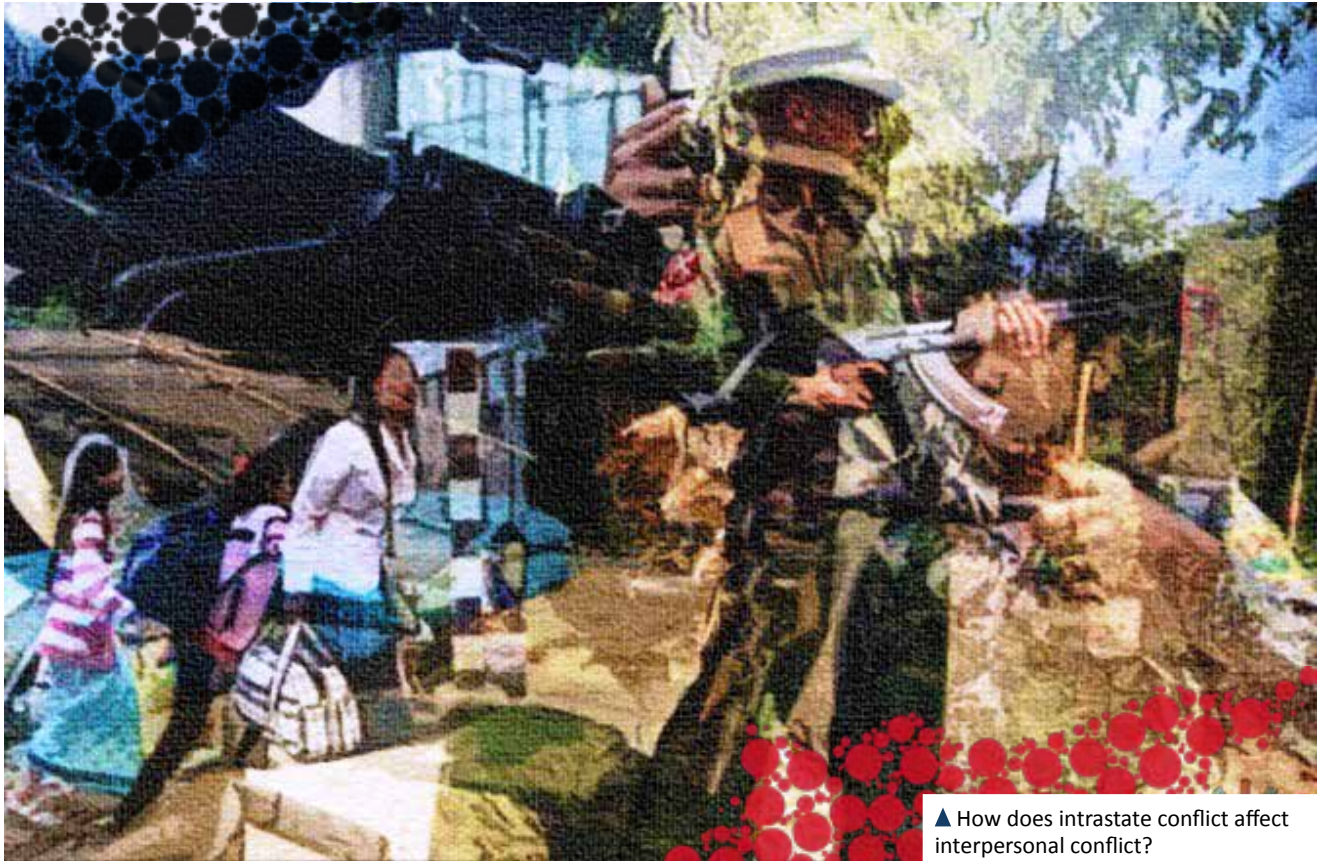
▲ How does intrastate conflict affect interpersonal conflict?

CREATE A CONFLICT MAP

1. In groups, choose a conflict at a specific point in time.
2. Decide from what point of view you want to create the conflict map. Don't forget to place yourself and/or your organisation on the map.
3. While mapping ask yourself the following questions:
   a. Who are the main actors in this conflict?
   b. Who are the supporting actors (including marginalised groups)?
   c. What are the relationships between all these actors and how can they be represented on the map? Consider alliances, close contacts, broken relationships and conflict (violent or non-violent) .
   d. Are there any key issues between the actors that should be mentioned on the map? (Write them in a square box.)
   e. Where are you and/or your organisation in relation to the actors? Do you have any specific relationships that might give you and/or your organisation opportunities to work on this conflict?

DISCUSSION

1. What are the advantages and disadvantages of a conflict map?
2. Is it possible to put all actors in a conflict on a conflict map? Why or why not?
3. How can the opinions and points of view of different actors affect the way that the conflict map is drawn? Is this something that can be avoided?
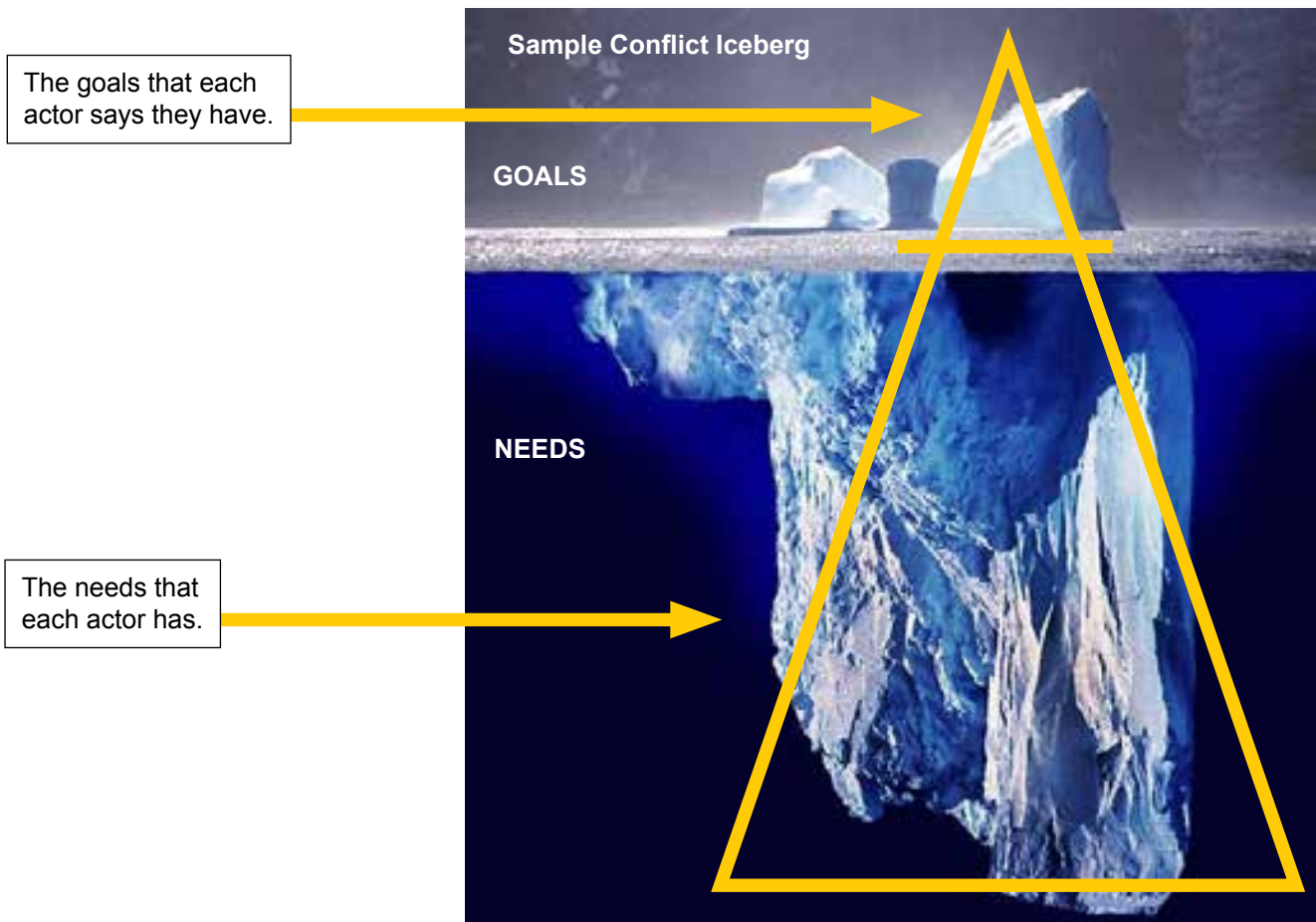
5.4 — CONFLICT ICEBERGS

The conflict iceberg helps actors in conflict to identify their goals and their needs. A *goal* is how an actor meets their needs. For example, with the need for food (subsistence), one person might pick some fruit and another might go to a teashop. These are goals. Goals are the top of the conflict iceberg. They are the things we can see and hear in a conflict. The needs are "below the water" on the bottom of the iceberg. These are more difficult to see or hear in a conflict.

When individuals or groups trust each other, it is easier to talk about needs. But when there is not much trust, people will often speak about goals, not needs. Talking about needs can make people feel vulnerable. When you do not trust someone, you want them to think you are strong, not weak. Talking about goals often feels more comfortable in situations of conflict. However, only talking about goals does not help others to understand our true needs. Understanding actors' true needs is one step towards transforming or resolving a conflict.

The conflict iceberg helps us to:

- separate goals from the underlying needs;
- identify the most important needs in the conflict;
- identify similar or shared needs between actors.

The goals that each actor says they have.

The needs that each actor has.

Sample Conflict Iceberg

GOALS

NEEDS

Read the scenario and answer the questions.

Parents and their children often want different things. The following conflict iceberg shows what the parents are saying to their teenager, and what the teenager is saying back. The iceberg also includes the needs of both actors.
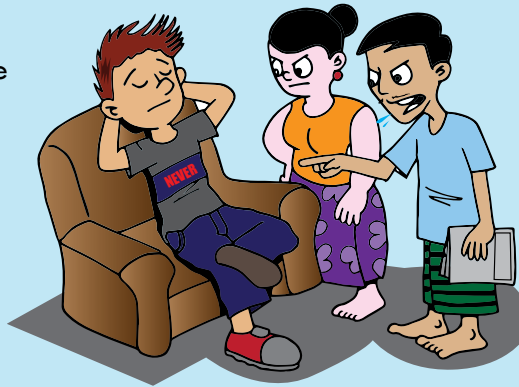
GOALS

PARENTS

a. "You cannot go out with your friends after school—you must come home and study."

b. "You need to help us more in our shop."

c. "Please attend community religious activities with us every week."

TEENAGER

d. "I want time to relax and talk with my friends after I spend all day in the classroom."

e. "I need to continue my education."

f. "I would like to sleep in my free time."

NEEDS

- subsistence
- affection
- leisure
- _____

- awareness
- leisure
- autonomy
- _____

1. What are the goals, and which need does each fulfill?
   a. The parents' goal of _coming home after school to study_ fulfills their need of ___affection___.
   b. The parents' goal of _____ fulfills their need of _____.
   c. The parents' goal of _____ fulfills their need of _____.
   d. The teenager's goal of _____ fulfills his need of _____.
   e. The teenager's goal of _____ fulfills his need of _____.
   f. The teenager's goal of _____ fulfills his need of _____.
2. Add a fourth need to each side of the iceberg.
3. Leisure is a shared need. How does each side meet this need?
4. Why do you think these two actors are having a conflict if some of their needs are the same?
5. What are some solutions that meet the needs of both actors at the same time?

FOCUS ON MYANMAR: **ANTI-CHINESE RIOTS**

In 1967, there was shortage of rice in Yangon because a cyclone had hit the country earlier in the year. The rice shortage became a serious problem. The government's mismanagement was mostly to blame for the shortage, but people's anger turned against Chinese traders. The Chinese traders controlled much of the black-market rice trade. Traders were storing rice because they knew they could sell it for a higher price as the rice shortage got worse.

Some people were also angry because the Chinese Embassy was giving Chairman Mao buttons (**badges**) to overseas Chinese students in Yangon (Chairman Mao was the leader of China).

The Myanmar government made an order forbidding the wearing of Mao buttons. When Chinese students continued to wear the badges, the government expelled hundreds of Chinese students from school and closed the schools. The Chinese embassy protested and organised a mass demonstration of Chinese students.

People started rioting, and the Chinese embassy and many Chinese-owned shops and homes were attacked.

Groups of angry Burmese people rioted for three days in the streets of Rangoon. They showed their anger against Rangoon's overseas Chinese by burning Chinese stores, houses and cars.

At the end of three days, 50 to 80 local Chinese had been killed and many more injured. Thousands of dollars of property had been damaged. It was reported that the military did nothing to stop the rioters destroying property and killing Chinese residents of the city.

Chinese elementary school children in Burma wearing Mao buttons and waving Mao books, June 1967

Thakin Ba Thein Tin (fifth from left) at the Memorial Service in Peking for the Chinese Aid Technician Killed in the Riots in Rangoon, 5 July 1967

Source: http://www.foia.cia.gov/sites/default/files/document_conversions/14/esau-52.pdf
The Rise and Fall of the Communist Party of Burma (CPB) by Bertil Lintner. 1990

1. What were the goals of the Chinese Embassy?
2. What were the goals of the rioters?
3. What were the needs of these groups?
4. Draw a conflict iceberg about this situation.
5. Would understanding each actor's needs in this situation have helped to prevent the riots?

1. In pairs, choose a conflict and identify the two main actors.
2. Write the actors' goals on a conflict iceberg.
3. Identify the needs that fit with each of the goals. Highlight the needs that are the same for both actors.
4. List solutions that meet the shared needs of both actors.
5. Present your diagram and solutions to the class.

ACTIVITY

CREATE A CONFLICT ICEBERG

ACTOR A _____   ACTOR B _____

GOALS

NEEDS
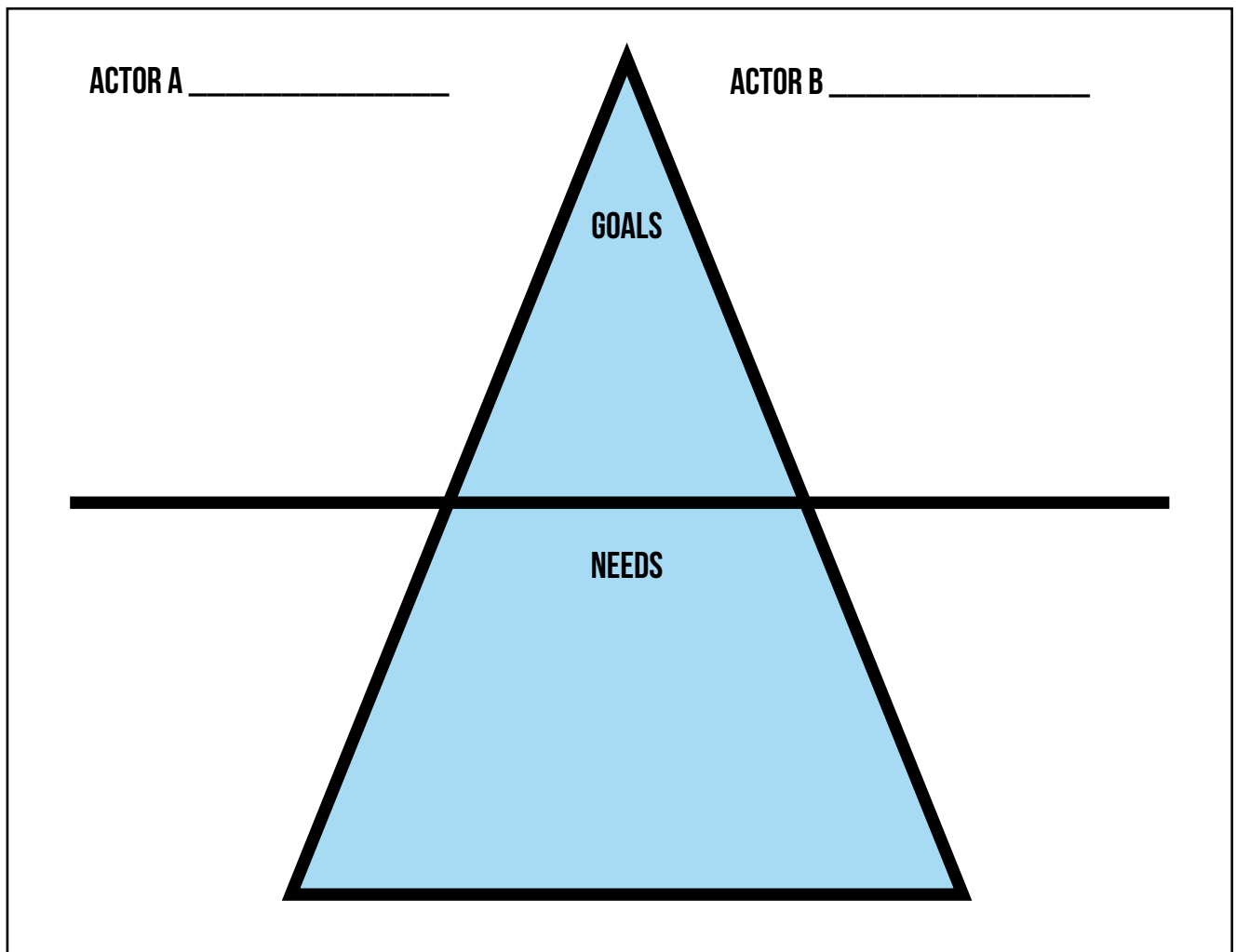
1. What are the advantages of the conflict iceberg tool?
2. What are some of the limitations of a conflict iceberg? When would it not be helpful?
3. Think of a historical conflict. How would the conflict iceberg have helped to change the conflict?

DISCUSSION

CONCLUSION

IDENTIFY THE BEST TOOL

1. Identify the tool that would be most useful in analysing each conflict (conflict timeline, conflict mapping, or conflict iceberg).
2. Why did you choose each tool?

SCENARIO A

Eight years ago, your family left your village because of the fighting between the government and different ethnic armies. The village is near a river. In the past, the villagers used the river to catch fish and to water their vegetable fields and rice paddies. The river was shared by the whole community.

You and your family have come back to your village and now live in your old home. You plan for new vegetable fields and rice paddies. Then you notice that most of the fields and paddies around your land are dry and empty. You see the water in the river is flowing very slowly and lightly.

When you walk upstream to see why there is no water coming, you find wet rice paddies, a large dam and hydropower station. Many of your neighbours are working in the fields and at the power station. They tell you that they no longer work on their own land because the river is gone. They now work on a large farm. The farm is owned by two ethnic army families, as part of the peace agreement. When the conflict ended, the government built the power station and gave electricity to your village. They allowed the army families enough water to operate a large farm.

You are angry. The government has improved the village with electricity, but you and most other villagers can no longer farm your land. Your life is very hard, but this is your home and you want to stay. You need to work on the big farm to feed your family. However, your identity is as a farmer, and you want to be able to farm your own land. You and a group of village representatives visit the power station and the farm several times, but the large farmer and the government are not willing to meet with you and discuss a way to solve this problem.

SCENARIO B

Your town is in a beautiful, mountainous area. There are many lakes near the town, and lots of pagodas on the hills. Some businessmen from the big city in your region have been coming to the town a lot. You've heard that they are talking to local authorities about building some hotels in town and advertising the town to tourists. You tell your father what you've heard. He becomes very upset and leaves the house to talk to some of his friends at the tea shop.

A few months later, a new hotel has been built. You see tourists coming into town. Your English is strong and you know the area well. You think you might be able to earn money by giving tours of the area. You give tours for a few weeks and earn some money. Your family is happy to have the extra money and you think about creating a tour company with some of your friends.

One day you arrive at the hotel to take a group on a tour. The hotel manager comes out and tells you that you're banned from taking his guests on tours. The next day, the hotel puts up a sign announcing their own tours. All of the hotel's guides are from outside your town. They only take the tourists to places owned by their city friends. You tell your father all about this, and he leaves the house angry again.

The next day, a group of your father's friends and several monks from the nearby monastery start a protest in front of the hotel. They demand that only local business people be allowed to build hotels and start companies. It is peaceful in the beginning but then someone throws a rock and breaks a window in the hotel. Suddenly things get bad and the local authorities come. Your father is arrested for starting a protest.

SCENARIO C

For many years there has been violent conflict in your region. No one remembers when the conflict began, but about ten years ago, it got much worse.

Ten years ago, the principal and one of the teachers from the school disappeared on their way home one night. They were never heard from again and their families were extremely worried. Their families think soldiers in the area killed them and buried them in the forest. The soldiers in the area say that they found two people spying for rebels and put them in jail. However, the soldiers will not say who the spies were.

As a response to this, several men from your town joined the rebel army. When the government soldiers from a nearby camp found out about this, they came to the village and arrested some of their family members. The government soldiers never left the town. The townspeople felt very unsafe.

One night about six years ago, the government soldiers got very drunk and began shooting some of the farm animals. They used them to feed all the soldiers in town. The owners of all the animals were extremely angry and went to the building where the soldiers lived. The villagers tried to set the building on fire, but the soldiers began shooting the villagers. Many people died.

Last year, the government army left. When the government soldiers left, rebel soldiers came to the village and burned down many of the houses. They blamed village leaders for working with the government. They put some of the leaders in jail. Many of the villagers tried to run away, but they were captured and punished.

You are worried that this conflict will never end.

GLOSSARY

THE WORDS IN THIS GLOSSARY ARE TECHNICAL TERMS USED IN THIS BOOK. THROUGHOUT THE BOOK, WORDS IN THE GLOSSARY APPEAR IN BOLD TYPE ON THEIR FIRST USE.

actor (n) - ဇာတ်ကောင် (ပဋိပက္ခတစ်ရပ်တွင် ပါဝင်ပတ်သက်နေသော ဇာတ်ကောင်)။

agency (n) - ကိုယ်စားလှယ်နေရာ။

aggression (n) - ကျူးကျော်ရန်စခြင်း၊ ရန်လိုခြင်း၊ ခိုက်ရန်ရှိုသစိတ်။

ally (n) - မဟာမိတ်။

autonomy (n) - ကိုယ်ပိုင်အုပ်ချုပ်ခွင့်၊ လုပ်ပိုင်ခွင့်။

ban (n, v) - ပိတ်ပင်သည်။

bias (n) - အစွဲရှိခြင်း၊ ဘက်လိုက်ခြင်း။

blame (n, v) - အပြစ်တင်ခြင်း၊ အပြစ်တင်သည်။

bully (n, v) - အနိုင်ကျင့်ခြင်း၊ နိုင့်ထက်စီးနင်းပြုခြင်း၊ အနိုင်ကျင့်သည်၊ နိုင့်ထက်စီးနင်းပြုသည်။

civil action (n) - အရပ်ဖက်လှုပ်ရှားမှု။

civilian (n) - အရပ်သား။

class (n) as in social class- လူတန်းစား (လူမှုလူတန်းစား/အလွှာ)။

collective (adj) - စုပေါင်းထားသော။

commit (v) - ကျူးလွန်သည်။

common ground (n) - ဘုံတူညီချက်၊ ဘုံရပ်တည်ချက်

communal (adj) - လူမှုအသိုင်းအဝိုင်းနှင့်ဆိုင်သော။

compassion (n) - ကရုဏာရှိခြင်း။

compromise (n, v) - အပေးအယူလုပ်ခြင်း၊ စေ့စပ်ဆွေးနွေးခြင်း၊ အပေးအယူလုပ်သည်၊ စေ့စပ်ဆွေးနွေးသည်။

confront (v) - ထိပ်တိုက်တွေ့သည်၊ ထိပ်တိုက်ရင်ဆိုင်သည်။

consent (n, v) - သဘောတူခွင့်ပြုသည်။

consequence (n) - အကျိုးဆက်။

constructive (adj) - အပြုသဘောဆန်သော။

cooperate (v) - ပူးပေါင်းဆောင်ရွက်သည်။

criticise (v) - ဝေဖန်သည်။

deadline (n) - ချိန်းထားသော၊ ကန့်သတ်ထားသော အချိန်ကာလ ကုန်ဆုံးချိန်။

destructive (adj) - ချေမှုန်းရေးဆန်သော။

decentralise (v) - ဗဟိုချုပ်ကိုင်မှု လျှော့ချသည်။

dialogue (n) - တွေ့ဆုံဆွေးနွေးသည်။

dispute (n, v) - အငြင်းအခုံ၊ အငြင်းပွားဖွယ်။

dominate (v) - လွှမ်းမိုးခြယ်လှယ်သည်။

economic zone (n) - စီးပွားရေးဇုံ။

empathy (n) - စာနာခြင်း။

enforce (v) - အကျိုးသက်ရောက်မှု ရှိစေသည်၊ လိုက်နာဆောင်ရွက်စေသည်။

escalate (v) - အရှိန်မြှင့်တင်သည်။

expectation (n) - မျှော်မှန်းချက်။

expression (n) - ဖော်ပြခြင်း၊ ဖော်ထုတ် ပြောဆိုခြင်း။

feminine (adj) - မိန်းမဆန်သော၊ ဣတ္ထိယဝိသေသော။

force (n, v) - အင်အားသုံးခြင်း၊ အင်အားသုံးသည်။

gang (n) - အစုအဖွဲ့၊ အုပ်စု။

inclusion (n) - ထည့်သွင်းခြင်း။

incompatible / compatible (adj) - မလိုက်ဖက်သော၊ သဟဇာတမဖြစ်သော။ လိုက်ဖက်သော၊ သဟဇာတဖြစ်သော။

infrastructure (n) - အခြေခံအဆောက်အအုံ။

insult (n, v) - စော်ကားသည်၊ မထေမဲ့မြင် ဆက်ဆံ/ပြုမူသည်။

integrity (n) - ရိုးသားဖြောင့်မတ်ခြင်း၊ ဂုဏ်သိက္ခာ။

intervene (v) - ကြားဝင်စွက်ဖက်သည်။

intrastate (adj) - နိုင်ငံအတွင်း၌ ဖြစ်သော။

land grabbing (n) - လယ်ယာမြေများ သိမ်းယူခြင်း။

limit (n, v) - အကန့်အသတ် အတိုင်အတာ၊ ကန့်သတ်သည်။

manipulate (v) - ကြိုးကိုင်ခြယ်လှယ်သည်။

masculine (adj) - ယောက်ျားဆန်သော၊ ပုရိသဆန်သော။

massacre (n) - အစုလိုက် အပြုံလိုက် သတ်ဖြတ်မှု။

mediate (v) - ပြေလည်မှုရအောင် ဆောင်ရွက်သည်၊ ကြားဝင်ဖြန်ဖြေသည်။

meet [your] needs (v) - လိုအပ်ချက်များကို ဖြည့်ဆည်းပေးသည်။

mentality (n) - စိတ်နေသဘောထား၊ စိတ်အခံ။

militia (n) - ပြည်သူ့စစ်တပ်ဖွဲ့။

mob (n) - လူအုပ်ကြီး။

moitor (n, v) - စောင့်ကြည့်သည်။

motivate (v) - စိတ်ဓာတ်တက်ကြွစေသည်၊ တွန်းအားပေးသည်။

mutual (adj) - အပြန်အလှန်၊ နှစ်ဦးနှစ်ဖက်။

negotiate (v) - စေ့စပ်ညှိနှိုင်းသည်။

neutral (adj) - မည်သည့်ဘက်မှ မယိမ်းသော၊ ဘက်မလိုက်သော။

object [to] (v) - ကန့်ကွက်သည်။

obstacle (n) - အဟန့်အတား၊ အတားအဆီး။

on purpose (adv) - တမင်ရည်ရွယ်လျက်၊ ရည်ရွယ်ချက်ရှိရှိ။

opponent (n) - ပြိုင်ဘက်။

outcome (n) - အကျိုး ရလဒ်။

patriarchy (n) - ယောက်ျားကြီးစိုးအုပ်ချုပ်သည့် လူမှုစနစ်။

point of view (n) - အမြင်ရှုထောင့်။

process (n, v) - ဖြစ်စဉ်၊ လုပ်ငန်းစဉ်။

radical (adj) - အရင်းအမြစ်ဖြစ်သော၊ အခြေခံကျသော။

raise awareness (v) - အသိပညာပေးသည်၊ အမြင်ဖွင့်ပေးသည်။

realistic (adj) - လက်တွေ့ကျသော။

rebel (n, v) - သူပုန်။ သောင်းကျန်းသည်၊ ပုန်ကန်သည်။

record (n, v) - မှတ်တမ်း။ မှတ်တမ်းတင်သည်။

resilience (n) - ခံနိုင်ရည်ရှိခြင်း၊ ခံနိုင်ရည်။

resist (v) - ခုခံသည်။

resolve (v) - အပြီးသတ်ဖြေရှင်းသည်၊ ဆုံးဖြတ်သည်။

repress (v) - ဖိနှိပ်သည်။

riot (n, v) - အဓိကရုဏ်း။

rumour (n) - ကောလဟာလသတင်း။

security (n) - လုံခြုံရေး၊ ဘေးကင်းလုံခြုံရေး။

stabilise (v) - တည်ငြိမ်အောင် လုပ်ဆောင်သည်။

subsistence (n) - အသက်ရှင် ရပ်တည်မှု၊ အသက်ရှင်ရပ်တည်ရေးအတွက် လိုအပ်သော အရာများ။

tense (adj) - အခြေအနေ တင်းမာသော၊ ဆက်ဆံရေးတင်းမာသော။

terrorist (n) - အကြမ်းဖက်သမား။

threat (n) - ခြိမ်းခြောက်ခြင်း၊ ခြိမ်းခြောက်မှု။

tool (n) - နည်းစနစ်။

transform (v) - အသွင်ပြောင်းစေသည်။

trend (n, v) - တူရှုမှု၊ ဦးတည်ရာ၊ လားရာ။

trigger (n) - ပဋိပက္ခတစ်ရပ်ကို ဖြစ်စေသော မီးပွား၊ ခလုတ်။

underlying (adj) - နောက်ကွယ်တွင်ရှိနေသော၊ ငုပ်လျှိုးနေသော။

union (n) - ပေါင်းစည်းခြင်း၊ သမဂ္ဂ။

uprising (n) - ပုန်ကန်ထကြွမှု၊ ပုန်ကန်ခြင်း။

violate (v) - ချိုးဖောက်သည်။

vulnerable (adj) - ဘေးသင့်လွယ်သသော၊ ထိခိုက်လွယ်သော။

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If we have missed anyone out, we apologise. Please contact us and we will add your name on future editions.