

Read these pages first. They will help you get the most from teaching this course.

a. Introduction to the book

What is this book about?

Democracy is a civic education course designed for Myanmar adults. It encourages readers to participate in decision making in their community. It aims to support informed citizens who are empowered to take part in democracy. The activities and topics in *Democracy* engage readers through three kinds of learning – developing civic knowledge, civic skills and civic values.

Civic Knowledge..

involves learning **about** democracy through **exercises**. The exercises promote knowledge about the ideas, institutions and actors that affect students' communities. They encourage readers to develop critical and enquiring minds and to make informed decisions through discussion and group work.

Each chapter focuses on one topic and provides readers with relevant background information, case studies, interactive classroom activities and questions to encourage analysis and discussion.

Civic Skills..

involves learning **through** democratic practice through **activities**. The activities require students to practice skills such as critical thinking, active listening, debate and teamwork.

It is not possible to “teach” democracy in the same way that some other subjects are taught. It has to be learned through experience. This is why many of the activities are designed to encourage students to gain direct experience of civic participation. These activities give the students a chance to practice civic skills so that they can confidently apply them in their community.

Civic Values..

involves learning **for** democracy through **reflections**. They require students to reflect on the values that they and their communities apply in their lives, and the values that they think are important in a democracy.

The reflection activities in *Democracy* are designed to give students the opportunity to identify, clarify and express their own beliefs and values. This gives students opportunities to confront their differences in a framework based on freedom of thought and expression, and respect for the opinions of others.

b. Learning goals

Learning goals describe the things students will learn by the end of a unit. They also provide guidelines for teachers as to what their students should achieve.

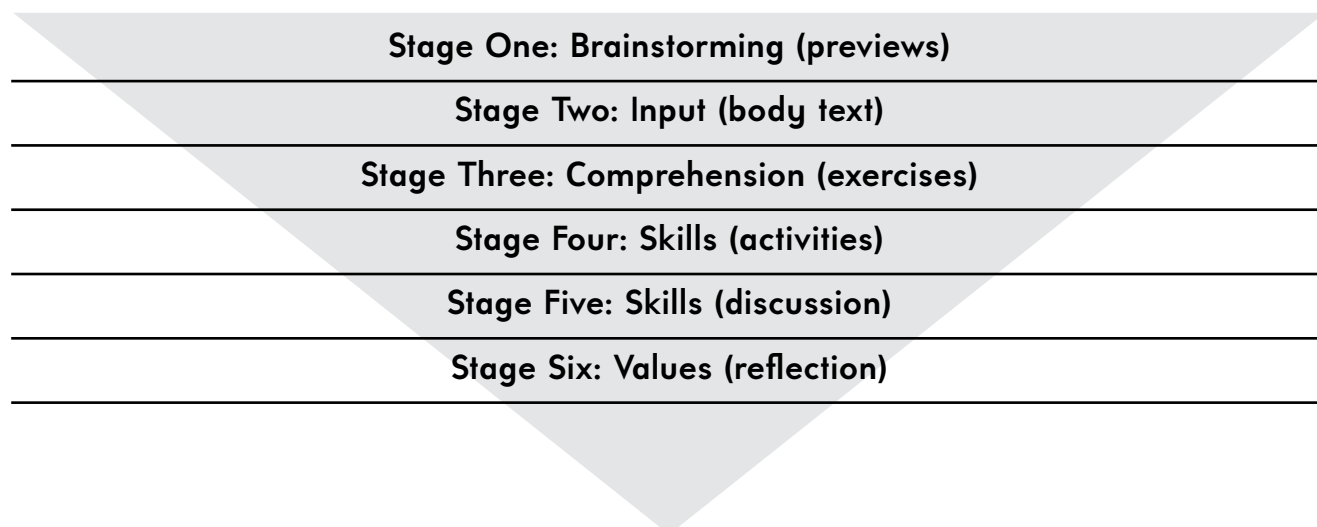
- **Knowledge goals** refer to what students will be able to explain by the end of the unit (e.g. “At the end of this lesson students will be able to explain ...”).
- **Skills goals** refer to what students will be able to do by the end of the unit (e.g. “At the end of this lesson students will be able to identify ...”).
- **Values goals** refer to what students will have reflected on by the end of the unit (e.g. “At the end of this lesson students will reflect on the importance of ...”).

c. Structure of the book

Each subsection of *Democracy* focuses on a specific topic and has a consistent structure. This is to help teachers guide students through the content in a way that leads from big ideas to personal insight and understanding.

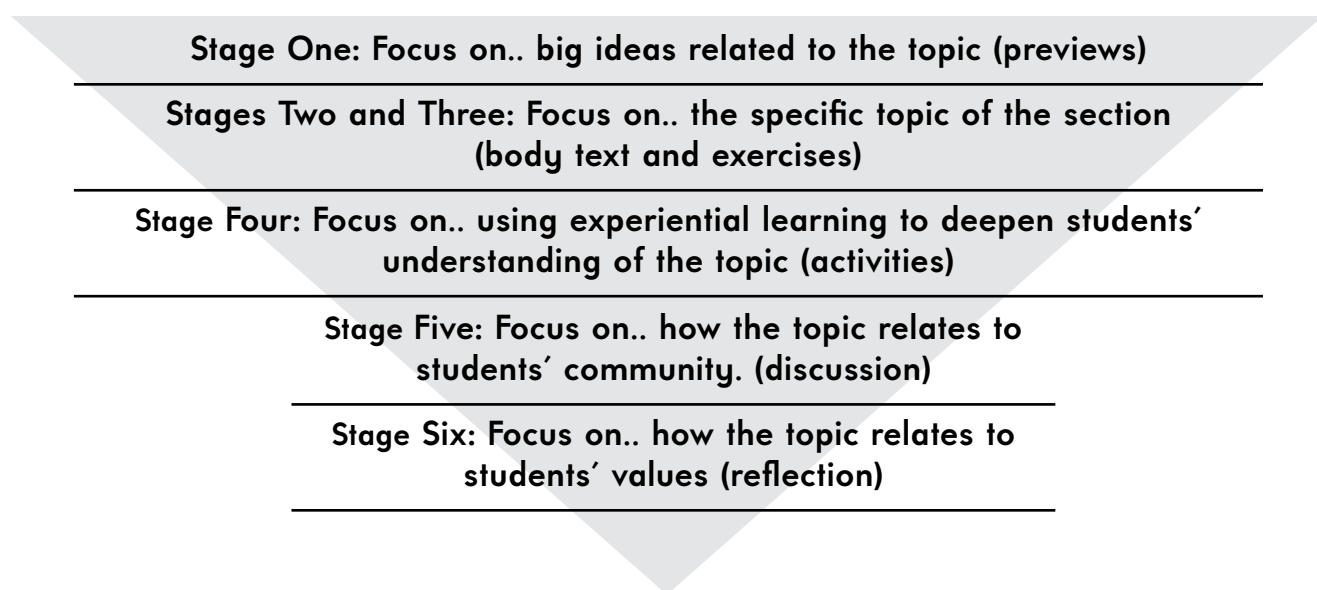
A full understanding of democracy needs to go beyond buzzwords or popular phrases like “rule of the people” or “free and fair elections”. Many students may be familiar with these big ideas, yet lack a deep understanding of them. Developing this requires students to engage with the key concepts on various levels and in various ways.

Democracy makes use of a range of learning styles and activity types to develop a deeper engagement with the topics in the book. Each subsection is structured so that learning goals of each section are met in a systematic way. The structure is designed to guide students through six stages of learning. Stages One, Two and Three focus on the knowledge goals; Stages Four and Five on skills goals; and Stage Six on values goals.



In parallel with the kinds of activities described above, the six stages of each subsection are also designed to guide the focus from the broad to the personal. Stage One encourages brainstorming. No answers are excluded in this stage. Stages Two and Three present specific information about the topic, and check comprehension. Stage Four focuses on how these ideas relate to real practices. Stage Five encourages students to relate these ideas to issues in their community. Finally, Stage Six focuses on students' personal beliefs and values.

The aim of this structure is to promote an understanding of democracy which is not just factual, but is based on attitudes, behaviours and relationships.



d. Teaching methods used

When writing the instructions for how to run activities, we have assumed that people know and understand terms such as brainstorm, group work and discussion. For convenience, they are clarified here.

Brainstorming

Brainstorming is a way to introduce a new subject, check students' previous knowledge of a subject, and generate a lot of ideas quickly. It can be used for solving a specific problem or answering a question.

How to brainstorm:

1. Write the topic or issue as a word, a simple question or a statement on the board.
2. Students contribute their ideas. Write the ideas on the board. You can write a list or use a mind-map.
3. If useful, you can leave it on the board, and refer back to it in following activities.

Group work

Group work is the foundation of many of the exercises. Smaller groups might be better for more personal topics, larger groups for activities that require negotiation or compromise.

Most activities work best in mixed groups, with students of different gender, ethnicity and beliefs. That way, students have the opportunity to hear the experiences of other communities.

Some important aspects of group work to encourage are:

- ▶ developing communication and listening skills;
- ▶ developing cooperation and leadership skills;
- ▶ developing decision-making and compromise skills.

Discussion

Discussions are an important part of civic education. Through discussion, people learn to analyse information, think critically, develop communication skills, share opinions and learn from experience.

Discussions might involve the whole class, or be done in smaller groups. In this case, ask groups to share what they spoke about with the class.

Discussions should take place in a safe environment where students feel confident about expressing their ideas and opinions. It means it is important to make sure everyone has the opportunity to speak, not just the loudest or most talkative students in the group.

Activity types used in the book

i. Ranking Activities: Ranking involves discussion and cooperation through prioritisation activities. This encourages compromise and other decision-making skills.

Examples of these activities are in sections 2.1.3, 2.2.3, 3.1.1, 3.2.1, 3.2.2, 5.1.1.

ii. Role plays: Role plays establish a situation that illustrates the main ideas in the text. Students get a role and a task to act out within that situation. Role plays can give a personal insight into the ideas in the book. This promotes experiential learning.

Examples of these activities are in sections 1.1.2, 1.2.3, 2.1.1, 2.2.2, 3.1.3, 6.2.1, 6.2.2, 6.2.3.

iii. Presentations: Presentations promote confidence through public speaking. Group presentations encourage students to work together to plan and present information.

Examples of these activities are in sections 1.2.2, 2.2.1, 3.2.3, 4.1.2.

iv. Debate: Debates develop students' ability to express and defend arguments.

Examples of these activities are in sections 1.2.1, 2.1.2, 3.1.2, 4.1.1, 4.2.1, 4.2.2, 4.2.3, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 6.1.3.

v. Venn diagrams and spectra:

A Venn diagram has two or more overlapping circles. It shows relationships between different ideas and identifies issues or ideas that fit into multiple categories.

A spectrum is a scale which usually shows opposites, or extremes, and the places in between. They encourage comparison and contrast of opposing ideologies and extremes (e.g. democratic to authoritarian).

Examples of these activities are in sections 1.1.1, 5.1.3.

e. Adapting the book to your context

There are many different ways of teaching and learning about democracy. You may be a youth worker, a trainer, schoolteacher or adult educator, a member of a discussion group or an activist. Whoever you are and wherever you are working, we believe that there will be something for you in this course.

We hope you will develop the ideas in the course to meet your own needs and those of the people you work with. There is no 'right' way to use *Democracy*. It is a flexible resource. You do not need to follow every word of the book – it should be adapted to match the needs of your students. For example:

- ▶ If you don't have enough time to teach the whole course, leave out some sections that are less useful for your students.
- ▶ Create a curriculum by picking and choosing the sections from *Democracy* that meet your students' needs.
- ▶ If you are teaching students whose main goal is to increase their knowledge (e.g. school classes), focus on the exercises. The activities can be omitted.
- ▶ If you are working with groups whose main goal is to develop skills and discuss issues (i.e. training workshops), focus on the activities and discussions. The exercises can be omitted.
- ▶ If you want to teach the subject in more depth, supplement it with other materials: books, documentaries, websites, magazines etc. Mote Oo's *Politics: Ideas, Institutions and Actors*, *Active Citizenship* and *Histories of Burma* are good resources for this.
- ▶ If the material is too difficult, teach only the most important parts, and have students work in pairs or groups so stronger students can help weaker students.
- ▶ If the language is too difficult, explain the content in students' first language or use the Myanmar language version of *Democracy*.

f. Class constitution activities (optional)

Throughout the teacher's book, there are activities that guide learners in writing a class constitution. These activities are at the end of each subsection, and encourage students to add, or change sections in their constitution. Each change or addition relates to the topics covered in the subsection.

Note: These activities only work if the book is taught from the beginning, and so would not be appropriate for teachers or trainers who are only using sections of the book for shorter trainings or courses.

g. Teaching sensitive issues

Students will probably not agree with all the ideas mentioned in this book. They should, however, provide a starting point for discussions. Before each lesson, consider the needs of your group and think about how you might best manage each discussion and activity.

When addressing personal or controversial issues, you need to make sure that students feel secure and that they do not feel embarrassed or forced to reveal more than they wish to about themselves or their beliefs. Address sensitive issues with forethought and care. If an issue is taboo in your community, discussing it might cause resistance from the group, the community or people in authority. If this happens, consider addressing these issues indirectly. For example, get students to reflect on current issues by using a historical rather than current example.

h. Managing conflicts

Conflicts are difficult to predict and may be hard to resolve, especially if they arise because participants feel insecure about questions related to sensitive issues or conflicting values.

Some tips for resolving conflict:

- ▶ Take enough time for the discussion. If necessary, make more time.
- ▶ Help to clarify people's positions, opinions and values.
- ▶ Encourage everybody to listen actively to each other.
- ▶ Stress what unites people rather than what separates them.
- ▶ Search for consensus. Get people to look at their common interests rather than trying to compromise and move from their opinions.
- ▶ Offer to talk to those involved privately at another time.

Chapter 1: Democracy

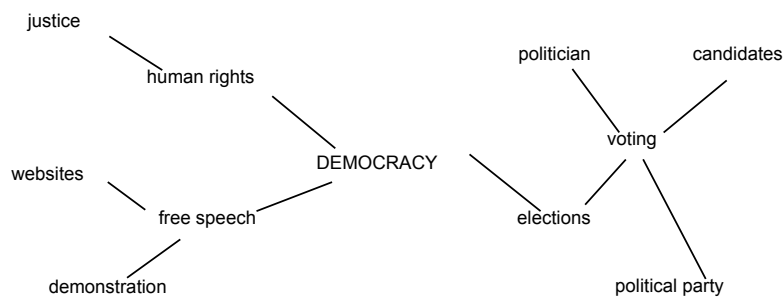
1.1 Democracy and Decision-making

1.1.1 – What is Democracy?

Preview

- Write DEMOCRACY on the board.
- Students suggest other words they associate with democracy.
- Write them on the board as a mind-map.

Example:



Exercise

- Students read the situations. Clarify anything they don't understand.
- They decide whether they are examples of democracy or not.

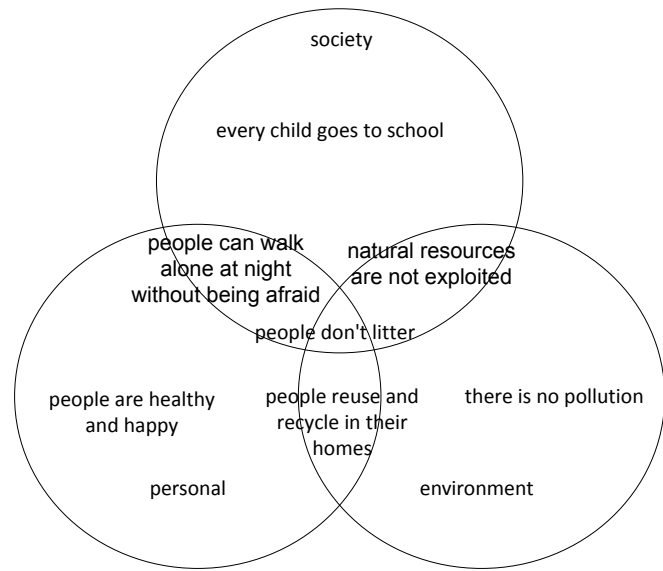
Possible answers:

- a. not democracy
- b. democracy
- c. not democracy
- d. not democracy
- e. democracy
- f. democracy

Activity

1. In groups, students discuss what is a perfect community.
2. Students write a list of things that happen (or don't happen) in a perfect community. They write these on a Venn diagram on a large piece of paper.
3. They put their diagrams on the wall and walk around looking at each other's diagrams.

Example:



Discussion

1. In groups, students discuss who has power to make decisions in their community(ies).
2. Groups choose one of the statements about a perfect community from the previous activity.
 - They discuss the things that need to happen to make this situation happen.
 - Groups present their statement to the class.

Extra Activity

In groups, students draw a building that represents democracy.

They make a group presentation explaining their drawing, e.g.

- Why does it have big windows?
- Why are there lots of doors?
- What does the roof represent?

Extra Activity: Class Constitution

There are class Constitution activities at the end of most sections of Democracy. You can choose to do all of them, some of them, or skip them altogether, depending on how much time you have.

- Elicit or explain 'Class Constitution'
- As a class, decide on a saying or statement that describes your class's goal. Discuss this until you agree. For example:
 - » To promote education that respects everyone and excludes no one.
 - » To share what we learn with our friends, our community and our world.
- Decide on an outcome (better situation) they want to achieve.

Examples:

- **Better Situation** – The class will understand the information and skills needed to teach others about a democratic society
- **Goal** – to learn more about the skills needed to become a democratic society.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

1.1.2 – Democratic Decision-making

Preview

- Write DEMOCRATIC DECISION-MAKING on the board,
- As a class, discuss what democratic decision-making means.
- Write students' ideas on the board.

Possible answers:

- » including everyone in decision making
- » making decisions by majority vote
- » listening to the views and opinions of everyone

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. T
- b. T
- c. T
- d. F – In a majority voting system, the decision is what the largest number of people want. In a consensus system, everyone has to agree.
- e. T
- f. F – Autocratic decision-making only involves one person.

Exercise

- Students classify the statements into *autocratic*, *participatory*, *majority vote* and *consensus*.
- Some situations fit more than one category.

Answers:

- a. 1
- b. 4
- c. 1
- d. 3
- e. 2
- f. 3
- g. 4

Activity

1. Divide the students into four groups of 3-5 (or eight groups in a large class). The groups are:
 - » majority vote for all decisions (majority vote);
 - » one leader who makes all decisions alone (autocratic);
 - » one leader who makes all decisions after consulting with others (participatory);
 - » decisions require all to agree (consensus).
- Clarify anything groups don't understand.
2. Groups spend 5 – 10 minutes organising their arguments.
- Groups present their arguments to the rest of the class. Ensure each group member has a chance to contribute.
3. In their groups, students discuss the advantage and disadvantages of all the decision-making processes.
4. Individually, students decide which decision-making process they think is the best, and why.
- If you think it is important or useful, give students time to tell others which process they think is the best.

Discussion

1. In groups, students discuss the advantages and disadvantages of democratic decision-making.
- Points that may come up include:

Advantages

- » Democratic decision-making makes it less likely that minorities will be ignored.
- » Democratic decision-making takes everyone's needs into account.
- » Democratic decision-making leads to decisions that makes the most people happy.

Disadvantages:

- » Democratic decision-making takes a long time.
- » Many people might not know enough about the decision, or what the best idea is.
- » Democratic decision-making can lead to conflict.

2. Groups discuss decision-making processes in their communities. Are they democratic?

Extra Activity: Class Constitution

- As a class, students decide how they will make class decisions, and the rules and processes for decision-making.
- They decide this by consensus – discuss until they all agree on these rules and processes.

Reflection

Students think about the questions, and write their ideas in a journal.

or

Students discuss the questions in groups.

1.1.3 – Direct and Indirect Democracy

Preview

- Look at the pictures. Students decide which is direct democracy, and which is indirect democracy.

Answer:

- » The picture at the bottom is direct democracy.
- » The picture at the top is indirect democracy.
XX

Exercise

- Students read the reasons for using indirect democracy rather than direct democracy in large communities.
- They decide which of these are real reasons that indirect democracy is used more frequently in political processes.

Answers: a, b

Exercise

1. Students decide whether these are examples of direct or indirect democracy.

Answers:

- a. direct
- b. indirect
- c. direct
- d. indirect
- e. direct
- f. indirect

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. T
- b. F – The people choose the representatives.
- c. T
- d. T
- e. F – Citizens must meet satisfy the country's requirements to be a representative.
- f. F – These requirements apply to all citizens.

Focus on Myanmar: How is the Government Formed in Myanmar?

Exercise

- Students read the information about forming a government in Myanmar. Clarify anything they don't understand,
- They answer the questions.

Answers:

1. 25%
2. The president is chosen by the Pyidaungsu Hluttaw. They choose from three candidates: one suggested by the Pyithu Hluttaw, one suggested by the Amyotha Hluttaw and one suggested by the military. The candidate who gets the most votes becomes the President.
3. The President.

Below are criteria people must meet to run for office in Myanmar:

The candidate must:

- be 25 years old or older;
- be a citizen born of two Myanmar citizens;
- have lived in the country for the past ten consecutive years (not counting any time spent outside the country in the service of the country's government);
- meet any other criteria named in ordinary election laws;
- not be serving a prison term;
- not have been judged by a court to be mentally unfit;
- not have been declared bankrupt by a court;
- not owe any allegiance to any foreign government or be a citizen of a foreign country;
- not have any other citizenship or benefit from the privileges of citizenship;
- not be a member of an organisation which receives funding or assistance from foreign countries or personally receive funding from a foreign country;
- not be a member of a religious order such as a monk or a nun;
- not be a member of the civil service;
- not be a member of an organisation which is funded or supported by the State or personally receive funding or support from the State;
- not ever have been found guilty of a crime against any election law at any time.

Constitution of The Republic of The Union of Myanmar, (2008), Pg 43-45

Activity

1. Individually or in pairs, students read the list of criteria for running for office. Clarify anything they don't understand.
 - Students decide whether they agree with each criteria or not. They cross out the ones they disagree with.
 - In groups, students discuss whether each criteria should stay.
2. In their groups, students think of more criteria.
 - Groups make lists of criteria and stick them on the wall.

Examples:

- » must be at least 20 years old
 - » must not be a member of an armed group
3. Groups discuss the criteria to run for office in Myanmar (see page 15).
 4. Students discuss the criteria that are the same or different between their list and the Myanmar list.

Discussion

1. In groups, students discuss the advantages and disadvantages of direct democracy.
 - Points that may come up include:

Advantages:

- » Everyone can take part in decision-making.
- » Decisions will better reflect the wishes of the whole group.
- » People are more informed about what is going on in their community.

Disadvantages:

- » It takes a lot of time.
- » A lot of people might not have an opinion.
- » Some people might not know enough about the topic to make a good decision.

2. Groups discuss the advantages and disadvantages of representative democracy.

- Points that may come up include:

Advantages:

- » Representatives can spend time discussing and thinking about issues, so they make better decisions.
- » Representatives might have the knowledge and experience to make good decisions.
- » Representatives can do the work of managing the community so other people don't have to spend time doing it.

Disadvantages:

- » Representatives might ignore the wishes of the people.
 - » The people might choose a representative because they are popular, not because they are good at making decisions.
 - » It is hard to remove a representative once they have been chosen.
3. Groups list examples of direct democracy in their communities.

Possible answers:

- » decision-making about community issues
 - » decision-making in CBOs or CSOs
4. Groups list examples of representative democracy in their communities.

Possible answers:

- » choosing ten house representatives
- » choosing township/village tract development committee members
- » elections (municipal, state/region Hluttaw), Pyidaungsu Hluttaw)

Extra Activity: Class Constitution

1. As a class, students discuss whether they want to make decisions by direct or indirect democratic methods, or a mix of both.
2. The class constitution will have a student council.
 - The class decides how many people they want on the student council?
3. They decide:
 - what sorts of decisions would they make by direct democracy?
 - what sorts of decisions would they make by representative democracy (the student council)?

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

1.2 Elements of Democracy: Equality and Elections

1.2.1 – What is Equality?

Preview

- Write EQUALITY on the board,
- As a class, discuss what equality means.
- Write students' ideas on the board.

Possible answers:

- » all people have the same opportunities
- » no discrimination on the basis of race, religion, sexuality or disability
- » gender equality
- » everyone gets to vote

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. F – In a democracy, all eligible citizens are allowed to vote, regardless of their level of education.
- b. F – Some people can be denied the right to vote. For example, if they are under the age of 18, or mentally ill. In Myanmar, monks and nuns, prisoners and people who have been declared bankrupt are also not allowed to vote.
- c. F – Rule of the people means that minorities should not be excluded from decisions about how the community should be ruled.

Activity

1. In groups of three, students read the situation.
 - They decide on roles – one supporter of the suggestion, one against the suggestion, and a journalist.
 - Give the students some time to prepare their arguments/questions.
2. In their groups, supporters and opposers debate the suggestions.
 - After the debates, journalists asks questions.
 - Do all the debates at the same time, or it will take a long time to complete the activity.

Example questions:

- » Who decides who the "wisest, most educated" people are?
 - » How do you know that these 5,000 people would make better decisions?
 - » What are the dangers of letting only 5,000 people make decisions for the whole country?
3. As a class, students discuss the main arguments. Groups present ideas that came up in their debates and questions session.
 4. Have a class vote on whether or not to support this suggestion.

Focus on Myanmar: Equality and Representation

Exercise

- Students read the interview with Phyu Phyu Thin. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. She is young and female.
2. Some people don't take female politicians seriously. Some men don't respect female politicians.
3. Myanmar's culture limits them. Some women are limited by their families. Married women are expected to do housework.

Discussion

1. In groups or as a class, students discuss why equality is important for democracy.
 - Points that may come up include:
 - » It makes sure that everyone has one vote and that each vote has equal importance.
 - » It allows everyone the opportunity to represent their community.
 - » It makes sure that everyone has the right to express their opinions.
2. Students list the difficulties in ensuring equality.
 - Points that may come up include:
 - » Discrimination based on race, ethnicity, age, gender and sexual orientation.
 - » Big differences between the rich and the poor.
 - » Some people have more opportunities in life (e.g. education, job) than others. This makes it hard for those without those opportunities to achieve equality.
3. Students discuss the level of equality in their own communities. What sorts of people have more – or less – opportunities than others?
4. Students discuss all the different kinds of inequality in their community.
 - Points that may come up include:
 - » access to education
 - » access to healthcare
 - » access to media/internet and information
 - » gender based inequalities
 - » ethnic/racial discrimination
 - » discrimination based on sexual orientation
 - » inequality in political decision-making processes?
5. Students discuss the effects of inequality in their communities.
 - Points that may come up include:
 - » restrictions on the language, culture and lifestyle of minority groups
 - » restrictions based on gender
 - » economic inequality, poverty
 - » racism
 - » nationalism
 - » homophobia

Extra Activity: Class Constitution

- As a class, students decide on a rule they can add to their class constitution that will help ensure equality in the class.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

1.2.2 – Elections

Preview

- Write ELECTION on the board,
- As a class, discuss what students think happens in an election.
- Write students' ideas on the board.

Possible answers:

- » people vote for representatives
- » choosing leaders
- » voting for political parties

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.
Note: "referenda" is the plural of referendum.

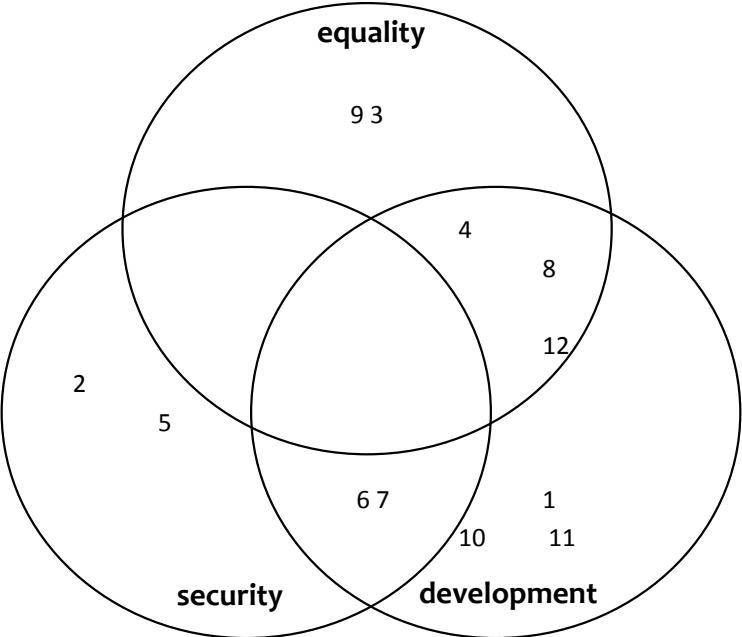
Possible answers:

- a. T
- b. F – In a referendum, citizens vote on an issue. Referenda are not used to choose representatives.
- c. F – Choosing representatives is an example of indirect democracy.

Exercise

- Students put the promises on the Venn diagram.

Answers:



Activity

1. Individually, students choose the qualities they support in a political candidate.
 2. In groups of four – six, they discuss these lists. They add other qualities they like to their list.
 3. As a group, they agree on the six most important qualities, and why they think these are important.
 4. Groups present their list and reasons to the class.
- How similar are all groups' lists?

Extra Activity

- Students create a 'Wanted: Perfect Politician' poster that illustrates the six qualities they have chosen.
- Students stick their posters on the wall, and walk around looking at others' posters.

Discussion

1. In groups or as a class, students list the different ways that their communities choose leaders and representatives. For example:
 - elections (e.g. state/regional Hluttaw representatives)
 - appointment (e.g. chief ministers)
 - consensus decisions (e.g. leadership of community organisations)
2. Students list the advantage and disadvantages of elections.

Possible answers:

Advantages:

- They can make difficult decisions quickly.
- They encourage a lot of people to participate in decision-making.

Disadvantages:

- Elections can ignore the concerns of minorities.
- Elections can lead to the most popular (not necessarily the best) idea or candidate winning.

3. Students list the political parties in their area. Students try to identify the values these parties have, and the promises they make.

Extra Activity: Class Constitution

As a class, students create a rule about elections for the class constitution. They decide:

1. Whether they will have elections to choose Student Council members.
2. If they do decide to have elections, how often these will happen.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

1.2.3 – Free and Fair Elections

Preview

- Write FREE AND FAIR ELECTIONS on the board.
- As a class, discuss what happens in a free and fair election.
- Write students' ideas on the board.

Possible answers:

- » All candidates have an equal opportunity to talk about their views and ideas.
- » Citizens can choose to vote for whoever they want.
- » Citizens can vote without fear or intimidation.
- » The votes are counted fairly.
- » The losers respect the results of an election.

Exercise

- Students give reasons why the examples are not free or fair.

Answers:

- a. The candidate is not free to express their ideas and suggestions.
- b. The loser did not respect the result of the election.
- c. The elections are not regular because the government keeps cancelling them.
- d. The candidate was prevented from freely expressing their ideas and suggestions.
- e. The man's wife was not free to vote without fear or intimidation.
- f. The votes were not counted correctly.
- g. The factory workers were not free to vote without fear or intimidation.
- h. All citizens did not have an equal opportunity to vote because some could not read the voting paper.

Activity

- Students read the scenario. Clarify anything they don't understand.
1. In groups of four – six, students decide who will play the roles of the two party leaders, and who will be the audience.
 - The leaders spend a few minutes preparing their ideas for the debate.
 - The audience spends a few minutes thinking of some good questions to ask the leaders.
 - The leaders debate the ideas.
 - After a few minutes, the audience asks them questions.
 2. Each group votes on which party they want to support.

Focus on Myanmar: The New Myanmar Foundation and Voter Registration

Exercise

- Students read the text about voter registration. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Sometimes dead people and people who moved to other townships are included on lists. Sometime people who are nearly 18 years old are not included. If citizens don't check that their name is on the voters list, they might not be able to vote on the election day.
2. To make sure that citizens are aware of their responsibility to check the list and to give advice on what they can do if their name is not on the list.
3. They run workshops, give out pamphlets and hang posters around townships that inform people about the registration process.

Discussion

1. In groups or as a class, students discuss why free and fair elections are important for democracy.
 - Points that may come up include:
 - » To make sure that the people can choose the representatives they want without fear or intimidation.
 - » To make sure that the government respects the wishes of the people.
 - » To stop the ruling party from manipulating the results of elections.
 - » To make sure that all parties and candidates have the opportunity to express their ideas and suggestions freely.
2. Students discuss the consequences if election are not free and fair.
 - Points that may come up include:
 - » People might be threatened or intimidated into voting for someone they don't want.
 - » Governments can make decisions that do not reflect the wishes of the people.
 - » It is much easier to manipulate the results of an election.
 - » It stops some parties and candidates from expressing their ideas and suggestions.
3. Students list ways to ensure elections in

Myanmar could be free and fair.

- Points that may come up include:
 - » local and international election observers
 - » CSOs, political parties and the media carefully watch to make sure that elections are free and fair
 - » independent elections commission to make sure all the election rules are followed

Extra Activity: Class Constitution

- As a class, students create a list of rules to ensure student council elections are free and fair.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

Chapter 2: Elements of Democracy

2.1 Accountability, Transparency and Participation

2.1.1 – Accountability

Preview

- Write ACCOUNTABILITY on the board,
- As a class, discuss what accountability means.
- Write their ideas on the board.

Possible answers:

- » being responsible for your actions
- » there are punishments for lying, waste or mismanagement
- » people must keep their promises

Exercise

- Students choose the best answer to the questions.

Answers:

1. c
2. c
3. c

Exercise

- Students match the situations to the outcomes in the text on page 32

Answers:

- a. 3, 4
- b. 2
- c. 1,3
- d. 4
- e. 3,4
- f. 3
- g. 3
- h. 3

Focus on Myanmar: Child Soldiers

Exercise

- Students read the information about child soldiers. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. Because they get rewarded for recruiting new soldiers.
2. Because he read the newspaper about the general's speech and the punishments for recruiting children into the army
3. It led to a lot of punishments for soldiers who recruited children and also resulted in the release of 364 child soldiers by 2014.

Activity

- Students read the situation.
1. In groups of four – six, they discuss the questions.

Possible answers:

- a. Yes, the TRC was chosen by the people to make decisions for the people, and that is what they did.
or
No, the TRC made an important decision without consulting the people. They spent all the budget on something the people might not want. They acted in a way that was not accountable to the people.
 - b. **Member 1 (for the decision):** I wouldn't have done anything differently
Member 2 (against the decision): I would have made sure that the people were consulted before the decision was made.
 - c. They can elect different people in the next TRC election.
They can demand that the TRC explains its decision.
They can call a meeting to change the rules to make the TRC more accountable.
They can protest against the plan to put pressure on the TRC to change its decision.
2. Groups present their ideas to the rest of the class.

Discussion

1. In groups, students discuss the importance of accountability in a democracy.
- Points that may come up include:
 - » Accountability makes sure that representatives and leaders work hard and keep their promises.
 - » It makes sure that representatives and leaders need to listen to and follow the wishes of the people if they want to stay in power.
 - » It makes sure that there are clear punishments for corruption and mismanagement.
 - 2. They discuss accountability in their communities.
 - 3. They discuss how leaders are accountable to the people.
 - Points that may come up include:
 - » legal punishments for breaking the law
 - » regular elections
 - » community pressure on unpopular or unjust actions

- » rules and regulations in CSOs, political party and businesses

4. They list ways that citizens can ensure the government is accountable.

Possible answers:

- » demanding strong rules and laws against corruption and mismanagement
- » speaking out against corruption in government
- » supporting media, CSOs and political parties to monitor the government
- » voting in regular, free and fair elections
- » organising petitions, advocacy and protest against corruption and mismanagement

Extra Activity: Class Constitution

- As a class, students decide on a rule they can add to their class constitution that will help ensure equality in the class.
- Students discuss how to make their student council accountable.
- They design one or more rules to ensure accountability, and write these in the class constitution.

Examples:

- penalties for being late or missing meetings
- penalties for not keeping promises
- penalties for missing deadlines or making bad decisions
- penalties for breaking the rules in the class constitution

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

2.1.2 – Transparency

Preview

- Write TRANSPARENCY on the board,
- As a class, discuss what transparency means.
- Write their ideas on the board.

Possible answers:

- » being open and honest about decisions
- » making information available to the people
- » answering questions
- » not hiding information or lying to the people

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. T
- b. F – It is the responsibility of the government to provide information that the citizens ask for.
- c. T

Exercise

- Students match the situations to the benefits in the text on page 37.

Possible answers:

- a. 2
- b. 2
- c. 1, 3, 4
- d. 4
- e. 4
- f. 3, 4
- g. 3

Focus on Myanmar: Karen Community Leaders Call for Transparency

Exercise

- Students read the case study about transparency. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. To call for transparency and accountability in economic and development projects.
2. Because some business projects, such as power plants and dams, can be damaging to local communities. She wants the KNU to publicly explain their ideas to Karen civilians before making a final decision.
3. To widely distribute and educate the people about the economic policies of KNU.
4. The KNU told the community leaders about their business policy. The community organisations will widely distribute the economic policies of the KNU to the people.

Activity

1. Students read the situations.
 - In each, they decide whether the government should limit transparency or not.
2. Divide the class into five groups, and give each group a situation.
 - Within each group, students decide whether they are for or against the government limiting transparency.
3. They break into 'for' and 'against' factions. Each faction prepares an argument, using the guidelines provided.
 - Points that may come up include:

Situation a, *for*:

- » These meetings are about national security and so should be secret.
- » Both sides would only agree to the talks if they were secret.

Situation a, *against*:

- » The results of the talks will have a direct effect on the people. Therefore the people have a right to know.

Situation b, *for*:

- » If false news about the violence spreads to other communities, it could cause more violence in those communities.
- » It might cause fear and panic all around the country.

Situation b, *against*:

- » Hiding this violence from the people might prevent them from trying to stop it.
- » If people are being killed, then this is a very serious issue. The people have a right to know what is going on.

Situation c, *for*:

- » The government is trying to promote economic development. This will improve the lives of people.
- » It's better to have jobs with bad conditions than no jobs at all.

Situation c, *against*:

- » The government has a responsibility to protect workers, not hide rights violations.
- » If the government hides workers' rights violations once, they could send the message that all companies can do this.

Situation d, *for*:

- » Information about the mission could help the traffickers to escape.
- » Information about the mission could lead to people getting hurt.

Situation d, *against*:

- » Human trafficking people should be aware of those dangers.
- » Being transparent about the mission will promote trust in the police if they are doing a good job.

Situation e, *for*:

- » This information could lead to instability during the election.

Situation e, *against*:

- » The government is abusing its power by hiding this information.
- » Hiding this information means that the people do not have all the information to make good decisions.

4. Groups rejoin with 'for' and 'against' factions back together.

- Groups debate their issue.

5. Groups present their debate to the class. They should be careful to not repeat points.

Extra Activity

If you have a small class, you might want to divide the class into five groups, have each group list the reasons for and against limiting transparency, and then have a class debate.

Discussion

1. In groups, students discuss the importance of transparency in a democracy.

- Points that may come up include:
 - » It gives citizens information they need to make good choices in elections.
 - » It makes it harder for corruption and mismanagement to happen because it is harder to hide these problems from the people.
 - » It makes sure that leaders and representatives are honest and keep their promises.

2. They discuss whether there should be exceptions to the rule of transparency.

- Points that may come up include:
 - » national security
 - » citizens' privacy
 - » information that could lead to violence or rights abuses (e.g. rumours about communal violence)
 - » information about some police or military operations

3. They discuss transparency in their communities, and whether there are any exceptions to transparency.

- Points that may come up include:
 - » police investigations
 - » the right to privacy
 - » information that could lead to violence or rights abuses (e.g. rumours about communal violence)

4. They discuss the importance of freedom of information.

- Points that may come up include:
 - » preventing corruption or mismanagement
 - » helping citizens to see if the government is keeping its promises
 - » seeing if the government is making decisions that the people will accept
 - » checking that the government is meeting its goals and targets or not

5. They list ways that citizens can ensure the government is transparent.

Possible answers:

- » reading newspapers
- » pressuring government to release information through advocacy, petitions or protest
- » voting for candidates who want to promote transparency

- » supporting parties, CSOs or other groups who are calling for more transparency

Extra Activity: Class Constitution

- As a class, students discuss how to make their student council transparent.
- They design one or more rules to ensure transparency, and write these in the class constitution.

Examples:

- » Make minutes of every meeting available to all students.
- » Have open question sessions at meetings when students can ask any questions they want.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

2.1.3 – Participation

Preview

- Write CIVIC PARTICIPATION on the board,
- As a class, discuss what civic participation means.
- Write their ideas on the board.

Possible answers:

- » voting
- » joining or forming civic organisations
- » running for office
- » communicating with local government/representatives
- » protesting
- » taking part in community activities

Exercise

- Students match the reasons to the elements of democracy.

Answers:

- a. 1
- b. 3
- c. 4
- d. 2

Activity

1. Individually, students read the list of ways to participate.
 - They choose the six most important ones, and write them on the pyramid.
 - They write the most important one at the top, the second most important ones in the middle, and the three next most important ones on the bottom.
2. They join with a partner. As a pair, they agree on a common values pyramid.
3. They join with another pair. As a group, they agree on a common participation pyramid.
4. They join with another group, and agree on a common participation pyramid.
5. Agree on a class participation pyramid.

Focus on Myanmar: The Women's Party (Mon)

Exercise

- Students read the interview with Layaung Mon. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. To win more seats for women in Myanmar's Parliament and to promote gender equality.
2. They received no assistance from organisations. There is no financial support for them. Only a few have helped with forming the party.
3. Party members run the party with the money from their businesses.
4. Because women do not often have the chance to take part in national decision-making, the Women's Party can improve women's participation in parliament.

Discussion

1. In groups, students discuss the importance of participation in a democracy.
 - Points that may come up include:
 - » Democracy could not work if citizens didn't vote or run for office.
 - » Citizens' organisations help to balance government power and promote transparency and accountability.
 - » Reading/watching the media and discussing issues helps to create informed citizens.
 - » Civic participation means there is more interaction between government and citizens. This helps the government to know the needs and concerns of the people better.
2. They discuss participation in their communities.
3. They discuss the challenges to participation in their communities.

4. They discuss what might happen to a democracy without citizens' participation.
 - Points that may come up include:
 - » Government would not be aware of the needs and concerns of the people. This would lead to decisions and actions that don't benefit the people.
 - » If people don't vote then the candidates who win will not represent the majority of the people.
 - » It would mean that there is less pressure on the government to be accountable and transparent.
 - » Minorities and marginalised groups will be ignored if they don't participate.
5. They list ways to encourage participation in their communities.

Extra Activity: Class Constitution

- As a class, students discuss participation in their student council.
- They design one or more rules about participation and write these in the class constitution.

Examples:

- » Everyone must vote in every election.
- » Everyone must take a turn being a representative or council member.
- » Everyone must attend meetings or discussions.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

2.2 Tolerance, Compromise and the Rule of Law

2.2.1 – Tolerance and Compromise

Preview

1. Write TOLERANCE on the board,

- As a class, discuss what tolerance means.
- Write their ideas on the board.

Possible answers:

- » respecting the lifestyle, culture and traditions of other groups
- » allowing people to express their ideas and beliefs, even if you disagree with them
- » respecting other people's right to make decisions if they win an election

2. Write COMPROMISE on the board,

- As a class, discuss what compromise means.
- Write their ideas on the board.

Possible answers:

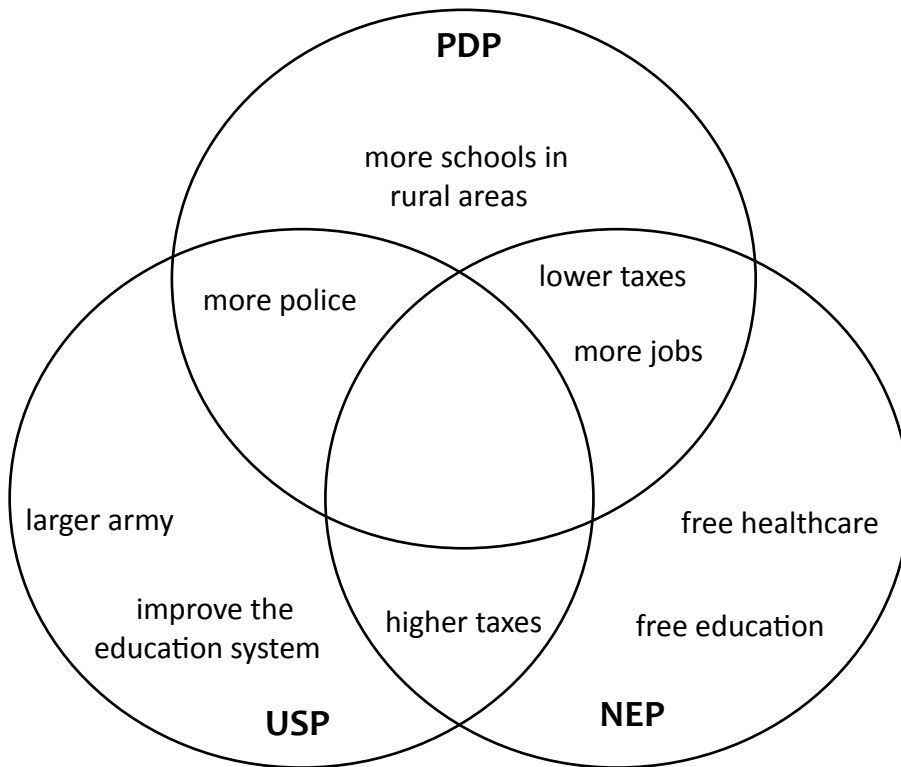
- » trying to find a solution that is best for everyone
- » giving something up that you want in order to find a solution that is acceptable for everyone
- » Negotiating with people who don't share your ideas and beliefs.

Exercise

1. Students put the policies in the Venn diagram.
2. Students choose the best answer.

Answers:

1.



2. c

Exercise

- Students identify the requirements and benefits of tolerance.

Answers:

1. c
2. a, b

Activity

- Students read the scenario. Clarify anything they don't understand.
1. Students read the possible solutions and outcomes to the scenario.
- They decide who wins and who loses in each outcome, and puts it in the table.
The win-win solution is not included.

Answers:

	Fishermen lose	Fishermen win
Hotels lose	<i>c – the fishers burn down the hotels then all get sent to jail</i>	a.
Hotels win	b.	

2. In groups of three – six, students think of win-win solutions to the scenario.
- They should also think of possible problems with their solution, and ways to overcome these problems.
 - They present their solutions to the class.
 - If you like, have a class vote on the best solution.

Focus on Myanmar: The Panglong Agreement

Exercise

- Students read the text about the Panglong Agreement. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. They were afraid that joining a union would mean that they would lose their independence and culture.
2. They were concerned that too much separation would make the country unstable.
3. The leaders discussed these issues until they reached a compromise. This compromise included ethnic minority states having control over their own administration, ethnic minority citizens having basic democratic rights and that the rights, traditions, and religions of ethnic citizens would be protected.
4. Tolerance was important to make sure that the needs and concerns of all different groups could be respected and listened to. Compromise was important to find a solution that all different groups could agree to.

Discussion

1. In groups or as a class, students discuss situations where they might have to prioritise the common good over their own individual or group needs.
 - Some examples might include:
 - » to avoid conflict (e.g. giving something up to end a conflict or disagreement)
 - » in the interests of justice (e.g. giving land back to people who used to own it before a war)
 - » in order to work together with diverse groups (e.g. giving communities more power to rule themselves to keep the nation together)
 - » to promote equality (e.g. higher taxes for the rich to support the poor)
2. Students decide on some goals and values that are shared by everyone in their communities.

3. Students identify factors that might prevent people from compromising.

- Points that may come up include:
 - » strong religious, ethnic or racial identity
 - » very strong beliefs or ideologies
 - » a history of conflict or injustice
 - » mistrust between different groups

4. Students discuss the possible consequences if they can't find a compromise.

- Points that may come up include:
 - » deadlock or stalemate (i.e. negotiations stopping because the parties can't reach an agreement)
 - » groups separating and not trying to work together
 - » discrimination or rights abuses
 - » communal violence or military conflict

5. Students list ways that intolerance can affect democracy.

Possible answers:

- » it can lead to discrimination and marginalisation of minorities
- » it can prevent good ideas from being discussed
- » it can limit good leaders from becoming representatives if they come from minority groups
- » it can mean that different parties in a parliament cannot cooperate
- » it means that diverse people cannot work together to achieve shared goals

Extra Activity: Class Constitution

- As a class, students discuss how to promote tolerance and compromise within their class.
- They create one or more rules to promote tolerance and compromise in their class.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

2.2.2 – The Rule of Law

Preview

1. Write RULE OF LAW on the board,

- As a class, discuss what the rule of law means.
- Write their ideas on the board.

Possible answers:

- » equal access to justice for all
- » no one is above the law
- » everyone must obey the law
- » no corruption or abuse of power
- » an independent and fair legal system

Exercise

- Students read the scenarios.
- They decide if each one is an abuse of power.
- They give a reason why it is or is not an abuse of power.

Answers:

- a. Yes, it is an abuse of power, because the worker is taking money for medicines that should be given to clinics.
- b. Not an abuse of power, because the government is doing what it can to preserve and fairly distribute the limited water supply.
- c. Not an abuse of power, because the government is trying to avoid danger and injury by making sure the students don't use unsafe facilities.
- d. Yes, it is an abuse of power, because the government worker abusing his position to make money from people who need their documents to be processed quickly.
- e. Yes, it is an abuse of power, because the local leader is abusing his position to do favours for his friends.

Exercise

- Students match the violations with the points in the 2.2.2 C (1-5).

Answers:

- a. 4
- b. 2
- c. 3
- d. 5
- e. 1

Activity

- Students read the scenario.
1. In groups of three, six or nine, students decide who are the lawyers arguing for and against the chief of police, and who are the judges.
 - Students spend a few minutes preparing their arguments.
 - Points that may come up include:
 - Arguments for a guilty verdict:**
 - » He arrested the young man without a good reason.
 - » The police did not take good care of the young man in prison.
 - Arguments against a guilty verdict:**
 - » He was under pressure from the mayor.
 - » The young man had a history of drug use and crime.
 2. Groups have their trial. The lawyers arguing for a guilty verdict go first (prosecution).
 - Lawyers arguing against a guilty verdict go second (defence).
 - Judges listen to the arguments, and decide for a guilty or not guilty verdict.
 3. Judges explain their verdicts to the rest of the class.
 4. As a class, agree on a guilty or not guilty verdict.
 - They can decide by voting, or by discussing until they reach a compromise.

Focus on Myanmar: Paralegals

Exercise

- Students read the text about paralegals. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. They often have little knowledge about laws or the legal system. Most cannot afford to pay for legal advice or lawyers to represent them.
2. Paralegals are people who are trained to give legal assistance, even though they are not lawyers.
3. Education to increase public awareness of the law, advising people on the legal process, and their options if they are accused of a crime, helping people to communicate with the authorities, resolving conflicts, advocacy, doing research on legal issues.
4. It increases people's understanding of the law and improves people's access to justice. This is especially true of poor people who face many challenges in the legal system. The Yangon Justice centre provides legal assistance to those people who need it most.

Discussion

1. In groups or as a class, students discuss why the rule of law is important in a democracy.
 - Points that may come up include:
 - » it makes sure leaders and representatives do not abuse their power
 - » it makes sure that there are penalties for breaking or ignoring the law
 - » it promotes trust and stability
 - » it promotes equality
 - » it means there is an independent and fair legal system to resolve disputes and conflicts
2. Students identify some difficulties in getting people to follow the rule of law.
 - Points that may come up include:
 - » corruption
 - » lack of training and resources in legal system
 - » economic inequality
 - » low salaries of police and legal workers
 - » low transparency and accountability

3. Students discuss the rule of law in their communities.
4. Students list ways to improve the rule of law in their communities.
 - Points that may come up include:
 - » don't pay bribes, even if it makes things go quicker
 - » speak out about corruption at all levels
 - » support CSOs, parties and media that supports the rule of law
 - » vote for candidates who support the rule of law

Extra Activity: Class Constitution

- As a class, students discuss how to promote the rule of law in the class.
- They create one or more rules to ensure class members follow the rule of law.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

2.2.3 – Democracy: Elements in Action

Preview

- Elicit the elements of democracy.
- If necessary, remind students to check back in previous sections.

Answers:

- » equality
- » free and fair elections
- » accountability
- » transparency
- » participation
- » tolerance and compromise
- » the rule of law

Exercise

- Students match the situations with the elements of democracy.

Answers:

- a. free and fair elections, rule of law
- b. transparency, accountability, rule of law
- c. tolerance and compromise, rule of law
- d. transparency, accountability, rule of law
- e. accountability, rule of law
- f. rule of law, equality
- g. equality, free and fair elections
- h. rule of law, equality
- i. accountability rule of law
- j. free and fair elections, equality, participation
- k. tolerance and compromise, free and fair elections, participation
- l. participation
- m. participation, equality
- n. participation, equality

Exercise

- Students read the case study. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. d, b, a, c
2. About 20,000 people participated in this process every year. From 1991 to 2004: buses started running to the poor areas, the number of citizens with running water went from 75% to 98% and the number of local government schools nearly tripled.
3.
 - » Equality: participatory budgeting allows all citizens to have an equal say in how money is spent in their community, even the most marginalised.
 - » Free and fair elections: representatives and councillors are chosen in elections that all local citizens can vote in.
 - » Accountability: Representatives and councillors are elected by, and accountable to the people in their community.
 - » Transparency: Citizens are aware of exactly how spending decisions are made in their community.
 - » Participation: All citizens can participate in decision making for their community.
 - » Tolerance and compromise: Representatives need to agree on the best solutions that meets the needs of all the citizens in their area.
 - » The rule of law: Including citizens in decision making makes it harder for corruption and abuses of power to happen.

Exercise

- Students read the case study. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. President Obasanjo said that if the people changed the president too quickly, the country would become poor and unstable. He said they needed strong leadership to ensure the development of the country.
2. President Obasanjo put his friends and supporters in powerful positions. Many people said that he offered money and promises if people would support his plan to change the law.
3.
 - » **Equality:** All members of society put pressure on their representatives to vote against the change, even the very poor and street children.
 - » **Free and fair elections:** The President's plan to change the law was stopped by a vote of elected representatives.
 - » **Accountability:** Laws that limit the amount of time that a president can stay in power is a way of making sure that presidents are accountable to the people.
 - » **Participation:** Citizens put pressure on their representatives to vote against the change. This is an example of civic participation making a big impact.
 - » **The rule of law:** The anti-corruption organisation investigated the claims of corruption.

Exercise

- Students read the case study. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Grama panchyats are responsible for economic development and social justice for their village. They are chosen directly by the grama sabha.
2. The grama sabha is the place where all the voters in a village come together, discuss and make decisions for their village. Grama sabhas take part in planning of local development activities. They also check that the grama panchyat is spending money in a responsible way. Grama sabhas are responsible for making sure that the village level panchyat are doing their jobs correctly and keeping their promises.
3.
 - » **Equality:** All voters can take part in the grama sabha. There are rules to make sure that women and minorities are represented in the grama panchyat.
 - » **Free and fair elections:** Grama panchyats are chosen in elections.
 - » **Accountability:** Grama panchyats are accountable to the grama sabha. Grama sabhas are responsible for making sure that the village level panchyat are doing their jobs correctly and keeping their promises.
 - » **Transparency:** Grama sabhas take part in planning and carrying out the village development activities to make sure that money is being spent correctly.
 - » **Participation:** Grama sabhas allow all voters to take part in decision making in their village. The grama sabha meets up to four times per year.
 - » **Tolerance and compromise:** There are rules to make sure that marginalised groups are included in the grama panchyat. Grama sabhas allow all citizens to discuss their issues to find common solutions for issues facing the village.

Activity

1. In pairs, students make a values pyramid with the elements of democracy.
 - They write the most important one at the top, the second most important ones in the middle, and the three next most important ones on the bottom. The least important element will not be on the values pyramid.
2. They join with a partner. As a group, they agree on a common values pyramid.
3. They join with another group, and agree on a common values pyramid.
4. As a class, discuss the questions.

Extra Activity

If students did the extra activity in 1.1.1 (draw a building that represents democracy), have them draw another one.

How is it different from their first building?

Discussion

1. In groups or as a class, students discuss democracy in their communities.
2. They list ways to improve democracy in their communities.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

Unit 1 Review

Comprehension

- Students answer the questions.

Possible answers:

1. Democracy comes from the Greek words demos meaning “the people” and kratos meaning “rule”. So democracy means “the rule of the people”.
2. In a democracy, the authority belongs to, and comes from, the people. They decide what happens in their country. In a democracy, the citizens take part in making decisions about issues that affect their community.
3. autocratic, participatory, majority vote and consensus
4. Democratic decision-making gives all members an equal right to express their opinions and take part in decision making. Democracy is a way of resolving conflicting interests, ideas and opinions in a group without using force or violence.
5. In a direct democracy, everyone who is affected by a decision is included in the decision-making. In an indirect democracy, people choose representatives to make decisions for them.
6. Representatives make decisions for their community according to the wishes of the people. To become a representative, a citizen must satisfy the country’s requirements for being a representative. The next step is to explain to their fellow citizens why they want to be a representative and why they would do a good job. Citizens then choose representatives based on who they think will be the best.
7. All citizens have the right to vote and the right to run for office. All citizens are all equal under the law.
8. The right to vote can be limited in some circumstances, such as if someone has a serious mental illness that prevents them from making decisions.
9. Elections provide people with the opportunity to decide what happens in their communities. Elections give citizens the chance to express their consent. They also make sure that representatives can be replaced if they ignore the needs and concerns of the people.
10. Political parties are groups of people who have similar opinions about politics. They often share interests, identity or values and work together to achieve their political goals.
11. In a “free” election, there are no threats to citizens during or before an election.
12. In a “fair” election, there is no cheating (such as vote-buying or bribing officials) and votes are counted in a systematic way.
13. In a democracy, leaders and representatives must be accountable to the people. If representatives ignore the needs of the people, they won’t stay in power. This makes sure that leaders and representatives make decisions based on the needs and concerns of the people.
14. Democratic elections (where bad leaders can be replaced) are an important way to make sure that leaders are accountable. Also, different organisations and different parts of the government should be accountable to each other (e.g. the police, the courts, the media etc).
15. Transparency makes sure that citizens have all the information they need to make good decisions and keep their government accountable. It makes sure that the government cannot hide corruption, mismanagement or abuses of power from the people.
16. There are some situations where the government does need to limit transparency. For example, in the interests of national security, or if peoples’ lives or human rights are at risk.
17. Participation allows citizens to express their needs and concerns to their representatives. This helps the government to know what the people want. Participation can also help citizens to know what the government is doing. Participation makes sure that leaders and representatives are accountable.
18. Citizen participation takes many forms, including voting in elections, becoming informed, debating issues, volunteering, paying taxes and protesting.
19. Tolerance and compromise allows citizens to manage conflicts and find solutions to common problems.
20. The idea that different groups can agree on what is best for the whole community, even if it is not what it is best for their group specifically.
21. The rule of law means that the law is enforced equally, fairly and consistently. It means that no one is above the law, everyone must obey the law and everyone is equal before the law.
22. The rule of law means that corruption and abuses of power are less likely. It means that rulers cannot break the law. It means citizens are treated fairly and that the government cannot discriminate against some citizens.

Chapter 3: Rights and Responsibilities

3.1 Rights in a Democracy

3.1.1 – Rights and Responsibilities

Preview

1. As a class, students list rights people have in a democracy.
 - Write students' ideas on the board.
 - Keep this list for activities later in the section.

Possible answers:

- » right to vote
- » right to run for office
- » right to form or join organisations
- » right to free expression

2. As a class, students list responsibilities people have in a democracy.
 - Write students' ideas on the board.

Possible answers:

- » voting
- » paying taxes
- » following the law
- » respecting others

Exercise

- Students read the statements and decide whether they are examples of rights or responsibilities.
 - a. right
 - b. responsibility
 - c. right
 - d. responsibility
 - e. responsibility
 - f. right

Extra Activity

Do a **Teach Each Other**.

- Divide the class into seven groups. Give each group one of the elements of democracy.
- Groups read and discuss their element of democracy.
- Rearrange the class into new groups of seven. In each group, all group members have one of the seven elements.
- Students explain their element to the rest of their group in their own words.

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Answers:

- a. F – The right to vote is important in a democracy.
- b. T
- c. T
- d. F – There are other ways that leaders are accountable in a democracy. Citizens, media and political parties all have ways to make leaders accountable.
- e. T
- f. F – All citizens have the same rights in a democracy.
- g. T

Focus on Myanmar: About Rights

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. The right to change or cancel laws through the parliament and the right to vote.
2. To protect and follow laws, to vote (effectively), active participation and right behaviour.
3. Democratic values, right behaviour and active participation.
4. Change needs to take place in peoples "lives, hearts and minds" before it takes place in bigger organisations and groups.

Exercise

- Students read the rights from the South African Bill of Rights. Clarify anything they don't understand.
- They match the rights with the elements of democracy.

Answers:

- a. 2 – free and fair elections
- b. 1 – equality
- c. 4 – transparency
- d. 5 – participation
- e. 6 – tolerance and compromise
- f. 7 – rule of law
- g. 3 – accountability

Activity

- Students look back at the rights they listed in the preview for 3.1.1.
1. Individually, students make a rights pyramid with these rights, or other rights citizens have in a democracy.
 - They choose the six most important ones, and write them on the pyramid.
 - They write the most important one at the top, the second most important ones in the middle, and the three next most important ones on the bottom.
 2. They join with a partner. As a pair, they agree on a common rights pyramid.
 3. They join with another pair. As a group, they agree on a common rights pyramid.
 4. Agree on a class rights pyramid.

Discussion

1. In groups or as a class, students discuss the importance of rights in a democracy.
- Points that may come up include:
 - » Without the right to vote and run for office, the people could not choose their representatives.
 - » Without the right to free expression, people could not debate ideas about how the country should be ruled.
 - » Without the right to gather or form groups, citizens could not organise to take part in democracy.
2. Students discuss the rights they have (and don't have) in their communities.
3. Students discuss whether everyone has the same rights and responsibilities in their community.
- Points that may come up include:
 - » children and adults
 - » women and men
 - » leaders/authorities and other people
 - » disabled people

Extra Activity: Class Constitution

- As a class, students look back at the rights they listed at the beginning of the section.
- Make a class list on the board. Add to the list, and change any rights students no longer want to include.
- Students add some rights to their class constitution.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

3.1.2 – Constitutions

Preview

- Write CONSTITUTION on the board,
- As a class, discuss what a constitution is.
- Write students' ideas on the board.

Possible answers:

- » laws about the government
- » citizens rights
- » laws about the country and the people

Exercise

- Students read the statements.
- They identify which one is not a function of democratic constitutions.

Answer: c

Exercise

- Students read the statements.
- They identify which one is not a limit that constitutions put on government power.

Answer: d

Exercise

1. Students read the draft constitution. Clarify anything they don't understand.
- In groups of three – five, they decide which laws support or are against democratic ideals.

Answers:

- a. against
 - b. support
 - c. support
 - d. against
 - e. support
 - f. against
 - g. against
 - h. support
 - i. support
 - j. against
 - k. support
 - l. against
 - m. support
 - n. against
2. Groups match these laws with the seven elements of democracy from 3.1.1.

Answers:

- a. equality, participation
- b. equality
- c. free and fair elections, accountability
- d. accountability, rule of law
- e. transparency
- f. transparency
- g. rule of law
- h. rule of law
- i. free and fair elections
- j. free and fair elections
- k. tolerance and compromise
- l. tolerance and compromise
- m. participation, equality
- n. participation, equality

Exercise

- Students read the statements.
- They identify the statement that is not an example of how democratic constitutions protect rights.

Answer: d

Focus on Myanmar: Rights in Myanmar

Exercise

- Students read the rights outlined in the 2008 Myanmar Constitution. Clarify anything they don't understand.
- Students match these rights with an element of democracy from 3.1.1.

Answers:

- » 347. equality, accountability, rule of law
- » 348. equality, tolerance and compromise, the rule of law
- » 349. equality, participation
- » 350. equality
- » 351. equality
- » 352. equality, tolerance and compromise
- » 353. rule of law
- » 354. equality, free and fair elections, accountability, participation, tolerance and compromise, the rule of law
- » 355. equality
- » 356. equality, the rule of law
- » 357. equality, the rule of law
- » 358. equality, the rule of law
- » 359. equality, the rule of law
- » 360-64: equality, tolerance and compromise, the rule of law
- » 365. equality, participation, tolerance and compromise
- » 366. equality, participation
- » 367. equality
- » 369. equality, free and fair elections, participation
- » 370. equality, participation
- » 373. equality, accountability, the rule of law
- » 375. equality, accountability, transparency, the rule of law
- » 376. equality, accountability, the rule of law
- » 380. equality
- » 381. equality, accountability, the rule of law

Activity

1. Students decide which rights are most important to prioritise in a constitution for their community.
 - Points that may come up include:
 - » social and economic rights (e.g. right to education right to health care)
 - » civil and political rights (e.g. right to freedom of speech, right to vote)
 - » community rights (e.g. right to practice a culture, language)
2. Students decide which limitations are necessary to prioritise in a constitution for their community.
 - Points that may come up include:
 - » regular, free and fair elections
 - » clear rules against abuses of power and punishments for breaking them (accountability)
 - » freedom of information (transparency)
 - » independent courts and strict punishments for corruption (rule of law)
 - » citizens involvement in decision making (participation)

Discussion

1. In groups or as a class, students discuss whether constitutions are necessary.
 - Points that may come up include:
 - » protecting citizens' rights
 - » limiting the government and leaders' power
 - » basic rights that all other rights must not contradict
 - » promoting stability in politics
2. Students discuss how leaders' power is limited in their community.
 - Points that may come up include:
 - » elections
 - » obeying the law
 - » the opinions of the community might limit leaders from doing unpopular things
3. Students discuss whether people are aware of their constitutional rights in their community.
4. Students discuss the problems that might arise if people are not aware of their constitutional rights.

- Points that may come up include:
 - » easier for people to abuse their rights
 - » more corruption/abuses of power

Extra Activity: Class Constitution

- Students look back through their constitution and check that it fulfils the conditions of:
 - a. *Ensuring limited government* and;
 - b. *Protecting fundamental rights*
- As a class, they make one or more changes to make sure their constitution fulfils these conditions.

Examples:

- » The student council cannot make a rule that goes against students basic rights.
- » The student council cannot make big decisions without a vote from all students.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

3.1.3 – Majority rule and Minority Rights

Preview

- Brainstorm the meanings of *majority rule* and *minority rights*.
- Write students' ideas on the board.

Possible answers:

- » Majority rule means that a decision is accepted if more than 50% of the decision makers vote for that decision.
- » Minority rights guarantee that if a majority wants to do something that would violate the rights of a minority, they will not be allowed to.

Exercise

Students match the examples to the different types of minority rights.

Answers:

- a. 2
- b. 4
- c. 1
- d. 3

Focus on Myanmar: Shalom Foundation

Exercise

- Students read the information. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. Creating a just and peaceful society for all people in Myanmar. Creating peace and harmony between the many ethnic races and the Bamar.
2. Stopping violence, building trust, empowering people, developing inclusive systems.
3. Stopping violence builds trust between the government and ethnic minority groups.
 - » Building trust promotes understanding between minorities and the majority.
 - » Empowering people helps minorities to defend their rights.
 - » Developing inclusive systems allows minorities to participate in decision making.

Activity

- Students read the scenario. Clarify anything they don't understand.
1. In groups of three – five, students answer the questions.

Possible answers:

- a. Distributed to both groups, based on the size of the group.
 - » Distributed to both groups equally.
 - » Distributed to either one group or the other based on who has the most members.
 - b. the whole group by majority vote
 - » the whole group by consensus
 - » representatives from both groups
 - » a permanent leader
 - c. majority vote
 - » consensus
 - » representatives
 - » permanent leader/decision maker
 - d. Yes, because if they are not being treated fairly in the group, then they should have the right to start a new group to meet their needs.
 - » No, because if small groups are allowed to split from the main one, then it can lead to disunity.
 - e. Voting should only be used after the group has tried to make a decision by consensus.
 - » Before each vote, anyone who wants to explain their ideas to the group should be allowed to talk.
 - » Any vote that is won by less than 60% should be taken again after both sides have been allowed to discuss their ideas one more time.
 - » The majority cannot decide to exclude the minority from taking part in the decision making process.
 - » The majority cannot change the rules of the voting process to favour them.
2. Groups write a list of club rules that address these issues.
 3. Groups present these rules to the class.

Discussion

1. In groups or as a class, students list why majority rule is important in a democracy.

Possible answers:

- » making difficult decisions quickly
 - » decisions will reflect the wishes of most of the people
2. Students list why minority rights are important in a democracy.

Possible answers:

- » to stop the majority from abusing the rights or needs of minorities
 - » to stop the majority from changing the rules to exclude minorities from decision making
3. Students identify any limitations on majority rule in their communities.
 4. Students think of examples of conflicts between the majority and minorities. They discuss how these were resolved.

Extra Activity: Class Constitution

- Students look back through their constitution to see if there is any protection for minority rights.
- They add at least one rule to protect the rights of minorities.

Examples:

- » At least 80% of all students must agree to important decisions.
- » No group can be given nothing when resources are being distributed.
- » Everyone has the right to disagree with a decision and ask the class to vote again.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

3.2 Responsibilities and Democracy

3.2.1 – Responsibilities in a Democracy

Preview

- In groups of four – six, students list responsibilities they have as members of their group.
- Keep this list for activities later in the section.

Possible answers:

- » to respect others
- » to work hard and complete all tasks set
- » to keep the teaching/training space clean and tidy
- » to help preparing food/washing dishes etc.

Exercise

- Students match the activities with the elements of democracy.
- Some activities can match more than one element.

Answers:

- a. 1, 3
- b. 2
- c. 3
- d. 1, 3
- e. 3
- f. 2, 3
- g. 3
- h. 1, 3
- i. 2
- j. 6
- k. 4, 5
- l. 3
- m. 2, 6
- n. 7
- o. 4
- p. 6
- q. 1, 4
- r. 2

Activity

1. In pairs or groups, students make three ranked lists, based on how important these activities are for *everyone*, *leaders* and *themselves*.
2. They compare the three lists with each other. Which activities are the same, and which are different?
3. They compare these lists with the lists of responsibilities from the beginning of the section.

Focus on Myanmar: Myanmar Citizens' Responsibilities

Exercise

1. Students read the first text. Clarify anything they don't understand.
 - They compare this list to the list they made in the previous activity.
 - They list the similarities.
2. They list the differences.
3. They read the second text. Clarify anything they don't understand.
 - They compare this list to the list they made in the previous activity.
 - They list the similarities.
4. They list the differences.

Discussion

1. In groups or as a class, students list the most important responsibilities citizens have in communities.

Possible answers:

- » taking part in community activities
- » respecting others
- » not violating others rights
- » keeping the environment safe and clean

2. Students discuss the reasons why people do not fulfil their responsibilities in their community.

Possible answers:

- » too busy
- » lack of knowledge about issues
- » some people feel excluded from the community

3. Students discuss the consequences if citizens do not fulfil these responsibilities.

Possible answers:

- » limited community development
- » trust and cooperation will be difficult
- » conflict and communal violence
- » discrimination and marginalisation of minorities
- » rights abuses
- » pollution, litter and environmental dangers

4. Students identify ways to get citizens to fulfil their responsibilities to their communities (civic participation).

Possible answers:

- » civic education
- » organising community events
- » organising volunteering opportunities

Extra Activity: Class Constitution

- Students look at the list of responsibilities they came up with at the start of the section.
- They decide if they want to keep these or change them.
- They add a list of responsibilities into the class constitution.

Examples:

- » taking part in meetings
- » keeping the classroom clean and tidy
- » respecting others

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

3.2.2 – Responsibility and Active Citizenship

Preview

- Write ACTIVE CITIZENSHIP on the board,
- As a class, discuss what active citizenship means.
- Write their ideas on the board.

Possible answers:

- » taking part in the community
- » volunteering
- » engaging with government
- » discussing issues
- » address problems and challenges in the community

Exercise

- Students match the activities with the characteristics of an active citizen.
- Some activities can match more than one characteristic.

Answers:

- a. 1, 2, 3
- b. 1, 2, 3
- c. 1, 3, 4
- d. 3
- e. 1, 3, 4
- f. 1, 3, 4
- g. 2

Focus on Myanmar: An Interview with Khin Hnin Kyi Thar

Exercise

- Students read the interview. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. She found many social problems in Myaing after she visited to write an article about the people there. Some donors sent money to buy things that the people needed. This is how her network started. She didn't want to wait for the government. She wanted to start making a difference and to change what needed to be changed.
2. They build schools, and advocate for the government to recognise them. They provide free primary education. They bring doctors to the area eight times a year.
3. She raised money on Facebook.
4. She volunteered to help the community by raising money and providing services. She started an organisation. She dealt with the government to get the schools registered. She raised awareness about the situation in the Myaing mountains.

Activity

- Students read the scenario. Clarify anything they don't understand.
1. In groups of three – six, students make a responsibility matrix.
 - Groups have a total of ten points. They divide these points according to who they think is more or less responsible. For example, if they think the school management are a lot more responsible than other groups, they might give them five points. They then divide the remaining five between farmers, parents and students.
 2. Groups present their results to the class. How similar are each group's ideas?
 3. Groups choose an issue in the community where a lot of groups are involved.
 - They identify all the actors in the issue.
 - They divide ten points according to levels of responsibility.
 - They present their issue and responsibility matrix to the class.

Some possible issues and situations:

- » pollution
- » unemployment
- » drug abuse
- » streets or other public resources in bad repair

Discussion

1. In groups or as a class, students identify five – ten active citizens working in their communities.
2. For each one, they decide on their most important achievement, and why.
3. Groups list ways to encourage citizens in their community to be more active.

Possible answers:

- » civic education
- » empowerment training
- » strengthening civil society
- » strengthening media

Extra Activity: Class Constitution

- Students design one or more rules to encourage class members to be active citizens.
- They add this rule/these rules to the class constitution.

Examples:

- » Everyone must take turns having positions of responsibility.
- » Students must raise funds for events.
- » Students must have one community service day per week to volunteer in the community.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

3.2.3 – Responsibilities and Civil Society

Preview

- Write CIVIL SOCIETY on the board,
- As a class, discuss what civil society means.
- Write their ideas on the board.

Possible answers:

- » non-governmental organisations
- » religious organisations
- » trade unions
- » charities

Exercise

- Students read the descriptions of the organisations. Clarify anything they don't understand.
- Students match the organisations with the CSO goals in the text.
- Some groups match more than one goal.

Answers:

- a. 2
- b. 1, 2
- c. 3
- d. 1
- e. 1, 4
- f. 2, 3

Activity

- Students read the scenario. Clarify anything they don't understand.
1. In groups of three – six, students discuss the items on the agenda.
 - Groups decide on an action plan to solve these issues.
 - Groups present their solution to the class.
2. As a class, identify a situation that affects all class members.
 - In their groups, students discuss the questions.
3. Groups decide on an action plan to solve these issues.
 - Groups prepare a presentation about their solution, and present this to the class.
4. As a class, decide on an action plan to change this situation.

Discussion

1. Groups discuss the importance of civil society in a democracy.

Possible answers:

- » promoting participation
 - » keeping government accountable
 - » keeping citizens informed about issues
 - » promoting tolerance and compromise
2. Groups list CSO that are active in their communities, and give a brief description of their activities.
 3. Groups discuss the advantages and disadvantages of a strong civil society.

Possible answers:

Advantages:

- » They allow social groups that are ignored by political parties to represent their interest to government and society.
- » They introduce more ideas and views into political discussions so that the government (and society) becomes more informed and produces better policies.
- » They make the government more accountable by putting pressure on them to do what they promise and to protect the rights of minorities
- » The information that CSOs provide (reports, etc.) can help the government to make accurate decisions and effective policies

Disadvantages:

- » CSOs are often very passionate about the issues they are dealing with. This can cause conflict if these issues are controversial or sensitive
- » They have power, but they are not accountable to voters.
- » Some CSOs have more power to take part in politics than the average citizen. This can undermine equality
- » They can make politics very difficult because politicians need to balance the needs of many different powerful groups when they are making policy.

Extra Activity: Class Constitution

- Students look at some examples of vision and mission statements,
- They write a vision statement and a mission statement and add it to the class constitution.

Examples:

- » **Vision** – A world where everyone can make the use of their talents and creativity to contribute to their community.
- » **Mission:** – To provide education that is fair, cooperative and empowering and to treat all students equally.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

Chapter 4: Human Rights and Democracy

4.1 Human Rights

4.1.1 – Human Rights: Needs and Freedoms

Preview

- Write HUMAN RIGHTS on the board,
- As a class, discuss what human rights means.
- Write their ideas on the board.

Possible answers:

- » rights that humans have
- » rights that cannot be taken away
- » rights about basic freedoms
- » rights about basic needs
- » the right to life
- » the right to liberty
- » freedom of thought
- » freedom of speech
- » equal treatment before the law etc

Exercise

- Students read the list of rights. Clarify anything they don't understand.
- Individually or in pair or groups, they classify the rights into rights they get from birth, or rights they might have because of the law of the government.

Answers:

Birth – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30

Government – 22, 25, 26

Extra Activity

Students choose their favourite human right or rights, and draw pictures of them.

In groups, students match the pictures to the rights.

Activity

1. In groups of three – six, students decide on their six most important needs. e.g.:

- » food
- » shelter (a house)
- » clean water
- » safety
- » clothing
- » sanitation (running water, toilets etc.)
- » healthcare
- » education
- » respect
- » rest

2. Groups decide on their six most important freedoms. e.g.:

- » to be independent
- » to seek justice (fair trial, due process)
- » to live where I want
- » to travel where I want
- » to have my beliefs and opinions
- » to practice my religion
- » to say what I want
- » to gather with others
- » to join together with others in organisations and groups
- » to be equal with others
- » to be free from exploitation
- » to express my culture
- » to marry who I want
- » to have a family

3. Groups look at the list of rights in the UDHR on page 95. They match their rights and freedoms with the rights in the UDHR.

Example answers:

Needs:

- » food – 25
- » shelter – 25
- » clean water – 25
- » safety – 3, 5, 9
- » clothing – 25
- » sanitation – 25
- » healthcare – 25
- » education – 26
- » respect – 2,18, 27
- » rest – 24

Freedoms:

- » to be independent – 1, 3, 4, 9, 12, 13
- » to seek justice – 5, 6, 7, 8, 9, 10, 11
- » to live where I want – 13
- » to travel where I want -13
- » to have my beliefs and opinions – 2, 18,19
- » to practice my religion – 2,18
- » to say what I want – 2,18, 19
- » to gather with others – 2, 20, 27
- » to join together with others in organisations and groups – 2, 20

- » to be equal with others – 1, 2
- » to be free from exploitation – 3, 4, 23
- » to express my culture – 5, 18, 22, 27
- » to marry who I want – 16
- » to have a family – 16

Discussion

1. In groups or as a class, students discuss limitations on people's access to their basic needs in their communities.

Examples:

- » poverty
- » lack of clinics or schools

2. In groups or as a class, students discuss ways to make sure everyone's basic needs are met in their communities.

Examples:

- » increase access to education and healthcare
- » fair distribution of resources and opportunities
- » free housing for very poor people
- » free clothes and books for poor school children
- » clean water available to all

3. In groups or as a class, students discuss limitations on people's access to their basic freedoms in their communities.

Examples:

- » inequality
- » discrimination

4. In groups or as a class, students discuss ways to make sure that freedoms are available to all people in their communities.

- » promoting minority rights and participation
- » more democratic decision making
- » independent human rights commissions
- » more tolerance and respect

Extra Activity: Class Constitution

- Students make a change or addition to their class constitution's list of rights.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

4.1.2 – Human Rights and Community

Preview

- Brainstorm why human rights are important in students' communities.
- Write students' ideas on the board.

Possible answers:

- » to make sure that some people/groups are not marginalised
- » to help the community to live together peacefully
- » to make sure that everyone has the right to participate in their community
- » to promote the development of the community

Exercise

- Students read the list of violations, and match them with rights in the UDHR that they are violating.

Answers:

- a. 3, 13, 17, 25
- b. 25, 29
- c. 3, 4, 23, 24
- d. 8, 13, 17, 25
- e. 9, 19
- f. 20
- g. 9, 10, 11
- h. 19, 20
- i. 1, 2, 18

Focus on Myanmar: Myanmar National Human Rights Commission

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Providing information and education to increase awareness of human rights and reduce discrimination. Writing reports about the activities of the Commission. Writing a yearly report on the situation of human rights in Myanmar.
2. Making sure that international and national human rights laws are followed. Listening to and investigating citizen's complaints about human rights violations; visiting the places where these human rights violations may have happened, investigating the places where human rights violations may have happened.
3. Civil society organisations, businesses, labour organisations, ethnic organisations, minorities and academic organisations, national, regional and international human rights organisations, the government.
4. So that it can investigate human rights violations without pressure from the government, military, businesses or other powerful groups. This promotes accountability and the rule of law.

Activity

1. In groups of three – five, students draw a map of their area. They include all major public resources, buildings and services, and any other places that are important to people.
2. Groups identify which human rights these places are associated with.
3. They look up the related article in the UDHR and write the numbers of these articles next to each place.
4. Groups discuss the questions and record the answers on a large piece of paper.
 - Points that may come up include:
 - » hospitals, schools, courts, police stations
 - » factories, prisons, poor areas
 - » CSOs challenge it, journalists report it, the police investigate it, the community deals with it, nothing happens
5. Groups present their maps and their ideas to the class.
 - They put their maps and discussions on the wall.
 - Students walk around the room looking at other groups' maps and ideas.

Discussion

1. In groups or as a class, students decide which human rights are most important to their communities.
2. Students discuss which human rights are weak in their communities.
3. They discuss methods and plans to strengthen these human rights.
 - Points that may come up include:
 - » offering safety and protection to victims
 - » providing education about human rights
 - » empowering marginalised groups
 - » increasing knowledge about human rights among the police, military and local authorities
 - » more training for lawyers and judges
 - » more inter-ethnic, inter-religious or inter-racial communication and cooperation
 - » strengthening laws about freedom of speech, minority rights and gender equality
 - » more transparency and accountability in local government and the police
 - » independent courts that can protect individuals against abuses of power
 - » reducing corruption
 - » empowering civil society organisations
 - » making sure that everyone's basic needs are met (water, sanitation, food, shelter, healthcare etc)

Extra Activity: Class Constitution

- Students make a change or addition to their class constitution's list of rights.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

4.1.3 – Human Rights and Democracy

Preview

- Brainstorm why human rights are important to democracy.
- Write students' ideas on the board.

Possible answers:

- » In a democracy all citizens are equal, all humans have equal human rights.
- » The right to vote (secretly) is a human right.
- » Accountability and transparency makes sure that rights abuses are avoided/punished.
- » Freedom of speech is needed in a democracy.
- » Freedom of assembly and association is needed in a democracy.
- » Human rights protect the rights of minorities.
- » The rule of law is necessary for both democracy and human rights.

Exercise

- Students read the list of situations.
- They decide whether the situation is a violation or good use of freedom rights.

Answers:

- a. abuse
- b. good use
- c. abuse
- d. good use
- e. abuse
- f. good use

Exercise

- Students decide whether the statements are true or false.
- If false, they explain why.

Answers:

- a. F – Security rights support democracy by protecting citizens from harm and empowering them to participate.
- b. T
- c. F – Security rights *do* protect people from violence and intimidation, even if they are unpopular in the community.
- d. T
- e. T
- f. F – A citizen's security rights should be respected, regardless of how much money they have.

Focus on Myanmar: On Human Rights

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. Freedom of belief, freedom to practice a religion, freedom of speech, freedom of assembly, freedom of association, equality before the law, the right to education, the right to fair working conditions.
2. People should respect other people's ideas and religions, they should not use speech that causes misunderstanding or conflict. They should not attack the dignity of countries, groups or individuals. They should not discriminate against others.
3. Not limit freedom of belief or expression (unless it is speech that causes misunderstanding or conflict). The legal system should treat citizens equally, the government should remove barriers to education. It should make sure that people do not need to work in unfair conditions.

Activity

1. In groups of three – five, students make a human rights poster on a large piece of paper.
 - They look through the UDHR and choose a right related to democracy.

Some suggestions:

- » Equality (1, 2)
 - » Free and fair elections (21)
 - » Accountability (8, 29)
 - » Transparency (19)
 - » Participation (19, 20, 21, 27)
 - » Tolerance and compromise (1, 2, 15, 18, 19, 22, 16, 27)
 - » Rule of Law (5, 6, 7, 8, 9, 10, 11, 17, 29)
2. They write the right on the back of the poster.
 - They draw or stick on a picture/pictures that shows the importance of this right.
 - Groups put their posters on the wall. They should be careful not to show what right the poster is about.
 3. Students walk around the class and identify or guess which right is illustrated.
 - Groups explain which right their poster is about and why they used these pictures.

Discussion

1. In groups or as a class, students discuss how democracy protects human rights.

Possible answers:

- » Free and fair elections give the people the chance to remove leaders who ignore or abuse their human rights.
 - » Accountability and transparency makes sure that rights abuses are avoided/punished.
 - » Freedom of assembly and association are needed/protected in a democracy.
 - » Tolerance and compromise helps to protect the human rights of minorities.
2. Students discuss why freedom rights are important in a democracy.

Possible answers:

- » Freedom rights protect democratic equality (everyone has the same right to vote and run for office).
- » Freedom rights support participation by protecting freedom of assembly and association.

- » Freedom rights support tolerance and compromise by protecting the right of citizens to think and believe what they want.

3. Students discuss why security rights are important in a democracy.

Possible answers:

- » Security rights protect the rights of minorities and marginalised groups from being abused.
 - » Security rights make sure that all citizens are equal before the law (protection from arbitrary arrest and detention).
 - » Security rights protect and support due process (no unfair accusations, bad treatment and torture, or unfair trials).
 - » Security rights protect citizens from corruption and abuses of power.
4. Students identify what citizens can do to defend human rights in a democracy.

Possible answers:

- » Democratic constitutions provide citizens with the means to seek justice for rights violations.
- » Citizens can refer to their constitution's "bill of rights" in court.
- » Citizens can refer to international treaties that their government has agreed to.
- » seeking legal aid
- » Representatives can raise issues of rights violations in parliament.
- » The media can raise awareness about rights violations.
- » Citizens can complain to the National Human Rights Commission.
- » Citizens can complain to international organisations (e.g. the United Nations) or International NGOs (e.g. Amnesty International).

Extra Activity: Class Constitution

- Students make a change or addition to their class constitution's list of rights.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

4.2.1 – Freedom of Speech

Preview

- Write FREEDOM OF SPEECH on the board.
- As a class, discuss what freedom of speech means.
- Write their ideas on the board.

Possible answers:

- » same as freedom of expression
- » freedom of the press (media)
- » no censorship
- » freely using the internet
- » being able to criticise the government
- » hate speech is not allowed

Exercise

- Students choose the best answers to the questions.

Answers:

1. c
2. c
3. a

Focus on Myanmar: Freedom of Speech vs. Hate Speech

Exercise

- Students read the article. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Hate speech is the practice of attacking a person or group on the basis of race, religion, gender, or sexual orientation.
2. Because hate speech on the internet was becoming very bad. People were using abusive language and calling for violence. He saw this as a risk for society.
3. No, he is not trying to limit freedom of speech, he is just asking people not to use speech that harms society.

Activity

- Students read the scenarios. Clarify anything they don't understand.
- In pairs or groups, they decide whether each should be protected by freedom of speech, and the reason why/why not.

Possible answers:

- a. Yes**, because she is expressing herself without harming people.
 - » **No**, because burning the flag disrespects the country and weakens national unity.
- b. No**, because they are using speech to encourage others to use violence against a specific individual. This puts that individual's life in danger.
- c. No**, because the journalist is accusing the official of corruption and calling for action to get him removed, even though the official might be innocent.
 - » **Yes**, because the journalist is calling for peaceful civic participation to remove an official who has failed to accept his responsibilities.
- d. No**, because the activist is calling for illegal action which could lead people to get arrested.
 - » **Yes**, because the activist is expressing their political views about what the people should do.
- e. No**, because they are causing ethnic conflict and hatred.
 - » **Yes**, because the newspaper is peacefully expressing their views.
- f. No**, because the religious leader is calling for other religions to be forcefully removed from a community. This speech is causing religious conflict and hatred (hate speech).
 - » **Yes**, because the religious leader is peacefully expressing their views.
- g. Yes**, because the group is peacefully expressing their views.
- h. No**, because the government does not have the right to stop people from reading books.
 - » **Yes**, because the government has the right to censor books that are bad for the community.
- i. No**, because the group is actively calling for violence.
 - » **Yes**, because the group is just calling for support from their community.

Discussion

1. In groups or as a class, students discuss why freedom of speech is important to democracy.

Possible answers:

- » Freedom of speech makes sure that each citizen has the opportunity to be heard.
- » It helps citizens to make informed decisions.
- » It helps citizens/media to criticize the government and to stimulate debate on policy choices.
- » It promotes transparency and accountability.

2. Students discuss why freedom of speech is important in their communities.

Possible answers:

- » Freedom of speech makes sure that each community member has the opportunity to be heard.
- » It helps community members to make informed decisions.
- » It promotes transparency and accountability.

3. Students discuss limitations on freedom of speech in their communities.

Possible answers:

- » Laws stop people from using hate speech.
- » People might not freely express their thoughts because of what the community will think.
- » Minorities and marginalised groups might be limited in what they can say.

4. Students discuss whether anyone uses freedom of speech irresponsibly in their communities.

Possible answers:

- » hate speech
- » speech that causes or provokes conflict
- » speech that makes fun of other groups
- » taunting/bullying

Extra Activity: Class Constitution

- Students discuss how easy it is for them to discuss ideas and opinions.
- They add or change something in their class constitution to protect freedom of speech.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

4.2.2 – Freedom of Association and Freedom of Assembly

Preview

1. Write FREEDOM OF ASSOCIATION on the board.

- As a class, discuss what freedom of association means.
- Write their ideas on the board.

Possible answers:

- » being free to form or join political parties
- » being free to form or join civil society organisations
- » being free to form or join trade unions
- » being free to form or join cooperatives
- » being free to form or join community organisations
- » being free to form or join faith based organisations

2. Write FREEDOM OF ASSEMBLY on the board.

- As a class, discuss what freedom of assembly means.
- Write their ideas on the board.

Possible answers:

- » protesting
- » gathering
- » making speeches
- » marching and parades

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Answers:

- a. F – Freedom of association applies to all organisations, including faith-based organisations.
- b. T
- c. T
- d. T

Exercise

- Students read the scenarios.
- They match the scenarios with the four points mentioned in the text (1 – 4).

Answers:

- a. 3. Manner – Because protesters should not carry weapons with them at a peaceful protest.
- b. 2. Time – Because protesting during the funeral of a religious leader is disrespectful to the leader and the religious community.
- c. 1. Intention – Because they are gathering with the intention to be violent.
- d. 4. Place – Because marching through an area where immigrants live is provocative and could cause violence.

Focus on Myanmar: Paung Ku

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Paung Ku was established in 2007 by a group of international and local organisations. In 2013, they became an independent local NGO.
2. To develop a strong civil society in Myanmar that promotes equality, sustainable development, positive social change, and human rights.
3. Paung Ku distributes funding and training opportunities to local organisations.
 - » They help with cooperation and communication between local civil society organisations.
 - » They offer small loans.
 - » They organise meetings and trainings.
 - » They help with networking.
4. Paung Ku provides resources and opportunities to local organisations. This includes:
 - » Small loans helps local organisations to express their communities concerns to the government.
 - » Trainings help local organisations to be stronger, more professional organisations that can participate more effectively.
 - » Building networks helps civil society groups to work together to express their needs and concerns to the government.

Activity

1. Students read the scenarios. Clarify anything they don't understand.
 - In pairs or groups, students decide whether freedom of assembly is being violated, and whether this is justified.

Possible answers:

- a. Violation, because it is disrespectful to the soldiers and their families (place).
 - » No violation, because they are protesting peacefully in a public place.
- b. Violation, because they could cause hatred and violence by parading through an area where lots of ethnic minority people live.
 - » No violation, there is no intention to act violently or cause violence.
- c. Violation, the government does not have the right to ban an organisation because of its political beliefs.
 - » No violation, the government is right to ban organisations that are trying to undermine democracy.
- d. Violation, because the government is stopping people from peacefully celebrating their culture.
 - » No violation, because the government is trying to promote peace and unity.
- e. Violation, because they are stopping children from going to school.
 - » No violation, because they are peacefully expressing their concerns about inequality in the education system.
- f. Violation, because they are causing hatred by their actions.
 - » No violation, because they are not acting violently or directly calling for violence.

2. Students read the scenarios. Clarify anything they don't understand.
 - In pairs or groups, students decide whether freedom of association is being violated, and whether this is justified.

Possible answers:

- a. Violation, it is discrimination to only offer services to members of one religion.
 - » No violation, it is the decision of the organisation what kind of people they offer services to.
- b. Violation, it is not acceptable for the government to ban an organisation because of their opinions on democracy.
 - » No violation, because the organisation is trying to undermine the system of government, it is a threat to the state.
- c. Violation, it is discriminatory for an organisation to offer services only to one gender.
 - » No violation, it is acceptable for the group to exclude men because they are caring for the needs of the women in the training.
- d. Violation, it is discriminatory for an organisation to offer services only to one gender.
- e. Violation, it is discriminatory for a group to offer services only to one ethnic group.
 - » No violation, It is acceptable for the group to provide services that focus on the needs and culture of their ethnic group.
- f. Violation, it is against the right to association to force people to join an organisation if they don't want to.
 - » No violation, It is acceptable for the union to force workers to join to defend their rights.

Discussion

1. In groups or as a class, students discuss why freedom of association is important in their community.
2. Students discuss what kind of organisations are working in their communities.

Possible answers:

- » civil society organisations
 - » political parties
 - » trade unions
 - » religious organisations
3. Students discuss whether any of these organisations' activities are irresponsible.
 4. Students discuss the ways that people make use of their right to freedom of assembly in their community.

Possible answers:

- » protesting for or against issues or concerns of the people
 - » gatherings and protests allow the people to put pressure on government
 - » gatherings and protests can raise awareness about issues
 - » marching to celebrate or remember social, historical or cultural events
 - » speeches allow people to be informed and promote participation
 - » festivals and other cultural celebrations
5. Students discuss whether any of these activities are irresponsible.

Extra Activity: Class Constitution

- Students discuss how easy it is for them to gather together to discuss or organise.
- The add or change something in their class constitution to protect freedom of association and assembly.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

4.2.3 – The Right To Equality

Preview

- Write THE RIGHT TO EQUALITY on the board,
- As a class, discuss what the right to equality means.
- Write their ideas on the board.

Possible answers:

- » gender equality
- » no ethnic, racial or religious discrimination
- » no discrimination against people based on sexuality
- » no discrimination based on age
- » no discrimination against disabled people
- » affirmative action

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Answers:

- a. T
- b. F – The right to equality is very important in communities with a lot of social, ethnic, religious or other kinds of diversity.
- c. T

Focus on Myanmar: Equality

Myanmar

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. To empower the people of Myanmar through human rights education to engage in social change and promote a culture of human rights for all.
2. Human rights education, advocacy programs, research projects, producing human rights educational materials, and other multimedia resources.
3. Women, university students, religious leaders, activists, school teachers, and community leaders.

Activity

- Students read the scenarios. Clarify anything they don't understand.
- In pairs or groups, they decide whether the right to equality is being violated, and whether the violation is justified.

Possible answers:

- a. Violation: it should not be allowed because schools need to allow all students, otherwise some children might not get to attend school.
 - » No violation: if they are teaching about their religion, they have the right to only accept students who believe in that religion.
- b. Violation, it is unfair to only employ people who can speak the majority language well because minority people might be excluded from government.
 - » No violation, it is acceptable to require government workers to speak the national language because they will need to work with others who can only speak this language.
- c. Violation, it is discriminatory to only hire employees based on their ethnicity.
 - » No violation, because it is a private employer, it is their decision whom they hire.
- d. Violation, it is discriminatory to stop the sister's husband from entering her families' house because of his religion.
 - » No violation, it is a private home and so the family can decide who they invite and who they don't.
- e. Violation, it is a human rights violation to refuse someone medical treatment because of their nationality.
 - » No violation, if the law says that only citizens are entitled to free healthcare, then Ma Kay Thi is not eligible for that service.
- f. Violation, it is discrimination to pay a man more than a woman to do the same job.
- g. Violation, it is discriminatory to prevent U Kyaw Win from getting a job based on his religion.

Discussion

1. In groups or as a class, students discuss why the right to equality is important to democracy.

Possible answers:

- » Equality makes sure that everyone has a chance to take part in democracy through voting and running for office.
 - » Equality stops leaders, governments and majorities abusing the rights or ignoring the needs of minorities.
 - » Equality supports tolerance and compromise by making it easier for minorities to take part in decision-making.
 - » Equality makes sure that the ideas of minorities are considered.
 - » Equality stops discrimination and conflict based on ethnicity, race, religion, gender, sexuality or beliefs.
2. Students discuss whether everyone has the right to express their lifestyle, language and culture in their community.
3. Students discuss whether poverty stops people from participating in democracy in their community and the effect this has on their community.
4. Students discuss the kinds of discrimination they can see in their community.

Possible answers:

- » ethnic
 - » racial
 - » ageist
 - » gender
 - » sexuality
 - » level of education
 - » disability
 - » religion
5. Students discuss what can be done to reduce discrimination in their community.

Possible answers:

- » Make sure that all citizens can enjoy their rights fully.
- » Make sure that all citizens have access to education and healthcare.
- » Make sure that marginalised groups are involved in decision making.

Extra Activity: Class Constitution

- Students look through their class constitution and see if there is anything about equality.
- Students make a change or addition to their class constitution's list of rights.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

Unit 2 Review

Comprehension

- Students answer the questions.

Possible answers:

1. Rights are like rules about how people should be treated in a community. They describe the way that individuals, communities and governments should treat people. Responsibilities are obligations or promises to do something. Civic responsibilities require citizens to actively contribute to their communities.
2. A constitution is a set of written laws that form the foundation of the legal and political system of a country. A constitution is the basic law of a country.
3. Constitutions put limits on government power and define citizens' most important rights. Constitutions describe the relationship between citizens and the relationship between citizens and the government.
4. Majority rule is when important decisions are made by majority voting. This means that the candidate, party or option that gets the most votes wins.
5. Minority rights are rules that prevent majorities from treating minorities unfairly.
6. Rights and responsibilities cannot exist without each other. If someone has a right, they also have a responsibility not to abuse other people's rights. Democratic rights are an advantage of being a member of a democratic community. If citizens want to receive these advantages, they have a responsibility to participate in their community.
7. Democratic citizens have a responsibility to think about the other members of their community and make good choices. Democracy requires citizens to contribute to the development of the community, to take part in decision-making, and to respect the rules and laws of that community.
8. Active citizens are people who care about their communities and the places they live. They participate in their community because they want to make it better.
9. Active citizens volunteer their time and effort to develop in their community. They actively take part in the decisions that affect them. They are aware of social and political issues that affect their community. They challenge unjust decisions, actions or situations.
10. Civil society organisations are groups of citizens who work together to achieve their shared goals. These goals are often about making the community better, or supporting a cause.
11. Protecting the environment, empowering marginalised groups, improving access to health or education, promoting social development.
12. Human rights are rights that citizens are born with. Human rights include the right to life, the right to believe what you want and the right to have a family. Governments do not give citizens these rights, so they cannot take them away either. Everyone has these rights from birth. We have them because we are human.
13. If people don't know what their rights are, then they can't know when those rights are being abused. When citizens know the rights they have, they know when those rights are being violated. Then they can challenge those violations.
14. The Universal Declaration of Human Rights, The International Convention on the Rights of the Child, The Convention on Elimination of all Forms of Discrimination against Women, The UN Convention on the Rights of Persons with Disabilities.
15. Freedom rights give citizens the "freedom to" do something. They are related to basic freedoms such as freedom of speech, freedom of assembly, freedom of association and freedom from discrimination, and are necessary for democracy.
16. Security rights protect citizens from abuse. They give citizens "freedom from" unfair treatment. Security rights support democracy by protecting citizens from harm and empowering them to participate.
17. It makes sure that everyone's ideas can be heard, It allows citizens to become informed about what is happening in their country. It allows communication between the government and the people.
18. There are limits on freedom of speech. For example, hate speech (when someone makes speeches that encourage people to use violence) is not protected by freedom of speech.

- 19.**Freedom of association protects the rights of individuals to work towards shared goals. It allows active citizens to group together when there is a common problem or need to be met. Freedom of assembly allows groups of citizens to show their support or disagreement in a way that is much more powerful than when they act alone.
- 20.**There are rules to make sure that protests and demonstrations do not violate the rights of other citizens. These rules relate to the time, intention, manner and place of gatherings.
- 21.**Discrimination can prevent citizens from fully participating in democracy. Right to equality aims to reduce or prevent all kinds of discrimination.
- 22.**Poverty can stop people from taking part in democracy. This means decisions do not reflect the interests of poor people. This can lead to social problems that weaken the stability of a democracy.

Chapter 5: Democracy and Authoritarianism

5.1 Democratic and Authoritarian Government

5.1.1 – The Results of Democracy

Preview

- Brainstorm the results of a democratic society.
- Write students' ideas on the board.

Possible answers:

- » Human rights
- » Equality
- » Good government
- » Decisions meet the needs of the people

Extra Activity

Do a **Teach Each Other**.

- Divide the class into three groups (or six, or nine in a larger class). Give each group one section of text – Politics, The Economy or Society.
- Groups read and discuss their section of text.
- Rearrange the class into groups of seven, with each group having one student who read each section of text.
- Students explain their text to the rest of their group in their own words.

Exercise

- Students choose the best answer to the questions.

Answers:

1. a
2. b
3. b

Focus on Myanmar: Quotes about the Results of Democracy

Exercise

- Students read the quotes. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. The most basic democratic rights are the result of a long struggle.
2. A democratic constitution is not enough. The elements of democracy come from the minds of the people.
3. Democracy does not automatically solve the problem of poverty. It can show people the best way to make themselves free from poverty.

Activity

1. Students work in groups of three – five. Give each group a large piece of paper.
 - They draw a tree with nine roots and nine fruits. They can copy the one in the picture if they like.
2. They label the roots with the results of democracy.
 - They label the fruits with requirements for democracy.
 - Many items can be either fruits or roots.

Possible fruits:

- » freedom of speech
- » a free press
- » social justice
- » economic development
- » sustainable development
- » less poverty
- » accountability
- » transparency
- » justice
- » peace
- » unity
- » freedom

Possible roots:

- » equality
 - » free and fair elections
 - » accountability
 - » transparency
 - » participation
 - » tolerance and compromise
 - » the rule of law
 - » human rights
 - » respect
 - » freedom
- Groups put their tree on the wall, and walk around looking at other groups' trees.
 3. As a class, discuss the questions.
 4. How many of the seven elements of democracy did groups include in their trees? Did they list them as roots or fruits?

Discussion

1. In groups or as a class, students discuss which roots of the democracy tree are in their communities.
2. They discuss which roots are weak in their communities.
3. Students discuss which fruits of the democracy tree are in their communities.
4. They discuss which fruits are weak in their communities.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

5.1.2 – Authoritarian Government

Preview

- Brainstorm what an authoritarian government is like.
- Write students' ideas on the board.

Possible answers:

- » dictatorship
- » political parties are illegal
- » no human rights
- » no free and fair elections
- » undemocratic

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Answers:

- a. F – There can be elections under an authoritarian system, though the people don't have a real chance to change their leaders.
- b. T
- c. F – Authoritarian governments see compromise as a waste of time and a sign of weakness. There is often a lot of discrimination against minorities and marginalised groups in authoritarian countries.

Exercise

- Students choose the best answer to the questions.

Answers:

1. a
2. b
3. c

Focus on Myanmar: Quotes about Authoritarianism

Exercise

- Students read the quotes. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

- a. Aung San says that if the people let the government ignore their needs and concerns, representatives will think that they are kings. He says this will ruin democracy and lead to authoritarianism which will cause the people to lose their freedom.
- b. He says that if the government is influenced by authoritarian ideas, they will appoint officials and representatives from the top. These officials and representatives will then bully the people into doing what they want. He says this will cause people to lose their independence and the country will not develop. He says that is why it is so important to become a strong democracy.
3. Ne Win wants to make decisions based on his own judgement, rather than the needs and concerns of the people.

Activity

1. Students work in groups of three – five. Give each group a large piece of paper.
 - They draw a tree with nine roots and nine fruits. They can copy the one in the picture if they like.
2. They label the roots with the results of authoritarianism.
 - They label the fruits with requirements for authoritarianism.
 - Many items can be either fruits or roots.

Possible fruits:

- » corruption
- » human rights are not respected nor protected
- » abuses of power
- » discrimination
- » violence
- » crime
- » instability
- » conflict
- » poverty
- » leaders are above the law and above the constitution
- » media is heavily censored and repressed
- » civil society is very limited.
- » political parties are banned or controlled by the government

Possible roots:

- » limited freedom of speech
 - » limited freedom of assembly/association
 - » no free and fair elections
 - » lack of accountability
 - » lack of transparency
 - » lack of participation
 - » lack of tolerance and compromise
 - » Weak rule of law
 - » people do not have right to choose who rules the country
- Groups put their tree on the wall, and walk around looking at other groups' trees.
3. As a class, discuss the questions.
 4. Students think of other fruits or roots they could add to the tree.

Discussion

1. In groups or as a class, students discuss which roots of the authoritarian tree are in their communities.
2. Students discuss which fruits of the authoritarian tree are in their communities.
3. Students discuss how these roots and fruits affect daily life in their communities.

Possible answers:

- » having to pay "tea money" or bribes
 - » some people face discrimination
 - » some people have no access to health care
4. Students discuss whether the roots and fruits of authoritarianism are changing in their communities.

Possible answers:

- » less corruption, abuses of power, discrimination
- » more participation, accountability, transparency
- » more freedom of speech, assembly

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

5.1.3 – Democratic and Authoritarian Government

Preview

- As a class, students decide on the biggest difference between democratic and authoritarian government.

Possible answers:

- » Democracy is a political system where the people are ruled by the people. Authoritarian systems are ruled by a single leader or small group of leaders with unlimited political power.
- » Democracy has free and fair elections, authoritarian governments often do not.
- » Freedom of assembly, association and expression are protected in a democracy. Participation is limited by authoritarian governments.
- » Minority rights are respected in a democracy. Authoritarian governments often persecute minorities.
- » Democracies have strong and diverse civil society and many political parties. Authoritarian governments often limit civil society and ban opposition parties.
- » Democracies have free and independent media. Authoritarian governments often censor the media.
- » Democracies have independent courts and the rule of law is enforced. Rule of law is weak in authoritarian governments.

Exercise

- Students decide whether the characteristics are of democratic or authoritarian governments.
- They match each characteristic to an element of democracy, and write them in the table.

Answers:

- a. democratic – 6
authoritarian – 12
- b. democratic – 13
authoritarian – 3
- c. democratic – 7
authoritarian – 1
- d. democratic – 5
authoritarian – 14
- e. democratic – 2
authoritarian – 9
- f. democratic – 10
authoritarian – 11
- g. democratic – 8
authoritarian – 4

Focus on Myanmar: U Thant on Democracy and Authoritarianism

Exercise

- Students read the article. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Democracy is not working well in many countries. Often, democracy is "just a mask that powerful groups use to control the people". Democracy requires people with different ideas and concerns to find a solution to their problems
2. Democracy requires a lot of tolerance and compromise to solve a problem. All authoritarian governments need to solve a problem is to use force or violence. Tolerance and compromise is not necessary.
3. Democratic societies use peaceful dialogue to solve their problems. They don't use force or violence. Democracies change their leaders through free and fair elections, not through violent revolutions.

Activity

1. In pairs or groups, students think of a community leader and decide whether they are democratic or authoritarian.
- They explain their choice to the class. Discuss if others agree with them.
2. In their pairs or groups, students think of at least five more leaders.
- They put them on the spectrum, with very authoritarian leaders on the far left, medium ones in the centre, and very democratic ones on the far right.
- If you like, make a class spectrum on the wall.

Example:



Discussion

1. In groups or as a class, make a list of democratic leaders they know in their communities.
2. They make a list of authoritarian leaders they know in their communities.
3. They discuss what they would like to change about the leadership in their communities.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

5.2 Advantages and Disadvantages of Democracy

5.2.1 – Arguments against Democracy

Preview

- Brainstorm the disadvantages of democracy.
- Write students' ideas on the board.

Possible answers:

- » Minorities cannot challenge the decisions of the majority.
- » It can lead to bad leadership if the wrong leaders are chosen by the people.
- » Decision-making takes too long and can lead to political “traffic jams”.
- » Leaders are more concerned about being popular than doing things that the community really needs.
- » The people don't have enough education or information to make good decisions about national issues.
- » Democratic politics can cause conflict in society.

Exercise

- Students match the situations to the arguments against democracy.

Answers:

1. c
2. f
3. d
4. b
5. a
6. e

Activity

- Students read the scenario. Clarify anything they don't understand.
- In groups, students discuss the questions.
- In groups, students write an ending to the scenario.
- This could either be done as a writing assignment or as a presentation.

Examples:

1. What could the people of Boretown have done beforehand?

- » They could have asked specific questions about Ko Kyaw Kyaw Win's plans.
- » They could have thought carefully about the candidates' backgrounds and characters.
- » They could have listened more carefully to the suggestions of Daw Khin Khin Nwe.

2. What can they do now?

- » Demand that Ko Kyaw Kyaw Win explains himself.
- » Call for a new election.
- » Form groups to discuss the situation and take responsibility for finding solutions.

3. How can something like this be prevented in the future?

- » They can make sure that leaders have to be more transparent about how they spend money.
- » They can make sure that leaders have to get permission to spend money before they do.
- » They can make sure that leaders have to explain their decisions immediately after they make them.

Focus on Myanmar: Quotes about the Dangers of Democracy

Exercise

- Students read the quotes. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Because clever politicians can trick the people into giving them power. They then use that power to serve themselves and make the situation of the people worse.
2. Because if citizens don't have enough knowledge and intelligence, democracy will lead to chaos.
3. Because the whole country will be negatively affected if citizens neglect their civic responsibilities.

Discussion

1. In groups or as a class, students discuss whether they can see any of the disadvantages of democracy in their communities.
2. Students list arguments against democracy, other than the ones in this chapter.

Possible answers:

- » Citizens might not always make the best decisions in a referendum.
- » If citizens do not accept their responsibilities, democracy can become ineffective.
- » Sometimes representatives are chosen because they just make those promises that will win them an election, not what the people really need.
- » Elections can be very expensive.
- » Elections can cause conflict in society.
- » Candidates and parties with a lot of money and resources have an unfair advantage over smaller or poorer candidates and parties.

Extra Activity: Class Constitution

- Students look back through their constitution to see if they have any rules that prevent or limit these disadvantages of democracy.
- They identify any rules that work in this way.
- They add at least one more rule to limit these disadvantages.

Examples:

- » If a decision is not made after three hours/days of discussion, it will be decided by the chairperson.
- » The losers of a majority vote will have the right to call another vote on the issue after one month.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

5.2.2 – Arguments for Democracy

Preview

- Brainstorm the advantages of democracy.
- Write students' ideas on the board.

Possible answers:

- » It encourages individuals to take part in decision-making.
- » It gives all citizens the chance to take part in government.
- » It forces governments to address the needs and concerns of the people.
- » It is based on, and protects human rights.
- » It leads to peaceful resolution of conflict.
- » It makes leaders accountable to the people.

Exercise

- Students match the situations to the arguments against democracy.

Answers:

1. d
2. a
3. e
4. c
5. b
6. f

Focus on Myanmar: Quotes about the Advantages of Democracy

Exercise

- Students read the quotes. Clarify anything they don't understand.
- They answer the questions.

Possible answers:

1. Because the more people who participate in it makes it better (more beautiful). He is saying that participation increases the quality of democracy.
2. Democratic discussions help citizens to understand each others needs and concerns better. This promotes tolerance and compromise. It also helps the government to understand the needs of the people. This helps them make better policies to meet those needs.
3. In a democracy, all citizens are equal before the law. Citizens have equal opportunities in government, business and employment. That men and women get equal pay for the same work.

Activity

- Prepare two signs, one that says "strongly agree" and one that says "strongly disagree".
 - Stick up one of these signs on a wall, stick up the other one on the opposite wall.
 - If possible, place a straight line of tape on the floor between the two signs.
1. Students read the statements. Clarify anything they don't understand.
 2. Students start by standing in the middle of the room.
- Read out a statement. Students move to the place that best shows their opinion.
 - Ask some students why they are standing where they are.

Discussion

1. In groups or as a class, students discuss why democracy meets the needs of the people better than other systems.
- Points that may come up include:
 - » political equality means that all citizens (even the poorest and marginalised) have the same opportunity to express their needs and vote for candidates/policies that will fulfil their needs.

- » Governments and representatives who do not meet the needs of the people are removed from office in free and fair elections. They are replaced by candidates or parties with policies that better meet the needs of the people.
- » Participation means that citizens can raise their concerns and defend their needs with the government. An active civil society also makes sure that citizens have a way to meet their needs if the government cannot.

2. Students list arguments for democracy, other than the ones in this chapter.

Possible answers:

- » In a democracy, there can be changes in government without violence.
- » Government must work hard to keep the peoples' consent.
- » Regular, free and fair elections make sure that bad leaders or governments cannot stay in power for too long.
- » Citizens are involved in decision-making.
- » Legal and political equality of all citizens.
- » More transparency and accountability in government.
- » Citizens are aware of the reasons decisions are made.

Extra Activity: Class Constitution

- Students look back through their constitution to see if they have any rules that support these advantages of democracy.
- They identify any rules that work in this way.
- They add at least one more rule to support these advantages.

Examples:

- » Make a suggestions box that any student can express their needs and concerns. These will be discussed at the next meeting.
- » Every student must be the chairperson of the student council at least once in every year/term/course.

Reflection

Students think about the questions and write their ideas in a journal.

OR

Students discuss the questions in groups.

5.2.3 – Democracy vs Authoritarianism

Preview

- Brainstorm factors that could cause democracy to succeed or fail.
- Make two class lists on the board.

Possible answers:

Succeed

- » good education system and access to education
- » social justice and equality
- » free media
- » a strong civil society
- » lots of different political parties
- » good leadership
- » tolerance and compromise
- » peace

Fail

- » poverty
- » discrimination and racism
- » weak civil society
- » bad leadership
- » war and armed conflict
- » communal violence
- » corruption
- » abuses of power

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. T
- b. F – Democratic citizens have more responsibilities than citizens under authoritarian governments.
- c. T

Focus on Myanmar: The Parliamentary Era

Exercise

- Students read the text. Clarify anything the don't understand.
- Students answer the questions.

Possible answers:

1. The president was chosen by the Chamber of Deputies and the Chamber of Nationalities.
2. People discussed politics freely, and there were independent newspapers. Unions of peasants, workers, women, and youth formed or became stronger. These groups began participating in the politics and sharing their opinions.
3. The government was fighting against communist groups and some ethnic armed groups. There was also conflict in the parliament. The different parties did not work together well and it was difficult to make decisions.

Focus on Myanmar: The BSPP Era

Exercise

- Students read the text. Clarify anything they don't understand.
- Students answer the questions.

Possible answers:

1. He said that the parliamentary system was bad for the country. He said that political leaders were only trying to get rich and that they didn't care about what is best for the country.
2. They made strict rules for university and school students. The student union building of Yangon University was blown up. Civil society organisations were also controlled much more strictly. Newspapers and journals were controlled by the military. This made it difficult to criticise the new government.
3. Authoritarian. Because only the Burma Socialist Program Party was allowed. All other parties were illegal. The only people who were allowed to be in government were BSPP party members. The government was controlled by the President and the Prime Minister.

Activity

1. Ensure everyone in the class understands the statement.
 - Students choose whether to argue for or against the statement, and form two sides.
 - If one side is a lot bigger than the other, get some students to change sides.
2. Groups choose three debaters to present their group's arguments.
 - They spend 10 – 15 minutes thinking of ways to argue their case.
3. Have the debate according to the instructions. Groups take turns, and each speaker takes two minutes to argue their case.
4. The class votes on which side made the best argument.
 - They should vote according to the quality of the argument, not based on which team they belong to.

Discussion

1. In groups or as a class, students discuss the most important advantages of democracy.
 - Points that may come up include:
 - » A democratic government is a more accountable form of government.
 - » Democracy improves the quality of decision-making.
 - » Democracy is the best system for protecting human rights.
 - » Democracies are usually more peaceful.
 - » Democracy provides equal opportunities to take part in government.
 - » Democracy meets the needs of the people better than other systems.
2. Students discuss the most important disadvantages of democracy.
 - Points that may come up include:
 - » Leaders change too frequently in a democracy.
 - » Democracy is all about political competition. This can cause conflict in society.
 - » A lot of people have to be consulted in a democracy, so it can take a long time to make decisions.
 - » Ordinary people don't know what is good for the whole country; they should not be responsible for making important decisions.
 - » Minorities can be excluded from decision-making if they lose an election.
 - » Leaders only care about being popular, not doing what is best for the community.

Extra Activity: Class Constitution

- Students review their Class Constitution, and decide whether it is too democratic or too authoritarian.
- They decide whether they want to add or change any of the rules.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

Chapter 6: Democratic Government

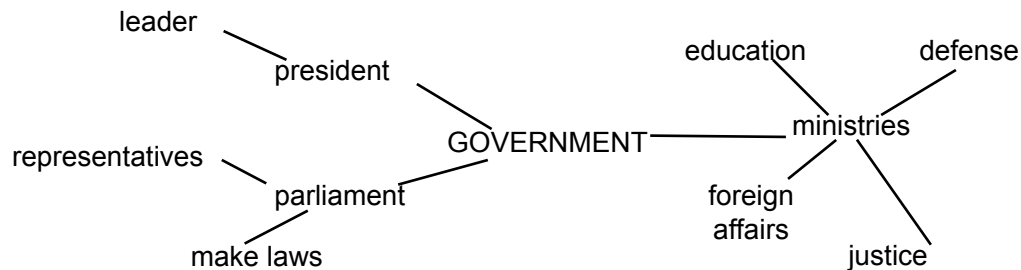
6.1 Government

6.1.1 – Government: The Basics

Preview

- Write GOVERNMENT on the board,
- Students suggest other words they associate with democracy.
- Write them on the board as a mind-map.

Example:



Exercise

- Students choose the best answers to the questions.

Answers:

1. c
2. b

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Answers:

- a. T
- b. F – Bills are usually suggested by members of parliament.
- c. T

Exercise

- Students match the activities with the public policy goals.

Answers:

- a. development
- b. development, social welfare, social justice, human rights
- c. development
- d. social justice, human rights
- e. social welfare, human rights, social justice, development
- f. national security, social justice, law and order, human rights
- g. law and order, human rights, social justice
- h. social welfare, social justice, human rights, development
- i. social welfare, social justice, human rights, development
- j. development
- k. national security, law and order
- l. national security, law and order

Activity

1. In groups, students divide a budget of 100 million dollars (approximately 10,000 million Kyat) between the items listed.
 - Groups discuss the reasons why they think each item should receive more or less money.
2. Groups present their budgets to the class, and explain the reasons they decided to allocate the money in this way.
3. Negotiate a class budget.

Focus on Myanmar: Local and Regional Governments

Exercise

- Students read the text. Clarify anything they don't understand.
- They decide whether the statements are true or false.
- If false, they correct the statement.

Answers:

1. T
2. F – Only parliaments (Hluttaws) are responsible for making laws.
3. F – Chief ministers are appointed by the president.
4. F – All states and regions have the same powers.
5. F – State and region governments can collect certain kinds of taxes (e.g. land taxes, transport taxes and taxes on all forest products, except teak).

Discussion

1. Students discuss the sorts of public policy the government should focus on.
 - Points that may come up include:
 - » social welfare
 - » national security
 - » social justice
 - » law and order
 - » human rights
 - » development
2. Students decide on the most important laws and policies that could solve problems in their communities.
 - Points that may come up include:
 - » laws about education, health and welfare
 - » laws about peace and conflict
 - » laws about poverty, equality or discrimination
 - » laws about public order, crime and punishment
 - » laws to enforce or protect human rights
 - » laws to promote economic development or create jobs
3. Students discuss whether their local government promotes participation or not.
 - Points that may come up include:
 - » Are people aware of the work of local government?
 - » Does local government inform the people about who they are and what they do?
 - » Is it easy to contact local government and representatives?
 - » Does local government ask the opinion of people?
 - » Are people invited to meetings with the local government?
 - » Are people included in decision making at the local level?

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

6.1.2 – Good Governance

Preview

1. Write GOOD GOVERNANCE on the board.
 - As a class, discuss what good governance means.
 - Write their ideas on the board.

Possible answers:

- » clean government
- » open government
- » no corruption
- » no abuses of power
- » governments do what they promise
- » governments meet the needs of the people

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. T
- b. F – Doing things in the least expensive way possibly relates to efficiency, not effectiveness.
- c. T

Activity

- Students read the report card. Clarify anything they don't understand.
- In pairs or groups, they rate either their school, organisation or local government on how well they meet the eight elements of good governance.
- They join with another pair or group who rated the same body and compare their report cards.

Discussion

1. In groups or as a class, students discuss the importance of good governance in a democracy.
 - Points that may come up include:
 - » Good governance includes six of the elements of democracy.
 - » It makes sure that government meets the needs of the people (responsiveness).
 - » It makes sure that governments meet their goals (effectiveness).
 - » It makes sure that waste and mismanagement is reduced (efficiency).
2. They list the problems that might happen without good governance.
 - Points that may come up include:
 - » corruption
 - » abuses of power
 - » waste and mismanagement
 - » policies do not meet the needs of the people
3. They discuss the challenges to implementing good governance.
 - Points that may come up include:
 - » corruption
 - » abuses of power
 - » weak rule of law
 - » limited transparency and accountability
4. They list ways their community could improve governance.
 - Points that may come up include:
 - » more transparency and accountability
 - » Stronger media and civil society
 - » more citizen participation in government
 - » stronger rule of law

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

6.1.3 – Separation of Powers

Preview

- Write SEPARATION OF POWERS on the board.
- As a class, discuss what separation of powers means.
- Write their ideas on the board.

Possible answers:

- » three branches of government
- » checks and balances
- » local and national government
- » decentralisation

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. F – The executive is responsible for implementing laws.
- b. T
- c. T

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. T
- b. F – A system of checks and balances makes sure that no one branch has the power to make very important decisions alone. Also, the legislature is responsible for making laws, not the executive.
- c. T

Activity

1. In groups of three, students read the situation.
 - They decide on roles – one supporter of the suggestion, one against the suggestion, and a journalist.
 - Give the students some time to prepare their arguments/questions.

Possible arguments for limiting power:

- » It stops leaders from abusing people's rights.
- » It makes sure that leaders need to pay attention to the needs of the people.
- » It prevents abuses of power.
- » It gives new people a chance to rule.
- » It gives opportunities for new and creative ideas.
- » It means that bad leaders will not stay in power for long.

Possible arguments against limiting power:

- » It means that long term changes cannot be implemented by a leader.
- » It stops very good, experienced leaders from leading the country.
- » It creates instability because leaders are always changing.
- » It can lead to conflict between different candidates and parties.
- » New leaders need to time to gain the people's trust.

2. In their groups, supporters and opposers debate the suggestions.
 - Do all the debates at the same time, or it will take ages to complete the activity.
3. After the debates, journalists ask questions.

Example questions:

- » Can you give an example of that advantage/disadvantage?
 - » Can you explain more about..?
 - » Why do you believe that..?
- As a class, students discuss the main arguments. Groups present ideas that came up in their debates and questions session.
4. Have a class vote on whether or not to support this suggestion.

Discussion

1. In groups or as a class, students discuss the dangers of one person or institution having too much power.

- Points that may come up include:
 - » They can change the rules to make sure that they stay in power.
 - » They can give favours to their friends and family.
 - » They can break the law or abuse people's rights without anyone knowing.
 - » They can stop other people or groups from taking part in politics.
 - » They can ignore the needs and concerns of the people.
- 2. In groups or as a class, students discuss the reasons why checks and balances are important in a democracy.

Possible answers:

- » To increase transparency and accountability in government.
 - » To make sure that important decisions cannot be made without the agreement of the people (the parliament).
 - » To make sure that the different branches of government need to work together.
 - » To stop leaders or institutions from becoming too powerful.
3. In groups or as a class, students discuss the advantages and disadvantages of separation of powers.

Possible answers:

Advantages:

- » It prevents tyranny of one institution over the others (and over the state in general).
- » It avoids corruption and abuses of power.
- » It supports transparency, accountability and the rule of law in government.

Disadvantages:

- » Solving problems might take a long time and cause conflict.
- » The executive and legislature can be in a position of deadlock when trying to pass a law or form a government.
- » Deadlock can stop the work of government and the people suffer as a result.

Reflection

Students think about the questions and write their ideas in a journal.

OR

Students discuss the questions in groups.

6.2 The Three Branches of Government

6.2.1 – Legislatures

Preview

- Write LEGISLATURE on the board.
- As a class, discuss what legislature means.
- Write their ideas on the board.

Possible answers:

- » represent the people
- » parliament
- » debate and discussion
- » making laws
- » upper house and lower house

Exercise

1. Students put the four steps in the right order.

Answers: d, a, c, b

2. Students decide whether the statements are true or false.

- If false, they correct the statement.

Possible answers:

- a. T
- b. F – It only requires a majority of MPs to vote in favour for most bills to pass.

Focus on Myanmar: The Pyidaungsu Hluttaw

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. The Pyidaungsu Hluttaw is responsible for making national laws, checking and approving national, state and regional budgets and representing the interests of their constituents in government. The regional Hluttaw can make laws about issues which affect their state or region (e.g. roads and public spaces, electricity and cultural events). They are also responsible for checking state or regional budgets.
2. 25%
3. Yes, one third of the representatives in state and regional Hluttaws are military personnel.

Activity

- Students read the scenario and the proposed laws. Clarify anything they don't understand.
 - Students work in groups of four – six. They will work in these groups for all the roleplay activities in this section.
1. Groups choose one or two laws, or give each group one or two laws. Ensure all the laws are allocated.
 - Groups list the positive and negative effects of their law or laws.
 2. Groups present their law or laws to the class, and explain its benefits and disadvantages.
 - Students take notes about each presentation.
 3. After all presentations are finished, have a class vote on whether to pass each law.
 - Make a record of which laws are passed on a big piece of paper and put it on the wall. You will need this for activities later in the chapter.

Possible answers:

1. Positive

increased access to education and health care.

Negative

very expensive

2. Positive

Makes sure that elections represent the will of the people. Encourages civic responsibility.

Negative

Difficult to enforce. Denies people the right not to vote.

3. Positive

Promotes accountability and transparency in government.

Negative

Lying is not a reason to be punished..

4. Positive

Promotes transparency in government.

Negative

Could lead to security risks.

5. Positive

Would promote equality and women's participation in government .

Negative

Unfair to men who are denied the chance to be a representative because of their gender.

6. Positive

Would stop people from using hate speech .

Negative

Hard to judge what is hate speech. Could be misused to send people to prison for political reasons.

7. Positive

Would give poor people a fair chance if they are accused of a crime.

Negative

Would require a lot of trained lawyers and the money to pay them.

Discussion

1. In groups or as a class, students discuss why legislatures are important in a democracy.
 - Points that may come up include:
 - » Legislatures are the institution that is responsible for making laws.
 - » Legislatures make sure that government decisions and budgets are in line with the needs and concerns of the people.
 - » Legislatures make sure that the executive does not get too powerful and that its decisions reflect the needs and concerns of the people.
 - » Legislatures are the place where the most important political issues are debated and discussed.
 - » In legislatures, representatives can raise the needs and concerns of their constituents to the government.
 - » Legislatures are usually responsible for approving changes to the constitution.
2. In groups or as a class, students discuss who the Pyithu Hluttaw representative is for their township.
3. In groups or as a class, students discuss who their township's representative for the state or region Hluttaw is.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

6.2.2 – Executives

Preview

- Write EXECUTIVE on the board.
- As a class, discuss what separation of powers means.
- Write their ideas on the board.

Possible answers:

- » president
- » leader
- » cabinet
- » ministers
- » civil servants

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- a. T
- b. T
- c. T

Focus on Myanmar: Myanmar's Executive

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. The President, the Vice Presidents, the Cabinet and the Attorney General.
2. The president is chosen by the Pyidaungsu Hluttaw. Each member of parliament votes for one of three candidates. The candidate with the most votes becomes the president. The other two candidates become vice presidents.
3. Chief ministers are appointed by the president.

Activity

- Students read the scenario, and look back at the activity they did in 6.2.1 Legislature Role Play (p166).
 - Point out that this time, they are the executive, who have to consider the bills the legislature passed in that activity.
1. In groups, students choose one or two of the laws passed in that activity.
 - Ensure all passed laws are allocated to a group.
 - Groups consider their bill or bills, and complete the table. They need to think about what obstacles the government will face when they implement the law, and what it will cost.
 - Cost here does not mean the exact amount of money. It refers to the things needed to implement the law (including money).

Possible answers:

1. **Obstacles** – very expensive objections from other political parties who were against the idea.
Costs – more schools and teachers, more hospitals/clinics and doctors
2. **Obstacles** – objections from citizens who don't want to vote and rights groups.
the part of the government that collects fines might not want the extra work
Costs – hiring extra staff to identify people who didn't vote and manage the fines
3. **Obstacles** – few
Costs – little
4. **Obstacles** – police, government and military would not want to release secrets and other sensitive information
Costs – the salaries of government workers who found and distributed information for citizens
5. **Obstacles** – objection from individuals or parties who thought it was unfair or unwise
Costs – few
6. **Obstacles** – objections from rights groups and freedom of speech activists.
Costs – little
7. **Obstacles** – very expensive, not enough lawyers
Costs – costs to train and pay for lawyers to defend people

2. Groups present their tables to the class explaining the obstacles and costs of implementing the new law or laws.
 - Students take notes about each presentation.
3. After all presentations are finished, have a class vote on whether to accept the law as it is from Part 1, or whether to return the law to the legislature to change.
 - Make a record of which laws are accepted and which laws require change on a big piece of paper and put it on the wall. You will need this for activities later in the chapter.

Discussion

1. Students discuss who should have more power, the executive or the legislature.
 - Points that may come up include:
 - » The executive needs to have powers to make important decisions quickly.
 - » The legislature represents the people so it should have the power to make decisions that reflect their needs and concerns.
 - » The power should be shared equally between the two.
2. Students discuss who their state or region's chief minister is.

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

6.2.3 – Judiciaries

Preview

- Write JUDICIARY on the board.
- As a class, discuss what separation of powers means.
- Write their ideas on the board.

Possible answers:

- » courts
- » judges
- » laws
- » township courts
- » state or region high courts
- » supreme court

Exercise

- Students decide whether the statements are true or false.
- If false, they correct the statement.

Possible answers:

- F – Judiciaries are also responsible for finding solutions to repay citizens who have suffered damage or loss as a result of a crime and resolving conflicts.
- T
- T

Exercise

- Students choose the best answer to the question.

Answer: c

Focus on Myanmar: Myanmar's Judiciary

Exercise

- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Answers:

1. township courts, high courts, and the supreme court
2. the supreme court
3. the president nominates a chief justice.

Exercise

- Students complete the diagram describing the process of how laws are made.

Answers:

- a. 11
- b. 2
- c. 8
- d. 12
- e. 4
- f. 3
- g. 5
- h. 6
- i. 7
- j. 1
- k. 9
- l. 10

Exercise

- Students identify the branch of government responsible for the actions.

Answer:

- a. legislature
- b. executive
- c. judiciary
- d. executive
- e. judiciary
- f. legislature

Activity

Students read the scenario, and look back at the list of constitutional rights on page 77.

- They then review the activity they did in Sections 6.2.1 and 6.2.2.
- Ensure students can see the list of laws passed from the previous section.
- Point out that this time, they are the Judiciary, who have to consider the laws the Executive debated in the previous section.

1. In groups, students check these laws to see if they conflict with constitutional rights.

Possible answers:

1. none
 2. article 360-4: Freedom of conscience
 3. none
 4. none
 5. article 348: right against discrimination or 369: The right to be elected
 6. article 354: Freedom of speech
 7. none
2. Groups make a presentation to the class on ways any of these laws might violate the constitution.

Discussion

1. In groups or as a class, students discuss why judiciaries are important in a democracy.

- Points that may come up include:
 - » to resolve conflicts between citizens
 - » to resolve conflicts between citizens and the government
 - » to resolve conflicts between the different parts of the government
 - » to make important decisions about the meaning of the constitution
 - » to make sure that laws do not go against the basic rules of the constitution

2. Students discuss why it is important that the judiciary is independent.

- Points to bring up include:
 - » to make sure it can make decisions without fear or influence from the government/executive
 - » to make sure that judges will not be punished for making decisions that go against the government

3. Students discuss how an independent judiciary supports the rule of law.

- Points that may come up include:
 - » makes sure that the law is applied equally to government officials and ordinary citizens
 - » makes sure that people cannot bribe officials to avoid punishment
 - » make sure that people who are wrongly accused by the authorities are not found guilty
 - » make sure that people get punished fairly for the crimes that they commit
 - » enforce the laws in the constitution that limit the powers of government
 - » make sure that actions of government workers, the military and the police are restricted to what the law allows
 - » convince people that if people follow the law, the government will not interfere with them

Reflection

Students think about the questions and write their ideas in a journal.

or

Students discuss the questions in groups.

Unit 3 Review

Comprehension

- Students answer the questions.

Possible answers:

1. Democracy results in a government that carries out the decisions of the people. Democratic governments must pay attention to the needs and concerns of the people and are accountable if they don't. Their decisions and actions address the needs and concerns of the people.
2. **Social:** The elements of democracy can promote social equality. If citizens demand social change, democratic governments can share wealth and empower marginalised groups.
 - » **Economic:** Democracy protects citizens' rights to own property and start a business. This can improve the economy.
3. Authoritarian governments are not accountable to the people. Authoritarian leaders often ignore the needs of the people, or commit abuses of power. Participation is limited. Political decisions mostly benefit the people in power and their supporters. Decisions do not address the needs and concerns of the people.
4. **Social:** There is often a big gap between rich and poor. There is often discrimination against marginalised groups and violent conflict. The rule of law is too weak to protect citizens from rights abuses.
 - » **Economic:** There is often corruption in authoritarian governments. Citizens' property and businesses are often unsafe so they are less confident to do business. This can have a negative effect on the economy. The needs of the poor are ignored in many authoritarian countries. This can make poverty a problem.
5. In democratic systems, the people are ruled by the people. In authoritarian systems, the people are ruled by a single leader or small group of leaders with unlimited political power;
 - » Democracy has free and fair elections, authoritarian governments often do not.
 - » Minority rights are respected in a democracy. Authoritarian governments often persecute minorities.
 - » Democracies have strong and diverse civil society and many political parties. Authoritarian often limit civil society and political parties.
 - » Democracies have free media. Authoritarian governments often censor the media.
 - » Rule of law is often stronger in democracies than in authoritarian countries.
6. Minorities cannot challenge the decisions of the majority.
 - » It can lead to bad leadership if the wrong leaders are chosen by the people.
 - » Decision-making takes too long and can lead to political "traffic jams".
 - » Leaders are more concerned about being popular than doing things that the community really needs.
 - » The people don't have enough education or information to make good decisions about national issues.
 - » Democratic politics can cause conflict in society.
7. It encourages individuals to take part in decision-making.
 - » It gives all citizens the chance to take part in government.
 - » It forces governments to address the needs and concerns of the people.
 - » It is based on, and protects, human rights.
 - » It leads to peaceful resolution of conflict.
 - » It makes leaders accountable to the people.
8. The Parliamentary era.
9. Public policy is a plan of actions that governments take to achieve their goals.
10. Local governments are parts of the government that are responsible for parts of a country, e.g. a city, township or region.
11. Laws are usually suggested by a member of Parliament. Bills are debated by members of the parliament and changed until the majority of the representatives agree with it. If the other parts of the government also agrees with the bill, then it becomes a law.
12. Responsiveness means that the government's public policy decisions address the needs and concerns of the people.
13. Effectiveness refers to a government's ability to achieve its policy goals through its actions and decisions. Efficiency is when a government carries out activities in a way that makes the best use of the resources it has.
14. Good governance makes it more difficult for abuses of power and corruption to happen. Good governance can help governments to more effectively deal with the issues of poverty and violence.

- 15.** Separation of powers refers to when each branch has its own rights, responsibilities and powers. These branches of government cannot interfere with the rights, responsibilities and powers of other the branches.
- 16.** They increase transparency and accountability in government; They make sure that important decisions cannot be made without the agreement of the people (the parliament); they make sure that the different branches of government need to work together; they stop leaders or institutions from becoming too powerful.
- 17.** Making laws and representing the interests and concerns of the people.
- 18.** The Pyidaungsu Hluttaw (the Pyithu Hluttaw and Amyotha Hluttaw) and the state and region Hluttaws.
- 19.** Implementing the laws that are made by the legislature, making important decisions and managing the government.
- 20.** The President, the Vice Presidents, the Cabinet and the Attorney General.
- 21.** Enforcing the law, providing justice to citizens, resolving legal conflicts.
- 22.** Constitutional courts are responsible for resolving conflicts between the different branches of the government. They are also responsible for protecting the constitutional rights of the citizens and making sure new laws do not go against the basic laws in the constitution.