

DRAFT

CONFLICT AND PEACE

an introduction

TEACHER'S NOTES AND ANSWER KEY



NOTE TO TEACHERS

**This course may contain errors in both the questions (student's book)
and the answers (teacher's book).**

**We are working to get the final version up to our usual high standards,
and we apologise for any inconvenience caused by errors and mistakes.**

Thank you for your understanding and patience.

Mote Oo Education, May 2016

Chapter 1

Page 4

1.1 Levels of Conflict

Preview

- As a class, students list ten conflicts. These can be large - e.g. the *Myitsone Dam Conflict* or small, *my brother and sister are fighting over a motorcycle*.
 - Write them on the board.
- As a class, group these conflicts into conflicts between individuals, groups and nations.
 - List these on the board.

Possible answers

Conflicts between individuals

- a landlord wants to raise the rent to an amount people living there cannot afford.
- my friends did not invite me to a party that I want to go to.
- A husband and wife fighting about whether their child should go to school or work.

Conflicts between groups

- Civil war between Southern Shan State army and The Myanmar military
- students protest against the government's educational reforms
- bus drivers strike in Yangon against new laws
- protests against the Letpadaung Mine Project
- intercommunal conflict in Rakhine State

Conflicts between nations

- The Cold War
- World War Two
- The War in Afghanistan (2001 -)
- The First Anglo-Burmese War (1824–1826)

Page 5

Exercise

- Students identify the level of conflict in each situation.

Answers

- Interpersonal
- Interstate
- Intergroup
- Interpersonal
- Interstate
- Intergroup
- Interpersonal or intergroup. *This situation can be*

both interpersonal or as an intergroup conflict. The actors are two individuals, but on the other hand there are different groups involved, e.g. if the Rakhine man thinks that all Burman people are rude

8. Interpersonal

9. Intergroup

Reflection

- Students think about the questions, and write their ideas in a journal. or
- Students discuss the questions in groups.

Page 6

1.2 Actors in Conflict

Preview

- Discuss the questions. Write students' ideas on the board.

Exercise

- Students read the scenarios and identify the main and supporting actors in each.
- Clarify that there are no supporting actors in some of the scenarios, and that a conflict can have more than two main actors.

Answers

- Main Actors:** Sai Kyaw Win, Nang Hseng Lern
Supporting Actors: their children
- Main Actors:** Saw Aung Myo, his mother, his father
Supporting Actor: his grandfather
- Main Actors:** Sang Pi, his parents
Supporting Actor: Thuzar - she could also be a main actor in this conflict, depending on how much she is involved in the conflict between Sang Pi and his parents
- Main Actors:** Ko Shwe Ya, Ko Phyo Maung
- Main Actors:** Tsawm San, Seng Zi
- Main Actors:** Aung Aung, Nandar, Noon Harn
Supporting Actors: the teacher, other students. The teacher is not considered to be a main actor, because he leaves it to the class to decide about the project. Other students may support the point of views of Aung Aung, Nandar or Noon Harn. They may also be uninterested in the discussion or they may propose own ideas. In the latter case they would become main actors).

Page 7

Activity - Supporting Roles

- students look back at the scenarios in 1.2.
- 1. Individually or in pairs, they choose one of the scenarios, and think of other possible supporting actors that are not included in the text.
- 2. They discuss the kind of actions the supporting actors might do.
- Point out that supporting one side of a conflict is only one possible role of a supporting actor. Actions of a supporting actor might include:
 - helping to facilitate a conflict.
 - supporting one of the main actors or supporting their point of view.
 - suffering from the conflict.
 - influencing one or both actors.
 - inciting the conflict

Possible answers

- a. Supporting Actor:** Nang Hseng Lern's parents
Action: try to persuade Sai Kyaw Win to come and visit them
Role: supporting one of the main actors
- b. Supporting Actor:** Saw Aung Myo's girlfriend
Action: encourage Aung Myo to go to school because she will see him much less if he stops going to school
Role: supporting one of the main actors
- c. Supporting Actor:** Sang Pi's family's pastor
Action: speak to both main actors to try and find a solution
Role: helping to facilitate a conflict
- d. Supporting Actor:** Ko Shwe Ya and Ko Phyo Maung's friend
Action: is embarrassed because each of his friends want him to support them
Role: suffering from the conflict
- e. Supporting Actor:** The sisters' mother
Action: gave the doll to Seng Zi before she went to the market.
Role: influencing both actors
- f. Supporting Actor:** The school Principal
Action: wanted the school to be more democratic, so she told the teachers to let their students make decisions about how they learn
Role: influencing the actors

Page 9

Focus on Myanmar

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

Possible answers

1. The Yangon Heritage Trust
Yangon City Development Committee
People from Dala Township, e.g. Ma Thandar
2. The Yangon heritage trust wants to preserve the view on the old buildings in this area.
Yangon City Development Committee wants to build a footbridge in order to allow people from Dala Township to cross the road safely.
People from Dala Township, e.g. Ma Thandar wants to cross the road safely.
- 3 Build a tunnel for pedestrians (or cars)
Move the footbridge to another location.
Make it a style which suits the old buildings nearby.

Reflection

- Students think about the questions, and write their ideas in a journal. or
- Students discuss the questions in groups.

Page 10

1.3 Advantages and Disadvantages of Conflict

Preview

- Discuss the questions. Write students' ideas on the board.

Possible answers

- Possible Answers
- Opportunity to learn more about a conflict
- Opportunity to imagine new or different solutions to a conflict
- Opportunity to improve a relationship
- Opportunity to prevent a conflict from getting worse
- Opportunity to see someone else's perspective

Activity - Is Conflict Good or Bad?

1. Students list the words they associate with 'conflict'.
2. In pairs, students compare lists. They check if they have any of the same words.
3. They classify the words on their lists into positive, neutral and negative.

Possible answers

Positive	Neutral	Negative
opportunity	difficult	bad
agreement	Problems	(civil) war
solution	argument	fighting
rights	emotional	violence
negotiation	treaty	dangerous
discussion	main actor	guns
benefit	power	bias
	authority	rumors
	meeting	unfair
		corrupt
		weapons
		angry
		discriminate
		shouting

4. Go around the class asking which of the three lists contains the most words.
 - Discuss the students answers. Which lists have the most words?
 - If there are much more neutral or negative words than positive ones, ask what they think this means about people's ideas about conflicts.

Page 11

Focus on Myanmar

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

Possible answers

1. The parliament members found out about local needs, which helped them to do their jobs better and gain the support of the people. The relationship between local politicians and the people improved.
2. The local villagers are more confident to speak up to higher-level political leaders. They learned about higher-level political processes. They had more opportunities for training and jobs in their township. The relationship between local politicians and the people improved.

Reflection

- Students think about the questions, and write their ideas in a journal. or
- Students discuss the questions in groups.

Page 12

1.4 Sources of Conflict

Preview

- Discuss the questions. Write students' ideas on the board.

Possible answers

1. misunderstanding, miscommunication
 - different views or perspectives
 - access to or ownership of resources
 - incompatibility between actor's goals
 - disagreements about the best way to reach a goal
 - dislike and distrust between actors
 - history of prior conflict between actors and an inability to move past this history
 - differences in power between actors

Page 13

Exercise

- Students match the needs with the pictures.

Answers

- | | |
|------|------|
| 1. c | 6. g |
| 2. h | 7. f |
| 3. d | 8. i |
| 4. e | 9. a |
| 5. b | |

Page 14

Activity - Survey of Human Needs

1. Student complete the survey themselves.
2. Out of class, they ask nine other people to complete the survey, and record the results.
 - If possible, they should survey people from outside the class.
 - They could make none copies of the survey sheet, or they could ask the questions face to face.
 - They record the answers on the sheet on page 13 (or copy the table on p 13 and record the marks)
 - They add up the scores, and find the average for each answer.
3. Add up the scores (including their own results) for each question/need.
4. In groups of as a class, discuss the results;
5. Students choose whether to do a report, presentation or discussion. This may also depend on the size of the class.
 - The discussion, report or presentation explains and analyses the results of the survey.

Page 16

Focus on Myanmar

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

Possible answers

1. **Main actors:** Democratic Karen Benevolent Army (DKBA) and Government (Myanmar) Army/ Tatmadaw
Supporting actors: Thai companies, Government of Thailand, other ethnic armed groups form Karen, Shan, and Karenni states, local communities along the Salween River, Salween Watch.

2. Local community needs

- subsistence (electricity, access to fishing for income and food)
- security (safety from conflict, having a livelihood, living in a healthy environment without natural disasters)
- participation (to decide if a dam project will occur in their community, opportunity to take part in the peace process)
- autonomy (as for participation)
- awareness (how the dam will affect them)

Myanmar Army (Tatmadaw) needs

- security (DKBA threatens the security of the Myanmar Army/the state of Myanmar)
- subsistence (their job as soldiers pays for their

food and homes, and the food and homes of their family members)

- identity (as a soldier, protector of a Union)

DKBA needs

- security (for themselves and the communities they come from)
 - identity (as an ethnic person, as a soldier, as a protector of ethnic rights and culture)
 - participation (to have the opportunity to take part in deciding what dams and other projects will occur in and around their communities)
 - autonomy (to feel that they are 'in control' of the area/Karen state)
3. Resources are not the only reason that the DKBA and the Myanmar army are fighting. Fighting will continue if the actors' needs are not met.
 - Needs are the underlying source of conflict. They are more important than the resource because they are a root cause of conflict.
 - Everyone can understand needs and understand how it feels to not have their needs met.
 - Talking about needs gives all the actors a common way to discuss their problems and solutions that meet the needs of all actors

Page 17

Discussion

- As a class or in groups, students discuss the questions.
- Elicit these points:
 - not having needs met usually results in negative feelings such as sadness, anger, frustration, loneliness, despair, fear, etc.
 - subsistence needs are usually prioritised over awareness or leisure needs, because if people die of starvation, they will not be able to learn anything, or rest and have fun.
 - security needs are usually prioritised over participation or expression needs, because if people are being killed in a violent conflict, they will not be able to participate in their community or create anything.

Page 18

1.5 Identity and Conflict

Preview

- Discuss the question. Write students' ideas on the board.

Page 19

Exercise

- Students decide if the statements are true or false. XX

Answers

1. F
2. T
3. F
4. T
5. T

Activity - Identity Flower

- Students look at the picture of the woman on Page XX. They make an identity flower about her.
- In some petals, they write one of her identities they can see.
- In the rest of the petals, they write an identity they can't see.

Possible answers

1. Pa-O, mother, vegetable seller
2. sister, daughter Buddhist, traditional dancer, land rights activist

Activity - My Identity Flower

1. On a large piece of paper, students make their own identity flowers.
- They write their seen and unseen identities on each petal.
2. In pairs, they compare identity flowers and discuss the questions.
- If you like, have them put their identity flowers on the wall.

Page 20

Focus on Myanmar

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

Possible answers

1. Language and culture, two important parts of identity, are maintained through education.
2. Education helps with the preservation of identity by teaching that identity to each new generation.
3. The KED has used education to preserve Karen identity by teaching Karen history and language in their schools.

Benefits to students: Students have received an education during periods of conflict and as refugees. Students have also received an education that includes their ethnic history and

ethnic language.

Discussion

- Students think about the questions, and write their ideas in a journal. or
- Students discuss the questions in ct

Page 21

1.6 Sources of Conflict: Values

Preview

- Discuss the question. Write students' ideas on the board.

Exercise

Answers

a, c, e

Activity - Values Survey

1. Students read the statements. Clarify anything they don't understand.
- Individually, they decide whether they agree or disagree with each statement.
2. They choose the five statements they most agree with.
3. They match each statement they chose with the value in Part B (Page XX)
4. They list the actions they do regularly that support these values, e.g. If Health is an important value, actions could include regular exercise and eating fruit each day.
5. In pairs or groups, students discuss the questions.

Page 24

Focus on Myanmar

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

Possible answers

1. A temple represents the value of spirituality. Being unable to build a new one means that many people have a difficult time living their value of spirituality on a daily basis.
2. Being able to rebuild a temple is also an indication of the value of equality. If equality is a value that is important to this community, being treated differently from the religious majority means they cannot live their value of equality.
3. Yes, the two groups have different values. Answers will vary regarding which values each group has.
 - Yes, the government thinks its values are more important than the values of the Hindu community.
 - Yes, the Hindu community thinks its values are more important than the values of the government.
 - No, both groups think their values are equally important and are unwilling to work with each other to both accomplish their goals (Hindu community gets a new temple, government has the land it needs to build necessary housing).

Reflection

- Students think about the questions, and write their ideas in a journal. or
- Students discuss the questions in groups.

Conclusion

- Students read the case study and answer the questions.

Possible answers

- a. Intergroup
- b. GAM (Free Aceh Movement); Indonesian Government and Military
- c. Goals of GAM: to achieve independence, autonomy, and control of natural resources for Aceh.
 - Goals of Indonesian Government: to keep Aceh as part of the Indonesian state (to maintain control of Aceh), to have control of natural resources
- d. Subsistence, security, participation, identity, autonomy

- e. Spirituality, equality, agency, citizenship, resilience
- f. The Acehnese believe that their religion is the oldest form of Islam in Indonesia. Their religious identity is different from Indonesian religious identity.
 - The Acehnese also fought Dutch colonialism and were not controlled by the Dutch during the colonial period in Indonesia. This shows the resilience of the community and is something that many Acehnese are very proud of. Their Acehnese identity is different from Indonesian identity in this way.
- g. Yes, this conflict has been solved:
 - there is no longer active fighting
 - a peace agreement has been signed
 - Aceh has regional autonomy
 - Aceh has the right to control natural resources in its territory
 - Aceh has been able to hold local elections and select their own leadership
 - OR

No, this conflict has not been solved

- The peace agreement and the end to fighting is a result of a devastating natural disaster, not a true agreement for peace.
- it's unlikely that both sides have had all their needs met
- The Indonesian government has not done anything to apologize for the GAM fighters that it killed, or the harm that it caused to the Acehnese people during the conflict.

Extra Activity - Conflict in the Media

- Before the activity collect some newspapers, or have students collect newspapers.
- In groups, students look at newspapers.
- They find articles about conflict in the newspaper
 - What is the issue of the conflict?
 - What is the level of the conflict?
 - Who are the main actors? What are their goals?
 - Who are supporting actors?
 - How did the conflict start? How did it end, did it end?
 - Which role does gender play in the conflict?

Chapter 2

Page 26

2.1 Defining Peace

Preview

1. Students write definitions of peace.
2. In pairs, they compare their definitions.

Page 27

Exercise

- Students read the scenarios and match them with the types of peace.

Answers

1. b
2. c
3. a

Focus on Myanmar

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

Possible answers

1. Individual peace must come before peace in society. If people don't feel peace inside themselves, they will never feel that they can get peace in society.
2. People who feel peace in themselves will advocate for peace in society
 - People who feel peace in themselves will help others in society also feel peace in themselves which will make society more peaceful overall.

Discussion

- As a class or in groups, students discuss the questions.

Possible answers

1. the individual level, because there can't be peace between people, groups, or in society if individuals do not feel peace in themselves
 - the interpersonal level, because the best way to reduce conflict and violence is to have a good relationship with someone. Small groups of people create a society, so peace between individuals will also lead to peace in society.
 - the society level, because if society is not peaceful, people can't find peace in themselves or between each other. People can't think

about peace in themselves if they are worried about conflict in their society.

2. Peace is possible if everyone is willing to work on creating a more peaceful world. People can work to make conflicts non-violent.
 - Peace is not possible because there are too many people who are hungry, cold, or afraid. Their needs are not being met, so they can't have peace.

Page 28

2.2 Complete vs Incomplete Peace

Preview

- Discuss the questions. Write students' ideas on the board.

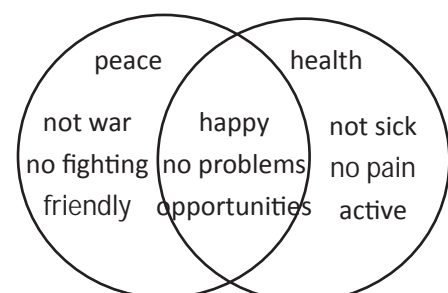
Possible answers

1. Yes, war is the opposite of peace, so if there is no war that means a society is peaceful.
 - No, there are many different types of violence in the world. If someone is experiencing violence, that means there is not real peace.
2. Everyone living in society must have a desire for peace. This will prevent war and violence.
 - Everyone living in society must learn how to have conflicts that are non-violent. This will prevent war and violence.
 - Everyone living in society must have all their needs met. When people's needs are being met, there will be no war or violence.
 - Everyone living in society must be able to express their identities without feeling threatened. This will prevent war and violence.
 - Everyone living in society must have their values respected. This will prevent war and violence.

Activity - Peace and Health Diagram

- In pairs or groups, students list ideas they associate with peace, health and both
- They write these in the Venn Diagram.

Possible answers



Page 29

Focus on Myanmar

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

Possible answers

1. Because there is still fighting going on. Peace is also incomplete because people are still without equal rights and there is a lack of economic development.
2. People still have needs that are not being met after a ceasefire is signed. People cannot have complete peace if their needs are not being met. Ceasefires only end violence and war; they do not address the root causes of violence and war. Therefore, they are incomplete peace.

Page 30

Exercise

- Students read the quote and answer the questions.

Answers

- food
- shelter
- prohibition of torture
- political and civil rights for all
- environmental justice (protection of the environment and natural disaster readiness)
- respect between people
- freedom

Page 31

Exercise

- Students look at the pictures and answer the questions.

Answers

Picture 1

- a. The actors are two different groups of soldiers. One actor is in the forefront of the image and the other actor is in the background (other side of field) of the image.
- b. This is an image of war. The violence is physical violence: soldiers are dying or injuring each other.
- c. The victims are the soldiers who are killed.
- d. direct violence.

Picture 2

- a. There is no clear actor causing starvation
- b. This child is starving which is an act of violence
- c. the child
- d. indirect (structural) violence, because there is no clear actor.

Page 32

Activity - Types of Violence

1. Individually or in pairs or groups, students decide whether the examples are direct or structural violence, or both.

Answers

earthquake - structural

war - direct

boy hitting dog - direct

child labour - structural

HIV/AIDS - structural

car accident - both

rape - both

famine - structural

2. In pairs, groups or as a class, students answer the questions.

Possible answers

- a. Direct violence actions have a clear actor. It is easy to know who is creating the violence.
- b. Structural violence is more difficult to identify because it is not always obvious that it is violence. e.g. an earthquake might cause people to die, be injured, lose their homes and jobs. These things are all violent because they cause harm and suffering. Violence from earthquakes is also preventable which makes it structural violence.
- c. Waterborne illnesses such as cholera and dysentery.
 - natural disasters such as floods, typhoons, hurricanes, landslides, etc.
 - poverty
 - drug addiction
 - malnutrition

Page 33

Exercise

- Students look at the pictures and answer the questions.

Answers

Picture 1

- a. Women are protesting in a street

- b. This photo could have been taken anywhere in the world.
- c. The women are having a voice in some type of political decision. Maybe they are protesting because their basic needs are not being met.

Picture 2

- a. Two young children are working a brick factory.
- b. This photo was taken somewhere where children's rights are not protected and where bricks are a commonly used, perhaps somewhere in South Asia.
- c. The children do not have social justice because their rights are not being protected. They do not have the same opportunities as other children - they probably don't go to school. Children are rarely able to advocate for their rights in the same way that adults can, so it is likely that these children also are being paid a minimum wage (a share of wealth in a society), or getting the knowledge they need in order to participate in political decisions in their society.

Page 34

Focus on Myanmar

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

Possible answers

1. Padoh Saw Kwe Htoo Win describes justice as having the rights you are entitled to, such as the right to decide your own future, thrive as a people, and learning your own language.
3. Peace and justice will not be reached by fighting because there cannot be complete peace while there is still violence.
 - Language and culture cannot be shared or taught to future generations if there is violence and fear about using language or expressing culture.
 - Learning to live together and talking with each other is cannot be reached by fighting because if people are fighting, they are not going to be willing to live together or talk with each other.

Activity - Complete Peace

- Individually or in pairs or groups, students identify the characteristics of a society that has complete peace.

Possible answers

2. **Characteristics:**
 - non-violent

- outcomes that everyone can accept
- leads to greater understanding between people
- people talk about needs

Doesn't have: people's needs, rights, identity, or values being denied

3. **Characteristics:**

- clean
- a lot of natural resources
- renewable resources
- environmental protection laws
- awareness about climate change
- habitat and endangered species preservation

Doesn't have:

- pollution
- natural disasters
- deforestation
- climate change

4. **Characteristics:**

- willingness to listen
- trust
- cooperation

Doesn't have:

- distrust
- tension
- people looking for conflict

Discussion

- As a class or in groups, students discuss the questions.

Possible answers

1. It is possible to reach complete peace if all people work towards social justice for all.
 - It is possible for people to always work towards complete peace but there will probably always be some type of structural violence that people will have to work to eliminate.
 - It will never be possible to reach complete peace because there will always be some people in the world who are uninterested or unwilling to have social justice for all people.
2. People often mean incomplete peace such as a ceasefire or peace agreement with ethnic armed groups. Sometimes people mean complete peace because they are referring to the opportunity for all ethnic and religious groups to have equal rights, social justice, and an end to all civil wars and communal violence.

Page 35

2.3 Peace and Gender Equality

Preview

- Discuss the question. Write students' ideas on the board.

Page 37

Exercise

- Students classify the scenarios into structural violence, direct violence and gender equality.

Answers

1. SV
2. SV
3. GE
4. DV, SV
5. GE
6. SV
7. SV, DV
8. SV
9. GE
10. SV

Page 38

Focus on Myanmar

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

Possible answers

1.
 - improved infrastructure
 - improved reproductive health care
 - access to a full range of family planning services
 - improved access to contraception
 - improvement of security conditions in conflict and border areas
 - reduction of conservative cultural pressure
 - access to safe termination/abortion services
2. Yes, denying men and women access to information about contraceptives is a form of structural violence because it can result in harm, pain, and even death.
3. No, maternal mortality indicates that there is a high level of structural violence and gender inequality. If both of these things exist, there cannot be complete peace.

Discussion

- As a class or in groups, students discuss the questions.

Page 39

2.4 Peacemaking

Preview

- Discuss the questions. Write students' ideas on the board.

Exercise

- Students read the scenarios and answer the questions.

Possible answers

Scenario A

1. Interpersonal
2. An adult used their authority, strength and power, to create peace and stop the violence.
3. The children may go back to fighting. They may also stop fighting if the conflict between them is not important or if they are fearful of the adult that separated them.

Scenario B

1. Interstate
2. Actors agree to meet and talk with a third person present. They are doing this because their countries have been destroyed, their citizens killed, and they can't see a way of ending the violence.
3. The leaders will discuss a way of reducing violence and repairing the damage caused by the war. They leaders may also discuss why the war occurred in the first place, or the source of the violent conflict.

Page 41

Activity - Nepal's Peace Negotiations

1. Individually or in pairs or groups, students look at the pictures and discuss what happened in Nepal.

Possible answer

Civil war, military dictatorship, rebellion, protests, uprising

2. Students read the case study and answer the questions.

Possible answers

- a. Yes, Nepal has a formal peace agreement and the war has ended. The peace agreement included a reduction in soldiers and weapons, respect for human rights laws, an end to the

monarchy and separate Maoist governments, etc. The peace agreement include not just a ceasefire (end to violence) but also political and social conditions.

Page 42

Focus on Myanmar

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

Possible answers

1. not everyone is willing to compromise
 - acceptance of words, ideas, perspectives (“many words we have to chew”)
 - listening
 - feelings
 - responding
2. listening
 - responding
 - participating in taking and communicating with each other
 - building relationships
 - being open to compromise

Page 44

Exercise

- Students read the examples and match them to the peacemaking method.

Answers

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

Page 45

Activity - Agree or Disagree?

1. Individually. students choose the response they most agree with.
- In pairs or groups, they discuss their answers.

Discussion

- As a class or in groups, students discuss the questions.

Possible answers

1. Peacemaking by communication is more effective because actors have an opportunity to discuss their needs and consider the root causes of the conflict. Peacemaking by communication is more likely to be sustainable.

Peacemaking by force is more likely to be quicker and put an end to conflict faster than other types of peacemaking. However, peacemaking by force may not result in a sustainable peace. Peace making actions could lead to more violence.

2. Both peacemaking by force and communicative peacemaking have been used in Myanmar. Examples include

Economic and diplomatic sanctions by the USA, EU, and UK are examples of peacemaking by force.

The Myanmar government has also negotiated bilateral and multilateral ceasefires on numerous occasions with ethnic armed groups. In October 2015, eight ethnic armed groups signed a ceasefire with the Myanmar government and military. This was called the Nationwide Ceasefire Agreement (NCA). This is an example of peacemaking by communication.

Page 46

2.5 Reaching Complete Peace

Preview

- Discuss the questions. Write students' ideas on the board.

Possible answers

1. Violence can destroy essential infrastructure like hospitals, roads, sources of clean water, etc.
 - Violence can force people away from their everyday activities, so a community might become less economically productive. e.g. people may be unable to farm, raise animals, get supplies for their stores, offer tailoring services, etc.
 - Violence can be mentally traumatizing. People living in a community affected by violence may experience mental health issues such as post-traumatic stress disorder, anxiety or depression
 - Violence can leave people with disabilities if they are a direct victim. They may lose limbs, sight or hearing or experience brain injury or chronic illness.
2. access to jobs, education and healthcare
 - infrastructure improvement
 - aid or access to loans for investment in homes and businesses
 - reduction of weapons in the community, clearing of landmines
 - opportunities for soldiers to reenter civilian life
 - leaders who will advocate on behalf of the community affected by violence
 - access to a functioning justice system
 - apologies from other actors

Page 47

Exercise

1. Students classify the needs into the types of activity.
 - Remind students that some needs may fit more than one activity.

Answers

1. b, c
 2. c
 3. b
 4. b
 5. c
 6. b
 7. a
 - 8.
2. Students think of one more need for each category.

Page 48

Focus on Myanmar

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

Possible answers

1. DDR means an end to "armed struggle" or fight for ethnic rights. Ethnic armed groups may not want to stop fighting for their rights.
Ethnic armed groups who did DDR would no longer have a means of protecting themselves from the Myanmar military or other armed groups
2. DDR only meets a few needs in post-conflict areas. It reduces weapons and finds a way of reintegrating soldiers into civilian life, but it only helps soldiers and armed combatants; it does not help everyone affected by violence or war.

Discussion

- As a class or in groups, students discuss the questions.

Page 51

Exercise

- Students read the text. Clarify anything they don't understand.
- They choose the correct word to fill the gaps.

Answers

1. vetting
2. reparations
3. prosecutions
4. truth seeking and truth commissions
5. memorializing

Page 52

Focus on Myanmar

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

Possible answers

1. truth seeking
2. documenting human rights abuses
 - documenting torture, rape, extrajudicial killings, and land confiscation
 - calling for the government to recognize the crimes and admit to them
 - publishing the documentation ND-Burma has collected
3. Because acknowledgement is part of the right to truth.
 - Because then people or institutions can begin to investigate those crimes and abuses and hold the perpetrators responsible for what they did.
 - So that those who are responsible can offer reparations, prosecutions can begin, and memorializing can begin.
 - Acknowledging crimes and abuses would help to build trust and improve the relationship between government and civilians who have been affected by the rights abuses and crimes.

Discussion

- As a class or in groups, students discuss the questions.
1. Transitional justice addresses the specific and unique needs of post-conflict communities
 - The goals of transitional justice are to prevent violent conflict from recurring.
 - It attempts to rebuild relationships.
 - It tries to learn about the needs of victims of violent conflict.
 - It upholds international legal standards.
 - It ensures that human and civil rights are protected and respected.
 - It attempts to prevent perpetrators of violence and rights abuses from having power and making leadership decisions
 - It attempts to create memorials that help victims of violence and conflict heal and reconcile relationships between opposing people, groups, and communities.
 2. Transitional justice may not reach all people or communities affected by a conflict.
 - Leaders of conflict actors might be punished through transitional justice tools. This makes them less likely to accept a transitional justice process
 - Victims of violent conflict and war may not get everything they want or need from a transitional justice process, so they may not support transitional justice actions.
 - Transitional justice is best implemented when there is a trustworthy judicial system and a vibrant civil society. If neither of these exist, transitional justice activities may be much more difficult to implement.
 3. Transitional justice builds peace because it helps people to improve their relationships.
 - Transitional justice builds peace because it gives people methods of understanding underlying causes of conflict and violence and taking action to change these causes.
 - Transitional justice gives people tools to rebuild institutions within their societies so that structural violence is reduced and peace is more sustainable.

Exercise

- Students classify the needs into the types of activity.
 - Remind students that some needs may fit more than one activity.

Answers

- EL, SO
 - SO
 - EL
 - EL
 - SO
 - EL
 - PSRP
 - PSRP
2. Students think of one more need for each category.

Focus on Myanmar

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

Possible answers

- DDR means an end to "armed struggle" or fight for ethnic rights. Ethnic armed groups may not want to stop fighting for their rights. It might seem like
 - Ethnic armed groups who did DDR would no longer have a means of protecting themselves from the Myanmar military or other armed groups
- DDR only meets a few needs in post-conflict areas. It reduces weapons and finds a way of reintegrating soldiers into civilian life, but it only helps soldiers and armed combatants; it does not help everyone affected by violence or war.

Discussion

- As a class or in groups, students discuss the questions.

Page 53

Exercise

- Students answer the questions.

Answers

- peacebuilding
 - not peacebuilding
 - peacebuilding
 - peacebuilding
 - peacebuilding

Page 55

Activity - What is Reconciliation?

- Individually, students read the quotations. Clarify anything they don't understand.
 - Students choose the one they think best describes reconciliation.
- Students find a partner who has chosen a different quotation.
 - In pairs, they explain why they chose that quotation.
- Pairs write their own definition of reconciliation, using the ideas from their quotations.
 - They write their definitions on a piece of paper and stick it on the wall.
- Students walk around reading other pairs' definitions.

Page 57

Activity - I am..

- Make four signs saying *Truth, Justice, Mercy* and *Security*.
 - Put a sign in each corner of the room.
- Students stand in the corner they consider the most important.
 - Students form one or more groups with people who are in the same corner.
 - Groups list reasons why their feature is the most important one.
 - Students walk around talking to people from other groups, and explaining why they think their feature is most important.
 - As a class, discuss the questions.

Discussion

Possible answers

- As a class or in groups, students discuss the questions.
- it is possible to have reconciliation if some people receive immunity because this may be the only way to prevent some actors from returning to violent conflict. It is possible to rebuild relationships and have truth, mercy, and security.
 - It is not possible to have reconciliation if some people receive immunity because then there will be no truth or justice. The people who receive immunity will not have to do anything to make up for their actions or repair the harm that they caused.
 - to prevent them from becoming involved in a new conflict over post-conflict justice

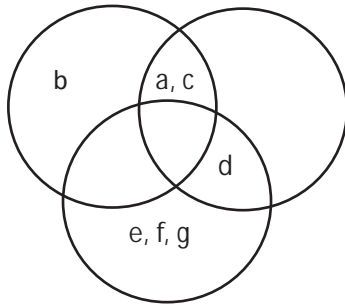
- there are too many people who have committed crimes for a system to deal with.
- there is not always a way to identify who is responsible for crimes or rights abuses

Page 59

Exercise

1. Students put the activities in the Venn diagram.

Answers



2. Students add two or three other activities to the Venn Diagram.

Page 60

Activity - Reconciliation for Me

- Make four signs saying *a*, *b*, *c* and *d*.
 - Put a sign in each corner of the room.
1. Individually, students think of a conflict.
 - They take four pieces of paper or sticky notes, and write the answer to each question (a-d) on one of on separate notes.
 2. They put their notes on the wall next to the correct letter.
 - They go around the room reading other peoples' notes.
 - As a class, discuss the questions.

Discussion

- As a class or in groups, students discuss the questions.

Conclusion

Activity - Mind-map

1. In groups, students choose a conflict that they are very familiar with. It should be a conflict that has recently ended.
2. Groups create a mind-map about the needs for those affected by this conflict,
 - They should also use pictures - either pictures they create, or picture they find in magazines/ newspapers or on the internet.
3. Students add reconciliation activities and transitional justice activities to the map that meet these needs.
4. Groups present their mind-map to the class.



DRAFT

CONFLICT AND PEACE

an introduction

TEACHER'S NOTES AND ANSWER KEY

Conflict and Peace: An Introduction is a short peace education course designed for adult education classes in Myanmar. It takes key concepts and ideas from **Mote Oo Education's** (forthcoming) Peace course, and presents them in a shorter introductory course.

It comprises two chapters examining the ideas of conflict and peace. Key concepts and themes include levels of conflict, sources of conflict, definitions of peace and peacemaking. All major concepts are illustrated through *Focus on Myanmar* case studies. These help learners to relate the ideas in the book to their own country and context.

Mote Oo Education provides curriculum and support for Myanmar teachers and learners.

We believe that quality educational materials should be available for all, and should be owned, adapted and improved by those who use them.



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