

CONFLICT AND PEACE

UNIT TWO: UNDERSTANDING PEACE

A PEACE AND CONFLICT STUDIES COURSE
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by Daniel Korth and Alyssa Paylor
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AN INTRODUCTION TO **CONFLICT AND PEACE**, FOR TEACHERS

A. WHAT IS PEACE EDUCATION?

Peace education aims to increase knowledge, build skills, and encourage values that can transform violent conflict into peace. Teachers of peace believe that people prefer to live in peace, and that violence is neither natural nor unavoidable. *Teachers of peace must believe that peace is possible for everyone.*

Peace education is not like other subjects which focus mostly on increasing knowledge. It is more sensitive than other subjects because it deals with conflicts, opposing points of view, and strong emotions. Students of peace education have more than just knowledge about the theories of conflict and peace. They also have skills to transform conflict into peace, and a desire to act on their knowledge. Peace education teaches courage to work for peaceful change and an unwillingness to live in a world with injustice and violence. The ultimate goal of peace education is to empower students to stop cycles of violence, inequality, and injustice.

Peace education includes many different topics. Here are four that are included in both Units 1 and Unit 2 of *Conflict and Peace*:



PEACE AND CONFLICT STUDIES:

This focuses on the theories and research that describe types of conflict and violence. It teaches students how to analyse conflict and the reasons why conflict and violence exist. Peace and conflict studies teaches about ways of increasing peace and preventing war. It increases students' awareness about different strategies for peace, including peacekeeping, peacebuilding, and formal peace processes.



HUMAN DEVELOPMENT:

This focuses on those in the world who are “haves” and those who are “have nots”. Understanding the causes and effects of poverty and economic inequality are very important for preventing conflict and building peace. Peace education promotes the idea that peace is not possible if people are living in poverty or do not have equal rights.

HUMAN RIGHTS:

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This focuses on people's basic rights. Students learn about how a lack of rights leads to conflict. They also learn that lacking rights is a form of violence. It also focuses on creating multicultural understanding, shared identities and honouring the dignity of all people. It aims to reduce stereotypes between groups.

CONFLICT TRANSFORMATION:

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This focuses on the skills students need to resolve conflicts without violence. Students learn how to deal constructively with conflicts in their daily life. It also focuses on skills for changing violent conflict into peaceful conflict. Students learn how to prevent violence from starting and decrease violence that already exists.

B. WHAT ARE THE GOALS OF PEACE EDUCATION?

1. Build a culture of peace by including peaceful perspectives in educational settings, and reducing violent ones.
2. Increase self-awareness of emotions and reduce feelings of fear between different groups.
3. Increase knowledge about the consequences of supporting war and militarism. Focus on understanding security as something all humans deserve.
4. Increase awareness about how all people are responsible for the existence of violence and war, and the creation of peace.
5. Increase respect for different cultures and appreciate the interconnectedness of all human beings.
6. Focus on building a peaceful future, rather than on past or present violence.
7. Build skills for individuals to create social change in a non-violent way.
8. Increase awareness about social justice, human rights, development, feminism, and non-violence.
9. Develop a respect for human life and increase a sense of individual responsibility for promoting this respect.
10. Empower and encourage students to do work in a non-violent way that leads to social transformation.

C. THE ROLE OF THE TEACHER IN PEACE EDUCATION

Teachers who do peace education must focus on empowering their students to build peace. Several techniques may be helpful for doing this:

Advocate for Peace: Teachers of peace education should believe that peace is possible, and that everyone has the ability to build peace.

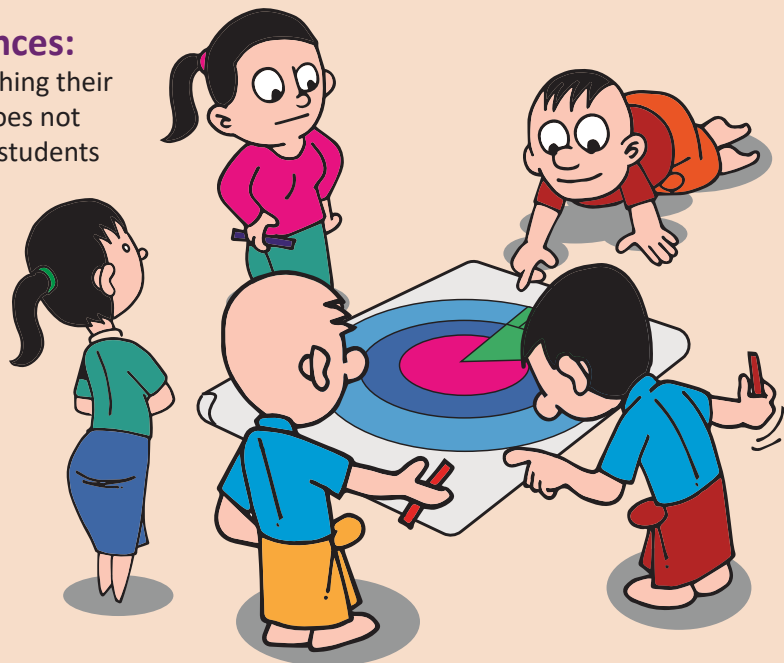
Affirm Students: Teachers should show an interest in students' ideas and opinions. They should also be concerned with the well-being of students, both in and out of the classroom. They can do this by actively listening and asking questions, and encouraging all students to share their thoughts and ideas.

Accept Uncertainty and Disagreement: Teachers should allow students to express opposing points of view. Peace education is not about teaching students the right answer to a question. It is more important for students to learn to respect different points of view and to give reasons for their own opinions than it is for them to have correct answers. Since many peace education topics are sensitive, it is common for students to disagree with each other and even their teachers.

Express Feelings: Teachers should share their feelings appropriately, be willing to admit mistakes, and take responsibility for their actions as a teacher. They should encourage students to do these things as well.

Respect Differences:

Students learn by watching their teachers. If a teacher does not show respect for all the students in their classroom, students will not show respect for each other. Teachers should encourage students to be proud of their differences, and treat all students equally.

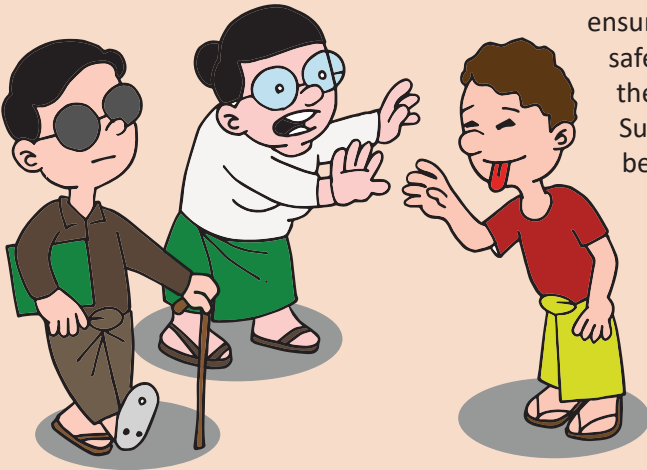


Resolve Conflicts: Teachers should be active in helping students to resolve conflicts. This means encouraging students to use communication skills such as active listening and I-statements, checking to make sure that all students have an opportunity to explain their view of a conflict, and ensuring that the resolution is just.



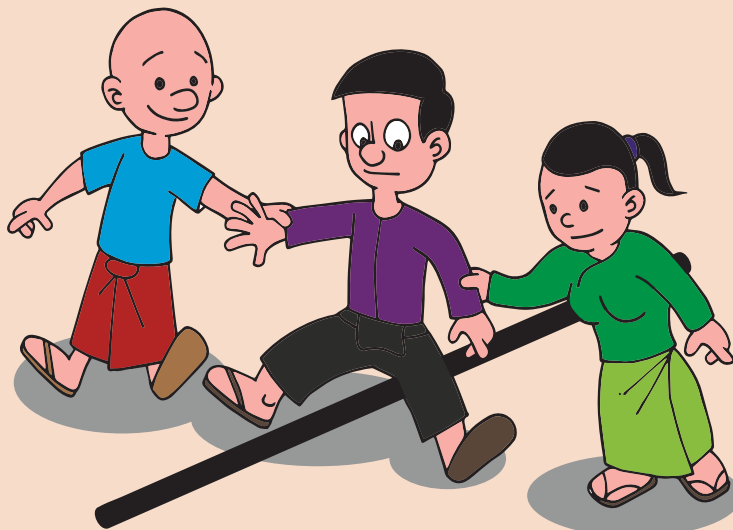
Prevent Harm: Teachers must be active

against harmful situations. If a teacher sees that a student is being harmed by something in their classroom, the teacher must act to stop that harm. Teachers should ensure that the learning environment makes everyone feel safe. Students who do not feel safe with each other or their teacher cannot learn as well as students who do. Support for violent ideas such as discrimination should be discouraged.



Facilitate Learning: Teachers should see themselves as guides who lead students through a process or experience of learning. This does not include lecturing or forcing students to memorise. Instead, teachers should create experiences and guide discussions where students explore their own ideas, and build knowledge on their own.

Encourage Cooperation: Teachers should create opportunities for cooperation and avoid competition. Group work, peer learning, discussion, and dialogue all encourage students to practice cooperation, rather than competition, in their daily lives.



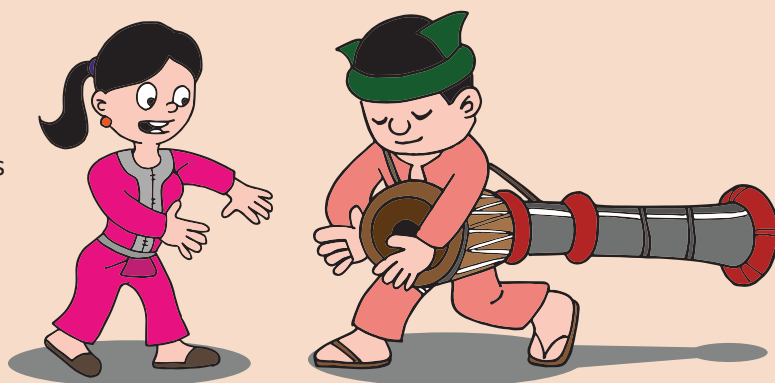
D. THE STUDENT-TEACHER RELATIONSHIP

Some of the topics in *Conflict and Peace* are sensitive and personal. Therefore, it is important for teachers and students to be open and to have a good relationship with each other. Here are some ways to make the student-teacher relationship the best that it can be:

Cooperate: Teachers and students should see themselves as being on a journey of learning together. Teachers can learn from students, and students can learn from teachers. Teachers should have a mind-set that: *students have their own knowledge and can contribute to learning in the classroom*. Dialogue and questions between teachers and students should be encouraged in the peace education classroom. This also builds trust.

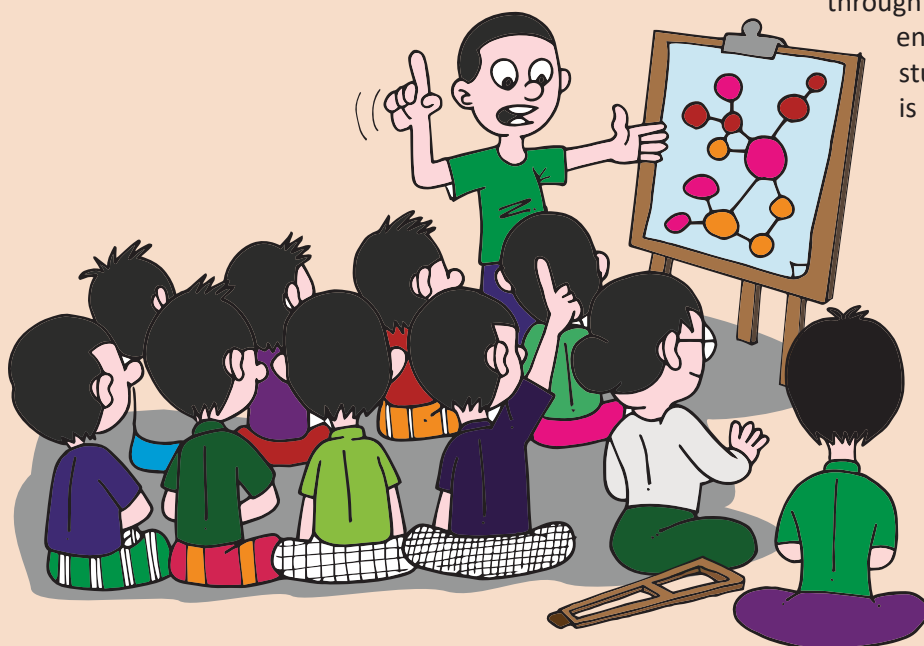
Build Trust: Peace education is most successful when teachers and students trust each other. The teacher should be open with their students and share their own ideas and stories. Teachers should share their opinions without telling students what to think. Teachers can build trust with students by participating in activities.

Encourage Diversity: Encourage students to share their individual perspectives and ideas. This shows students that diversity is safe and beneficial. It also shows students that their teacher accepts them, even if a student doesn't have the same experiences or knowledge as the teacher.



Treat Everyone Fairly: Classroom rules should be applied fairly, and favouritism is discouraged. Teachers should stop students from treating each other unfairly. Teachers should think about their own bias and try to prevent it from entering the classroom.

Encourage Exploration and Critical Thinking: Topics within peace education often have no clear right or wrong answers, so it is important that teachers support the process of learning about a topic, rather than reaching a right answer. Students should be encouraged to explore ideas from multiple angles and through different viewpoints. Teachers can encourage disagreement between students as long as the disagreement is done in a kind and respectful way.



E. THE PEACE CLASSROOM

Teachers and students should work together to create a classroom that represents the peaceful world that they want to build. Elements of a peace classroom can include:

Guidelines: Students and teachers work together to decide on the rules that are important for their classroom. Teachers can guide this process, but students also need to participate. When students participate, they share the responsibility of following the rules and understanding the consequences of not following them.

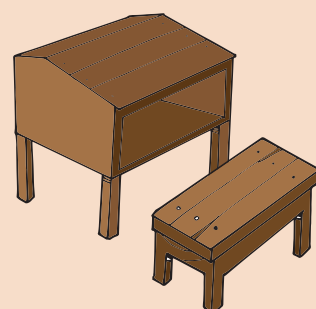
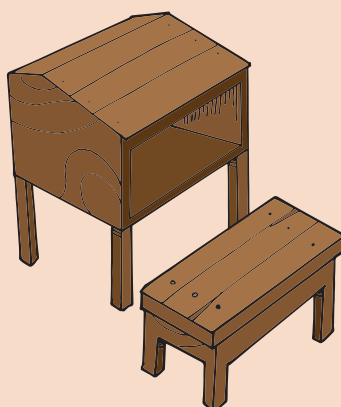
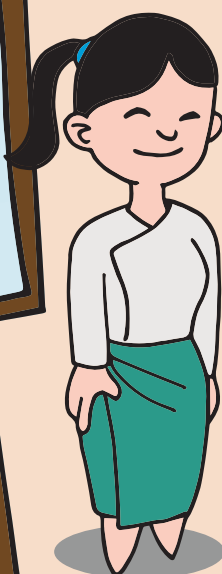
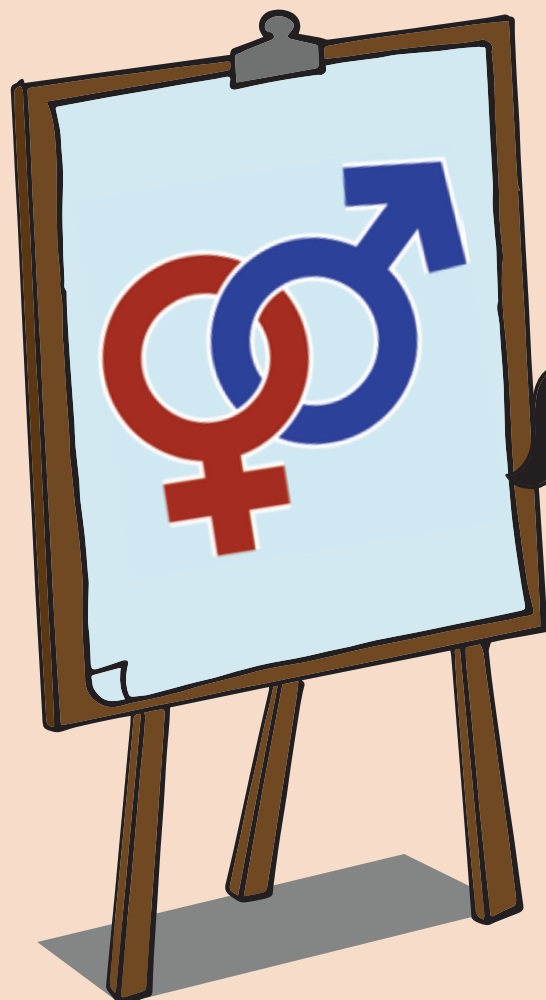
Democratic Process: This means including students in some decision-making to encourage shared responsibility. Students are held accountable for their actions. Teachers are transparent about their expectations of students. One way to include democracy in the classroom is by holding class meetings. Students can then discuss problems in their classroom and think of solutions to the problems together. Teachers also should model respectful and responsible behaviour, and encourage cooperative decision-making.

Sharing: All students have special skills and knowledge. Teachers should encourage students to share these special skills and knowledge with other students. Teachers should also encourage students to help each other, so that everyone can be successful in an exercise or activity. Some students may feel more comfortable sharing personal stories with students who are similar to themselves. Sometimes it is appropriate to separate students into groups, such as women and men, or language-based groups to make discussions or activities feel safe for everyone.

Sensitivity: Teachers and students should be sensitive to the challenges they each face, and care about each other's well-being. Teachers should not force students to participate in activities that they do not feel comfortable doing. Both teachers and students should be aware of topics that upset others, and respond appropriately to their feelings and needs. If an exercise, activity or discussion becomes emotional or upsetting, allow students to excuse themselves if they wish to leave. Give students time to think about difficult or challenging topics before moving on to a new topic.

Challenging each other: There are some topics in peace education that might make both teachers and students feel uncomfortable. These topics can challenge personal beliefs and may lead to disagreement or uncertainty. This experience of discomfort or challenge is a moment of learning, and it is okay to feel this way. Sometimes teachers will have to encourage students to try something new and get out of a mind-set or habit that is comfortable.





F. A NOTE ON GENDER

Several sections in these books have a gender perspective. Gender awareness and equality are necessary for achieving peace. When men and women are both secure and can work together in equal partnership, peace is possible. Here are some ideas for promoting gender equality in your classroom and ensuring that discussions on gender are productive and safe for everyone:

Establish guidelines or rules that require students to pause and think before responding during class discussions.

Be aware of how often you call on male and female students to answer questions or speak. Make an effort to call on equal numbers of male and female students.

Encourage, but do not force, everyone to speak or share. Find ways of including quiet students in discussions by doing discussion in small groups, by using writing to prepare for discussion, or by using Think-Pair-Share techniques.

If topics are sensitive or require students to share personal stories, consider dividing students into gender groups so that students feel more comfortable.

Do not require one student to speak for “all women” or “all men”.

Encourage students to share their own personal experiences and observations instead of attacking the ideas or character of other students.

Be diligent about guiding students to use active listening and encourage them to ask questions that increase understanding.

Remind students that when a person experiences gender-based violence, they did not cause the violence. It is never a victim’s fault.

Remind students that gender-based violence is not natural or acceptable. If students express opinions that support gender-based violence, discuss where ideas like this come from, and offer them information that disputes these ideas.

Warn students that some discussions, exercises, and activities might be upsetting or uncomfortable. Allow students to excuse themselves if they feel uncomfortable or become upset. Give students time to think about upsetting or uncomfortable topics and discussions before starting a new section, exercise, activity, or discussion.

G. ADDITIONAL ACTIVITIES AND TEACHER’S DVD

At the back of this teacher’s book is an appendix, which contains additional texts, worksheets and questions to accompany some of the sections of the book. In addition, there is a teacher’s DVD, also at the back of the book. This contains further information, peace songs, documentaries and other relevant information.

If the teacher’s DVD is not available, please refer to the Mote Oo Education website, which has links to all the information on the DVD.

Website: moteoo.org

Activity Guide

Brainstorm:

A brainstorm is a tool that allows a group to collect a large number of ideas in a limited amount of time. Brainstorming gives teachers and students useful information about students' prior knowledge, opinions and attitudes to a topic. It also gets students thinking about a topic before they explore it in more detail.

1. Give the group a question such as 'What is nonviolence?', 'What is peace?' "What do you know about the United Nations?" "Which countries have had civil wars in the last 10 years?' etc.
2. The class comes up with as many ideas and responses as possible.
3. Write all of the students' ideas on the board. Unusual and creative ideas are welcome. Criticism, challenges and discussion must wait until the brainstorm is over.

Gallery Walk

A gallery walk is a tool to share the results of group work with the class.

1. Students work in groups. They present the results of their work on flip chart paper.
2. The papers are put up around the room.
3. Students walk around the room and check other groups' work.

Statue Theatre

Statue theatre uses the human body to make images. These images help us to explore complex ideas like power, oppression or peace. We can also use statue theatre also to explore specific conflicts and their solutions.

1. A student builds a statue that shows oppression. They use the bodies of other students to make the statue. They do not explain verbally how the statue should look or how the other students should stand, sit or lie. Instead they physically move other students into the right position, or demonstrate the position themselves.
2. When the statue is finished, other students modify it until they all agree that it is a good representation of the situation. Again this is done physically instead of verbally.
3. Students who are part of the statue say what their character is feeling or thinking.

4. Statue theatre can also be used to explore change, e.g.: after building a statue of oppression students build a statue that shows their vision of liberation. Then, step by step, they change the first statue into the second one.

Note: Students may not be used to theatre activities and expressing themselves with their bodies. On the supplementary DVD, there are warm-up activities. You can use "Moving Statues" and "Statue Circle" as warm ups.

Image Mindmap

A mindmap is a way to organize your knowledge. It shows you how the different ideas of a complex topic are connected to one another and helps you to remember information.

1. Students take a blank piece of paper and turn it sideways. In the centre of the page they draw the first image they think of on the topic they are mindmapping. They label the image.
2. From the central image they draw a branch. (Think of each branch as being like a chapter or a section in a book). They label the branch. They can also draw a picture for it.
3. From the main branches they draw sub-branches and from those sub-branches draw even more branches. This creates associations between ideas. They should make each picture as absurd, funny and/or exaggerated as possible. The reason for this is that people think in pictures and remember vivid, exaggerated images more easily.
4. They draw another main branch using a different colour. They draw sub-branches and pictures. If they get bored at any stage, they should move on and create another branch.
5. They keep repeating the above process (different colours, main branch, sub-branches and absurd pictures). Branches should be curved and not a straight line. The brain is more stimulated by curved lines.
6. It doesn't have to be a work of art. They should allow themselves to be as messy and creative as they like. It doesn't matter if other people can't understand these mindmaps.

Opinion Line

An opinion line is a tool to show a groups ideas about different issues.

1. Tell students that there is a line running through the room. Explain that one end of the line/room

is 'agree' and the other is 'disagree' (if easier, make a line with tape through the room, and write 'agree' at one end and 'disagree' at the other).

2. Read out a statement. Participants who agree move towards the 'agree' end of the room, If they agree completely they should go all the way, if they agree not so strongly they should only go a few steps. Participants who disagree should go in the other direction. Staying in the centre means they don't know, or have no opinion.
3. Get some students to explain their opinions.

Photo Language

Photo language is a tool to introduce a new topic to a class. e.g.: violence, democracy, love, trust, etc.

1. Cut out photos from newspapers or magazines or print them off the internet. Chose interesting photos, which are somehow related to the topic you want to discuss.
2. Put all photos in the middle of the room. There should be more photos than participants.
3. Each student picks one photo to talk about.
4. As a class or in groups, students explain to each other why they have chosen this photo.

Roleplay

A roleplay is a tool to explore a particular scenario. Students can experience how they feel, how a strategy works and what problems may come up. A role play also offers the opportunity to better understand another person's feelings and thoughts, by playing, e.g.: the role of an "opponent" in a conflict. Roleplays can be performed in pairs, in groups or as a class.

1. Explain the scenario, the roles and the task.
2. Prepare the observers, if not all students are involved in the play. You might want them to watch for specific things, e.g.: the actions of one actor, or the effects of actions, gestures or words.
3. Give a clear signal to begin the role play once the players are ready
4. Stop the role play when enough issues have been uncovered or the actions seems to come to an end.
5. Facilitate a debriefing. This allows people to examine what took place. Ask the players:
 - How did you feel in this role?
 - What did you experience during the roleplay?

Also ask the observers about their observations and then have an open discussion.

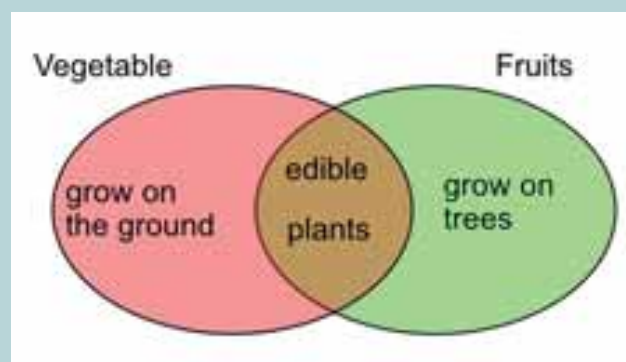
Note:

- Always use the names of the character, not the names of the participants during the activity and debriefing.
- A role play requires that students not just sit and listen, but move and act. You may use the activities "Stop and Go", "Push the Wall" or "Yes and No" on the supplementary DVD to help students warm before the role play.
- Sometimes a role play can cause strong emotions in the actors. In this case use the activity "Shake, Shake, Shake" on the supplementary DVD to help students to get out of their roles.

Venn diagram

A Venn diagram is a tool to show the relationship between two different concepts, for example fruits and vegetables.

1. Students draw two overlapping circles. Each circle represents one concept.
2. They write the characteristics of each concepts in the circles. Specifically:
 - In the overlapping zone they write what both concepts have in common (see example, below).
 - In the non-overlapping zones they write what is unique to each concept (see example, below).



1. Understanding Peace

1.1 What Is Peace?

Preview

- Students close their eyes, and think about “peace” for 30 seconds. They think of a picture of peace, and what things are in that picture.
- In pairs, they describe and discuss their pictures.

Exercise

- Students match the levels of peace with the examples.

Answers

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

Focus on Myanmar

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

Possible answers

1. Inner peace gives us the strength to struggle for peace in society. Naw Zipporah Sein learned to take care of herself in order to care for others.
2. – We need peace within ourselves to reach peace with other people. If we are not at peace with ourselves it is difficult to act peacefully and constructively in conflicts with others.
– Inner peace means happiness and contentment. People who have inner peace don't need to be violent or oppress others.

Activity – Playing Peace

Note: The purpose of this activity is for students to realize that we often speak about 'peace' without having a clear idea about the positive characteristics of peace.

1. Students read the story.
 - In groups or as a class, discuss why the children might not know how to play peace.

Possible answers

- They have never experienced peace.
- They understand peace only negatively – as the absence of violence.
- They don't know how to describe peace positively.

2. In groups, students discuss what "playing peace" might look like.

Possible answers

- Family life – all family members are at home and healthy.
- Farming – farmers feel safe and are not afraid of landmines or shooting.
- Reconciliation – two people hugging each other.
- Negotiations.
- Destroying weapons.
- Cooperative activities like dancing.
- A festival or celebration.

Extra Activity – Play Peace

- In groups, students discuss what peace play might look like.
- They roleplay a group of children playing peace.
- They perform their roleplays to the class.

Activity – War and Peace

Facilitation Notes

- The paintings include a lot of details. Encourage students to have a close look and discuss the meaning of these details, e.g.: the horses in the war painting are stepping on a newspaper. This might mean that freedom of press is limited in times of war.
- If you have a projector use the soft copies on the supplementary DVD.
- If students like this activity, show them the painting “Guernica” on the DVD too.

- Students look at the pictures and answer the questions.

Possible answers

1. **War:** fighting, stabbing with a knife, driving a chariot, guarding
Peace: dancing, ploughing, making music, playing a flute, nurturing a child, writing, reading
2. **War:**
 - Guard on the left: “Stop!”
 - Charioteer: “Out of my way!”
 - Men in the background – screaming
 - Hands under chariot: “Help!”**Peace:**
 - Dancing women – singing
 - Person carrying something red: “Look what I have got.”
 - Small person in the back: “I enjoy life.”
3. **War:** Black, grey and red. Black means darkness and danger. Red is the colour of blood.
Peace: Blue, green, yellow and white. Yellow is the colour of the sun. Blue and green symbolize nature, e.g.: the earth is the blue and green planet, white is the colour of peace.

Activity – Peace Quotations

Note: The purpose of this activity is for students to practice reasoning skills and guessing strategies. They don't need to match all quotes correctly.

1. Students read the quotations. Clarify anything they don't understand.
 - Students decide which quote they like best.
 - In pairs or groups, they discuss their favourite quote, and why they like it.
2. Students read the information about the people who made the quotes. Clarify anything they don't understand.
 - They match the quotes with the person who made them.

Answers

1. E
 2. B
 3. A
 4. D
 5. F
 6. C
 7. G
3. As a class, discuss the questions.

Extra Activity – Peace Songs

1. Students find a poem or a song that about peace.
2. They present it in class – as a recording, or perform it themselves.
3. As a class, discuss these questions about each song:
 - How does it describe peace?
 - Does it describe peace or criticize war?

Activity – Symbols of Peace

1. Students look at the images. In groups or as a class, discuss the question.
2. They read the explanations. Clarify anything they don't understand.
- They match the symbols and the explanations.

Answers

1. B
 2. G
 3. F
 4. A
 5. C
 6. D
 7. E
3. In groups or as a class, discuss the questions.
 4. Individually or in pairs or groups, students draw their own symbols of peace.
 - These should be simple, not detailed.
 5. They write an explanation of why their symbol represents peace.
 - They put these on the wall.
 - Students walk around looking at the symbols and reading the explanations.
 - If you like, have students present their symbols and explanations to the class.

Discussion

- As a class or in groups, students discuss the questions.
- Point out that:
 - people usually believe peace to be calm and quiet. But exciting events like water festival or sports festival show peaceful relations between people as well.

Reflection

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

1.2 Incomplete Peace

Preview

- Students brainstorm possible titles for the photograph. Write their ideas on the board.

Exercise

1. Students read the case studies.
 - They decide whether they are examples of incomplete peace or not, and why.

Answers

- a. Incomplete peace. Defeating an enemy only achieves incomplete peace. In Sri Lanka, the reasons that caused the civil war remain. The Tamil minority of Sri Lanka is still oppressed by the Sinhalese majority. The civil war might start again.
 - b. Incomplete peace. Although the USA and the Soviet-Union didn't fight each other directly they threatened total destruction. During the Cold War, they spent a lot of resources on weapons, and supported proxy wars in other countries.
 - c. More than incomplete peace. Germany and France not only stopped fighting each other, they went on to a process of reconciliation, and established various ties to strengthen their relationship.
 - d. Incomplete peace. The Catholic and the Protestant populations of Northern Ireland are still hostile to each other. The separation only reduces violent outbreaks but does not build friendship.
2. As a class, discuss how the third case study is different from the others.

Possible answers

The third case study is closer to complete peace. There is friendship and cooperation between the former enemies.

Focus on Myanmar

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

Possible answers

1. According to General Hso Ten from the Shan State Army-North, the January ceasefire was not enough to create complete peace because it did not provide equal rights for ethnic minorities, autonomy for the Shan State government or inclusive political talks.
2. Ceasefires only interrupt fighting. They do not address the reasons why people are fighting. Sometimes a ceasefire just provides an opportunity for the opposing actors to prepare for another fight.

Discussion

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

Point out that:

- incomplete peace means only that war or violent conflict have stopped. It is called incomplete because the roots of the conflict are not removed.
- actors who have reached incomplete peace may remain hostile towards each other.
- a society with incomplete peace can nevertheless have injustice, poverty, oppression, discrimination against minorities, etc.
- incomplete peace is unstable and can return to violence.
- in social science, incomplete and complete peace are also called negative and positive peace.
- incomplete peace is necessary to achieve complete peace. The absence of direct violence and war allows people to work for complete peace.

1.3 Complete Peace and Structural Violence

Preview

- Students read the quotation. Clarify anything they don't understand.
- They answer the question.
- Write their ideas on the board.

Possible answers

Respect for human rights, people's basic needs (food, shelter) fulfilled, freedom for individuals and nations, healing for victims of violence.

Exercise

- Students choose the main idea of the paragraph.

Answer 3

Exercise

- Students read the quotes and decide which is talking about complete peace and which is talking about incomplete peace.

Answers

1. incomplete peace
2. complete peace

Activity – News from the Future

Note: The purpose of this activity is for students to reflect upon their vision of peace for Myanmar.

- Students read the 'Myanmar Future Times' articles.

1. They answer the questions.

Possible answers

- a. Yes, the news items show complete peace.
 - 1 shows a society with a working democracy. The opposing parties accept the decision of the people and deal with their conflicts constructively.
 - 2 reports people of various groups celebrating together. There seems to be no hostility and friendship between the different groups.
 - 3 shows the government and different ethnic groups successfully working together on a controversial topic. This implies mutual respect and cooperation between the different ethnicities of the country.
2. In pairs or groups, students write their own news article from the future. This can be 5, 10, 50 or 100 years in the future.
- They give their article a title and a date.
3. They answer the questions about their articles.
4. Groups present their article to the class, along with their answers to the questions.

Exercise

- Students look at the pictures and identify whether each example is direct or indirect/structural violence.
- They answer the questions about each picture.

Answers

- a. soldiers
 - b. shooting, or threatening to shoot
 - c. a prisoner
 - d. direct violence
- a. no actor
 - b. homelessness
 - c. a homeless man
 - d. indirect violence

Note: Structural or indirect violence is an extension to the concept of direct violence, which is described in Unit one: Understanding Conflict, 2.4. Violence as a Destructive Strategy, p 30.

Exercise

- Students decide whether each act is direct violence, structural violence, or not violence.

Possible answers

- No violence. There is no actor, an earthquake is a natural disaster not caused by people.
or:
– Structural violence. The impact that an earthquake has depends on preparedness. e.g.: If people die in an earthquake because their houses are not quake resistant this is structural violence.
- Direct violence, as there are clear actions, actors and victims.
- Direct violence, as there is a clear action, actor and a victim.
- No violence, as HIV/AIDS is a disease not caused by people.
or:
– Structural violence, as infection can be prevented by the use of condoms, but in many countries knowledge about protection is not provided.
- No violence, as an accident does not happen on purpose.
- Direct violence, as there is a clear actor, an action and a victim.
- no violence, if a famine is caused only by nature, e.g.: a drought.
or:
– Structural violence, e.g.: if wood clearing and the planting of export products like cotton or oil palm cause the loss of farmland, which is needed to grow food.

Discussion

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

Possible answers

- In Myanmar, people from ethnic minority groups have to speak Myanmar at school and university. They cannot learn in their native language, so they are at a disadvantage compared to native speakers. They will get worse grades and worse jobs than people from the majority ethnic group.
- Many societies don't accept LGBT people. In these societies, LGBT people have to hide their sexual orientation. Living in constant fear is harmful.
- In many societies, people do not take the needs of disabled people into account when they build roads or houses or design public transport. Stairs or the edge between pavement and roads become barriers for people with physical disabilities. This can prevent them from participating in social life.

Reflection

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

1.4 Complete Peace and Social Justice

Preview

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

Possible answers

- Social justice is a fair and just relationship between the individual and society.
- Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.
- Social justice means taking opportunities and resources from richer people and giving them to poorer people.

Activity – Looking for Social Justice

Note: The purpose of this activity is for students to demonstrate creativity. They are not supposed to know what the photos show, but to guess.

- In pairs or groups, students look at the pictures.
- They answer the questions.
- Have a few groups present their answers to the class.

Possible answers

- a. A group of women is demonstrating.
 - b. Food and other products are being given away to anyone who wants them.
 - c. Two girls carrying bricks on their head. On the ground a number of bricks are lying in the sun.
 - d. A notice on a website or a job advertisement saying "equal opportunity employer".
- a. In a city in Egypt during the January 2011 Arab Spring protests.
 - b. The United States of America.
 - c. On a construction site in Nepal.
 - d. The United States of America.
- a. In many countries women have fewer rights than men. The picture may show women protesting against gender discrimination.
 - b. People who have enough food are choosing to help others who do not have enough.
 - c. Child labour prevents children from getting education, so these children's are victims of structural violence.
 - c. Many countries have laws to protect minorities and stop employers discriminating against people.

Focus on Myanmar

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

Possible answers

1. To Padoh Saw Kwe Htoo Win, justice means autonomy "...the right to decide our own future" and identity "... to develop our own language and culture."
2. Complete peace cannot be reached without justice. Incomplete peace can be reached without justice but it is not likely to last.
3. Things that make good relationships between people cannot be reached by fighting, e.g.: friendship, understanding, trust.

Activity – Complete Peace

- In pairs or groups, students imagine a society that has achieved complete peace.
- 1. They list the characteristics of this society, in each category.
- They list the things this society is free from, in each category.

Possible answers

- b. Characteristics:** institutions to deal with conflicts constructively, mediation, negotiation.
Does not have: violent conflicts, civil war, corporal punishment.
 - c. Characteristics:** protection of environment, clean air and water, sustainable development, renewable energy (wind, solar).
Does not have: destruction of environment, water and air pollution, toxic waste.
 - d. Characteristics:** interaction between different genders, ethnic and religious groups, shared festivals, inter-ethnic and inter-religious marriage, all ethnic and religious groups are represented in governmental institutions, minority rights.
Does not have: riots, discrimination, hate speech, bias and prejudice, sexism.
2. Students write paragraphs describing each part of the peaceful society.

Discussion

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

Point out that:

- complete peace is a goal we are aiming for. No country has yet reached that goal. In both rich and poor countries, social injustice and structural violence exist. However, some countries are closer to the goal of complete peace than others.
- when they say they want peace. some actors mean complete peace and some mean incomplete peace. You have to listen closely to find out which they are talking about.

1.5 Complete Peace and Gender Equality

Preview

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

Possible answers

1. – Gender equality is when power is balanced between men and women.
 - Gender equality is when there are equal numbers of men and women making important decisions or in positions of leadership.
 - Gender equality means equal access to resources and opportunities for both men and women.
 - Gender equality means having equal rights and equal protection of those rights.
2. – Social justice and gender equality both require that resources and opportunities are distributed equally.
 - Gender inequality is a type of structural violence, and social justice is one way of reducing structural violence.
 - Social justice is one way of reducing the harmful impacts of gender inequality.

Exercise

- Students read the scenarios and classify them as gender inequality, gender-based violence or gender equality.

Answers

1. gender inequality
2. gender inequality
3. gender equality
4. gender-based violence
5. gender equality
6. gender inequality
7. gender inequality
8. gender inequality
9. gender equality
10. gender inequality

Focus on Myanmar

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

Possible answers

1. There are more men than women in China. The extra men in China are looking for wives and domestic helpers (Chinese women would usually fill these roles, but there are not enough of them).
2. – There are more jobs in China, which are better paying than the jobs in Myanmar.
 - Violent conflict in parts of Myanmar make it easier to convince women and girls to migrate to China for work, since traditional livelihoods are interrupted during violent conflict.
3. – IDP and refugee camps are not safe for women and girls because they do not have the same infrastructure or social structure as an established village or town. Therefore more women and girls want to leave. It is easier for strangers or community members to exploit these women and girls.
 - Protection, immigration and reporting systems are interrupted, so women and girls can be more easily trafficked and there may not be anyone to investigate cases of suspected trafficking.
 - During times of violent conflict, basic resources can be difficult to find, so women and girls are often exploited in their search for fuel, food and water.
 - Violent conflict can mean a loss of property, employment opportunities, and the ability to have a livelihood. When this happens, women and girls may migrate in order to help their families' survival.

Extra Activity – Gender, Life and Death

- Make copies of the graph and information in the appendix on page 134.

Note: *The graph for this activity was created based on demographic predictions by several academics and demographers. (Demographers are social scientists who study the number of people and how the number changes over time. They study the number of births, deaths, and populations of regions, countries, and the world. Demographers also make predictions about how a population of a country or region will change over time. For example, some countries have a high population of elderly, but a low population of adults and youth. This is problematic because the elderly need adults and youth to care for them, but there are not enough.)*

- Students read the graph and answer the questions.

Possible answers

1. According to the graph, more women (163 million) have died due to being female than people (154.5 million) have died due to violent conflicts.
2. According to the graph, the value of female life in the world today is low because there are 163 million women who have died or disappeared as a result of their lives being undervalued.
3. – During violent conflicts both men and women die. However, gender inequality (undervaluing a female or male life) creates social conditions that lead to more female than male deaths.
 - Actions like boy preference and domestic abuse are forms of violence. These actions happen so frequently that overall more females than males die from violence.

Discussion

- As a class or in groups, students discuss the questions.
- Point out that:
 - gender inequality and gender-based violence are forms of direct and structural violence.
 - direct and structural violence based on gender cannot exist if we want complete peace.
 - when there are higher levels of gender equality, there are lower levels of violent conflict between and within countries.
 - when there are high levels of gender equality, countries are less likely to escalate a disagreement to violence.
 - women are often affected more by violent conflict than men. If more women were able to make decisions about starting a war or using violence as a means of dealing with conflict, it's possible the amount of violence in Myanmar would decrease.
 - if there was more gender equality in Myanmar, there would be more women making decisions about how to deal with conflict, and those decisions are more likely to be non-violent.
 - current decision-making institutions – the government, police, and military – benefit men more than women, and these institutions are responsible for deciding how to deal with conflict. If more women were in these institutions and the institutions benefited women equally, it's possible that there would be less violent conflict, or that conflicts would not be escalated to violence.

Reflection

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

Conclusion

Activity – Poster

1. In groups, students discuss the questions.
2. They make a poster about their ideas.
 - They put their posters up around the class.
 - Students walk around looking at other groups' posters.
 - One student from each group stands with their poster and answers questions.

2. Reaching Incomplete Peace

2.1 Peacemaking

Preview

Facilitation Note

At this point it is not necessary for students to distinguish between peacemaking, peacekeeping and peacebuilding activities.

At the end of this chapter, students can return to this section and categorise the actions into peacemaking and peacekeeping.

- As a class, list the activities that we could call peacemaking activities.
- Write students' ideas on the board.

Possible answers

- negotiations
- sanctions
- boycotts
- ceasefires

Exercise

- Students put the phrases in the diagram.

Answers

1. large-scale conflict
2. peacemaking + peacekeeping
3. incomplete peace

Exercise

- Students read the scenarios.
- They answer the questions about each one.

Answers

1. a. interpersonal
 - b. A third party (an adult) separates the two actors by force or authority.
 - c. Likely, the children will stay apart for some time and forget about their argument.
2. a. interstate
 - b. A third party (a leader of another country) arranges a meeting of the two actors.
 - c. The meeting may lead to an agreement to stop fighting or it may fail.

Activity – Peacemaking Intervention

1. Individually, students think of a scenario with a peacemaking intervention.
 - If they like, they can use the template provided. They don't have to use exactly the same words.
2. In pairs, students interview each other and note down the details in the box on the page.

Activity – War and Peace Statues

Note: The purpose of this activity is for students to explore the concepts of war and peace by acting rather than talking.

1. In groups of three-five, students choose a statue maker. The other group members are the statue.
 - The statue maker creates a statue which represents war using the bodies of the other group members.
2. The class looks at all the statues.
 - They decide on one statue to continue with the rest of the activity.
 - Students who are part of this statue say what their character is feeling or thinking.
3. As a class, students change this statue into one that represents peace.
 - Students do not tell the statues what to do, but move them into the right positions.
 - Students can not remove statues, but they can add new ones.
 - Students should continue until all agree on the statue of peace.
4. As a class, they discuss the questions.

Focus on Myanmar

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

Possible answers

1. – toughness, stamina
 - tolerance
 - ability to listen to grievances
 - understanding of how peace processes work
 - hopefulness
 - optimism
 - positivity
2. hopefulness, positivity and optimism
3. It tells us that the peace process is very difficult and slow, because otherwise hope and optimism would not be so important to him.

Discussion

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

Possible answers

1. – Actors might hope to win more by fighting than by negotiations.
 - War and violence have created mistrust and hate between the actors. This is difficult to overcome.
 - Some groups or individuals benefit from war, e.g.: armed groups might control the trade in an area and tax the population. Or the army has more power in times of war than in times of peace.
2. – A third party might be compassionate and want to help.
 - A third party might also benefit from peace between to actors, e.g.: other countries might help Myanmar to reach peace, because they want to trade with Myanmar, which is easier when there is peace.

2.2 Peacemaking through Communication

Preview

1. In pairs, students stand opposite each other, about five steps apart.
 - They move forward and backwards until they are as close as they both feel comfortable.
 - They are not allowed to speak.
2. In groups or as a class, discuss the questions.

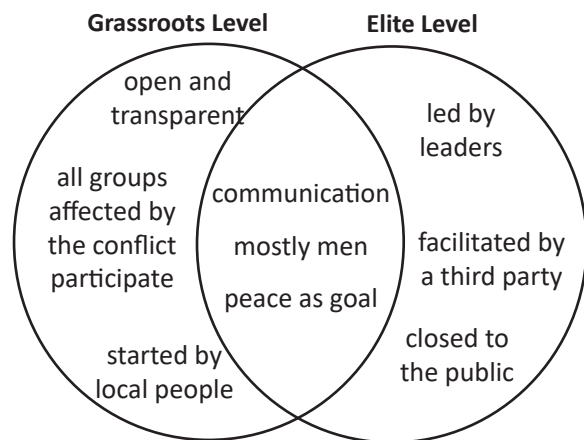
Point out that:

- this activity shows how negotiations are cooperative. We have to give and take in order to reach a common agreement.

Exercise

- Students draw a Venn diagram about elite and grassroots negotiations.

Possible answers



Activity – Negotiation in Nepal

1. As a class, look at the pictures and discuss what students think is happening in each picture.

Answers

- The first picture is King Gyanendra of Nepal.
- The second picture is a political meeting of the Maoists.
- The third picture is Maoists with guns by the roadside, taken during a ceasefire with the government.

2. Students read the case study. Clarify anything they don't understand.

- They answer the question.

Answer

elite negotiation

3. Divide the students into two groups. Half the class are journalists. The other half are Nepalese citizens.

- Divide the citizens into three groups:
 - members of the Maoist Party
 - members of the Nepalese government
 - farmers living in the area the fighting happens

4. Students read the questions.

- Each journalist thinks of one more question to ask about the situation.
- Each journalist asks two citizens the questions. Journalists note what the citizens say.

5. Swap roles. Journalists become citizens (one of three types) and citizens become journalists.

- Repeat the activity.
- If you like, get some students to present their findings to the class.

Extra Activity – Research

- Students conduct research on the civil war in Nepal and the peace treaty.
- They present it to the class.

Activity – Negotiation in Kenya

1. As a class, look at the photos and discuss what students think is happening in each picture.

Possible answers

- The first picture is dead animals after a drought.
 - The second picture is violence between tribes.
 - The third picture is local women advocating for peace.
2. Students read the case study. Clarify anything they don't understand.
 - They answer the question.

Answer

grassroots negotiation

3. Divide the class into three groups (or six if a large class). Each group gets one topic.
 - Groups create a roleplay of the topic.
4. Groups perform their roleplay to the class.

Note: The supplementary DVD contains a documentary on the peace process in Wajir, showing peacemaking, peacekeeping and peacebuilding activities.

Activity – Negotiation in Myanmar

1. In groups, students choose an armed conflict in Myanmar.
 - They should choose one that they know well. They should also have some opinions about how it might end.
 - They draw a conflict map.
 - They decide who should participate in elite-level negotiations to end this conflict.
 - They decide who should participate in grassroots level negotiations to end this conflict.

Note: see 'Unit One: Understanding Conflict', 5.3 Conflict Mapping, p98)

2. They prepare a presentation with recommendations about elite and grassroots-level negotiations.
 - They should also include some background information about the conflict.
 - Groups present their ideas to the class.

Discussion

1. As a class or in groups, students discuss the question.

Possible answers

- Negotiations after armed conflict are often competitive. The actors still have a win or lose mentality and mistrust each other.
 - The actors may be in too much pain to talk to the people who they believe to be responsible for their suffering.
2. As a class or in groups, students discuss whether, in Myanmar, peace and ceasefire talks happen more frequently at an elite or grassroots level.

Focus on Myanmar

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

Possible answers

1.
 - a. Talking to the enemy.
 - b. To change his identity "against the government and the military" identity.
 - c. Listening to things that you think are unfair.
 - d. His own people are suspicious of him because he engages with the enemy.
 - e. Peoples' egos, and making suggestions without offending the leaders.
 2.
 - a. Compromises are necessary.
 - b. Moving forward.
 - c. —
 - d. Talking is better than killing.
 - e. —
- If you like, give students more background information on these actors:
 - a. U Than Khe is the All Burma Students' Democratic Front Chairperson. A former student at the Mandalay Institute of Medicine, he left Myanmar in 1988 to join the armed struggle. He has been the ABSDF Chairperson since 2001.
 - b. Saya Kyaw Thu is the Director of the Paung Ku Consortium, a civil society strengthening initiative established in 2007 by a consortium of international and local agencies in Myanmar. He has more than fifteen years' experience in the development sector in Myanmar.
 - c. Nai Hong Sar is the New Mon State Party Vice-Chairperson. He joined the NMSP in 1968 and has held different positions at township, district and Headquarters levels. He is also Vice-Chairperson of the United Nationalities Federal Council.
 - d. Dr. Lian Hmung Sakhong is the Executive Director of the Burma Centre for Ethnic Studies, as well as a member of the Supreme Council of the Chin National Front, a member of the Nationwide Ceasefire Coordination Team and the Senior Delegation for Nationwide Ceasefire Agreement Negotiation.
 - e. Lahtaw Ja Nan is the Director of the Nyein/Shalom Foundation, an NGO active in mediation and peace process support in Myanmar.

Activity – Design a Mediator

1. Students think of an interpersonal conflict they know well, and a possible mediator for the conflict.
 - In pairs or small groups, they explain their conflict, and talk about the person they would like to mediate it.
2. In pairs or groups, they list the skills and qualities of a mediator for interpersonal conflicts.
3. Make a class list on the board.

Possible answers

- A mediator must be trusted and respected by both sides.
- A mediator must be neutral to the conflict.
- A mediator must be confidential.
- A mediator needs patience.
- A mediator needs to listen well.
- A mediator needs to understand the emotions that underlie spoken words (empathy).
- A mediator must be persistent.

4. In pairs or groups, they think of a conflict in Myanmar.
 - They think about who needs to participate in negotiations to end this conflict. Which actors or representatives would need to participate?
 - List the skills and qualities of a mediator for communal or interstate conflicts.
 - Update the class list on the board to include these skills and qualities.
 - Point out that the skills of a mediator are basically the same at each level of conflict.

Possible answers

- In-depth knowledge about the conflict.
- Experience.
- Authority and reputation.

5. In groups or as a class, discuss who might be effective mediators in this Myanmar conflict.

Reflection

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

2.3 Gender Equality in the Peace Process

Preview

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

Possible answers

1. – No, most peace processes do not include women. The people involved in fighting are men. Therefore the people involved in negotiating peace are also usually men.
 - No, because most political or military leaders are men.
 - Sometimes, because women war and violence also affect women.

Activity – Agree or Disagree?

1. Students read the statements. Clarify anything they don't understand.
 - They decide whether they agree or disagree with each.
2. Individually or in pairs, students choose one statement they disagree with.
 - They write an argument against that statement.
3. Students join with another pair or group and discuss their arguments against the statements.
 - As a class, discuss the arguments against the statements.

Possible answers

- a. Those involved in fighting often look at problems as having only military or violent solutions. People who are not involved in fighting have different perspectives on issues and may look for non-violent solutions to problems.
 - The impacts of war (death, injury, poverty, loss of rights) often affect women more than they affect men. Therefore, women often have a greater interest in successful outcomes of a peace process.
- b. Not all peace agreements include specific references to human rights, therefore women are not guaranteed to have their human rights respected.
 - Women can experience different human rights abuses to men. Women are more likely to be a victim of rape or sexual assault, or be forcefully impregnated. Women can be used as human shields or forced labour. If women are not able to speak up about these rights abuses, there is no guarantee that they will have their rights recognized or respected.
 - In places where there are low levels of gender equality, women experience human rights abuses, even when the laws of their country are supposed to protect them. Therefore recognizing human rights in a peace agreement doesn't mean that women will have their rights protected in real life.
- c. This is an excuse that conflict actors make when they do not truly intend to reach peace. If male leaders are not willing to work with women during negotiations or in a peace process, this implies they are less committed to making/keeping/building peace at all levels. Refusing to work with women is an indication that there is no real willingness to reach peace.
- d. Just because a local culture leaves women out does not mean it is the right thing to do. Many cultural, religious, and social practices exclude women and perpetuate inequality and violence.
 - Peace is more likely to be sustainable when women are included, therefore leaving them out may make violence and conflict last longer.
 - Peace negotiations and processes are exactly the right time to include women if the culture usually leaves them out. During a peace process or negotiation, many new standards and policies are agreed to, and these will affect women's lives. Including women when these decisions are made gives them an opportunity to gain greater equality than they had before.

Discussion

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

Possible answers

1. – They are elite spaces which means that usually high-level leaders and authorities participate. In most countries, high level leaders are men, which means women are frequently excluded.
 - Talks are usually held between groups who are fighting, like the military and armed groups. Usually the leaders of these groups are men.
 - They are sometimes held in areas where there is still active conflict or violence happening. Some people say it is too dangerous or inconvenient for women to travel there.
 - The specific skills and knowledge that women can bring to peace talks is often unrecognized.
2. – Some people believe that women are natural peacemakers because they use the skills on a daily basis, while raising children or in daily social interactions. Society teaches women to use non-violent means of conflict resolution for their own safety. Men are more often taught to use fighting to get what they want.
 - No. Not all women have peacemaking skills just because they are women. Some have not been taught these skills and some do not value these skills. Women should not be included in peacemaking just because they are women either.
 - Yes, but, it is more common for women's skills as peacemakers to be ignored than for men's skills to be ignored.

Exercise

Note: *The United Nations Security Council (UNSC, Security Council) is the UN agency responsible for maintaining international peace and security. It has five permanent member states and ten non-permanent member states. The non-permanent states change every two years. The Security Council exercises its power through resolutions. Resolutions must be agreed to by all five permanent members. All member countries of the United Nations are required to follow the resolutions.*

- Students decide whether the actions are prevention, protection, participation or relief and recovery.

Answers

1. protection
2. prevention
3. relief/recovery
4. participation

Exercise

- Students read the table and answer the questions.

Answers

- Kenya
- 14 (all countries including and after Burundi)
- One of the 14 countries (Kenya) had equal participation by women. In Kenya, 58% of those involved in the overall peace process were women.

Activity: Are Women Being Heard?

Facilitation Notes

If there are fewer than 14 males in the class, use the most suitable ratio for the activity.

Ensure the two timekeepers each have a timing device and that they know how to use it.

Make sure that students take turns speaking. If students speak over each other, the timekeepers will not be able to do their job effectively.

- Choose 14 (or fewer) male students, or ask for volunteers.
- Choose one female student or ask for a volunteer. This ratio of male to female students represents the real ratio of men to women on Myanmar's Union Peace Dialogue Joint Committee.
- Choose two timekeepers, one to time the males, one to time the females.
- Create a fishbowl seating arrangement: The 15 speakers sit in a small circle. The timers and remaining students form a circle outside of the smaller circle.
- Remind the remaining students that they are observers and note takers and should remain quiet during the discussion.
- The speakers discuss the question.

Debriefing Questions

- How much time did the men spend speaking? How much time did the woman spend speaking?
- Are any of the topics discussed more important to men or to women?
- How does the number of women in the discussion affect their ability to have their voices heard?

Focus on Myanmar

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

Possible answers

1. – Their comments were not recorded in the minutes.
 - Male facilitators weakened their points.
 - being disrespected with language, such as being called “girl” by male facilitators.
 - being asked to attend with very short notice.
 - gender insensitive policies that make it difficult for them to manage their regular duties around their involvement in the process.
2. The Participation Pillar could force Myanmar to include women in all aspects of the peace negotiations and process. Women would need to be included from all or most groups taking part in the process. Women might be included as facilitators, participants, witnesses and observers to the process.
3. This obligation would help women overcome some of the challenges they face in participating in Myanmar's peace process.
4. – Develop policy proposals and testimonies that are distributed to official participants.
 - Stage sit-ins and protests or use other forms of civil disobedience until they are included in the process.
 - Build networks of women's groups that cross conflict lines and for the purpose of advocacy.

Discussion

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

Possible answers

1. – It is difficult to include women's perspectives on conflict if they are not included in the process.
 - When people tell the stories of others, or share the perspectives of others, they often include their own interpretation. If only men are speaking for women, men are interpreting what women have told them, which is much less accurate.
2. The benefits of including women are:
 - a deeper understanding of the impacts of conflict;
 - a deeper understanding of the needs and interests of everyone involved in conflict;
 - a deeper understanding about the root causes of conflict;
 - practicing equality, which is necessary for complete peace.

Reflection

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

2.4 Peacemaking By Force

Preview

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

Possible answers

the police, the army, the courts

Exercise

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

Possible answers

1. False – Peace enforcing takes place without the agreement of all actors in a conflict.
2. True
3. False – Peace enforcing usually supports one actor in the conflict.

Exercise

- Students read the statements and provide more information to support them.

Possible answers

1. They force a government to do or stop something, for example stop a war.
2. Countries don't allow members of the sanctioned government to enter, and they close their embassies.
3. It bans a country from buying or selling specific goods or services to/from another country.
4. Sometimes they can have a negative effect on the civilian population, through reducing services like health and education.

Focus on Myanmar

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

Possible answers

1. – Economic sanctions hurt people living in remote and ethnic areas.
 - Under sanctions it is difficult to work for peace.
2. Sanctions are needed to pressure the government for real political change.

Activity: Sanctions in Myanmar

- In pairs or groups, students answer the questions.
- If they are unfamiliar with the history of sanctions against Myanmar's military government, give them more information.
- Encourage them to guess answers they are not sure of.

Answers

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

Activity: Debate

1. Ensure everyone in the class understands the statement.
 - Students decide 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 arguments for their side.
3. Have the debate. Groups take turns, and speakers argue their case, in the following order:
 - Group 1, Speaker 1 presents their arguments for two minutes.
 - Group 2, Speaker 1 presents their arguments for two minutes.
 - Group 1, Speaker 2 replies to group 2's arguments and presents their arguments for two minutes.
 - Group 2, Speaker 2 replies to group 1's arguments and presents their arguments for two minutes.
 - Group 1, Speaker 3 replies to group 2's arguments and presents their arguments for two minutes.
 - Group 2, Speaker 3 replies to group 1's arguments and presents their arguments for two minutes.
4. The class votes on which side made the best argument.
 - Remind them to vote according to the quality of the argument, not based on which team they belong to.

Exercise

- Individually or in pairs or groups, students look at the pictures. They identify:
 - What people are boycotting.
 - Why they are boycotting it.
 - Who is the target of the boycott.
- Students describe their ideas of the background information to these pictures.

Possible answers

1.
 - a. Buying coffee (or other things) from the Starbucks chain of shops.
 - b. Going to, or buying things from, the USA.
 - c. Eating pork.
2.
 - a. Because Starbucks hires refugees instead of people with US citizenship.
 - b. Because the US has a large number of people in prison, and was built on slavery.
 - c. Because farming and eating pork is cruel to pigs.
3.
 - a. Starbucks coffee shops.
 - b. The USA.
 - c. The pork industry.

Exercise

- Students match the scenarios with the method of peace enforcement.

Answers

- d
- c
- e
- a
- b

Activity – Choose an Opinion

Facilitation Note

You could use an opinion line for this activity (See introduction). After each statement ask some students to explain their opinion. After each explanation, ask the other students if they want to change their position.

- Individually, students read the statements. They decide how strongly they agree or disagree with each statement, and why.
- In pairs or groups, students explain their opinions and the reasons behind them.

Discussion

- As a class or in groups, students discuss the questions.
- Point out that:
 - peacemaking by force is using destructive tools to make peace (e.g.: violence, threats) The idea is to force the actors to make peace.
 - peacemaking by force can also be used as an excuse to make war.
 - peacemaking by communication is using constructive tools. The idea is to convince the actors to make peace.
 - neither strategy is guaranteed to succeed. Each strategy could fail.

2.5 Peacekeeping

Preview

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

Possible answers

1. – Lack of trust between former enemies.
 - Unsolved problems.
 - A lot of weapons in a country.
2. – Opponents might break a ceasefire because they are unhappy with its results.
 - Even if the majority of the opposing groups accepts a ceasefire, some group members may not agree and break it.
 - Ceasefires can be broken by misunderstanding, e.g.: if armed members of the opposing groups meet each other and believe they under attack.
 - Ceasefires are sometimes signed only because the fighting parties want to regroup before they start fighting again.

Exercise

- Students answer the question.

Answer

Because they need to be clearly identified as UN peacekeepers. The blue helmets mean people know they are not from the armed forces of any of the actors.

Focus on Myanmar

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

Possible answers

- **Kachin:** A farmer was arrested.
 - **Kayin:** a rumour about an armed group forcing civilians to be porters.
 - **Kachin:** fighting in a village.
 - **Chin:** displacement of people due to fighting.
- **Kachin:** The monitor enlisted the support of a USDP party member to free the farmer.
 - **Kayin:** The monitor investigated the rumour. They found that it was false and shared this information with the locals.
 - **Kachin:** The monitor persuaded the fighting groups to move the fight to an uninhabited area.
 - **Chin:** The monitor found out the numbers of displaced people and where they were. Then emergency food and aid could be delivered.

Discussion

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

Possible answers

1. patience, communication skills, courage, reporting skills, context knowledge, neutrality
2. camera, audio recorder, a sign that shows that they are peace monitors

Reflection

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

Exercise

- Students match the photo with the activity.

Answers

1. demobilisation
2. disarmament
3. reintegration

Discussion

- As a class or in groups, students discuss the questions.
- Point out that:
 - DDR is a peacekeeping activity. It can only take place where the government / military and an armed group have already made peace, e.g.: signed a peace agreement. Otherwise it would only mean the surrender of the armed group (which is not a peace settlement).
 - a DDR process is difficult without all armed groups' agreement to the process.
 - disarmament is difficult if the numbers of weapons in an area is unknown, or the locations of landmines.

Focus on Myanmar

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

Possible answers

1. Armed groups who give up their weapons can no longer protect themselves.
2. political agreement, the desire for peace, trust in the peace process, a guarantee of security, a national recovery programme and enough funding

Discussion

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

Possible answers

1. – Both local people and foreigners have advantages and disadvantages in doing peacekeeping work. Most important is that peacekeepers need to be trusted by the main actors to be neutral. Sometimes the main actors will prefer local people, because they know them. Sometimes they will prefer foreigners, because they don't have a side in the conflict.
 - Local people know the context of the conflict better. They speak the same language as the main actors and know the culture.
 - Foreigners are often backed up by international organisations, so can bring international attention to the conflict. They may see a conflict differently to local people and bring in new ideas. They are more likely to be neutral.
2. – Armed peacekeepers are soldiers. Their weapons may prevent other actors from using violence, but they may also provoke attacks.
 - Unarmed peacekeepers are civilians. Since they have no weapons they may be trusted more. and not seen as a threat. However, they cannot defend themselves if attacked.

Conclusion

Activity – Reaching Incomplete Peace

- Students read the scenario then turn to the next page and follow the instructions. Clarify anything they don't understand.

1. in groups, students select three of the peacemaking strategies they think useful for solving the problems in Lenom.
 - They discuss how this could happen.
2. Groups select three of the peacekeeping strategies they think useful for solving the problems in Lenom.
3. Groups prepare timelines of activities for the next 24 months.
4. Groups design presentations, where they present their activities and timeline, and answer the questions about their plan.
 - Groups present their plans to the class.
5. Have a class vote on which plan is most likely to be effective.
6. Students discuss the question.

Answer

After peacemaking and peacekeeping there is still a need of activities that rebuild society and heal it from war. These kind of activities are called peacebuilding (See chapter 3).

3. Reaching Complete Peace

3.1 What Is Peacebuilding?

Preview

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

Possible answers

1. Peacebuilding is actions that lead to complete peace. This can include:
 - working to improve relationships between individuals or groups who have a history of conflict.
 - working to eliminate structural violence.
 - preventing conflicts or violence from escalating.
 - using constructive conflict tools.

Exercise

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

Possible answers

1. False – Peacebuilding can happen before, during or after a conflict.
2. True
3. False – Individuals, communities and countries can do Peacebuilding.
4. True

Reflection

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

3.2 Post-conflict Peacebuilding

Preview

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

Possible answers

1. – Hurting or destroying relationships between different sections of a community.
 - Destroying or damaging infrastructure, such as roads, water and electricity sources, school, hospitals, markets etc.
 - Decreasing security and making it less safe for people to leave their homes, be in public spaces, or travel.
 - Food insecurity because markets are closed, people can't transport food to an area, people are unable to plant and/or harvest food or hunt, fish, or raise animals.
 - Increasing criminal activity such as theft, illegal mining and logging, physical and sexual assault, human trafficking, domestic abuse, and labour exploitation.
 - Difficulty in accessing government services such as courts, documentation of births/deaths, citizenship documents, pension payments, health care, and education.
2. – Guarantees for their physical and mental safety.
 - Security of their families and property.
 - Access to basic goods and services, food, sanitation, healthcare, legal and mental health counseling, and livelihood development.
 - Recognition of their experiences during the conflict or violence.
 - Return or resettlement if a refugee or internally displaced person.
 - Opportunities to discover the truth about events that occurred during the conflict or violence, such as whether or not a family member is in jail or has died.
3. Men and women have both common and different needs after a conflict including mental, physical, and reproductive healthcare, access to livelihoods, food, and safe and secure places to live.

Activity – Post-conflict Needs

1. Students classify the community needs into the categories.

Answers

Political and Social Recognition: b, g, h

Economic and Livelihoods: c, d, f

Security and Basic Services: a, b, d, e, g

2. Individually or in pairs or groups, students think of three more community needs.
- They put them in the categories.

Possible answers:

Political and Social Recognition:

- Government representatives meet communities to explain policies for improving security in the area.
- Issuing new legal document to those people who lost theirs when fleeing from fighting.

Economic and Livelihoods:

- Transportation routes for food and other goods are open and safe to use.
- Factories reopen.

Security and Basic Services:

- Soldiers are stationed at least ten miles from major towns and villages.
- A government agency opens to assist citizens wishing to file land dispute cases.

Discussion

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

Possible answers:

1. Political and Social recognition:

- This is itself a root causes of violence.
- Achieving true political and social recognition and participation often means changing political systems, reforming courts and judicial systems, and rewriting policies and laws. This can take a long time and is difficult to do.
- Meeting this need means developing trust between governance systems and citizens which takes time.

Economic and Livelihood Needs:

- Areas where violent conflict has recently occurred are often unstable which means businesses are less willing to risk investing in these areas.
- Without security and demining in areas with landmines, it is also dangerous for farmers to go to their fields or to move animals.
- If movement is restricted, it is also much more difficult for people to find jobs or do economic activities. Movement is commonly restricted after conflict because of security concerns.

Security and Basic Services:

- one of the main ways of meeting these needs is by reducing the number of weapons present in an area. Armed groups and soldiers might not feel secure enough to do this.
- Local and national government are not always functioning immediately after a violent conflict.

Activity – What Do We Need From Peace?

1. In groups, students identify a intergroup or interstate conflict that involved violence.
 - They make a list of the needs that people affected by this violence have, after the violence is over.
2. They classify the needs into each category.
3. They identify organisations, people or government institutions that should provide those needs.
4. Groups present their ideas to the class.

Activity – Men & Women after Conflict

1. Students complete the Venn diagram, listing the needs of women after a conflict in the right, those of men on the left, and those of both in the centre.
2. Students choose three needs they consider to be important.
 - In groups or as a class, they explain why they chose those needs.
3. Groups discuss the questions.
 - Point out that:
 - needs associated with the household, such as access to clean water, toilets, or sufficient food are sometimes considered “women’s” needs, but they are also needs that men have.
 - it’s important to be aware that even though most people have the same needs, the way that they meet these needs can be different. For example men and women both have security and safety needs, but there might be different ways the need is met. e.g.: lighting in public areas may make women feel safer, while men may not require this.
 - the needs of women during and after conflict are often ignored because peacemakers and peacebuilders have focused on the people doing the fighting (typically men) rather than all the people affected (men, women and children).

Focus on Myanmar

Note: This information was compiled from:

- Thin Lei Win. *Conflict and powerful companies stoke land disputes in Kachin*. Myanmar Now. 23 February 2016. Retrieved from <http://mizzima.com/latest-news-news-features/conflict-and-powerful-companies-stoke-land-disputes-kachin>
- Namati. (2016 April) *Gendered Aspects of Land Rights in Myanmar: Evidence from Paralegal Casework*. Retrieved from <https://namati.org/wp-content/uploads/2016/03/Namati-Gender-policy-brief-FINAL-1.pdf>
- Faxon, Hilary; Furlong, Roisin; Phyu, May Sabe. (2015 Nov 13) *Reinvigorating Resilience: violence against women, land rights, and the women's peace movement in Myanmar*. Retrieved from <http://www.tandfonline.com/doi/full/10.1080/13552074.2015.1095559>.
- Transnational Institute. (2015 February) *Linking Women and Land in Myanmar: Recognizing Gender in the National Land Use Policy*. Retrieved from https://www.tni.org/files/download/tni-nlup-gender_0.pdf
- Students read the text. Clarify anything they don't understand.
- They answer the questions.

Possible answers

1. – Strong land rights help people meet their needs after conflict. This is necessary for complete peace.
 - Ensuring that refugees and IDPs have rights to land can be an important step towards reconciliation between groups after conflict.
 - Strong land rights encourage economic growth. Economic growth is an important aspect of complete peace. If people are unable to meet their basic needs, they are not experiencing social justice, and social justice is necessary for complete peace.
2. – Women are at higher risk for having their land grabbed, as it is less likely that a woman will have legal documents showing that she is the owner.
 - Similarly, women are less likely to receive compensation for grabbed land.
 - Women are at a greater risk for having their land grabbed by male family members.
 - Since there are so few female ward or township administrators, it is more difficult for women to get their land registered since local level administrators are more likely to advance the registrations of men.
 - Land grabbing often forces people into day labour. Women are often paid less for this.
3. – Do not allow sales of land with disputed ownership until the case is resolved.
 - Train judges, lawyers, and paralegals on land law, and make sure that everyone working in the field of law is aware of recent land law changes.
 - Increase the number of women working in village, township, and ward administrations.
 - Make a public campaign about the importance of women registering their land or jointly registering their land.

Discussion

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

Possible answers

1. – Many living in areas of violent conflict do not have most of their needs met. For example, people living in areas where the NCA has been signed still experience ceasefire violations, so their needs for safety and security are not being met. In areas where there is active conflict, not only is there no safety and security, but they also lack access to land, freedom of movement, and an economy to have a livelihood.
 - In areas of active conflict or post-conflict zones, there is a lack of infrastructure such as electricity, water and sanitation services, schools, healthcare centers, etc.
2. Typically it is national, state, or local government that is required to make sure basic needs are being met. In regions where conflict has happened, sometimes there is still active discrimination against the people living in the area, so it can be difficult to find teachers, medical staff, and civil servants to work in those areas, and it takes time to train local people for these professions.
3. CSOs or NGOs could provide basic services and meet basic needs. However, it is not always possible for this to happen if government officials don't allow it, or if the areas are difficult to reach, or too dangerous. People can also organise themselves to take care of their and their community's needs.

3.3 Peacebuilding Spheres

Preview

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

Possible answers

1. All types of people – regular citizens, politicians, community and religious leaders, activists, etc.
2. Peacebuilding activities can be done between individuals, in villages, towns, and cities.
Nationally it can be done between states and regions, the government, and others.
In situations of interstate conflict, peacebuilding can be done between different countries.

Activity – Peacebuilding in Action

1. Students classify the peacebuilding activities into personal, relational, cultural and structural.

Possible answers

- a. relational, cultural
 - b. cultural, structural
 - c. personal
 - d. personal
 - e. structural
 - f. cultural, structural
 - g. cultural
 - h. relational
 - i. structural
 - j. personal
 - k. personal, relational
2. Students think of peacebuilding examples they are familiar with and categorise them.

Possible answers

- Organising community service activities between members of communities that do not have a good relationship.
- Distributing pamphlets and reports about the peace process.
- Requesting meetings with local or national government representatives to discuss what they are doing to improve the conflict situation in their area.

Activity – Spheres of Peacebuilding

Note: The purpose of this activity is to emphasise the importance of doing peacebuilding activities in all spheres, and to show how most peacebuilding activities support more than one sphere.

Facilitation Notes

Encourage students to consider their activities from every angle (personal, structural, relational, and cultural). It's very common for activities to be part of more than one sphere. Use open questions to help students consider all possibilities.

1. In pairs or groups, students look back at the lists they made in the *What Do We Need from Peace?* activity on Page 59.
 - Students look at the Venn diagram, and read the examples in each section. Clarify anything they don't understand.
 - Students put their lists of needs into sections of the Venn diagram.

2. Groups discuss which sphere is the most important for peacebuilding in their communities.
3. Discuss why it is necessary for peacebuilding to happen in different spheres.
 - Point out that:
 - peacebuilding activities usually affect more than one sphere. Activities that happen on the personal level may also help improve relationships or effect structural change.
 - peacebuilding that is done in more than one sphere is more sustainable.
 - peacebuilding is most effective when done in all spheres at the same time.
 - only doing peacebuilding in one sphere will not lead to complete peace. Peacebuilding must be done in all spheres at some point in order to achieve complete peace.
4. Groups make presentations about the spheres they would use if they were peacebuilding in their communities.

Focus on Myanmar

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

Possible answers

1. They have researched the protection needs and concerns of IDPs.
2. To be able to support their families, to have independence.
3. Peace can't happen without the participation of civil society/all people.

Reflection

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

3.4 Peacebuilding as Relationship-building

Preview

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

Possible answers

2. – They build trust.
 - They humanise individuals and groups that are seen in negative or stereotypical ways.

Activity – Relationship-building

1. In pairs or groups, students decide whether each scenario is a peacebuilding activity or not.

Answers

- a. peacebuilding
 - b. not peacebuilding
 - c. peacebuilding
 - d. peacebuilding
 - e. peacebuilding
2. Groups decide which activity is likely to rebuild a relationship, and why.
 3. They decide which activity is least likely to rebuild a relationship, and why.
- Groups present their ideas to the class.

Activity – Relationship Statues

Facilitation Notes

Before students begin creating their statues, allow students time to discuss the ways that relationships can be improved in the conflict that they select.

Remind students that statues do not speak or move, and that the only person who should be speaking or moving in their group is the statue maker.

See the teacher's book introduction, page VII, for how to do statue theatre.

See the supplementary DVD for warming-up activities for using before statue theatre.

1. In groups of three-five, students choose a statue-maker. The other group members are the statue.
 - The statue-maker creates a sculpture where the other students have a negative relationship with each other because of conflict.
2. The statue-maker tells their classmates how to remake the sculpture to show a way that the negative relationship can be repaired. The only person who speaks is the sculptor.
 - For example, if a mother and daughter are having a conflict and dislike each other, the second sculpture can show the mother listening to the daughter.
3. In groups or as a class, discuss the questions.

Focus on Myanmar

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

Possible answers

1. – Achieving a full ceasefire so that people feel confident in their own areas.
 - Dialogue where people are able to express their views and have their voice heard.
 - Including the views and ideas of different people in the peace process and political dialogue.
2. – It allows all people to come together and talk about what they want from peace.
 - It creates inclusivity, if people trust each other, they're more likely to feel included which is necessary for a peace process to be successful.
 - Trust is a necessary part of moving forward rather than dwelling on the past. If people trust each other, they are more willing to move forward and not focus on what happened historically.

Reflection

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

3.5 Social Justice and Peace

Preview

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

Possible answers

1. Every community struggles with inequality and structural violence in some way. This means that there is no community that has complete peace. Some communities just have more features of complete peace than others.
2. – Social justice is necessary for complete peace because inequality and structural violence can lead to new violent conflict.
– Social justice activities help address the main sources of conflict.
– Social justice activities can help build trust which makes other peacebuilding activities more likely to be successful.

Activity – Social Justice for All

1. In groups, students choose a social justice issue that affects their community. They can choose one from the examples, or think of their own.
2. They answer the questions about the issue.
 - Point out that:
 - most social justice issues cause some form of destructive conflict.
 - a lot of social justice issues are structural violence, but these issues can lead to direct violence, or they can support direct violence that already exists.
 - resolving social justice issues can help support incomplete peace. This is necessary for reaching complete peace.

Discussion

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

Possible answers

1. It can be a very slow process. It requires people to talk about inequality and make changes to governments, economies, and cultures so that inequality does not continue.
2. The main benefit of seeking social justice while reducing violence is that it is more likely to lead to complete peace.
3. – Social justice makes peacebuilding activities more successful because it addresses the root causes of conflict and violence.
– Peacebuilding without social justice can only achieve incomplete peace.
– Including social justice in peacebuilding leads to more sustainable incomplete peace.
4. It is impossible to have complete peace without social justice because social justice addresses root causes of conflict and reduces structural violence.

3.6 Transitional Justice

Preview

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

Possible answers

1. – Peace is not possible without justice. Justice includes making sure that people who have been harmed by violence feel that wrongs are made right.
 - Justice also includes reducing structural violence and increasing equality.
2. – Many people cannot imagine living in peace without also feeling that they have justice.
 - Some people don't want to work on peace unless they get justice for the violence and inequality that they have experienced.

Exercise

- Students match the activities with the examples of transitional justice.

Answers

1. Vetting
2. Reparations
3. Prosecutions
4. Truth-seeking, truth-telling and truth commissions
5. Memorialising

Focus on Myanmar

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

Possible answers

1. Truth seeking. They are also advocating for reparations, memorializing, and prosecutions.
2. By investigating and publishing human rights abuses, and by advocating for other forms of transitional justice.
3. – To increase transparency.
– To make the transition to democracy and peace process more inclusive and democratic.
– To make justice possible.

Activity – Cambodia Case Study

- In groups, students read the Cambodia case study.
- They prepare a presentation that answers the questions.
- They present their ideas to the class.

Possible answers

1. – Because of its history of genocide.
– Many citizens and members of the current government perpetuated violence and oppression against other citizens during the Khmer Rouge regime.
2. – Monuments honouring those who died in the genocide.
– A court to prosecute the perpetrators of genocide. Successful trials for a few of the leaders who led the genocide.
– A collection of stories about the genocide to document the experiences of the people who lived through it.
3. Continuing court prosecutions of leaders and perpetrators of genocide.
– Vetting government officials to prevent anyone who was member of the Khmer Rouge from being in the government.
– Reparations of land, money, access to education and healthcare for victims of the Khmer Rouge.
– A truth telling commission where members of the Khmer Rouge tell the truth about their actions and help families learn where the remains of their loved ones who were killed are buried.

Discussion

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

Possible answers

- It makes democratic transitions after violent conflict more stable.
 - It provides tools that support reconciliation efforts.
 - It can support government reform efforts and other social and cultural reform efforts to prevent further violence.
- It isn't always supported by powerful groups who were involved in a conflict. In many cases, people are unwilling to do transitional justice in post-conflict societies.
 - Some types of transitional justice are complex and require specialized training in the law and governance. It can be a challenge to do transitional justice when there are not enough people in a community or country with these special skills.
 - Transitional justice requires resources to implement, including resources like funding. In communities and countries with long periods of violence, these resources are not always available for transitional justice activities.
- Transitional justice supports peacebuilding by:
 - improving relationships between individuals;
 - creating opportunities for individuals and communities to change their mindsets and reduce stereotypes;
 - demonstrating and practicing constructive conflict tools;
 - educating people about the harm caused by violence and destructive conflict;
 - creating institutions that do not perpetuate direct or structural violence;
 - preventing people who supported direct violence from continuing to perpetuate it.

Conclusion

Activity – Mapping Post-conflict Needs

Facilitation Notes

See the teacher's book introduction, page VII, for how to do mindmaps.

1. In groups, students choose a violent conflict that they are familiar with.
2. They create a mindmap outlining the needs of the community/country after the conflict is over.
3. Groups add peacebuilding and transitional justice activities next to each need.
4. Groups discuss the questions.
 - Groups present their mindmaps to the class.

4. Reconciliation

4.1 What is Reconciliation?

Preview

1. Individually, students read the words and phrases.
 - They decide which of these is the best definition of *reconciliation*.
2. In pairs, they discuss their choices.
3. Pairs decide on a translation of *reconciliation* into their own language(s).
 - Write students' translations on the board.
4. As a class, discuss where reconciliation is used, and where students have encountered it.
 - Point out that:
 - reconciliation has different meanings to different people. This makes doing reconciliation after violent conflict difficult because everyone's expectations are different.
 - for some people, reconciliation has a negative meaning. It might mean giving up their struggle or agreeing to be oppressed.
 - a lot of people don't understand the concept of reconciliation.

Exercise

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

Possible answers

1. True
2. False – Reconciliation is also concerned with the present and future relationships of people involved in conflict.
3. True
4. True
5. True
6. False – Reconciliation is not easy. It requires hard and emotionally painful work.

Focus on Myanmar

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

Possible answers

1. The NLD nominated ethnic representatives to important positions within the government in order to promote reconciliation.
2. By giving groups a voice in the government that has not had a voice during conflicts in the country.

Activity – What is Reconciliation?

1. Individually, students read the quotes.
 - They choose the quote that they think best describes reconciliation.
2. They find a partner who has a different quote, and discuss their reason for choosing their quote.
3. In pairs, students write a definition of reconciliation.
 - They write their definition on a sheet of paper and put it on the wall.
4. Students walk around the room and read the definitions.
 - As a class, classify the definitions. Decide on categories for classification, and put the definitions into these categories.
 - Some possible categories might include:
 - truth;
 - justice;
 - empathy;
 - tolerance;
 - shared understanding.

Discussion

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

Possible answers

1. – Everyone must take part in reconciliation.
 - Reconciliation must happen on the individual level, community level, and national level.
2. – Reconciliation at the national level is about relationships between officials. For example, meetings between officials from countries which have had violent conflict. It is often symbolic.
 - Reconciliation at the community level is about changing the relationships between people and building trust in everyday interactions. At the community level, reconciliation takes much longer.
3. – Ongoing violent conflict.
 - Distrust caused by individuals or communities not keeping their promises.
 - Unwillingness to listen to others.
 - Strong feelings of hatred.
 - Feeling that there is still injustice or structural violence.

4.2 Features of Reconciliation

Preview

- Students read the quotation.
- 1. They each draw a picture to illustrate the quotation.
- Students put their pictures on the wall.
- Students walk around and look at each others' pictures.
- 2. In pairs or groups, students discuss why truth, justice, mercy, and peace must meet.

Possible answers

- Each of these features are necessary for having successful reconciliation, without one of them, people are not willing to work on reconciliation with those whom they have had conflict.
- When each of these features is present, people feel more confident in the reconciliation process and progress through each stage of reconciliation.

Exercise

- Students match the statement with the feature of reconciliation.
- If false, they write a correct statement.

Possible answers

1. truth
2. mercy
3. truth
4. security
5. truth
6. justice
7. security
8. mercy
9. justice

Activity – Truth, Justice, Mercy and Security

- Prepare signs for each corner of the classroom: *Truth, Justice, Mercy, Security*.
 - Put one sign in each corner.
1. Students stand in the corner that they consider the most important for reconciliation.
 2. Students form groups with the other people in their corner. They discuss why their feature is more important than the others.
 3. They make a list of reasons that their feature is the most important.
- Select a volunteer to arrange one representative from each group in order of importance. For example, the volunteer might arrange them as #1 Justice, #2 Security, #3 Truth, and #4 Mercy.
 - Prompt the representatives to each explain how they feel about the order they are standing in.
 - Repeat the process three or four more times with different volunteers.
 - Discuss these questions as a class.

Debriefing Questions

- Was there one feature of reconciliation that was talked about more than others? Why do you think this happened?
- Was there one feature of reconciliation that was not discussed much? Why do you think this happened?
- Instead of putting each person (feature of reconciliation) in a line, is there a different way you could organize people (features of reconciliation)?

Focus on Myanmar

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

Possible answers

1. truth and justice
2. – He is talking about mercy. When people seek revenge, they are not being merciful and are not working on reconciliation.
– When Min Ko Naing says that everyone must take responsibility for preventing injustice, he is talking about justice as a feature of reconciliation.
3. By sharing and remembering the truth about what happened in 1988, and by seeking accountability for human rights abuses.

Reflection

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

4.3 Reconciliation and Memory

Preview

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

Possible answers

1. The relationship would be distrusting and possibly negative. There would be a high likelihood of destructive conflict.
2. Negative memories may make a person want to seek revenge, or may be less willing to listen to someone else's perspective. These can lead to destructive conflict.

Activity – Reconciliation Spectrum

1. Students read the scenarios.
 - Individually or in pairs or groups, they put them on the spectrum, according to whether they would promote reconciliation or conflict. If an action could bring about reconciliation, they put it to the far right. If it could encourage a violent act, put it on the far left. If unsure what impact it could have, put in the middle.

Possible answers



2. Students think of two memory actions and put them on the spectrum.

Focus on Myanmar

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

Possible answers

1. History from World War II and the British Colonial period.
2. It reminds people about the cost of war through the number of people buried there (6000), and the number who could not be found to bury (27,000).

Activity – Choosing Memory Spaces

Note: The purpose of this activity is for students to analyse the type of memorial or memory space that best fits the needs and preferences of the community that wishes to memorial an event.

1. In groups, students think of a conflict in their country's history.
2. Groups look at the examples of memorials. They discuss how these might look if they were done for their historical conflict.
 - They rank them in order of effectiveness.
3. In groups or as a class, students discuss the questions.
 - Point out that:
 - the most effective memorials meet the needs of specific community. For example, if remembering a long list of people is needed, then the memorial could be the reading of their names over the radio on one day per year. If remembering the level of destruction caused to a community is needed, then a photo exhibit or photo display could be used.
 - many memorials make people feel uncomfortable. Sometimes this is okay because remembering painful events is uncomfortable. It's important that people don't see the memorial as inaccurate or disrespectful.
 - memorials can take many different forms. They can be things like parks, gardens, buildings, statues, museums, libraries, benches, stationary or moving art displays, songs, radio and TV programs, etc.

Activity – Design a Memorial

Facilitation Notes

Remind students while they are creating their memorials to be respectful of how they represent different types of people. Discourage the use of stereotypes, and encourage students to think about if everyone will experience a memorial the same way. For example if the language of the memorial is only used by people on one side of a conflict, can the memorial support real reconciliation?

1. In pairs or groups, students think of a violent conflict. They could one from the previous activity, or another one, either historical or current. They should choose one that affects their community.
2. They make a list or a mindmap of all the memory needs the community has about this conflict.
3. Groups plan their memorial. They can draw their memorial or make a physical model out of the materials they have in the classroom or their community.
 - Possible needs include:
 - remembering people who were killed or disappeared.
 - remembering the negative consequences of destructive conflict.
 - remembering how peace was finally achieved and the leaders who achieved it.
 - remembering the peoples' movements that led to an end of violence.
 - remembering the experienced of oppressed or marginalized communities.
4. Groups present their memorials to the class.

Activity – Whose Memory is it?

Facilitation Notes

Students will disagree with each other – and possibly with the teacher – as they work through this activity. This is okay and shows how memorials are political. Allow students to share their opinions with each other in respectful ways.

1. Individually or in pairs or groups, students take a photo of a memorial space in their community.
 - If there are no nearby memorials, they can find a picture in a magazine or on the internet, or draw a picture themselves.
2. Students answer the questions.
3. They present their image, together with the answers to their questions, to the class.
 - Point out that:
 - sometimes memorials celebrate war victories and heroes. These types of memorials do not usually help create reconciliation.
 - not all memorials are accurate. Some memorials show only one side of a story or experience. Memorials like these also do not help create reconciliation.

Focus on Myanmar

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

Possible answers

1. Collecting documents helps to create a history of what has happened. It creates records that can be reviewed and used during memorial events and in prosecutions and vetting processes. Having a history, and knowing the truth, helps support reconciliation.
2. Nang Htoi Rawn says that reconciliation must happen before justice.

Reflection

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

4.4 Stages of Reconciliation

Preview

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

Possible answers

1. – To feel safe.
 - to be able to imagine a future with their enemies that is peaceful.
 - To have their basic needs met.
 - To understand what reconciliation means at the individual level.
2. – If there is still violence between groups or individuals.
 - If people feel insecure in their communities, or if there is instability in the community.
 - If people believe that reconciliation means giving up their rights or living under oppression.

Discussion

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

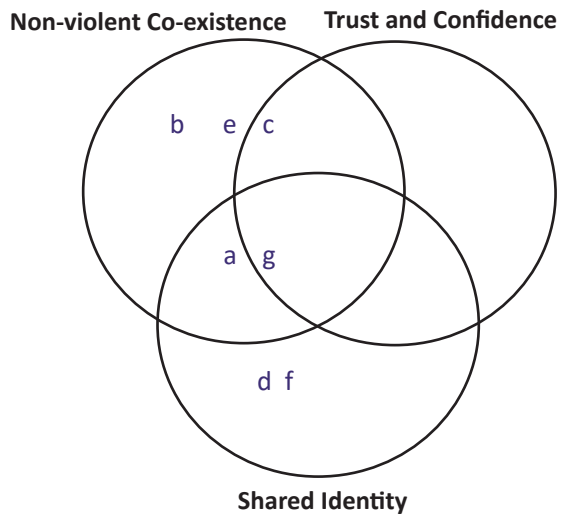
Possible answers

1. – Some people believe that reconciliation is impossible if others have immunity or amnesty. This is because justice and truth are necessary for reconciliation. However, immunity and amnesties do not always require truth or create justice.
 - Some people believe that immunity and amnesties are a form of mercy which is a necessary part of reconciliation. However, not everyone considers mercy to be the same thing as immunity or amnesty.
2. – Sometimes immunity and amnesties are necessary to get groups who are fighting against each other to stop fighting or agree to a peace process.
 - sometimes there are so many people who have committed crimes during a conflict that a court system cannot manage them all, or jails and prisons cannot hold everyone. In this case, it is efficient to give amnesty to those who committed crimes while prosecuting those who told them to, or made the plans to commit them.
3. – In the Rwandan genocide, there were so many people who had committed genocidal acts that it was not possible for the court system to handle them all. In this case, people who admitted to their crimes and apologized were given amnesty.
 - In South Africa, people who participated in the truth commissions were also given amnesty in exchange for the truth about what they did.

Activity – What Stage of Reconciliation?

1. Individually or in pairs or groups, students sort the activities into the Venn diagram.

Answers



2. Students add two or more activities to the Venn diagram.

Focus on Myanmar

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

Possible answers

1. – It could help hold perpetrators accountable and achieve justice for the families of the 3,000 people killed.
 - It would open up a dialogue between the communities of the government and military.
2. A truth commission would be complicated because it's not only police and military personnel who committed crimes during the 1988 uprisings. Some civilians also attacked the homes and families of police and military.
3. **Stage One:** fear becomes non-violent coexistence.

Activity – Reconciliation for Me

1. Individually, students think of a conflict they are involved in. They can use either an interpersonal or intergroup conflict.
 - They write answers to the questions, with each answer on separate pieces of paper.
 - They put their answers on the wall.
2. They walk around the room reading each others' answers.

Discussion

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

Possible answers

1. It's hard to know which stage takes the longest because every process of reconciliation is unique, but most often, it is stage three. During stage three, people are developing a shared identity with those they had conflict with. This can take decades, or generations to happen.
2. Reconciliation is never finished. It is an ongoing process of learning how to have constructive conflict, and remembering those people who were harmed by violence.
3. Each stage of reconciliation makes it easier for people to have conflict that is constructive instead of destructive. If people feel safe and secure (stage one), they are able to use constructive conflict tools. If people are trusting and feel confident about their relationships, they are more likely to use constructive conflict tools and less likely to tolerate the use of destructive conflict tools. If people feel like they share an identity with others, they are going to use constructive conflict tools, and feel harmed themselves if someone uses destructive conflict tools.
4. As people progress through each stage of reconciliation, they become less willing to support the use of destructive conflict tools because of the effort they have put into healing their relationships. Relationships develop that prevent violent or destructive conflicts from starting again.

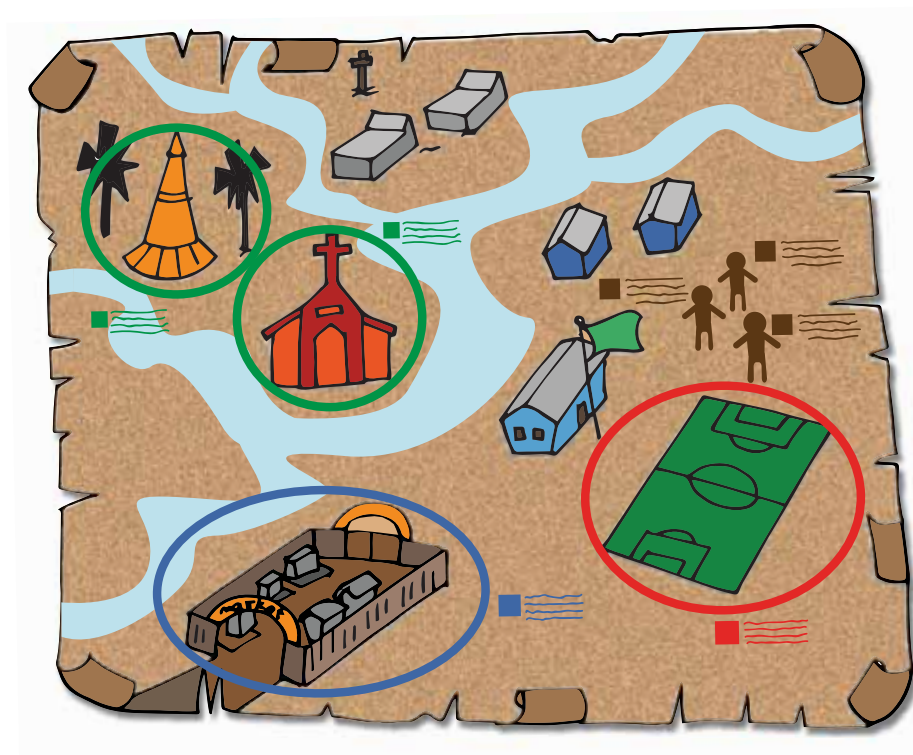
Reflection

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

Conclusion

Activity – Reconciliation Spaces

- Have students read the entire activity before starting.
 - For this activity, you will need four or five different coloured marker pens (e.g.: black, red, blue, green and brown) and a large sheet of paper for each group.
1. In groups, students identify a conflict in their community. The conflict should be a conflict where students can imagine all three stages of reconciliation. If students can't imagine stages two and three of reconciliation, it is not a good conflict for this activity.
 2. Groups create maps of their conflict.
 - With the black marker, they draw a map of their community. They include places where the conflict happened, and important community spaces.
 - With the red marker, they mark the places where non-violent co-existence could happen, and some actions the community could take to make this happen, e.g.:
 - markets;
 - schools.
 - With the blue marker, they mark the places where trust and confidence could happen, and some actions the community could take to make this happen, e.g.:
 - places of worship;
 - government buildings.
 - With the green marker, they mark the places where shared identity could happen, and some actions the community could take to make this happen, e.g.:
 - football games;
 - community meetings.
 3. Students put themselves on the maps.
 - They might draw themselves:
 - doing community education workshops;
 - advocating and lobbying elected officials;
 - hanging public awareness posters;
 - leading a peace rally/protest;
 - performing a play about the transformation of a conflict;
 - organizing a meeting between female leaders from conflicting groups.
 4. Groups discuss the questions.



5. Bottom-up Peacebuilding

5.1 Leadership in Peacebuilding

Preview

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

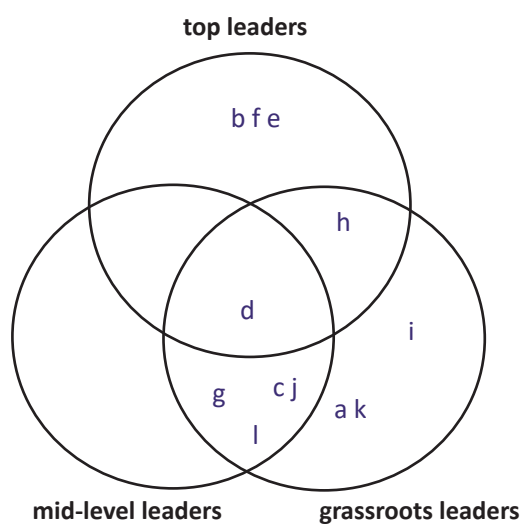
Possible answers

1. – Leaders, because they have authority to change laws, make policies, and people are willing to follow them.
 - Leaders also have responsibility to their communities to make sure that there is no violent conflict, therefore it is their job to also build peace.
 - Individual people, because peace cannot occur if all people are not willing to work towards it.
 - Building peace means demanding things such as transitional and social justice, and reconciliation. If individual people do not demand these things from their leaders, than peace will not be built.
2. Peacebuilding is most successful when individual people demand and work on it, and when their leaders support their efforts.

Activity – Peacebuilding Activities

1. Individually or in pairs or groups, students sort the activities into the Diagram.

Possible answers



2. Students add two or more activities to the Venn diagram.

Activity – Peacebuilding Organisations

1. Individually or in pairs, students list the peacebuilding activities they have participated in.
2. They choose one of these activities that is particularly important or useful.
3. They identify an organisation that also does that activity.
4. They research the organisation, focusing on:
 - peacebuilding aims and objectives of the organisation;
 - how it achieves these aims and objectives;
 - target groups of the organisation's work;
 - level of leadership of the organisation;
 - achievements;
 - challenges and solutions.
- If possible, encourage them to interview someone in the organisation to get this information.
5. Students present their findings to the class.

with all different levels of actors in order for each sphere to be touched.

- peacebuilding is more effective when all levels of peace actors are cooperating with each other and working towards the same goal.
- peacebuilding is always active, so while it is true that some types of actors have more responsibility than others, if everyone is not doing peacebuilding, they are actually making violence and conflict worse.
- everyone has responsibility in their day to day life to make sure that they are using constructive conflict tools and supporting social justice.

Reflection

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

Extra Activity – Information Fair

1. Students make brochures about these organisations. They fold a piece of paper into thirds, and write information about the organisation in columns.
 - If possible, they include pictures.
2. Put all the brochures in a circle around the room.
 - Students look at all the brochures and make notes about how the different organisations could work together or support each other's work.
3. As a class, discuss:
 - Which organisations should make partnerships or networks?
 - What were the common challenges being faced by all of the organisations?
 - Why are networks and collaboration important for peacebuilding organisations and people doing peace work?

Discussion

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

Point out that:

- peacebuilding happens in four spheres, the structural, cultural, relational, and individual. Therefore, peacebuilding must also happen

5.2 Grassroots

Peacebuilding: Bridge-building activities

Preview

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

Possible answers

1. – Leaders and individuals from the different communities could meet with each other to discuss differences.
 - Individuals from the different communities could work on a project together that would improve the lives of people living in both communities.
 - Individuals from the communities could work together to create a shared performance, art, or photo exhibition.

Exercise

- Students read the list of activities and decide which are bridge-building and which are not.

Possible answers

1. not bridge-building
2. bridge-building
3. bridge-building

Focus on Myanmar

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

Possible answers

1. – The Tea Cup Diaries builds bridges between Myanmar's many diverse communities, including ethnic, religious, and socioeconomic communities.
 - The Interfaith Tour project builds bridges between Buddhists, Hindus, Christians, and Muslims.
 - Harmoneat built bridges between ethnic groups.
2. – The aim of the Tea Cup Diaries is to increase understanding, openness and respect for people from different ethnic and religious backgrounds. It aims to support Myanmar's peace-building process.
 - The aim of the Interfaith Tour was to explore the lifestyles and practices of different religious communities.
 - The aim of Harmoneat was to start conversations, build positive associations between communities, and celebrate diversity.
3. – The target audience for The Tea Cup Diaries are people listening to the radio, such as people living and working in the home, taxi drivers, people in tea shops, etc.
 - The target audience for the Interfaith Tour are young people from Yangon who are religious and not religious.
 - The target audience for Harmoneat was anyone living in Yangon who wants to eat food from different parts of the country and prepared in different ethnic styles.
4. – A challenge of the Tea Cup Diaries was for actors to perform the drama using only their voices in a way that shows the lifestyles of different types of people.
 - One of the challenges of the people involved with the interfaith tour was misinformation, miscommunication, misinterpretation and misunderstanding about what they were doing.
 - One of the challenges for Harmoneat was the difficulty of starting a business in Myanmar.

Discussion

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

Possible answers

1. – Bridge-building is very necessary in Myanmar. Myanmar has a long history of civil war and inter-communal violence. Because of these conflicts, bridge-building is very important.
2. – The communities most in need of bridge-building are those who are directly affected by violence and those who caused violence.
 - It's also important for communities that have a history of being enemies to do bridge-building, even if they haven't been violent towards each other.
3. In conflicts that are complex and have many different conflict actors, sometimes bridge-building activities can be misinterpreted or misunderstood by other actors who are not included. For example, if there are four main conflict actors, and two of the actors do bridge-building activities, this might be misinterpreted and cause the conflict to get worse instead of better.

Reflection

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

5.3 Grassroots

Peacebuilding: Reconciliation Activities

Preview

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

Possible answers

2. Because it helps prevent violence and destructive conflict from returning. Individuals who have experienced reconciliation are less likely to react to conflict violently. They've shifted their mindsets and invested emotionally in having a positive relationship with other individuals. Grassroots reconciliation is peacebuilding in the individual sphere.

Exercise

- Students match the examples with the different types of reconciliation.

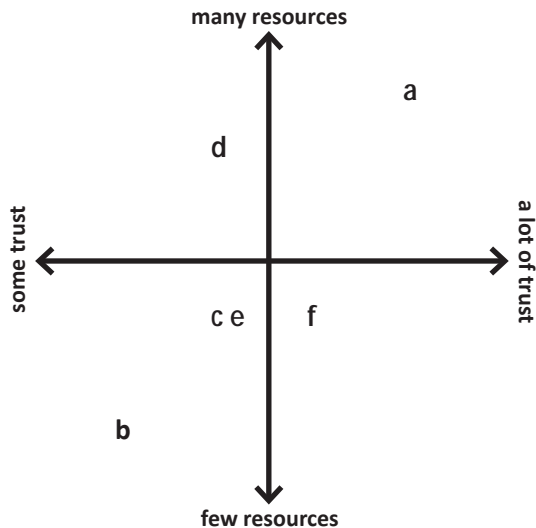
Possible answers

1. peaceful classrooms and peace education
2. theatre for conflict transformation
3. integrated living
4. story-telling

Activity – Trust and Reconciliation

1. In pairs or groups, students put the reconciliation activities on the spectrum according to how much trust they build and how many resources they use.

Possible answers



2. They add other reconciliation activities to the spectrum.
3. Students discuss which activities would be the most and least effective.
 - Point out that:
 - peacebuilding activities can be done when a community has both high and low resources.
 - peacebuilding activities can be done when there is both high and low trust.
 - trust needs to be build up slowly. Peacebuilding activities that build up a lot of trust require a lot of trust to begin with. E.g.: In order to live together again, people need a lot of trust. They have to build up this trust slowly, through activities such as story-telling.

Focus on Myanmar

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

Possible answers

- a. By creating a form of justice for families of dead and disappeared 1988 activists. His photos help to give the families closure and a feeling of truth.
 - b. By helping people imagine a safe, trusting, and shared future for themselves and their enemies.
 - c. By helping people overcome their stereotypes of each other and change their mindsets. His music focuses on shared, peaceful futures, instead of hatred and continued conflict.
- a. The problem of not knowing the truth. The families he works with do not know what happened to their loved ones, and because of this, they cannot move forward with their lives.
 - b. The problem of people not knowing how to imagine a future without conflict and of not knowing how to move forward and learn to live with those who have hurt them.
 - c. The problem of individuals with negative views of others, leading to nationalism and religious problems.
- a. To help the families of the dead or disappeared heal and move forward with their lives. It also promotes justice for those who died or disappeared and who will never be able to have justice for themselves.
 - b. To help children build personal strength and work through feelings and issues. and learn how to transform and prevent violent conflict.
 - c. To have unity, equality, and peace between all the ethnic people and religions in Myanmar.
- a. His experience as a political prisoner for 18 years.
 - b. His experience living during Columbia's civil war. His mother, himself, and his son have all lived or been born in a conflict area.
 - c. The attitudes of his grandparents and parents.

Discussion

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

Possible answers

1. – political prisoners and their families
– street children

- people affected by religious and ethnic violence and intolerance.
 - victims of direct violence and oppression
 - those affected by seeing the violence around them
 - regular people whose lives were affected in some way by destructive conflict or violence
2. – Grassroots reconciliation activities are absolutely necessary for Myanmar due to its history of violent conflicts, some of which are still going on. Reconciliation for the following conflicts is necessary:
 - conflicts between ethnic groups;
 - conflicts between the military and ethnic groups;
 - conflicts between the military/police and political activists and students;
 - inter-communal conflicts in places like Rakhine State, Meiktila, Lashio, Mandalay, etc.
 3. There are a lot of challenges to reconciliation in Myanmar, including:
 - lack of political willingness by top level leaders to seriously engage in reconciliation and be truthful about their roles in violence and human rights abuses. This challenge could be overcome through public and international pressure. People also have the power to vote out some leaders who are not willing to work towards reconciliation;
 - lack of knowledge of people throughout the country about the process and purpose of reconciliation. This challenge could be overcome through media campaigns and educational engagement;
 - ongoing violent conflict. This challenge could be overcome by increasing efforts for monitoring ceasefire agreements, signing additional ceasefire agreements, and continued engagement by all actors in the peace process.
 - the existence of IDP and refugee populations. This challenge could be overcome by guaranteeing refugees a right to return and by monitoring and enforcing ceasefire agreements.

Reflection

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

5.4 Grassroots

Peacebuilding: Combating Structural Violence

Preview

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

Possible answers

1. – When there are low levels of trust.
 - When there are low levels of willingness for peace by conflict actors, leaders, or the general population.
 - When the peacebuilding activities are not addressing the sources of conflict.
 - When the peacebuilding activities are addressing issues of structural violence.
2. If the conflict is dealt with destructively or violently, this is never good. However, if the conflict is dealt with constructively and non-violently, this is good.

Exercise

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

Possible answers

1. True
2. False – Sometimes peacebuilding uses conflict to work against injustice.
3. True
4. False – Non-violent actors believe that non-violence is morally superior to violence and would not see violence as a successful way of creating change.

Focus on Myanmar

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

Possible answers

1. – Distributing stickers, scarves, t-shirts, CDs.
 - Holding prayers, vigils, poetry recitals, concerts, cartoon displays.
 - Campaigning in front of the President's house, the hluttaws, Ministry of Defense offices and others.
 - Peaceful marches around townships.
 - Peaceful gatherings in front of pagodas.
2. – By joining existing events and activities.
 - Volunteering with organisations that are hosting events and activities.
 - Organizing their own events and activities in their cities, towns, and villages.
 - Talking to their friends, family, and students about the importance of peace in Myanmar.
 - Sending letters or calling their Member of Parliament and advocating for peace.

Activity – Activism Challenge

1. Students read the table of actions. Clarify anything they don't understand.
 - They tick the actions they already do regularly.
 - If they already do other regular, non-violent actions that are not listed here, they add them to the table.

Extra Activity

Challenge Score: Students count the number of activities they do and see what type of peacebuilder they are.

- Peace Contributor (1-3 Activities): You support small daily actions that help make your community peaceful.
- Peace Supporter (4-8 Activities): You work every day to make sure that your actions increase the peace in your community.
- Peace Builder (9+ Activities): You know that your actions lead to peace in your community and you take action every day and empower others to do so too.

2. Students choose three activities that they do not do already. These should be activities that they are interested in, and that they are able to do – that don't require resources or time the students haven't got.
 - In pairs, they discuss the activities they chose.
 - For a week, students do these activities regularly (every day or two days).
 - They check that their partner is doing their activities. They should meet, phone or chat every couple of days to discuss progress.
 - At the end of the week, pairs discuss the questions.

Debriefing Questions

1. Why did you choose these activities?
2. How did you feel while you were doing them?
3. Did these activities contribute to building peace in your community? In what way?
4. How could you get more people to join you in these peacebuilding activities?
 - If possible, have some pairs briefly present their results to the class.

Discussion

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

5.5 Gender Equality in Peacebuilding

Preview

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

Possible answers

1. – It creates more sustainable peace.
 - It gives women an opportunity to advocate for more gender equal systems and institutions.
 - Men and women have different needs and interests, and peacebuilding with multiple perspectives is more likely to be successful.
2. It's possible that men and women will have different reasons for wanting peace as they are affected differently by conflict. However, it is also possible that both men and women will have the same reasons for wanting peace.

Exercise

- Students put the gender equality initiatives in the mindmap.

Answers

- a. 5.1
- b. 3.2
- c. 4
- d. 6.1
- e. 1.1
- f. 7.3
- g. 6.3
- h. 7
- i. 8.2

Activity – The Ins and Outs

Note: The purpose of this activity is for students to experience what it is -like to be able to participate in decision making and to experience what it is like to be excluded from decision making.

1. Divide the class in half. Half the class forms a large circle.
 - The other half forms a smaller circle in the middle. Half the class goes to the middle of the circle.
 - Each student in the small circle puts out their right hand and holds the left hand of another student. Everyone should be holding hands with two other people. This will make a human knot.
2. Students in the human knot untangle themselves without letting go of each other's hands.
3. Repeat the activity so that students in the outer circle are in the inner circle, and students in the inner circle are in the outer circle.
4. In pairs or groups, students complete the chart.

	<u>Include</u>	<u>Exclude</u>
<u>Advantages</u>	more perspectives and ideas more likely to be an agreement that is satisfactory to everyone more equal because more types of people are included more likely to lead to reconciliation and trusting relationships more people feel that their voices are heard	faster to reach an agreement those included are less likely to feel threatened by the perspectives of others. can spend more time exploring ideas and perspectives of those who are present can test ideas that may fail
<u>Disadvantages</u>	takes longer to come to an agreement may not be able to explore all suggested ideas fully may not be able to explore all perspectives or hear everyone's stories and ideas may not be able to test ideas that could fail may have conflict due to diversity of perspectives and ideas	may increase likelihood of ongoing structural violence or conflict may lack perspectives, ideas, and concerns of impacted groups may lack creative ideas for reaching peace may prevent reconciliation from happening

5. They discuss the questions.

Possible answers

- a. Generally there are more advantages when people are included.
- b. There are some situations when it is better to exclude someone, but this is rare. People that may need to be excluded are those who advocate for racism, bigotry, revenge, or violence.

Debriefing Questions

1. How much time did the men spend speaking? How much time did the woman spend speaking?
2. Are any of the topics discussed more important to men or to women?
3. Did you do more listening or more speaking during the activity? Why?
4. Whose voices were the loudest?
5. For those in the knot, how did you feel? For those on the outside of the knot, how did you feel?
6. For those in the knot, what did you want? For those outside the knot, what did you want?
7. Which group of students represent those who are excluded from peacebuilding?
8. Which group of students represent the people who are included in peacebuilding?

Focus on Myanmar

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

Possible answers

1. – Peace exchanges.
 - Ceasefire workshops.
 - Training and workshops with grassroots groups.
 - International Peace Day activities.
 - Publications calling for peace.
2. Women's League of Burma is a network of women's organisations advocating for women's inclusion in the peace process and other positions of political leadership. This is an example of gender mainstreaming because they bring the perspectives and concerns of women into spaces like the peace process where their perspectives and concerns are not currently being heard.
3. By bringing them together through exchanges, workshops and trainings.

Discussion

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

Possible answers

1. Gender perspectives can be included in peacebuilding activities by making an effort to include women in the conception, planning, and implementation of the activity.
2. Not including everyone means that both direct and structural violence may continue for those people who were excluded. One of the challenges of gender mainstreaming peacebuilding activities are finding men who are willing to listen to the opinions of women with respect and seriousness.
3. – Including men and women equally often means going against cultural norms which can anger leaders and cause conflict.
 - Finding men who are willing to listen to the opinions of women with respect and seriousness.
 - Finding games and media for activities that do not encourage men to use violence as a way of proving their manhood.
4. – By educating and advocating to those resisting change.
 - Actively including all genders at the very beginning of the activity planning and by asking questions that explore gender throughout the planning, implementation and evaluation of the activity.
 - Doing non-violent direct action that does not end until all genders are represented equally in the activity.
 - Asking for help from consultants and experts in gender equal peacebuilding.

Reflection

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

5.6 Designing Peace Projects

Preview

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

Possible answers

1. – possible sources of conflict;
 - the impacts of conflict on communities and individuals.
 - needs of communities and individuals due to conflict.
 - the stage of reconciliation individuals and communities are in.
 - options for transitional justice available to peacebuilders.

Exercise

- Students match the pictures with the type of activity.
- They identify which theory of change the activity represents.

Answers

1. a (Reduction of Violence)
2. b (Individual Change)
3. e (Sources of Conflict/Justice)
4. c (Grassroots Mobilisation)
5. d (Healthy Relationships)
6. f (Withdraw Resources for War)

Activity – From Theory to Action

- In pairs or groups. students think of an activity from each Theory of Change category.
- They should ensure that each activity is realistic and practical – activities that are possible for them to do.
- Groups join with another group and compare their activities.
- Examples might include:

Individual Change

- Peace Education: Train teachers on how to use peaceful classroom management techniques.
- Training: train community development workers on how to use constructive communication techniques to deal with the conflicts they face in their work.

Healthy Relationships

- Networking: Invite peace activists and organisations to an event where they can get to know each other and form collaborative projects on issues that they all work on.
- Intergroup participation in practical programs: Organize youth from conflicting groups to work together building a playground in the community.

Withdrawal of Resources for War

- Conscientious Objection: refusing to join the military or an armed group, and discussing that decision with men of a similar age frequently and publicly.
- Advocating for boycotts of products that are sold to support a conflict by putting advertisements in the media.

Reduction of Violence

- International Observers and Witnesses: Use all forms of media to call for international representatives and concerned local leaders to observe the signing of ceasefire and peace agreements.
- Contact organisations that provide protective accompaniment, or form an organisation of your own, so that peace activists can have protection with them at all times.

Sources of Conflict/Justice

- Truth and reconciliation activities: Organize the stories of ten survivors of conflict and send those stories to your Member of Parliament so that the government can understand how conflict has affected real people.

Grassroots Mobilisation

- Organizing groups to oppose conflict and violence: Organize your religious leaders to

deliver lessons on the importance of non-violence within the religion.

- Hold a rally against ongoing conflict or violence in your community. Plan speeches, chants, and songs.

Activity – Preparing a Peace Project

The purpose of this activity is for students to consider how their peacebuilding activities impact the community around them.

- In pairs or groups, students identify a destructive conflict in their community.
- They answer the questions about this conflict.
- They write their answers in a chart on a large piece of paper.
- They put the chart on the wall.
- Students walk around looking at each others charts.

Discussion

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

Possible answers:

1. – Doing their activities in a way that address the basic needs of everyone.
 - Doing their activities in a way that works on all spheres of peacebuilding.
 - Doing their activities in a way that does not create or increase violence.
2. If large groups of people are supporting these activities, their effects will be felt throughout society. Social justice and constructive conflict behaviours will become part of normal life which will make communities safer and more peaceful for everyone.

Reflection

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

Conclusion

Activity – Community Peace Project

1. In groups, students decide on a goal for their project.
2. They write a theory of change.
3. They answer questions a-h in order to prepare for their presentation.
4. Groups create a presentation about a peace project they could do in their communities.

Extra Activity – Community Peace Lab

1. Invite organisations and key people from your community to a community peace lab. At this, students will present their community peace projects.
2. As a class, make a calendar that includes everyone's duties to prepare for the community peace lab. Duties may include:
 - write and deliver invitations.
 - find a space in your school or community to do the Lab.
 - find a community member or organisation to donate refreshments.
 - choose a keynote speaker (this person gives a speech at the beginning of the Lab, explaining why everyone is attending the lab and what you all hope to accomplish).
 - decide how to get feedback from the community about your projects.
3. Groups create leaflets or flyers for each project so that community members have information to take home with them. They should include information about how the community can support each project, including ways of donating money, supplies, and space.
4. Host your community peace lab. Give presentations and receive community feedback.
 - Incorporate community feedback into the project designs.
5. Follow up on offers of support from the community.

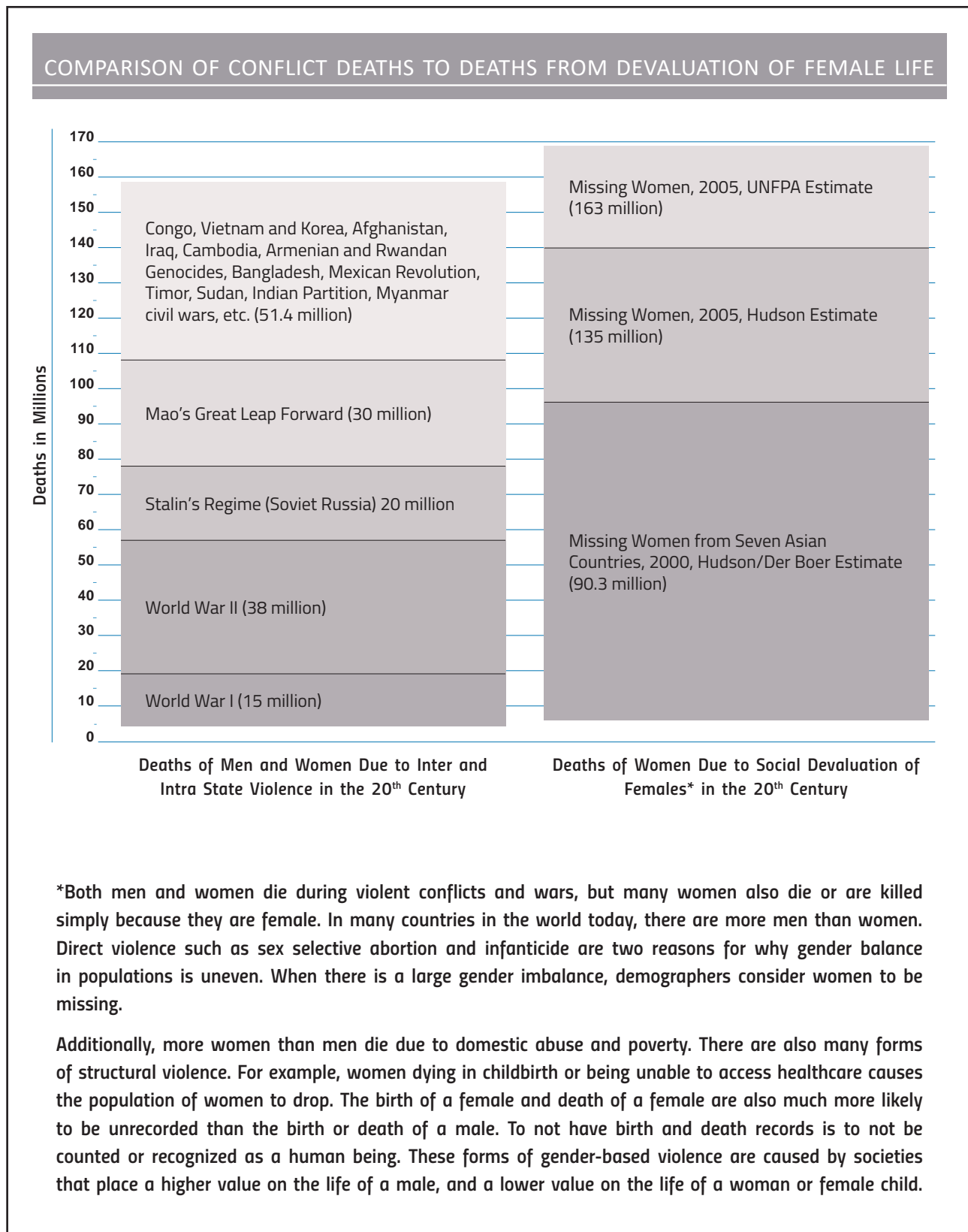
Appendix

This section contains photocopiable worksheets. These provide background information or extra practice with the concepts and skills taught in the module.

From 1.5, Page 23: Complete Peace and Gender Equality

Look at the graph, read the information, and answer the questions below.

1. Have more people died due to conflict or due to being female?
2. What does this graph tell you about the value of female life in the world today?
3. Why do you think more women than men die due to violence?



From 1.5, Page 23: Complete Peace and Gender Equality

Read the information, look at the graph and answer the questions

1. How peaceful are countries with very equitable and equitable family laws?
2. How does equality in family law affect the level of peacefulness in countries?
3. Draw an X on the graph according to where you think Myanmar would rank. Explain why you chose to draw the X where you did.
4. What are some other things that could affect the peacefulness of a country?

