

# Active Citizenship

a civic education course  
for Myanmar

**Student's Book**

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Rory McLaughlin

## ပုံနှိပ်တိုက်အမည်

ရွှေပုံနှိပ်တိုက် (မြဲ - ၀၀၂၁၀)

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## ထုတ်ဝေသူ

ဦးအောင်မြတ်စိုး

## စာပေတိုက်အမည်

မုခ်ဦးစာပေ

အမှတ် (၁၀၅ - A)၊ ရတနာမြိုင်လမ်း၊ ရတနာမြိုင်အိမ်ယာ၊  
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## ပုံနှိပ်မှတ်တမ်း

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Wong, Kara, Mclaughlin, Rory

Active Citizenship a civic education course for Myanmar (Student's Book)

ရန်ကုန်၊ မုခ်ဦးစာအုပ်တိုက်၊ ၂၀၁၉။

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မူရင်းအမည် - Active Citizenship a civic education course for Myanmar (Student's Book)

(၁) Mclaughlin, Rory, Wong, Kara

(၂) Active Citizenship a civic education course for Myanmar



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# How to use your *Active Citizenship* book

Before you start using this book, please read the information in these pages. It will help you find your way around the book more easily, and will help you to understand the goals and learning strategies of the book. The aim of this book is to help you develop the knowledge, skills and values that are important for active citizenship. To help you practice these, there are three kinds of questions:

- Exercises: focusing on increasing civic knowledge
- Activities: focusing on developing and practicing civic skills
- Reflections: focuses on reflecting on and evaluating students values

Almost every section and subsection has a *Preview*. These sections ask questions, get you to think about the topic before you begin, and generate discussion and debate.

*Exercises* develop your ability to work with information. They ask you to find, and understand, information from texts and other sources to answer questions in the book.

*Reflections* ask you to think about where your values come from, why different people have different values and what values support fair and peaceful communities.

The image shows a preview of a page from the 'Active Citizenship' student book. The page is numbered '2' in the top left corner. It is divided into several sections:

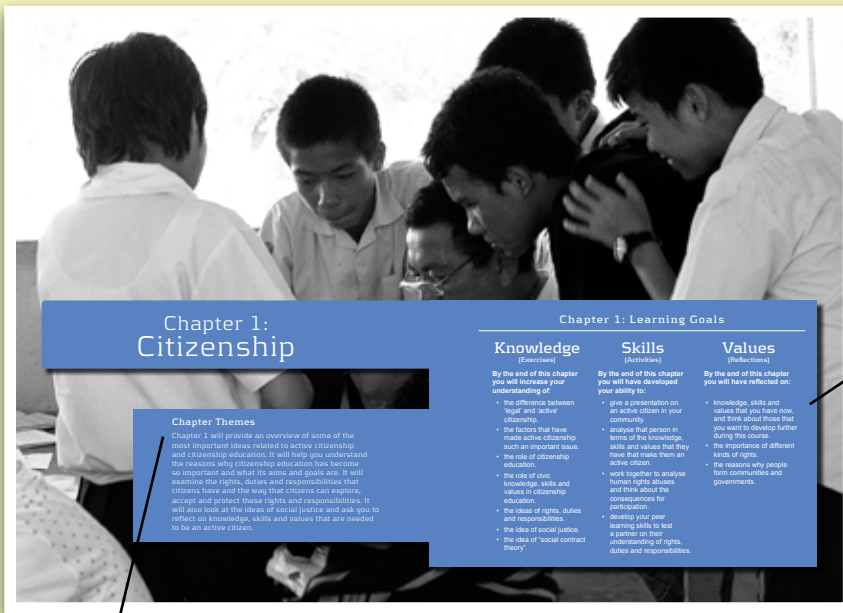
- Preview:** A section titled 'Preview...' with a grid of six small images. Below the images are two numbered questions: '1. What do the people in these communities have in common?' and '2. How did they become a community?'.
- Reflection:** A section titled 'Reflection' with a sub-section 'After you read 2.1:'. It asks students to make a list of different communities they belong to, in order of importance, and to discuss their list with a partner. It includes three numbered questions: '1. Are your lists the same or different?', '2. What does your list tell you about your identity?', and '3. Do you find that the most important communities to you are those you choose or those you are born into?'.
- Exercise:** A section titled 'Exercise' with a sub-section 'After you read 2.1.1:'. It asks students to read descriptions of three communities (below) and answer two questions: '1. What characteristics do members of each community share with other members of that community?' and '2. What characteristics do they not share?'.
- 2.1 CITIZENSHIP AND COMMUNITY:** A main section header. Below it is a definition: 'The word community comes from the Latin "cum" which means "with"/"together" and "munus", which means "gift". In other words, a community is a gift we share with each other (Oxford American Writers Dictionary)'. It also includes a definition of a citizen: 'A citizen is a member of a community. Citizenship also refers to the relationship the citizen has with their community. This relationship is based on rights, duties and responsibilities. Citizens have rights, duties and responsibilities to actively participate in their communities. The community has the responsibility to protect and provide citizens with the resources and opportunities to do this. Communities and citizens try to find a balance between the interests of the individual citizen and the interests of the whole community.'
- 2.1.1 - COMMUNITY, A DEFINITION:** A sub-section header. Below it is a definition: 'People usually belong to more than one community. Some communities are related to where we live, such as a family or township. We also belong to other communities, based around our work, education, religion, culture or hobby. We are born into some communities, like ethnic and family communities, but we also choose to be a part of some communities, like volunteer associations.'
- Activity:** A section titled 'Activity' with a sub-section 'In pairs, use the two lists from the Reflection to make a Venn Diagram. Write the communities that were high on your list (i.e. important) in big letters, and the less important ones in small ones. Write common communities in the overlap and communities that only you belong to in your circle. What do you notice about your diagrams? Discuss in pairs then as a class.'
- Case Studies:** Three sections titled 'CASE STUDY A', 'CASE STUDY B', and 'CASE STUDY C'. Each section includes a small image and a short text description. 'CASE STUDY A' is 'The Islamic Community', 'CASE STUDY B' is 'The Salone of Myanmar', and 'CASE STUDY C' is 'Manchester United'.

*Activities* are designed to help you practice the skills needed to be an active citizen. These include teamwork, problem solving, debate, and critical thinking.

*Case Studies* give you real life examples of some of the issues in this book. From stories of human rights abuses to examples of good leadership in action, these case studies will allow you to get a deeper understanding of the meaning of 'citizenship' and why it matters to people around the world.

In addition to these activity types, there are also *Discussions*, which encourage you to talk about important or controversial issues affecting your community.

# Before each chapter:



Also look at the knowledge, skill and value *Chapter Learning Goals*. These will help you to identify the most important areas of learning and help you to evaluate both the course book and your own progress through it.

First, read the *Chapter Themes* to prepare you for the main idea and concepts in each chapter.

## At the end of chapters 1-3:

Each *Review* section has a blank mind map to help you remember and revise everything that you have learned throughout the chapter. Write down everything you can remember about the chapter without looking back.

When you see a word in **bold** in the text, there will be a full definition in the *Glossary*.

*Values and opinions - Analysing Quotes* activities have quotes and proverbs from around the world. Hopefully they will inspire you and help you reflect and build on what you have learned.

*Comprehension Questions* help you revise the information in each chapter. Try to answer all the questions from your memory. Once you have written the answers, go back through the chapter and check your answers.

### Chapter 1 Review

#### Chapter 1 Mind Map

Look at the mind-map of 'citizenship' and complete it with important ideas you have learned in Chapter 1.

#### Comprehension

1. What is the difference between "legal" and "active" citizenship?
2. What factors have made active citizenship such an important issue?
3. What is the role of citizenship education?
4. What is the role of civic knowledge, skills and values in citizenship education?
5. What is the relationship between rights, responsibilities and duties?
6. What is 'social justice'?
7. What is 'social contract theory'?
8. What civic skills have you learned about in this chapter?

#### Values and Opinions - Analysing Quotes

Below is a list of quotations and proverbs from around the world on the topic of 'citizenship'. In groups, discuss the quotations.

1. What does the author of each quote think about citizenship?
2. How do these ideas about active citizenship relate to the ideas in this chapter?

- a. Citizenship is the most important office in the land. - Benedict
- b. Bad officials are elected by good people who do not vote. - George Jean Nathan
- c. Be the change that you want to see in the world. - Mahatma Gandhi
- d. It never rains on your neighbours without you getting your feet wet. - Chinese proverb
- e. If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. - Chinese proverb
- f. Justice is the right of the weaker. - Joseph Joubert
- g. No man is good enough to govern another man without that other's consent. - Abraham Lincoln
- h. The earth is but one country, and mankind its citizens. - Baha ulah

#### Chapter 1 Glossary

abuse (v) - အမေ့ပုဒ်ကောက်ပွတ် binding (adj) - ချုပ်နှောင်မှု candidate (n) - ဝန်ထမ်းရွေးချယ်ရေး collective (adj) - အတူတူ common good (n) - ပုံစံတူ corrupt (adj) - အဆိုးဆိုး curriculum (n) - သင်ကြားရေး deficit (n) - ဝင်ရိုး discrimination (n) - ခွဲခြားမှု duty (n) - တာဝန် empower (v) - အားပေးမှု enforce (v) - အကောင်အထည်ဖော် entitlement (n) - အကျိုးခံစားခွင့် exploitation (n) - အကျိုးခံစားခွင့်	inalienable (adj) - အခွင့်အရေး inclusive (adj) - အကျုံးဝင် land-grabbing (v) - မြေယာ malnutrition (n) - အာဟာရ media (n) - သတင်းစာ NGO (n) - အဖွဲ့အစည်း obligation (n) - တာဝန် patriotism (n) - နိုင်ငံရေး philosopher - အတွေးအခေါ် reform (v) - ပြောင်းလဲမှု responsibility (n) - တာဝန် right (n) - အကျိုးခံစားခွင့်	rule of law (n) - တရားစနစ် security (n) - အန္တရာယ် self-expression (n) - အမြင် social change (n) - အပြောင်းအလဲ sexual orientation (n) - အချစ် sovereignty (n) - အာဏာ standard of living (n) - အသက်မွေး sustainable (adj) - အတည်တံ့ trial (n) - စာမေးပွဲ universal (adj) - အကျုံးဝင် universal (n) - အကျုံးဝင် universal (n) - အကျုံးဝင်
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# Chapter 1: Citizenship

## Chapter Themes

Chapter 1 will provide an overview of some of the most important ideas related to active citizenship and citizenship education. It will help you understand the reasons why citizenship education has become so important and what its aims and goals are. It will examine the rights, duties and responsibilities that citizens have and the way that citizens can explore, accept and protect these rights and responsibilities. It will also look at the ideas of social justice and ask you to reflect on knowledge, skills and values that are needed to be an active citizen.



## Chapter 1: Learning Goals

### Knowledge

[Exercises]

**By the end of this chapter you will increase your understanding of:**

- the difference between 'legal' and 'active' citizenship.
- the factors that have made active citizenship such an important issue.
- the role of citizenship education.
- the role of civic knowledge, skills and values in citizenship education.
- the ideas of rights, duties and responsibilities.
- the idea of social justice.
- the idea of "social contract theory".

### Skills

[Activities]

**By the end of this chapter you will have developed your ability to:**

- give a presentation on an active citizen in your community.
- analyse that person in terms of the knowledge, skills and values that they have that make them an active citizen.
- work together to analyse human rights abuses and think about the consequences for participation.
- develop your peer learning skills to test a partner on their understanding of rights, duties and responsibilities.

### Values

[Reflections]

**By the end of this chapter you will have reflected on:**

- knowledge, skills and values that you have now, and think about those that you want to develop further during this course.
- the importance of different kinds of rights.
- the reasons why people form communities and governments.

## Preview...

1. What does the word 'citizenship' mean to you?
2. Look at the pictures. Which one best represents the idea of 'citizenship' to you?
3. Explain your choice to a partner.



## 1.1 CITIZENSHIP: A DEFINITION

We can define citizenship in different ways. In international law, citizenship is a legal relationship between an individual and their country. We can say that a person is a citizen of Britain, Thailand or Myanmar. Citizens have passports, birth certificates and other legal documents that prove that they are members of a country. Citizens have **rights** in their country. In exchange, they have certain **responsibilities** including military service, paying taxes and obeying the laws of the country.

Some people feel that this legal definition of citizenship is too simple. They say that citizenship is also an activity. It is about citizens developing communities that reflect their values.

### Activity

Write a definition for the word 'citizen'. Share your definition with a partner and talk about the differences.

The idea of citizenship as firstly an activity (active citizenship) and secondly a legal status (legal citizenship) has become more popular around the world. Read how several international organisations define a citizen:



A citizen is someone who:

- is able to analyse, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political process. (2011)



A citizen is someone who:

- is willing to investigate issues in the local and wider community.
- has the ability to analyse issues and to participate in action aimed at achieving a **sustainable** future. (2010)



A citizen is someone who:

- participates in and contributes to the community at a range of levels from global to local.
- is willing to act to make the world a more sustainable place.
- takes responsibility for their actions. (2009)

Look back at the definition of 'citizen' that you wrote before. Is it the same as the three that you just read or different? If it is different, why is it different? Which definition do you think is more accurate for your community?

1. taking part in a public demonstration
2. becoming educated
3. joining or supporting a political party
4. being informed about local and national news
5. recycling all the rubbish in your home
6. voting
7. helping an old person with their shopping

In groups, think of a person in your community who you all think is an 'active citizen'. What do they do that makes them an active citizen? Use the definitions on page six to prepare a short presentation on that person.

## 1.2 IS LEARNING ABOUT CITIZENSHIP IMPORTANT?

The promotion of active citizenship has become very important to the international community. Many leaders around the world have spoken about the importance of education that **empowers** citizens to participate in their communities. Read what four of these leaders have said:



'The world must learn how to live, and work and exist together – in peace, with appreciation of diverse cultures and perspectives and wonderful creativity of mankind. Such learning is key to prosperity, opportunity, productivity and human progress.'

*Koichiro Matsuura, Director General of UNESCO*



'All people and things are interdependent. The world has become so small that no nation can solve its problems alone, in isolation from others. That is why I believe we must all cultivate a sense of responsibility based on love and compassion for each other.'

*the Dalai Lama*

### Activity

#### Discussion

Are these actions examples of active citizenship? Why or why not?

### Activity

#### Discussion

Why are 'citizenship' and 'citizenship education' priorities now?

## Discussion

After you read 1.2:  
What do the quotes say about modern society and its challenges?

## Activity

The quotes in 1.2 talk about the challenges and opportunities of participating to solve society's problems. In groups, make a list of the challenges and opportunities of participating in your community.



'It is essential that we do more to help young people develop a full understanding of their roles and responsibilities as citizens...and equip them better to deal with the difficult moral and social questions that arise in their lives and in society.'

David Blunkett – former Home Secretary and Secretary of State for Education and Employment, UK.



'We have to focus on solutions in this time of great challenges. If we wait around, the problems will overwhelm us... We have to listen to people to find out... what they have to offer for the future.'

Rigoberto Mencho Tum, Winner of the Nobel Peace Prize, 1992

Challenges	Opportunities
Low levels of education	Lack of teachers - organise teacher training for graduating students

## Preview...

What major changes do you see and hear happening around the world?

### 1.2.1 - PEOPLE-CENTRED DEVELOPMENT, DEMOCRATIC DEFICIT

The increasing interest in supporting active citizenship is a result of many factors, including two global trends: people-centred development and democratic **deficit**.

#### 1. People-centred development

Before the 1980s, the international community believed that economic growth was the best way to improve people's quality of life. By the 1990s, many organisations were beginning to discuss the idea of 'people-centred development'. The main aim of people-centred development is:

"to empower people with the tools and knowledge to build their own communities and countries. It understands that people are responsible for the development of themselves and their communities and have the power to create and maintain **social change**." (UNDP, 2011)

## 2. Democratic Deficit

There is a worry that more and more important decisions are made without the participation of the people.

The reasons are different in different parts of the world. In new democracies, the old, undemocratic ways of making decisions are coming back. This can happen very quickly (such as with a new leader), or slowly (for example, if government workers become **corrupt** and start taking bribes again). However, it is not caused only by the government's behaviour. Too often, people do not know the different ways that they can participate in their communities. This limits participation and democracy.

People argue that democracy is decreasing in older democracies too. In countries like Britain or the United States, people often choose not to participate. In the UK, for example, only about 65% of voters choose to vote in elections. People often feel that their leaders don't listen to them. Because of this, they care less and less about participating.

# 1.3 CITIZENSHIP EDUCATION

Many governments and other organisations now see active citizenship as a solution to many social problems. Citizenship education programmes help people to gain the knowledge, skills and confidence to actively participate in the development of their communities. Countries such as England and Australia now include citizenship education in the school **curriculum**. In other countries, **NGOs** and local community and religious organisations try to promote citizenship education.

Knowledge is important, but active citizens need more than just knowledge to fully participate in their communities. For example, it is important to know how to vote in an election. However, a responsible citizen must also have the skills to choose which social issues they believe are important. They must be able to find and analyse information about the backgrounds, values and ideas of the **candidates**. Citizens must also have shared civic values that promote justice, tolerance and the common good.

## Discussion

After you read 1.2.1:

1. Does citizenship education exist in your country? What are its goals?
2. How do you participate in your community? Give examples.

## Preview...

What should an effective citizenship education program include?

## Discussion

After you read 1.3:

Who should be responsible for citizenship education? Why?

## Preview...

What knowledge, skills and values are important for an active citizen?



▲ Understanding what we hear, see and read in the media is very important if we are to participate in our communities.

## Exercise

After you read 1.3.1:

1. Look again at the examples of civic knowledge. What problems will someone face if they do not have these?
2. Look again at the examples of civic skills. What problems will someone face if they do not have these?
3. Look again at the examples of civic values. What kind of social problems will happen if people in a community do not share these values?

## 1.3.1 - KNOWLEDGE, SKILLS AND VALUES

The primary aim of citizenship education *helping young people to develop the knowledge, skills and values to be active citizens.*

### Knowledge

Civic knowledge refers to ideas and information that people must have to become effective and responsible citizens. Active citizens need to understand how different communities work economically, politically, socially, culturally and environmentally. Civic knowledge also includes being aware of our rights and responsibilities and understanding the social issues that are relevant to our communities.

Examples of civic knowledge are:

- Understanding how your country's political system works and how decisions are made.
- Understanding how the economy works.
- Understanding the rules and laws of your community and country.
- Understanding where everyday goods come from and how they are produced.

### Skills

Civic skills include analysis, evaluation and debate skills. They include other skills such as cooperation, problem-solving, and democratic decision-making. These skills allow people to use their civic knowledge to actively participate in politics and social progress.

Examples of civic skills are:

- The ability to communicate ideas and opinions well.
- The ability to analyse information in the **media**.
- The ability to debate and discuss with other citizens.

### Values

Civic values include the characteristics, attitudes and beliefs that citizens need for the development and maintenance of just, **inclusive** and peaceful societies.

Examples of civic values are:

- Respect for the dignity of people, compassion and tolerance.
- Commitment to promoting the **common good**, equality, and the **rule of law**.
- Making decisions based on compromise, fairness and patience.

## Activity

1. Think back to the 'active citizen' who you chose from your community on page 7. Draw three circles on a piece of paper. Write down the knowledge, skills and values that person has and present it to the class.
2. Do you think that the knowledge, skills and values on your chart are universal or specific to your community? Why?

Ma Phyu Htwe is 23 years old. She lives in a town in Mon State and works as a tutor in a local monastic school. When she finishes teaching, she walks home through the town and feels upset when she sees poor children begging or working in tea shops and restaurants. Many of them are seven to eleven years old and were sent by their families from poor villages outside the town. Some have never been to school. She wants to help the children and their families. She decides that she is going to do something about this situation.

### CASE STUDY



## Exercise

1. What problems does Phyu Htwe want to solve?
2. Brainstorm possible actions Phyu Htwe can take to solve this problem.
3. What civic knowledge and skills does Phyu Htwe need to take effective action?
4. List some of the civic values that Phyu Htwe's actions show.

1. Do you know of any of any citizenship education projects in your community?
2. Who organised and took part in the project(s)?
3. What kind of social needs or problems did it try to address?
4. Which civic skills, values and areas of civic knowledge does/did it try to develop?

On a piece of paper, identify an area of civic knowledge you would like to explore and a civic skill you want to develop during this course. Explain why you want to develop this knowledge and this skill. When you are finished, submit your reflection to your teacher.

## Activity

## Reflection

## Preview...

1. What are citizens' rights?
2. What are citizens' duties?
3. What are citizens' responsibilities?

## 1.4 CITIZENS' RIGHTS, DUTIES AND RESPONSIBILITIES

Because it is very important that citizens understand their rights, duties and responsibilities, this section defines these ideas and explains how they relate to each other.

### 1.4.1 - RIGHTS

Rights are similar to rules. They give people:

- permission to do/have something  
or
- protection from something or someone  
or
- **entitlement** to do/have something.

It is important to understand that there are two kinds of rights: legal rights and moral rights. Legal rights are protected by laws. Moral rights are rules about what you should or shouldn't be allowed to do/have, according to ideas of right and wrong.

Human rights are moral rights which every person is born with. Many people believe that they are the '*foundation for freedom, justice and peace in the world*' (Source: UDHR, 1948).

Our modern understanding of human rights comes from several international documents written after the end of the Second World War in 1945. One of the most important is the Universal Declaration of Human Rights (UDHR). It was written in 1948 by the United Nations. The declaration describes human rights as:

- **universal** - they are the rights of all people, from birth.
- **inalienable** - people cannot ever lose these rights.
- **indivisible** - they cannot be separated from each other.

Human rights are very important for active citizenship. They provide citizens with access to the goods, services and opportunities they need to fully participate. They also provide the security and confidence to participate without fear.

The UDHR is not **binding** law, so in most situations, there is no legal authority which can force governments (or other organisations) to follow the UDHR. Also, it is impossible to legally enforce human rights all around the world. For these reasons, the rights in the UDHR are considered moral rights.

However, not everyone agrees that the rights in the UDHR are universal. Critics argue that these rights are based on ideas from European and North American cultures. They argue that these ideas are not universally accepted. Around the world, many people have moral beliefs that are not the same as the UDHR's understanding of human rights. 'Right' and 'wrong' are different in different countries and cultures, and critics say that having one set of rules for the whole world does not reflect its diversity.



▲ The UDHR has been translated into many languages, including Myanmar.

## Discussion

What goods, services and opportunities do people need to fully participate in their communities?

Examples: goods (food), services (education), opportunity (employment/work)

Arguments for the UDHR	Arguments against the UDHR

## Exercise

What are some of the arguments for and against the Universal Declaration of Human Rights mentioned in the text? Can you think of any others? Complete the table with your answers.

The human rights in the UDHR can be put into three categories:

### 1. Civil and Political Rights

*Civil rights* guarantee that each person has the right to political equality, and to be free from **discrimination**. *Political rights* guarantee that each person has the right to participate and be represented in their government and political system.

### 2. Economic, Social and Cultural Rights

*Economic rights* guarantee that each person has the right to work, earn a regular wage, join trade unions, and receive an income that supports a good quality of life. *Social rights* guarantee each person the right to a fair **standard of living** including housing, medical care, food, clothing and all other necessary social services. *Cultural rights* guarantee each person the right to religious or spiritual belief, or the right to not practice any religion. They also include the right to ethnic, racial or cultural expression.

### 3. Solidarity Rights

*Solidarity rights* allow citizens to live in a safe, peaceful and healthy environment. Unlike the first two categories, solidarity rights are **collective** rights; they apply to communities, not to individuals. They also protect communities' rights to cultural, social, and economic development. Solidarity rights include:

- *Environmental rights*, which guarantee each person the right to good environmental conditions, including clean air, clean water, and protection from harmful waste.
- *Developmental rights*, which guarantee people the right to develop freely, without interference from other countries or corporations, and the right to **sovereignty** over one's land and natural resources.



▲ A poster informing people where they can vote on election day. The right to vote in elections is a human right according to the UDHR.

## Reflection

Which of the three categories of rights do you think is the most important? Why?

## Activity

These human rights are from the UDHR. Read them and decide if each is a civil/political right, an economic/social right or an environmental/developmental right.

Put them in the table.

- |   |   |
|---|---|
| 1. Right to liberty (free to think and act).                                  | 13. Right to be free from pollution.  |
| 2. Right to equality.   | 14. Right to be free from discrimination based on sex, race, religion, etc. |
| 3. Right to have access to information.                                       | 15. Right to marry and have a family (or not).                              |
| 4. Right to be free from detention (imprisonment) without trial.              | 16. Right to hobbies and fun.   |
| 5. Right to be free from murder.  | 17. Right to practice religion (or not).                                    |
| 6. Right to vote.   | 18. Right to education.   |
| 7. Right to speak freely.   | 19. Right to be free from violent physical attack or torture.               |
| 8. Right to adequate living.  | 20. Right to a fair trial.  |
| 9. Right to attend meetings and gatherings freely.                            | 21. Right to work.  |
| 10. Right to privacy.   | 22. Right to health care.   |
| 11. Right to cultural, political, and economic development.                   | 23. Right to nationality.   |
| 12. Right to join political parties, trade unions and organisations (or not). | 24. Right to freedom of thought, conscience and religion.                   |
|   | 25. Right to take part in cultural life.                                    |

Civil & Political	Economic & Social	Solidarity

## Discussion

- Are all of these rights important for the people of your country? Why or why not? Make a class list of the three most important and the three least important.
- Which rights are important for people who want to make positive changes in their community?

## Activity

On the next page are three case studies of rights abuses reported by Amnesty International (a human rights NGO). For each, decide:

- which rights were **violated**.
- which category (civil/political, economic/social/cultural, solidarity) each right goes into.
- how these rights were violated.
- how the violations of these rights can prevent people from participating in their communities.

## CASE STUDY A

### **Huang Jinqiu - Chinese Activist**

On 10 September 2003 Huang Jinqiu was taken away by the police after writing a controversial article on an online Chinese language news website, and talking openly about his plan to start the China Patriotic Democracy Party. He was jailed and not allowed to communicate with other people for four months before his family was officially informed of his arrest. In June 2004 he was **tried** as the organiser of the China Patriotic Democracy Party. Even though the party was never actually started, he was sent to prison for 10 years.

'The nature of this party is not to oppose but to love China; not to oppose the Communist Party but to encourage the Party to **reform** and transform; not to endanger national security but to promote a democratic system with **patriotism**...

- Huang Jinqiu, on the China Patriot Democracy Party



## CASE STUDY B

### **The Caste System**

Caste - a division of society based upon differences of wealth, rank, or occupation - is a very deep and strong belief held by many South Asian people. Dalits are viewed by many people as being separate from and below the caste system. Dalits are some of the poorest people in India. Their low social position has often made them vulnerable to violence, including **land-grabbing**, murders, attacks, and rapes. Their political, social and economic rights are often violated. They suffer from discrimination at work and at school, poor living and working conditions, extreme poverty and **malnutrition**. Dalit women are affected by both caste and gender discrimination and so they have even less legal protection.



## CASE STUDY C

### **Paul Hill - Irish Activist**

Paul Hill was arrested, tried, found guilty and jailed in 1975 for bombing hotels in England in support of Irish independence. He always said that he was not responsible for the crimes. He said the police invented evidence against him. He also said that some supporting evidence was kept secret from the court during his **trial**. Finally, the British Government admitted that police officers had lied at his trial, and he was set free.



Adapted from: *Amnesty International and BBC*

## Preview...

What duties do you have in your life?

## Exercise

After you read 1.4.2:

Read these examples. Is each a right, a responsibility or a duty. Some examples can go in more than one category.

1. Giving your opinions
2. Doing homework on time
3. Paying electric bills
4. Volunteering with a local community organisation
5. Keeping the local rivers or lakes clean
6. Stopping at red lights
7. Getting a good education
8. Arriving to classes on time
9. Taking care of older family members

## Activity

Write a list of three more activities like the ones above. Give these to a partner and ask them to identify if they are rights, responsibilities or duties. If you disagree about any of your examples discuss them with the class.

## 1.4.2 - OUR DUTIES AND RESPONSIBILITIES

**Duties** are ethical or moral **obligations**. They are different in different places, according to the beliefs or values of the community. Civic duties require citizens to actively contribute to their communities. The quality of a community affects all of its members. If citizens want to benefit from a community, they need to help develop it. Therefore citizens have a moral obligation to contribute their knowledge and skills and help build stronger and fairer communities. There is usually no legal punishment for not fulfilling duties, but citizens' own values are often enough to motivate them.

A responsibility is also an obligation or promise to do something. However, this obligation is usually a legal one. If you do not fulfil your responsibilities, someone may punish you. An employee is responsible for arriving to work on time. If they come to work late, they could lose their job. In the same way, citizens also have a responsibility to follow the laws of their country. If they don't follow the laws, they might have to pay a fine or go to jail. The threat of legal punishment motivates many citizens to fulfil their responsibilities.

Duties and responsibilities are often very similar. For example, in some countries, citizens have a legal obligation to join the military. Some citizens in those countries may also believe that they have a moral duty to protect their country; they see military service as both a responsibility and a duty. Examples like this show how some activities can be both responsibilities and duties for some citizens.

◀ Political participation: do you think it is a right, a duty or a responsibility?



## 1.4.3 - NO RIGHTS WITHOUT DUTIES & RESPONSIBILITIES

Rights and duties/responsibilities cannot exist without each other. If someone has a right, they also have a corresponding responsibility or duty not to **abuse** other people's rights. Sometimes, having a right means that others must respect, protect and fulfil that right. If we take the *right to adequate living* as an example, governments have the following obligations:

- They should try to ensure that people have their basic needs - food and shelter.
- They should provide basic medical care to sick people.
- They should help people who are old or unemployed.
- They should help people who don't have enough food or shelter by creating social programs and services for them.

In groups, choose one human right from the UDHR on page 14.

1. Who has a responsibility or duty to fulfil it?
2. Make a list of obligations similar to the 'right to adequate living' example in the text above.

Rights provide us with the goods, services and opportunities that citizens need to fully participate in their communities. When citizens fulfil their responsibilities and duties, they work together to protect their own rights and the rights of others at the same time.

In 1998, the InterAction Council, a group of (former) world leaders based in Tokyo, wrote a Universal Declaration of Human Responsibilities. Some of the responsibilities that match rights are:

- Every person has a responsibility to respect life. (the right to life).
- All people... should promote sustainable development... in order to assure dignity, freedom, **security** and justice for all people. (the rights to liberty, to a fair trial, to be free from murder, etc).

Source: *Universal Declaration of Human Responsibilities*

1. If we have a right to nationality, then we have a responsibility to ...
2. If we have a right to work in safe and fair conditions, then ...
3. If we have a right to freedom of speech, then ...
4. If we have a right to be educated, then ...
5. If we have a right to benefit from the Earth's resources, then ...

## Preview...

1. Is it fair to have rights without responsibilities? Why?
2. Is it fair to have responsibilities without rights? Why?

## Exercise



▲ The InterAction Council's Universal Declaration of Human Responsibilities is available at <http://www.interactioncouncil.org/>

## Exercise

Look at the list of rights and complete the sentences with responsibilities.

## Preview...

What do you think 'social justice' is?

## Discussion

After you read 1.5:

1. What kinds of civic knowledge, skills and values are necessary for social justice?
2. What are the effects of poverty and discrimination in your community?
3. What can be done to promote social justice in your community?

## Activity



▲ Social justice means fairness, equality, and people working together to achieve a better society

## 1.5 SOCIAL JUSTICE

All human beings, no matter where they live, have certain basic needs in common. These include the need for food, shelter, health care, education, and **self-expression**.

However, in all communities there are many examples of injustice, when these basic needs are not met. Poverty is one of the most serious and common injustices. Poverty limits access to education, proper nutrition, medical treatment and fair employment. Poverty can cause serious health problems and can lead to **exploitation** and abuse.

Discrimination based on race, gender, class, religion, language, **sexual orientation**, nationality, or physical ability also limits the ability of people to meet their basic needs. Discrimination means that some members of society are given less opportunities than others. This can lead to inequality and social conflict (which can then cause even more discrimination).

Poverty and discrimination mean that some people are treated unfairly. They are excluded from active participation in their communities. 'Justice' means treating everyone as they deserve. In a just community, all people are given the same opportunities to participate and develop as individuals. This means that some people might need more help than others to fully participate. Social justice means doing everything that we can to make sure all people enjoy the same opportunities.

In groups, create a list of rules that would increase social justice in your community. Use the prompts below to complete this activity.

1. a rule that will allow people to feel safe and protected from all kinds of dangers
2. a rule that will allow people to feel that they are respected and valued
3. a rule that will allow people to have an equal chance to take part in everything that goes on in the community
4. a rule that will allow people to have the same amount of the resources and materials that they need (supplies, clothing, food, etc.), and make sure that these materials will be of the same quality
5. a rule that will allow all students to have an equal chance to learn and to succeed

Adapted from: *Education for Development*

# 1.6 SOCIAL CONTRACT THEORY

Social contract theory is a thinking exercise to help people understand the relationships between individuals, the community and the government. 17th Century **philosophers** like John Locke and Thomas Hobbes made this theory popular.

Social contract theory asks us to imagine a society where there were no governments. There would be no police, no laws and no leaders. Everyone would be totally free to do whatever he or she wanted. People would compete against each other for food, shelter, fuel and power. In this world, everyone would always worry about their safety and spend all of their time fighting for survival.

These philosophers then asked: *would it not be better if people made an agreement to give up some of their rights in exchange for security?* E.g. person A would give up their right to kill Person B if Person B did the same. Hobbes and Locke agreed that it would be better, but they had different reasons for their opinion.

Hobbes said that without government, society would be a "war of all against all". Only an all-powerful government could **enforce law and order** and protect people from each other. He said that if individuals make agreements to give up their rights, there must be a government to solve problems when individuals disagree. He also said that if there were no government to enforce agreements, people would ignore them and the contract would be broken.



Locke said that it is natural for people to form a community. Most people respect their moral responsibilities to not harm other people. He said that government is the result of the respect and cooperation that people feel when they are part of a community. He said that the most important role of the government is to protect people from others who might want to harm or exploit them from outside of the community.



The most important point for Hobbes and Locke is that the people agree to give up some of their rights and freedoms and accept certain responsibilities to obey the government.

Social contract theory helps us understand that in democracies the people hold the power. The people agree to create a government that is responsible for serving and protecting them. When the government fails to serve and protect the people, the agreement is broken. In this case, the people have the right to take back the government's power. Therefore, it is the duty of the people to make sure that the government serves their interests and protects them from harm.

## Preview...

What would the world be like if there were no governments, no laws or police, and no systems of control? Would it be better or worse? Why?

## Exercise

After you read 1.6:

1. What are some examples of freedoms which citizens give up when they agree to the social contract?
2. What kind of responsibilities do people have to accept to live under a democratic government?

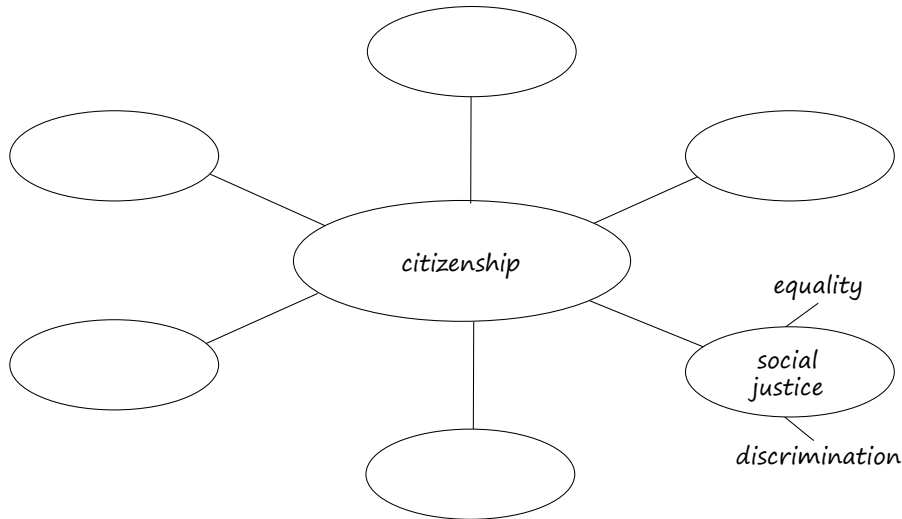
## Reflection

Which of the two philosophers do you agree with most. Locke or Hobbes? Why?

# Chapter 1 Review

## Chapter 1 Mind Map

Look at the mind-map of 'citizenship' and complete it with important ideas you have learned in Chapter 1.



## Comprehension

1. What is the difference between “legal” and “active” citizenship?
2. What factors have made active citizenship such an important issue?
3. What is the role of citizenship education?
4. What is the role of civic knowledge, skills and values in citizenship education?
5. What is the relationship between rights, responsibilities and duties?
6. What is social justice?
7. What is “social contract theory”?
8. What civic skills have you learned about in this chapter?

## Values and Opinions - Analysing Quotes

Below is a list of quotations and proverbs from around the world on the topic of 'citizenship'. In groups, discuss the quotations.

1. What does the author of each quote think about citizenship?
2. How do these ideas about active citizenship relate to the ideas in this chapter?

- a. Citizenship is the most important office in the land. - *Brandeis*
- b. Bad officials are elected by good people who do not vote. - *George Jean Nathan*
- c. Be the change that you want to see in the world - *Mohandas Gandhi*
- d. It never rains on your neighbours without you getting your feet wet. - *Chinese proverb*
- e. If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.- *Chinese proverb*
- f. Justice is the right of the weaker.- *Joseph Joubert*
- g. No man is good enough to govern another man without that other's consent. - *Abraham Lincoln*
- h. The earth is but one country, and mankind its citizens.- *Baha'ullah*

## Chapter 1 Glossary

abuse (v) - အလွဲသုံးစားလုပ်သည်

binding (adj) - စုပေါင်းချည်နှောင်ထားသော

candidate (n) - ရွေးကောက်ပွဲဝင်ကိုယ်စားလှယ်လောင်း

collective (adj) - စုပေါင်းသော၊ တစ်ဦးခြင်းစီ မဟုတ်သော လူအများနှင့် စုပေါင်းလုပ်ဆောင်သော

common good (n) - တုံ့အကျိုး။

corrupt (adj) - အဂတိလိုက်စားသော

curriculum (n) - သင်ရိုးညွှန်းတမ်း

deficit (n) - လိုငွေ

discrimination (n) - ခွဲခြားဆက်ဆံခြင်း

duty (n) - တာဝန်

empower (v) - လုပ်ပိုင်ခွင့်အာဏာ၊ အစွမ်းအစေ့ပေးသည်

enforce (v) - အမိန့်အာဏာတည်စေသည်

entitlement (n) - အမည်ပေါက်၊ ပိုင်ဆိုင်ခွင့်

exploitation (n) - ခေါင်းပုံဖြတ်အမြတ်ထုတ်ခြင်း

inalienable (adj) - လွှဲပြောင်း၍မရသော၊ ထာဝရမြဲသော

inclusive (adj) - မတူကွဲပြားသောပုဂ္ဂိုလ်များ စုံလင်စွာ ပါဝင်ကြသော

indivisible (adj) - ခွဲခြမ်း၍ မရနိုင်သော

land-grabbing (v) - နယ်မြေလုယူခြင်း

law and order (n) - ဥပဒေနှင့် ငြိမ်ဝပ်ပိပြားရေး

malnutrition (n) - အာဟာရ ချို့တဲ့မှု

media (n) - လူထုဆက်သွယ်ရေး

NGO (n) - အစိုးရမဟုတ်သောအဖွဲ့အစည်းများ

obligation (n) - ဝတ္တရား

patriotism (n) - ချိုးချစ်စိတ်၊ တိုင်းချစ်ပြည်ချစ်စိတ်

philosopher (n) - အတွေးအခေါ်ပညာရှင်

reform (v) - ပြုပြင်ပြောင်းလဲမှု၊ ပြန်လည်ပြုပြင်ခြင်း

responsibility (n) - တာဝန်ယူခြင်း

right (n) - အခွင့်အရေးများ

rule of law (n) - တရားဥပဒေ စိုးမိုးမှု

security (n) - ဘေးကင်းလုံခြုံခြင်း

self-expression (n) - စာပေ၊ ပန်းချီ၊ အကစသည်တို့တွင်မိမိခံစားချက်ကို ဖော်ထုတ်ခြင်း

sexual orientation (n) - လိင်ပိုင်းဆိုင်ရာ နှစ်သက်မှုအကျင့်စရိုက်

social change (n) - လူမှုရေးရာအပြောင်းအလဲ

sovereignty (n) - အချုပ်အခြာအာဏာ

standard of living (n) - လူနေမှုအဆင့်အတန်း

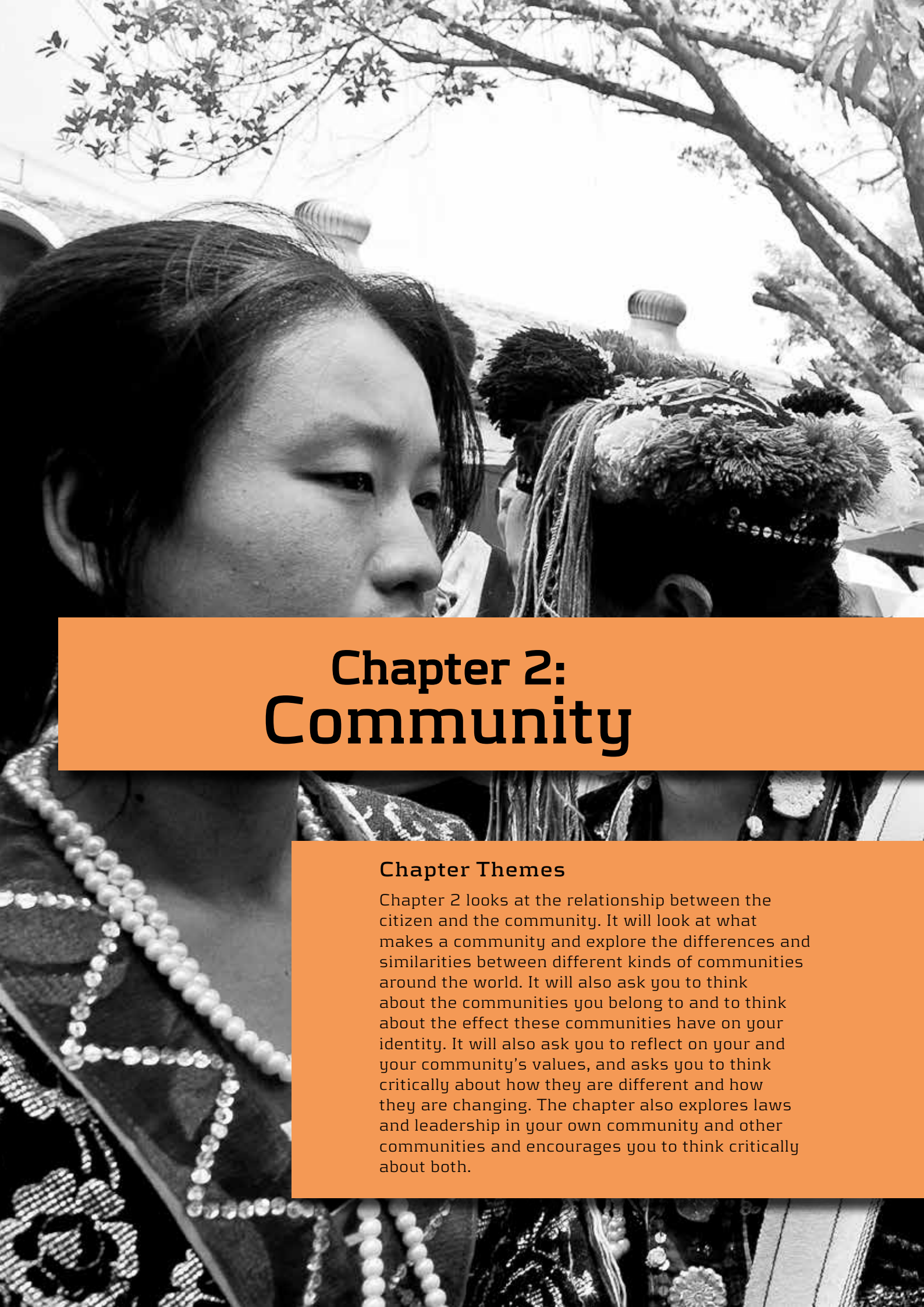
sustainable (adj) - ရေရှည်တည်တံ့သော

trial (n) - တရားရုံးတွင် အမှုရင်ဆိုင်ရခြင်း၊ စစ်ဆေးစီရင်ခြင်း

try (v) - တရားရုံး၌စစ်ဆေးဆုံးဖြတ်သည်

universal (adj) - ကမ္ဘာတစ်လွှား အတွက် မှန်ကန်သော

violate (v) - ချိုးဖောက်သည်၊ အကြမ်းဖက်သည်



## Chapter 2: Community

### Chapter Themes

Chapter 2 looks at the relationship between the citizen and the community. It will look at what makes a community and explore the differences and similarities between different kinds of communities around the world. It will also ask you to think about the communities you belong to and to think about the effect these communities have on your identity. It will also ask you to reflect on your and your community's values, and asks you to think critically about how they are different and how they are changing. The chapter also explores laws and leadership in your own community and other communities and encourages you to think critically about both.



## Chapter 2: Learning Goals

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### Knowledge

(Exercises)

**By the end of this chapter you will increase your understanding of:**

- 'new' or 'modern' kinds of communities.
- the relationship between community and identity.
- the relationship between community and values.
- relationship between values and rights.
- the idea of societal dilemmas.
- different leadership styles.
- relationship between values and law.

### Skills

(Activities)

**By the end of this chapter you will have developed your ability to:**

- explore the similarities and differences between different communities.
- negotiate as a group.
- solve problems as a group.
- analyse and propose solutions for societal dilemmas facing your community.
- create a spectrum of the leadership styles in your community.
- critically assess rules and laws.
- develop a set of rules that support social justice in your community.

### Values

(Reflections)

**By the end of this chapter you will have reflected on:**

- how the communities you belong to influence your identity.
- ideas such as belonging and exclusion and community.
- which values are most important for you and why.
- any values that are changing in your community and the causes and effects of these changes.
- whether your actions match your values.
- the values and goals of the class.

## Preview...

Look at the pictures.

1. What do the people in these communities have in common?
2. How did they become a community?



## Reflection

After you read 2.1:

Make a list of the different communities that you belong to, in order of importance. Discuss your list with a partner and talk about the following questions:

1. Are your lists the same or different?
2. What does your list tell you about your identity?
3. Do you find that the most important communities to you are those you choose or those you are born into?

## 2.1 CITIZENSHIP AND COMMUNITY

The word community comes from the Latin "cum" which means 'with'/'together' and 'munus', which means 'gift'. In other words, a community is a gift we share with each other (*Oxford American Writers Dictionary*).

A citizen is a member of a community. Citizenship also refers to the relationship the citizen has with their community. This relationship is based on rights, duties and responsibilities. Citizens have rights, duties and responsibilities to actively participate in their communities. The community has the responsibility to protect and provide citizens with the resources and opportunities to do this. Communities and citizens try to find a balance between the interests of the individual citizen and the interests of the whole community

### 2.1.1 - COMMUNITY, A DEFINITION

People usually belong to more than one community. Some communities are related to where we live, such as a family or township. We also belong to other communities, based around our work, education, religion, culture or hobby. We are born into some communities, like ethnic and family communities, but we also choose to be a part of some communities, like volunteer associations.

## Activity

In pairs, use the two lists from the Reflection to make a Venn Diagram. Write the communities that were high on your list (i.e. important) in big letters, and the less important ones in small ones. Write common communities in the overlap and communities that only you belong to in your circle. What do you notice about your diagrams? Discuss in pairs then as a class.

## Exercise

Communities are groups of people that are united by common characteristics. Communities exist because members interact with each other.

Some common characteristics of communities can include:

- geography (shared location)
- aims and goals
- **values** and ideals
- rules and laws
- interests
- history, experiences and traditions
- culture

A community is not just a physical thing. It is a feeling of belonging - a feeling that you are part of a group with shared benefits, beliefs and goals. This comes from the interactions between community members. Community feeling is also related to knowing the rights, duties and responsibilities of members to the community, and of the community to its members.

After you read 2.1.1:

Read the descriptions of three communities (below).

1. What characteristics do members of each community share with other members of that community?
2. What characteristics do they not share?

### **The Islamic Community**

With over 1 billion followers, Islam is the second most widely practiced religion in the world. Muslim communities can be found all over the world. Muslims believe that there is only one God and base their rules and laws on their holy book the Qu'ran. They believe that there are five basic pillars of Islam, the declaration of faith, praying five times a day, fasting, giving money to charity, and a pilgrimage to the holy city of Mecca.

### **CASE STUDY A**



### **The Salone of Myanmar**

The Salone or Moken 'sea gypsies' live in the Myiek Archipelago in southeastern Myanmar. During the hot and cool seasons the Salone live on traditional wooden boats and travel in small groups harvesting and trading pearls, seashells, shellfish and other sea products. During the rainy season, they live on land in temporary long legged houses. They return to their boats once the weather improves. The Salone have little contact with other ethnic groups in the area and have their own traditions and religious beliefs.

*Adapted from: Burma "Sea Gypsies" Compendium*

### **CASE STUDY B**



### **Manchester United**

Manchester United is a football team based in Manchester, England. It started in 1878, and is one of the richest and most successful football teams in the world. It has won many trophies including premier league championships and European championships. The team is made up of players from over ten different countries and has fans all over the world.

### **CASE STUDY C**



## Activity

Identify three communities you belong to.

1. Which shared characteristics define them?
2. Which characteristics do they not share?
3. Do you have any specific responsibilities/duties as a member of these communities?
4. What benefit(s) do you gain from belonging to these communities?

## Preview...

How have changes in transport and communication changed the way we understand community?



▲ **Downtown Yangon.** It is estimated that there are now more than 6 million people in Yangon, the former capital city of Myanmar.

Source: [www.citypopulation.de/Myanmar.html](http://www.citypopulation.de/Myanmar.html)

## Activity

After you read 2.2.1:

In groups, fill in the table and compare with other groups.

## 2.2 MODERN COMMUNITIES

For many communities, geography is the most important characteristic. A family, school or workplace has walls. A village, city or country has boundaries and borders. These days technology, transportation and migration are changing the boundaries of these communities. At the same time, other community characteristics are becoming increasingly important.

### 2.2.1 - URBAN COMMUNITIES

Over the last 100 years, people have increasingly moved from small towns and villages to live in cities. This is the process of *urbanisation*. An **urban** community might just be a group of people with a common **heritage** living on the same street. But these small communities then make up larger neighbourhoods or townships that are part of large cities. The geographic and social boundaries between people in cities are not as clear as in rural communities. A big city will contain a variety of people with different ethnic backgrounds, religions and languages. Rural towns are also affected by people who have moved to large cities but stay in contact with their home town. Rural communities now often include people who have returned to their local communities again after living and working in cities.

	Urban Communities	Rural Communities
Similarities		
Differences		
Advantages		
Problems		

## 2.2.2 - ONLINE COMMUNITIES

Internet (**virtual** or online) communities are growing very quickly. Social networking sites such as Facebook and Twitter create communities with common characteristics, even if the members live thousands of miles apart. These communities might share an interest in sport or music, have common political views or share the same cultural background. These community members might never meet face to face, although frequent online communication means they can know each other well.

### Discussion

After you read 2.2.2:

Do you think that virtual communities are 'real' communities? Why?

## 2.2.3 - THE GLOBAL COMMUNITY

Recently there have been great improvements in transport and communication. This has increased interaction between communities around the world. This increased economic, political, social and cultural interaction is called '**globalisation**'. The **global economy** connects national economies. International economic organisations like the Association of Southeast Asian Nations (ASEAN) and the World Bank are examples of this connection. The world also faces common threats, for example climate change and poverty. Communities need to work cooperatively to address these problems. This has created the idea of a global community. Like more traditional communities, the people, countries and other groups that make up the global community share common interests. These global citizens are economically, socially and politically interdependent.



▲ It is sometimes said that the world is 'getting smaller' because of globalisation. What does this saying mean to you?

### Discussion

After you read 2.2.3:

1. What are some of the economic, political, social and cultural effects of globalisation?
2. Can you give one positive and one negative example of globalisation from your own experience?

## Preview...

Have you moved to another country? Do you know anyone who has?

1. Why do people move to other countries?
2. What challenges can they face?
3. What opportunities can they have?

## 2.2.4 - DIASPORA COMMUNITIES

**Diaspora** communities are groups of people that, for various reasons, live far from their traditional homeland. They live in a foreign country, but keep some kind of connection to the homeland based on common ethnicity or nationality. For example millions of Myanmar people live in Thailand, Malaysia and the USA, as well as other countries. They also stay connected through communication, and often through **remittances**. Nowadays the internet and telecommunications make it easier for diasporas to stay connected with their home communities.

### CASE STUDY



### FILIPINO DIASPORA COMMUNITIES

Each year, more than a million Filipinos move to other countries. Most do this to find better paying jobs so that they can support their families back home. The majority of them are women who work as domestic helpers and personal service workers (waiters, cooks, hairdressers etc.). Remittances - the money these workers send home - make up more than 10% of the country's income.

The government of the Philippines understands the important role that remittances play in the country's economy. Because of this, it has several policies to support Filipino migrant workers. Many Filipino embassies have a Migrant Workers and Overseas Filipinos Resource Center, which registers workers and provides counselling, welfare assistance, information and gender-specific programs. The government also has policies to make sure that countries hosting Filipino migrants protect their rights.

The Filipino government even has programs to help Filipino diaspora communities to contribute to local development projects in the Philippines. The LINKAPHIL program collects donations for projects supporting healthcare, education, small-scale **infrastructure** and jobs in rural areas. Another program, PHILNEED, advertises projects that need support from Filipinos living in other countries.

The government also provides services that are intended to promote strong connections with the homeland, including overseas tours by Philippine entertainers, Filipino schools in areas with a lot of Filipino migrants, and psychological counselling services that help migrant workers keep their 'Filipino values'. Recently, the government decided to allow migrant workers to vote in national elections, although the person voting must promise to return to the Philippines within two years.

*Adapted from: Beyond Remittances: The Role of Diaspora in Poverty Reduction in their Countries of Origin*

### Exercise

1. What duties and responsibilities does the Philippines have to its diaspora?
2. What duties and responsibilities does the Filipino diaspora have to the Philippines?
3. How does this community maintain its ties to the Philippines?

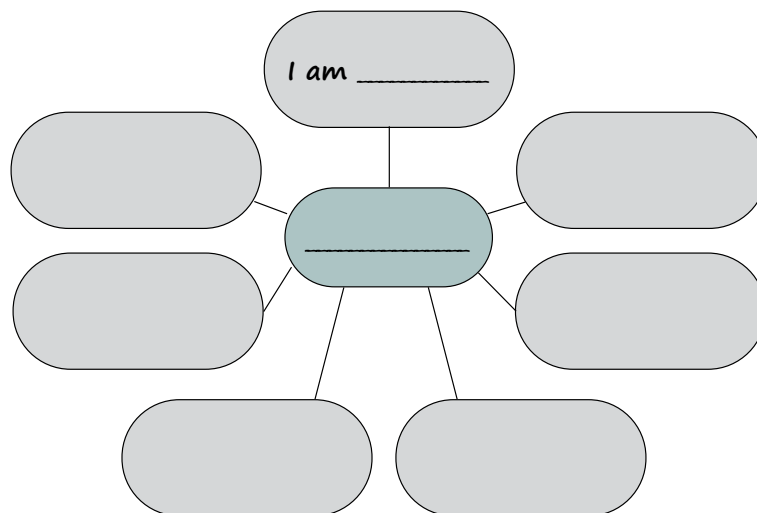
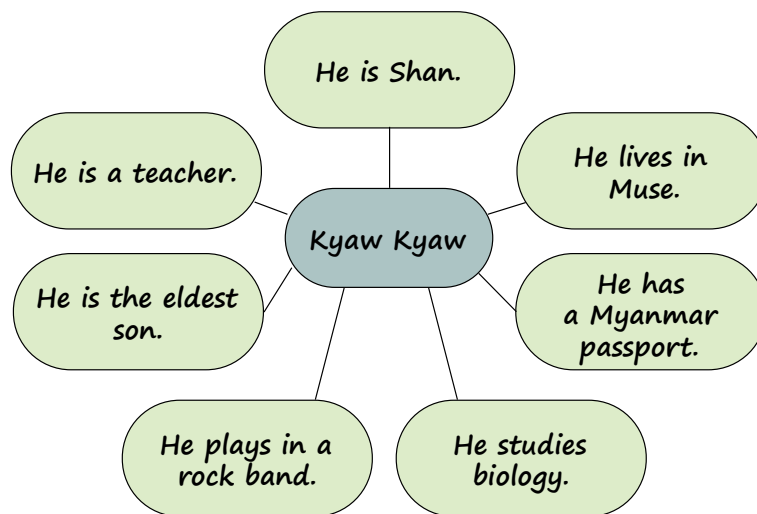
## 2.3 IDENTITY

The communities we belong to play a big part in creating our **identities**. Because people usually belong to many different communities, they also have many different identities.

For example, a young woman might be a student, a shop assistant, a daughter, an aunt, an English and Myanmar speaker, a Buddhist, an environment campaigner and an Iron Cross fan.

Identities can change throughout a person's life, and some might be more important than others at different times.

The diagram below shows the many different communities of one Myanmar citizen.



### Reflection

What are some examples of your different identities? Complete the diagram for yourself.

1. What is the relationship between community and identity?
2. Think back to the list of communities that you belong to. Which of these communities has the strongest influence on your identity? Are they the most important ones on the list?
3. What gives you a feeling of belonging to these communities?
4. What things make you feel excluded from other groups and communities?
5. What is the relationship between identity and exclusion?

### Reflection

## Preview...

What values do you believe are important?

## 2.4 VALUES

**Values** guide how we live our lives. They guide how we spend our time, raise our children, participate in our communities, our choice of jobs, partners and lifestyles. They guide our decisions on right and wrong. If we look closely at our values, it can raise some important questions. Do we behave according to our values? Does our community share our values?

## Reflection

After you read 2.4:

Read the list of values.

1. What values in the list are most important to you? Decide whether each value is: very important (V), important (I), or not important (N).
2. Compare your decisions with a partner and explain the reasons for your responses. Do you share the same opinion?

**a. Sovereignty** - a people's right to govern themselves

**b. Equality** - to treat people with equal respect regardless of differences

**c. Generosity** - to offer support to others who need it

**d. Patriotism** - to love your country

**e. Compromise** - to give up something that was wanted in order to end an argument or dispute

**f. Rule of law** - the idea that every member of community, even leaders, must follow the law

**g. Justice** - to treat people as they deserve

**h. Participation** - to share in the decisions and actions of your community

**i. Tradition** - to respect the moral and cultural beliefs from the past

**j. Honesty** - to tell the truth

**k. Cooperation** - to work together to achieve a common goal

**l. Commitment** - to continue at a task until it is finished

**m. Unity** - staying together as a team or group; the feeling of being together as one

**n. Solidarity** - a feeling of unity between different people who have shared interests and goals

**o. Independence** - to rely on yourself, and not need help from others

**p. Liberty** - the ability to speak and act freely; to choose what you want to do

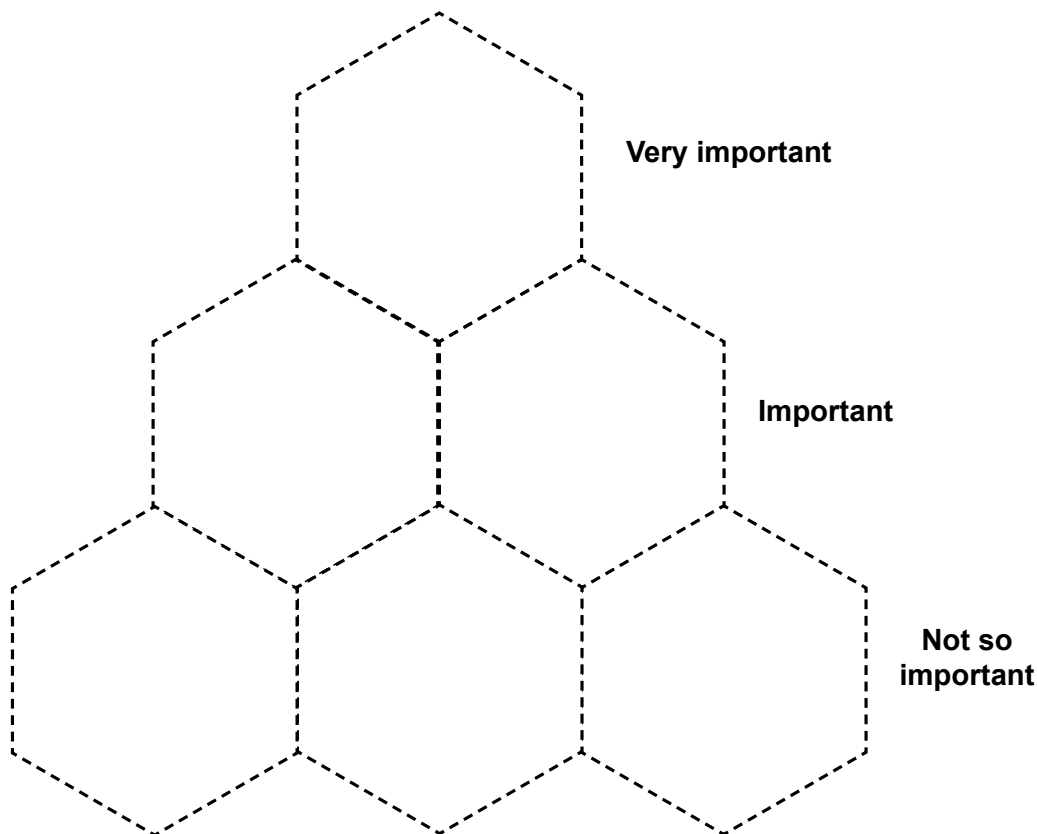


## Exercise

Are any important values missing from this list? Discuss together and add two more to the boxes.

## Activity

1. In pairs, make a 'values pyramid' that ranks these values in importance.
2. Join with another pair. As a group, make a values pyramid you all agree on.
3. Join with another group and make a values pyramid. Continue joining groups and making pyramids until there is only one (class) group. Make a values pyramid that the whole class agrees on.
4. What does your class pyramid tell you about the values of the class?
5. What difficulties did you experience in this exercise?
6. How did you overcome them?



1. Do all communities value the same things?
2. Which values are most important in your community?
3. Are any values being questioned in your community now? Which ones and why?

## Discussion

## 2.4.1 - DIFFERENT VALUES

Individuals have different values. In the same way, different cultures also have different values. Some cultures value order, tradition and obedience whilst other cultures place great value on liberty and personal freedom.

### Activity



- On your own, read the list of rights and select six rights that you think are important.
  - The right to be treated equally regardless of gender or race
  - The right to education
  - The right to free speech
  - The right to make your own choices
  - The right to life
  - The right to live in a clean environment
  - The right to practice a religion (or not)
  - The right to marry and have a family (or not)
  - The right to own property
  - The right to work
  - The right to **social security**/social welfare
  - The right to vote in national elections
- In small groups, share your choices with your group. Which rights were most popular? Which rights were the most unpopular?
- As a class, read *The Hot Air Balloon - Part 1* and choose six rights to keep.

#### The Hot Air Balloon - Part 1

You and your friends are in a hot air balloon. Also in the balloon are the twelve rights above. As the balloon floats along, a mountain appears in the distance. Six of the rights must be thrown out to make the balloon lighter, so that it will rise above the mountain. Once you have thrown out the rights they are gone forever.

### Reflection

Look again at the class value pyramid (page 31). Do the values in the pyramid reflect the rights you chose in the balloon activity? What does this tell you about the relationship between rights and values in your community?

## Activity

### The Hot Air Balloon - Part 2

Below is a description of the culture of the people from an imaginary country called Mangoa. Imagine you and your classmates are from Mangoa. You are in another balloon – again at the start of the flight. This time, the people from Mangoa will be choosing the rights, not you.

#### The Culture of Mangoa

Mangoa is a small country in Southeast Asia. It was a French **colony** for 120 years but after a long and bloody war it finally gained independence in 1998.

Personal freedom is the most important value in this society. In Mangoa, personal freedom is a sign of strength and adulthood. Young people move away from home as soon as they are able to take care of themselves. They may return to visit their families but to live at home beyond the age of 16 or 17 is thought to be a sign of weakness. The government supports many **social services** to allow citizens to live independently without needing their family or friends to care for them in old age.

Mangoa is still recovering from the war. Everyone agrees that rebuilding the country is the most important aim and there is great economic development taking place to achieve this goal. The number one priority now is to strengthen the national economy in order to increase personal wealth and continue funding the government's impressive system of social services.

The people of Mangoa are very politically active. After experiencing colonialism and war, they greatly appreciate their ability to choose their own leaders and direct the government according to their values and concerns.

The people of Mangoa are very proud of their community, and believe that their way of life will bring great wealth and joy to future generations.

Adapted from: *Value Placed on Human Rights*

## Discussion

Do you think some values are bad for society? Explain your answer to a partner.

## Preview...

Do your values change? Are they the same now as they were ten years ago?

## 2.4.2 - VALUES CHANGE

Values do not stay the same forever. Scientific and technological advances, political and economic changes, new media and communications, and changes in religious beliefs have been changing values for thousands of years. However, these changes affect different communities in different ways.

### CASE STUDY



#### Changing Values in Yoruba Culture

In Nigeria, there have been many changes in the community life of the Yoruba people. Christianity, modernisation, and western influence have had a very big effect on traditional family values. The status of women has changed across the country. Young urban wives now prefer living away from their husbands' families. This is because they want to be treated equally in the family. Yoruba traditionally valued kingship and marriage. However women now compete with men in almost all areas of life (business, family, politics, etc.). There has also been a change in the economic role of children and as a result, family priorities have changed. Teenaged and young-adult sons no longer value working in their fathers' farm. They want to get their own jobs away from home. In short, individualism is replacing communalism or dependence in social relationships.

*Adapted from: Strains in Traditional Family Values in a Yoruba Community*

### Reflection

1. Have the values that are important to your community changed over time?
2. Which values have changed the most?
3. What factors have caused values to change in your community?
4. Do you think these changes are good or bad for your community? why?

### Discussion

*'Values are invisible like the wind. From the movement of leaves, you know that there is wind. And you see values through the actions of people.'*

*Eda Ancsel*

What does this mean? How does it apply to your community?

**Young Myanmar people celebrating Thingyan in Yangon.**

In your opinion, have young people in your community changed in recent years? How? ►



## 2.4.3 - PUTTING VALUES INTO PRACTICE

Responsible citizens recognize that the values of individual community members form the values of the community. If we want to live in a community that reflects our values we have a duty to make sure that our actions match our values.

Achieving social change is difficult, but not impossible. It requires people to act according to their values. It also means that people need to work together to build communities that are based on their values and beliefs.

Many people think that participation, cooperation, equality, diversity and justice are key values related to active citizenship. But what do these values mean when we put them into practice?

Read the eight scenarios and think about how you would respond in each of the cases you read about.

1. Your boss only hires people from her ethnic and religious community. Other people who are qualified for the job don't get hired. What might you do?
2. You often hear shouting and screaming from your neighbour's apartment. You notice that his wife and children often have bruises and scratches on their faces. What might you do?
3. You are walking down the street. A woman and her child are begging for money on the street in front of a shop. The shopkeeper comes out and starts yelling at the woman to move. What might you do?
4. Your (male) supervisor ignores issues and suggestions from female staff and only listens to the male staff. What might you do?
5. Your neighbours have a lot of children. The father is an alcoholic who doesn't work, and the mother stays at home and takes care of the younger children. Their 11 year old son supports the family. The father beats this child when he cannot earn enough income for the day. What might you do?
6. Every day when you come back from work, you see a strange beggar who does not seem to have any disability. He looks old enough and well enough to have a job. What might you do?
7. You see two people who apparently come from a rural area. They are getting a taxi and when the driver notices that they are not from town, he tries to cheat them by doubling the price. What might you do?
8. At a traffic light you see a taxi drive through a yellow light. As a result, a police officer stops the taxi. You see the taxi driver pay some money, but he does not get a receipt. What might you do?

## Preview...

Do your actions always reflect your values?

## Reflection

Example:

*Scenario: You notice that your colleague at work has been stealing money to buy alcohol. What might you do?*

*Answer: I would try to talk to my colleague to offer to help them stop drinking alcohol and stealing. If this didn't work I would ask for advice and help from leaders in my community to solve this problem.*

## Discussion

Can civic participation be considered a right and a duty? If yes, in what ways?

## Reflection

### Reflection

Think about your own values. Tell a partner about a situation where you faced similar situations to those on page 35. What did you do? Did your actions reflect your values? If you could change your actions, would you? Why or why not?

1. Do your actions always reflect the values of participation, cooperation, equality, diversity and justice?
2. What might stop us from applying our values in our everyday lives?
3. Create a table, like the one below, with notes about your responses to each scenario.
4. In groups, compare your tables. Discuss the similarities and differences in your tables. Try to agree on the best reaction to each situation. Present this to the class and explain how and why you chose that reaction.

Scenario	Values put into practice	Factors stopping values being put into practice
<i>Example</i>	<p><u>Participation</u>: I wanted to involve my colleague and community members in the solution.</p> <p><u>Cooperation</u>: I wanted to try and work with my colleague first to see if he wants to work together.</p> <p><u>Justice</u>: It isn't fair that my colleague is stealing from my work, so I wanted to do something about it.</p>	<p><u>Fear</u>: I am afraid that my colleague would be angry.</p> <p><u>Laziness</u>: It will be a lot of work for me to try and solve this problem.</p>

## Preview...

Do your own beliefs and values ever conflict with other people's? Do they ever conflict with institutions and organisations in the community?



▲ 'The need to obey the law vs the right to dissent' is one of many societal dilemmas. The right to dissent is very important, and many people use it to protest against injustice, war and human rights abuses.

## 2.5 CONFLICTING VALUES

Communities are complicated. All communities are made up of three separate but overlapping parts:

1. Individuals with their own values and needs.
2. Sub-communities - groups of individuals with common interests, religion, values, education, social and economic situation, political beliefs and other factors.
3. The wider community - this often has its own needs and priorities that are different from those of individuals and sub-communities.

The values, needs and priorities of the three different levels of a community sometimes conflict. This can lead to many social problems, including violence. For the wider community to work in the best interests of everyone, the three parts must find a balance between their different needs and values. This often means choosing between two or more different positions. The need to choose between different positions can lead to a range of **societal dilemmas**.

Societal dilemmas can be very difficult to resolve. There is always more than one side to each issue and usually several possible solutions. There is not always a clear 'right' solution.

*Adapted from: Language and Civil Society*

Look at the eight societal dilemmas on this page and match them with the correct explanation.

## Activity

1. Individual beliefs versus majority rule

\_\_ a. Conflict can result from people exercising their right to disagree with the government by breaking the law. In this kind of dilemma it is difficult to draw the line between “doing what is right” and acting illegally.

2. The need to obey the law versus the right to **dissent**

\_\_ b. This dilemma is about respecting the choices of individuals to live the way they want versus the idea that in a democratic community, decisions reflect what the majority of people want.

3. The respect for cultural diversity versus the need for cultural unity

\_\_ c. Having a global economy means that anyone can do business in any country. This international cooperation can create a lot of wealth for businesses in developing countries. However, it can also mean that businesses from rich countries can exploit the people and resources of poorer countries.

4. Individual rights versus the concern for public safety

\_\_ d. In diverse communities, all people should have the right to express their own culture and identity. Others argue that this can lead to social **fragmentation** and conflict. They argue that communities need to be unified to be stable and safe.

5. Use of natural resources versus preservation of natural resources

\_\_ e. This dilemma talks about situations where individuals right to do what they want can cause danger or risk for other members of the community.

6. Global business versus national interests

\_\_ f. There are many resources that communities need to survive, but using them too quickly might mean that they will be gone forever. However, sometimes poor communities need to use natural resources to solve problems such as poverty, hunger and homelessness.

7. Local control versus national control

\_\_ g. Local people know local issues better than people in the capital cities. On the other hand, only national governments can organise countrywide systems like communication, transport and economic systems. These systems cover the whole country so they can reduce waste and confusion.

8. Right to **privacy** versus the right of the public to know

\_\_ h. If someone is doing something illegal, then the community has a right to know about it and stop it. On the other hand, people also have a right to privacy in their own homes and their own affairs. It can be difficult to draw the line between these two needs.

## Activity

### The eight societal dilemmas

1. Individual beliefs versus majority rule
2. The need to obey the law versus the right to dissent
3. The respect for cultural diversity versus the need for cultural unity
4. Individual rights versus the concern for public safety
5. Use of natural resources versus preservation of natural resources
6. Global business versus national interests
7. Local control versus national control
8. Right to privacy versus the right of the public to know

In groups read the following scenarios and match each one to the most appropriate societal dilemma.

Share your answers with the class.

- a. A teenage boy in a crowded cinema shouts "Fire." His actions cause major chaos in the cinema. The boy defends his actions by talking about his right to freedom of speech. The owner of the cinema claims that there are limits to free speech and that the boy was wrong.
- b. A popular newspaper recently published a detailed story about the private life of an important politician. The newspaper defends its actions saying that the people have a right to know about the private life of an important public leader. The politician disagrees, arguing that he has a right to privacy.
- c. A community has decided to honour its different religious groups with a special celebration each month of the year. Some groups are challenging the decision because they think that the celebrations will cause conflict between different religions and destroy unity in the community.
- d. A group of people living in a mountain community wants to cut down the nearby forest to build 100 new houses. An environmental rights group wants to protect the forest for future generations.
- e. Parents want to choose the curriculum and textbooks that will be used in the local school. The national government wants all schools in the country to teach a national curriculum in the majority language.
- f. A foreign company wants to build a supermarket in a small town. The new company will compete with local businesses in a number of ways: it will take workers away from local businesses, and it will take customers away from smaller local shops. A community group wants to protect local business. They are holding a protest against the supermarket.

## Activity

### Discussion

What happens when communities do not, or cannot find a balance?

In the same groups:

1. Identify three dilemmas facing your community/country.
2. Rank the dilemmas from most to least serious (1 = most serious, 3 = least serious).
3. Which of the kinds of societal dilemma listed above apply to these three dilemmas in your community/country?
4. Think about the most serious dilemma. Who is involved in this dilemma? What can be done to find a balance between the individuals and groups involved in this dilemma?

Adapted from: *Values*

## 2.6 LEADERSHIP AND COMMUNITY

Resolving societal dilemmas is hard because there are many people and issues to consider. One solution is to choose **representatives** to act in the interests of larger groups. These people are likely to be community leaders. Good leaders are able to balance the values, needs and priorities of individuals and groups. Effective leaders encourage people with different skills and interests to work towards a shared goal.

Communities have different methods of selecting leaders and look for different qualities and skills. Leaders may be elected by the population for a set length of time, or they may have the leadership role passed directly on to them by the previous leader. Leaders are often chosen according to characteristics such as talent, dedication, and knowledge. Sometimes an individual becomes a leader by seizing power by **force** without being chosen. It is useful to choose leaders who represent values we agree with, so their **judgement** on matters will be similar to our own.

Look at the job titles in Box A and answer the questions.

1. Which of these people are leaders?
2. What skills and characteristics make them a leader?
3. What roles do these people play in their communities?

### A - Job Titles

shop assistant   politician  
community health worker   judge  
activist   police officer   farmer   journalist   pharmacist  
midwife   teacher   business manager   religious leader

Look at the roles in Box B and match them with the job titles in Box A.

### B - Roles

problem solver  
referee (settles interpersonal conflict)   visionary  
motivator   crisis manager   expert   risk taker  
task master (work manager)   counsellor

## Preview...

What makes a good leader?

## Activity

## Activity

## Discussion

Which of these roles, qualities and characteristics are most important for a leader in your community?

## Preview...

Whose leadership do you admire? Why do you admire that person?

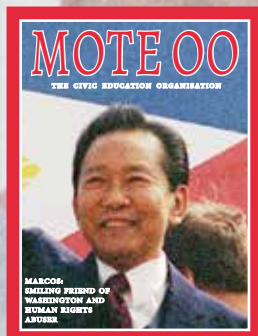
### 2.6.1 - LEADERSHIP STYLES

Leadership style refers to a leader's behaviour. The beliefs, personality, and experience of the leader determines how they get people to participate in tasks. Each leader is different, but there are two general categories of leadership style, *authoritarian* and *cooperative*.

Authoritarian leaders (see Case Study A, below) do not usually take advice or suggestions from other community members. Authoritarian leaders are more likely to use force, intimidation, and incentives to maintain their authority.

Cooperative leaders (see Case Study B, below) seek to include other community members in the decision making process as much as possible. Cooperative leaders are more likely to rely on consent and participation to maintain their authority.

#### CASE STUDY A



##### **Ferdinand Marcos - The Philippines**

Ferdinand Emmanuel Edralin Marcos was the President of the Philippines from 1965 to 1986. While in power he made many changes to the government and did a lot to develop the country's economy. He made the military do a lot of the work to achieve this. In 1972, he declared **martial law**. He arrested his political opponents and limited rights such as freedom of expression and freedom of the press. This period was characterised by corruption, political **repression**, and human rights violations.

#### CASE STUDY B



##### **Corazon Aquino - The Philippines**

Maria Corazon Sumulong Cojuangco-Aquino became the leader of opposition during the Marcos government. In 1986, Aquino said Marcos was unfairly re-elected. She led protests that succeeded in removing Marcos from power. After Aquino was elected President, she limited the powers of the president and established a new national **assembly**. She prioritised her people's rights, and arranged peace talks with armed groups who were fighting the Marcos government.

1. In a group, make a list of five leaders that you all know.
2. Now place these leaders where you think they should go on the spectrum.
3. Discuss the advantages and disadvantages of authoritarian and cooperative leadership.



## Activity

### Discussion

1. What qualities make a decisive leader?
2. What qualities make a just leader?
3. Is there any conflict between being a just leader and an decisive leader?

## 2.7 RULES AND LAWS

Good leaders work for the interests of the whole community. Good leaders try to represent the interests of each individual and group in their community. Rules and laws are important tools to achieve this.

Rules affect our lives. For example, the structure of families is often guided by tradition and custom that decides the relationship between family members. Similarly, sports have rules about how the players must behave. There are also rules about how students and teachers behave in school – how long the lessons are, how much homework students get, etc. There are rules about what workers and employers do – what time they start work, how many days holiday they get, how much they get paid etc.

Read the statements below. Which are rules and which are laws? Do any fall into both categories?

1. Always do your homework.
2. Do not spit betel nut.
3. Always obey your parents.
4. All motorcycle riders must wear a helmet.
5. Do not drive through red lights.

### Preview...

What is a rule? What is a law? Is there a difference between a rule and a law?

## Exercise

## 2.7.1 - WHAT ARE LAWS?

Laws are kinds of rules that are made, written down and enforced by governments. Laws serve many different purposes. For example:

- Laws tell us how to behave (e.g. people must not damage other people's **property**).
- Laws tell us which activities are allowed and which are forbidden (e.g. using heroin).
- Laws keep order and provide security (e.g. only 100 people are allowed to ride a bus at the same time).
- Laws tell us which rights and freedoms we have.
- Laws guarantee benefits for citizens (e.g. schools, health care etc).
- Laws tell us our responsibilities (e.g. paying taxes, serving in the military).
- Laws define the responsibilities of the government. In some cases laws limit the power of the government.
- Laws can promote social change (e.g. anti-discrimination, environmental protection).
- Laws, with the help of lawyers and judges, can manage conflict (e.g. divorce, property disputes etc).

Adapted from: *Language and Civil Society*

### Exercise

What is the purpose of the rules and laws listed on page 41?

## 2.7.2 - EVALUATING RULES AND LAWS

Rules and laws must be well designed to work well. They need to be fair, public, easy to understand and follow, and should promote the best interests of all citizens. They should not unfairly favour any individual or group of individuals.

### Activity



A pagoda at Mrauk-U

▲ **An ancient temple at Mrauk U.**  
Does a rapidly developing country like Myanmar need rules and laws to protect its culture, traditions and monuments?

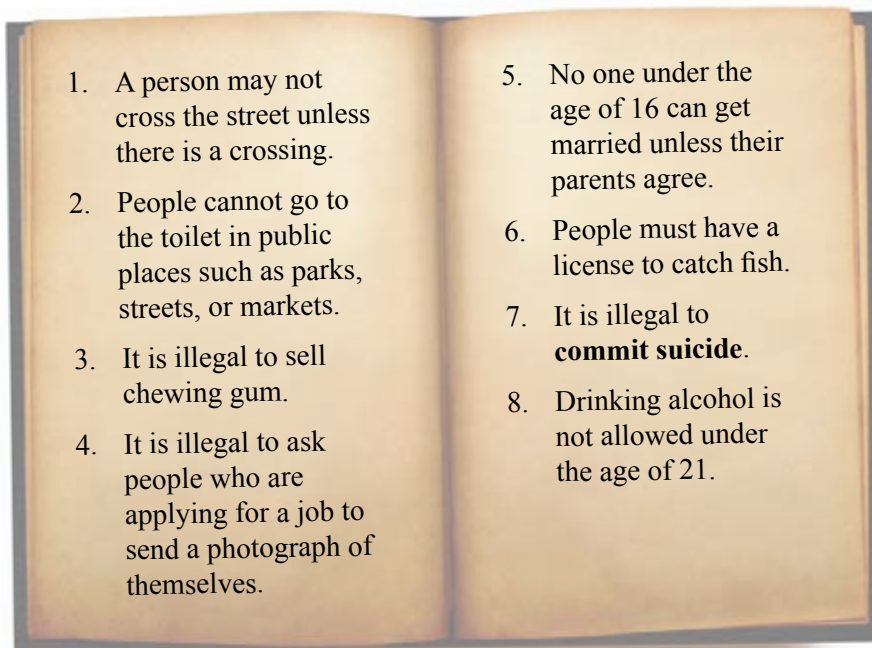
You have been hired by *Tourism Transparency*, an NGO, to develop a Declaration of Cultural Rules for tourists and locals. The rules should:

- allow tourists to enjoy Myanmar.
- allow Myanmar people to benefit financially from tourism.
- stop tourists exploiting Myanmar people.
- stop Myanmar people exploiting tourists.
- help tourists understand and respect the culture of Myanmar.



**In groups, create a list of six rules that will help tourists and locals have good experiences together.**

We can **evaluate** rules and laws by identifying their purpose, and asking: Is it fair? Is it useful? Is it necessary?



## Activity

Here are some real laws from different countries around the world. People who violate these laws can be fined or jailed.

In groups, create a table like the one below. Use it to identify the purpose of each law and answer the questions: Is it fair? Is it useful? Is it necessary?

Law	Purpose	Fair?	Useful?	Necessary?
<i>A person may not cross the street unless there is a crossing.</i>	<i>To prevent accidents.</i>			

In groups, imagine you are the leaders of a new country and must decide its most important laws. You need to make new laws for the categories below. Pick three of the categories from the list and create one law for each category. Each law must have a clear purpose and be fair, useful and necessary.

<b>MARRIAGE</b>	<b>TAXES</b>	<b>ALCOHOL</b>
<b>DRIVING</b>	<b>MEDIA</b>	<b>RELIGION</b>
<b>VOTING</b>	<b>DRUGS</b>	<b>ENVIRONMENT</b>
<b>ANIMALS</b>	<b>GUNS</b>	<b>WORK</b>

## Activity

Why is it important to understand the intended purposes of rules and laws?

**Discussion**

## Preview...

Are there any laws in your country that you strongly disagree with? If yes, why?

## Activity

### 2.7.3 - JUST AND UNJUST LAWS

Simply because a law is made, written and enforced by a government it does not mean that the law is a *just* law.

1. In groups, examine the laws below. Based on your understanding of justice, decide whether you think these laws are just or unjust.
2. Choose one of the laws and make a short presentation to your class explaining your decision.

1. *South Africa: The Prohibition of Political Interference Act, 1968, prohibited multi-racial political parties.*

2. **UK:** The Criminal Justice and Public Order Act, 1994, made it illegal to publish material that creates racial hatred.

3. **INDIA:** THE INDIA SALT ACT OF 1882 GUARANTEED THAT THE COLONIAL GOVERNMENT HAD A **MONOPOLY** ON THE COLLECTION AND MANUFACTURE OF SALT.

4. **CHINA: THE ONE CHILD POLICY ALLOWS MARRIED, URBAN COUPLES TO HAVE ONLY ONE CHILD.**

5. **MALAYSIA: THE INTERNAL SECURITY ACT (ISA) AND THE EMERGENCY ORDINANCE, ALLOWS SOMEONE TO BE ARRESTED FOR AN UNLIMITED PERIOD WITHOUT TRIAL.**

## Discussion



Martin Luther King Jr, a leader of the civil rights movement in the United States, once said:

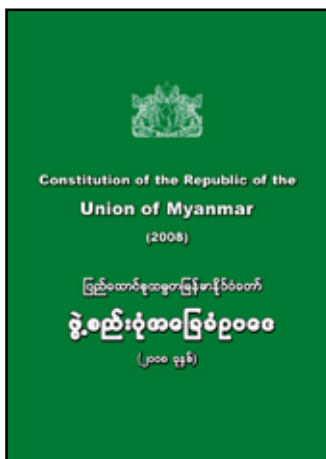
*'There are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but also a moral responsibility to obey just laws. Conversely one has a moral responsibility to disobey unjust laws.'*

Do you agree? Explain your answer with reference to the laws mentioned in this section.

## 2.7.4 - VALUES AND LAWS

Laws are made and enforced by governments to help them govern the country. If a government is representative and accountable then the laws it makes will reflect the values and interests of the people.

The highest laws in a country are written into a legal document called a constitution. All other laws made by the government are evaluated against the constitution to decide if they are in agreement with it. The government's structure and powers are written in the constitution. The constitution also outlines the most important values and goals of the people. These goals require both the government and people to work together to achieve them. These central ideas in the constitution are usually long-lasting principles that assist the people and government to remember their important shared values.



The preamble of the 2008 Constitution of Myanmar states:

“We, the National people, drafted this Constitution of the Republic of the Union of Myanmar in accord with the Basic Principles and Detailed Basic Principles laid down by the National Convention.

We, the National people, firmly resolve that we shall:

- steadfastly adhere to the objectives of non-disintegration of the Union, non-disintegration of National solidarity, and perpetuation of sovereignty;
- stalwartly strive for further burgeoning the eternal principles namely justice, liberty, equality and perpetuation of peace and prosperity of the National people;
- uphold racial equality, living eternally in unity fostering the firm Union Spirit of true patriotism;
- constantly endeavour to uphold the principles of peaceful co-existence among nations with a view to having world peace and friendly relations among nations.”

As a class, write a statement that outlines the aspirational goals that you want to work towards together. Include the values that the class will support and defend while it pursues these goals.

## Preview...

1. Who makes and enforces laws in your community?
2. What is a constitution?
3. What is the relationship between values and laws?

## Activity

After you read 2.7.4 and the preamble of the Myanmar Constitution:

1. What values and principles are declared in the preamble of the 2008 Constitution of Myanmar?
2. Do you feel these values reflect your own values and concerns?

## Activity

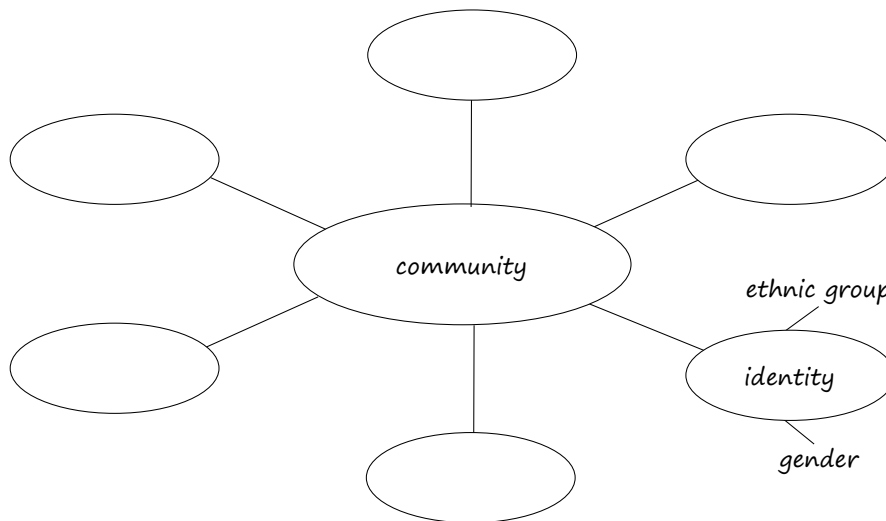
If you could edit the preamble of the 2008 Constitution what would add, what would you change and what would you keep?

## Reflection

# Chapter 2 Review

## Chapter 2 Mind Map

Look at the mind-map of 'community' and complete it with important ideas you have learned in Chapter 2.



## Comprehension

1. What is a 'community'?
2. What are some "new" kinds of communities? What recent changes have made them now possible?
3. What is the relationship between community and identity?
4. What is the relationship between community and values?
5. What is the relationship between values and rights?
6. What is a societal dilemma?
7. What different leadership styles can you remember from this chapter? What are the advantages and disadvantages of them?
8. What is the relationship between values and law?

## Values and Opinions - Analysing Quotes

Below is a list of quotations and proverbs from around the world on the topic of 'community'. In groups, discuss the quotations.

1. What does the author of each quote think about community?
2. How do these ideas about community relate to the ideas in this chapter?
  - a. Heroes are not giant statues framed against a red sky. They are people who say: this is my community, and it is my responsibility to make it better. - *Studs Terkel*
  - b. Recognize yourself in he and she who are not like you and me. - *Carlos Fuentes*
  - c. The life of the nation is secure only while the nation is honest, truthful and virtuous. - *Frederick Douglass*
  - d. Your beliefs become your thoughts, Your thoughts become your words, Your words become your actions, Your actions become your habits, Your habits become your values, Your values become your destiny. - *Mahatma Gandhi*
  - e. What is happening to our young people? They disrespect their elders, they disobey their parents. They ignore the law. They riot in the streets inflamed with wild ideas. Their morals are decaying. What will become of them? - *Plato*
  - f. Not the cry, but the flight of a wild duck, leads the flock to fly and follow. - *Chinese proverb*
  - g. Good people do not need laws to tell them to act responsibly, while bad people will find a way around the laws. - *Plato*
  - h. Today globalisation brings us ever closer together. If we choose to ignore the insecurities of some, they will soon become the insecurities of all. - *Mohamed El Baradei*

## Chapter 2 Glossary

assembly (n) - စည်းဝေးခြင်း	globalisation (n) - တစ်ကမ္ဘာလုံးဆိုင်ရာ	representative (n) - ကိုယ်စားပြုသော
colony (n) - ကိုလိုနီနိုင်ငံ	heritage (n) - အမွေ၊ အမွေအနှစ်	repression (n) - ဖိနှိပ်မှု
commit suicide (v) - ကိုယ့်ကိုကိုယ် သေကြောင်းကြံစည်ခြင်း	identity (n) - မည်သူမည်ဝါဖြစ်ကြောင်း၊ မည်သည့်အရာဖြစ်ကြောင်း	social services (n) - လူမှုရေးဝန်ဆောင်မှု
dissent (v) - သဘောထားကွဲလွဲမှု	judgement (n) - ဝေဖန်ပိုင်းခြားနိုင်စွမ်း	social security (n) - လူမှုဖူလုံရေး
diaspora (n) - မိမိနိုင်ငံကိုစွန့်၍ အခြားနိုင်ငံများ၌ အခြေချနေထိုင်ကြသောလူမျိုး	martial law (n) - ညမထွက်ရအမိန့်	societal dilemma - (n) လူ့အဖွဲ့အစည်းအတွင်း အမြင်ထိပ်တိုက်တွေ့ခြင်း
evaluate (v) - တန်ဖိုးဖြတ်သည်	monopoly (n) - လက်ဝါးကြီးအုပ်ခြင်း	urban (adj) - မြို့ပြလူနေမှု
force (n) - အင်အားသုံးမှု	privacy (n) - တစ်ဦးတည်းသီးသန့်နေခြင်း	value (n) - တန်ဖိုး
fragmentation (n) - တစ်စစီကွဲခြင်း	property (n) - ပစ္စည်းဥစ္စာ	virtual (adj) - အမြင်၊ လက်တွေ့
global economy (n) - ကမ္ဘာ့စီးပွားရေးအခြေအနေ	remittance (n) - ပို့ငွေ	



# Chapter 3: Participation

## Chapter Themes

Chapter 3 introduces the idea of civic participation and asks you to think critically about how you and others participate in your community. The chapter encourages you to practice and develop civic skills such as critical reading, active listening and debate skills. It presents several examples and case studies, and shows how different people work together to develop communities that reflect their values and concerns. It also deals with themes such as social exclusion and asks you to think about creative solutions to help all members of a community participate fully and equally.



## Chapter 3: Learning Goals

### Knowledge

[Exercises]

**By the end of this chapter you will increase your understanding of:**

- the different ways that citizens can participate in their communities.
- different kinds of community members.
- the challenges, opportunities and benefits of civic participation.
- the importance of being and staying informed for civic participation.
- debates about censorship and freedom of expression.
- the social effects of “social media”.
- barriers to inclusion and the social effects of exclusion.
- the causes and effects of statelessness.

### Skills

[Activities]

**By the end of this chapter you will have developed your ability to:**

- use graphic representations to analyse civic participation in your community.
- design an advertisement for a civic education training in your community.
- access information in your community.
- sort facts from opinions in the media.
- use your active listening skills.
- critically analyse text in the media.
- evaluate the quality of information.
- actively take part in public debates.

### Values

[Reflections]

**By the end of this chapter you will have reflected on:**

- the reasons people give for not voting.
- what kind of community member your education prepared you to be.
- the kind of community member you are now.
- the idea of equal participation in debates and meetings and your feelings about it.
- the values behind censorship and the idea of freedom of speech, and how these can conflict.
- any practices or customs in your community which promote exclusion.
- what kind of citizen you are.



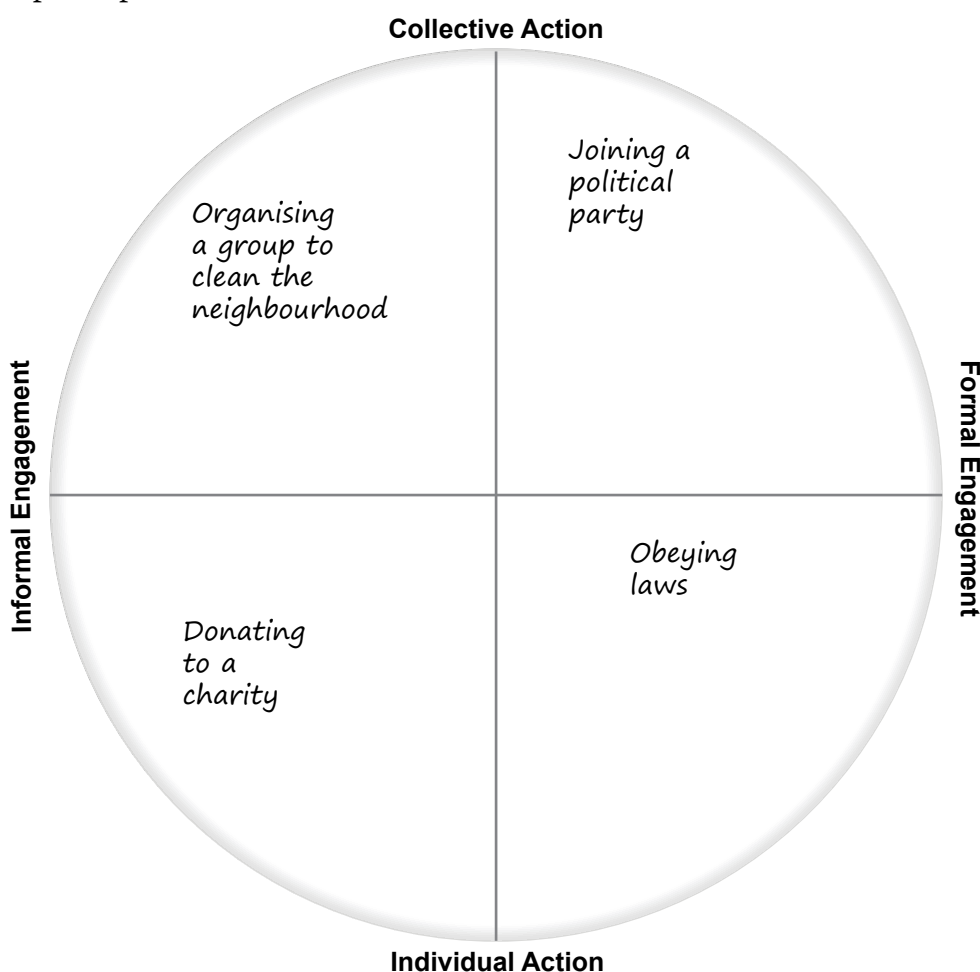


### 3.1.1 - TYPES OF CIVIC PARTICIPATION

There are many different ways that people can participate in their communities. Firstly, civic participation can be either an individual (like writing a letter) or a collective activity (like joining a group or organisation). Secondly, it can be formal or informal. Formal civic participation relates to activities that involve government and political parties. It includes elections, party membership and running for office. Informal participation refers to civil society activities that involve trade unions, religious or cultural groups or volunteer work.

There are many different forms of civic participation. They can either oppose, or support the government. They can be very small scale or very large scale. Being able to notice these characteristics helps us to analyse the different kinds of civic participation that is happening in our community. This helps us to understand the different ways we can work with each other to achieve social change in our communities.

The diagram below shows collective and individual action on the vertical axis and informal and formal engagement on the horizontal axis. Putting different activities in the right place on the diagram can help us analyse, plan and organise our civic participation.



Adapted from: *Civic Participation*

### Preview...

When you participate in community events, do you enjoy working alone or with others?



▲ **Women taking part in traditional dancing.** Do you think cultural activities are civic participation? If so, what type?

### Activity

After you read 3.1.1:

1. Look at the 'civic participation' picture on page 50. Put the actions into the right place on this diagram.
2. As a class, brainstorm other forms of civic engagement, and then work together to put them in the right places in the diagram.



### 3.1.2 - COMMUNITY MEMBERS

How we participate as citizens depends on our resources, personal interests, opportunities and the needs of our communities. How we choose to participate can tell us a lot about the type of community member we are. Some thinkers believe that citizens fall into three categories: personally responsible, participatory and justice orientated.

#### 1. Personally-responsible community member

Personally-responsible community members accept their personal responsibilities to his/her community. Examples of this include: picking up litter, giving blood, obeying laws, and volunteering to help those in need during emergencies such as cyclones and earthquakes.

#### 2. Participatory community member

Participatory community members work with others to plan and take part in organised activities to achieve shared goals. While the personally responsible citizen may volunteer during a cyclone, the participatory community member might organise a volunteer program.

#### 3. Justice-orientated community member

Justice-orientated community members critically analyse social issues and injustice facing the community. They often participate in many of the same activities as the personally-responsible and participatory community members. However, the main goal of justice-orientated community members is to create social change and address the **root causes** of social problems. Where as the participatory community member may organise relief efforts following a cyclone, the justice-oriented community member would ask questions like: Why were some communities affected more than others? How can we prevent disasters like this from happening again?

## Activity

After you read 3.1.2:

Complete the table with examples of participation that fit into the three categories.

Type of Community Member	Types of Participation
A personally-responsible community member...	<i>obeys the law</i>
A participatory community member...	<i>votes in elections</i>
A justice-orientated community member...	<i>organises with others in the workplace or community to make change cooperatively</i>

Adapted from: *Democracy in Action*



I am not going to vote because I don't think my vote will make a difference. I am not even sure who the president is. I don't know who my local representative is. I take responsibility in my community by paying my bills, taking care of my kids and working hard at my job.

Yes I will vote. I am a nurse and I believe that poor people and rich people all have the right to health care. I believe that it is important to vote because that is the way we can communicate to our government which issues are important to us.



Yes, I plan to vote. I believe that voting is one of my civic duties. Volunteering for your community and helping people are also important duties. We citizens are responsible for building the type of community we want to live in.

No, I won't be voting because I don't like rules. But I respect my neighbours. I work hard and I take care of my parents. My goal is to get a scholarship and study overseas. I believe that by getting an education I will be able to better serve my community.



Voting doesn't matter because the results are **manipulated**. My responsibilities are to my children. I make sure they do their schoolwork and keep going on the right path.

I am going to vote. I think voting gives people the power to remove leaders who allow injustice in our community. I started an organisation that educates voters about the causes of social problems. This helps them understand social issues and how their vote can make a difference.



Do I vote? No I don't vote, and to be completely honest I don't have a reason why I don't vote. I have three responsibilities in my community. One is being a safe driver. I make sure I am not a danger to others. Two, volunteering: I like to help so the community can become stronger. And the third is child care: I love kids and I try to help and protect them as much as I can.

## Activity

In a pre-election survey, citizens were asked if they were going to vote in the upcoming elections.

Read the statements made by seven citizens. Answer the questions below.

1. What percentage of these people are going to vote? Do you think this is normal for a national election?
2. What reasons did people give for not voting? Do you think these are good or bad reasons?
3. What reasons did people give for voting? Do you think these are good or bad reasons?

## Activity

1. Individually, identify the different examples of civic participation in the quotes.
2. Compare your notes with a partner.
3. Work with your partner to categorise the different examples into three categories: 'personally responsible', 'participatory' and 'justice orientated'.

Adapted from: *Democracy in Action*

## Reflection

1. Think about the education you received when you were young. What kind of community member did it prepare you to be?
2. What kind of community member are you now?
3. What type of community members do you think would build the strongest/healthiest community?
4. What knowledge and skills are most important to actively participate in your community?

## Preview...

What do you think the benefits of participation are?

## 3.2 THE BENEFITS OF PARTICIPATION

There are many benefits to civic participation.

- It makes sure that the leaders do not **abuse** their power.
- It keeps leaders and government more **informed** of the needs and concerns of the community.
- It involves citizens in the leadership and governance of the community.
- If citizens participate in decision-making, those decisions will reflect the values of the people.

Communities are shaped by the big and small choices that ordinary people make about themselves and others. These choices may not seem very important, but they contribute to defining us both as individuals and as citizens. Little by little they contribute to shaping the world we live in.

*Adapted from: Democracy for All*

## Activity



Work in groups. Imagine you are planning a training aimed at preparing youth to take on roles of leadership within their communities. Design and write an advertisement for your training. You should:

- explain why this training is important.
- explain how participants will benefit, including what skills and knowledge they will learn.
- explain where and when the training will be.
- make your advertisement attractive.

### 3.2.1 - GETTING INFORMED

No matter how people choose to participate in their community, being and staying informed is very important for effective participation. Citizens need to know their legal rights. This allows citizens to know when their rights are being violated, where to go to address their concerns and how to identify who is responsible. Citizens also need to be aware of the causes and effects of issues affecting their community. Being informed is a form of empowerment. Informed citizens are better prepared to make rational decisions that are based on reliable information. This can prevent citizens from being lied to and helps them separate facts from opinions.

A citizen can become properly informed by doing the following:

- Talking to people who are knowledgeable, including teachers, community leaders, local experts etc.
- Getting information from NGOs, officials and government departments that are involved in an issue.
- Getting information from reliable media sources (newspapers, magazines, radios, the internet, television).
- Using libraries and other local resource centres to both get information and to become aware of other sources of information.
- Going back to the original source of the information to check its accuracy.
- Participating in debates and discussions with your friends and other citizens.

Adapted from: *Democracy for All*

How are these words and phrases connected?

Civic participation  
Opinions Social Change Responsibility  
INFORMATION MEDIA Decision Making

1. Are the methods of becoming informed (talking to people, using libraries and local resource centres, etc) possible in your community? Why or why not?
2. Can you think of any other sources of information available in your community?
3. Which form of media (television, print, internet, etc) is most trustworthy in your community? The most influential? Why?

### Preview...

What forms of media can help you become informed about what is happening in your community?

### Exercise

### Discussion

## Activity

1. Imagine you have heard the following pieces of information and wish to get more details. Where would you go to get the information, and why would you go there?
2. What are some of the barriers to becoming informed in these examples?

a.

### Advice for First-time Voters

You are interested in voting in the next election. You have never voted before and would like to know more about the process of voting. You don't know whether you need to register or where you need to go on election day.

b.

### A New Road?

There is rumour in your area that a new road will be built through the middle of your community. This means that a number of houses have to be destroyed. You would like to know whether the road is going to be built and, if it is, which homes might have to be destroyed.

d.

### Has Fighting Broken Out Again?

There are rumours that a conflict between rebel groups has broken out in a far-away part of the country. There is no information about the conflict in local newspapers. You want to try and separate the facts from the rumours and get more information about what is really happening.

c.

### Activist Gives Presentation in Town

Your friend tells you that a famous environmental activist is going to speak to the community. You want to go to the meeting and want to know where it is being held.

Adapted from: *Democracy for All*

## Discussion

1. What are some of the barriers to becoming informed in your community?
2. In groups, brainstorm things that can be done to help people in your community to overcome these barriers to becoming informed.

## Preview...

How do you decide what to believe? Do you trust some people, websites and newspapers more or less than others? Why?

## 3.3 EVALUATING INFORMATION

Information is the basis for our beliefs, decisions and how we understand the world. However, staying well informed is not a simple task. Because such a huge quantity and quality of information is available, it can be very difficult to know which sources to trust. Being able to evaluate the quality of information is a valuable skill that can empower citizens. It helps them to make good decisions and effectively participate in their communities.

Evaluating the quality of information and its sources can be very difficult. There is no one perfect way of finding out how true, trustworthy or valuable information is. However, there are some **indicators** that can help citizens to evaluate information and decide whether it is reliable or useful.

Citizens can evaluate information based on how credible, accurate, reasonable and well-supported it is. This can help them to separate high quality information from poor quality information.

### Credibility

A source is **credible** if it is trustworthy. It should provide good evidence that allows people to trust it. Some questions to ask when **evaluating** credibility include:

- Is the author/speaker a known or respected expert on the topic?
- What are the author/speaker's **credentials**?
- Is the information checked by other people? For example academic papers are examined by other experts.

### Accuracy

A source is accurate if it is up to date, based on facts, exact and doesn't leave out any important details. There are several clues that a source may be inaccurate:

- if there is no date on the document.
- if the arguments are not supported by facts.
- if there is an old date on information that changes quickly.

### Reasonableness

A source is reasonable if it is fair, balanced and objective. Some clues that a source is not reasonable include:

- The author has a very one-sided perspective that does not recognise other points of view.
- Extreme language (e.g. terrible, shocking, unprovoked) or **generalisations** (e.g. all politicians are corrupt, all Africans are poor, all women are emotional).
- **Conflict of interest.** For example scholarship organisations will not accept recommendation letters from family members.

### Support

A source is well-supported if it lists or can explain where it got its information from. This generally makes it easy to find other sources to support it. Some questions to ask when you evaluate how well-supported a source is include:

- Where did this information come from?
- Is there a list of its sources?
- Does the author give contact information in case the reader has questions?



#### ▲ Whose news do you trust, and why? TV news channels from around the world.

From top: Al-Jazeera English (Qatar), BBC World News (Britain), CCTV9 (China), MRTV4 (Myanmar), PressTV (Iran), Russia Today (Russia). These news channels also have websites.

## Exercise

Read the scenario and review the sources of information below. Decide whether they are credible, accurate, reasonable and well-supported. Be prepared to explain your answers.

You want to buy a mobile phone. You have heard rumours that Myanmar Mobile (MM), a mobile phone company, treats its workers very badly. You heard that twelve people died in a factory accident last week. You do not want to support a company that has such poor **labour conditions**. However, before you make your decision, you want to find out more information.

A man who has spent the last ten years working in the MM factory, where the accident took place. **1**



(factory)

**3**

A report on the labour conditions in Myanmar prepared a few years ago by the International Labour Organisation and Save the Children.

**2**

A recent report on the labour conditions at MM, researched, written and published by MM.

An email defending MM that was sent on to you by a friend. The author of the email is unclear. **4**

From: Kyaw12hsan@gmail.com  
To: me  
Subject: Fwd: MM are a good employer

**Labour Conditions in Myanmar in 2007**

**International Labour Organisation & Save the Children**

**Published Apr, 2008**



**Report on Labour Conditions at the Myanmar Mobile factory**

**Researched, written and published by Myanmar Mobile Company**

**Published September, 2013**

**5**

A website called 'Myanmar Mobile are Monsters' It says that MM is the most evil company in the country.

[myanmarmobilemonsters.blogspot.com](http://myanmarmobilemonsters.blogspot.com)

Use the information in 3.3 to evaluate the two texts below and answer the questions.

## Activity

1. Which of the texts do you think is more trustworthy?
2. What are the strengths and weaknesses of text 1?
3. What are the strengths and weaknesses of text 2?
4. What social effects do you think these texts could have if people believe everything they read in these two texts?

### Waves of Immigration?

Dear Sir,

The tsunami of foreigners coming into this country will create problems which will be impossible to solve in the next few years. Many of these new arrivals do not become **naturalised** and it seems that most do not even want to be. I heard of two people recently, who migrated to this country over 20 years ago. They still speak their own first languages and are only active in their own cultural organisations. This shows we are in danger of little foreign nations being formed within our country.

Having these hostile communities in our country is unwelcome, and also extremely dangerous. What would happen if we were at war with Italy or Greece or Holland? Many of the immigrants in our country came from these places. If any of these

countries declared war on us, we would have large numbers of the enemy already here and ready to betray us.

Experts and politicians also worry about how our growing population will affect our limited water resources. An important question is whether immigration will lead to a situation where there is not enough water for the population of our country.

Since our population increased through immigration after the second world war, this country has experienced higher unemployment and a range of social problems such as increased crime. It is time to stop this flood of undesirables from overseas.

*Text 1. Letter to the editor of the 'Weekend Tribune' (22/9/'06) by John Smith.*

#### The Case for Integration

Anti-immigration activists say that migration causes social division and conflict. However, evidence from societies with large migrant populations does not support this argument. The evidence shows that groups of people from diverse backgrounds can co-exist in **harmony**.

An example of this comes from the 'White Dove Islands'. Here the local population has provided refuge for large numbers of people from the 'Fury Islands' where civil war has been going on for decades. The integration into 'White Dove' society has been orderly and peaceful thanks to the careful planning of the 'White Dove' government. Even though there are big cultural and language

differences between the two societies (Brown & Gaspar, 2004), they have avoided conflict.

Understanding of other cultures is increased by personal interaction. The importance of this interaction in overcoming prejudice is shown by the way the Fury and White Dove children have integrated peacefully both inside and outside of school (White Dove Gazette, 2005).

Those who deny the benefits of migration, such as Smith (2006) in his argument about the effects of migration on his country, are prejudiced and racist. These are the kind of people who create division, conflict and war.

*Text 2. Jenkins, D. 2006, Multiculturalism and social cohesion. Journal of Sociology. Vol 53, No. 2, 169-190.*

## 3.4 CIVIC SKILLS FOR ASSESSING INFORMATION

Critical reading, active listening and debate are civic skills that can be used to help you assess how credible, accurate, reasonable and well-supported information is.

### Preview...

What is the difference between non-critical reading and critical reading?

### 3.4.1 - CRITICAL READING

People write for many reasons – to **inform** or misinform, to entertain or persuade, to describe or to ridicule. Writers sometimes present opinion as fact. If readers simply accept the opinion of a writer, the writer is thinking for the reader. Critical readers are interested in more than simply what a text says. A critical reader asks questions about the author. A critical reader also understands that authors can choose how they present information and that all writers have their own points of view and **biases**.

For example, if a non-critical reader reads an article in a newspaper, they see it as a group of facts and does not question them. A critical reader will read the same article and recognise that it is only one understanding of an event among many others.

### Activity

Read the newspaper article *Mandalay Cops Kill Robbers* and separate the facts from the writer's opinions. Make a list of the facts and a list of the opinions.

# THE REAL MYANMAR



Not a Real Newspaper

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In Today's Issue: 'Think critically', urges Myanmar Critical Thinking Society '35% rise in critical thinking', say some clever people

## Mandalay Cops Kill Robbers

By Real Myanmar Reporter Thaw Naing Tun

**RESEARCH shows that there has been an increase in the number of armed robberies in Mandalay. However yesterday the police won a small victory for law and order.**

A group of armed men were shot dead outside a shopping centre when the police were told that the men planned to rob a local bank. Some eye-witnesses say that the robbers shot at the police first and that the police shot back. Others said that when the armed

men's truck stopped, the police immediately started firing.

It does not really matter who fired first. The robbers were stealing, and killing innocent Myanmar people. The only way to stop them is to act quickly and respond in the only language they understand.

After the shooting the five robbers were declared dead.

Adapted from: *Democracy for All*

## Discussion

1. Was the article mostly made up of facts or opinions? If the article contained only facts do you think it would affect the reader differently? Give reasons for your opinions.
2. Should a newspaper article be only facts or should it mix facts and opinions?
3. What should a critical reader do when reading this kind of article?
4. Do you agree with the opinions of the writer in this article? Why or why not?



### 3.4.2 - ACTIVE LISTENING

Active listening is an important civic skill. It requires people to carefully listen to, understand, and question what they hear. If people have understood properly, they will be able to form their own opinions and give a clear, **informed** response. This process helps to stop misunderstanding and helps listeners to remember a speaker's message.

Active listeners should question authority figures and make them defend their opinions. Sometimes citizens do not want to question their leaders or their leaders' opinions on issues. However, asking questions can help leaders and other decision-makers reflect on why they act in certain ways or support specific policies.

Together with critical reading, active listening skills can empower citizens to participate in their communities in an informed and responsible way.

In pairs, practice active listening.

- Debate a controversial topic. In each pair, after the first person argues, the second person paraphrases what has been said, *before* they reply to the first person's argument.
- The first person must agree that the paraphrasing accurately reflects what was said before the second person may reply.
- The first person then does the same. He/she listens. After the second person has presented an argument, the first person paraphrases before replying.
- Discuss the following questions as a class:
  1. What effect did paraphrasing have on your discussion?
  2. When could paraphrasing be useful for you?

Adapted from: *Democracy for All*

In pairs, argue about a controversial topic which is important to you. After your partner has spoken, paraphrase their argument. Check whether you are paraphrasing each other's arguments correctly.

## Preview...

What does the following quotation say about listening?

*"There's a lot of difference between listening and hearing."*  
G.K. Chesterson

## Activity

## Activity

### 3.4.3 - DEBATE

Debate is an important tool that can be used to help make decisions and allow the free exchange of ideas. There are many different kinds of debates, but the principles of fair debate are always the same. In a debate, all participants must have the chance to speak and present their ideas peacefully and respectfully. While some debates focus on identifying a winner, debates don't usually end in agreement. Debate is a tool for making and evaluating arguments. It helps debaters and listeners to understand their own, and others', opinions. In this way, debate reflects the important democratic values of free and open discussion and promotes informed decision-making.

#### Activity

Read the text and answer the questions.

1. What are some of the advantages and disadvantages of Giant Oil's plan?
2. Imagine that you are a resident of Mennk. Are you in favour of Giant Oil's plan? Why or why not? Write your opinion and keep it to refer to later.



The beautiful (but very far away) city of Mennk is a famous tourist destination. Tourists visit Mennk to explore the forests around the town, fish in the lake and enjoy the fresh air. Most of the people who live in the town work in the tourist industry. However, one third of the population is jobless. An international oil company called Giant Oil, has recently discovered oil reserves near the town and wants to build oil pumps and a refinery a few miles outside Mennk. In exchange for permission to pump oil near the town Giant Oil is promising to:

- build a railway connecting Mennk to the rest of the country.
- repair all of the roads coming into Mennk.
- hire local people to work on the project.
- develop the town's communication network, including new mobile phone towers and fibre-optic internet connections.

A group of environmental activists are against Giant Oil's plan. They argue that developing these roads, shops, homes and industrial complexes will disturb Mennk's wildlife and destroy the local environment. They say that that the local tourism industry will suffer as a result. There are risks to human health too. Oil refineries produce gases that can cause breathing problems and headaches.

## Activity

You and your classmates are the residents of Mennk at the town meeting. Have a debate to decide whether Giant Oil should be allowed to pump oil near the city. Each side will have an equal amount of time to present their arguments and ask questions.

The mayor of Mennk has called a town meeting to debate whether or not Giant Oil should be allowed to build the refinery. Present at the meeting are representatives of Giant Oil, employees from several of the town's hotels, environmental activists from a local NGO and a group of unemployed townspeople.

1. Has your original opinion of Giant Oil's plan changed after the debate? If so, why? If not, why not?
2. What effect did giving each person an equal opportunity to speak have on the discussion?
3. Debates can take place in different settings. Can you think of settings other than a town meeting where you may see or take part in a form of debate?

## Reflection

### 3.5 THE ROLE OF THE MEDIA IN PUBLIC DEBATE

The media - including television, radio, newspapers, journals and the internet can play an important role in supporting high-quality public debate. The media can collect, edit and present information that helps citizens to become better informed. It can help make public debates clearer and more organised by simplifying issues into clear options that citizens can think about. It can also make public debates easier for people to understand by translating difficult ideas and issues into everyday language. This can help promote communication between leaders, experts and the general community. The media can widen public debate by reporting on the experiences and opinions of remote communities (where face-to-face debate is difficult) or marginalised groups such as migrants or minority groups.

Citizens who are able to read critically and actively listen are better prepared to understand and evaluate the information presented by the media.

## Preview...

What role does the media play in informing public debate?

## Exercise

After you read 3.5:

1. How does free media promote civic participation?
2. How can the media help to reduce government corruption?
3. Is it ever appropriate to censor the media?

A strong media plays an equally important role in stopping government corruption by helping to inform the public of government actions and creating a place to debate government performance.

Negative publicity in the media can have serious political consequences. It can cause politicians or parties to lose public support or elections. Media reports can even affect the political and economic relations of whole countries. Because the media is so powerful, some governments try to control it. These governments use censorship laws to control what citizens read, listen to and say. In some countries the government actually owns all the newspapers, radio and television stations. Other governments control the media by punishing those who write or say things the government disagrees with.

A free and independent media is needed to control corruption, keep citizens informed and promote civic participation. However, there is a limit to what the media can print. For example, when reporting news it should report facts and not make up information. In many countries the media is also restricted to protect individual privacy, **public morality** and **national security**.

## Discussion

1. What is the relationship between media freedom and rights?
2. What are the responsibilities of the media?

### CASE STUDY



#### **PDR Laos - Law and the Power of Pop and Rock**

The Communist government that formed the Lao People's Democratic Republic in 1975 used censorship laws to restrict political opposition and to protect their hold on power. In the 1980's political reforms relaxed Laos's censorship laws. However, the country continues to restrict media freedom. In addition to censoring newspapers, television and radio, the Lao government also uses laws to control the exposure of young people to foreign pop culture.

Read the texts and answer the questions.

1. List the arguments the two authors present for and against music censorship.
2. Do you agree with the opinions expressed in the two articles? Why or why not?
3. Which article presents the more convincing arguments?

## Exercise

# Letters to the Editor

- Adapted from: *Crosscurrents*

### Depends on the content

There is a lot of music out there that could be dangerous for our community. We have to consider whether we should allow it in our society or not. This depends on the content of the music. I think the music that we distribute to the public should talk about the development of the country or the promotion of Lao culture. It should not be music that conflicts with, or destroys our culture. Some songs clearly don't reflect the policy and ideas of the government. We will tell the Lao media not to play these songs. We don't care if songs talk about love or hate. However, it must fit with a positive vision of our country. Our rules require

that every song must be passed by the ministry to check that it suits Lao culture and government policy. But there are some songs that are not heard by officials, and once they reach the public there's nothing we can do. We can't stop this problem because we have no way of controlling what goes into the composition of a song. Some songs talk about subjects like 'begging for money from your wife to pay for a room with another woman...'. This is not suitable, and we will soon be notifying the media which songs are permitted or not permitted.

(Text 1, government official)

### Society more colourful

I think that music is something that every culture needs because it makes society more colourful. The music scene in our country is about to explode because many people are giving the 'next generation' the opportunity to become singers. But I don't think it has reached its full potential yet. I think there should be more professional artists. I am happy that the authorities are giving us the opportunity to fully develop our music. I also think that it's good that the government puts some limits on what is allowed and what is not. I understand the authorities' reasons. If we allow too many foreign influences, our own culture will be lost. Right now, artists in Laos have enough opportunities to show their ability and bring their own style to the public. It is important that we all support them.

(Text 2, local singer)

Vientiane Times, 27 April 2004

Page 9

1. What are the benefits of allowing musicians and artists to be able create without any restrictions?
2. Can you think of any additional reasons why art, music or literature should be restricted?

## Discussion

Write a letter to the editor responding to the two letters above. Include your own opinions on music censorship.

## Reflection

## Preview...

What social media do you use? Facebook? Twitter?

When you see some news on these sites, do you always believe it, or do you question it first?

## Exercise

After you read 3.5.1:

Read the news story and answer the questions.

1. What are some of the dangers of social media mentioned in the text?
2. What are some of the dangers of censorship mentioned in the text?
3. What did the two governments do to limit media freedom in this case study? What were their reasons?

## Reflection

1. What values was the Indian government trying to defend in this case study?
2. What values conflict with the government's values?
3. Do you think the government was right to do this? Why?

## 3.5.1 - SOCIAL MEDIA

Online **social media platforms** (like blogs, Facebook and Twitter) are increasingly becoming an important tool for sharing information. Social media makes it easy for individuals to post news, photos and videos on the internet. This allows people to publish news in countries where media is censored. It also allows people to express political views in places where political dissent is illegal. However, social media can also cause serious problems when people use these sites to promote prejudice and hatred. News that is shared on social media spreads extremely fast, so dangerous rumours can easily cause social conflict and even violence.



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### India cracks down on internet after communal violence

NEW DELHI, Aug 21 (Reuters) – The Indian government put pressure on social media websites including Facebook and Twitter to remove **'inflammatory'** content it said helped spread rumours that caused thousands of migrants to leave Indian cities last week.

The thousands of students and workers were afraid that people would attack them as revenge for the **communal violence** that was happening in their home state of Assam. These worries were made worse by threatening text messages and website images that were posted on blogs and Facebook pages.

The government said it had already blocked 245 web pages that it said contained false information, including videos and images that had been edited to show false images. However, the government also blocked a number of Twitter accounts that made fun of the prime minister, local media reported. One government official said: "The government is for free information. There is no question of anything being censored here. But that does not mean there are not limitations".

The government has also asked mobile providers to block mass text messages and videos for 15 days. This will stop anyone from sending messages to more than five people at once.

India certainly isn't the only country where social media has caused ethnic conflict. Last week in Australia, a Facebook page posted racist stereotypes of aborigines. The public **outcry** led some members of Parliament to call for new laws that allowed the government to force social media sites to delete offensive images, videos and text.

*Adapted from: India watches social sites after communal violence*

## 3.6 SOCIAL EXCLUSION: BARRIERS TO PARTICIPATION

### Preview...

Skills like critical reading and active listening, as well as the confidence to engage in public discussion, are all necessary for effective civic participation. Without these skills, citizens can feel disempowered and unable to take part in the political, social, economic and cultural life of their communities. This isolation from community is sometimes called "social **exclusion**".

What problems or issues stop people from being able to participate in their communities?

Social exclusion is caused by many important **risk factors** including:

- Long term unemployment or unstable, low paid, or low quality employment.
- Low level of **literacy** and electronic literacy.
- Disability or poor health.
- Homelessness or unstable housing.
- Racism and discrimination based on ethnicity, gender, religion, sexual orientation etc.

With a partner, discuss how the factors listed above could prevent someone from effectively participating in their community. Can you think of any other factors that may impact a person's ability to take part in social life?

### Discussion

Look again at the picture on page 50 and choose one of the civic activities you see.

### Activity

In pairs or small groups discuss how the risk factors listed above may stop someone from participating in the activity you have chosen. Provide reasons to support your answers like in the example below.

Civic Activity	Risk Factor	Reasons
Voting	Long term unemployment or insecure, low paid, low quality employment	Can't afford to take time off work to go and vote
	Low level of illiteracy and electronic-illiteracy	Cannot get enough information to make an informed choice
	Disability, poor health	Physical disability makes it difficult to travel to the voting place
	Homelessness or insecure housing conditions	In most countries you need a permanent address to register to vote
	Racism and discrimination based on ethnicity	Certain ethnic groups are unable to obtain national ID. Without ID you cannot vote.

## Preview...

Does everyone in your community have equal access to education? Why or why not?

### 3.6.1 - ACCESS TO EDUCATION

In many places around the world, there is inequality in access to education. There are many reasons for this including poverty, poor health, discrimination, availability of teachers, accessibility of schools, language barriers or traditional customs which favour some groups over others, e.g. in many countries boys' education is favoured over girls'.

#### CASE STUDY



#### **Meena Manch - Bihar, Northern India**

*Meena Manch* is a girls' club based in Bihar State in Northern India. Founded by young local women, the club's mission is to increase girls' school enrolment in their district. Meena Manch members regularly perform street drama that promotes the dignity and rights of girls. Together they raise awareness in their community of the importance of education for girls.

One of the biggest obstacles to girls completing their education is the custom of early marriage. Kanchan Kumari, the leader of Meena Manch, tells the story of how the Meena Manch members stopped the child marriage of their 12 year-old friend Anju. When Anju's school attendance became irregular, the Meena Manch members visited her house and learned about her family's plans for her marriage. Anju was very upset. Meena Manch members discussed the problem with her father. They explained to him that marriage before 18 years of age is a crime and early marriage would cause damage to her health.

Her father agreed to delay the marriage, but two months later he wanted her to get married again. On hearing this, the Meena Manch members and their mothers sat in front of Anju's house. Because of their actions, her father promised to postpone Anju's marriage until she reached the age of 18. The club also helped Anju gain the courage to talk to her father about her studies. Anju then went back to school.

Similar clubs have been set up in upper primary schools in other parts of India. Their activities help to make sure that girls enrol in school at the right age, attend school regularly, and complete elementary school education.

For more information: <http://vimeo.com/31642053>

1. What social issues are Meena Manch members trying to address?
2. How did the Meena Manch members convince Anju's father to postpone her marriage?

## Exercise

What might be the long-term result of a group of people not being educated?

## Discussion

1. Are there any traditional practices or customs in your community that prevent certain groups from accessing education or other social services?
2. What can be done to help improve access to education and social services in your community?

## Reflection

### 3.6.2 - STATELESSNESS



## Preview...

1. What does it mean if someone is 'stateless'?
2. How do you think these pictures are related to 'statelessness'?

Stateless people suffer greatly from social exclusion. They are among the least visible but most vulnerable populations in the world. Stateless people are not legal citizens of the country where they live, or any other country. Because they have no legal citizenship, stateless people have almost no legal protection. They have no civic and political rights and have very limited access to education, legal employment or health care. Because of this, stateless people may also encounter travel restrictions, exploitation, forced **displacement** (including human trafficking) and other abuses. Although the Universal Declaration of Human Rights declares that everyone has a right to a nationality, over 12 million people remain stateless worldwide.



## Exercise

After you read 3.6.2:

1. What are some of the reasons that stateless people are so vulnerable?
2. What are the social effects of statelessness?
3. What is the relationship between discrimination and participation?

A sign outside a ghetto in Japanese-occupied Shanghai in China in 1943. How would you feel if you were told you were stateless in the only country you called 'home'? ►

Some causes of statelessness include:

### Break-up of States

In the early 1990s, more than half of the world's stateless people lost their nationality because of the break-up of states. The break-up of the Soviet Union and the Yugoslav Federation left hundreds of thousands of stateless people throughout Eastern Europe and Central Asia. Twenty years later, tens of thousands of people in the region remain stateless or at risk of statelessness.

### Colonialism

Statelessness is also a lasting affect of colonialism. Colonial borders did not accurately reflect the areas where different ethnic groups lived. When colonial governments abandoned countries in Asia and Africa, many people were left stateless as a result of the conflicts that followed.

### Poor Record Keeping

Poor record keeping in offices, hospitals and other places of birth is a serious problem in many developing countries. Not having a birth certificate or having several documents with incorrect information can make proof of birth difficult and increase the risk of statelessness.

### Discrimination against Women

A number of countries in Africa and Asia have started to reform legislation to address gender discrimination. However, in at least 30 countries only men can pass their citizenship on to their children. The children of women from these countries who marry foreigners can end up stateless.

### Racial and Ethnic Discrimination

Racial and ethnic discrimination are frequent and serious causes of statelessness. Locals often think that stateless people do not have the right to live in their country. Stateless communities are described as "illegitimate" even if they have lived in the country for many generations. Many of these groups have become so marginalised that even when the law changes to grant access to citizenship, they still face huge social and legal challenges.



### Sorry Wrong Gender

Two people meet and fall in love. They are married and have children. But what happens if the husband and wife have different nationalities and the wife is unable to pass her nationality to her children? The ending is not always a happy one.

Many children who are born to mixed marriages will acquire the father's nationality and should be able to get a passport and live in his home country. If the father is stateless, however, the children may be unable to acquire any nationality at all.

Freddy is around 50 and has spent all his life in Egypt, but that did not make him an Egyptian. Nor, under Egyptian law, did the fact that his mother was Egyptian give him any automatic right to nationality. "I was born in Cairo; my father was a stateless person of Armenian origin. He came to Egypt after the First World War, when the Ottoman and Russian empires collapsed. Despite the fact that my mother had Egyptian nationality, I am stateless like my father" he says, adding "I suffer from asthma, I am single. I don't have much to offer a family."

Discrimination which stops women passing on their nationality to a child is prohibited by two international human rights treaties: the 1957 Convention on the Nationality of Married Women, and the 1979 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). There are, however, still many states in Africa, Asia and the Middle East that maintain discriminatory laws.

*Adapted from: Sorry Wrong Gender*

### CASE STUDY



1. Why is Freddy stateless? Refer to the four causes of statelessness outlined on page 70.
2. According to the case study what are some of the difficulties faced by stateless children and adults?
3. According to the text, what are some tools that can be used to help combat statelessness?

### Exercise

## CASE STUDY



### The Biharis of Bangladesh

Geneva Camp, an urban **slum**, is home to 18,000 of Bangladesh's 300,000 stateless Biharis – also known as 'stranded Pakistanis' or the 'Urdu-speaking minority.' By admitting they live in Geneva Camp, residents are shut off from the basic rights that citizens expect – going to school and university, getting a driver's license or finding a good job. Authorities still mistreat them, despite a court decision in 2003. The decision declared that all Biharis in the country should be considered legal citizens.

The Biharis' difficulty is a result of the separation of Pakistan. Their ancestors came from what was once East Pakistan. After a nine-month civil war in 1971, East Pakistan became part of Bangladesh. Many Biharis were killed and had their property destroyed and stolen by angry mobs. The mobs saw them as traitors who had sided with Pakistan. This situation was made worse by the active participation of some Biharis in violent local armies.

116 Bihari settlement camps still exist in Bangladesh – 36 years after the end of the war that left the Biharis stateless. There are still some older people that wish to repatriate to Pakistan. However some younger people are fighting for their rights within Bangladesh. Khalid Hussain, the president of Association of the Young Generation of Urdu Speaking Minority, says "We believe we are not stateless. We consider ourselves Bangladeshis. The legal situation is very clear."

*Adapted from: The Biharis of Bangladesh*

## Exercise

1. Why are the Biharis stateless? Refer to the four causes of statelessness from page 70.
2. What are some of the challenges faced by the Biharis?
3. Which country do the Biharis identify with? Why?
4. What common characteristics of community do the Biharis share?

## Discussion

The Biharis are legal citizens of Bangladesh. What may be some of the reasons that they are still widely unrecognised as citizens in Bangladesh?

## Activity

In groups, research a group of stateless people and prepare a short presentation for class. Be sure to answer the following questions:

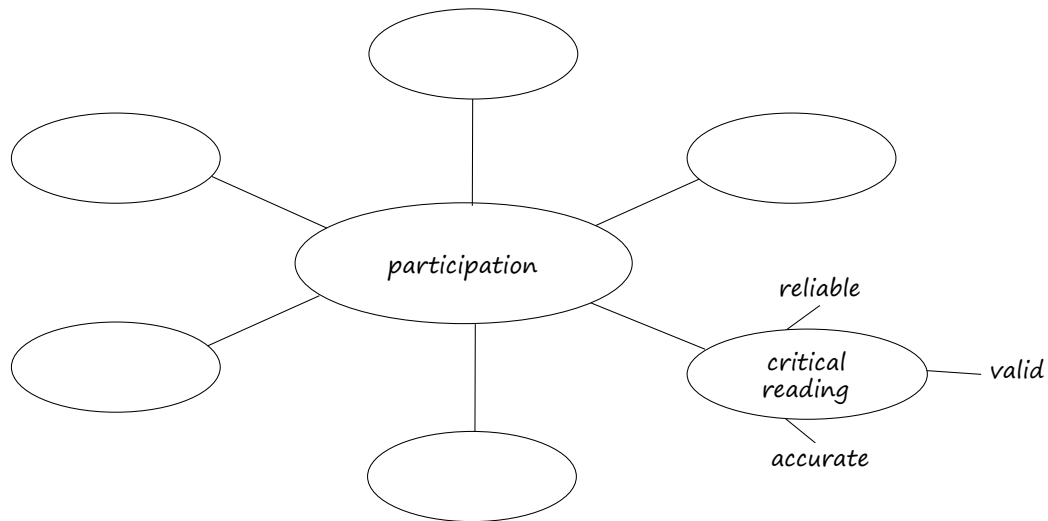
1. Why are these people stateless?
2. Which community/country do they identify with?
3. What are some of the barriers to participation these people face?
4. What solutions can you suggest?

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# Chapter 3 Review

## Chapter 3 Mind Map

Look at the mind-map of 'participation' and complete it with important ideas you have learned in Chapter 3.



## Comprehension

1. What are some of the different ways that citizens can participate in their communities?
2. What are the different types of community members and in what ways do they participate?
3. What are some of the challenges, opportunities and benefits of participating in your community?
4. Why is being and staying informed important for civic participation?
5. Why is there a conflict between censorship and freedom of expression?
6. What are the positive and negative effects of "social media"?
7. What are some barriers to inclusion in your community, and what social problems do they cause?
8. What are the causes and effects of statelessness?

## Values and Opinions - Analysing Quotes

Below is a list of quotations and proverbs from around the world on the topic of 'participation'. In groups, discuss the quotations.

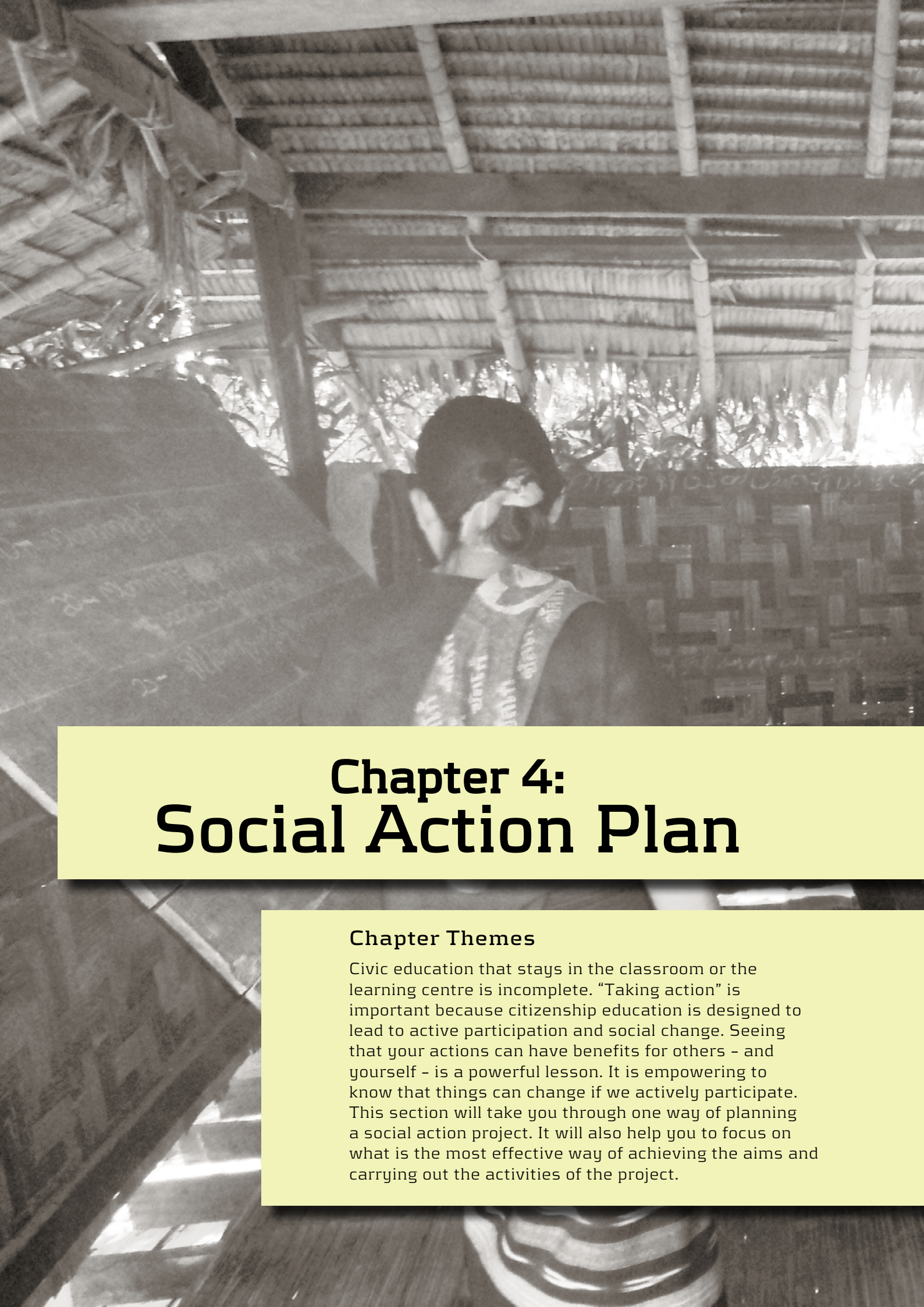
1. What does the author of each quote think about participation?

2. How do these ideas about participation relate to the ideas in this chapter?

- |  |  |
|--|--|
| <p>a. If we, as health workers, or teachers, or students, or civil servants, do not feel that we, and the groups and organisations we belong to, have some power to alter policy that affects our lives, or the lives of those around us, why get up in the morning? - <i>Gill Walt</i></p> <p>b. Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you. It means learning to respect and use your own brains and instincts. It can be hard work. - <i>Adrienne Rich</i></p> <p>c. A learning community is built upon the base of common concern. It develops through mutual respect, attentive listening and vigorous participation. - <i>Betty Reardon</i></p> | <p>d. If we don't believe in freedom of expression for those we disagree with, then we don't believe in freedom of expression at all. - <i>Noam Chomsky</i></p> <p>e. Like free markets, freedom of speech can produce harmful effects if it is completely unlimited. - <i>Lord Patten</i></p> <p>f. Participation means to be involved, to have tasks and to share and take over responsibility. It means to have access and to be included. - <i>Peter Lauritzen</i></p> <p>g. Civilisation should be judged by its treatment of minorities. - <i>Mahatma Gandhi</i></p> <p>h. I may hate what you say, but I will defend to the death your right to say it. - <i>Voltaire</i></p> |
|--|--|

## Chapter 3 Glossary

bias (n) - ဘက်လိုက်ခြင်း	inform (v) - သတင်းပေးသည်	outcry (n) - အုတ်အုတ်သဲသဲစုဝေး၍ ကန့်ကွက်သည်
communal violence (n) - လူမျိုးစုလိုက် အကြမ်းဖက်မှု	informed (adj) - သတင်းပေးခြင်း	public morality (n) - လူ့ကျင့်ဝတ်
credential (n) - သင့်တော်သော အရည်အချင်း	indicator (n) - တစ်စုံတစ်ခုကိုညွှန်ပြသောအရာ	risk factors (n) - အန္တရာယ်တွေ့နိုင်စရာအကြောင်းရင်း
credible (adj) - ယုံကြည်စိတ်ချရသော	labour conditions (n) - အလုပ်ခွင် အခြေအနေ	root cause (n) - အခြေခံ အကြောင်းရင်း
displacement (n) - နေရာပြောင်းရွှေ့ဖယ်ရှားခြင်း	literacy (n) - စာတတ်မြောက်ခြင်း	social media platform (n) - လူထုမီဒီယာတစ်ခု
exclusion (n) - ချန်လှပ်ထားခြင်း၊ ထည့်မတွက်ခြင်း	manipulate (v) - ချယ်လှယ်သည်၊ ထိန်းချုပ်သည်	slum (n) - ဆင်းရဲသားရပ်ကွက်
generalisation (n) - ခြုံငုံ၍ကောက်ချက်ချခြင်း	national security (n) - အမျိုးသားလုံခြုံရေး	
harmony (n) - သဟဇာတဖြစ်ခြင်း	naturalised (adj) - နိုင်ငံခြားတိုင်းတစ်ပါးသားကို တိုင်းရင်းသားအဖြစ်ခံယူခွင့်ပြုခြင်း	
inflammatory (adj) - လှုံ့ဆော်သော		



# Chapter 4: Social Action Plan

## Chapter Themes

Civic education that stays in the classroom or the learning centre is incomplete. “Taking action” is important because citizenship education is designed to lead to active participation and social change. Seeing that your actions can have benefits for others - and yourself - is a powerful lesson. It is empowering to know that things can change if we actively participate. This section will take you through one way of planning a social action project. It will also help you to focus on what is the most effective way of achieving the aims and carrying out the activities of the project.



## Chapter 4: Learning Goals

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### Knowledge

(Exercises)

**By the end of this chapter you will increase your understanding of:**

- the difference between aims and objectives.
- the importance of making objectives specific, measurable and achievable.
- different strategies for taking social action.
- examples of social action projects from around the world.
- the importance of project evaluation.

### Skills

(Activities)

**By the end of this chapter you will have developed your ability to:**

- use a “problem tree” to analyse social issues.
- identify community needs.
- develop and analyse aims and objectives.
- use action plans to plan a project.
- identify obstacles.
- evaluate projects.

### Values

(Reflections)

**By the end of this chapter you will have reflected on:**

- teamwork.
- cooperation.
- consensus building.
- community service.

## Preview...

What issues or problems are facing your community at the moment?

## 4.1 IDENTIFYING AN ISSUE

If you want to start your own project, first think about which issues are important to you. Creating social change is a commitment. You should choose an issue that you care about and which will continue to interest you in the future.

Sometimes an idea will come from your class work. For example, in a discussion about problems in your community you might realise a very clear need or a concern that you all share. At other times, an issue will come up unexpectedly - like flooding or an outbreak of a disease. (Look at the case studies on pages 11, 28, 68, 72 for examples of needs and concerns which citizens are addressing.)

Second, think about issues that directly affect the community. Projects aimed at creating social change are not very useful if they do not respond to a real concern or need. Projects do not get community support if the organisers focus on issues that the general community is not greatly affected by.

The issues you think about should be fairly broad at this point. Some examples might include:

- limited maternal child health services.
- limited access to secondary education.
- limited income generating opportunities for women.
- dangerous roads.
- no playground for children.

Which community issues do you want to work on? Use consensus decision-making and ranking to decide on an issue that the group wants to address.

### Activity

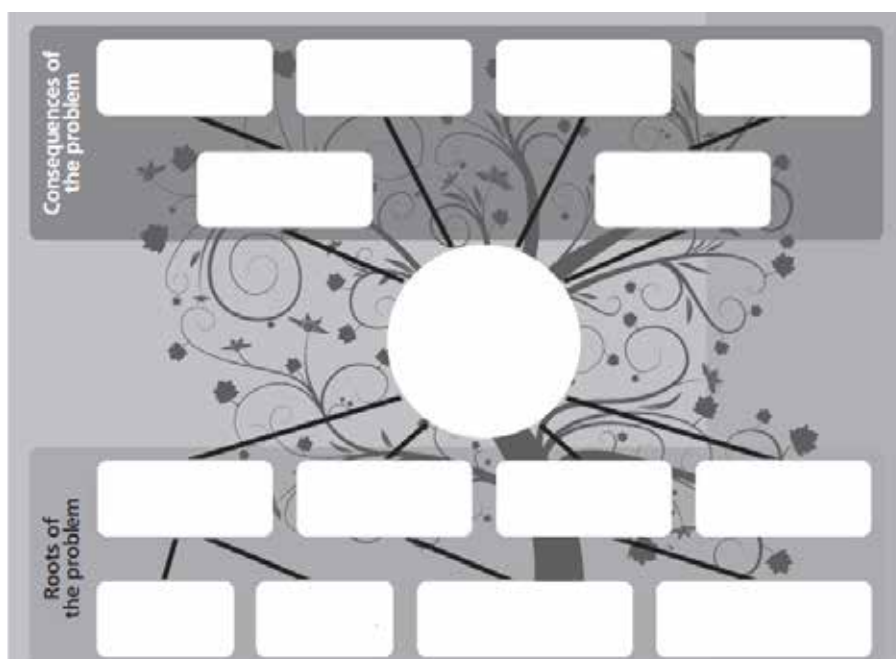
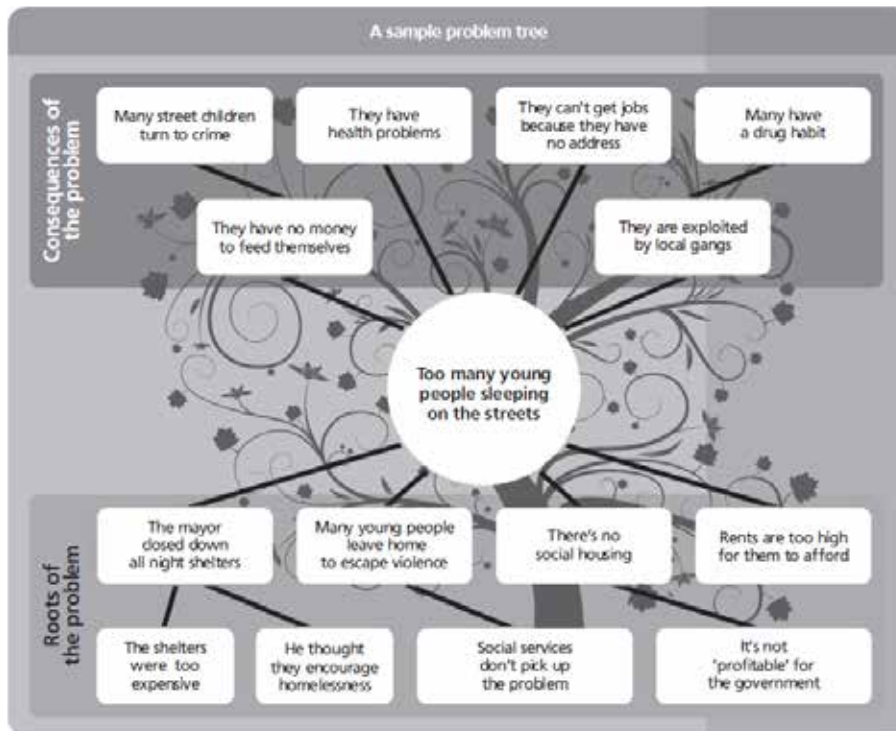
#### Guidelines for consensus decision-making:

1. Listen to other people's ideas and try to understand their reasoning. Use your active listening skills if you are finding it difficult to understand someone's point.
2. Describe your reasoning briefly so other people can understand you. Avoid trying to make other people change their minds to agree with you.
3. Don't change your mind only to reach agreement and avoid conflict. Do not "go along" with decisions until you have expressed any ideas that you think are important.
4. Focus on finding the best solution for the group, not the one that you like best.
5. Avoid conflict-reducing techniques such as majority vote. Stick with the process a little longer and see if you can't reach consensus after all.

*Adapted from: A short guide to Consensus Decision Making*

## 4.1.1 - THE PROBLEM TREE

A useful tool for understanding an issue is a *problem tree*. This is a method of breaking down an issue, looking at the causes and consequences, and fitting it into the context of other problems in society. The problem tree tool can be useful in providing a better understanding for the group, and also in helping to approach a solution in a more strategic way.



### Activity

After you read 4.1.1:

Look at the example problem tree, then complete the blank one using one of the issues you identified in the last activity.

1. Think of all the causes of the issue and draw "roots" for these problems on the diagram underneath the issue. If you think of causes of those causes, you can draw deeper roots below them. Perhaps some are connected? Draw those links in the diagram too.
2. Next draw "branches" that represent the consequences of the issue above. Think about how these are connected to the issue, each other and the causes of the issue.

## 4.2 IDENTIFYING NEEDS

Once you have looked at the relationship between the causes and consequences of the issue, choose a need that your group can address. After starting with "What are your problems?", you might move to "What would make your community better?" Think about what resources, skills or opportunities people don't have at the moment. These are the community's needs.

### Activity

For each of the consequences on your problem tree, identify the needs that the affected community members have, then use the table below to rank the needs in order of importance. Use this ranking to choose the need that you want to focus on. An example has been included to help you.

Need	How Common	How Important	Level of Priority
Uniforms	Very common	Quite important	High

## 4.3 CLARIFYING AIMS AND OBJECTIVES

Once you have identified a need in your community, the next step is to clarify your aims and objectives, and make them as concrete as possible.

### 4.3.1 - IDENTIFYING AIMS AND OBJECTIVES

An aim is a positive result or change that you want your project to achieve. It is very important that the aim is very closely related to the needs that you identified already. Taking the example above, if we noticed that families in our community can't afford school supplies for their children, our aim would be to increase the number of children who have enough school supplies.

An aim describes the improvement that should result from the project, like "to decrease homelessness" or "to increase access to education." Aims are general and show overall intentions towards a better situation in the community. For example:

"To provide poor children with materials they need to attend school."



Objectives are the things which your project must achieve. If you want to measure the success of your project, it is important that you think about measurable achievements during the planning stage. Unlike aims, objectives are much more specific and require the use of numbers, dates/times and other measurements. Taking the example above, the objectives should refer to the number of people who will benefit, how many books and pencils will be distributed, how much money will be raised etc.

For an objective to be effective, it should address the questions *what, where, when, and how much*.

For example:

- What is the activity?
- Where will the activity take place?
- When will the activity take place?
- How many people or supplies are needed?

Look at the table and organise the objectives below under the matching aim.

A place to teach classes is found by 15th June

50 invitation letters are sent by 22nd of June

Donations to pay for the materials are collected by 18th June

Three volunteer teachers who are willing to teach at least 2 hours per week are recruited by 10th June

A location for the event is confirmed by 20th June

The walls are painted by the 20th June

All necessary tools have been borrowed by 12th of June

Enough donations to buy 40 exercise books and pencils are collected by 20th June

Food for 60 people is prepared 2 hours before the event

The roof is repaired by 24th June

Aims	To improve literacy levels in the community	To organise a fund-raising event	To repair an old building
Objectives			

## Activity





### 4.3.2 - CHECKING AIMS AND OBJECTIVES

Focus your project on achieving just a few key objectives. They should work towards meeting the specific needs that you identified earlier. Clear objectives also help you focus on the most important activities when things get busy.

After you identify the key objectives, decide the exact amount you want to achieve. For example, you may want to have 20 young people attend a training, or plant 1000 trees. After this, check that your objectives fulfil the three following criteria.

#### **Objectives Must Be Specific**

Objectives outline who will be doing what, when, how much and who will benefit. Specific objectives tell people working on the project exactly what is expected of them.

If our objectives are too general, there will be no way of seeing if the project was successful. For example, "more children attend school" doesn't tell which children. It is not specific enough. We could improve this by making it more specific:

"There will be an increase in primary-age children from our township who have enough school materials."

To find out if your objective is specific enough, ask:

- Is it clear what the result will be?
- Is it clear where the work will happen?
- Is it clear who will be affected?

#### **Objectives Must Be Measurable**

Now the problem with the objective is that it doesn't tell us how many children will receive school materials, what kind, and how many materials they will receive. We can improve this objective by making it more measurable.

"100 primary-age children from poor families in our township will each get 4 exercise books, 6 pens and 1 uniform each by June."

When writing objectives, quantify how much change will occur as a result of your project. Making objectives measurable means describing the expected change with numbers that can be counted. If you want to measure uncountable things like skills or opportunities, think of ways that these can be measured like "20 participants demonstrate that they can write a basic budget". To determine if your goal is measurable, ask questions such as

- How much? How many?
- How will I know when it is successful?

## Objectives Must Be Achievable

The next step is to ask "can we do this?" 100 sets of exercise books, pens and uniforms would be very expensive. If your group needs to raise all the money before the start of the school year, you might not have enough time. So the last step in the process is to choose numbers that are achievable, or that reflect what their group can do.

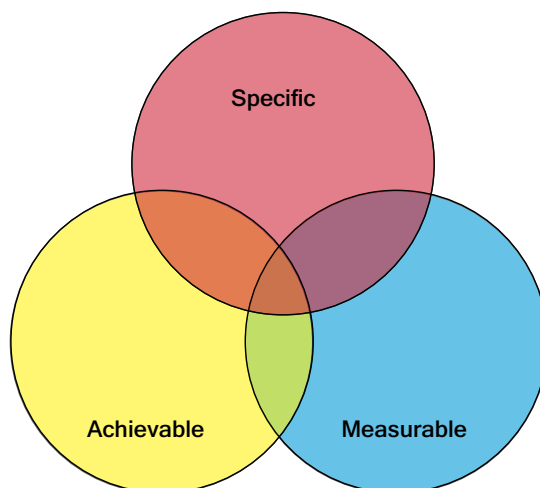
"50 primary-age children from poor families in our township will each receive 3 exercise books, 4 pens and 1 uniform each by June ."

To work out if an objective is achievable ask:

- Is the size of the change we want to make possible?
- Is the time-frame for achieving it realistic?
- Can we do this work with our current resources?
- Have we done this before? Do we have partners who can advise and support us?

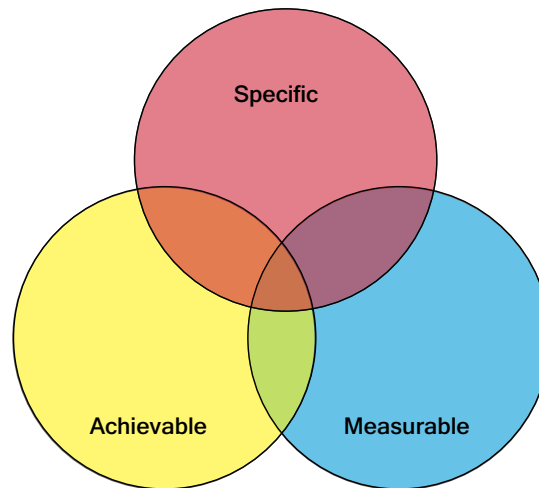
Look at the objectives and place them where you think they should go on the Venn Diagram below.

1. Teaching and learning materials are provided to as many new refugee camp schools as possible over the next few years.
2. The number of volunteers who give free tuition to local children from grades five to eight is increased within six months of the project's start.
3. Several mothers are instructed in English language, IT and job readiness skills by the end of the training.
4. After the workshop, 70% of participants will use at least two of the activities demonstrated in the next six months in the workshops their organizations provide.
5. Refugees' quality of life is improved.
6. Financial support for child education and health care for 10 years is provided to 100 single parents from our camp.
7. Refugee women are empowered to be financially independent.
8. By February 28, 2014, 75% of refugees who participated in our 16-hour Microsoft Word course can format a professional resume.



## Activity

1. In pairs, write out three objectives for your project on small pieces of paper. Give these to another group and ask them to put them on the diagram below.
2. Actively listen to the other group's reasons for why they put their objectives in that place. Then swap roles.
3. When you finish, change your objectives (if necessary) and repeat the process with a new group.



## 4.4 ACTIVITIES AND OBSTACLES

After you decide your aim and objectives, you need to think about possible ways of achieving them. This involves thinking about all of the activities that the group can do in order to achieve your objectives, the obstacles which may get in your way and some possible solutions to those obstacles.

### 4.4.1 - BRAINSTORMING ACTIVITIES

If we take our model example from this section again, a list of possible activities could include: collecting donations, raising money by holding an event, collecting second hand school uniforms, repairing old uniforms, writing letters to business for donations.

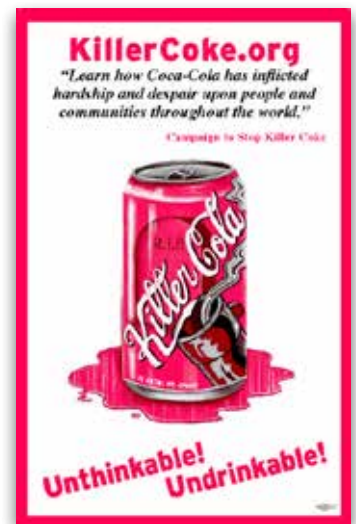
#### Ways of Taking Action

- Writing letters or emails to community or business leaders to express a point of view on a local issue.
- Becoming involved in neighbourhood clean-up projects.
- Fund-raising for organisations that are working for environmental quality, social and economic justice or conflict resolution.



▲ A schoolgirl in India participating in a neighbourhood cleanup. Her sign is warning people about the dangers of waste.

- Volunteering to work for an organisation that deals with a local issue.
- Writing letters to the media or using social media, blogs and websites.
- Participating in campaigns to encourage people to vote.
- Carrying out research or conducting local surveys on local issues.
- Presenting the results of such research or surveys at community meetings, school assemblies or public events.
- Boycotting products that are environmentally harmful or violate human rights.
- Inviting speakers to present opposing perspectives on a controversial issue.



▲ A poster for an organisation, *KillerCoke.org*, which asks people to boycott Coca Cola's products because of its practices.

Brainstorm a list of activities that could help achieve your aim and objectives. Write them all on a mind map.

## Activity

### 4.4.2 - THINKING ABOUT OBSTACLES

After brainstorming, you can begin to think more realistically about your ideas. Obstacles are things that would prevent you from carrying out a course of action. They could be limitations (such as money or number of volunteers), logistical problems (like bad roads or lack of facilities) or even people (such as people who have a problem with your project).

Discuss these obstacles and think about any resources that could help you overcome them. Some obstacles will be easy to overcome, but some - high cost, distance, physical danger - can become reasons to not choose some of the activities that you brainstormed in the last step.



## Activity

For each of the ideas that you brainstormed, make a list of the things that could stop you from achieving your aim. Use the “risk factor” activity on page 67 as a model. (See example below.)

Activity	Obstacle	Solution
Collecting donations for school supplies	People don't have a lot of money	Visit or write to relatives in other towns
Raising money by holding an event	No space to hold event	Ask local community groups to use their space
Collecting second hand uniforms	Not enough second hand uniforms available	Visit or write to relatives in other towns
Repairing old and broken uniforms	Don't know who has second hand uniforms	Ask the community and visit other towns
Write letters to businesses asking them to donate	Can't write persuasive letters	Organise a letter writing workshop

## 4.5 DESIGNING YOUR PROJECT



▲ Ugandan students helping to build a fence around the village well.

After activities which are too difficult have been removed, select one which will best meet your goals. Think about whether the project addresses an immediate, short-term problem or a more long-term problem. Projects that are designed to address a long term problem usually have many short term effects too. However, at first, a short-term response may be the most practical for your project.

### Ideas and Examples

1. In Brazil, women who once made their living on the streets produce dramas about AIDS, drug abuse, housing and unemployment. They perform in places where they can reach other girls at risk. They write and distribute a pamphlet on AIDS prevention to distribute to girls who are forced to support themselves by prostitution.
2. In India, some people from a poor neighbourhood learned the skills of cooking, serving customers, and book-keeping. They opened a restaurant in a bus terminal. Their work ensures that they eat healthy meals every day. They also donate some of the food they prepare to local street children.
3. In Colombia, groups of activists work in low income neighbourhoods, educating families about hygiene, basic health care, sanitation, and the need for immunisation against common diseases.

4. In Uganda, a group of students worked to clean, cover and fence the local well, which had become contaminated from use by animals. They also performed plays to educate other community members about the risks of water-borne diseases.
5. In Bosnia and Herzegovina, young people produced a radio programme for their peers. Working with professional editors, they designed shows that address the needs of children in war zones. The programme also provided educational material for children who no longer had a school to go to.
6. In Java, community members constructed pipelines leading to four different villages. The pipes provide safe, clean drinking water for the people of the villages. The water is also used for irrigating crops.
7. In Peru, a group of urban street workers set up an organisation that provides a forum for street children to express their needs to international agencies. They provide financial and emergency assistance to their members, and survey their local areas on issues such as health, education, work, recreation, and children's hopes for the future.

Adapted from: *Compass*

For each of the examples listed above, make a list of the short-term and long-term effects of these projects.

## Exercise

### 4.5.1 - CHOOSING ACTIVITIES

Choose the activities that you are going to carry out to meet your objectives. Use pyramid ranking and active listening to reach consensus on which activities you think are worth investigating further.

## Activity

### 4.5.2 - MAKING A LIST OF TASKS

Going through this exercise can help identify what tasks are essential to the project. First, think about the following questions:

- What activities are you planning? E.g. to collect money by holding an cultural performance and dinner.
- What are the objectives of the project? E.g. raise funds to buy school supplies for 50 primary age children from poor families.
- Do the activities match the objectives? E.g. We will hold a cultural performance to raise enough money to buy 50 sets of school exercise books, pens and uniforms (850, 000 Kyats).
- What are the tasks that are necessary for the activities to be carried out? E.g. performing, inviting guests, cleaning the space, cooking food, taking money at the door, etc.

To get a full list, break down the activities into smaller tasks.



▲ Young Pakistani women taking part a in cultural performance.

## Activity

Make a list of all the tasks that need to be completed to achieve the objectives.

### 4.6 IDENTIFYING KEY PEOPLE, RESOURCES AND SKILLS

When you have decided on all of the activities and tasks, now you need to think about what you need to carry out those tasks.

#### 4.6.1 - BRAINSTORMING YOUR NEEDS

You should think about the people who will carry out the plan.

- Whose support might you need to get? (Representatives, local business people, local officials, members of community groups, etc).
- What resistance might they have, and how might you get their interest and support?
- Who will be affected by the project? (Residents of a particular neighbourhood, local businesses, certain disempowered groups, etc.) What role will they have in the planning and evaluation process?
- What resources - money, equipment, or supplies - will the project require? Will these be borrowed or donated? Will you need to fund-raise? If so, how?
- Will the project require you to develop new skills (writing proposals, speaking in public, conducting interviews or surveys, etc.) How can you get these skills?



## Exercise

1. In groups, choose an activity you want to focus on. Write down all the people, resources and skills that you need to successfully carry out the tasks of one of the activities.
2. Groups swap papers and add ideas to the other groups' lists.
3. When you get your paper back, you might not need all of the ideas that you brainstorm. As a group, think carefully about what you really need.

## 4.6.2 - MAKING AN ACTION PLAN

The next step is to write down all of the key people, resources and skills that you will need onto a table. This helps you plan and monitor your activities. The table below shows you an example action plan.

Task	Key Person(s)	Resources	Cost	Time Needed/ Deadline
<i>Activity 1: Prepare the dinner and all food</i>	<i>KyawKyaw, Nyien, HtetNaing, NgeNge</i>			
<i>Task: Buy food</i>	<i>Kyaw Kyaw</i>	<i>Money, motor bike</i>	<i>(75,000 kyats)</i>	<i>(3 hours) 2 days before event</i>
<i>Task: Buy drinks</i>	<i>Nyien</i>	<i>Money, motor bike</i>	<i>(35,000 kyats)</i>	<i>(2 hours) 1 day before event</i>
<i>Task: Set up tables and chairs on the day</i>	<i>Htet Naing, Nge Nge</i>			<i>(2 hours) 2 hours before event</i>
<i>Task: Cook</i>	<i>Kyaw Kyaw, Nyien, Htet Naing, Nge Nge</i>	<i>Food, big pots</i>		<i>(6 hours) 2 hours before event</i>

Create an action plan from the list of tasks that you wrote on page 87. Include as much information about the key people, resources, etc, as possible.

### Activity

Task	Key Person(s)	Resources	Cost	Time Needed/ Deadline

## 4.7 CARRYING OUT THE PLAN

Keep a record of the project - diaries, journals, drawings, photographs, audio recordings, or videos. These are useful for reflection and evaluation and also as a way of communicating about the project to the community and the media.

### Exercise

In groups, brainstorm the different ways that you can record the different activities in your project. Which ways are better, easier, more reliable, etc?



## 4.8 EVALUATING YOUR PLAN

Whether an action project has a definite end or becomes an ongoing activity, you need to evaluate. This will help you to think about what you have achieved, what you have learned and prepare you to take more effective action in the future.

The evaluation stage is where your group examines the strengths and weaknesses of the project so that future projects will be more successful.

Consider:

- What was successful about the project? Did it achieve its objectives? Did it create any lasting changes?
- Was anything about the project unsuccessful? Did it create new problems? Were any failures due to inadequate planning, or to factors beyond the group's control?
- If you were to repeat this project, what would you do differently?
- How effectively did the group work together? Did everyone have a sense of participation? Were decisions and responsibilities shared equally by the group?

Some things to think about when evaluating:

- aims
- community participation
- time and money
- planning
- decision-making.

## 4.8.1 - EFFECTIVE EVALUATION

Evaluation can become ineffective if you do not have clear objectives that you can measure to see what has changed. If the objective was "to increase access to education", it would be very difficult to evaluate the project because you don't have anything that can be easily measured. However, it is possible to measure the number of exercise books, pens and uniforms and the date that they were given out. This shows that clear and measurable objectives are necessary to evaluate the success of the project.

Make an evaluation table for your project, similar to the example below. The main things to look at during the evaluation of a project include:

1. Did the project successfully meet its objectives?
2. Were all the tasks successfully completed?
3. Did all the necessary items arrive (on time)?
4. Did any unexpected problems or issues happen?
5. Does the original plan need to be changed?
6. Who will put those changes into action?

Use the following table to guide the evaluation:

### Activity



Activity/task	Completed?	Problems?	Solutions to problems	Person responsible for making change
<i>Activity 1: Prepare the dinner and all food</i>	<i>Yes</i>			
<i>Task: Buy food</i>	<i>Yes</i>	<i>No</i>		
<i>Task: Buy drinks</i>	<i>Yes</i>	<i>Too many to carry on motorbike</i>	<i>Use trishaw</i>	<i>Nyien</i>
<i>Task: Set up tables and chairs on the day</i>	<i>Yes</i>	<i>No</i>		
<i>Task: Cook</i>	<i>Yes</i>	<i>Cooking took longer than expected</i>	<i>Start earlier next time</i>	<i>Nge Nge</i>

Adapted from: *Taking Part*

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24	Mind meal	A group of Buddhist monks smiling in Myanmar.	<a href="http://commons.wikimedia.org/wiki/File:Monks_Myanmar.jpg">http://commons.wikimedia.org/wiki/File:Monks_Myanmar.jpg</a>	CC Attribution 2.0 Generic
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24	unknown	Myanmar football team	<a href="http://seafootball.blogspot.com/2011/09/debutants-called-up-by-myanmar-for.html">http://seafootball.blogspot.com/2011/09/debutants-called-up-by-myanmar-for.html</a>	unknown
24	jchong	Thai school children	<a href="http://tastythailand.com/what-to-wear-if-youre-an-english-teacher-in-thailand/">http://tastythailand.com/what-to-wear-if-youre-an-english-teacher-in-thailand/</a>	Creative Commons License (type unknown)
24	Yarzaryeni	Sumi dancer girls during Naga Traditional New Year Festival 2007, Lahe, Sagaing, Myanmar	<a href="http://en.wikipedia.org/wiki/File:Sumi_dancer_girls.jpg">http://en.wikipedia.org/wiki/File:Sumi_dancer_girls.jpg</a>	CC Attribution-Share Alike 3.0 Unported
25	Sufia (?)	Muslim men praying	<a href="http://www.muslimblog.co.in/indian-muslims/muslim-man-performing-jumma-namaz-in-jama-mosque-delhi/">http://www.muslimblog.co.in/indian-muslims/muslim-man-performing-jumma-namaz-in-jama-mosque-delhi/</a>	unknown
25	Tanintharyi Thar	Salone harpooning	<a href="http://s279.photobucket.com/user/tanintharyithar/media/SaloneHarpooningMerguiMyeikArchipel.jpg.html">http://s279.photobucket.com/user/tanintharyithar/media/SaloneHarpooningMerguiMyeikArchipel.jpg.html</a>	unknown
26	mydaydream	Yangon downtown at night	<a href="http://openmyanmar.tumblr.com/">http://openmyanmar.tumblr.com/</a>	CC Attribution-Share Alike 3.0 Unported
27	Edwin Land	New York Snow Globe - as seen in a bar in Tokyo	<a href="http://www.flickr.com/photos/edwinland/2122041433/">http://www.flickr.com/photos/edwinland/2122041433/</a>	Attribution-NonCommercial 2.0 Generic

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28	unknown	Filipino migrants	unknown	unknown
32	unknown	balloons in the air	<a href="http://wallpaperswide.com/hot_air_balloons_in_the_air-wallpapers.html">http://wallpaperswide.com/hot_air_balloons_in_the_air-wallpapers.html</a>	unknown
34	unknown	Yoruba woman (Nigeria)	unknown	unknown
34	unknown	Yoruba women (Nigeria)	unknown	unknown
34	unknown	unknown	<a href="http://myanmarcelebrity.myanmarbloggers.com/Home/Detail/8301756248854009407">http://myanmarcelebrity.myanmarbloggers.com/Home/Detail/8301756248854009407</a>	unknown
35	unknown	unknown	unknown	unknown
40	Trikosko, Marion S.	Ferdinand Marcos at the White House in 1966.	<a href="http://en.wikipedia.org/wiki/File:Ferdinand_Marcos_at_the_White_House.jpg">http://en.wikipedia.org/wiki/File:Ferdinand_Marcos_at_the_White_House.jpg</a>	Public Domain
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40	JO2 ROGER DUTCHER	Philippine President Corazon Aquino addresses base workers at a rally at Remy Field concerning jobs for Filipino workers after the Americans withdraw from the U.S. facilities.	<a href="http://commons.wikimedia.org/wiki/File:Corazon_Aquino_1992.jpg">http://commons.wikimedia.org/wiki/File:Corazon_Aquino_1992.jpg</a>	Public Domain
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44	Dick DeMarsico	Dick DeMarsico	<a href="http://en.wikipedia.org/wiki/File:Martin_Luther_King_Jr_NY-WTS.jpg">http://en.wikipedia.org/wiki/File:Martin_Luther_King_Jr_NY-WTS.jpg</a>	PD. Creative Commons - type unknown
51	unknown	unknown	unknown	unknown
52	Dudva	Street in Yangon (Rangoon), Myanmar (Burma)	<a href="http://commons.wikimedia.org/wiki/File:Street_in_Yangon_(Rangoon),_Myanmar_(Burma).JPG">http://commons.wikimedia.org/wiki/File:Street_in_Yangon_(Rangoon),_Myanmar_(Burma).JPG</a>	CC Attribution-Share Alike 3.0 Unported
68	unknown	Meena Manchu	<a href="http://crcnagalpurmandvi.blogspot.com/2011_05_01_archive.html">http://crcnagalpurmandvi.blogspot.com/2011_05_01_archive.html</a>	unknown
69	unknown	mixed race babies	unknown	unknown
69	Ludovic Hirilimann	Love is also available in black and white	<a href="http://www.flickr.com/photos/hirilimann/7168551477/">http://www.flickr.com/photos/hirilimann/7168551477/</a>	Attribution-ShareAlike 2.0 Generic
69	David Ball			
69	unknown	unknown	unknown	unknown
71	unknown	unknown	<a href="http://orrymain.com/adaynegypt.htm">http://orrymain.com/adaynegypt.htm</a>	unknown
72	unknown	Bihari camp, Bangladesg (?)	unknown	unknown
76	unknown	Kayin refugee camp	<a href="http://karenwomen.org/author/karenwomen/page/8/">http://karenwomen.org/author/karenwomen/page/8/</a>	unknown
79	unknown	unknown	unknown	unknown
80	unknown	Myanmar school kids	<a href="http://www.nippon-foundation.or.jp/what/spotlight/myanmar/story1/">http://www.nippon-foundation.or.jp/what/spotlight/myanmar/story1/</a>	unknown
81	unknown	unknown	<a href="http://www.pndtufts.org/">http://www.pndtufts.org/</a>	unknown
82	United Nations	Kindergarten Child in Myanmar	<a href="http://www.flickr.com/photos/un_photo/6583382439/">http://www.flickr.com/photos/un_photo/6583382439/</a>	CC Attribution-NonCommercial-NoDerivs 2.0 Generic
83	Act for Peace	Refugee camp	<a href="http://www.globaleducation.edu.au/resources-gallery/resource-gallery-images.html/page/14">http://www.globaleducation.edu.au/resources-gallery/resource-gallery-images.html/page/14</a>	unknown
84	unknown	plastic collection in India	<a href="http://www.thespace.com/news/bharatiya-vidyabhawans-paranjape-vidya-mandir-school-students-help-clean-up-slum-area-at-kothrud-3143">http://www.thespace.com/news/bharatiya-vidyabhawans-paranjape-vidya-mandir-school-students-help-clean-up-slum-area-at-kothrud-3143</a>	unknown
85	killercoke.org	Anti-Coke poster	<a href="http://www.killercoke.org">www.killercoke.org</a>	unknown
86	unknown	unknown	<a href="http://blog.ryanswell.ca/spotlight-a-turning-point-for-ayang-village/">http://blog.ryanswell.ca/spotlight-a-turning-point-for-ayang-village/</a>	unknown
87	Skip	"Bollywood Steps" show from Bristol	<a href="http://en.wikipedia.org/wiki/File:Bollywood_dance_show_in_Bristol.jpg">http://en.wikipedia.org/wiki/File:Bollywood_dance_show_in_Bristol.jpg</a>	CC Attribution-Share Alike 2.0 Generic
90	Ildar Sagdejev (Specious)	A ball point pen in use, though apparently to write the English curse word "shits".	<a href="http://commons.wikimedia.org/wiki/File:2004-02-29_Ball_point_pen_writing.jpg">http://commons.wikimedia.org/wiki/File:2004-02-29_Ball_point_pen_writing.jpg</a>	CC Attribution-Share Alike 3.0 Unported, 2.5 Generic, 2.0 Generic and 1.0 Generic
91	Computer keyboard	Gflores	<a href="http://en.wikipedia.org/wiki/File:Computer_keyboard.gif">http://en.wikipedia.org/wiki/File:Computer_keyboard.gif</a>	PD

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