

Youth Digital Harmony for Peace

A Training Curriculum Outline

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Asian Conference of Religions for Peace
Religions for Peace

Religions for Peace
Interreligious Council of Thailand

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Religions for Peace-Myanmar



Module 1

Self-empowerment, critical thinking, and leadership

1. Description (only key words): identity, the construction and consolidation of our identities, socialization process, agents for socialization, concept and types of power, gender equality and social inclusion, concept and notion of inner peace, the interrelatedness between inner peace, interpersonal peace and outer peace, self-esteem and self-worth, critical thinking and its skills, leadership and its skills

2. Objectives: This module is designed to 1) help learners understand better their roots and sense of self, identity of the others, challenges they are facing in performing their roles as youth peacebuilders as well as power dynamics in the context of their works, power structure as existing in the society; 2) boost their self-esteem, self-confidence and inner peace; 3) enhance their critical thinking and leadership skills

3. Module's expected learning outcomes: After completing this module, learners will be able to

- 1) understand how identity is constructed, types of power, definition of inner peace, critical thinking and leadership
- 2) Effectively and systematically analyze their current situation, challenges and capacity to deal with those challenges
- 3) Apply inner peace approaches and critical thinking and leadership skills in both their personal and working realms.

4. Course Schedule: 2 days

Day	Morning	Afternoon
Day 1	Identity- its formation and GESI approach	Power, self-esteem, and inner peace
Day 2	Critical thinking	Leadership

5. Class details:

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
1.	Identity-its formation and GESI approach (Gender equality and social inclusion)	<ul style="list-style-type: none"> • Identity and its formation/construction • Socialization process and its agents • Clash of identities • Challenges tied with an identity <p><u>Questions for reflection/discussion:</u></p> <ol style="list-style-type: none"> 1. among your multiple identities, which one does matter the most for you? 2. have you experienced the clash of identities/ or of roles tied with those identities? 3. what is your approach in overcoming those challenges? 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> 1) understand better their sense of self, layers of identity, the socialization process and the principles of GESI; 2) identify challenges that come with our identities; 3) understand their own approach in tackling those challenges 	<p>-Presentation by trainer (s)</p> <p>-individual exercise</p> <p>-class exercise (small groups and back to a plenary for discussion)</p>
2.	Power, self-esteem and inner peace	<ul style="list-style-type: none"> • Types of power (power-to, power-over, power-within and power-with) and sources of power • Power analysis • Self-esteem • Spirituality, inner peace as related to interpersonal peace and outer peace <p><u>Questions for reflection/ discussion:</u></p>	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> 1) describe, compare and contrast types of power as well as identify types of power they possess; 2) create power mapping for power dynamics analysis for their context 3) understand ways/approach to create inner peace and boost self-esteem; 	<p>-case studies presentation by trainer (s)</p> <p>-class exercise (small groups and back to a plenary for discussion)</p>

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
		<ol style="list-style-type: none"> 1. How do you understand and define power in a multi-cultural and religious context? 2. What are your experiences on power dynamics in your own context? 3. How do you express your value/ethics through your work? 		
3.	Critical thinking	<ul style="list-style-type: none"> • components and types of critical thinking and logical thinking • differences between opinion, belief, truth, and knowledge • self-reflexivity • collective view and perspectives <p><u>Questions for discussion:</u></p> <ol style="list-style-type: none"> 1. what does critical thinking mean to you? 2. what are the benefits of critical thinking? 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> 1) identify key components and application of critical thinking; 2) apply critical thinking skills to assigned cases 	<p>-presentation by trainer (s)</p> <p>-class exercise (small groups and back to a plenary for discussion)</p>
4.	Leadership	<ul style="list-style-type: none"> • components and types of leadership • decision-making process, consensus building and participation • trust and team building • transparency communication and power dynamics <p><u>Questions for discussion:</u></p> <ol style="list-style-type: none"> 1. what constitute an effective leadership? 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> 1) identify key traits and types of leadership; 2) analyze their working situation and identify areas where leadership skills could be applied/utilized 	<p>-presentation by trainer (s)</p> <p>-class exercise (small groups and back to a plenary for discussion)</p>

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
		2. Of all types of leadership, which one is useful for agent of change identity and work? 3. how do you define your own leadership style?		

6. Class material:

For 1. Identity and its formation

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For 2. Power, self-esteem, and inner peace

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For 3. Critical thinking

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For 4. Leadership

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Module 2

Conflict Transformation and its related skills

1. Description (only key words): Concepts of peace and conflicts with emphases on conflicts in regional, national and sub-national context, between state and non-state actors, between conservative and emancipatory political movements, over social development, over resources for public use at community and national level. International and domestic dimensions of conflicts. Mediation, Narrative mediation and Facilitation. Intra and interfaith works. Dialogue and interreligious dialogue. Deep and active listening techniques.

2. Objectives: This module is designed 1) to introduce learners to the basic perspectives and approaches to conflict transformation; 2) to acquaint learners with the knowledge and trends on current conflicts and violence found in our contemporary societies; 3) to foster learners' skills in conflict analysis, actor-mapping, basic and narrative mediation, facilitation and some skills necessary for a dialogue's organizer and facilitator.

3. Module's expected learning outcomes: After completing this module, learners will be able to

- 1) Describe approaches, theories and mechanisms used in managing and transforming national, regional, and international conflicts;
- 2) Effectively and systematically analyze conflicts, contexts as well as challenges in transforming national, regional and international conflicts;
- 3) Apply conflict transformation perspective and tools to some conflict case studies with creativity and design a conflict transformation plan for such conflict

4. Course Schedule: 2 days

Day	Morning	Afternoon
Day 1	Conflict analysis, understanding key principles in conflict transformation	Conflict transformation for social change: case studies from South and Southeast Asia
Day 2	Mediation and narrative mediation	Communication, deep and active listening skills

5. Class details:

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
1.	Conflict analysis, understanding key principles in conflict transformation	<ul style="list-style-type: none"> • Components of conflict • conflict analysis frameworks • relationship between conflict, peace and violence • conflict transformation approach <p><i>Questions for discussion:</i></p> <ol style="list-style-type: none"> 1. what are components/drivers of conflict? 2. How do we perceive conflict and how is conflict related to peace and violence? 3. What are key traits of conflict transformation? 4. How can some crucial components of conflict—such as history, perception, and identity—contribute to conflict formation as well as to conflict transformation and building peace? 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> 1) describe components of conflict, function of conflicts, and factors contributing to the escalation and de-escalation of conflict; 2) discuss aspects of peacebuilding; 3) analyze socio-political conflicts and ethno-religious tension and the roles of media in the region based on conflict transformation framework/lens 	<p>-Presentation by trainer (s)</p> <p>-class exercise (small groups and back to a plenary for discussion)</p>
2.	Conflict transformation for social change: case studies from South and Southeast Asia	<ul style="list-style-type: none"> • case study analysis (Aceh-Indonesia, Mindanao-the Philippines, Myanmar, Sri Lanka and Thailand) • drivers of conflict and drivers of peace 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> 1) identify drivers of conflict and of peace for each ethno-religious case study; 2) analyze approaches to conflict used by state and non-state actors; 	<p>-case studies presentation by trainer (s)</p> <p>-class exercise (small groups and</p>

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
		<ul style="list-style-type: none"> state actor's and civil society's roles, including the media and religious actor, in conflict transformation <p><i>Questions for discussion:</i></p> <ol style="list-style-type: none"> who or what is strong driver of conflict and of peace for those cases? Is there any connection between them? what are roles of state and non-state actors in the situation? How can they work together for conflict transformation and peace? what are key challenges in their collaboration for social change? 	3) design strategic plan to achieve conflict transformation for each case	back to a plenary for discussion)
3.	Mediation and narrative mediation	<ul style="list-style-type: none"> key characteristics of mediation roles of mediator types of narratives and their application to mediation work <p><i>Questions for discussion:</i></p> <ol style="list-style-type: none"> when can we use mediation and narrative mediation for conflict transformation? why do various type of narratives matter in conflict transformation? How does bias impact the mediation process? what are the roles/benefits of bias of the mediator? 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> identify key principles and types of mediation as a means for conflict transformation; understand mediation process; apply narrative mediation strategy to assigned case studies 	<p>-presentation by trainer (s)</p> <p>-class exercise (small groups and back to a plenary for discussion)</p>
4.	Communication, deep and active listening	<ul style="list-style-type: none"> understanding communication deep and active listening 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> understand how the narratives can be effectively communicated through social media 	<p>-presentation by trainer (s)</p> <p>-dialogue design class exercise (small</p>

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
		<ul style="list-style-type: none"> modes of communication, digital media communication <p><u>Questions for discussion:</u></p> <ol style="list-style-type: none"> how the narratives can be effectively communicated through digital media? what are the roles of digital media to prevent or to deescalate violence? 	<ol style="list-style-type: none"> analyze the roles of digital media to prevent or to deescalate violence; apply communication techniques as tools for mitigating violent narratives online 	groups and back to a plenary for discussion)

6. Class material:

For 1. Conflict analysis, understanding key principles in conflict transformation

Required readings:

-Galtung, Johan. 1996. Peace by peaceful means. Oslo: International Peace Research Institute. (Introduction, pp. 1-8)

-Lederach, J.P. 2003. *The little book of conflict transformation*. Intercourse, PA: Good Books.

-Lederach, J.P. and Maises, M. Conflict transformation: a circular journey with a purpose. New Routes. Vol. 14 . Issue 2/2009. Uppsala: the Life and Peace Institute., pp. 7-11. Online: https://peacemaker.un.org/sites/peacemaker.un.org/files/ConfictTransformation_NewRoutes2009.pdf

- Ho-Won Jeong. 2008. Understanding conflict and conflict analysis. London: Sage Publications Ltd. (Chapter 2 Conflict analysis framework, pp. 20-39)

Recommended readings:

-Bartos, O. J. & Wehr, P. 2002. Using Conflict Theory. Cambridge: Cambridge University Press

-Corwin, A. Chapter 7 Conflict and critical theories. Online: https://us.corwin.com/sites/default/files/upm-binaries/13636_Chapter7.pdf

-Lederach, J. P. 2005. The Moral Imagination: the Art and Soul of Building Peace Oxford: Oxford University Press.

-Paffenholz, T. Understanding peacebuilding theory: management, resolution and transformation. New Routes. Vol. 14 . Issue 2/2009. Uppsala: the Life and Peace Institute., pp. 3-7. Online:

https://peacemaker.un.org/sites/peacemaker.un.org/files/ConflictTransformation_NewRoutes2009.pdf

-Deutsch, M. et al. 2006. The handbook of conflict resolution. San Francisco, California: Jossey-Bass Inc.

-Wallensteen, P. 2012. Understanding conflict resolution. London: SAGE.

-Galtung, Johan. 2004. Transcend and transform: an introduction to conflict work. London: Pluto Press.

For 2. Conflict transformation for social change: case studies from South and Southeast Asia

Required readings:

-Rupprecht, Kathrin. Separatist conflicts in the ASEAN region: comparing Southern Thailand and Mindanao. In: ASEAS - Österreichische Zeitschrift

-Clement, K. Towards conflict transformation and a just peace. In Austin, A., Fischer, M., and Ropers, N (Eds). Transforming ethno-political conflict: the Berghof handbook. Berlin: VS Verlag Fur Sozialwissenschaften, pp. 241-62.

-Ramsbotham, O, Woodhouse, T., & Miall, H. (Eds.). 2016. Contemporary conflict resolution. (4th ed.). Malden, MA: Polity Press. (Chapter 7 Ending violent conflict: peacemaking. Culture, religion, and conflict resolution, pp. 199-235)

-Ramsbotham, O, Woodhouse, T., & Miall, H. (Eds.). 2016. Contemporary conflict resolution. (4th ed.). Malden, MA: Polity Press. (Chapter 13 Gender and conflict resolution, pp. 360-374)

Recommended readings:

-Amartya Sen. 2006. *Identity and Violence*. London: Penguin Group

-Eller, Jack David. 2006. *Violence and culture: a cross-cultural and interdisciplinary approach*. United States: Thomson Wadsworth

-Parlevliet, M. 2010. Rethinking conflict transformation from a human rights perspective. In Dudouet, V. and Schmelzle, B. (Eds.) *Human rights and conflict transformation: the challenge of just peace*. Berghof Handbook for Conflict Transformation Dialogue Series Issue no. 9. Berlin: Berghof Conflict Research. pp.15-46

- International Bank for Reconstruction and Development / The World Bank. *Pathways for Peace: inclusive approaches to preventing violent conflict*, 2018, <https://openknowledge.worldbank.org/handle/10986/28337>

- The Organization for Economic Co-Operation and Development (OECD). *Guidance on Evaluating Conflict Prevention and Peacebuilding Activities: Working Draft for Application Period*, 2008, <https://www.oecd.org/dac/evaluation/dcdndep/39774573.pdf>
- Carter, A. 2012. *People power and political change: Key issues and concepts*. Abingdon: Routledge.
- Ashe, F. 2010. *Gender, nationalism, and conflict transformation*. London: Routledge.
- Galtung, J.2008. *Globalizing God: Religion, Spirituality and Peace*. Kolofon Press: Copenhagen. (Chapter 6 p. 113-133)
- Yeh, Theresa D. 2006. *The Way to Peace: A Buddhist Perspective*. *International Journal of Peace Studies*, 11(1) Spring/Summer 2006. pp. 91-112
- Fry, D.P. 2006. *The human potential for peace: an anthropological challenge to assumptions about war and violence*. New York: Oxford University Press. (Chapter 6 *Peace Stories*, pp. 71-82)

For 3. Mediation and Narrative mediation

Required readings:

- Moore, C.W. 2014. 4th Edition. *The mediation process: practical strategies for resolving conflict*. California: Jossey-bass.
- Winslade, J., & Monk, G. 2008. *Practicing Narrative Mediation (2nd ed.)*. Wiley. Retrieved from <https://www.perlego.com/book/1010156/practicing-narrative-mediation-loosening-the-grip-of-conflict-pdf> (Original work published 2008)
- Lederach, John Paul and Lederach Angela Jill. 2010. *When blood and bones cry out: journeys through the soundscape of healing and reconciliation*. Queensland: University of Queensland Press.

Recommended readings:

- St. John, A. W. 1997. *Third Party Mediation over Kashmir: A Modest Proposal*. *International Peacekeeping* 4(4). Winter 1997, pp. 1-30
- Takeshi ODAIRA.2009. *The Effectiveness of Third-Party Mediation in Internal Armed Conflicts: Cases of Mindanao and Aceh*. *The journal of social science* 68 [2009], pp. 31-52.
- Whatling. T. 2012. *Mediation skills and strategies: A practical guide*. London: Jessica Kingsley Publishers
- Melin, M. M. 2013. *When states mediate*. *Penn State Journal of Law and International Affairs* V.2 (1) April 2013. Pp. 78-90.

For 4. Dialogue, facilitation and related skills (deep and active listening)

Required readings:

- Ropers, N. 2004. From resolution to transformation: the role of dialogue projects. In Austin, A., Fischer, M., and Ropers, N (Eds). *Transforming ethno-political conflict: the Berghof handbook*. Berlin: VS Verlag Fur Sozialwissenschaften, pp. 256-269.
- Schirch, L.& Campt, D. 2007. *The little book of dialogue for difficult subjects: a practical, hands-on guide*. Intercourse, PA: Good Books. (Chapter 1-5, pp. 5-57)

Recommended readings:

- Swidler, L. 1983. The dialogue decalogue: Ground rules for interreligious dialogue', *Journal of Ecumenical Studies*, (20:1, Winter 1983.), p.1-3
- Bohm, D. 1996. *On Dialogue*. Oxon: Routledge (Chapter 2)
- Connor, Jane Marantz and Killian, Dian. 2012. *Connecting across differences: finding common ground with anyone, anywhere and anytime*. United States: PuddleDancer Press.
- Sintang, S. et al. 2012. Dialogue of life and its significance in inter-religious relation in Malaysia. *International Journal of Islamic Thought*, vol.2 (Dec), pp. 69-79
- Swidler, L. (n.d.). The dialogue decalogue: Ground rules for interreligious, interideological dialogue. <https://www.gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/dialoguedecalogue.pdf>

Module 3

Digital Media Literacy

1. Description (only key words): digital and social media, media timeline past/legacy and future, emerging forms of media, roles and impacts of digital media towards social cohesion, inter-group relation and co-existence in South and Southeast Asia, methods for online information evaluation, fake news identification, content or narrative construction for digital media, key principles of citizen and peace journalism, engagement techniques

2. Objectives: This module is designed to 1) extend and refine learners' ability to use digital technology and communication tools creatively, critically, reflectively, and safely, in support of their roles as agent for change; 2) enhance learners' skills in creating peace-based content; 3) serve as a platform for young peace journalists

3. Module's expected learning outcomes: After completing this module, learners will be able to

- 1) Develop their digital media literacy skills and use digital technology and communication tools to engage in peacebuilding processes;
- 2) Learn to distinguish between the multiple sources of information available online and to challenge the views they find there;
- 3) Create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support their works for social change

4. Course Schedule: 2 days

Day	Morning	Afternoon
Day 1	Evolution of media and the modern digital media landscape	Content creation/story telling-writing skills/communication strategies

Day 2	Field visit, individual/group work (production of digital media content)	Presentation and critique on individual/group work
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5. Class details:

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
1.	Evolution of media and the modern digital media landscape	<ul style="list-style-type: none"> types of digital media historical perspective on peacebuilding with media modern examples of peacebuilding with media and negative examples that escalated violence economic dimension of digital media (attention economy) <p><u>Questions for discussion:</u></p> <ol style="list-style-type: none"> what are the examples of media that create impact on you? what are the challenges and opportunities of media freedom in your experience? how can we cultivate critical thinking/awareness in using social media? 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> understand the context of digital media landscape; analyze digital media and engage with digital media for effective peacebuilding; share the skills of critical awareness with their peers, followers, organizations 	<p>-Presentation by trainer (s)</p> <p>-class exercise (small groups and back to a plenary for discussion)</p>
2.	Content creation/story telling-writing	<ul style="list-style-type: none"> digital media techniques for citizen and peace journalism story-boarding/narrative styles 	<p>After completing this class, learners will be able to:</p> <ol style="list-style-type: none"> understand digital media techniques and use them effectively; 	<p>-case studies presentation by trainer (s)</p>

Class	Title	Content and guiding questions	Class Expected Learning Outcome (CLO)	Instruction Format
	skills/communication strategies	<ul style="list-style-type: none"> communication strategies for social media, e-newsletter <p><i>Questions for discussion:</i></p> <ol style="list-style-type: none"> what media traps your attention the most? what is the most important story for you to tell? is the content inclusive e.g. represent ethno-religious or other marginalized group? what organization do you think has the best communication strategy? 	2) apply communication strategies in creating content	-class exercise (small groups and back to a plenary for discussion)
3.	Field visit, individual/group work (production of digital media content)		After completing this class, learners will be able to create new content/narratives for digital media usage with principles from peace journalism	-presentation by trainer (s) -class exercise (small groups and back to a plenary for discussion)
4.	Presentation and critique on individual/group work		After completing this class, learners will be able to critique content/narratives for digital media usage with principles from peace journalism	-presentation by trainer (s) -class exercise (small groups and back to a plenary for discussion)

6. Class material:

For 1. Types and roles of digital media as driver of conflict and of peace

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For 2. Evaluating online information

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For 3. Content creation/story telling-writing skills

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For 4. Digital media techniques

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