

## PEACE BOAT SPECIAL GLOBAL UNIVERSITY PROGRAMME— OCTOBER 2014

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### Social Cohesion in Multiethnic Asia: Nurturing Leaders for the Next Generation



#### Peace Boat's Global University

The Global University is a peace education programme that takes place at sea during Peace Boat's Global Voyages. It offers a unique curriculum that combines exposure programmes (field visits) in ports with workshops and seminars onboard Peace Boat's ship, and addresses a range of global issues that include peace, human rights, and the environment. The Global University programme aims to nurture future leaders by equipping them with the knowledge, means and experiences necessary to actively engage in the third sector, such as non-government organizations, international bodies, and local activism.

## OVERVIEW

### OVERALL THEME

Social Cohesion in Multiethnic Asia: Nurturing Leaders for the Next Generation

### CONCEPT AND AIMS

What needs to be done in order to construct and maintain peaceful and affluent societies? In recent years, both academics and practitioners have given considerable attention to the concept of “social cohesion”. Constructing highly cohesive societies is fundamental not only to conflict prevention, post-

conflict recovery and to the process of making societies resilient to conflicts, it also plays a vital role in achieving various targets related to the development agenda.

Peace Boat’s Special Global University Programme in October of 2014 aimed to provide participants with opportunities to exchange ideas and discuss social cohesion that is suited to distinct localities and countries, together with other young Asians from neighbouring countries.



### PROGRAMME OVERVIEW

The programme consisted of a combination of onboard seminars (twelve 90-minute lectures), as well as exposure programmes (field visits) at three ports of call (Sri Lanka, Singapore and Cambodia). Four main topics were covered in the programme:

- Transitional (Post-Conflict Justice) and Social Cohesion
- Conflict Resilience: Opportunities and Challenges
- Global Mobility and Multiculturalism
- Justice, Peacebuilding and Conflict Resilience

### PROGRAMME DATES & ITINERARY

Friday 3 October to Tuesday 14 October 2014 (12 days)

Participants met in Colombo, Sri Lanka on October 3 and took part in an exposure programme before boarding the Peace Boat's ship, the Ocean Dream. Participants called at the port of Singapore before disembarking at Sihanoukville, Cambodia. The programme ended in Phnom Penh on October 14 after a two-day exposure programme in the country.

Date		Schedule	Meals	Accommodation
3rd Oct. (Fri)	All Day	Meet in Colombo Exposure	Dinner	Hotel in Colombo
4th Oct. (Sat)	All Day	Exposure Board the Ocean Dream at the Port of Colombo Depart from Colombo		
5th Oct. (Sun)	Night			
6th Oct. (Sun)		At sea / Participation in onboard seminars		
8th Oct. (Wed)				
9th Oct. (Thurs)	Morning	Arrive in Singapore Exposure	Breakfast/ Lunch/ Dinner	Onboard
	Late Night	Depart from Singapore		
10th Oct. (Fri)				
11th Oct. (Sat)	All Day	At sea / Participation in onboard seminars		
12th Oct. (Sun)	Morning	Arrive in Sihanoukville (Cambodia) Disembark from the Ocean Dream Transfer to Phnom Penh		
	PM	Exposure		Hotel in Phnom Penh
13th Oct. (Mon)	All Day	Exposure		
14th Oct. (Tue)	AM	Check out - end of the programme	Breakfast	

### PARTICIPANTS

Twelve participants from five countries:

- Between the ages of 18 and 29
- From Burma/Myanmar, Japan, the Philippines, Sri Lanka and the US

## CHARACTERISTICS OF THE SPECIAL GLOBAL UNIVERSITY PROGRAMME

### LEARNING WITH FELLOW STUDENTS FROM THE ASIA-PACIFIC

The programme participants came from across the Asia-Pacific region: Japan, Sri Lanka, Myanmar/Burma, the Philippines and the US. Participants used their own unique perspectives to address the themes of the programme, and learned to consider the same issue from various viewpoints before proposing solutions to it. Such dynamic and intensive exchanges nurtured a strong comparative perspective in each of the participants.

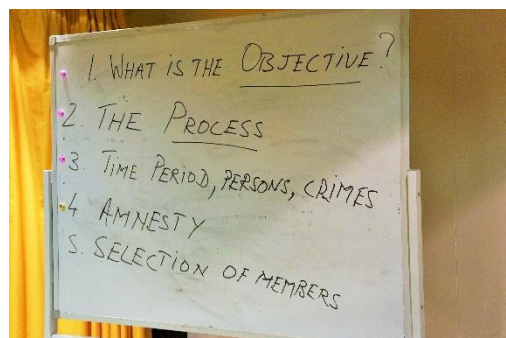


### LEARNING IN ASIA (EXPOSURE PROGRAMME)

The programme brought students to three different countries. In Colombo, Singapore and Phnom Penh, participants met with and learned from active local civil society organisations and young leaders, which fostered their ability to consider issues for themselves from a personal perspective. These exposure programmes literally exposed the participants to alternative ways of thinking, learning and doing through interaction with individuals directly affected by the issues being examined.

### LEARNING IN ENGLISH

The entire programme was offered in English, enabling an effective means to communicate ideas and to learn from others. Participants experienced authentic global communication by engaging in discussion with participants from a wide range of cultural and linguistic backgrounds.



## NAVIGATOR

Throughout the programme, a Navigator for the Special Global University guided the learning experience of the participants by acting as a resource person, prompting participants with key questions, and facilitating discussions and other interactive sessions.

### DR. MARIO GOMEZ

*Director, International Centre for Ethnic Studies*

Executive Director at the International Centre for Ethnic Studies (ICES) and a Visiting Lecturer at the University of Colombo. He has published in the areas of human rights, constitutional reform, public law, gender equality and post-conflict justice. He was a Member of the Law Commission of Sri Lanka for ten years and a Post-Doctoral Fellow at Harvard University in 2001.





## UNIT 1 TRANSITIONAL (POST-CONFLICT) JUSTICE AND SOCIAL COHESION

### UNIT OVERVIEW

Transition from war to peace is not easy. Emerging out of decades of great adversity, and a culture of uncertainty and divisiveness, the end of the war finally marks a window of opportunity for Sri Lanka to rebuild as one nation. Yet, people are still faced with a common threat—an inability to find a sustainable peace. In Unit 1, Sri Lanka was taken as a case to learn about and investigate transitional (post-conflict) justice and social cohesion.

### EXPOSURE PROGRAMME IN COLOMBO (3 AND 4 OCTOBER 2014)

In Colombo, participants met with representatives from three organisations, and learned about the situation of the country under the war, as well as the difficult situation the country faces since the end of the war.

#### SETTING THE SCENE: POST-WAR CHALLENGES IN SRI LANKA

Visit to the Centre for Policy Alternatives (<http://www.cpalanka.org/>)

Hearing from Dr. Pakiasothy Saravanamuttu, Executive Director



During the two-hour visit to the Centre for Policy Alternatives, Dr. Saravanamuttu succinctly discussed the key characteristics of Sri Lanka's security situation and the politics. He strongly asserted that Sri Lanka is in post-war situation, but not a post-conflict situation, and noted the importance of the difference. While the “30 years war” has ended, the elements of conflict continue to exist and new ones are starting to crop up. He repeatedly emphasised that a “culture of impunity” prevails in the country. Consequently, he explained,

various issues have come to the surface. These issues include: militarisation of the society, lack of checks and balances between different branches of the central government (or corruption), religious intolerance, marginalisation of minorities, and racism.

#### BUILDING FUTURE THROUGH PARTICIPATORY DEMOCRACY

Visit to Viluthu, Centre for Human Resource Development (<http://www.viluthu.org/>)

Presentation by Ms. Shanthi Sachitanadam, Chief Executive Officer



At Viluthu, Ms. Sachitanadam first lectured participants on the historical background of the war in Sri Lanka. She explained, how the relationship between different ethnic groups deteriorated over the years. She then introduced the activities of Viluthu, which aim to promote participatory democracy. Viluthu reaches out to civil society, local government, media, women and teachers, and organises study circles, workshops and exchange visits, in addition to publishing journals. Ms. Sachitanadam finished her

presentation with powerful remarks. Activists should start with hope, and believe in an idea, because to move people, one has to capture imaginations, she said. Then, people will unite and mobilise. She also emphasised that the real power lies in the people, particularly in the legitimacy they accord to the system. To change the system, it only requires an individual to disengage, then another, then another, until everyone, or a majority, has disengaged from according legitimacy to the system.

## HOW TO MAKE SOCIETIES SECURER

Discussion with Ms. Visakha Tillekeratne, Citizens for a Secure Sri Lanka



In the meeting with Ms. Tilekeratne, the group was introduced to the idea of “informal networks”. Unlike the two formal organisations that participants previously visited, informal networks, such as Citizens for a Secure Sri Lanka, are a loose connection of individuals who have a shared vision. Being informal often allows members to act more safely and more freely. Ms. Tilekeratne herself is very active in the fields of reconciliation and gender issues, as well as youth empowerment. She facilitates an emergency

reconciliation task force, where she brings together leaders of different groups to achieve reconciliation; facilitates interfaith and interethnic dialogue; and works through friendship associations. The session ended with lively discussions on how to mobilise a critical mass (or reach the tipping point), how social media can be utilised, and structurally how we can value children (i.e. future generations) in society.

## ONBOARD SEMINARS

Onboard, the programme navigator Dr. Mario Gomez led three sessions on post-conflict justice and reconciliation, drawing specific examples from the case of Sri Lanka and beyond.

### SESSION 1-1: SRI LANKA—LAND OF PARADOXES

The first lecture began with the question of why and how a predominantly Buddhist society—with compassion, tolerance and respect for others—had to experience a horrendous level of violence. With this question in mind, the development of the war was recapitulated. How the war ended was also explained, and Mario emphasised that while in most other countries, conflicts have ended through negotiations in which the government has to give concessions (e.g., Mindanao or Aceh), in Sri Lanka, the war ended through an overwhelming and convincing military victory. This has led to the government being very popular, and to a post-war scenario in which there is no pressure for the government to make any concessions on issues of autonomy and human rights—this was the point where many participants understood how the issues raised by Dr. Saravanamuttu during the programme in Colombo are the legacies of the civil war.



### SESSION 1-2: POST-CONFLICT JUSTICE

This session on the theme of post-conflict justice provoked much discussion amongst participants. After participants were introduced to the “two extremes” of post-conflict justice—prosecution or trials (legal measures) and amnesia—many examples from all over the world were cited and lessons from these different cases were shared and discussed. The examples included the cases of South Africa, Germany and Japan after WWII, the Philippines, and Cambodia.



### SESSION 1-3: WOMEN AND CONFLICT

In this session, Mario introduced the role of women and issues being faced by conflict-affected women in Sri Lanka. These included the reintegration of former female cadres in society, the issues of women's land ownership and their participation in decision-making and peacebuilding. Participants then looked at some concrete plans and measures, such as the Security Council Resolution 1325 on women, peace and security, and the national plan of Nepal that was put together in response to the resolution. Lastly, as an end to his three-part lecture, Mario asked participants, especially those from outside Sri Lanka what they think about the conflict situation in their own country and for any advice from their experiences in their own peace and conflict situations.

## UNIT 2 CONFLICT RESILIENCE: OPPORTUNITIES AND CHALLENGES

### OVERVIEW

After half a century of military rule, Myanmar/Burma is transitioning into democracy. As a result of this, people are beginning to enjoy freedom of the press and bans have been lifted on various types of entertainment. Nevertheless, street protests are still taking place, and former injustices and oppression are not easily forgotten. Taking Myanmar/Burma as an example, this unit dealt with the issues of governance and democracy and the relationship between development and peace.

### ONBOARD SEMINARS

Mr. Joseph Wah, a participant from Myanmar/Burma working for Burma Partnership, led the two sessions in this unit. These were followed by a discussion on religion and politics.

#### SESSION 2-1: HISTORY OF BURMA

Joseph started his discussion of the conflict situation in Myanmar/Burma by providing a historical background to the current struggle for self-determination of non-Burman ethnic groups (e.g. Arakanese, Chin, Karen, Karenni, Kachin, Mon, Shan, and various other smaller groups and sub-groups), as well as the overall democratic struggle in the country. With two equally complicated dimensions of conflict conflating each other, crafting a comprehensive and cohesive but dimension-sensitive conflict resolution and peacebuilding



action plan appeared to be a tough challenge. Joseph also talked about the repression and killing of Muslim Rohingyas in northwestern Myanmar/Burma, who are unrepresented in any of the current and previous peace talks and national political narrative.

#### SESSION 2-2: ROLE OF BUSINESS IN PEACE PROCESS

The second session focused on the role of investment and aid and loans in the current conflict situation in Myanmar/Burma. The same as in the case of Sri Lanka, and many other countries, the underlying framework of the government on peacebuilding is one that is economic growth-led, and not human development-centred. However, the realities seem to be more complicated than they may initially appear. There is a general sentiment among ethnic groups that there has now been a shift “from exploitation by men with guns to exploitation by men with briefcases backed by men with guns”. A question posed to Joseph initiated a lively discussion among participants at the end of the session: do we think economic development can achieve peace? This question arose repeatedly throughout the programme.



### SESSION 2-3: RELIGION AND POLITICS (DISCUSSION SESSION)

To wrap up the session, the issue of religion and politics was discussed. In Sri Lanka, the rising religious extremism exemplified by the Buddhist Group Bodu Bala Sena (BBS), and violence and hate speeches that sometimes accompany it, are causing significant concern among minority communities in Sri Lanka, particularly Muslims. In Myanmar/Burma, Buddhist monks also play a significant role in politics. Such cases were introduced by participants and differences and similarities between different countries on how to locate religion in the political realm was debated.



## UNIT 3 GLOBAL MOBILITY AND MULTICULTURALISM

### UNIT OVERVIEW

Singapore has been praised for the multiculturalism and religious tolerance that accompanied its significant economic growth. Recently, large numbers of migrants have moved to Singapore with increased global mobility. This unit took Singapore as the case to investigate social cohesion, which has become an extremely hot topic in this context.

### ONBOARD SEMINARS

Onboard, Ms. Anjeli Narandaran, a Peace Boat staff from Singapore, led the sessions on Unit 3.

#### PREPARATORY LECTURE: SINGAPORE—A MULTICULTURAL MIRACLE?

Anjeli talked about the Singapore model of multiculturalism, often referred to as a "miracle". She analysed that the "miracle" is actually the result of a series of well-devised policies. Looking at language, housing and education policies, among others, she explained how all these have been in fact aimed at achieving prosperity. She noted however, that there is an increasing need to focus more on harmony. In the lecture, she also talked about the influence of social media, and the growing role of civil society and opposition parties, and concluded that she hopes that the country will develop into a more evolved, participatory, equal and humane society and democracy.

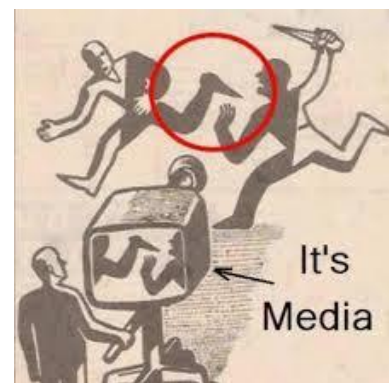
### SESSION 3-1 AND 3-2: LANGUAGE, IDENTITY AND SOCIAL COHESION

In the two sessions, Anjeli focused on how language and identity relate to social cohesion and multicultural/multiethnic governance. In terms of language, she explained in detail how the official languages were adopted in ways that harmonise race relations. She also talked about Singlish, an unofficial language that practically unites people with different mother tongues. As for identity, she used the layer cake as an analogy to explain how an individual may have different identities. She pointed out that these multiple identities sometimes get politicised, but she hopes that this unique and flexible perception of self-identity will be leveraged in a positive manner in the future.



### SESSION 3-3: MASS MEDIA, SOCIAL MEDIA AND SOCIAL COHESION

For the third session, two guest speakers were invited to discuss the role of media, both mass media and social media. The first guest speaker was Mr. Mori Tatsuya, Film Director and Professor at Meiji University in Tokyo. As a media specialist, Mr. Mori warned participants about the fact that the media inevitably crops realities and that people may be easily misinformed if they are not aware of this fundamental nature of the media. He also traced the history of media and how the prevalence of propaganda in the late 20th century is closely associated with the development of television. Participants discussed how the media could be used positively and negatively and how media literacy can be trained.



The second guest speaker was Mr. Kubota Hironobu, a photojournalist. He travels widely to uncover realities that do not get covered by mainstream media. As in the session with Mr. Mori, the discussion featured the role of media, but this time focused on social media. Here, one of the participants, Mr. Ramzi Zaindeen from Sri Lanka introduced a successful social media campaign against hate speech, which he organised through Sri Lanka Unites—the organisation he works for.

### EXPOSURE PROGRAMME (9 OCTOBER 2014)

The ship docked at Singapore for a day on October 9, and participants visited two organisations. Issues discussed were migration health, sustainable development and rights of labour migrants.

#### APPROACHING GLOBAL ISSUES INTER-REGIONALLY—MIGRATION, HUMAN RIGHTS, AND SUSTAINABLE DEVELOPMENT GOALS

Session hosted by the Asia-Europe Foundation (ASEF) (<http://www.asef.org/>)

The Asia-Europe Foundation (ASEF) is an intergovernmental organization working to promote exchanges between Asia and Europe. Here, participants were greeted by Mr. Karsten Warnecke, Deputy Executive Director, and then were briefed about their projects on migration health and on sustainable development from Mr. Thierry Schwarz and Ms. Sunkyoung Lee respectively. In the latter, Mr. Schwarz raised an intriguing question: why is it that in most cases, (economic) development is not compatible with environmental protection? Progress on the Millennium Development Goals (MDGs) were used to illustrate this point. Over the years, there has been huge improvement on the indicators related to poverty and education; but barely any improvement on others. Thierry argued



that this is because only the two goals were direct outcomes of economic growth, and because the others were more “expensive” to achieve. He further asserted that given how our economy is set up, it is “cheaper” to grow “unsustainably”, than to grow sustainably. His thought-provoking remark that there is a fundamental flaw in our economic system, particularly how we “value” things, seemed to have much stimulated the participants. This session was also joined by Mr. Lee Kwang Boon, Vice President of the United Nations Association of Singapore.



### UP CLOSE WITH MIGRANT WORKERS

“Day School” with Transient Workers Count Too (TWC2) ([www.twc.org.sg](http://www.twc.org.sg))

In the afternoon, participants took part in the Day School organised by Transient Workers Count Too (TWC2), an organisation that supports migrant workers mainly from Bangladesh. The group first heard from Ms. Debbie Fordyce and Mr. John Gee about the situation migrant workers face in Singapore—debt, salary erosion, and physical abuse—and how brokers and employers often exploit the system. After the presentation, the participants were taken on a tour around Little India, the area where many migrant workers from Bangladesh gather. Lastly, participants also had a chance to see the food programme TWC2 offers to destitute migrant workers. Traveling from Sri Lanka, which is one of the countries sending migrants, and looking at how migrants are received in countries like Singapore provided participants with a real and interesting global mobility case to consider.



## UNIT 4 JUSTICE, PEACEBUILDING AND CONFLICT RESILIENCE

### UNIT OVERVIEW

In this final unit, Cambodia was used as an example to deepen participants' understanding of justice and peacebuilding. In the late 1970s, up to two million people died, due to exhaustion or starvation under the Khmer Rouge regime. Many others were tortured and executed. The UN-based tribunal aims to bring those responsible for the “Killing Fields” to justice. This unit dealt with the questions of what justice is and what peacebuilding is, and how the people in Cambodia can move forward.

### EXPOSURE PROGRAMME (12 AND 13 OCTOBER 2014)

The two-day visit to Phnom Penh focused on understanding what took place under the communist regime. We then focused on the role of the legal and judicial system as well as the role of youth in rebuilding the society.

### VISIT TO TOUL SLENG GENOCIDE MUSEUM AND KILLING FIELDS



On the first day, participants visited two sites that vividly showcase the legacies of the Pol Pot regime. The first one was the Toul Sleng Genocide Museum, the former prison where thousands of people were captured before being sent to the Killing Fields. The group had the privilege to hear from Mr. Chum Mey, one of only seven survivors of the Toul Sleng Prison (only two are alive today). He told us the misery he went through during the time he was in prison, and took us on a brief tour inside the museum. After

hearing from Mr. Mey, some participants raised the question of how these experience should or should not be passed down. While some people held strongly that these victims should be given enough financial reparation and should not need to relive the horrendous experience every day, others believed that such efforts are necessary in order to prevent anything similar in the future. In the Killing Fields too, the way the skull bones are displayed to “commemorate” the victims sparked debates among participants.

## LOOKING FORWARD: POST-2015 DEVELOPMENT AGENDA AND THE ROLE OF YOUTHS

Symposium co-organised with Cooperation Committee for Cambodia (CCC)

([www.ccc-cambodia.org](http://www.ccc-cambodia.org))

In this symposium, nearly 70 people—mostly youth—gathered to exchange views and practices on sustainable development. Mr. Soeung Saroeun, Executive Director of the CCC, initially made a presentation on “CSOs perspective, partnership arrangement and means implementation on the post-2015 Development Agenda”. A member of the Khmer Youth Association, Ms. Prak Monirath then talked about “Youth perspective on post-2015 development agenda”. In the final hour, participants were broken up into small groups and engaged in a workshop in which they were asked to: 1) select the most important of three themes—Human rights, Unemployment and Democratisation; and 2) work within the group to develop a work plan to generate the awareness and attention from the publics based on the selected theme.



The symposium was later broadcast by Voice of Democracy Hot News

(<https://www.youtube.com/watch?v=LyYkFXT4bQ>)

## POST-CONFLICT RESILIENCE THROUGH JUDICIAL AND LEGAL SYSTEM

Symposium hosted by Research and Education Center for Japanese Law (CJL); Royal University of Law and Economics (RULE) ([www.cjl.law.nagoya-u.ac.jp](http://www.cjl.law.nagoya-u.ac.jp))



At the Research and Education Center for Japanese Law (CJL), the group was welcomed by dozens of local students studying law at the Royal University of Law and Economics. After Mr. Shinoda Yoichiro, Assistant Professor at CJL, made the opening remarks, two Cambodian legal experts made a presentation. The first was on “Cambodian Legal System: A View from Legal Education and Technical Assistance” by Dr. Phalthy Hap, Vice Director of Graduate Program at the Royal University of Law and

Economics. He recapitulated the political background of the country and lucidly explained the purpose and usefulness of legal assistance and legal education in Cambodia. The second presentation was on “National and International Initiatives in The Process of Reconciliation After Genocide 1975-1979” by Mr. Kimkhorn Long, and it focused on the work of ECCC and the assessment of its effectiveness. At the end of his presentation, Mr. Kimkhorn emphasised that justice in the Cambodian context for the million lost souls is not targeting who killed them, but knowing how the brutal regime existed, and that justice in the Cambodian context for Cambodian citizens as well as for the million surviving victims is not who sleeps in prison, but knowing why they killed their own citizens.

## SIMULATION EXERCISE



The final sessions were devoted to simulation exercises on peacebuilding and reconciliation developed by Mario. Participants were given a common text about an imaginary island state “Taprobane”, which suffered from conflict between different ethnic and religious groups. Participants were divided into different groups of different roles: mediators, government representatives, minority group representatives, civil society representatives and journalists. Then, they engaged in two tasks: 1) Dealing with the Past: How should Taprobane deal with past human rights violations and ensure that

they are never repeated? and 2) Should Taprobane establish a Truth Commission: If so, what should its role, scope and mandate be?

The process was not easy for the participants. There was a lot of frustration about how slow the negotiation was going. But it certainly helped participants understand how it is to be in a particular position. For instance, one participant who acted as the government representative reflected: "Being in the 'government', I understood how hard it is for them to satisfy the public, including opposition, media, activists, and mediators...whatever the decision you make, there will always be someone who is dissatisfied or unhappy with it".



This was precisely what the simulation exercise aimed at. Simulation exercises are educational tools designed to help participants better understand and apply knowledge that has previously been presented through lectures, readings and the audiovisual media. Many societies, especially those that have emerged out of conflict, are deeply divided. Simulations help participants develop empathy with multiple actors and understand the complexity of situations in different societies. It can facilitate the development of negotiation and dialogue skills, and promotes non-violence as a tool of managing social change.

As part of these final sessions, Mr. Kawasaki Akira from Peace Boat introduced the Japanese post-war experience of disarmament and peacebuilding through its pacifist constitution. Specifically, Akira lectured participants on the global impact of Article 9 of the Japanese Constitution, which renounces war as a means of settling international disputes and prohibits the maintenance of armed forces and other war potential.



## PRE- AND POST-PROGRAMME ASSIGNMENT & ASSESSMENT

### PROGRAMME PREPARATION

Before participants met for the programme, an online session was organised to brief participants on the programme contents, as well as to resolve any concerns they may have had. They were also given a list of suggested readings to prepare for the programme.

### REFLECTION NOTES

Every day, participants were asked to submit their "reflection notes", by writing down their thoughts and findings from the day.

### POST-PROGRAMME ASSIGNMENT

After the programme ended, participants were asked to submit a short essay (minimum of 1000 words), based on the lessons they have learned throughout the programme.

Essay Title: Identify some of the most important elements/factors to sustainably ensure social cohesion in societies. What are the challenges that hinder social cohesion, and what are the potential solutions that may provide breakthroughs to such challenges? Please also elaborate on the specific methodologies to be used for such solutions to be effective, or conditions that need to be met in order for such solutions to work.

## NAVIGATOR'S VOICE



*Peace Boat's Special Global University Programme brought together twelve students from five countries for a one-week programme on the above theme. My role as a navigator was to introduce the participants to how societies are recovering after conflict, fostering reconciliation, and dealing with their past. The role of women in these processes was also explored. A simulation exercise at the end of the programme enabled the participants to apply the knowledge gained to a hypothetical situation where they were asked to 'role play' and negotiate the setting up of a truth commission. The simulation*

*provided an opportunity to understand mindsets of different stakeholders in post-conflict societies and develop empathy for the 'other'.*

*The participants brought experiences from five different countries at different levels of transition and social development. Even though the knowledge and skill levels among the participants varied significantly, their diverse experiences enhanced the discussions and the simulation exercise. While readings were distributed before the programme, participants did not have the time to digest the material in advance. A small body of core readings with additional supplementary readings may help participants prepare better in the future.*

*'Peace Boat' provides a unique learning space for young people. It provides a structured setting for learning through lectures, discussions and audio-visual media. It also provides an informal space for participants to learn from each other, swap personal experiences, forge friendships and develop durable networks. The learning experience it provides cannot be easily replicated in other settings.*

*—Mario Gomez, Executive Director, International Centre for Ethnic Studies (Sri Lanka)*

## PARTICIPANTS' VOICES

*At university, I only study with Japanese people, so I only know opinions from the Japanese people. But in this programme, I get to hear from Sri Lankans, Burmese, Filipinos...and all other people from all over Asia. It is a good way to learn about conflicts and other issues happening in Asia. Also, we also get to see the actual places the things happen. So it is a different way of studying.*

—Inoue Shogo (Japan)

*I think it is important to understand about conflicts deeply. Most of the discussions we had during these sessions were very deep discussions. I think this kind of deep conversations should be implemented in our societies also: we learn from each other and expand knowledge on what peace is, what real reconciliation is, what conflict resolution is all about.*

—Ramzi Zaindeen (Sri Lanka)

*It definitely helped that we were exposed to different countries. Now I can actually see how certain concepts or certain frameworks work out, [I can see] political dynamics in each country....Different realities help make my learnings about certain issues deeper. Listening to their [other participants'] stories, it gives me a wider perspective on how it is to be a human being in different parts of the world.*

—Marc Batac (The Philippines)

*One specific thing that I have learned is that many of us share some common stories about conflicts, whether it was a while ago or it is recent. We all are still significantly influenced by the past and current conflict situations...At Peace Boat, you are free—there is no international boundaries, there is nobody*

*who limits your thoughts or censors what you say. You are free to think and free to form new imaginations and new thoughts that can really help your future work.*

—Joseph Wah (Myanmar/Burma)

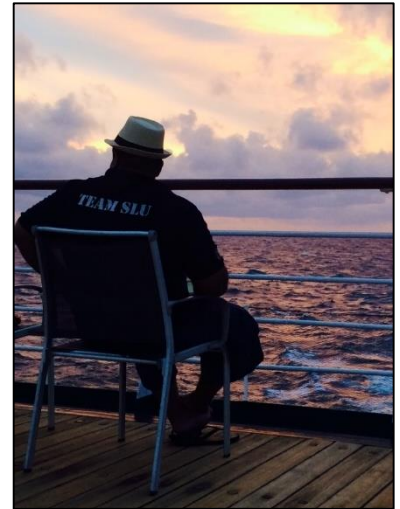
*We are much more open-minded to the world than we were before.*

—Thevuni Kotigala (Sri Lanka)



*After I participated in this programme...I thought as a student I should get more involved in solving the problems Japan has, at the grass-root level. Not just studying about them, but involving myself in the actual problem-solving process.*

—Hoshino Jun (Japan)



## COORDINATORS

### COORDINATOR

Mr. KAWASAKI Akira

*Executive Committee Member of Peace Boat/International Steering Group Member of International Campaign to Abolish Nuclear Weapons (ICAN)*

Born in Japan. Lectures at Keisen University and Rikkyo University, while being an activist advocating for peace and disarmament. In 2009, he served as an NGO Advisor to Co-Chairs of the International Commission on Nuclear Non-Proliferation and Disarmament (ICNND). He writes and speaks widely on nuclear issues both in Japan and abroad.

### ASSISTANT COORDINATOR

Ms. HATAKEYAMA Sumiko

*Staff, Peace Boat*

Born in Japan. After studying at the United World College of the Adriatic (Italy), she participated in Peace Boat Global Voyage as a volunteer interpreter in 2008. Graduated from the University of Cambridge and previously worked at the Asia-Europe Foundation (ASEF) in Singapore.

## LIST OF PARTNER ORGANISATIONS

### SRI LANKA

- International Centre for Ethnic Studies
- Centre for Policy Alternatives
- Viluthu
- Citizens for a Secure Sri Lanka
- Regional Centre for Strategic Studies

### MYANMAR/BURMA

- Burma Partnership

### SINGAPORE

- Asia-Europe Foundation (ASEF)
- Transient Workers Count Too (TWC2)

### CAMBODIA

- Cooperation Committee for Cambodia (CCC)
- Centre for Japanese Law, Royal University of Law and Economics

### JAPAN

- Tokyo University of Foreign Studies (TUFS)  
Five of their students took part in this Special Global University Programme as part of the university's programme on conflict resilience. The students received financial subsidies and they received university credits for their participation.

## ABOUT PEACE BOAT

Peace Boat is a Japan-based international non-governmental and non-profit organization founded in 1983 that works to promote peace, human rights, equal and sustainable development and respect for the environment. Peace Boat seeks to create awareness and action based on effecting positive social and political change in the world. We pursue this through the organization of global educational programmes, responsible travel, cooperative projects and advocacy. These activities are carried out on a partnership basis with other civil society organizations and communities in Japan, Northeast Asia, and around the world. ([www.peaceboat.org/english](http://www.peaceboat.org/english))





## APPENDICES

## LIST OF APPENDICES

Appendix 1 List of Participants

Appendix 2 Timetable

## APPENDIX 1 LIST OF PARTICIPANTS

	Surname	Name	Citizenship	Affiliation
1	Abe	Katsuya	Japanese	Tokyo University of Foreign Studies
2	Batac	Mark Christopher	Filipino	IID/GPPAC-SEA
3	Dehinga	Dumidu Navishan Thabrew	Sri Lanka	Road to Rights Int.
4	Dhanapala	Lanthika Sapumal Bandara	Sri Lankan	
5	Hoshino	Jun	Japanese	Tokyo University of Foreign Studies
6	Inoue	Shogo	Japanese	Tokyo University of Foreign Studies
7	Kotigala	Thevuni Kavindi	Sri Lanka	Sri Lanka Unites
8	Masuda	Mai	Japanese	Tokyo University of Foreign Studies
9	Toda	Masanori	Japanese	Tokyo University of Foreign Studies
10	Wah	Joseph	Myanmar/Burma	Burma Partnership
11	Zaindeen	Mohamed Ramzi	Sri Lanka	Sri Lanka Unites
12	Braunstein	Ben	USA	

## APPENDIX 2 TIMETABLE

	3-Oct	4-Oct	5-Oct	6-Oct	7-Oct	8-Oct	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct
9:00			9:00-10:00 Icebreaking @Atlantic Room			9:00-10:30 Singapore 2 (Unit 3-2)					
10:00			10:00-11:20 Kubota Lecture on Cambodia @Broadway	10:00-11:20 Mori Lecture on Documentary Films @Broadway	9:30-11:00 All-Ship Muster Drill	10:30-11:00 SG Briefing					
11:00			11:30-12:00 Bridge Tour Meet at Pousadest Senior		11:30-12:30 Mario Lecture @Broadway				10:30-12:00 Simulation 3 (Unit 4-3)		
12:00								11:30-13:00 Simulation 1 (Unit 4-1)			
13:00		Exposure Programme Colombo			13:15-14:45 Myanmar 2 (Unit 2-2)	13:30-14:30 Unit 3-3 Media 1 Session with Mr. Mori					
14:00			13:30-15:00 Sri Lanka 1 (Unit 1-1)	13:30-14:30 Anjali Lecture @Starlight				14:00-15:20 Mori Lecture @Broadway	13:30-15:00 Japanese Constitution (Unit 4-4)		
15:00				15:00-16:30 Sri Lanka 3 (Unit 1-3)	15:00-16:00 Anjali Lecture @Starlight	14:45-16:15 Tea Ceremony & Presentation on Japan					
16:00			16:00-17:30 Sri Lanka 2 (Unit 1-2)		16:00-17:20 Kubota Lecture @Broadway	16:30-18:00 Unit 3-3 Media 2 Session with Mr. Kubota @Marine Room		15:45-17:15 Simulation 2 (Unit 4-2)	16:00-17:30 CMAC Lecture @Broadway	Exposure Programme Phnom Penh	Exposure Programme Phnom Penh
17:00	Exposure Programme Colombo							17:15-17:30 Cambodia Briefing	17:30-18:30 Reflection @Atlantic Room		
18:00				17:30-19:00 Myanmar/Burma 1 (Unit 2-1)	18:00-19:30 Singapore 1 (Unit 3-1)				18:30-19:30 KSS Session @Atlantic Room		
19:00		Check-in Drill Dinner Ship Orientation									
20:00			20:45-21:45 Indonesian Night			19:30-21:45 Film Screening "Killing Fields"			Farewell Dinner @Restaurant (4th)		
21:00		Departure from Colombo			20:45-23:00 Film Screening "Killing Fields"						
22:00		22:00-23:00 Orientation	22:00-23:00 Open Space/Time	22:00-23:00 Religion & Politics (Unit 2-3)		22:00-23:00 Special Session with GU students		22:00-23:00 Open Space/Time			
23:00											



Peace Boat 2014  
PHOTO: Sumiko Hatakeyama, Shoichi Suzuki, Shunya Mizumoto