





Why Democracy? Facilitator's Guide



 **WHY**  **DEMOCRACY?**

whydemocracy.net



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FOREWORD



The *Why Democracy?* project aims to stimulate a global discussion about democracy through ten one-hour documentaries and seventeen short films. Commissioned by Steps International and first broadcast in October 2007, the films explore how democracies function around the world. Forty-eight broadcasters on 6 continents participated in the project, and the films were viewed in over 180 countries. The goal of this guide is to support and stimulate discussions about democracy in conjunction with viewing the films in a way that does not dictate how democratic systems should work but instead create spaces for reflection and vibrant debate.

There is an interactive website www.whydemocracy.net that is an integral part of the *Why Democracy?* project. It encourages users to debate different aspects of the films and to learn more about democracy around the world. There is a blog where democracy related news and events are posted, as well as educational material from partner organisations.

This guide has been developed by Steps International and the South Australian Department of Education and Children's Services in collaboration with learners, teachers and a broad range of international educational specialists. Consultations also took place with academics and media specialists through focus groups and discussions. In developing the guide we followed the key principle that the audience is the most important consideration in discussions or investigations that result from viewing the *Why Democracy?* films. We hope you find the guide useful in supporting discussions based on the *Why Democracy?* films and issues that emerge from viewing them.



The *Why Democracy?* project is an exploration of the meaning of the term "democracy" within the context of cross cutting issues such as security, development and human rights. UNDEF is proud to be associated with the *Why Democracy?* project and will make the films available to allow civil society organisations to debate the ideas it generates. The views expressed in the films and in the facilitators' guide are those of its authors and, of course, do not necessarily reflect the views of the United Nations, the United Nations Democracy Fund, or its Advisory Board.

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SECTION 1 USING THE GUIDE

Section One introduces the facilitator to the *Why Democracy?* Project and the methods used to facilitate a screening. This section equips the facilitator with an understanding of the Steps International outreach philosophy. Grasping the Learning Cycle is crucial to utilising the *Why Democracy?* films in a constructive manner. Once the Learning Cycle is fully understood, facilitators can confidently encourage participants to discuss the films and stimulate debate.



USING FILM TO THINK AND LEARN ABOUT DEMOCRACY



A facilitated screening is a learning cycle which allows audiences to watch, reflect and engage with the film and its subject matter. The role of the facilitator is to guide this learning process.

1. WATCHING THE FILM

The audience watch the film together as a group experience.

2. REFLECTION ON THE FILM

After the film screening, the audience reflects on the film by sharing their perspective and feelings and/or reactions to the film. Central to our approach is the knowledge that every individual has ideas and holds values that are important to them. Sharing this knowledge and respecting those ideas, feelings and values is instrumental in assisting us to learn from one another.

3. LOOKING AT THE BIGGER PICTURE

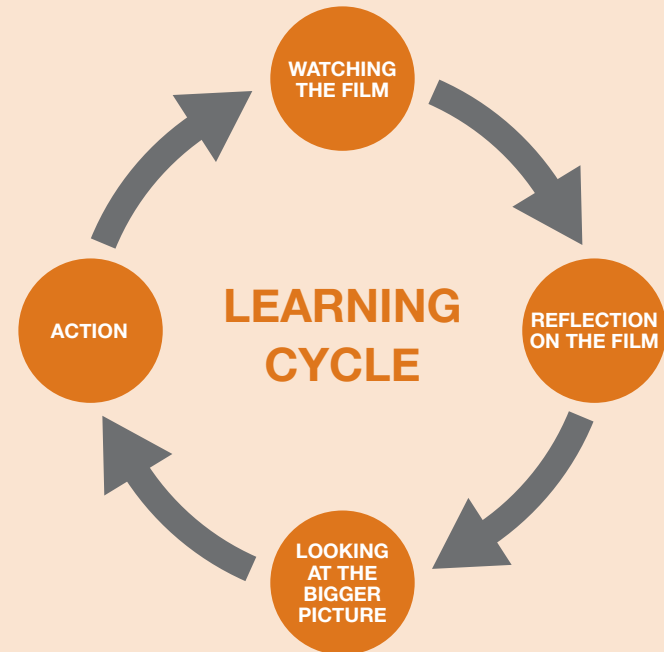
During the discussion about the issues raised in the film, participants should examine, debate and analyse the roles of the political, legal and economic systems in a democracy. Participants should identify how people co-operate in different cultures and societies so as to ensure that their needs and desires are satisfied.

4. ACTION

This process is conceived to help the audience develop their ability to make positive changes. The discussion around the films should serve as a prop to encourage the audience to consider changes and/or actions they could initiate to improve their own lives, that of their community or society as a whole. This may require reflection about what is possible and what 'blockers' might exist that impede or prevent the growth of more democratic societies.

'You cannot lead people to embrace democracy, only to learn, discuss and question the society and system in which they live. Once individuals start to learn and change through experiences with real democratic practices, then the individual interacts with their community and it begins to change, this then will eventually lead to global change.'

United Nations Decade of Sustainable Development 2005



FACILITATION TECHNIQUES

THE ROLE OF THE FACILITATOR

The role of the facilitator is to guide the learning process using techniques that ensure that all ideas and opinions are welcome. It is important to understand what the audience already knows so that one can build on that knowledge and further support their learning. The facilitator needs to create an environment where the participants feel confident and able to voice their opinions and/or ask for more information. The facilitator must act as a chairperson, who guides the discussion without dominating it.

It is important that, regardless of the viewer's level of literacy, the individual person's knowledge and experience is treated as extremely valuable. Once participants understand that their personal life experiences are valued, they themselves are more likely to both appreciate and listen to, not only the different opinions of the characters in the DVDs, but also the views of other group members. The facilitator may need to actively encourage the group to participate in interpreting and discussing the film. The facilitator's primary function is to guide discussion but he/she will also be seen as a source of information and may have to answer specific questions.

This facilitation guide contains tools that help facilitators support, engage and promote active discussion. These tools include activities, questions and discussion points that relate to each film and to specific themes.

A short introductory discussion will get the attention of the viewers and is designed so that the audience will be more receptive to the issues which are about to be raised. The facilitator can also stimulate critical thinking by asking the group about their expectations of the film before they watch it. By immediately initiating an open dialogue with the viewers, the facilitator is letting the audience know that their opinions are valued and respected.

Central to our approach and philosophy is the notion that each of us holds ideas and opinions which are of value to us individually and so need to be shown respect and to be heard. For this type of learning to be successful and bear fruit it is vital that we are able to express and share our ideas honestly and openly.



MANAGING GROUPS

For an effective discussion to take place, the facilitator needs to consider the size of the group. Are you showing the film to a hall of high school learners or to a small group of six or seven community leaders? The size of the group will determine how to facilitate a group discussion. The size of your venue and the facilities it has to offer also need to be taken into consideration.

- **ONE GROUP**

When discussing the film as one group, the facilitator can act as a chairperson or the group can nominate someone else to fill that role. In our experience it is useful to remember that shy or more reticent people are often reluctant to contribute in the context of a large group and so it is important that not only does the facilitator encourage all the participants to get involved and share their opinions but that he/she creates the appropriate environment.

- **BUZZ GROUPS OR PAIRS**

In our experience it is often helpful if the facilitator arranges for the viewers to discuss their initial feelings about the film in small groups, for example with one or two others (the person sitting next to them perhaps) also called 'buzz groups'. This allows everyone the opportunity to express themselves in a more intimate conversational environment and so gain the confidence sometimes necessary to share their thoughts with the larger group.

- **SEVERAL SMALL GROUPS**

The group may be large enough to divide into several smaller groups, each with its own chairperson and possibly a scribe to take notes. It generally makes practical sense to agree on a time limit for these discussions and then forewarn people a minute before the time is up. In this scenario, the facilitator would then call everybody back for a 'plenary' session in which the chairpersons of each smaller group would then share their group's thoughts and ideas or conclusions, after which the floor can be opened to a general discussion.



• SCHOOL GROUPS

If the film is being shown to a large group of learners, it may be appropriate for the learners to return to their different classrooms after the screening. Class teachers can then facilitate the discussions. It may help to give the teachers a copy of the questions in this guide to stimulate and structure classroom discussions. It is vital that the teachers should have already watched the films and be familiar with the facilitation guide.

EVALUATING AND CONCLUDING THE SESSION

When possible, we recommend that, to conclude the experience of viewing the films and the debate which then follows, the viewers should be asked to evaluate their experience.

In our experience the following questions are appropriate and useful:

- *What have you gained from watching the film and taking part in a discussion about democracy?*
- *In what ways have you found watching this film useful or interesting?*
- *How can individuals make a difference?*
- *How could you encourage a greater use of democratic decision-making in your community/classroom/organisation?*

Depending on the time constraints, viewers can utilise the modules provided in Section 3 or share their evaluations either in a buzz group, small groups or as a whole group.

An evaluation form for viewers to complete can also be handed out. This information may be useful for your next screening.



Checklist for setting up a screening

- Book the venue in advance and check its power points.
- Make sure the film of your choice is available when you need it.
- Advertise the film, date, time and venue well beforehand.
- Make sure the equipment is in working order, in particular check that the connecting cords are all working.
- Decide who will facilitate the discussion at the screening.
- View the film before the screening and prepare a film outline and introduction.
- Arrive at the venue early and check power points, leads, lights and equipment.
- Arrange the chairs so that everyone can see the TV and participate in the discussion.
- If you are using a video projector and screen, position the speakers on stands to provide clear sound across the venue.



SECTION 2 LONG FILMS

This section contains information about the 10 long documentaries and 17 short films. Each film has a brief synopsis, key issues addressed and guiding questions for discussion. A table that outlines all the films, their key issues and appropriate audience is provided at the end of this section.

A 6 minute clip of interviews with prominent leaders, celebrities, intellectuals and everyday people is also on each DVD. Facilitators can screen this clip to the audience before a film screening to get participants thinking about arising themes.



BLOODY CARTOONS



Director Karsten Kjaer **Production Company** Freeport Films
Running Time 52 minutes **Original Language** English, Farsi, Arabic, French, Danish
Language Options English, Arabic, French, Portuguese and Swahili
Year 2007 **Country** Denmark

DISCUSSION STARTER | IS GOD DEMOCRATIC?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

Bloody Cartoons is a documentary about how and why 12 drawings in a Danish provincial newspaper could whirl a small country into a confrontation with Muslims all over the world. This investigative documentary looks at the explosive consequences of beliefs colliding in contemporary democratic states. Director Karsten Kjaer asks whether respect for Islam combined with the heated response to the cartoons is now leading us towards self-censorship. Kjaer films in Lebanon, Iran, Syria, Qatar, France, Turkey and Denmark and talks to some of the people that played key roles during the cartoon crisis.

Key Issues

Freedom of expression, Islamophobia, cultural beliefs, intolerance, Western ignorance

Discussion Questions:

- *Why do you think the cartoons have created such controversy?*
- *Should censorship be used in newspapers and cartoons? Provide examples where censorship may be acceptable.*
- *Do you think some democratic values are more important than others? If so, what are they?*
- *Is it ever acceptable to propose violence as a solution in a democracy? Justify and explain your answer.*
- *Do you think discussion and dialogue can resolve these problems?*

CAMPAIGN! THE KAWASAKI CANDIDATE



Director Kazuhiro Soda **Production Company** Laboratory X
Running Time 52 minutes **Original Language** Japanese
Language Options English, Arabic, French, Portuguese and Swahili
Year 2007 **Country** Japan

DISCUSSION STARTER | CAN DEMOCRACY SOLVE CLIMATE CHANGE?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

Can a candidate with no political experience and no charisma win an election? In the fall of 2005, 40-year-old, self-employed Kazuhiko “Yama-san” Yamauchi’s peaceful, humdrum life was turned upside-down when Koizumi’s LDP party chose him at the last moment as its official candidate to run for a vacant seat on the Kawasaki City Council. With zero experience in politics, no charisma, no supporters, and no constituency, Yama-San has one week to prepare for an election critical to the future of the LDP. Adhering to the campaign tactic of “bowing to everybody, even to telephone poles,” Yama-san visits local festivals, senior gatherings, commuter train stations, and even bus stops to offer his hand to everyone he sees. Can he win this heated race?

Key Issues

Respect, Asian values, one-party state, persuasion, voting, elections

Discussion Questions:

- *What are the key issues from this film?*
- *How important is campaigning in the run-up to an election?*
- *Would a candidate from a smaller party have been successful in this election? Explain your answer.*
- *Is the act of ‘voting’ enough to deliver a true democracy?*
- *What aspects of Japanese democracy does this film raise?*
- *Describe the way the Japanese voters are portrayed in this film. What do you think this implies about how they are valued by their leaders?*

DINNER WITH THE PRESIDENT



Director Sabihar Sumar and Sachithanandam Sathananathan
Production Company Vidhi Films **Running Time** 52 minutes
Original Language English and Urdu **Language Options** English, Arabic, French, Portuguese and Swahili **Year** 2007 **Country** Pakistan

DISCUSSION STARTER | ARE DICTATORS EVER GOOD?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

Filmmakers Sabiha Sumar and Sachithanandam Sathananathan ask what democracy means in Pakistan, where its main promoter is the Chief of the Army who assumed power through a military coup, and where society often still functions according to older tribal rules for political and social life. Despised by many tribal leaders and admired by the urban-elite, President Musharraf discusses his path toward democracy for Pakistan. What does it mean when the army appears to be the only force able to contain the opponents of democracy, the armed Islamists? President Musharraf agrees to explore this apparent contradiction over dinner at his official residence, the Army House. As the discussion moves in and out of the different worlds in Pakistan, it reveals a society unique yet universal.

Key Issues

Military rule, dictatorship, tribal leaders, urban-rural divide, international aid

Discussion Questions:

- *What are your thoughts about the responsibilities of a country's leaders?*
- *How is Musharraf portrayed by the various groups in this film?*
- *Does an army General in uniform promote democracy? Explain why or why not.*
- *Identify any gaps that seem to exist between rural and urban groups in this film. Explain how and why they may have occurred.*
- *What are some of the complexities about Pakistani society highlighted in this film?*
- *What suggestion would you offer to improve this democracy?*

EGYPT: WE ARE WATCHING YOU



Director Jehane Noujaim and Sherief Elkatsha
Production Company We're Watching Films LLC **Running Time** 52 minutes
Original Language English and Arabic **Language Options** English, Arabic, French, Portuguese and Swahili **Year** 2007 **Country** Egypt

DISCUSSION STARTER | WHY BOTHER TO VOTE?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

After 24 years of leadership under President Mubarak's National Democratic Party, Egypt is a nation on the brink of change. However, violence and widespread allegations of fraud accompany the first democratic multi-party elections in 2005. In his 2005 State of the Union address, President Bush cited Egypt as the country that would pave the way for democracy in the Middle East. Three women, unable to sit by while their country is on the brink of drastic change, start a grassroots movement to educate and empower the public by raising awareness on the meaning of democracy. They name their campaign Shayfeen.com - 'we are watching you.' This film follows the highs and lows of the first year of their movement in Egypt.

Key Issues

Judicial independence, free elections, gender dynamics, media outlets as a political tool

Discussion Questions:

- *What are the important messages in this film?*
- *Is freedom of the press important/necessary in a democracy? Explain your answer.*
- *Why are only 30% of voters turning out for the government elections?*
- *What was the impact of the emergency laws on freedom of speech?*
- *Describe the way/s in which the work being done by Shayfeen is important? Who is it important for?*
- *Explain why it is important to work to eliminate corruption in a democracy?*
- *Do you think Shayfeen will be able to continue to operate in the future? Give reasons to support your answer.*

FOR GOD, TSAR AND THE FATHERLAND



Director Nino Kirtadze **Production Company** Zadig Productions
Running Time 52 minutes **Original Language** Russian
Language Options English, Arabic, French, Portuguese and Swahili
Year 2007 **Country** Russia

DISCUSSION STARTER | WHO RULES THE WORLD?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

Sixteen years after the collapse of the Soviet Union, the phrase 'managed democracy' describes the state of Russian politics. How has Russia come to grips with the post-Cold War introduction of western democracy? Mikhail Morozov is a Russian patriot, good Christian and successful businessman. He owns Durakovo, the 'Village of Fools', 100 km southwest of Moscow. People come here from all over Russia to learn how to live and become 'true' Russians. The whole spectrum of power - political, spiritual and administrative - is represented in the village where people gather for semi-private meetings with Morozov. They discuss the future of Russia, their ambitions and their goals.

Key Issues

Post-cold war Russia, political hierarchy, Western capitalism, democratic transition, religion and power

Discussion Questions:

- *What do you think of Mikhail Morozov's objectives for modern Russia?*
- *What issues does this film raise about democracy in Russia?*
- *Do you agree or disagree with the belief that religion is the answer, or way forward for Russia? Explain your answer.*
- *What do you understand by the term 'managed democracy'? Does it apply to Russia in this film? If yes, in what way?*
- *Are any there any non-negotiable principles within a democratic system?*

IN SEARCH OF GANDHI



Director Lalit Vachani **Production Company** Steps International
Running Time 52 minutes **Original Language** English and Gujarati
Language Options English, Arabic, French, Portuguese and Swahili
Year 2007 **Country** India

DISCUSSION STARTER | IS DEMOCRACY GOOD FOR EVERYONE?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

Using Gandhi's famous Dandi Salt March through Gujarat as a starting point, this documentary looks at contemporary India, the world's largest democracy. It explores the significance of the Gandhian legacy of peace and non-violence for democratic movements in the 21st century. Mahatma Gandhi's legacy of non-violent revolution, or Satyagraha, inspired a mass movement of millions of Indians to rise up against the British colonial state and successfully agitate for the establishment of a democratic and free India. In 2007, the country celebrated the sixtieth anniversary of its existence as an independent nation. What does it actually mean to live in the world's largest democracy? In road-movie style, the film crew travels down the famous trail of Gandhi's Salt March.

Key Issues

Post-colonial independence, economic growth, political legacy, poverty

Discussion Questions:

- *What are thoughts about modern democratic values in India's economic environment?*
- *Has India forgotten about Gandhi? If so, what evidence of this is presented in the film?*
- *Gandhi said "the greatest good for the greatest number was an evil. It should be the greatest good for all". Do you agree with this statement?*
- *How relevant are Gandhi's views for modern India?*
- *Do you think democracy 'Indian Style' has delivered on Gandhi's promise for a better, fairer society for all?*
- *Do you think modern India's push for economic affluence has made life better for the people Gandhi fought for?*

IRON LADIES OF LIBERIA



Director Daniel Junge and Co-Director Siatta Scott Johnson
Production Company Just Media **Running Time** 52 minutes
Original Language English **Language Options** English, Arabic, French, Portuguese and Swahili **Year** 2007 **Country** Denmark

DISCUSSION STARTER | ARE WOMEN MORE DEMOCRATIC THAN MEN?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

After nearly two decades of civil war, Liberia is a nation ready for change. On January 16, 2006, Ellen Johnson Sirleaf was elected the first-ever female head of state in Africa. Since taking office in a hotly contested election, she has appointed other extraordinary women to leadership positions in all areas of government. Will the first female Liberian president backed by other powerful women bring sustainable democracy and peace to such a devastated country? Iron Ladies of Liberia gives the viewer behind-the-scenes access to Sirleaf's cabinet meetings and provides a unique insight into a newly-elected African government. How does she lead Liberia, a nation ready for change, in its first year of democratic rule after nearly two decades of civil war?

Key Issues

Post-conflict rebuilding, civil war, women in leadership, African dependence on the First World

Discussion Questions:

- What are your thoughts about the prospects for good governance in Liberia?
- Do you think Ellen Johnson Sirleaf is a good leader? Why/why not?
- List the qualities or characteristics that embody or define 'good leadership'.
- Why are there so few women leaders in the world today?
- "Liberia has progressed now to have serious political debates, but trust me, in Africa... 100% democracy... is no way working. Especially right after the war." – Beatrice (Chief of Police) Do you agree with this statement? Explain.
- What is needed to achieve "100% democracy" in Liberia?
- What responsibilities do large multi-national companies have to the citizens in the countries they operate?

LOOKING FOR THE REVOLUTION



Director Rodrigo Vazquez **Production Company** Bethnal Films
Running Time 52 minutes **Original Language** English, Spanish
Language Options English, Arabic, French, Portuguese and Swahili
Year 2007 **Country** Bolivia

DISCUSSION STARTER | WHAT WOULD MAKE YOU START A REVOLUTION?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

Che Guevara died in southern Bolivia while trying to ignite the sparks of revolution throughout South America. His death at the hands of Bolivian Rangers trained and financed by the U.S. government marked the beginning of the Cocaine Era in Bolivia. Forty years later, Evo Morales, an ex-coca leaf farmer, became the continent's first elected indigenous president with the promise of continuing Che's unfinished revolution. However, the more Morales does to create employment, the more the landowners conspire against him and paralyse Bolivia's economy. As a result, no jobs are created and the pressure from the poor increases. The cycle of tension threatens to crush both the country and the indigenous revolution.

Key Issues

Socialism versus capitalism, unions, worker's rights, nationalisation

Discussion Questions:

- What are your thoughts about the situation of the poor in Bolivia?
- What problems confronted the newly elected government?
- Was Esther (the union leader) really 'on the take', or was she a scapegoat? If so, why or for what purpose?
- Why does nothing change once Jiovanna becomes a member of Parliament? What 'blocks' does she encounter?
- Can a democracy 'balance' the rights of all groups in a society? Give an example.
- What is/was the revolution the people were actually looking for? What were they seeking?
- What influences did the early European settlement have on the indigenous people?

PLEASE VOTE FOR ME



Director Weijun Chen **Production Company** Steps International
Running Time 52 minutes **Original Language** Mandarin
Language Options English, Arabic, French, Portuguese and Swahili
Year 2007 **Country** China

DISCUSSION STARTER | WHO WOULD YOU VOTE FOR AS PRESIDENT OF THE WORLD?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

In an elementary school in the city of Wuhan in central China, eight-year-old children compete for the position of Class Monitor. Their parents, devoted to their only child, take part and start to influence the results. Weijun Chen has conducted an experiment in democracy that serves as a microcosm of electoral systems all over the world. A grade-3 class at Evergreen Primary have their first encounter with this idea by holding an election to select a Class Monitor. The purpose of Weijun Chen's experiment is to determine how, if democracy came to China, it would be received. This bittersweet representation of democracy is also a portrait of a society and a town through a school, its children and its families.

Key Issues

Voting influence, manipulation, financial influence, campaigning, democracy

Discussion Questions:

- Which child would you vote for and why?
- Were the processes used to select the monitors democratic?
- What aspects of the film mirror democracy in action?
- Was the effort of running the election worthwhile for the students involved?
- What was the role the teacher and parents played in this film?
- Do children fully understand democratic principles at an early age?

Explain your answer

TAXI TO THE DARK SIDE



Director Alex Gibney **Production Company** Jigsaw Productions
Running Time 52 minutes **Original Language** English and Pashtu
Language Options English, Arabic, French, Portuguese and Swahili
Year 2007 **Country** USA

DISCUSSION STARTER | CAN TERRORISM DESTROY DEMOCRACY?

A 6 minute clip of the responses by famous athletes, intellectuals and everyday people is available on the DVD

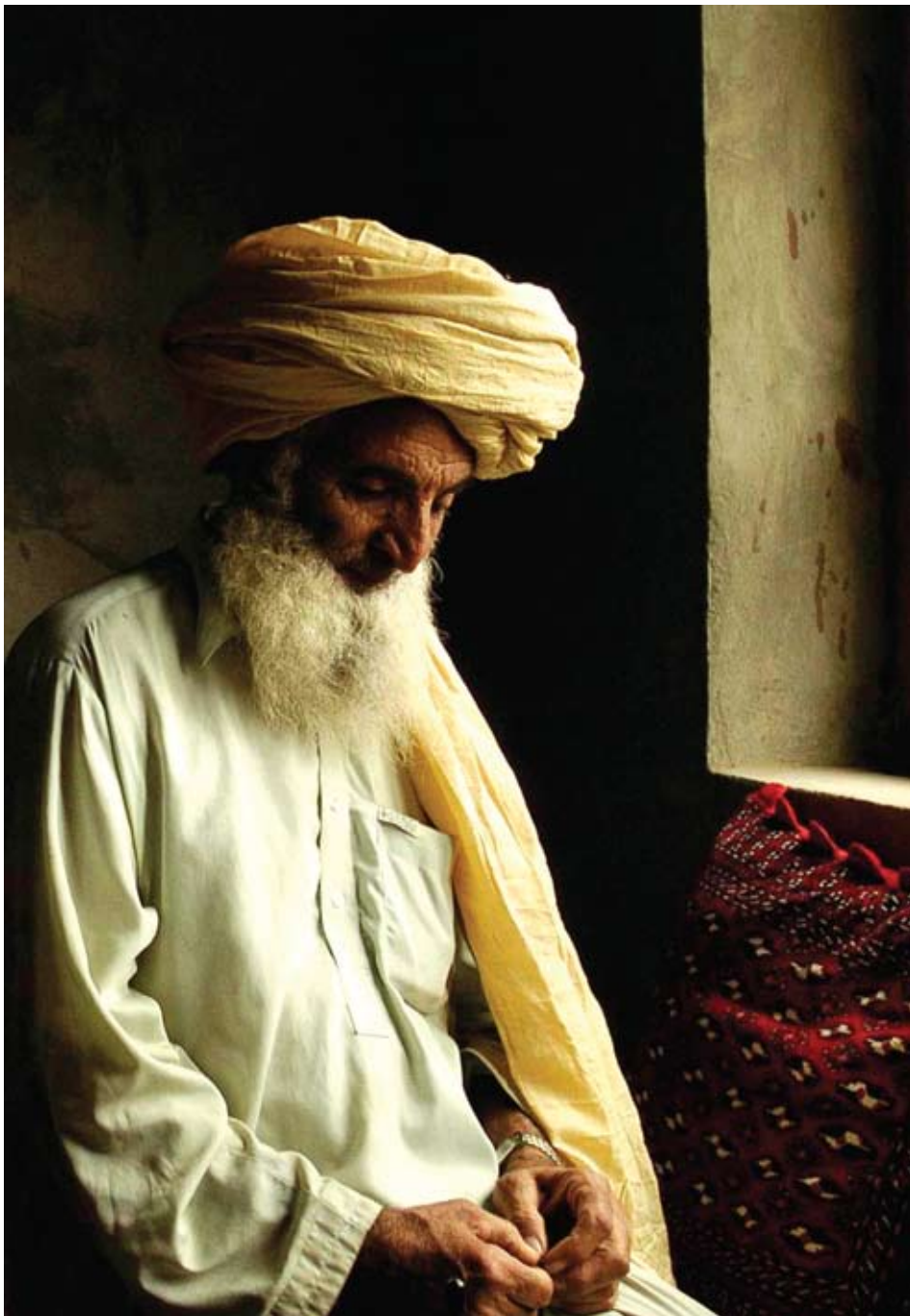
This documentary investigates the growing disparity between respecting human-rights and the methods involved in extracting information from terrorist suspects. Over 100 prisoners have died under suspicious circumstances in U.S. custody during the "War on Terror". *Taxi to the Dark Side* takes an in-depth look at one case: an Afghan taxi driver called Dilawar who was considered an honest and kind man by the people of his village. Dilawar's torture and eventual death at the hands of U.S. interrogators would uncover an abhorrent policy toward prisoner interrogation. The documentary, by award-winning director Alex Gibney, carefully documents the last weeks of Dilawar's life and shows how decisions taken at the pinnacle of power in the Bush Administration led to Dilawar's brutal death.

Key Issues

Human rights, power, leadership responsibility, torture, terrorism, global leadership, 'War on Terror', Jihad

Discussion Questions:

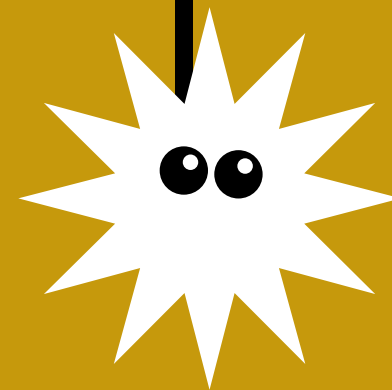
- After watching this film, what is your opinion of democracies such as the USA serving as a role model?
- What are the important messages in this film?
- What do you think of former US VP Cheney's defence that the "torture" methods extracted information that prevented further terrorist attacks?
- What are the basic rights essential to all human beings? Should these rights also be upheld for terrorist suspects?
- Which Human Rights are being abused in this film (refer to Appendix 2, pg:61)
- Is there a dilemma in imposing a democracy on a country? Explain your answer.



SHORT FILMS

This series of short films, made by emerging filmmakers from across the globe, runs alongside the 10 documentaries and is integral to the outreach component of *Why Democracy?* Short, innovative and sharp, they take a sideways look at our world. Whether it is the Last Shaman casting his vote in Siberia, or an Internet campaign bringing about justice in Kinshasa – they are bound to get you thinking.

JA



KENYA

Director Judy Kibinge
Year 2007
Length 11:45
DVD and Website



COMING OF AGE

This film depicts the three stages of democracy as seen through the eyes of a girl growing up in Kenya. The Kenyatta Era was a time of great optimism and post-independence euphoria. It was followed by the era of dictatorship under Daniel arap Moi, and finally the ushering in of a third president, Mwai Kibaki. But after the disputed election results in December 2007 and the resultant violent civil strife and the death of hundreds, we are left wondering if democracy can ever truly come of age.

Key Issues

Defining democracy, fear of opposition, dictatorship, human rights, obstacles to change, idealism

Discussion Questions:

- *In the film, the Kenyatta era seems to represent the ideal democracy. How would you describe an ideal democracy?*
- *In an election where results were disputed, many Kenyans wondered if their vote really mattered. What is your opinion—do individual votes really matter? Why?*
- *After a coup attempt, Moi turned the Kenyan democracy into a dictatorship, rescinding human rights and allowing the country's infrastructure to decay. In your opinion, what causes the leader of a former democracy to abandon those principles?*

SOUTH AFRICA

Director Lucilla Blankenberg
Year 2007
Length 11:14
DVD and Website



DON'T SHOOT

Riaan Cruywagen has been reading the news on television since it arrived in South Africa in 1976. He prides himself in the nickname “The face of news in South Africa” and his record of the longest serving Afrikaans news reader in the world. In the context of South Africa’s spectacular transformation to democracy, Riaan explains how his professional ethics have kept him in the news reader’s seat.

Key Issues

Censorship, trust, professional ethics

Discussion Questions:

- *Which description do you think best describes Riaan Cruywagen: ethics-oriented professional OR government censor? Why?*
- *Does censorship exist in a democracy? Explain your answer using specific examples.*
- *Is censorship ever justifiable? Explain.*

UNITED KINGDOM

Director Avril Evans
Year 2007
Length 6:48
DVD and Website



FAMOUS LAST WORDS

In an environment of imminent terrorist threat, this film unravels the complex attitudes people have towards ethnic minorities and the anxieties both parties have suffered since the London bombings of 7/7/05. Misconceptions and stereotypes persist as we follow one woman on her route to a job interview and the silent hostilities she encounters as a Muslim.

Key Issues

Ethnic strife, religious differences, media influence, terrorism government surveillance

Discussion Questions:

- *Can democracy thrive in a nation torn by ethnic/religious differences? Why?*
- *What is the role of the media in perpetuating stereotypes and fear when it comes to religious, ethnic and racial differences? How does this affect the success or failure of a democratic government?*
- *Do you think government surveillance and intelligence can really protect citizens from terrorist threats? Why?*

IRAN

Director Sadaf Farouhi
Year 2007
Length 8:41
DVD and Website



FEMININE, MASCULINE

In the male dominated society of Iran, Farahnaz Shiri, the first female bus driver in Tehran, has made her own little society in her bus. In Iran there are different sections for men and women on public buses. But in Mrs. Shiri's bus, everything is vice versa. In her bus, women are made to feel empowered and enjoy the privilege of freely debating their position in Iranian society. Mrs. Shiri's struggle to prove herself in this society provides a fascinating insight into gender and power in the close space of a public bus.

Key Issues

Human rights, equality, change, empowerment

Discussion Questions:

- *How does Farahnaz Shiri empower other women within her community? Give specific examples.*
- *In what ways does the reaction of the men on the bus mirror the way most people react to political and social change?*
- *How can the lessons presented in the film help one see the importance of equality for all in the political process, particularly a democracy?*

ITALY

Director Zoe D'Amaro
Year 2007
Length 11:46
DVD and Website



INTERFERENZE

Interferenze explores the intriguing story of what became known as the Telestreet network through the personal experience of the members of Orfeo TV. Operating as a pirate station, the movement aims to give the voiceless the airspace to make themselves heard. This anti-establishment campaign uses civil disobedience as a tool in the quest for democratizing Italy's airwaves.

Key Issues

Freedom of speech, civil disobedience, human rights, self-expression

Discussion Questions:

- “Street TV” gives a voice to those that otherwise would remain unheard. How does Orfeo TV promote free speech?
- The filmmakers state that “information is a basic need”. Elaborate on how this relates to the development of a democratic government.
- Discuss why freedom of speech is so frequently held to be one of the most important human rights.

D.R.C.

Director Teboho Edkins
Year 2007
Length 11:07
DVD and Website



KINSHASA 2.0

Kinshasa 2.0 tells the story of how the arrest of Marie-Thérèse Nlandu, a woman from a prominent political family in the Democratic Republic of Congo, was publicised through the Internet and resulted in the filmmaker visiting Kinshasa to see how the arrest has affected the family. This film demonstrates how the internet has the potential to change civic participation in the poorest democracies all over the world.

Key Issues

Censorship, human rights, technology as a change agent

Discussion Questions:

- In the film, technology provides an outlet for citizens to communicate and share information about government. Is your country utilizing technology as a tool to get people involved in the democratic process? If so, has it been effective? Explain why?
- How can a stand taken by an individual affect an entire family or community?
- Is the denial of civil liberties ever justified if it can preserve a fledgling democracy?

CUBA

Director Diego Arredondo
Year 2007
Length 7:54
DVD and Website



MARIA AND OSMEY

This short film tells the story of a group of Cuban children that play a baseball game in their local neighbourhood. Osmeiy and Maria, together with their friends, make a baseball using a deodorant can and some tape. During their match several situations arise which become conflicts that are resolved in ways only children can manage. A closer inspection of the game reveals the dynamics of participation, leadership and equality. Oblivious to events outside their game, a radio announces changes in Cuba that will one day have dramatic effects on their lives.

Key Issues

Dictatorship, equality, conflict resolution, leadership

Discussion Questions:

- Which character(s) in the film demonstrate the leadership qualities most valued by a democracy? Why?
- What keeps Osmeiy from insisting that Maria be allowed to play in the game? Can one make a connection between the type of reluctance Osmeiy feels and the fear felt by people living in a dictatorial state? Explain.
- How were various types of conflict resolution techniques demonstrated in the film and how do these mirror the techniques sometimes implemented by governments?

SPAIN

Director Virginia Romero
Year 2007
Length 9:10
DVD and Website



MISS DEMOCRACY

A beauty pageant is held to decide on a Miss Democracy for 2007, and the judges are as eccentric as the contestants. The contestants subtly reflect their country's political position and answer rounds of questions about their democracies. This humorous representation of international relations highlights the fickle nature of democracy all over the world.

Key Issues

Democracy, international relations

Discussion Questions:

- How do the different contestants reflect the various ways that the countries of the world define democracy? Give specific examples from the film.
- Identify which countries you think the various contestants represent. Do you think the contestants accurately portray the people of that country? Why?
- If you could create a contestant that reflects your view of democracy, how would your contestant answer the question "Why do you have democracy in your country?"

INDIA

Director Kavita Joshi
Year 2007
Length 9:00
DVD and Website



MY BODY MY WEAPON

Irom Sharmila is a young woman of Manipur who has been on a hunger strike for nearly 7 years now. She has been demanding that the Indian Regional Government repeal a brutal law. The Armed Forces (Special Powers) Act is one of the drastic measures taken by the Indian Regional Government to assert their control over their territory and suppress any unrest or dissent through military means. Sharmila is willing to stake everything – even her life – to restore justice and dignity to her people.

Key Issues

Human rights, terrorism, justice

Discussion Questions:

- *How are Irom Sharmila's human rights being violated by her government?*
- *Would you deem the leaders of Manipur "dictators", "terrorists" or "protectors" of their people? If yes, explain why?*
- *India is a democracy. How do their actions in Manipur contradict the expectations we have of a democracy?*

RUSSIA

Director Ivan Golovnev
Year 2007
Length 8:05
DVD and Website



OLD PETER

The dialogue between people, nature and gods is based upon a sacred knowledge and mythology. In the modern world only a few cultures based on myth survive. The region of the Khanty people is the basic source of oil recovery in Russia. About 70 percent of all Russian oil is extracted here. The oil companies actively buy huge territories in the North of Siberia. Indigenous people are then forced to leave these places, their own patrimonial territories, and so a modern civilization gradually absorbs an ancient culture.

Key Issues

Cultural beliefs, economic growth, voting

Discussion Questions:

- *Do you think Old Peter believes his vote is important? Why?*
- *What is more important — economic growth that serves the greater good, or preserving dying cultures to ensure the basic rights of all citizens? Why?*
- *Which more closely describes your definition of democracy: Majority rule or individual freedom. Explain your answer.*

CROATIA

Director Vanja Juranic
Year 2007
Length 4:14
DVD and Website



ON THE SQUARE

Croatia is a small country where people like to take big vacations. Post-Yugoslavia, Croatians are dealing with a battered history that many are trying to forget. But someone on the town square in Zagreb wants to remind them that wounds take time to heal. Poignantly crafted, *On the Square* is silent reminder of a deafening issue.

Key Issues

Freedom of speech, historical reflection

Discussion Questions:

- *Why do you think the elderly woman on the street is so outraged by the young man's sign?*
- *How can remembering the past lead to the development of a stronger government and nation?*
- *What do you think happens to the young man in the square? What could this symbolize when one thinks of how governments operate?*

INDIA

Director Kanu Behl
Year 2007
Length 6:57
DVD and Website



THREE BLIND MEN

India is the largest democracy in the world. In Delhi, the capital, there is a street set aside for permanent protests - Parliament Street. People converge daily to make all sorts of grand demands. Among the crowds three blind men come across an elephant. While the crowds surge and shout their demands, the men try to decide what the elephant is. They each experience something different. This film provides a simple illustration of our ability to agree on our diversity in the chaos that surrounds us.

Key Issues

Media and politics, diversity, communication

Discussion Questions:

- *How does the film illustrate the ability of a democracy to thrive, even in the midst of mixed messages and the media overload provided by 24-hour news.*
- *How can political, ethnic and/or religious diversity contribute to the success of government and democracy? Provide examples.*
- *With so many varying points of view, can democracy meet the needs of individuals, or does it require countries to adopt policies that are best for the population as a whole?*

PAKISTAN

Director Petr Lom
Year 2007
Length 12:13
DVD and Website



YOU CANNOT HIDE FROM ALLAH

The story of Mr Ihsan Khan is not one you come across often. An immigrant from a small town in the Northwest Frontier Province of Pakistan, Mr. Khan was a taxi cab driver in Washington D.C. for over twenty years until he won the lottery in 2001. His decision to run for mayor brings into question the real purpose behind his intentions.

Key Issues

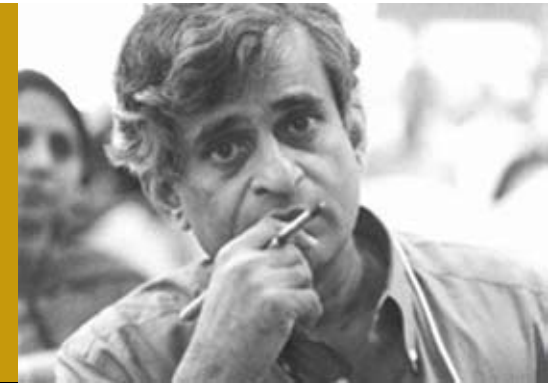
Money and politics, public service

Discussion Questions:

- *In your opinion, are most government officials selected based on their credentials or their status, particularly status based on wealth? Explain your opinion.*
- *Do you agree with the idea presented in the film that if you “speak the truth” and “work hard” you can achieve a successful government? Why?*
- *What do you think motivated Mr. Khan to make the decision to run for mayor?*

INDIA

Director Deepa Bhatia
Year 2007
Length 10:04, 7:18, 8:29
Website only.



P. SAINATH ON MEDIA, WESTERN DEMOCRACY, INEQUALITY

This three-part interview provides a concise and ruthless critique of issues that divide many of the smartest minds on the planet. Palagummi Sainath is an award-winning Indian development journalist. He is the Rural Affairs Editor for The Hindu, and contributes his columns to India Together. His work has won praise from the likes of Nobel Laureate Amartya Sen, who referred to him as “one of the world’s great experts on famine and hunger”.

Key Issues

Inequality, capitalism, human rights

Discussion Questions:

- *What does Sainath mean when he says “Democracy preserves basic human rights.”? Do you agree with his point of view? Why?*
- *Sainath says that “Inequality is the death of democracy.” What does he mean when making this statement? Do you agree? Why?*
- *According to Sainath, global corporate power and capitalism will “triumph and undermine democracy”. Explain his point of view. Do you think he is correct? Why? Support your answer with specific examples.*

NEPAL

Director Kesang Tseten
Year 2007
Length 3:50
Website only.



FROM BUDDHA TO MAO

The yearly festival of the procession of the unwieldy 65-foot tall wooden chariot honouring the Buddhist deity Rato Machhendranath is the country's greatest cultural spectacle. But even as they celebrate, Nepalis know that the failure of the chariot procession to complete the journey bodes calamity. What will the Red God predict about the country's fragile transition to peace and democracy?

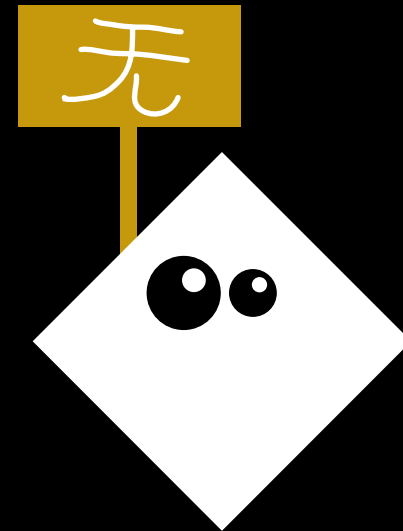
Key Issues

Transitional government, fear of change

Discussion Questions:

- *In what ways does the wooden chariot in the film symbolize the fragility of democracy?*
- *Why do you think so many countries and leaders have a fear of democracy?*
- *In a country like Nepal, how is religion used as a means of controlling the people and discouraging democracy?*

FILM GUIDE TABLE





FILM GUIDE TABLE



FILM GUIDE TABLE

KEY ISSUES, VALUES AND BELIEFS AROUND DEMOCRACY

SHORT FILMS	AUDIENCE		Religion	Cultural / Social	Economic	Citizen-ship	Conflicts	Human Rights	Individual Rights	Justice	Liberty / Freedom	Equity	Respect
	Adult	Youth											
Coming of Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Don't Shoot	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Famous Last words	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Feminine, Masculine	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interferenze	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kinshasa 2.0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria & Osmeý	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miss Democracy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Body My Weapon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Old Peter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
On the Square	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three Blind Men	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You Cannot Hide from Allah	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WEBSITE ONLY													
From Buddha to Mao	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P. Sainath	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

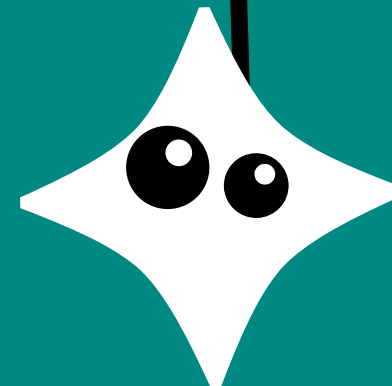


SECTION 3 ACTIVITIES

This section provides a number of interactive activities. These activities are arranged by specific themes which the facilitator can select according to their subject matter. It is recommended that the activities follow the screening of the entire film. This section supports the third and fourth phase of the learning cycle.

- Each activity has a recommended timeframe in which it should be completed.
- The activities are suited for groups of participants while assignments are for individuals or buzz groups in addition to the workshop session.
- Many of the activities include educational extracts that require viewing. These are film clips that can be found on the DVD of the film in the menu selection under “educational extracts”.

NON



DISCUSSION STARTERS

Start a debate among participants by posing these 10 questions and/or view the response of famous athletes, intellectuals and everyday people on each DVD.

- *Is God democratic?* BLOODY CARTOONS
- *Can democracy solve climate change?* CAMPAIGN! THE KAWASAKI CANDIDATE
- *Are dictators ever good?* DINNER WITH THE PRESIDENT
- *Why bother to vote?* EGYPT: WE ARE WATCHING YOU
- *Who rules the world?* FOR GOD, TSAR AND THE FATHERLAND
- *Is democracy good for everyone?* IN SEARCH OF GANDHI
- *Are women more democratic than men?* IRON LADIES OF LIBERIA
- *What would make you start a revolution?* LOOKING FOR THE REVOLUTION
- *Who would you vote for as President of the World?* PLEASE VOTE FOR ME
- *Can terrorism destroy democracy?* TAXI TO THE DARK SIDE

MODULE 1: WHAT IS DEMOCRACY?

Objective: To understand the scale and scope of democracy around the world.

ACTIVITY 1: (15 minutes)

Present this short survey on the grid provided (see page: 45) in which participants rate the degree to which each factor is present in a democracy:

(1 = never, 2 = somewhat, 3 = always)

- Citizens vote for their political leaders.
- Citizens have freedom of speech.
- Citizens can criticize their government without repercussions.
- Political leaders represent the needs, opinions and attitudes of the people.
- Citizens are patriotic.
- Most citizens vote.

Call on students to share different responses

ACTIVITY 2: (25 minutes)

Divide participants into small groups and have each group brainstorm what comes to mind—images, people, words, songs, movies, books, events and so on—when they think of the concept of democracy. Each group presents two ideas and explain why they chose that example and what it says about democracy.

Develop a group definition of democracy and compare it with the *Principles of Democracy* (see Appendix 1, pg: 60). Compare similarities and differences.

ACTIVITY 3: (45 minutes)

Using the group definition developed in Activity 2, participants create their own vision or statement of what democracy means to them. It could be visual art, a collage, poetry, a testimony, an advertisement, a song, a performance or any other idea they have. Have students present what they created and comment on and discuss themes, similarities and differences.



SURVEY GRID

ACTIVITY 4: (25 minutes)

Watch EDUCATIONAL EXTRACT 1 on the PLEASE VOTE FOR ME DVD

Examine with the group whether social and material status affects a candidate's chances to be elected. Use the following questions in your debate

- Briefly describe the families of the three class representative candidates and the housing situation of the three families.
- Are the three candidates treated as 'little emperors' by their parents? Give reasons.
- What role do the parents play in influencing the campaign strategy?

Assignment:

Distribute copies of "From the Filmmaker" and "Background Information" (see pg:46) about China. After reading, each participant should write a short paper on the filmmaker's purpose and the questions he raises in his statement. Develop an argument on whether democracy is a suitable form of government in China using the Background Information as a reference.

Other *Why Democracy?* films that relate to the themes found in this module:

- Miss Democracy (9:10)
- P. Sainath on Inequality (Online only)
- Old Peter (8:05)
- You Cannot Hide from Allah (12:13)
- Coming of Age (11:42)
- In Search of Gandhi (52:30)
- For God, Tsar and the Fatherland (52:30)

Further activities and resources are available on www.whymodernity.net/outreach

Directions: Read each statement below. Mark the "Never", "Somewhat" or "Always" column after each statement.

Name: _____ Date: _____

STATEMENT	NEVER	SOMEWHAT	ALWAYS
Citizens vote for their political leaders.			
Citizens have freedom of speech.			
Citizens can criticize their government without repercussions.			
Political leaders represent the needs, opinions and attitudes of the people.			
Citizens are patriotic.			
Most citizens vote.			

ASSIGNMENT READINGS

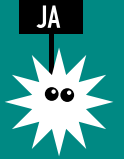
FROM THE FILMMAKER

As a Chinese citizen, democracy remains a deep and heartfelt longing. Living in China today, there is not much opportunity to practice democracy. That is why the starting point of all my reflections have merely been what I believe in my heart to be fairness and justice. Simply put, democracy should not only be a political or a legal system and should not merely be about making a choice and casting one's vote. The object of democracy must include two parts, one must concern the rules and regulations which are related to democratic law; the other is related to the participation of a country's citizens in the practice of democracy. Hence, we need to ponder upon the questions: What is democracy? *Why democracy?* Attention must not be limited to the legal rationality of democratic rules, careful examination must also be given to the potential conflict and confusion that a population's cultural traits and the spirit of democracy may create.

A consummate democratic system does not necessarily create a perfect democratic society. Why? This is where the "human factor" plays a big role. Ultimately, a democratic system must depend on the people within the system for implementation and compliance. If the people are not equipped with the necessary democratic culture or if there is a conflict with their inherent cultural beliefs, then the democratic system will remain merely a stiff and rigid legal provision. It would then be difficult to create a true democratic society.

When I was pondering on the question of democracy in adult society, the image of an eight-year-old boy already aspiring to become the highest official of the Communist Party caught my attention. I rested my sight on that child.

The children are our successors and the future of our countries. However, our societies and our educational systems have complicated the growing up process of children by compromising their simplicity and making their child-like innocence conform to worldly standards. While the universal qualities of good and bad can be found in children, they have also retained the candour and purity that is already missing in adults. It is because their instinctive reaction to foreign objects is much closer to the dictates of the human nature. If we place the democratic rules found in an adult world among these eight to nine-year-old children, make an experiment, and ask audiences to make their own observations, this process would surely initiate more questions and more reflections.



This would especially be useful for viewers who are not particularly interested in democratic politics, and we know they comprise the majority of the audience. The purpose of creating television programs is not merely to make a film and store it in the filing cabinet but to encourage more people to watch and to reflect. A story about children can always invite the attention and resonance of the majority. How will they react when the rules and regulations found in an adult society are applied to these eight to nine-year old children? Fascinated by the misplaced story, it will be easy for the mature audience to see the link between the democratic games played by the children and the democratic system found in today's realistic society. From the innocence of the children, it will be effortless for the audience to discover the relationship between democracy and human nature. Because we have travelled from our own childhood into a society of adults, the children are our successors and the future of this society. The children are our future; will it also be the same for democracy?

Weijun Chen (*Director of Please Vote For Me*)

BACKGROUND INFORMATION

A very brief history of China

For most of its 5,000-year history, China was ruled by a succession of dynasties, in a repeating cycle of cultural, economic and political growth followed by corruption, rebellion and the establishment of a new dynasty. A series of rebellions brought down the Qing dynasty—China's last—in 1911, and the Chinese Republic was established under the leadership of Sun Yatsen and the Chinese Nationalist Party. The Communist Party of China was founded eight years later, and for several decades the two parties struggled for dominance. The Communists were ultimately victorious and on October 1, 1949, Mao Zedong announced the formation of the People's Republic of China, setting up the Communist government that still rules China today.

Outbreaks of democracy

Democracy first appeared in China in the late 19th century. Liang Qichao, a writer steeped in the works of Western political philosophers, wrote a series of essays in which he interpreted Western democracy through the lens of his own Confucian beliefs. Liang felt that individual interests and public interests were essentially the same. Individual rights existed in order to strengthen the state. The Chinese communists and their leader Mao Zedong embraced the concept of the unity of state



MODULE 2: CAMPAIGNING

and individual interests and worked toward establishing this type of democracy. Mao's successor, Deng Xiaoping, believed that Chinese feudal culture was a major impediment to democracy and that the culture should be changed through a gradual process of education guided by a strong central authority. Deng's actions led to a pro-democracy movement in the late 1970s, when Chinese citizens hung posters on a "democracy wall" near Tiananmen Square in Beijing, advocating political and social change. The calls for democracy led to a government crackdown and the arrest and imprisonment of leaders of the Democracy Wall Movement.

By the late 1980s, however, democratic stirrings were again in evidence as student protesters held demonstrations in Tiananmen Square, calling for freedom of expression and other reforms. In June 1989, the government used military force to end the protests, sending students to "re-education" centers and imposing mandatory military service. China today blends its Communist political system and state-run economy with limited private property rights and carefully delineated avenues of democratic expression. The current Chinese constitution, adopted in 1982, contains a long list of rights and duties of citizens, tying them to the interests of the state. The emphasis is on maintaining stability while promoting the expansion of the economy. The constitution recognizes that all citizens are equal, but control of the electoral process remains in the hands of the Communist Party.

Objective: To analyse the major role campaigning plays in determining the outcome of an election.

ACTIVITY 1: (25 minutes)

Watch EDUCATIONAL EXTRACT 1 on the CAMPAIGN! THE KAWASAKI CANDIDATE DVD

- Discuss the impression that Yamauchi has on the group as a political candidate.
- Why does he mention his name so often?
- What is the relationship between him and his election team?
- What the importance of a strong figurehead in an election campaign? Discuss examples eg: Nelson Mandela, Barack Obama etc.

ACTIVITY 2: (45 minutes)

Watch the following clip on the PLEASE VOTE FOR ME DVD: "WHO WOULD YOU VOTE FOR AS PRESIDENT OF THE WORLD" (6:00)

Reflect on the clip. Inform the group about an election campaign for a "president of the world".

- Brainstorm what the role and responsibilities of the "president of the world" would be.
- In smaller groups develop:
- A strategy for interaction with voters to gather support
- Visual campaign tools, such as posters, slogans, and graphics

ACTIVITY 3: (25 minutes)

Watch EDUCATIONAL EXTRACT 2 on the PLEASE VOTE FOR ME DVD

- Are Luo Lei's 'little somethings' for the class normal election gifts or a form of buying votes? Did he obtain a competitive advantage over the other candidates through these gifts? Have a for-and-against discussion: One part of the class argues in favour of Luo Lei, the other for Cheng Cheng and Xu Xiaofei.
- What are your thoughts about candidates providing gifts to gather support?



MODULE 3: DEMOCRACY IN DEVELOPING NATIONS

- Ask the group for examples of politicians buying votes?
- To what extent is the buying of votes interfering in the democratic election process?

ACTIVITY 4: (40 minutes)

Role-play: Structuring a campaign for a group leader

- Divide the participants into three/four smaller campaign teams.
 - Each team has to nominate a candidate and two aides from the group to run in the election.
 - The group develops three main issues the candidates are going to address.
 - Each nominee with two aides will present their issues to the entire group.
 - The facilitator mediates a debate between the different groups on their main issues
- De-role and then reflect on this experience and discuss any knowledge gained as to how best build and maintain a campaign.

Other *Why Democracy?* films that relate to the themes found in this module:

- Egypt: We Are Watching You (52:30)
- You Cannot Hide from Allah (12:13)
- P. Sainath on Media (Online only)
- Old Peter (8:05)
- Looking for the Revolution (52:30)
- Interferenze (11:46)

Further activities and resources are available on www.whydemocracy.net/outreach

Objective: To examine what democracy looks like and how it plays out in countries with different political, ideological and cultural histories.

ACTIVITY 1: (20 minutes)

Watch EDUCATIONAL EXTRACT 1 on the LOOKING FOR THE REVOLUTION DVD

- Why is political change in Bolivia also called the “Coca Revolution”?
- Discuss Morales’ statement that the US is using the coca plant as an excuse to influence politics in Bolivia?
- What does Morales mean when he talks about continuing Che Guevara’s struggle?

ACTIVITY 2: (40 minutes)

Watch EDUCATIONAL EXTRACT 1 on the IRON LADIES OF LIBERIA DVD

- Watch the extract and list all the tasks of the new government that were mentioned or shown directly or indirectly. What are the most urgent problems that require solving?
- What is the conflict between the market women and the police about? Describe the root of the conflict. Make two groups, one takes the point of view of the government and the other one argues in favour of the market women. Try to find a compromise.

Watch EDUCATIONAL EXTRACT 2 on the IRON LADIES OF LIBERIA DVD

- Watch the extract and briefly describe the strategy of negotiation that the finance advisor George Soros suggests to the Liberian government: What is the aim of this strategy? Who are the negotiating actors? Is the strategy successful - what is the result?



MODULE 4: WOMEN AND DEMOCRACY

ACTIVITY 3: (40 minutes)

Watch the short film **COMING OF AGE (11:42)** on the **SHORT FILMS DVD**

Discuss the political changes in Kenya as presented in the film.

Participants should research:

- The political climate in Kenya currently and the state of its democracy.
- How has Kenya's post-independence history affected the strength of democracy?

Participants should create a one-minute news item based on their findings.

Assignment:

Divide participants into small groups and have each group select a nation to research that is in some stage of adopting democratic principles. Examples are Iraq, Afghanistan, Liberia, Zimbabwe, Russia, the Baltic states, Costa Rica, Mali, Portugal, Ukraine, Ethiopia, Kenya, Nicaragua, Ghana and Cape Verde. Each group should examine and present the obstacles to change that may have hindered the country from adopting democratic principles and practices, as well as the ways in which the country has been successful.

Online resources include the websites of the International Foundation for Election Systems (www.ifes.org), the National Endowment for Democracy (www.ned.org) and the International IDEA Voter Turnout (www.idea.int/vt/).

Other *Why Democracy?* films that relate to the themes found in this module:

- Maria and Osmei (7:54)
- P. Sainath on Western Democracy (Online only)
- Don't Shoot (11:14)
- Three Blind Men (6:57)
- On the Square (4:14)
- Kinshasa 2.0 (11:07)
- Dinner with the President (52:30)

Further activities and resources are available on www.whymodernity.net/outreach

Objective: To examine and assess the impact of prominent women in positions of leadership around the world.

ACTIVITY 1: (25 minutes)

Divide a page into two sides and then draw two columns: "Should" and "Should Not." Have participants brainstorm how women "should" behave, what they "should" be like and how they "should" act based on stereotypes in the media, popular culture and society at large. Write these on the "Should" side. Do the same for the "Should Not" side.

Discuss:

- How do the women you know fit into these stereotypes?
- Name some women you know personally or have seen in the news or other places who do not fit these stereotypes.
- How might these stereotypes affect women in leadership positions?
- How might women in leadership positions challenge these stereotypes?

ACTIVITY 2: (30 minutes)

Watch the short film **FEMININE, MASCULINE (8:41)** on the **SHORT FILMS DVD**

- Discuss the reactions of the passengers toward the first female bus driver. Do women and men react differently?
- Does employing a female bus driver contribute toward gender equality in Iran or, as one passenger states, does it simply mask the real problems women in Iran face?
- What does the son think about his mother's profession?
- Do cultural and religious norms clash with the concept of democracy in regard to the status of women? Discuss.



MODULE 5: HUMAN RIGHTS

Objective: To create an awareness of international human rights and all activism that protests against human rights violations.

ACTIVITY 1: (25 minutes)

Distribute a copy of the “Anticipation Guide” (see pg: 58) to each participant requesting that they complete it within 10 minutes. Discuss each of the statements, and then encourage participants to explain why they agreed or disagreed with the statement by providing specific examples whenever possible.

ACTIVITY 2: (30 minutes)

Brainstorm as a group “What are Human Rights?”
Divide participants into smaller groups. Each group must create a list of the 10 most important human rights. Each group displays their lists on the wall and compares them to the lists compiled by the other groups. The facilitator should then present the “Simplified Version of the Universal Declaration of Human Rights” (see Appendix 2, pg: 61) and encourage the group to discuss the similarities between their lists and the Universal Declaration.

ACTIVITY 3: (20 minutes)

Watch EDUCATIONAL EXTRACT 1 on the TAXI TO THE DARK SIDE DVD

Discuss the following questions:

- Do you believe the alleged terrorist threats posed by detainees justify the interrogation policies implemented by the government of President Bush?
- Introduce the Geneva Conventions using the following definition:
“A system of legal safeguards that cover the way wars may be fought and the protection of individuals.” This system was designed to prevent anyone from seriously violating other people’s human rights and punish those who do. Grave breaches of human rights are defined as “wilful (intentional) killing, torture or inhuman treatment, including biological experiments, wilfully causing great suffering or serious injury to body or health, compelling a prisoner of war to serve in the forces of the hostile Power, or wilfully depriving a prisoner of war of the rights of fair and regular trial prescribed in this Convention.”

ACTIVITY 3: (20 minutes)

Watch EDUCATIONAL EXTRACT 3 on the IRON LADIES OF LIBERIA DVD

- Discuss the inaugural speech of Ellen Johnson Sirleaf. Discuss the content of her speech regarding the role of women.
- What challenges have the women of Liberia faced?
- Ellen Johnson Sirleaf is also called the “Iron Lady of Liberia”. What is meant by this term? Are women in politics viewed and held to account with the same criteria applied to men?

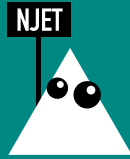
Assignment:

Each participant should research a woman in a position of power in government (community, local, state, national or international; historical or current). Research should include biographical information, speeches or writings, an analysis of the woman’s views on gender, politics and leadership. Online sources include the IDEA’s page “Voter Turnout by Gender” (www.idea.int/gender/vt.cfm) and the Women’s Studies Section of the Association of College and Research Libraries’ page “Women and Politics” (www.libr.org/wss/wsslinks/politics.html).

Other *Why Democracy?* films that relate to the themes found in this module:

- My Body My Weapon (9:00)
- Kinshasa 2.0 (11:07)
- Egypt: We are Watching You (52:30)
- Maria and Osmei (7:54)
- Please Vote For Me (52:30)

Further activities and resources are available on www.whymodernity.net/outreach



- Discuss whether the “war on terror” may be considered a justification for ignoring the human rights of terrorist suspects.

ACTIVITY 4: (15 minutes)

WARNING! CONTAINS SCENES OF GRAPHIC NUDITY AND TORTURE THAT MAY BE DISTURBING TO SOME VIEWERS

Watch EDUCATIONAL EXTRACT 2 on the TAXI TO THE DARK SIDE DVD

- The Iraq War has been called the “War of Images”. How do you feel about being exposed to these images via the internet, 24 hours news channels, newspapers and other forms of media?
- The pictures of the abuse of Iraqi prisoners in the Abu Ghraib prison in 2004 are known as ‘visual icons’ today – what is meant by this term?
- How can these images also be used as means of protest against war and human rights violations?

ACTIVITY 5: (40 minutes)

Watch the following films MY BODY, MY WEAPON (9:00) and KINSHASA 2.0 (11:07) on the SHORT FILMS DVD

- Irom Sharmila nearly fasts to death for seven years to protest against human rights violations in her country.
- Marie-Therese Nlandu’s niece utilises the internet as a means to create awareness about illegal detention in her country

Discuss whether these two methods of protest are effective and brainstorm other possible methods of protest against human rights violations.



Assignment

Research a local or international human rights advocacy organisation (eg: Human Rights Watch www.hrw.org and Amnesty International www.amnesty.org). Create a short profile on how these organisation operate to sensitize people with regards to the human rights violations and also raise their profile to encourage and explain how people can get involved.

Other *Why Democracy?* films that relate to the themes found in this module:

- Interferenze (11:46)
- Famous Last Words (6:48)
- Don’t Shoot (11:14)
- P. Sainath on Inequality (Online only)
- Egypt: We Are Watching You (52:30)
- Bloody Cartoons (52:30)

Further activities and resources are available on www.whymocracy.net/outreach

ANTICIPATION GUIDE

Directions: Read each statement below. Mark the “Agree” or “Disagree” column after each statement. Record a specific reason why you agreed or disagreed with the statement in the “Reasons” column. Be prepared to discuss your answers with the class.

Name: _____ Date: _____

STATEMENT	AGREE	DISAGREE	REASONS
People should be guaranteed their basic human rights at all times.			
The United States has a responsibility to be a role model of democracy for other nations of the world.			
During times of war or imminent danger, the denial of human rights is acceptable if it protects innocent people and preserves freedom and safety.			
It is the duty of military personnel to always follow orders, regardless of their personal feelings about carrying them out.			

SUPPLEMENTARY MATERIAL



APPENDIX 1

THE PRINCIPLES OF DEMOCRACY

- Democracy is a universally recognised ideal as well as a goal, which is based on common values shared by peoples throughout the world community irrespective of cultural, political, social and economic differences. It is thus a basic right of citizenship to be exercised under conditions of freedom, equality, transparency and responsibility, with due respect for the plurality of views, and in the interest of the polity.
- Democracy is both an ideal to be pursued and a mode of government to be applied according to modalities which reflect the diversity of experiences and cultural particularities without derogating from internationally recognised principles, norms and standards. It is thus a constantly perfected and always perfectible state or condition whose progress will depend upon a variety of political, social, economic, and cultural factors.
- As an ideal, democracy aims essentially to preserve and promote the dignity and fundamental rights of the individual, to achieve social justice, foster the economic and social development of the community, strengthen the cohesion of society and enhance national tranquillity, as well as to create a climate that is favourable for international peace. As a form of government, democracy is the best way of achieving these objectives; it is also the only political system that has the capacity for self-correction.
- The achievement of democracy presupposes a genuine partnership between men and women in the conduct of the affairs of society in which they work in equality and complementarity, drawing mutual enrichment from their differences.
- A state of democracy ensures that the processes by which power is acceded to, wielded and alternates allow for free political competition and are the product of open, free and non-discriminatory participation by the people, exercised in accordance with the rule of law, in both letter and spirit.
- Democracy is founded on the primacy of the law and the exercise of human rights. In a democratic State, no one is above the law and all are equal before the law.
- Peace and economic, social and cultural development are both conditions for and fruits of democracy. There is thus interdependence between peace, development, respect for and observance of the rule of law and human rights.

Adapted from the Inter-Parliamentary Union's Universal Declaration on Democracy. Full version and additional resources available on www.ipu.org/dem-e/idd/resources.htm

APPENDIX 2

SIMPLIFIED VERSION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Summary of Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights protected by the rule of law, fostering friendly relations between nations and the peoples of the UN affirming their faith in human rights. It includes the dignity and the worth of the human person, the equal rights of men and women to promote social progress, better standards of life and promote human rights with a common understanding of these rights.

A summary of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language, for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.



GLOSSARY

16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

Source: Human Rights Education Associates (www.hrea.org)

Assertive	A confident and positive way of acting and/or speaking and which is respectful of others.
Brainstorming	Is a way of encouraging group discussion to focus on key questions. Useful because all answers are valued by being written down on a board or large piece of paper. They can then be sorted into similar groups for further discussion.
Buzz Groups	Are small groups of 2 or 3 people which form for a quick discussion about a question before reporting back to the larger group.
Common good	Something that is shared and benefits all members of a group or society.
Compromise	An agreement reached to resolve a conflict situation, after a process of negotiation in which all interested parties have conceded to some modifications of their original position (everybody wins in some ways but generally no-one gets exactly what they wanted at first).
Concrete concept	One that is clearly defined.
Consensus	General agreement. Often rule by the majority in practice.
Democracy	Democracy describes a form of government and also a political philosophy. Democracy is based on the principle of Government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free and fair electoral system.
Direct democracy	Direct democracy is classically termed pure democracy. Governance is lodged in the assembly of all citizens who elect to participate. Depending on the particular system, this assembly might pass executive motions, make laws, elect and dismiss officials and conduct trials.
Ethical	Dealing with morals or the principles of morality. Relates to right and wrong in conduct. Ethics are influenced by culture, political system or religion.
Global community	Often used when referring to issues that cross national boundaries. E.g. global warming.
Globalisation	Implies processes that promote a sense of global unification. Often used in relation to economic matters.



Governance	The act, power and processes of governing. Good governance is seen as fundamental to open and transparent processes that support democracy.
Liberal democracy	Is a representative democracy where the ability of the elected representatives to exercise decision-making power is subject to the rule of law. This is moderated by a constitution that emphasizes the protection of the rights and freedoms of individuals. Constraints are placed on the leaders and on the extent to which the will of the majority can be exercised against the rights of minorities.
Oppression	To be placed under a great deal of stress or pressure, often cruel and unfairly, perhaps by a government.
Representative democracy	Representative democracy is a form of government founded on the principles of popular government by the elected people's representatives.
Rights	In this context, your legal and human rights.
Socialist democracy	In its broadest sense, democratic socialism refers to any attempts to bring about socialism through peaceful democratic means as opposed to violent insurrection.
Status quo	Means the present or existing equilibrium in the state of affairs.
Stereotype	Is a simple idea or image that becomes commonly used amongst a group. E.g. a movie star or football hero are western stereotypes.
Student centred	Student centred teaching and learning means that the student is given responsibility (or power) for their learning.
Tribal democracy	Tribal groups who make consensus decisions using consultative processes.




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