

## WORKSHOP ON “ACTIVE NONVIOLENCE PRINCIPLES AND PRACTICALITIES”.



Date: 27th June and 28th June, 2018.



*Group Picture of the Participants and Facilitator of the Workshop  
Training.*

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**Programmatic Area of Focus:** Students of Tibetan Transit School (Recently arrived from Tibet.)



## Objectives:

1. Aims to provide deeper and holistic understanding of Nonviolence by harmoniously incorporating western concept and Buddhist concept of nonviolence.
2. To familiarize the participants on nonviolence from Gandhian perspective and various social and political movement initiated by Mahatma Gandhi.

3. Buddhism and Nonviolence, How discourse on Buddhist philosophy can contribute to pacify individual and ignites compassion which in turn create foundation for Compassionate and nonviolent society.
4. The education and training methodology and philosophy developed during the U.S. civil rights movement of the 1950s and 1960s became a model for the campaigns and movements that followed.
5. Activity based on 198 methods of nonviolent action in order to provide greater familiarity with nonviolent action.
6. Education and training fulfill a critical strategic function in capacity building by helping build certain key components of successful movements: planning, unity, and discipline.
7. The Serbian civil protest group Otpor! Grew from a handful of students into an eighty thousand–person movement that proved instrumental in overthrowing a dictatorship and helping establish a democracy. Training was key.

### **Why Emphasize Training and Why Now?**

Over the past several decades, civil society's potential to bring about change without resorting to violence has been demonstrated in diverse social and economic environments worldwide. From the successful uprisings against dictatorships in Serbia, the Philippines, and Chile to the civil rights movement in the United States and the more recent popular movements in the Middle East, North Africa, Burma, Brazil, and Venezuela, the efficacy of nonviolent direct action has been improved by strategic and skillful use of education and training. Even against seemingly insurmountable odds, under brutal regimes and during violent conflict, grassroots movements have effectively harnessed nonviolent strategies. Indeed, over the past century and more, nonviolent resistance movements have been twice as successful in achieving their aims as resistance movements that embraced violence. These triumphs in large part owe to a long-standing tradition of preparing communities to take safe and strategic nonviolent action (NVA) through education and training.

Education and training topics include: political and NVA theory and philosophy, NVA skills, using media, effective management of nonviolent movement, de-escalation tools, peacekeeping, mass mobilization platforms, team building, concept of swadeshi, leadership, strategic planning, creative and cultural tactics,

anti-oppression, cultural competency, facilitation, third-party nonviolent intervention.

**Facilitator of Workshop:**

Miss. Tenzin Lhamo (Executive Director)

Miss. Tenzin Lhanze (Trainer and Teaching Officer)

Mr. Thupten Choephel (Trainer and Research Officer)

Mr. Jigme (Accountant and Office Secretary)

**Workshop Training:**

The workshop on principles and practicality of nonviolence to Tibetan transit school was inaugurated by the Principal. It was successfully participated by 28 newly arrived students from Tibet. The two day workshop was divided broadly in to 2 session, Day 1 session and Day 2 session.

**Day 1 session:** We facilitates mainly on the understanding of various philosophies propagated by great thinker like Buddha, Mahatma Gandhi and Martin Luther King Jr. With help of power point presentation we had discourse on the life, message and accomplishment of these great nonviolent activist and various strategic nonviolent movement initiated by them.

**Day 2 session:** In this session we focus more on the practicalities of 198 nonviolent action by Dr. Gene Sharp based on his lifelong research on nonviolent movement across the continents. We further explained 198 nonviolent action under three sub categories, 1. Protest and Persuasion, 2. Social Noncooperation, 3. Nonviolent Intervention along with case studies where particular nonviolent action was used and proved successful. Copy of Tibetan translation of 198 nonviolent methods were distributed to all the students as part of material to study further.

***Day 1 Session: (10:00am To 4:00pm) 27th June 2018.***

27th July 2018, Workshop on the principle and practicability of Nonviolence was inaugurated by the Principal of Tibetan Transit School by welcoming workshop facilitators. Miss Tenzin Lhamo (Executive Director), on behalf of ANEC introduced the NGO, how and why it was formed under the guidance of His

Holiness the 14th Dalai Lama and the relentless efforts of Rabbi Everett Gendler and Dr. Mary Gendler. She expressed her wishes of the Workshop to be resourceful for the participants.



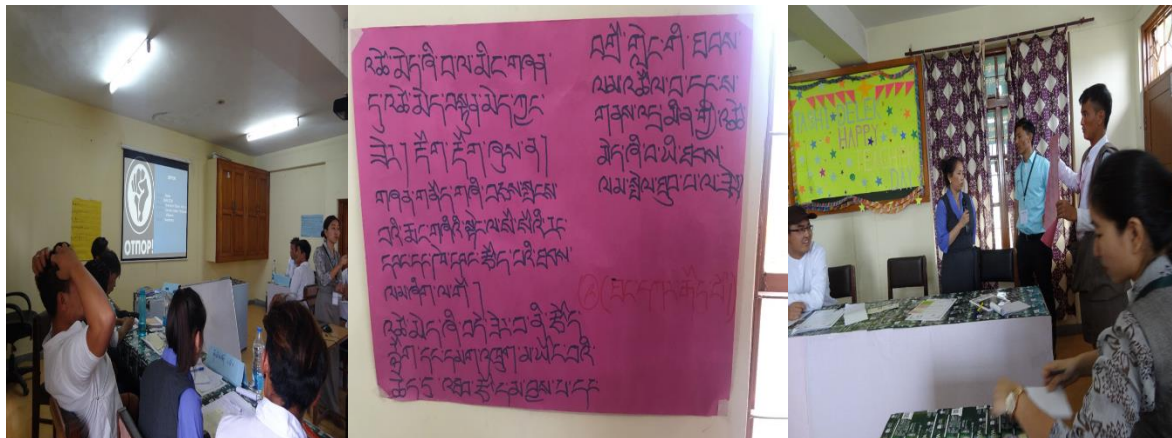
In Day 1 session we focus more on the philosophical understanding of nonviolence from the perspective of greatest nonviolence activist like Mahatma Gandhi, His Holiness the 14<sup>th</sup> Dalai Lama and Martin Luther King Jr. **ANEC Facilitator Mr. Thupten** gave 30 minutes power point presentation on the “Gandhian Understanding of Nonviolence” in which he introduced life and message of Mahatma Gandhi and indispensable three pillar of Satyagraha which actually sparked various social and political movements utterly guided by Truth and Nonviolence.

**ANEC Facilitator Miss. Lhaze** gave convincing power point presentation on the topic “Six Principle of Kingian philosophy of Nonviolence”. Which is a basic foundation for any practitioner of nonviolence. She also presented brief biography of Dr. Martin Luther King and His role as American Nonviolent civil right activist in 381 days of bus boycott at Alabama, USA. **Followed by spiritually based** nonviolence on the role of Buddhism in creating a nonviolent individual which eventually create more peaceful family and society, In this presentation we discussed more on nature of our mind based on the Buddhist science of mind in which Mind is compared to an ocean, and momentary mental events such as happiness, irritation, fantasies and boredom to the waves that rise and fall on its surface. Just as waves can subside to reveal the stillness of the ocean’s depth, so too is possible to calm the turbulence of our mind to reveal its natural pristine clarity. Mahatma Gandhi clearly stated that “compassionate action is highest form of nonviolent action” So we presented how study and contemplation on Buddhist philosophy such as emptiness and depended arising, equanimity, impermanence,



reflecting on the advantages of the thought cherishing the welfare of others leads to develop great compassion which can be reach even to one's enemy.

**Miss. Tenzin Lhamo (Executive Director)** introduced various successful nonviolent revolution that happened in the later part of 20th century. Such as Jasmine revolution, Orange revolution, Yellow revolution and saffron revolution, Tulip revolution and Rose revolution. All these revolution gained much success and recognition around the world due to its strict adherence to three nonviolence principle such as Planning, discipline and unity.



The 1983–86 Yellow Revolution in the Philippines was fueled by a commitment to NVA from a cross section of the lower and middle economic classes of Filipino society. Their work to remove the dictator President Ferdinand Marcos from power and restore democracy was built on education that enabled the “powerless” to analyze how to strategically address the regime’s power and on training in how to effectively challenge authority.

**ANEC Trainer Mr. Jigme** gave power point presentation on topic “Why Tibetan should follow the path of Nonviolence”. He highlight few points to prove Tibetan should follow the path of nonviolence. ’ He further reasons that Tibet is economically, militarily and demographically incompetent whereas, Chinese economic and military power is growing day by day. He explains by giving the figures of geographical areas and population of Tibet, Tibetan and Chinese, and also Tibetans living in exile. Hence, resorting to violence is suicidal and unrealistic. Therefore; the best and realistic approach to challenge the Chinese authoritarian regime is through the nonviolent struggle. Nonviolent struggle stops the unending cycle of violence, it is weapon that can be practiced by irrespective of

age, sex, young and old, lay people and monk, finally it is path which is strongly advocated by His Holiness the 14th Dalai Lama in course of our struggle for justice.



In between the each presentation we framed quiz buzz on general knowledge related to topic in order to energize the participant from boredom.

***Day 2 Session: (10:00am To 4:00pm) 28th June 2018.***

In this session we focus more on 198 methods of nonviolent action proposed by Dr. Gene Sharp as result of his lifelong research on successful nonviolent movement around the world. We had distributed copy of 198 methods of nonviolent action to all the students and made them understand three sub category 1. Protest and persuasion, 2. Noncooperation 3. Nonviolent intervention through a skit in which Students played the role of oppressor and oppressed, some students played role of protest and persuasion and some student use noncooperation methods to withdraw their support also some students use nonviolent direct intervention in order to deescalate conflict and render justice. We use the skit as tools to familiarize three methods of nonviolent action.



1. Oppressed and oppressor
2. Persuasion
3. Protest
4. Noncooperation with evil
5. Support the just
6. Nonviolent Intervention.

Facilitator Mr. Thupten, Miss Lhaze and Miss Lhamo further explained on methods of protest, noncooperation and nonviolent intervention respectively with help of detail case story in which such methods were employed and gained considerable measure of success in three major uprising in Tibet as well as various movement around the world. Our aims in this session is mainly to introduce and educate about various method of nonviolent action which can be practiced by individual as well as groups and some are less risky and effective to convey our message. In this session all the participants are directed to form into six groups where 30 minutes were giving for the planning and the next 5 minutes each for the execution. Two groups were assign to present a short skit on protest & persuasion, two using Non-cooperation and the remaining two Nonviolent Intervention. Through this student centered short skit, we learned that many of the students gained much insight in to what nonviolent action really is. Finally we organized a traditional Tibetan circle dance as part of creating solidarity among us and to preserve and retain our distinct culture of Tibetan dance (Gor shae).



Finally the feedback forms were filled by the participant and the Principle of Tibetan Transit School thanked facilitator of ANEC with white scarf as token of recognition.

### **Impact on the targeted population:**

- Through this workshop student's perspective on understanding of nonviolence widened and learned that nonviolent resistance is a strategic weapon in the social political dimension rather than individual action in the moral dimension.
- The Students became more familiar with what nonviolent action really is and they were introduced few methods from 198 methods of nonviolent action.
- Students were introduced to the various nonviolent steps taken by His Holiness the 14th Dalai Lama and Tibetan exile government since from 1956.



- Topic “Why Tibetan should follow the path of nonviolence” has particularly strengthened their conviction in the path of nonviolence in our struggle.
- Irrespective gender of students actively participated and they were given ample opportunity to present their views, demonstrate their ideas and articulate skills.

### Some methodological reflections:

- ☐ Method of discussions were very lively. Participants had ample opportunity to express their views and proposals.
- ☐ The mixture of delivery methods of Power Point presentations, group work and role play has again been well received. Participants highly appreciate practical, hands-on sessions e.g. working groups, debates and role plays, transfer of actual information and the use/application of this information in the practical work sessions was impressive.
- ☐ Time allocations were (again) difficult to maintain strictly because of the active and enthusiastic discussions and group work. Overall however, the various topics were fairly well covered in the available time frame.



No	Name	Gender	From	Recruited
1.	Jampa	M	Tibet	
2.	Galden Wangmo	FM	-----	
3.	Tenpa	M	-----	
4.	Gyatso	M	-----	
5.	Tsa Pema	M	-----	
6.	Thinley Gyamtso	M	-----	
7.	Rangdol	M	-----	
8.	Sonam Tashi	M	-----	
9.	Dawa Tsering	M	-----	

10.	Tashi Dhargyal	M	-----	
11.	Kalsang Dolker	FM	-----	
12.	Palden Tsering	M	-----	
13.	Yangchen Tso	FM	-----	
14.	Sherab Gyamtso	M	-----	
15.	Somdup Dhargyal	M	-----	
16.	Tsering Dolkar	FM	-----	
17.	Tashi Wangdue	M	-----	
18.	Nyima Lhamo	FM	-----	
19.	Lobsang Tsomo	FM	-----	
20.	Thinlay Samdup	M	-----	
21.	Danzchen Zecheng	M	-----	
22.	Tashi Tsering	M	-----	
23.	Jigme Gyatso	M	-----	
24.	Ngawang Dechen	FM	-----	
25.	Chemi Dorjee	M	-----	
26.	Tashi Rabten	M	-----	
27.	Tenzin Norbu.	M	-----	

*Male: 19 + Female: 8 = Total: 27 Students*

Conclusion: A commitment to education and training is integral to the success of nonviolent civil resistance movements dedicated to social change. Approaches that enhance a movement's success include adherence to NVA discipline; unity of purpose of individuals and organizations; and active, strategic planning. Less well recognized is the function of civil resistance education and training to help ensure that protesters are not engaged in activities for which they do not have skill sets and are not put in harm's way. This workshop won't be possible without the support of Tibet Fund. So, we humbly want to thank Tibet fund for funding this noble cause of promoting and disseminating the message of peace, love, nonviolence and humanity as whole.



## Material Distributed for the students:



