



FIELD SCHOOL
TRANSITIONAL JUSTICE IN PRACTICE:
THE AFTERMATH OF THE INTERNAL ARMED CONFLICT IN PERU

General Syllabus
June 13 to July 3,
2016

Background

The Peruvian Forensic Anthropology Team (EPAF) is a private non:profit organization founded in 2001 to work, with the application of forensic anthropology, in the search for victims of enforced disappearance during the internal political violence that occurred in Peru between 1980 and 2000. EPAF promotes the rights to truth and justice in cases of enforced disappearance and extrajudicial executions. We conduct research in various fields of forensic anthropology, judicial and humanitarian services, and offer our expertise to help the families in their access to justice and find their loved ones.

As an institution, we have worked with the families of missing persons as independent experts, as well as official experts, in addition to conducting a series of trainings on forensic anthropology, search processes and the right to truth in countries like the Democratic Republic of Congo, Nepal, the Philippines, Ecuador and Colombia, among others.

Since 2011 we have conducted Field Schools on the Memories of the Internal Armed Conflict in Peru, specifically in the south:center of Ayacucho, considered the region most affected by the conflict. In Somaliland, in the Horn of Africa, we conduct a Field School of purely forensic anthropology: exhuming, analyzing and identifying the victims for humanitarian and legal purposes.

The methodological and thematic approach of the Field Schools is based on dialogue and participation. Through ethnographic work, we collect direct testimonies of victims, survivors and relatives; as well as information from local authorities about the historical context, and the political and economic development of the communities affected by the conflict.

Main Objective

The main objective of the Field School is to bring students of diverse backgrounds from the academic and theoretical world to the field, allowing them to engage directly with those involved in the struggle for justice, human rights and memory.



Specific Objectives

1. Participants know, reflect on and analyze the context and the history of violence from the events in Peru between 1980 and 2000;
2. Participants reflect on the economic and psychological impact of violence on individuals, families and communities as a whole;
3. Participants learn the concepts and processes of reparations for the victims of the period of violence in Peru;
4. Participants know, reflect on and analyze the experiences of psychosocial care for victims of violence in Peru, including support from both the government and civil society;
5. Participants know the Peruvian legal and regulatory framework on the subject of attention and reparations to victims of violence;
6. Participants broaden their perspectives on the process of the internal armed conflict, as well as its consequences and aftermath by participating in interviews with victims, survivors and their families;
7. Participants know the processes of transitional justice in Peru. They interact with EPAF staff members, representatives of local organizations and relatives of victims of human rights violations;
8. Participants know the processes involved in creating local memory, the struggle for memory, and the processes for memorialization that exist in the area.

Methodology

The methods of instruction are not only aimed to be tools for learning but also for connecting with the topics under discussion. From the moment students arrive in Peru, they are engaged in the development of the issues raised. After students learn about a subject during a lecture or as part of the activities in the field, EPAF facilitators encourage a group discussion of the various perspectives on the topic. This participatory approach promotes dialogue and is inclusive of all students. A logical sequence is proposed in all scheduled activities, so that the issues can be linked together to provide an understanding of the dynamics of the conflict as a whole.

1. The school aims to be dynamic and participatory. Students are fundamental to the learning process; we encourage building relationships in the exchange of knowledge and experiences, where the link between the different actors of the learning process is central.
2. Part of the students' experience includes learning from the daily life of the local villagers, collecting and valuing their knowledge.
3. The program integrates three dimensions of the learning process: a level of "thinking" is developed by studying the theory, a level of "doing" involves the experience and daily practice, and a level of "feeling" is associated with growing empathy and connection.



Structure

EPAF facilitators are responsible for guiding the participants in each community, as well as in the theoretical and practical activities. They also translate lectures and interviews from Spanish or Quechua into English.

The group of participants acts as a unit that actively interacts with the facilitators, the community members, and each other. They express their concerns, interests, agreements and disagreements.

Emotional support is available throughout the activities in the form of individual and group attention.

Content

The school starts in Lima with the meeting of all the participants and visits to memorials. Before traveling to the communities, there is a period of acclimatization in the city of Huaytara, where introductory lectures will take place.

The school is divided into two stages. The first stage consists of lectures that provide information and analysis on the context of each community before the internal armed conflict, followed by a discussion of the work of the Truth and Reconciliation Commission, its activities, challenges and accomplishments. The second stage requires students to reflect on the issues and concepts raised by witnessing firsthand the lives of the affected communities.



	ACTIVITY/TOPIC	LOCATION AND DATE	LEAD FACILITATOR
1	Visit the Memorial “The Crying Eye” Visit and tour the historic center of Lima	Lima, June 13	Luis Cintora
2	Visit the photographic exhibition “Yuyanapaq” (compilation of TRC Images) Visit the Museum of Memory	Lima, June 14	Luis Cintora
3	Introduction to the field school <ul style="list-style-type: none"> • Presentation of course, its subjects, and fieldwork • Presentation of each one of the participants. Expectations in dialogue with the course objectives • Documentary 	Huaytara, June 15	Franco Mora
4	Memories and memorials <ul style="list-style-type: none"> • Memories of communities • Conflicting memories • Places of Memory 	Huaytara, June 16	Jesus Peña
5	What is the forensic intervention? <ul style="list-style-type: none"> • Stages • Search for missing persons • Comparative perspective • EPAF’s new paradigm 	Huaytara, June 16	Franco Mora
6	What is the forensic intervention? <ul style="list-style-type: none"> • Stages • Search for missing persons • Comparative perspective • EPAF’s new paradigm 	Huaytara, June 17	Franco Mora
7	Psychosocial Care Post Conflict: Sequels, Minimal standards	Huaytara, June 17	Raul Calderon
8	Visit to “La Hoyada” mass grave <ul style="list-style-type: none"> • Perpetrators • Who are the victims? • Progress and limitations in the search for missing people 	Huamanga, June 18	Franco Mora



9	<p>Visit to ANFASEP Museum of Memory Family organizations: From pain to fight National Association of Relatives of the Disappeared of Peru</p>	Huamanga, June 19	Percy Rojas
10	<p>The internal armed conflict in Peru a) Historical context</p> <ul style="list-style-type: none"> • Cultural, social and political context of Peru: a historical presentation of the country as a whole, a look at its main themes and tensions <p>b) Twenty years of internal armed conflict in Peru (1980:2000)</p> <ul style="list-style-type: none"> • Rise of the Shining Path: Ayacucho, universities, schools, youth and women • Response of the Peruvian State, militarization 		
11	<p>Truth and Reconciliation Commission (TRC)</p> <p>Objectives, mission and impact on people</p> <ul style="list-style-type: none"> • Context in which TRC arises: General TRC Process • Perspective: the TRC and the phenomenon of violence (political violence vs. IAC), psychosocial perspective • Ethical concerns: Truth, Reconciliation • Methodology: how the data was handled; the testimony as an option <p>Findings and recommendations</p> <ul style="list-style-type: none"> • Causes of violence • Victims: faces and profiles of violence 	Huamantiquia, June 20:22	
	<ul style="list-style-type: none"> • Conflict actors (armed groups, political, institutional and social organizations) • Dimensions of the conflict. Responsibilities. Role of social organizations. • Impact and aftermath. Damage patterns. Psychosocial effects. • <u>People's creative responses</u> 	Hualla June 23- 26	



12	Interviews and testimonials <ul style="list-style-type: none"> • Importance of listening • Effect on victims 		
13	The reparations process for victims <ul style="list-style-type: none"> • Who are the victims? TRV:RUV statistics • Various approaches: inclusion, exclusion • Transitional justice: victimization as risk • How the damage is defined • Patterns of violence • Effects of violence on current social and political life • Resources and creative responses of the population 	Hualla June 23- 26	
14	Comprehensive Reparations Plan <ul style="list-style-type: none"> • Health • Education • Collective reparations • Economic reparations • Symbolic reparations 		
15	The importance of remembering: Working on memory	Sacsamarca, June 27 - 30	
16	Working with the victims and their communities: Experiences of memorialization		
17	Conclusion: Lessons, Challenges	Huamanga, July 1	