

The Effectiveness of Nonviolent Civic Action

NATIONAL PEACE ESSAY CONTEST 2009 – 2010

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SCHOLARSHIP COMPETITION FOR HIGH SCHOOL STUDENTS
DEADLINE FEBRUARY 1, 2010



The Effectiveness of Nonviolent Civic Action

NATIONAL PEACE ESSAY CONTEST 2009 2010

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Introduction

The international system has witnessed dramatic changes in the recent past. Developments around the globe and at home challenge us to rethink the role of the United States in the international community. What is our nation's place in this increasingly complex global picture? How do we best promote respect for human rights and the growth of freedom and justice? What can we do to nurture and preserve international security and world peace?

The United States depends on knowledgeable and thoughtful students—the next generation of leaders—to build peace with freedom and justice among nations and peoples. In the belief that questions about peace, justice, freedom, and security are vital to civic education, the United States Institute of Peace established the National Peace Essay Contest to expand educational opportunities for young Americans.

THE NATIONAL PEACE ESSAY CONTEST:

- + promotes serious discussion among high school students, teachers, and national leaders about international peace and conflict resolution today and in the future;
 - + complements existing curricula and other scholastic activities;
 - + strengthens students' research, writing, and reasoning skills;
 - + meets National Content Standards.
-

What Do Essay Contest Winners Receive?

COLLEGE SCHOLARSHIPS

State-level selection categories include the fifty U.S. states, Washington, D.C., U.S. Territories, and American students abroad. First place state-level winners compete for national awards.

1 National award, first place: \$10,000*

1 National award, second place: \$5,000*

1 National award, third place: \$2,500*

53 State awards, first place: \$1,000 each

(*national awards include state award amounts)

INVITATION TO THE AWARDS PROGRAM IN WASHINGTON, D.C.

First-place state winners are invited to Washington for the awards program. The Institute pays for expenses related to the program, including travel, lodging, meals, and entertainment. This unique five-day program promotes an understanding of the nature and process of international peacemaking by focusing on a region and/or theme related to the current essay topic. Program activities have included

- + taking part in a simulation exercise in which students assume roles of national and international leaders, examine issues, address crises, and then formulate and propose solutions;
- + meeting with U.S. government officials and political leaders;
- + participating in briefings by highly-regarded practitioners and foreign government officials;
- + visiting historical and cultural sites;
- + attending a musical or play;
- + sampling international cuisines from some of Washington's most interesting ethnic restaurants.

NATIONAL PEACE ESSAY CONTEST 2009-2010 TOPIC AND QUESTION

The Effectiveness of Nonviolent Civic Action

Throughout history, when people have sought to create political change, they have often used violent methods. Many of history's benchmarks revolve around conflicts waged violently against oppressive regimes. Yet, there are examples of nonviolent civic actions and campaigns being used, often in combination, to resist and challenge repression, seek justice, develop civil society, and achieve social change. The 20th century, despite its numerous and bloody wars, also witnessed significant movements of strategic nonviolence: Mahatma Gandhi's campaigns against British colonial rule in India, the labor movement Solidarity's struggle for workers' rights in Poland, the student-led campaign OTPOR (resistance)'s crusade to bring down Slobodan Milosevic in Serbia, and churches' efforts in promoting and protecting human rights during the military junta in Chile.

Nonviolent methods ranging from sit-ins, demonstrations, strikes, economic boycotts, and refusal to pay taxes, can be powerful means of bringing about positive change. However, such methods can also be manipulated to destabilize societies as many historians contend occurred in Russia during the years leading up to the Russian Revolution. Some caution that these methods can also undermine efforts at promoting or sustaining democracy as seen in the past decade in Venezuela or Thailand. In addition, not all attempts to protest nonviolently succeed in bringing sustained social and political change, as is the case with the ongoing campaign for political autonomy in Tibet over the past 50 years, or the human rights and democracy campaign in Myanmar (Burma) in recent decades.

A critical question, therefore, is under what conditions will nonviolent civic actions most likely achieve justice, end conflict, or lead to positive political and social change.

In a 1,500-word essay:

- + Select **two international examples**, one successful and one unsuccessful, where nonviolent methods were used to foster significant social and political change.
- + For each example, describe the goals of the nonviolent campaign, the nature of the changes that were sought through nonviolent means, the parties involved, and the specific methods they used. What were the consequences of the nonviolent initiative?
- + Explain why each example was successful or unsuccessful. Explore the obstacles and challenges to bringing about change through nonviolent civic action.
- + Make recommendations for how citizens, civil society groups, nations and/or the international community can best support effective nonviolent efforts that bring about meaningful change and promote peace, justice, and equality.

When is the Deadline? | Entries must be **received by February 1, 2010.**

WHEN DO YOU ANNOUNCE THE WINNERS?

Participants are notified in April of their essays' status. Students and coordinators should not contact the Institute for information about the status of the essays.

WHAT DOES THE INSTITUTE PROVIDE TO HELP STUDENTS AND TEACHERS PARTICIPATE?

This guidebook contains, in addition to the requirements, a national winner's essay as a sample. Also, we have created a study guide for teachers and students (www.usip.org/npec/sg10.pdf).

You may download the study guide (www.usip.org/npec/sg10.pdf) as well as this guidebook (www.usip.org/npec/gb10.pdf). You may also request additional copies of the materials through our Web site, (www.usip.org/ed/contactus/ordermaterials.php).



Who Is Eligible?

Students are eligible to participate if they are in grades nine through twelve in any of the fifty states, the District of Columbia, the U.S. territories, or if they are U.S. citizens attending high school overseas. Students may be attending a public, private, or parochial school. Entries from home-schooled students are also accepted. Previous first-place state winners and immediate relatives of directors or staff of the Institute are not eligible to participate. **Previous honorable mentions are eligible to enter.**

Students must have a contest coordinator who can review the essays and act as the key contact between participants and the Institute. It is to the student's advantage to have a coordinator review the essay to make sure it is complete, has all the necessary forms, is free from typographical and grammatical errors, and addresses the topic. See the next section for further information about the contest coordinator.

We encourage students of all backgrounds and ability to participate in the contest.



INFORMATION ABOUT THE CONTEST COORDINATOR

The contest coordinator is the key contact between students and the United States Institute of Peace. The coordinator may be selected by the student and can be any adult—teacher, parent, youth leader, etc. Coordinators do not need to contact the Institute prior to submitting essays.

The coordinator

- + ensures that essays are conceived and written by students and represent the students' own thoughts;
- + reviews the essays to ensure that they follow the guidelines, to check for grammatical and typographical errors;
- + signs each student registration form to certify compliance with the rules;
- + registers online as a coordinator (see page 11) and submits one copy of the completed coordinator registration form along with a copy of the student registration form(s). If the student cannot upload the essay online, four collated copies of each student's essay must accompany the forms.



Illinois winner Yi Lu poses with Senator Richard Durbin and then Senator Barack Obama (June 2007).

How Will Your Essay Be Judged?

Essays are sent to state-level judges—qualified experts selected by the Institute who evaluate the essays according to the criteria described below. National winners are selected from among the first-place state essays by the Institute’s board of directors. The decisions of the judges are final. The Institute reserves the right to present no awards at the state and national levels, or to reduce the number of awards if an insufficient number of deserving entries is received.

An excellent essay uses well-researched ideas and facts to hold together logical and compelling argument(s) and presents thoughtful solution(s) to the problem. It also reflects a student’s ability to organize complex facts and ideas, to bring in his/her own interesting perspectives and ideas to the analysis and recommendation(s), and to pay attention to writing style and mechanics (grammar, syntax, and punctuation).

What Are The Essay Requirements?

For the purpose of the National Peace Essay Contest, an essay is a three-part paper that lays out and develops a position in response to the essay contest question. Researching the topic to gain greater knowledge about critical issues raised in the question and to find examples that support your argument is crucial. However, the essay should be more than a research paper, a narrative description of events, or a statement of opinion.

YOUR ESSAY SHOULD HAVE THE FOLLOWING STRUCTURE:

Introduction: Introduce the subject and state your **thesis**. The objective is to demonstrate that you understand the essay contest question and have formed a response to it.

Body: Develop your arguments and assertions using **research and analysis**. The process of analysis may include comparing and contrasting, differentiating among several ideas or events, critiquing a variety of perspectives, interpreting results, or drawing inferences. **Be sure to identify the sources of your information or ideas using a standard citation method.**

Conclusion: Summarize the research and analysis presented in the essay and set forth your **recommendations and conclusions**. Drawing on ideas already presented, you should demonstrate that your conclusions support the thesis you put forward in the opening paragraphs. Your aim is to convince the reader that your thesis, facts, and analysis are reasonable and valid.

Credit the Sources of Information and Ideas: Use a widely used **standardized method and style** such as MLA, New York Public Library, Chicago, or APA to consistently give credit to the sources of the ideas and information used in your essay. Use **in-text citations, footnotes, or endnotes** to give credit to the sources of your information or ideas. Also include a **bibliography or a references list** for the works that you have cited in your essay or have consulted to write your essay.

Essays that use a variety of sources—academic journals, news magazines, newspapers, books, government documents, publications from research organizations—fare better in the contest. **General encyclopedias are not acceptable as sources. The USIP study guides are not acceptable as sources.** Essays citing general encyclopedias in notes or bibliography may be disqualified. **Web sites and Web pages should not be the only source of information for your essay.** When citing Internet sources, include the following information: author(s), title of work, Internet address, and date information was accessed.

YOUR ESSAY MUST:

- + address all parts of this year's contest question in English;
- + **NOT** have your name, teacher's name, or school name anywhere on the essay;
- + be typed, double-spaced, on one side of white 8½ by 11 inch (letter size) paper with left and right margins at 1¼ inches each. Font must be no smaller than 12 point Times or similarly sized font;
- + have a title and page numbers;
- + have no more than 1,500 words. The word count limit includes all words in the text but does not include the bibliography and notes (you may exclude the words in the in-text citation from your word count);
- + follow accepted standards regarding attribution of quotations, arguments, and ideas of others;
- + include standardized citations and a bibliography with Internet sources listed separately.

For additional help writing your essay, use our study guide: www.usip.org/npec/10sg.html

WE MUST RECEIVE BY FEBRUARY 1, 2010

- + Student registration form signed by the student and coordinator
- + Coordinator registration form
- + Student essay

If both student application form and the PDF file of the essay have been submitted online by February 1, we will accept the signed student application and coordinator form on February 3. If only the student application is submitted online, there will be no exceptions to the February 1 deadline.

Directions for Entering the Contest:

STUDENT:

- + Let your coordinator (see page 4) know about your intention to enter the contest. Ask the coordinator to review the directions for entering the contest, both the student and coordinator sections.
- + Follow the essay guidelines carefully to write your essay. When the final draft is ready, ask your coordinator to review it to make sure you have followed all the guidelines and directions.
- + Get your coordinator's ID number. (If your coordinator has not registered, show your coordinator the coordinator section of this page.)
- + Prepare your essay.
 - Include your COORDINATOR's ID and ESSAY ID at the top right corner of the first page of your essay. (Only the coordinator ID is necessary if uploading the PDF file.)
 - Include the title of the essay at the top middle of the first page of your essay. Make your title descriptive (Good example: Mobilization of International Support for Domestic Policy Change; Bad example: Effective Use of Nonviolence.
 - Make sure your name, school name, or other identifying information (other than the ID numbers) does not appear in any part of the essay.
 - Obtain the exact word count of your essay.
- + Go to **www.usip.org/npec/register**. Students will need to have the following information on hand to apply online.
 - Essay title
 - Exact word count
 - Student name, address, home phone, e-mail
 - Grade in school, anticipated graduation date, gender
 - Coordinator registration ID and name
 - School name and address
- + Follow directions to fill out the student application form and upload a PDF file of your essay. If you are unable to attach the PDF of your essay for any reason, give four copies of the printed essay, along with the application to your coordinator.
- + Print out the application form, sign it, and give a copy to your coordinator.
- + Be sure to keep an electronic copy of the essay and your completed application form.

COORDINATOR: { SEE PAGE 4 }

- + Review the essay submission checklist (on page 7) with students before students begin to write their essays and after students have their essays ready.
- + Go to www.usip.org/npec/register to register online as a coordinator. Coordinators will need to have the following information on hand when you go online to register:
 - Coordinator name, address, phone, e-mail
 - Student's school name and address
 - Number of students who participated by writing an essay, coordinator registration ID, and name
 - Number of essays submitted this year
- + Give your students your coordinator ID number listed on the coordinator registration form. The students need this information to fill out their student application form online.
- + Collect the student application. Certify that the work is the student's own and that the information regarding the student's eligibility is true by signing the student's application form. Students who have difficulty submitting the PDF of their essay online must present four hard copies of their essay to you for mailing.
- + Mail the coordinator form, the student form, and for those students who could not submit PDF files of their essays online, four copies of the essay.

NOTE ABOUT INTERNET ACCESS FOR STUDENTS AND COORDINATORS:

The registration forms on page 10 and 11 of this guidebook may be used by student(s) and coordinators without access to the Internet. We will process the forms and essays without any penalty or prejudice. In this instance, students and coordinators may disregard the instructions regarding the contest coordinator ID number and/or essay ID number. When submitting by mail, students must submit four stapled, legible, collated copies of the essay, along with the completed registration form, to their contest coordinator well in advance of the deadline. Coordinators must mail one copy of coordinator registration form, student registration form, and four copies of each essay. Please do not put essays in binders or folders. **The essay submission must arrive at the Institute by February 1. It is the responsibility of the student and the coordinator to send the submission well in advance of February 1 so that it arrives by the deadline.**

Essay Submission Checklist

- ☐ Is your essay written in English?
- ☐ Is the essay written on this year's contest topic?
- ☐ Does your essay address all parts of the contest topic?
- ☐ Have you made sure that your name, school, or city do not appear anywhere on the essay manuscript?
- ☐ Is your essay no more than 1,500 words long?
- ☐ Have you provided the exact word count on the application form?
- ☐ Have you given your essay a descriptive title?
- ☐ Have you scrupulously followed accepted standards regarding attribution of quotations, arguments, and ideas of others?
- ☐ Does your essay have standardized citations and a bibliography?
- ☐ Are your Internet sources listed separately from your other sources?
- ☐ Is your essay typed, double-spaced, with left and right margins set at 1¼ inches, on one side of white 8½ by 11 inch paper? Have you numbered the pages of your essay?
- ☐ Has your contest coordinator completed the coordinator registration form and certified that your essay is your own work and that information on your application is correct?
- ☐ Have you certified that your essay is your own work and that information on your application is correct?
- ☐ Have you saved a copy of your essay and the student application form to keep for your own records?

For coordinators whose students do not have Internet access:

Four copies of each essay must be submitted with the student application form or the essay will not be forwarded for judging.

- Have you made four legible, collated copies of your essay, including the bibliography?
- Have you stapled each copy of your essay?
- Have you attached your student registration form to the top copy of your four essays?

The Institute will not be responsible for entries arriving after the judging process begins due to mail delivery problems and errors resulting from data entered by interpreting hand-written forms that are filled out incorrectly or illegibly.

Essay submissions must be received no later than February 1, 2010.

United States Institute of Peace

The United States Institute of Peace is an independent, nonpartisan institution established and funded by Congress. Its goals are to help prevent and resolve violent conflicts, promote post-conflict peacebuilding, and increase conflict management tools, capacity, and intellectual capital worldwide. The Institute does this by empowering others with knowledge, skills, and resources, as well as by its direct involvement in conflict zones around the globe.

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Institute of Peace
(nonvoting)

Mail submissions to:

United States Institute of Peace
National Peace Essay Contest
1200 17th Street NW, Suite 200
Washington, DC 20036-3011

For more information:

Phone: 202.429.7178

Fax: 202.429.6063

E-mail: essaycontest@usip.org

Web: www.usip.org/npec

Study Guide: www.usip.org/npec/sg10.pdf

Please submit your application online.
Use this form only if the Internet is not easily available.

USIP USE ONLY



Cut here

2009–2010 Student Application Form

(Type or print in black ink.)

ALL INFORMATION IS REQUIRED. INCORRECT, INCOMPLETE, OR ILLEGIBLE INFORMATION MAY LEAD TO DISQUALIFICATION.

STUDENT INFORMATION

Essay Title _____

First Name _____ Last Name _____

Home Address _____

City _____ State _____ Zip Code _____ Country _____

Grade in School _____ Anticipated Graduation Date _____

Gender ☐ M ☐ F Citizenship _____

Home Telephone Number (_____) _____

E-mail Address _____

How many words (counting articles and quotations) are in your essay? _____

How did you hear about the contest? _____

Did you use the study guide? _____

How did you get the study guide? ☐ My teacher/coordinator gave me copies ☐ I requested it be mailed to me
☐ I downloaded it ☐ It was emailed to me ☐ I didn't know there was a study guide

SCHOOL INFORMATION

Name of School _____

Mailing Address _____

City _____ State _____ Zip Code _____ Country _____

COORDINATOR INFORMATION

Coordinator Name _____

Coordinator ID number (if coordinator registered online) _____

Mailing Address (if different from school information) _____

City _____ State _____ Zip Code _____ Country _____

CERTIFICATION INFORMATION

I pledge that this essay is my own work. I agree to abide by all guidelines and requirements of the National Peace Essay Contest. I understand that my essay will not be returned and will become the property of the United States Institute of Peace to use at its discretion.

Signature of Student _____ Date _____

I have reviewed this essay and found that it meets the requirements of the National Peace Essay Contest.
To the best of my knowledge, this essay is this student's own work.

Signature of Student _____ Date _____

Please submit your application online.
Use this form only if the Internet is not easily available.

2009–2010 Coordinator Registration Form

(Type or print in black ink.)

Coordinator Name (Please circle) Ms. Mr.

Relationship to student: ☐ Teacher ☐ Parent ☐ Club Sponsor ☐ Other _____

Name of Organization (if applicable) _____

Subjects Taught (if a teacher) _____

Mailing Address _____

City _____ State _____ Zip Code _____ Country _____

Telephone (_____) _____ Best time of day to reach you _____

E-mail _____

Subjects Taught _____

Would you like to receive materials for next year's contest? ☐ Yes ☐ No

STUDENT INFORMATION

Name of School _____

Mailing Address _____

City _____ State _____ Zip Code _____ Country _____

Check one demographic description that best fits the student's school: ☐ Urban ☐ Urban-suburban
(suburb of large metropolitan area) ☐ Rural-suburban (suburb of medium to small city) ☐ Rural

PARTICIPATION INFORMATION

How many times have you participated in the contest, including this year? _____

Total number of your students participating in writing an essay this year _____

Total number of essays submitted this year _____

Course or club name if applicable _____

Use of contest:

☐ Not affiliated with an organization ☐ Graded class assignment ☐ Optional extra credit ☐ Club activity

☐ Other _____

How did you learn about the National Peace Essay Contest? _____

How did you obtain the contest guidebook? ☐ downloaded ☐ Mail ☐ Email

☐ Other _____

How did you obtain the study guide? ☐ downloaded ☐ Mail ☐ Email

☐ Other _____

How did you use the study guide? ☐ I did not use the study guide ☐ I read the study guide
☐ The students and I did one or more lessons ☐ I made copies of sections for the student(s) from the study guide

Other (please describe) _____

If you used the study guide, please rate the sections for usefulness based on your experience.

Background Reading:	<input type="checkbox"/> Very useful	<input type="checkbox"/> Useful	<input type="checkbox"/> Not useful	<input type="checkbox"/> Did not use
Glossary:	<input type="checkbox"/> Very useful	<input type="checkbox"/> Useful	<input type="checkbox"/> Not useful	<input type="checkbox"/> Did not use
Discussion Questions:	<input type="checkbox"/> Very useful	<input type="checkbox"/> Useful	<input type="checkbox"/> Not useful	<input type="checkbox"/> Did not use
Exercises/Activities:	<input type="checkbox"/> Very useful	<input type="checkbox"/> Useful	<input type="checkbox"/> Not useful	<input type="checkbox"/> Did not use
Simulation:	<input type="checkbox"/> Very useful	<input type="checkbox"/> Useful	<input type="checkbox"/> Not useful	<input type="checkbox"/> Did not use
Resources:	<input type="checkbox"/> Very useful	<input type="checkbox"/> Useful	<input type="checkbox"/> Not useful	<input type="checkbox"/> Did not use

PROGRAM EVALUATION

1. Please select the impact you have observed in the students that, in your view, can be attributed to participation in the essay contest and writing on the specific topic. (Select all that apply)

- | | |
|--|---|
| <input type="checkbox"/> No impact on the students | <input type="checkbox"/> Improvement in critical thinking skills |
| <input type="checkbox"/> Improvement in writing skills | <input type="checkbox"/> Change in attitude about peace and conflict or international issues in general |
| <input type="checkbox"/> Better understanding of the specific topic or theme of the essay question | <input type="checkbox"/> More interest and/or active involvement in community affairs |
| <input type="checkbox"/> More interest in and/or active involvement in international affairs | <input type="checkbox"/> Change in choice of classes and/or major in college |

2. Please use the space below to describe any impact not listed above or to elaborate on why you feel it had no impact. _____

3. Writing the essay for the National Peace Essay Contest was an enriching educational experience for the students. ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

4. Please select the impact that your participation in the essay contest has had on you. (Select all that apply)

- | | |
|--|--|
| <input type="checkbox"/> The program has increased my interest in international conflict and peace. | <input type="checkbox"/> Having students write essays on the NPEC question has helped me achieve course goals. |
| <input type="checkbox"/> Having students write essays on the NPEC question is a useful and interesting way for me to help students learn | <input type="checkbox"/> about peace and conflict issues. |
| | <input type="checkbox"/> The program has had no impact on me. |

Please use the space below to describe any impact not listed above or to elaborate on why you feel it had no impact. _____

5. Is the Contest something you can incorporate into your classroom?

- | | |
|---|--|
| <input type="checkbox"/> Yes, I have participated as a class. | <input type="checkbox"/> Yes, I will participate as a class in the future. |
| <input type="checkbox"/> No, I'm not a teacher. | <input type="checkbox"/> No, The subject I teach does not have a connection to the NPEC topic. |
| <input type="checkbox"/> No, There is no time to bring this topic into my class although there is a connection. | |
| <input type="checkbox"/> Any other reasons you would say no? Please provide comments for how the study guide can be improved. | |

6. Please offer suggestions for future topics on international peace and conflict issues.
The 2008–2009 Contest topic was “Confronting Crimes Against Humanity,” and the 2009–2010 Contest topic is “Effective Nonviolent Action” _____

7. Please provide any additional comments and suggestions. _____



2007–2008 Winning Essay

+ Resolving Conflicts Over Water

National First-Place Winner

Callie E. Smith

Girls Preparatory School Chattanooga, Tennessee
Coordinator: Kathleen H. Berotti

Water is a form of life. Without it, survival would be impossible. So how would the world react if this vital resource were depleted? Currently, 97.5 percent of the Earth's water is marine with only 2.5 percent left as fresh water, 70 percent of which is locked in ice, soils, and underground aquifers. Less than 1 percent of fresh water thus remains for more than six billion people. Consequently, many countries bear the burden of conflict as their peoples clash over water usage and authority. With a projected population of 8.9 billion and an exhaustion of water supplies by 2050, these disputes must be rapidly replaced with firm, peaceful management.¹ Case studies of Central Asia and Yemen show that clashing states and peoples must develop strong centralized authorities to regulate water usage effectively, ending violent power struggles and shifting the focus toward technological experimentation in water usage efficiency.

The five Central Asian countries—Kyrgyzstan, Uzbekistan, Kazakhstan, Turkmenistan, and Tajikistan—frequently come to blows over water distribution and power of the Syr Darya and Amu Darya rivers and the Aral Sea. The Aral Sea, ranked at one time as the world's fourth largest lake, shrank to less than half its original size in 1960.² The United Nations Environment Program professed the tragedy to be "one of the world's most staggering disasters of the 20th century."³ With the reduction of the Aral Sea and the subsequent water loss of the surrounding Syr Darya and Amu Darya rivers, contention between the states escalated.

Originally under the Soviet Union, Central Asia had united under the highly centralized authority of the Ministry for Land Reclamation and Water Resources.⁴ The central rule fostered a harmonious relationship between the republics: the upstream countries released water in the summer for the cotton-farming downstream republics, while the downstream countries provided fuel and natural gas for energy to their upstream neighbors in the winter.⁵

After the five Central Asian republics established independence in 1991, the previously working method of water management collapsed in the absence of a central governing power.⁶ The 1992 Almaty Agreement ascertained quotas for water use and the continuance of a system similar to the Soviet administration.⁷ However, each nation embedded the phrase "sovereignty over resources" in their constitutions and began to act unilaterally.⁸ The downstream countries withheld energy from the upstream states during the winter so the upstream regions stemmed downward water flow during the summer. As the largest cotton exporter and fourth largest cotton producer in the world, downstream Uzbekistan aggressively protested and insisted that water is common property.⁹ As the Uzbek deputy agriculture and water resources minister said, "Water should not be seen as a commodity."¹⁰ Upstream Kyrgyzstan retaliated by withholding 70 percent of water and using it instead for the generation of electricity, leaving more than 22 million without water.¹¹

Yemen exhibits even greater water disputes as one of the most arid countries in the world.¹² With a population of 20 million and an anticipated population of 40 million within the next 20 years, the water conflicts could expand into wars.¹³ Tribes, villages, towns, and individuals fight over water, sometimes killing and wounding people in their efforts to gain a well or spring. In 1999, a skirmish between two villages over a local spring killed 6 and wounded 60 after 700 soldiers were sent to quash the fighting, and 17 more people died in two other squabbles.¹⁴

The Yemeni capital, Sanaa, faces the likelihood of running dry within a decade and Christopher Ward of the World Bank states that "groundwater is being mined at such a rate that parts of the rural economy could disappear within a generation."¹⁵ Yemen's water tables fall by 2 meters every year and less than 40 percent of the Yemeni population have access to drinking water.¹⁶

Yemen attempted to resolve its water disputes through the issuance of treaties between its conflicting groups, but the Yemeni people eventually abandoned the treaties, ignoring the established water quotas and distribution regulations.¹⁷ The country's citizens continue to war over water, refusing to heed the government.

Both Central Asia and Yemen endeavored to set up centralized organizations to oversee water-related issues, but both failed. Central Asia created the Interstate Commission for Water Coordination and the Water Basin Commission; however, the states' legislatures refused to recognize the commissions' authority or provide them with adequate funding.¹⁸ In addition, the commissions consisted of Uzbek majorities, which led many to suspect disparate clout. Thus, the commissions instigated little change and amassed little authority. Yemen, similarly, made the National Water and Sanitation Authority (NWSA). The NWSA reduced the amount of violent water struggles, but did not achieve the desired effects due to power and monetary inadequacies.¹⁹

In order to effectively resolve water conflicts, a strong centralized Water Authority (WA) must be established. The Organization for the Economic Co-operation and Development concurs: "Often it is the way in which water is governed and administered which leads to tensions."²⁰ The WA must be duly fortified with funding and power to suspend these tensions. Secondly, the WA must be equipped with the power to produce binding laws and enforce such laws both on the national and local levels. The members of the authority should be drawn equally from the affiliate nations and from the agricultural, industrial, environmental,

and energy sectors of the populations. A system for the review and appeal of decisions is a further necessity to ensure fair rule and consensus of the constituents.

Localized branches of the WA would allow for the personal supervision of water usage and law enforcement. These branches would provide for the specialized needs of their regions and exact meticulous rule to supplement super-national WA divisions. The WA also requires the aid of international agencies to bolster the authority's influence, supply support, encourage dialogue between the contending countries, and ensure justice and progress. International organizations, for example, the United Nations Development Program, World Bank, International Monetary Fund, Global Environment Facility, and United Nations Economic Commission, as well as the United States Agency for International Development have started supplying aid to Yemen and Central Asia, preventing future escalated variances and supplying funds for the construction of infrastructure and other projects.²¹ The support of international groups for the WA will add to the authority's power and signify global consent for its rule, allowing the WA to secure its position above opposing water-scarce nations. The firm rule of the WA could drastically reduce outside efforts to usurp control over the water sources, working towards eventual peace.

Financial aid is a necessary element to the disputes' peaceful resolution. Presently, Yemen requires an estimated \$5.3 billion to meet its water demands by 2020²² and Kyrgyzstan requires an estimated \$600 million yearly for the maintenance of its water installations.²³ Individually, most nations lack the ability to accrue the essential amounts of money. International donors can furnish the compulsory funds for the WA, allowing for improvements to be made and laws to be implemented fully. Thus, WA laws will gain additional strength, with international organizations aiding in their enforcement and monitoring the laws' effectiveness. Through random audits, the international agencies can judge the WA's rule in concordance with international standards to guarantee successful and just development.

Additionally, under the WA, water distribution between neighboring countries must be divided in accordance to time, rather than quantity. Aaron Wolf, professor at Oregon State University, discovered that 81 percent of water treaties have specified volume provisions.²⁴ In regard to this point, the Yemeni and Central Asian treaties established quotas concerning the amount of water allotted to each country; however, these treaties fell through and failed to resolve the conflicts. Precise volume quotas fail to account for water fluctuations, which can lead to further dispute; however, fluctuations would not effect water distribution based on time. Thus, the WA should allocate water according to the equal division of days per week, weeks per month, or months per year among the involved states, based on the conditions of each state and its populace.

Through the formation of WAs, peaceful resolutions to the water conflicts of many water-scarce nations may be effectively achieved. The intentions of countries to seize power can be considerably condensed, permitting the states to direct their attentions to technological advances in efficient water usage. Currently, 10 percent of the world's water withdrawal is allotted for domestic use, 20 percent for industrial use, and 70 percent for irrigated agricultural use.²⁵ Irrigation persists as the single most wasteful method of water delivery—90 percent of the irretrievable use of water is due to irrigation.²⁶ Thus, experiments in drip irrigation, cropping patterns, recycling waste water, efficient household appliances, desalination, and other water-saving measures can enable many countries to further stave off conflict over water.

Water has been the source of strife for centuries. It has caused human to rise up against human and country to rise up against country. Water authorities could provide a stable centralized government over conflicting nations and peoples, establishing a basis for cooperation and adherence to a common set of efficient water regulations. The WA would secure a lasting resolution to water disputes and ensure the welfare of many.

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