United States Institute of Peace
Making Peace Possible

STUDY GUIDE

for the 2021

NATIONAL HIGH SCHOOL ESSAY CONTEST

Diplomats and Peacebuilders: Powerful Partners

Contest Deadline: April 5, 2021

Sponsored by: American Foreign Service Association | United States Institute of Peace | Semester at Sea | National Student Leadership Conference

Guide created and produced by: United States Institute of Peace

First Place*

- Educational Voyage with Semester at Sea
- Washington, D.C. visit for family to meet with State Department leadership and Presidents of AFSA and USIP
- Cash award of $2,500

*Sponsors will consult with the winner on travel-based prizes to account for COVID-19 restrictions.

Second Place*

- Scholarship to attend the National Student Leadership Conference's International Diplomacy Program
- Cash award of $1,250

*Sponsors will consult with the winner on travel-based prizes to account for COVID-19 restrictions.

Honorable Mentions

- Certificate of achievement

INTRODUCTION
for Students

Now in its 23rd year, the American Foreign Service Association (AFSA)'s National High School Essay Contest encourages students to think about how and why the United States engages globally to build peace, and about the role that diplomacy plays in advancing U.S. national security and economic prosperity.

The 2021 essay contest focuses on the important role Foreign Service Officers play in collaborating with partners to prevent or mediate violent conflict and build peace. It challenges you to expand your understanding of peacebuilding as an effective foreign policy tool and to explore what makes a peacebuilding initiative successful. The U.S. Institute of Peace (USIP), a sponsor of the contest, has developed this study guide in partnership with AFSA to provide a basic introduction to the topic and some additional context that can assist you in answering the question. However, you are tasked with developing your own unique response and, as such, this guide should only be used as a starting point to your own research.

In this guide, you will find: the essay question; prizes and rules for the contest; an introduction to diplomacy and peacebuilding; key terms; examples of peacebuilding initiatives; and a list of other useful resources.

An Afghan officer leads members of Provincial Reconstruction Team (PRT) Farah on a tour of the prison in Farah province, Afghanistan, April 24, 2012. PRT's are comprised of people from the State Department, USAID, and the U.S. Military.

Credit: Lt. Benjamin Addiso, U.S. Navy.

2021 NATIONAL HIGH SCHOOL

Essay Contest Topic

DIPLOMATS AND PEACEBUILDERS: POWERFUL PARTNERS

What characteristics lead to a successful effort by diplomats and peacebuilders to mediate or prevent violent conflict? The United States Foreign Service—often referred to as America's first line of defense—works to prevent conflict from breaking out abroad and threats from coming to our shores. Peacebuilders work on the ground to create the conditions for peace and resolve conflicts where they are most needed.

Successful essays will identify, in no more than 1,250 words, a situation where diplomats worked on a peacebuilding initiative with partners from the country/region in question, nongovernmental organizations, and other parts of the U.S. government, and then go on to analyze what characteristics and approaches made the enterprise a success.

Diplomats and peacebuilders

For this essay contest, you are challenged to look at how United States Foreign Service Officers—or diplomats—partnered with peacebuilders to mediate or prevent violent conflict in a specific situation. Below is a general introduction to diplomacy and peacebuilding, including specific tools or approaches each has available.

DIPLOMACY

Diplomacy is a fundamental means by which a country's foreign policy is implemented. In the United States, diplomatic efforts are led by the U.S. Department of State whose mission it is to "lead America's foreign policy through diplomacy, advocacy, and assistance by advancing the interests of the American people, their safety, and economic prosperity." ("About State").

The key policies of the State Department tend to fall into five main categories:

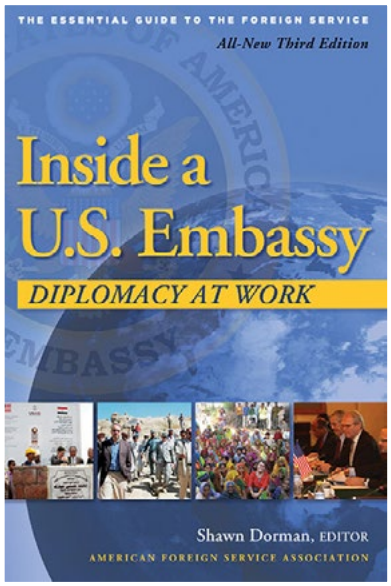
- Protecting the United States and American Citizens
- Advancing Democracy
- Defending Human Rights
- Encouraging Economic Growth and Prosperity
- Promoting International Understanding of American Values and Polices ("What are the Key Policies")

Foreign Service Officer Jason McInerney crossing river in Tegucigapl, Honduras, on the way to Rio Platano Biosphere Reserve to examine deforestation outcomes on land and people.

Credit: American Foreign Service Association.

Diplomacy is put into practice by those working at embassies abroad – many of whom are **Foreign Service Officers** (FSOs), a professional career track. Members of the Foreign Service at the U.S. Department of State are assigned to one of five "cones:" consular, economic, management, political or public diplomacy. In "Inside a U.S. Embassy: Diplomacy at Work", AFSA provides snapshots of the important work each of these positions plays in embassies around the world:

FEATURED RESOURCE:
INSIDE A U.S. EMBASSY



- ***Consular Officers*** serve as the public face of the United States in an embassy, determining which foreign nationals should – and should not – receive visas for legitimate travel to the U.S. for business, tourism or education. They also provide support to American citizens travelling or living abroad.
- ***Economic Officers*** help anticipate economic trends and new opportunities for U.S. companies abroad. Their portfolio includes environment, science, technology, health and labor issues.
- ***Management Officers*** enable embassies to function, handling all of the human resources, budget, and real estate issues.
- ***Political Officers*** are subject matter experts who builds relationships with local governments, media, non-governmental organizations, and think tanks. They report back events happening in country and provide analysis of how developments might impact U.S. policy objectives.
- ***Public Diplomacy Officers*** serve as the public relations team, delivering the story of the U.S. to people around the world. They must have awareness of all aspects of the embassy's work and be prepared to advise on the best way to message it to local media, officials, educators and people (Adams-Smith, 215-220).

The professionals of the U.S. Foreign Service have developed a concrete set of tools that help them pursue U.S. policy objectives. The National Museum of American Diplomacy at the U.S. Department of State highlights some specific tools with definitions from the Diplomatic Dictionary:

- ***Bilateral:*** Bilateral discussions, negotiations, or treaties are between a sovereign state and one other entity, either another sovereign state or an international organization. The relationship between two nations is referred to as a bilateral relationship.
- ***Multilateral:*** Involving more than two nations (which would be bilateral). International organizations, such as the United Nations, the World Trade Organization, and the Organization for Security and Cooperation in Europe, are multilateral in nature.
- ***Negotiation:*** Discussion between the representatives of two or more parties intended to reach a compromise on a disputed topic of interest. Governmental negotiations can be bilateral (between two states or between a state and a non-state entity, such as an International Organization or Non-Governmental Organization) or multilateral.

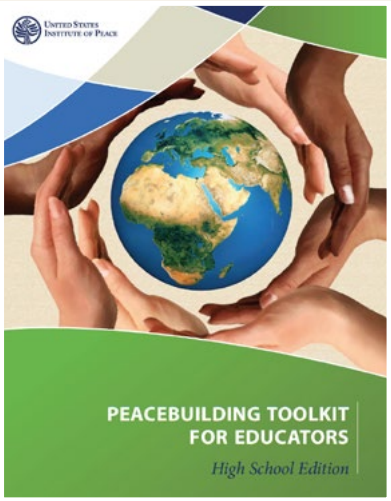
Yezidi refugees recall their harrowing escape from ISIS and the plight of their loved ones at a meeting in Mardin, December 2014, with FSO Matt Johnson, off camera at right. An ethnically Kurdish minority in the region, the Yezidi have been persecuted for ages for their ancient religion, which is linked to Zoroastrianism and animism.

Credit: U.S. Department of State, courtesy of Matt Johnson

- ***Treaty:*** An agreement or arrangement made by negotiation; a contract in writing between two or more political authorities such as sovereign states, formally signed by authorized representatives, and usually approved by the legislature of the state.
- ***Convention:*** An assembly of persons who meet for a common purpose especially a meeting of delegates for the purpose of formulating a written agreement on specific issues. The word also refers to the written agreement itself. ("Diplomatic Dictionary")

For more insights into the work of the U.S. Department of State, be sure to explore the National Museum of American Diplomacy at https://diplomacy.state.gov/.

FEATURED RESOURCE:
Peacebuilding Toolkit for Educators



PEACEBUILDING

Conflict is often viewed as something negative, associated with violence, war and destructive acts. However, conflict is actually a natural part of life, and it can be managed in ways that promote positive outcomes, even in the most difficult circumstances, if the right tools are put into practice.

Peacebuilders have many tools and approaches at their disposal, depending on the type of conflict they are facing. This is why conflict analysis is essential: it allows for the necessary information-gathering that can dissect and understand a conflict and identify the most effective responses. Conflict analysis helps organize complex environments, including parties, issues, relationships, perceptions, history, roots of the conflict, and structural impediments to a solution ("Peacebuilding Toolkit for Educators").

With this information in hand, it is possible then to assess what specific tools are most needed in any particular case. These include, but are not limited to[1]:

- ***Communication*** is a core concept in conflict management, and effective communication covers both speaking and listening. When one side in a conflict does not feel as though they are being heard, they may be reluctant to engage with other parties. By using active listening skills, parties in conflict can demonstrate that they want to understand the other party, and ultimately build trust.
- ***Negotiation*** is a regular part of everyday life, though it can be difficult to do well – especially in conflict zones and fragile states. It is the process of communication and bargaining between parties seeking to arrive at a mutually acceptable outcome on issues of shared concern. Negotiation often involves exploring the difference between positions (what people want) and interests (what people need).
- ***Mediation*** has been used as an effective method of alternative dispute resolution in many contexts, ranging from neighbor disputes to conflicts between nations. It is a mode of negotiation in which a mutually acceptable third party helps the parties to a conflict find a solution that they cannot find by themselves.
- ***Facilitated Dialogue*** is a conflict-intervention process that brings together various stakeholders in a conflict or around a problem or concern, to express, listen to,

U.S. Institute of Peace staff member Maria Antonia Montes works with members of a network of women mediators in Colombia.

Credit: Bill Fitzpatrick, U.S. Institute of Peace

explore, and better understand diverse views in order to transform individual, relational, or structural drivers of conflict.

- ***Reconciliation*** is the long-term process by which the parties to a violent dispute build trust, learn to live cooperatively, and create a stable peace. It can happen at the individual level, the community level, and the national level. It may involve dialogue, admissions of guilt, judicial processes, truth commissions, ritual forgiveness, and sulha (a traditional Arabic form of ritual forgiveness and restitution).

The U.S. Institute of Peace and others working in complex environments use the above tools and more every day to prevent and resolve violent conflicts. You can learn more about peacebuilding tools at www.usip.org.

OTHER KEY TERMS

In addition to the range of diplomatic and peacebuilding tools discussed above, a specialized set of terminology has developed related to working in countries affected by or vulnerable to violent conflict. Below are some key terms used by people working to resolve violent conflict around the world that may inform or guide your research into specific peacebuilding initiatives and approaches. These definitions are drawn from USIP's Peace Terms: Glossary of Terms for Conflict Management and Peacebuilding.

Capacity Building: Enabling people, organizations, and societies to develop, strengthen, and expand their abilities to meet their goals or fulfill their mandates. Capacity is strengthened by developing knowledge and skills that enhance individual and collective abilities to deliver services and carry out programs in a sustainable way. A long-term and continuous process that focuses on developing human resources, organizational strength, and legal structures, it involves all stakeholders including civil society.

Civil-Military Cooperation: The collaborative relationships between civilian and military actors in a conflict environment. Civilian actors may include government officials, staff from international organizations, and representatives of nongovernmental organizations. Cooperation ranges from occasional informational meetings to comprehensive programs where civilian and military partners share planning and implementation. These efforts can be controversial, as the military may see civilians as unduly complicating their mission, and civilians – especially in the humanitarian field – may think that any association with the military will compromise their impartiality and threaten their personal safety. Most experts, however, see civilian-military cooperation as necessary to provide the security, knowledge, and skills needed to help transform a conflict into an enduring peace.

Conflict Management: A general term that describes efforts to prevent, limit, contain, or resolve conflicts, especially violent ones, while building up the capacities of all parties involved to undertake peacebuilding. It is based on the concept that conflicts are a normal part of human interaction and are rarely completely resolved or eliminated, but can be managed by such measures as negotiation, mediation, conciliation, and arbitration. Conflict management also supports the longer-term development of societal systems and institutions that enhance good governance, rule of law, security, economic sustainability, and social well-being, which helps prevent future conflicts.

Conflict Transformation: A recently developed concept that emphasizes addressing the structural roots of conflict by changing existing patterns of behavior and creating a culture of nonviolent approaches. It proposes an integrated approach to peacebuilding that aims

African peacekeepers participate in a conflict management training in Senegal provided by the U.S. Institute of Peace, in partnership with the U.S. Department of State's African Contingency Operations Training and Assistance program, or ACOTA.

Credit: Daniel Noon, U.S. Institute of Peace

to bring about long-term changes in personal, relational, structural, and cultural dimensions. Recognizing that societies in conflict have existing systems that still function, conflict transformation focuses on building up local institutions as well as reducing drivers of conflict.

Fragility: The absence or breakdown of a social contract between people and their government. Fragile states suffer from deficits of institutional capacity and political legitimacy that increase the risk of instability and violent conflict and sap the state of its resilience to disruptive shocks.

Governance: The exercise of authority to implement rules and policies in an effort to bring order to the social, political, economic, and judicial processes that allow a society to develop. Good governance involves a process that is informed and to a degree monitored by, and ultimately serves, all members of society. It also implies a level of accountability and transparency, both of which help ameliorate the risk of corruption and its corrosive and destabilizing impact.

Multitrack Diplomacy: Efforts that operate on several tracks simultaneously, including official and unofficial conflict resolution efforts, citizen and scientific exchanges, international business negotiations, international cultural and athletic activities, and other cooperative efforts. These efforts could be led by governments, professional organizations, businesses, churches, media, private citizens, training and educational institutes, activists, and funders.

Nonviolent Civic Action: An action, usually undertaken by a group of people, to persuade someone else to change their behavior. Examples include strikes, boycotts, marches, and demonstrations. Nonviolent civic action can be categorized into three main classes: protest and persuasion, noncooperation, and intervention. It operates on the precept that all political relationships require varying degrees of cooperation or acquiescence, which can be withdrawn.

Peacebuilding: Originally conceived in the context of postconflict recovery efforts to promote reconciliation and reconstruction, the term peacebuilding has more recently taken on a broader meaning. It may include providing humanitarian relief, protecting human rights, ensuring security, establishing nonviolent modes of resolving conflicts, fostering reconciliation, providing trauma healing services, repatriating refugees and resettling internally displaced persons, supporting broad-based education, and aiding in economic reconstruction. As such, it also includes conflict prevention in the sense of preventing the recurrence of violence, as well as conflict management and postconflict recovery. In a larger sense, peacebuilding involves a transformation toward more manageable, peaceful relationships and governance structures – the long-term process of addressing root causes and effects, reconciling differences, normalizing relations, and building institutions that can manage conflict without resorting to violence.

Peace Process: The series of steps or phases in a negotiation or mediation that are necessary in order to eventually reach a peace agreement and sometimes to implement one. These steps are not necessarily sequential or linear. They may include confidence-building measures, risk-reduction strategies, good offices, fact-finding or observer missions, conciliation and mediation efforts, and deployment of international forces.

Whole-Of-Government Approach: The collaborative efforts of a government's departments and agencies to achieve a shared goal. Also known as interagency approach. Unity of effort and unity of purpose are sometimes used to describe cooperation among all actors, government and otherwise.

Police and community members discuss a local concern in Saaba, Burkina Faso, just one of the countries where the U.S. Institute of Peace has led Justice and Security Dialogues to reduce tension between state officials, community leaders, and citizens, and rebuild trust and security.

Credit: U.S. Institute of Peace

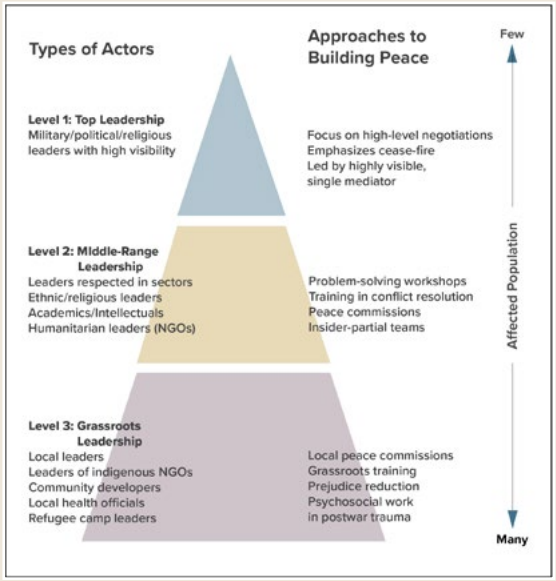
EXAMPLES OF PEACEBUILDING INITIATIVES

You have been asked to identify a situation where diplomats worked on a peacebuilding initiative with partners from the country/region in question, nongovernmental organizations, and other parts of the U.S. government. But what does a peacebuilding initiative look like?

Peacebuilding initiatives seek to prevent conflict from becoming violent, or to end it when it does, and to transform relationships and governance structures to address the root causes of conflict and promote positive change. Peacebuilding involves many actors and takes place on multiple levels: from the "top down" to the "bottom up."

John Paul Lederach's "peacebuilding pyramid" helps explain the three levels at which peacebuilding takes place and the corresponding actors and approaches. Peacebuilding initiatives at the topmost level work mainly with official government representatives, at the middle level with widely respected civil society leaders, and at the grassroots level with local leaders. Each level offers peacebuilding approaches that will be most effective (Lederach, 37-61). As you select a peacebuilding initiative to research, remember to consider all levels of peacebuilding, not just the top level. Diplomats work with peacebuilders at every level.

FEATURED RESOURCE:
John Paul Lederach's Peacebuilding Pyramid



(Lederach, 39)

The following resources direct you to **examples of peacebuilding initiatives** from around the world. They include a diverse array of actors, partnerships, and approaches and are meant to provide you with insight into the many shapes peacebuilding initiatives can take. They were also selected to represent Lederach's three levels of peacebuilding. Each example is accompanied by reflection questions for independent learners to dig more deeply or for teachers to encourage class reflection and discussion.

Afghanistan: "For an entire generation of Afghans, peace remains an idea—something they overwhelmingly desire, yet few have actually experienced" (Navone). While ongoing formal peace negotiations seek to end four decades of violent conflict in Afghanistan and America's longest war, Afghan citizens are finding ways to heal their society. The Kabul-based nonprofit organization ArtLords supports the national peace process by using art to help everyday Afghans "create a vision of peace that replaces the role that violence currently plays in their daily lives" (Navone). Read more at https://www.usip.org/blog/2020/02/discovering-peace-through-art-afghanistan.

Reflection Questions:

- What peacebuilding tools and approaches were used in this initiative? Who took part?
- What does artist Kabir Mokamel mean when he says, "I imagined if I could put a message or an image on it, the wall will disappear"?
- Why is it important for citizen-led peacebuilding initiatives to take place alongside national peace processes?

Burkina Faso: In 2016, tensions were high between the community and the police in Saaba, a small community in the West African country of Burkina Faso. A rise in crime and lack of trust in the police had led to the formation of informal security groups. Local authorities, police, and leaders of the informal security groups initially refused to meet in person. Through a series of Justice and Security Dialogues, these groups came together to build trust and work to improve security in their community ("Justice and Security Dialogue"). Read more at https://www.usip.org/programs/justice-and-security-dialogue-saaba.

Reflection Questions:

- What peacebuilding tools and approaches were used in this initiative? Who took part?
- What do justice and security mean to the people who took part in this initiative?
- How did this initiative integrate traditional methods of justice and security? Why was that effective?

Colombia: In 2016, after 50 years of conflict and five years of negotiations, the Colombia government and the Revolutionary Armed Forces of Colombia (FARC-EP) signed a historic peace agreement. While implementation has faced challenges, progress towards peace has continued. This article shares lessons learned from the design of the Colombian peace process that could help guide the Afghan peace process and offers insight into the role of the international community as a partner in a national peace process (Ahmadi and Montes). Further independent research can be conducted on the role U.S. diplomats played. Read more at https://www.usip.org/publications/2020/01/colombias-imperfect-peace-could-provide-roadmap-afghanistan.

Reflection Questions:

- What peacebuilding tools and approaches were used in this initiative? Who took part?
- What role did the international community play? Why was it important to engage the international community in this initiative?
- What were some successes of this peace process? What were some challenges, and what lessons can be learned from those challenges?

Iraq: The war in Iraq began in 2003, when a U.S.-led coalition launched a military operation in that country. Even after the ground war ended in Iraq and elections led to the formation of a new transitional government in 2005, the security situation worsened as violent conflict flared between Iraqi groups. In 2007, violence was at its peak in the city of Mahmoudiya. Lieutenant Colonel Zemp, a U.S. soldier in Iraq, talks about his experience working with military and civilian partners, including the U.S. Department of State and USIP, to bring peace to this embattled region ("Zemp"). Watch LTC Zemp's testimonial at https://www.usip.org/public-education/educators/ltc-william-zemp-partnerships-peacebuilding.

Reflection Questions:

- What peacebuilding tools and approaches were used in this initiative? Who took part?

- Toward the end of the video, Lieutenant Colonel Zemp says, “If we didn’t have people there to help guide us, we would have just seen it through the prism of war and not looked for the opportunities that some of these resolutions could have helped with.” What do you think he means by the “prism of war?”

- Zemp talks about partnerships in the video, specifically civilian-military partnerships. From what he says, what was the value of forming such a partnership to address the violence in Mahmoudiya? What was the military’s role in the region? What did the partners bring to the situation that the military was not prepared to do?

USEFUL RESOURCES

Here are some additional resources that might be helpful as you start your research. Also, keep an eye on the AFSA social media accounts (@afsatweets on Twitter and @afsapage on Facebook) and the USIP Public Education social media accounts (@buildingpeace on Twitter and @buildingpeace1984 on Facebook) as they will regularly share other resources that might provide further insights. Here are some additional resources that might be helpful as you start your research.

Inside a U.S. Embassy: Diplomacy at Work

This AFSA publication shows you what it is like to work in an embassy through profiles of actual FSOs and their experiences around the world.

USIP.org

USIP’s website can provide further information on peacebuilding approaches and tools and examples of international partnerships on peacebuilding initiatives around the world.

The Foreign Service Journal

This journal covers foreign affairs from an insider’s perspective, providing thought-provoking articles on international issues, the practice of diplomacy and the U.S. Foreign Service.

The MLA Style Center

Per the essay contest rules, your citations and bibliography should follow the MLA Style. The Modern Language Association’s websites has a quick guide to works cited, guidance on using notes, and samples papers using MLA Style. This study guide follows MLA guidelines on parenthetical citations, end notes, and bibliographies.

CONTEST RULES

Length: Your essay should be at least 1,000 words but should not exceed 1,250 words (word count does not apply to the list of sources). The word count must be included on the document you submit.
Content and Judging: Submissions will be judged on the quality of analysis, quality of research, and form, style and mechanics. **Successful entries will answer all aspects of the prompt and demonstrate an understanding of the role of Foreign Service.** Essays will be evaluated over several rounds of judging until a winner, runner-up, and eight honorable mentions are determined. All decisions of the judges are final.

Sources: Standards of content and style from the current edition of the **MLA Handbook for Writers of Research Papers** will be expected for (1) documentation of sources in the text of your essay; (2) the format of the list of works cited; and (3) margins and indentation. A bibliography following the MLA Handbook must be included. Essays should use a variety of sources—academic journals, news magazines, newspapers, books, government documents, publications from research organizations. At least three of the cited materials should be primary sources (a document, speech, or other sort of evidence written, created or otherwise produced during the time under study). General encyclopedias, including Wikipedia, are not acceptable as sources. Essays citing general encyclopedias in notes or bibliography **will be disqualified**. Websites should not be the only source of information for your essay; when you do use online sources, they must be properly cited.

Submission:

- Fill out the registration form. All fields on the online form are required, including uploading a Microsoft Word (.doc or .docx) file of your original work in English with a title and a comprehensive list of sources consulted. Entries must be typed, double-spaced, in 12-point Times New Roman or an equivalent font, with a one-inch margin on all sides of the page.
- Teacher or Sponsor: Student registration forms must have a teacher or sponsor. That person may review the submitted essay and act as the key contact between participants and AFSA. It is to the student's advantage to have a coordinator review the essay to make sure it is complete, contains all the necessary forms, is free from typographical and grammatical errors, and addresses the topic.
- Do not place your last name or your school's name on any of the pages of the essay. Only the registration form should include this information.
- Faxed submissions will not be accepted.
- Your essay will be disqualified if it does not meet the requirements or is submitted after the submission date of 11:59 p.m. EDT on April 5, 2021.

Eligibility: Students whose parents are not in the Foreign Service 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 winners and immediate relatives of directors or staff of the AFSA, the U.S. Institute of Peace, Semester at Sea and National Student Leadership Conference are not eligible to participate. Previous honorable mention designees are eligible to enter.

Prizes: $2,500 to the writer of the winning essay, in addition to an all-expense paid trip to the nation's capital from anywhere in the U.S. for the winner and his or her parents, and an all-expense paid educational voyage courtesy of Semester at Sea. Runner-up receives $1,250 and a full tuition to attend a summer session of National Student Leadership Conference's International Diplomacy program. Sponsors will consult with the winners on travel-based prizes to account for COVID-19 restrictions. Your essay will become the property of the American Foreign Service Association once it is submitted and will not be returned.

Thank you for your essay submission and good luck!

PRIVACY POLICY: AFSA collects your information for this contest and for AFSA partners. You may be signed up to receive updates or information from AFSA and our partners. You may receive a message from our sponsor regarding their program offerings, with the option to opt-out. You will be notified if you are the winner or an honorable mention in June 2021. The names of winners and honorable mentions will be posted on the AFSA website in June 2021.

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ABOUT THE SPONSORS

The American Foreign Service Association (AFSA), established in 1924, is the professional association and labor union of the United States Foreign Service. With over 16,000 dues-paying members, AFSA represents more than 31,000 active and retired Foreign Service employees of the Department of State, the U.S. Agency for International Development (USAID), Foreign Agricultural Service (FAS), Foreign Commercial Service (FCS), Animal and Plant Health Inspection Service (APHIS), and Broadcasting Board of Governors (BBG). Learn more at www.afsa.org.

The United States Institute of Peace is a national, nonpartisan, independent institute, founded by Congress and dedicated to the proposition that a world without violent conflict is possible, practical, and essential for U.S. and global security. In conflict zones abroad, the Institute works with local partners to prevent, mitigate, and resolve violent conflict. To reduce future crises and the need for costly interventions, USIP works with governments and civil societies to build local capacities to manage conflict peacefully. The Institute pursues its mission by linking research, policy, training, analysis, and direct action to support those who are working to build a more peaceful, inclusive world. Learn more at www.usip.org.

Semester at Sea is a multiple country study abroad program open to students of all majors emphasizing comparative academic examination, hands-on field experiences, and meaningful engagement in the global community. A wide variety of coursework from 20-25 disciplines is integrated with relevant field studies in up to a dozen countries, allowing for a comparative study abroad experience that is truly global. Colorado State University is the program's academic partner. Learn more at www.semesteratsea.org.

Sponsored by the National Student Leadership Foundation—a 501(c)3 nonprofit, nonpartisan, education organization—the NSLC provides students with the opportunity to experience life on a college campus; develop essential leadership skills; and explore a future career through exciting simulations, exclusive site visits and interactive meetings with renowned leaders in their chosen field. Learn more at: www.nslcleaders.org.

[1] Please note that the following definitions are generally agreed upon at USIP and can be found throughout a variety of USIP materials including the "Peacebuilding Toolkit for Educators" and *Peace Terms: Glossary of Terms in Conflict Management and Peacebuilding*.

United States
Institute of Peace
Making Peace Possible