

# COMPANION GUIDE

FOR THE

## NATIONAL HIGH SCHOOL ESSAY CONTEST

BUILDING PEACE THROUGH DIPLOMACY





**A refugee camp in Kenya.** [Photo: iHH]

# **COMPANION GUIDE**

FOR THE

# **NATIONAL HIGH SCHOOL ESSAY CONTEST**

OF THE

# **AMERICAN FOREIGN SERVICE ASSOCIATION**

Contest co-sponsored by:

**United States Institute of Peace**

**Semester at Sea**

**National Student Leadership Conference**

2016-2017 Theme:

**Refugees and Internally Displaced Persons**

GUIDE CREATED AND PRODUCED BY:

**United States Institute of Peace**

**DEADLINE: March 15, 2017**

# INTRODUCTION

The American Foreign Service Association (AFSA), the United States Institute of Peace (USIP), and our other co-sponsors<sup>1</sup> are pleased to provide this companion guide for the 2016-2017 National High School Essay Contest.

Now entering its 19th year, the National High School Essay Contest challenges 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. economic prosperity and national security.

For the 2016-2017 contest, you will be challenged to address one of the most daunting current global challenges: the causes and consequences of today's enormous refugee crisis, the largest movement of people since World War II. According to the UN High Commissioner for Human Rights, more than [65 million people](#)<sup>2</sup> have been forcibly displaced from their homes. The crisis is playing out in countries faced with unrest, oppression and lack of economic opportunity that "[spur violence, undermine development gains and prevent sustainable peace](#)."<sup>3</sup>

Members of the U.S. Foreign Service are at the front lines of the U.S. response to the crisis, helping to address both causes of displacement in places like Afghanistan and Iraq, and the consequences confronted by host countries such as Turkey and Kenya.

This year's National High School Essay Contest asks you to take on the role of a member of the Foreign Service in one of these four countries, and to provide recommendations to your ambassadors on how best to respond to the crisis, assist refugees and internally displaced persons (IDP) and help build peace.

## PURPOSE OF THIS GUIDE

We recognize that it is no easy task to jump into the role of a diplomat, especially when confronted by such an urgent crisis. This guide is intended to provide a basic introduction to the topic at hand and some additional context that can assist you in answering the question, while still challenging you to develop your own unique response. As such, this guide should be used as a starting point to your own research and as you ultimately prepare a compelling memo outlining recommendations the U.S. government should follow to respond to the refugee and IDP crisis.

In this guide you will find: insights into the role of the Foreign Service; country, organization, and key-term briefs to provide a foundational understanding; and a list of other useful resources.

## WHY A MEMO FOR AN ESSAY CONTEST?

Although memos may be a non-traditional form of writing in high school, they are a staple of the professional world. From policy making to business to international relations, memos are used to effectively communicate information, influence action and issue directives in succinct format. In addition to further developing knowledge and critical thinking through this essay contest, practicing memo-writing will introduce you to an important skill you can apply throughout your professional careers.

## WHAT DO MEMBERS OF THE FOREIGN SERVICE DO?

This contest goes beyond asking you to research a particular issue: it challenges you to approach it from the perspective of the Foreign Service.

A member of the Foreign Service is a professional diplomat tasked with representing U.S. interests overseas and feeding information and insights back to Washington. The U.S. Department of States [has five types of Foreign Service officers](#)<sup>1</sup>:

- Economic officers work on creating positive trade and economic relationships related to everything from technology to environmental issues.
- Political officers stay aware of what is going on in a country and analyze and report on the impacts on U.S. interests.
- Public diplomacy officers help shape the dialogue about the United States in a foreign country and help to give people insights into American culture.
- Management officers are responsible for making sure embassies operate smoothly, including budget, security and property.
- Consular officers help American citizens who live, work or travel abroad and also work with foreign nationals interested in coming to the United States.

The U.S. Agency for International Development (USAID) also has FSOs stationed around the world. Structured differently than at the Department of State, an [FSO working with USAID](#)<sup>2</sup> falls into one of these categories, known as “backstops”:

- Economic growth and trade
- Agriculture and the environment
- Education and training
- Democracy and governance
- Stabilization and conflict mitigation
- Global health
- Humanitarian assistance

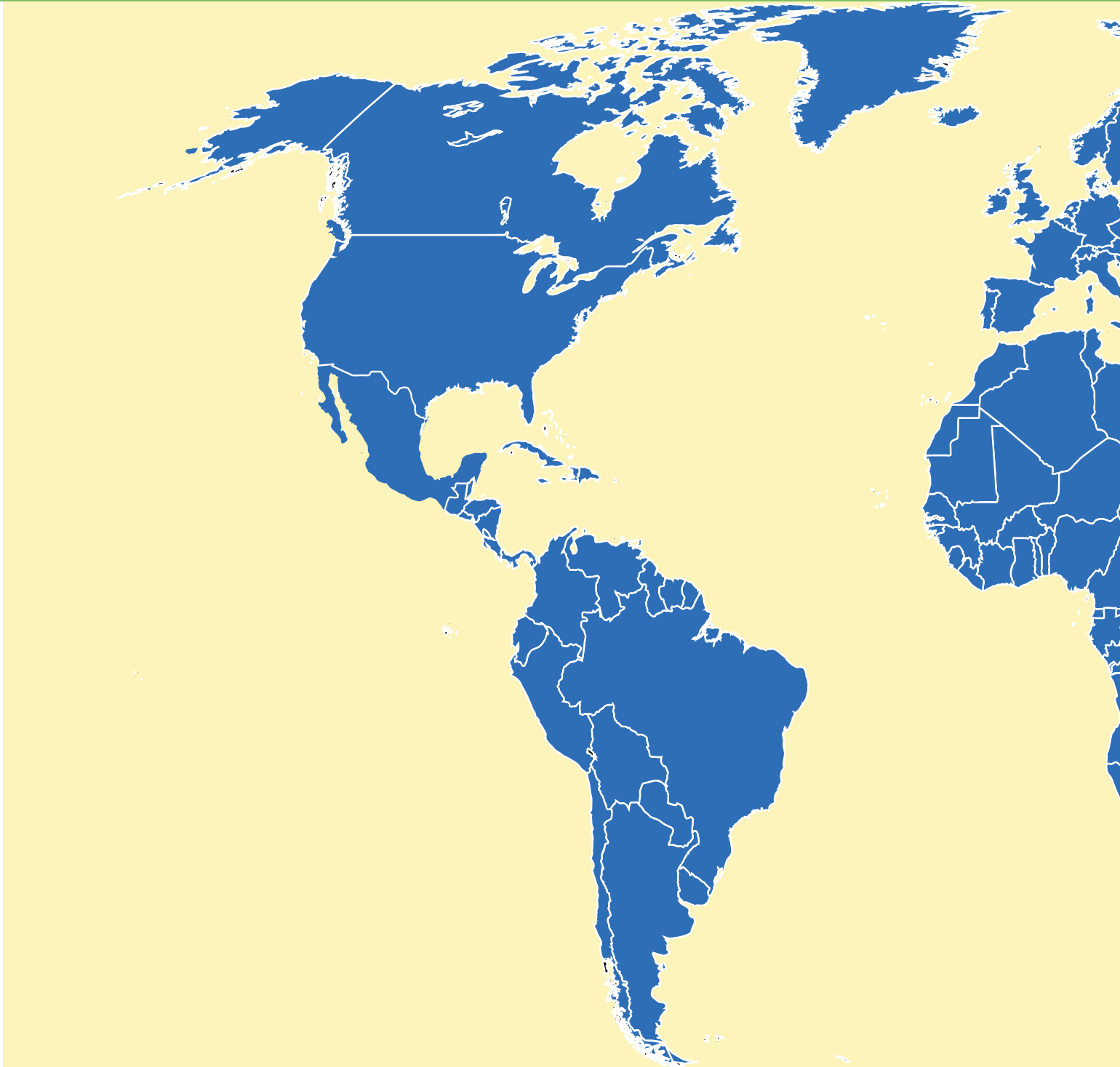
For more insights into what it’s like to be a member of the Foreign Service, check out:

- Inside a U.S. Embassy: Diplomacy at Work, Shawn Dorman, Potomac Books
- The U.S. Department of State’s [on-camera interviews](#)<sup>3</sup> with FSOs.
- [The Foreign Service Journal](#)<sup>4</sup>, published by the American Foreign Service Association
- [Andrew Young: A Day in the Life of a Diplomat and Peacebuilder](#)<sup>5</sup>, profiled by USIP in January 2016.

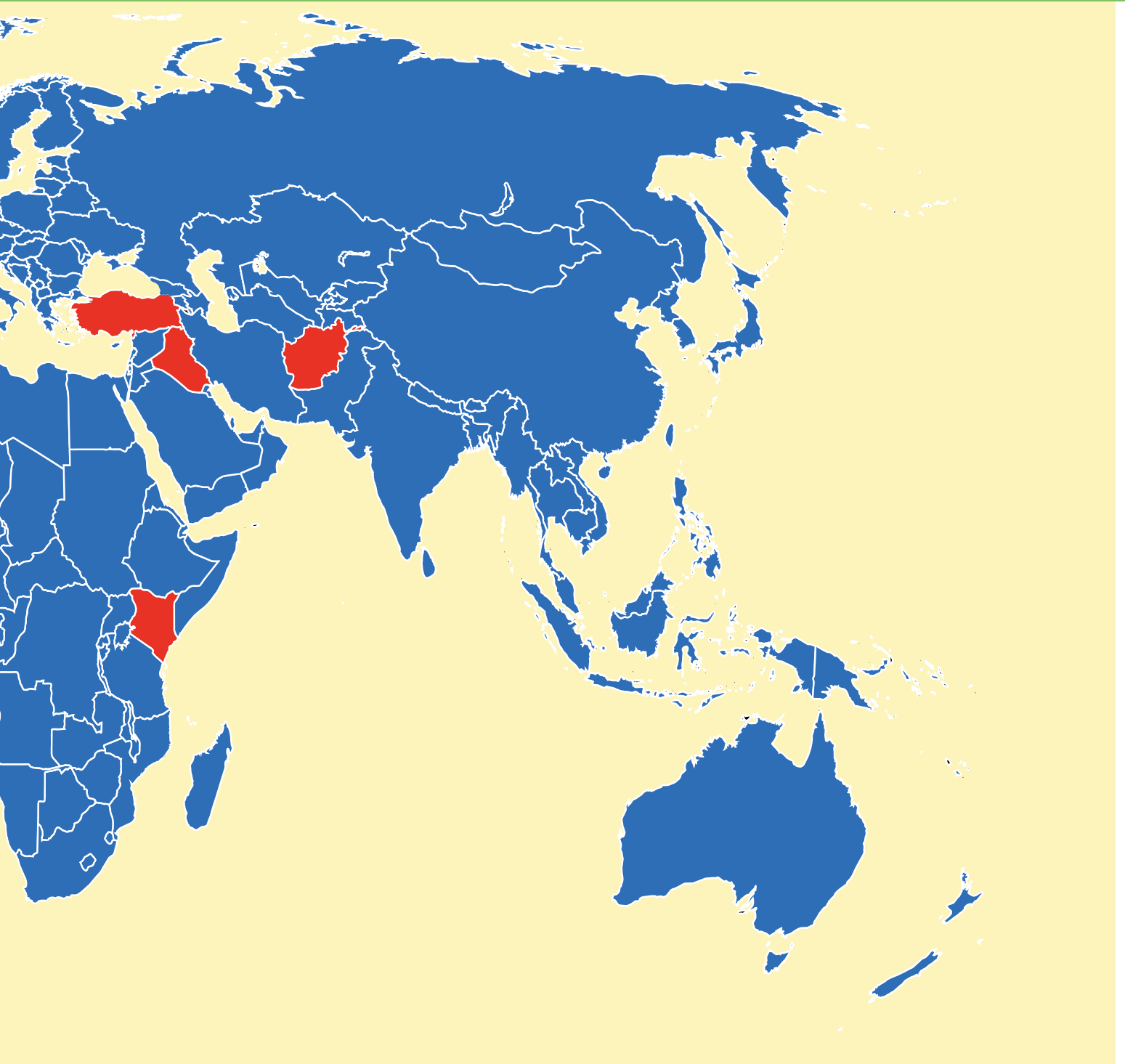
## UNDERSTANDING YOUR POST

Members of the Foreign Service are assigned to a post, such as an embassy or consulate, for several years at a time. One important element of adjusting to a new post is learning about the host country: the local political dynamics; the cultural norms that will help or hinder your work on the refugee and IDP crisis; the relationship between the U.S. and host country governments.

While the refugee and IDP crisis is truly global, the four countries covered in the 2016-2017 contest—Turkey, Kenya, Afghanistan and Iraq—are among the most seriously affected countries according to the UN High Commissioner for Refugees' ([UNHCR Global Trends 2015](#))<sup>1</sup> report.



Before beginning to draft your memo, learn more about your selected country. Good starting points include in-depth country profiles produced by the [U.S. State Department](#)<sup>2</sup>, [BBC News](#)<sup>3</sup>, and the [UNHCR](#).<sup>4</sup> USIP President Nancy Lindborg's testimony before the Senate Foreign Relations Committee in [September 2015](#)<sup>5</sup> and [May 2016](#)<sup>6</sup> can provide further insights.



## UNDERSTANDING THE ACTORS

There are many different organizations —or “actors”—with whom the Foreign Service interacts in the course of its work overseas. These actors may be representatives of other U.S. government agencies, international organizations, non-profit organizations or smaller local groups. Some are potential partners or have resources or connections that may help diplomats address a problem. As you start to develop your recommendations, consider which organizations might be helpful in building peace and enhancing stability. Below are some potential partners for the scenario put forth in this year’s contest, but please note that this is not an exhaustive list. It is also important to understand how any organization selected to be a partner operates in a particular country context.

### U.S. GOVERNMENT

#### U.S. Department of State

The State Department is responsible for the international relations of the United States, including diplomacy, implementing foreign policy, and providing important services to U.S. citizens and foreigners. The Bureau of Population, Refugees, and Migration provides protection and aid for displaced persons and promotes U.S. migration policies. Learn more at [www.state.gov](http://www.state.gov) and [www.state.gov/j/prm](http://www.state.gov/j/prm).

#### U.S. Agency for International Development

Dedicated to ending extreme poverty and promoting democratic societies, USAID works in over 100 countries on topics such as human rights, global health, food security and education. Learn more at [www.usaid.gov](http://www.usaid.gov).

#### U.S. Foreign Commercial Service

Part of the U.S. Department of Commerce, the Commercial Service helps promote trade with representatives in more than 75 countries. Learn more at [www.trade.gov/](http://www.trade.gov/).

#### U.S. Department of Defense

The Defense Department provides and coordinates the military forces needed to deter war and protect the security of the U.S. It often supports humanitarian missions abroad. Learn more at [www.defense.gov](http://www.defense.gov).

#### U.S. Institute of Peace

USIP works to prevent, mitigate and resolve violent conflicts around the world by engaging directly in conflict zones and providing analysis, education and resources to those working for peace. Learn more at [www.usip.org](http://www.usip.org).

### INTERNATIONAL ORGANIZATIONS

#### North Atlantic Treaty Organization

NATO uses political and military methods to protect the freedom and security of its 28 member countries. Learn more at [www.nato.int](http://www.nato.int).

#### United Nations

The UN is an intergovernmental organization that promotes international cooperation and global security and development/advancement. Key sub-departments include:

- United Nations High Commissioner for Refugees is the refugee agency of the UN, responsible for



protecting the rights and well-being of refugees and forcibly displaced people from around the world. Learn more at [www.unhcr.org](http://www.unhcr.org).

- United Nations Development Programme works to eradicate poverty, reduce inequalities and build resilience so countries can sustain progress. Learn more at [www.undp.org](http://www.undp.org).
- United Nations Children's Fund provides long-term humanitarian and development assistance to children and mothers. Learn more at [www.unicef.org](http://www.unicef.org).
- World Food Programme leads the UN's fight against hunger, responding to immediate needs and working to prevent hunger in the future. Learn more at [www.wfp.org](http://www.wfp.org).

## **NON-GOVERNMENTAL ORGANIZATIONS**

### **Doctors Without Borders/Médecins sans Frontières**

MSF provides emergency aid to people affected by conflict, epidemics, healthcare exclusion, and disasters. Learn more at: [www.msf.org](http://www.msf.org).

### **International Committee of the Red Cross**

ICRC provides humanitarian assistance to millions of people facing disaster, conflict, and health and social problems. Learn more at: [www.icrc.org](http://www.icrc.org).

### **International Organization for Migration**

IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people. Learn more at: [www.iom.int/](http://www.iom.int/)

### **International Rescue Committee**

IRC provides both immediate and long term support/relief to people affected by humanitarian crises, and especially refugees. Learn more at: [www.rescue.org](http://www.rescue.org).

### **Mercy Corps**

Mercy Corps provides immediate relief and long term development programs to people affected by conflict, crisis, and natural disasters. Learn more at [www.mercycorps.org/](http://www.mercycorps.org/).

### **Oxfam America**

Active in more than 90 countries, Oxfam America works to address the causes of poverty and improve social justice. Learn more at: [www.oxfamamerica.org](http://www.oxfamamerica.org).

### **Local Actors**

Each of the four countries highlighted has its own local and national governments, as well as organizations at different levels and in different regions, with whom FSOs and other international actors often work. For example, USIP works frequently with a range of local partners in different parts of the world. You should consider these potential partnerships, too, and seek to understand how your chosen post typically interacts with local officials and organizations.

## UNDERSTANDING THE TERMS

These definitions are drawn from the USIP publication *Peace Terms* which was developed to provide a common set of terms for use in training materials and other peacebuilding resources. Check out [Peace Terms](#) and State Department's [Diplomatic Dictionary](#) for additional definitions!<sup>1</sup>

**Internally displaced person (IDP):** A person who has been forced to leave their home, in particular as a result of armed conflict, generalized violence, violations of human rights, or natural or human-made disasters, but has not crossed an internationally recognized state border.

**Refugee:** A person who has been forced to leave their home, in particular as a result of armed conflict, generalized violence, violations of human rights or natural or human-made disasters, and has crossed an internationally recognized state border. Some sources restrict use of the term refugee to individuals with a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a social group or political opinion.

**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 through the transfer of knowledge and skills that enhance individual and collective abilities to deliver services and carry out programs that address challenges in a sustainable way. It is a long-term and continuous process that focuses on developing human resources, organizational strength and legal structures, and it involves all stakeholders including civil society.

**Civil society:** A collective term for a wide array of nongovernmental and nonprofit groups that help their society at large function while working to advance their own or others' well-being. It can include civic, educational, trade, labor, charitable, media, religious, recreational, cultural and advocacy groups, as well as informal associations and social movements. In theory, its institutional forms are distinct from those of the state, family and market, though in practice, the boundaries are often blurred. A strong civil society, or "public space," can protect individuals and groups against intrusive government and positively influence government behavior. Most definitions do not include commercial enterprises but do include business associations. Some definitions do not consider the media, most of which is for profit, to be part of civil society but rather a tool that can promote civil society.

**Conflict:** An inevitable aspect of human interaction, conflict is present when two or more individuals or groups pursue mutually incompatible goals. Conflicts can be waged violently, as in a war, or nonviolently, as in an election or an adversarial legal process. When channeled constructively into processes of resolution, conflict can be beneficial.

**Conflict analysis:** The systematic study of conflict in general and of individual or group conflicts in particular. Conflict analysis provides a structured inquiry into the causes and potential trajectory of a conflict so that processes of resolution can be better understood. For specific conflicts, the terms conflict assessment or conflict mapping are sometimes used to describe the process of identifying the stakeholders, their interests and positions, and the possibility for conflict management.

**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 they 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.

**Dialogue:** A conversation or exchange of ideas that seeks mutual understanding through the sharing of perspectives. Dialogue is a process for learning about another group's beliefs, feelings, interests and needs in a non-adversarial, open way, usually with the help of a third-party facilitator. Facilitated dialogue is a face-to-face process, often among elites. It takes place at a meeting site, whereas other third-party assisted processes may occur indirectly or by means of proximity talks.

**Diplomacy:** The fundamental means by which foreign policy is implemented. Official or track 1 diplomacy is typically carried out by government officials, who use bargaining, negotiation and other peaceful means to negotiate treaties, trade policies and other international agreements, including agreements to prevent, limit, manage or settle conflicts. Unofficial or nonofficial (also called citizen or track 2) diplomacy refers to the use of nontraditional diplomatic agents, including business executives, religious figures, nongovernmental organizations, academic, and other private citizens who are typically conducting dialogue and problem-solving activities. The term preventive diplomacy is sometimes used as a synonym for conflict prevention.

**Facilitation:** The process or set of skills by which a third party attempts to help the disputants move toward resolution of their dispute. Facilitation can operate at many levels, from providing good offices to a more active role as a mediator. It may mean helping the parties set ground rules and agendas for meetings, helping with communication between the parties, and

analysis of the situation and possible outcomes—in general, helping the participants keep on track and working toward their mutual goals. It may also mean helping them set those goals.

**Foreign aid:** A technique of statecraft whereby economic and technical assistance are used as instruments of policy in order to achieve certain goals. There are three main types of foreign aid—humanitarian, military and development. Aid may be bilateral or multilateral, the latter usually being channeled through an international body.

**Fragility:** The term fragility can refer to humans, states or the environment. A fragile state typically suffers from weak authority, legitimacy and capacity. The drivers of fragility can be economic and social inequalities, lack of effective channels for the peaceful expression of people's demands and expectations, economic decline and competition over natural resources.

**Human rights:** The basic prerogatives and freedoms to which all humans are entitled. Supported by the United Nation's Universal Declaration of Human Rights of 1948 and several international agreements, these rights include the right to life, liberty, education and equality before law, and the right of association, belief, free speech, religion and movement.

**Nongovernmental organization (NGO):** A private, self-governing, nonprofit organization dedicated to advancing an objective or objectives such as alleviating human suffering; promoting education, health care, economic development, environmental protection, human rights and conflict resolution; and encouraging the establishment of democratic institutions and civil society. Some people use the term international nongovernmental organization (INGO) to differentiate those organizations that transcend national boundaries from local NGOs.

**Peace:** The word "peace" evokes complex, sometimes contradictory, interpretations and reactions. For some, peace means the absence of conflict. For others it means the end of violence or the formal cessation of hostilities; for still others, the return to resolving conflict by political means. Some define peace as the attainment of justice and social stability; for others it is economic well-being and basic freedom. Peacemaking can be a dynamic process of ending conflict through negotiation or mediation. Peace is often unstable, as sources of conflict are seldom completely resolved or eliminated. Since conflict is inherent in the human condition, the striving for peace is particularly strong in times of violent conflict. That said, a willingness to accommodate perpetrators of violence without resolving the sources of conflict—sometimes called "peace at any price"—may lead to greater conflict later.

**Peacebuilding:** Originally conceived in the context of post-conflict 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 post-conflict 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 resort to violence.

**Power:** The ability to influence others to get a particular outcome. It may involve coercing them with threats, providing inducements, or co-opting them. *Hard power* refers to the use of military and economic means to influence the behavior of others through coercion or inducements. *Soft power* refers to the ability to attract or co-opt others through one's values, policies and performance. The term smart power encompasses both hard and soft power, emphasizing the need to employ whatever tools—diplomatic, economic, military, political, legal, scientific and cultural—are appropriate for the situation.

**Public diplomacy:** Advocacy openly directed at foreign publics in support of negotiations or broad policy positions and to enlist their backing for a particular position or outcome.

**Right of return:** The right of any person to re-enter his or her country of origin. The Universal Declaration of Human Rights states that "everyone has the right to leave any country, including his own, and to return to his country." Many countries have enacted laws concerning the right of return, mostly to facilitate the immigration of members of diaspora communities.

**Security:** Traditionally, security has meant freedom from military attack and has been synonymous with national security. In addition, a state could enter into alliances that provided collective security. More recently, the concept has expanded to include environmental and economic concerns. And the term human security has been used to emphasize the need to focus on the needs of the individual, including freedom from fear and freedom from want, as well as specific needs such as food security.

**Stability:** The ability of a state to recover from disturbances and resist sudden change or deterioration. Stabilization is the process of ending or preventing the recurrence of violent conflict and creating the conditions for normal economic activity and nonviolent politics. Stability operations work to restore stability in post-conflict situations.

## 2017 NATIONAL HIGH SCHOOL ESSAY CONTEST TOPIC

According to the United Nations, [65 million people worldwide](#) have left their homes to seek safety elsewhere due to violence, conflict, persecution, or human rights violations. The majority of these people are refugees or internally displaced persons (IDPs).

Imagine you are a member of the U.S. Foreign Service — a diplomat working to promote peace, support prosperity, and protect American citizens while advancing the interests of the United States abroad — and are now assigned to the U.S. embassy in one of these four countries.

- Turkey  
(Bureau of European and Eurasian Affairs)
- Kenya  
(Bureau of African Affairs)
- Afghanistan  
(Bureau of South and Central Asian Affairs)
- Iraq  
(Bureau of Near Eastern Affairs)

Your task is to provide recommendations to address the refugee/IDP crisis facing the country in which you are now posted. Using the resources available to you as a member of the Foreign Service, write a memo to your Ambassador outlining how the United States might help address the current unprecedented levels of displacement. You may choose to address issues related to the causes of refugee crisis, or to focus on the humanitarian crisis in your host country.

**A qualifying memo will be 1,000-1,250 words and will answer the following questions:**

1. How does the crisis challenge U.S. interests in the country you are posted and more broadly?
2. Specifically outline the steps you propose the U.S. should take to tackle the roots or the consequences of the crisis, and explain how it would help solve the issue or issues you are examining. How will your efforts help build peace or enhance stability?
3. How do you propose, from your embassy/post of assignment, to foster U.S. government interagency cooperation and cooperation with the host-country government to address these issues? Among U.S. government agencies, consider U.S. Agency for International Development, the Foreign Commercial Service and the U.S. Institute of Peace.

## MEMO TEMPLATE:

MEMORANDUM

TO: Ambassador \_\_\_\_\_

FROM: Only use your first name here

DATE:

RE: Think of this as your title, make sure to include the country you are writing about

### **Summary:**

Here you want to lay out the problem, define criteria by which you will be deciding the best steps the U.S. could take, and include a short sentence or two on your final recommendation. Embassy leadership is very busy and reads many memos a day — they should be able to get the general “gist” of your ideas by reading this section.

### **Background:**

This section should provide any background information about the crisis or conflict relevant to your proposed policy. Here, you should mention why the issue is important to U.S. interests, especially peace and security.

### **Proposed Steps:**

This is where you outline your proposed policy. Be specific in describing how the U.S. might address this issue and how these steps can contribute to peace and security. Include which organizations you propose partnering with and why.

### **Recommendation:**

This is where you write your final recommendations for embassy leadership. Think of this as a closing paragraph.

# RULES AND GUIDELINES

1. Your memo must be between 1,000 and 1,250 words.
2. Complete the AFSA National [High School Essay Contest Entry Submission Form](#). The teacher information is very important, as your teacher will be consulted should your essay be chosen as one of the top 25. If you do not include teacher information, **your essay will not be accepted**.
3. Upload a copy of your original work in English on the designated topic, which should include a comprehensive list of sources consulted, to your AFSA National High Essay Contest Entry Submission Form. You must write on one of the topics provided; memos on other topics will not be accepted. Please mention the country in the subject line of your memo.
4. All submissions must be original work, have a title, include a word count and have cited sources (word count does not apply to the list of sources.) All sources, including articles you have written, must be cited.
5. 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. Standards of content and style from MLA Handbook for Writers of Research Papers, 8th ed., will be expected for (1) documentation of sources in the text of your memo; (2) the format of the list of works cited; and (3) margins and indentation. A bibliography following the MLA Handbook must be included. Memos 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. Memos citing general encyclopedias in notes or bibliography may be disqualified. Websites should not be the only source of information for your essay and need to be properly cited.
6. 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.
7. Memos MUST be submitted in Microsoft Word (.doc or .docx) format. Memos submitted in any other format will not be considered.
8. Faxed submissions will not be accepted
9. Your memo will be disqualified if it does not meet the requirements or is submitted after the submission date of 11:59 p.m. EDT on March 15, 2017.
10. 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, National Student Leadership Conference and Semester at Sea are not eligible to participate. Previous honorable mention recipients are eligible to enter.
11. Teacher or Sponsor: Student registration forms must have a teacher or sponsor name. 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.
12. Your memo will become the property of the American Foreign Service Association once it is submitted, and will not be returned.
13. The decisions of the judges are final.

Thank you for your memo 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. You will be notified if you are the winner or an honorable mention in May 2017. The names of winners and honorable mentions will be posted on the AFSA website in July 2017



## 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](http://www.afsa.org).



The United States Institute of Peace works to prevent, mitigate, and resolve violent conflict around the world. USIP does this by engaging directly in conflict zones and by providing analysis, education, and resources to those working for peace. Created by Congress in 1984 as an independent, nonpartisan, federally funded organization, USIP's more than 300 staff work at the Institute's D.C. headquarters, and on the ground in the world's most dangerous regions. Learn more at [www.usip.org](http://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](http://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](http://www.nslcleaders.org).



<sup>1</sup> In addition to AFSA and USIP, the annual National High School Essay Contest is sponsored by Semester at Sea and the National Student Leadership Conference.

<sup>2</sup> <http://www.unhcr.org/en-us/figures-at-a-glance.html>, accessed July 2016.

<sup>3</sup> <http://www.usip.org/publications/2015/09/29/the-us-role-and-strategy-in-the-middle-east-the-humanitarian-crisis>, accessed July 2016.

<sup>4</sup> <https://careers.state.gov/work/foreign-service/officer/career-tracks> accessed June 2016.

<sup>5</sup> <https://www.usaid.gov/work-usaid/careers/foreign-service/foreign-service-officer-faq>, accessed July 2016.

<sup>6</sup> <https://careers.state.gov/learn/who-we-are/videos>, accessed July 2016.

<sup>7</sup> <http://www.afsa.org/fsj>, accessed July 2016.

<sup>8</sup> <http://www.buildingpeace.org/andrew-young>, accessed July 2016.

<sup>9</sup> <https://s3.amazonaws.com/unhcrsharedmedia/2016/2016-06-20-global-trends/2016-06-14-Global-Trends-2015.pdf>, accessed July 2016.

<sup>10</sup> <http://www.state.gov/misc/list/index.htm>, accessed July 2016.

<sup>11</sup> [http://news.bbc.co.uk/2/hi/country\\_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm), accessed July 2016.

<sup>12</sup> <http://reporting.unhcr.org/operations>, accessed July 2016.

<sup>13</sup> <http://www.usip.org/publications/2015/09/29/the-us-role-and-strategy-in-the-middle-east-the-humanitarian-crisis>, accessed July 2016.

<sup>14</sup> <http://www.usip.org/olivebranch/2016/05/17/lindborg-calls-new-approaches-syrian-refugee-assistance>, accessed July 2016.

<sup>15</sup> Peace Terms: <http://www.usip.org/publications/usip-peace-terms-glossary>; Diplomatic Dictionary: <http://diplomacy.state.gov/discoverdiplomacy/references/169792.htm> .



**Syrian refugee camp on the Turkish - Syrian border.** [Photo: Thomas Koch / Shutterstock.com]



  
**TÜRK KIZILAYI**  
1868



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INSTITUTE OF PEACE

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