



# Teaching Guide

*on*

Rebuilding  
Societies After  
Conflict

**National Peace  
Essay Contest**



United States Institute of Peace



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# INTRODUCTION

## Objectives of the Teaching Guide

- ❑ To increase students' understanding of post-conflict reconstruction and ability to analyze the post-conflict reconstruction process in both historic and contemporary conflicts.
- ❑ To develop students' analytical reading, writing, and research skills.
- ❑ To reinforce students' abilities to collaborate and produce a work product with peers using traditional and electronic means of research, discussion, and document preparation.
- ❑ To enable classroom teachers, students, and contest coordinators to:
  - Understand the National Peace Essay Contest (NPEC) topic;
  - Review bibliographic resources and select qualified sources for their research;
  - Define and understand concepts contained in the essay question;
  - Gain knowledge of specific examples of post-conflict reconstruction and evaluate their success or failure in preventing future violence;
  - Write, edit, and submit their essay to the United States Institute of Peace.
- ❑ To provide teachers with lesson plans, worksheets, bibliographic sources, and factual material to assist them in preparing students to write essays for submission to the National Peace Essay Contest.

## Advance Preparation

1. Review this teaching guide and the NPEC guidebook.
2. Decide whether you will use these lessons as preparation for the NPEC or as a supplement to your curriculum.
3. If you will use the guide as preparation for the NPEC, decide:
  - Will this be a required, extra-credit, or extracurricular project for your students?
  - At what point in your course will you include the NPEC?
  - How many class hours can you devote to this project?
  - How will the class hours be scheduled among other assignments and activities?

4. For each student, make copies of the essay question, your schedule of assignments, and grading criteria. If you are submitting essays to the NPEC, you may also want to make copies of the Contest guidelines and judging criteria located on pages 5 and 6 of the NPEC guidebook. Please note that you can request a copy of the guidebook for each student in your class by contacting the Institute at (202) 429-3854. Students can also access the guidebook on the NPEC web site: [www.usip.org/npec](http://www.usip.org/npec).
5. Make copies of the worksheets, overhead transparencies, and reference materials for the lessons you will use.

## Teaching Materials

- Library Access
- Internet Access (if available)
- Overhead Projector

### **NOTES:**

- This Teaching Guide has been prepared to coincide with the 2003-2004 NPEC; however, the materials can be used at anytime, independent of the contest.
- These lessons assume a 45-minute class period. If your school uses block scheduling, these lessons may be combined or may be used as a portion of one day's block. Several lessons are "expandable" depending on the amount of time you wish to give students for research, whether they work individually or in groups, and the method of presentation of their results (written or oral reports) which you select. The sequence of lessons is recommended but is subject to teacher discretion.
- You may wish to confer with colleagues in other departments for substantive information or ideas to improve your students' essay-writing skills.
- Throughout the guide, material that appears in italics relates to optional activities.

# 2003-2004 NATIONAL PEACE ESSAY CONTEST

## QUESTION

### Rebuilding Societies After Conflict

Since the end of World War II, the majority of conflicts have been within states rather than between states. While some of these conflicts can be managed through peaceful means, others escalate into violence. Violent conflicts often destroy a society's physical and social infrastructure. Rebuilding this infrastructure is an integral part of managing such conflicts, promoting reconciliation, and preventing their reoccurrence.

This process, known as post-conflict reconstruction, goes beyond merely redeveloping physical structures. Efforts to rebuild society may include providing security for citizens, reforming legal and political institutions, revitalizing economic and social structures, assisting the return of refugees, promoting reconciliation, and facilitating political participation. In some cases, it is possible to rebuild existing structures while in others it is necessary to create new ones. Actors and agencies working to rebuild a social and political society can range from international organizations and non-governmental organizations (NGO's) to local and international governments as well as the local population.

Examples of post-conflict reconstruction include the rebuilding of Western Europe through the Marshall Plan and of Japan at the end of World War II. In more recent years, the UN and NGO's have played a crucial role in post-conflict reconstruction. In Guatemala, El Salvador, Mozambique, and Namibia, for example, international organizations and NGO's have assisted in the socio-economic recovery from armed conflict. The goal of such efforts has been to generate increasingly stable states and societies, thus reducing the potential return to conflict.

But post-conflict reconstruction does not always lead to stability. For example, in 1992 Angola's efforts at post-conflict political reform may have contributed to the collapse of a fragile peace. Early elections served to increase hostilities between parties to the conflict. Instead of leading to reconciliation, the internationally-supervised elections resulted in renewed fighting. In the case of Haiti, weak international involvement contributed to the rise of violence after a peace agreement was implemented.

Most experts agree on the need for post-conflict reconstruction, but they disagree significantly on how to go about it to ensure that it results in a stable society. Ongoing debates involve discussions of when and how to begin the process of rebuilding post-conflict societies, as well as who should be involved and how these various agencies of reconciliation and reconstruction should coordinate their efforts.

In a 1500-word essay, select two cases where post-conflict reconstruction was undertaken, at least one of which should be post-Cold War. Analyze the two cases, addressing the following questions and statements:

- For each case, explain what developments led to an end of violence and describe the elements of the post-conflict reconstruction process.
- When the violence ended, was reconciliation achieved, or did the violence re-ignite at a later date? If reconciliation resulted, how was this achieved and what players were part of the process? If the violence re-ignited, what were the circumstances under which this occurred? What role did the post-conflict reconstruction effort play in the final outcome of the conflict?
- Based on your analysis, what conditions do you think are necessary for post-conflict reconstruction to result in a stable society? End your essay by providing practical recommendations on how to design and conduct a program of post-conflict reconstruction that leads to stability and reconciliation.

## Lesson I

### Part A. Introducing the National Peace Essay Contest and the 2003-2004 Question to Your Students

(1/2 period)

**Lesson Overview:** This lesson will introduce students to the topic of the 2003-2004 NPEC contest and will set the stage for the classes that follow. The lesson will also help students evaluate sources as they research their essays.

#### Learning Outcomes:

Part A: Students will have:

- ❑ Developed an understanding of the educational opportunities available through the National Peace Essay Contest (NPEC) and the purposes of the United States Institute of Peace.
- ❑ Communicated the relevance of post-conflict reconstruction in today's global environment.

Part B: Students will have:

- ❑ Demonstrated an understanding of the importance of evaluating Internet sources.
- ❑ Practiced using strategies for evaluating Internet sources.

#### Materials:

- ❑ 2003-2004 NPEC Guidebook on "Rebuilding Societies After Conflict"
- ❑ Essay contest question, NPEC rules and guidelines, and information on USIP
- ❑ Your schedule of due dates, grading policy or rubric, and guidelines for the project
- ❑ Copies of Handout I B(1) and I B(2)
- ❑ Handout II for the next assignment

#### Procedures:

##### Step 1

Introduce this project to your students and give them time to read over the information about the U.S. Institute of Peace, the contest rules, and the guidelines that you have prepared for them. Point out the objectives of the contest and the benefits to them of entering this contest. Go over your schedule of lessons and assignments.

**Step 2**

Ask students to read the National Peace Essay Contest question. Clarify any portions of the question they do not understand.

**Step 3**

Lead a class discussion using some or all of the following questions:

- What are your first impressions of the essay topic?
- What do you already know about post-conflict reconstruction?
- What is the current relevance of this subject?

Students will find it interesting to compare their opinion now with the conclusions they reach after writing the essay.

**For students working independently**

- Follow Steps 1 and 2

**B. Introducing and Evaluating Source Materials**

**(1/2 – 1 period)**

**Step 1**

Introduce Lesson I Part B. Emphasize the importance of doing careful research, using a variety of high-quality sources, using correct citation, and including a bibliography when writing a research paper.

**Step 2**

Distribute and review instructions for Handout I B(1). Have students complete Part 1 and review student answers. Have students complete parts 2 and 3 for homework.

**Step 3**

Lead a class discussion on student use of the Internet using some or all of the following questions:

- How do you use the Internet? For email, purchasing, entertainment, travel information, other information?
- Have you used the Internet for research related to academic assignments? How do you determine which sites to use for your research?
- Are some sites better for research than others? How do you determine this?



- What qualities of the Internet make it more difficult to assess the reliability and credibility of information on web sites?

#### **Step 4**

Distribute and review instructions for Handout I B(2). For homework have students select a web site and evaluate it using the information on the Handout.

#### **Step 5**

Distribute Handout II for students to read and consider for homework. Ask students to bring to class an article in a newspaper that relates to a local example of one of the types of reconstruction presented in Handout II.

#### **For students working independently**

- Follow Steps A 1, 2; B 1, 2, 4, 5

## **Lesson II**

### **Laying the Foundation: Reconstruction in Context**

**(1 – 1 1/2 periods)**

**Lesson Overview:** This lesson introduces reconstruction from an historical perspective and focuses on the most basic aspect of reconstruction— physical rebuilding. The lesson introduces questions about the how and why of reconstruction and has students explore the answers to these questions through an example of re-building in their community.

#### **Learning Outcomes:**

Students will have:

- Explored physical reconstruction from historical and multidisciplinary perspectives.
- Identified examples of reconstruction in their community.
- Demonstrated an understanding of why reconstruction is important and necessary.

#### **Materials:**

- Completed Handout I B(1) and I B(2)
- Completed Handout II
- Newspaper articles about local reconstruction
- Handouts III A and B for next assignment

#### **Procedures:**

##### **Step 1**

Review student responses to Handout I B(1) Parts 2 and 3 and I B(2). Review answers to Handout I B(2) by asking different students to show the class the manner in which their chosen page did or did not meet the criteria for assessing the value of a web site.

##### **Step 2**

Refer to Handout II and ask one or more students to read aloud the introductory paragraphs on the handout.

##### **Step 3**

Solicit student reactions to the ideas and questions on the handout.

*(Optional)*

*You may also want to discuss the following quote with your students, taken from the Old Testament.*

*“When you lay siege to a city for a long time in order to capture it, you shall not destroy its trees, setting an axe to them for, from them, you will eat; nor shall you cut it... Only a tree which you know is not a fruit-bearing tree shall you destroy and cut; you will build siegeworks against the city which is making war against you until it falls.” (Deuteronomy 20:19-20)*

*Ask students the following questions:*

- *How do you interpret the passage above, within the context of rebuilding a region after violent conflict?*
- *Why is it important to cut “...only a tree which you know is not a fruit-bearing tree...?”*

#### **Step 4**

Have students share the reconstruction effort described in their newspaper articles. (If no current example can be identified, perhaps your community has recently experienced a building destroyed by man-made or natural disaster, a local effort at governmental reform, a highway project to upgrade a road). Lead a class discussion using the bulleted questions on Handout II as applied to the local example.

As a bridge to the lessons that follow, broaden the discussion to include aspects of reconstruction other than physical rebuilding.

- Physical rebuilding is one aspect of reconstruction. What other forms of reconstruction might be necessary following a natural disaster or following a violent conflict? What else might need redeveloping?

Attempt to elicit the various elements that will be discussed in later lessons—economic reconstruction, security, governance, humanitarian relief, and social/cultural redevelopment.

#### **Step 5 (Optional assignment)**

*Direct students to write a letter to the editor of a local newspaper, public official, private developer, or medical society (as appropriate) expressing their views on a general type or specific instance of reconstruction.*

#### **Step 6**

In preparation for Lessons III – VI, assign students to six teams of three to six members each. As with all group projects, endeavor to balance the mix of abilities, points of view, life experience, and areas of interest within each team.

#### **The Virtual Team**

If the resources of your school and students permit, the teamwork of Lessons III-V can be done electronically; that is, using the Internet and email to research, discuss, and draft assigned work. Your students will be introduced to a method of collaboration becoming increasingly common in undergraduate, graduate, and business settings. Virtual teams can be beneficial because they allow collaboration at any time, as they do not rely upon face-to-face meeting. Furthermore, students who live far apart or find it difficult to meet may use the Internet instead.

**Step 7**

Distribute copies of Handout III. Help students understand what each element of reconstruction means (see teacher resource *The Six Elements of Reconstruction*). Assign one element to each team as its focus area. Review instructions and answer questions about this assignment.

**For students working independently**

- Complete steps 2, 3, 4, 5

## Lesson III

### The Building Blocks: Identifying the Elements of the Reconstruction Process

(1 – 2 periods)

**Lesson Overview:** This lesson gives students the opportunity to specify which reconstruction tasks are most essential to their element, to consider the inter-connection among elements, and to explore the resulting needs for prioritization and coordination.

#### Learning Outcomes:

Students will have:

- ❑ Identified the tasks of reconstruction that apply to their element and those which overlap with other elements.
- ❑ Demonstrated an understanding of the complexity of the reconstruction process and the consequences of this complexity.

#### Materials:

- ❑ Completed copies of Handouts III A and B
- ❑ Overhead projector and transparency of Handout III
- ❑ Handout IV for the next assignment

#### Procedures:

##### Step 1

Have each team present its version of Handout III B in an oral and visual report to the class (using the overhead transparency or on the black/white board). Teams may need 10 minutes at the beginning of class to coordinate their presentations.

##### Step 2

Following the presentations, lead a discussion using the questions below:

- Which tasks appear under more than one element? Why?
- Why is it important for each team to prioritize its tasks?
- Given the overlapping nature of some of the elements and their respective tasks, how can cooperation in carrying them out be fostered?

### Step 3

It is important for students to understand that while all of the elements of reconstruction are essential, there are some that must be taken care of first, so the others may follow. Attempt to seek class consensus and develop a final version of Handout III B to form the basis for the next lessons. In doing so, lead a discussion using the following questions.

- Which elements are more pressing than others?
- Which should come first as the process of post-conflict reconstruction progresses? (*Elicit security and humanitarian relief*)

**Note:** There is no teacher resource for Handout III B, as answers may vary depending on justifications.

### Step 4

Depending on your students' level of ability and the amount of time you wish to devote to Lesson IV, prepare Handout IV for distribution. The more time you will give this activity and the higher your student level, the less information from the teacher's resource for Handout IV you should include on the student version of the worksheet. Higher-level students with more time can be given only the information in Column 1 and/or 2. At the other end of the spectrum, students can be supplied with all information except the evaluation (Column 5). The number of different rebuilders being investigated may also vary. You may wish to divide all of the rebuilders among all the teams, with each team investigating examples most likely to be part of its element's activity.

#### For students working independently

- Complete Step 2, 3

## Lesson IV

### The Rebuilders: Assembling the Workforce

(1-2 periods)

**Lesson Overview:** This lesson will familiarize students with the numerous types of public and private organizations that participate in post-conflict reconstruction. Students will begin to evaluate the success or failure of these programs in preventing the resumption of violence. The lesson will assist students in choosing examples to use in their essay and in making recommendations for policy makers.

#### Learning Outcomes:

Students will have:

- ❑ Identified and defined actors and organizations involved in post-conflict reconstruction.
- ❑ Evaluated the success or failure of reconstruction efforts to prevent the resumption of violence.

#### Materials:

- ❑ Completed copies of Handout IV
- ❑ Overhead projector and transparency of Handout IV
- ❑ Handout V for the next assignment

#### Procedures:

##### Step 1

Have each team present its version of Handout IV in an oral and visual report to the class (using the overhead transparency or on the black/white board). Teams may need 10 minutes at the beginning of class to coordinate their presentations.

##### Step 2

Following the presentations, lead a class discussion emphasizing the column on evaluation.

- Which reconstruction efforts were most successful in preventing the outbreak of renewed violence?
- Where did violence resume despite reconstruction efforts?
- What were the factors that influenced the success or failure of the reconstruction efforts? Do certain kinds of conflicts increase or decrease the chance of success of reconstruction? If so, how?
- Which organizations or types of organizations are best suited to each task?

- What measures can those who plan and carry out reconstruction efforts take to maximize the potential for success in stabilizing an area previously experiencing conflict?

### **Step 3**

Distribute Handout V. Instruct each team that their next assignment is to review completed Handouts III A and B and Handout IV and to select the types of rebuilding organization(s) that are most suited to their element, noting this information on Handout V. They will be expected to explain the reasons that certain entities were chosen over others.

#### **For students working independently**

- Complete Step 2, 3[IS1]



## Lesson V

### A Reconstruction Job Fair

(1 period)

**Lesson Overview:** This lesson provides students with an understanding of who does what in the reconstruction process. The lesson will assist students in evaluating the reconstruction examples they choose for their essays.

#### Learning Outcomes:

Students will have:

- ❑ Identified actors to perform specific tasks in post-conflict reconstruction.
- ❑ Developed an understanding of the importance of matching actors to the appropriate tasks in the post-conflict reconstruction process.

#### Materials:

- ❑ Completed Handout V
- ❑ Overhead projector and transparency of Handout V
- ❑ *Handout VI A and B*

#### Procedures:

##### Step 1

Have each team present its version of Handout V in an oral and visual report to the class (using the overhead transparency or on the black/white board). Teams may need 10 minutes at the beginning of class to coordinate their presentations.

##### Step 2

Following all of the presentations, lead a class discussion focusing on some or all of the following questions:

- Which types of organizations were chosen most and least often?
- Which types of organizations were matched with more than one element? Why?
- What problems may result if many types or number of organizations operate on the same element?
- What problems can you foresee if one organization is used for many elements?

**Step 3** (For teachers who are omitting Optional Lesson VI)

Your students are now ready to begin researching and writing their National Peace Essays.

**Step 3** (For teachers who are using Optional Lesson VI)

*Distribute Handout VI A, simulation background information for Lesson VI. Assign the element teams their roles. Take one student from each element team to form a 7<sup>th</sup> group which will be given the role of Okari leaders. Once groups have been assigned roles, distribute the role descriptions from Handout VI B. Each group should only see their role. Element groups should be assigned roles as follows:*

*Governance: OSCE Mission in Okar*

*Security: European Union*

*Infrastructure: United Nations Development Program (UNDP)*

*Humanitarian Relief: International Rescue Committee*

*Economy: World Bank*

*Social/Cultural: Okar Cares*

**For students working independently**

- Complete Step 2

[IS2]

## Lesson VI

### Devising a Blueprint for Reconstruction (Optional Simulation)

(1-2 periods)

**Lesson Overview:** This lesson synthesizes the work of the previous lessons. Students will apply the information they have learned to a fictitious situation requiring post-conflict reconstruction.

#### Learning Outcomes:

Students will have:

- Demonstrated the ability to identify and rank priorities in post-conflict reconstruction.

#### Materials:

- Handout VI A
- Handout VI B
- Handout VI C

#### Procedures:

In this simulation, students will assume the roles of various aid organizations attending a conference with local leaders to negotiate how much assistance they will provide for specific post-conflict reconstruction efforts. The simulation will include two rounds of discussions.

The teacher has a very important role in this simulation—serving as High Commissioner hosting the conference, and guiding the process. The teacher should welcome everyone to the conference, revisit the purpose of the conference, present the agenda, and introduce the various participants. Additionally, the teacher should guide the groups through the various stages of the conference and close the conference at its conclusion.

Element groups should be given role assignments as follows:

Governance: *OSCE Mission in Okar*

Security: *European Union*

Infrastructure: *United Nations Development Program (UNDP)*

Humanitarian Relief: *International Rescue Committee*

Economy: *World Bank*

Social/Cultural: *Okar Cares*

If students were not given their role descriptions to review for homework, hand them out now (from Handout VI B).

### **Step 1**

Welcome all who are attending the conference, and review the purpose of the conference as well as the agenda for the day. Have one person from each group briefly introduce their organization.

### **Agenda**

1. Welcome and Introductions
2. Presentation: Okari leaders present their country's priorities.
3. Presentation: Aid community presents their priorities in Okar and the amount of funding they currently allocate to each one.
4. Lobbying: Okari leaders meet with each aid organization to lobby for additional funding.
5. Presentation: Aid community presents their final allocations.

### **Step 2**

Distribute Handout VI C. Have students gather in their organizational groups for 15 minutes to discuss their post-conflict reconstruction priorities and to rank these priorities in order of importance.

### **Step 3**

Have the group of Okari leaders present their priorities and explain why the aid community should assist them specifically in the areas they have outlined. Allow 7-10 minutes for the presentation and allow 10 minutes following the presentation for other groups to ask questions.

### **Step 4**

Give groups 10 minutes for the aid organizations to discuss what amount of assistance they will allocate to each of the priorities outlined by the Okari leaders. In making this decision, groups must determine how the leaders' priorities match their own.

### **Step 5**

Have each group present their allocations and explain why they have decided to fund certain priorities over others.

### **Step 6**

Following these presentations, facilitate a brief discussion with the group (in their roles) to determine how well the organizations' priorities match those of the Okari leaders.

### **Step 7**

For the second round of discussions, have one Okari leader meet with each of the organizations for about 15 minutes. In these meetings, the Okari leaders should lobby to get more funding for their priorities. At the same time, if an organization feels strongly that the Okari leaders' concerns are less immediate than their own, the organization must reinforce the importance of the tasks they have set out.

### **Step 8**

Have organizations regroup for 10 minutes to discuss whether or not they will change any of their allocations based on the discussions with the Okari leaders.

### **Step 9**

Have each organization present and explain their revised allocations.

### **Step 10**

Close the conference and thank all for attending and working to create stability in Okar.

**Step 11**

Debrief the simulation by asking some or all of the following questions:

- To what extent was there overlap between the priorities of the various organizations and those of the leaders from Okar?
- What arguments did the Okari leaders make that were convincing enough for organizations to change their priorities?
- Why is it important for the people of a country and the aid community to agree on certain priorities?
- What might happen if the various groups are unable to reach any level agreement?

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**HANDOUT I B(1):  
UNDERSTANDING PRIMARY AND SECONDARY SOURCES**

**Part 1**

**Directions:** For each item below, place a "P" in front of those which are Primary sources and a "S" in front of those which are Secondary sources.

\_\_\_\_\_ World Bank, Post-Conflict Reconstruction: The Role of the World Bank. Washington, DC: World Bank, 1998.

\_\_\_\_\_ Report of the Commission on the Truth for El Salvador: From Madness to Hope, UN Doc. S/25500, annex, 1993.

\_\_\_\_\_ Jeffrey A. Kaplan, "Iraq's Reconstruction," Boston Globe, March 21, 2003, p. A 21.

\_\_\_\_\_ Charles G. Boyd, "Making Peace with the Guilty," Foreign Affairs 74, no. 5 (September-October 1995): 22-38.

\_\_\_\_\_ John Paul Lederach, Building Peace: Sustainable Reconciliation in Divided Societies. Washington, D.C: United States Institute of Peace Press, 1997.

**Part 2**

**Directions:** In the space provided, list four potential Primary sources for your essay and four potential Secondary sources.

Primary Sources

Secondary Sources

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**Part 3**

**Directions:** In a short paragraph, explain why a good essay is based on both primary and secondary sources.

## HANDOUT I B(2): EVALUATING INTERNET RESOURCES

**Directions:** Conduct an Internet search for a web site and/or page that might be a source for your essay. Print the page(s). Using a highlighter and referring to the numbered and lettered items that follow, mark the page(s) to indicate that the site meets the standards listed below. For example, for II. A. "Author/producer is identifiable" you would highlight the name of the author/producer and write "II A" alongside that information.

### I. Overall Purpose

- A. Information at this site is relevant to my topic.
- B. My purpose in using the site meshes with the purpose of its author/producer.

### II. Source

- A. Author/producer is identifiable.
- B. Credentials of author/producer are available.
- C. Credentials suggest that author/producer has expertise on the subject.
- D. Sponsor/location of the site is shown in the URL
  - 1. ie. .edu; .gov; .com.
  - 2. Beware of personal home pages with no official sanction.
- E. Mail-to link is offered for submission of questions or comments.

### III. Content

- A. Information is attributed properly or clearly expressed as the author/producer's original work-product.
- B. Accuracy of factual material can be verified with links to other sources.
- C. Subjective opinion or bias is clearly presented as such.
- D. There is a clear indication of whether the material only covers a specific time period.
- E. Site has been updated recently as reflected by the date on the page.
- F. Information is up-to-date.
- G. Links are relevant and appropriate.

### IV. Style and Functionality

- A. Site is laid out clearly and logically with well-organized subsections.
- B. Writing style is appropriate for an academic audience.
- C. Site is easy to navigate including:
  - 1. Clearly labeled *Back, Home, Go To Top* icons/links.
  - 2. Internal indexing links on lengthy pages.
- D. Links to remote sites all work.
- E. Search capability is offered if the site is extensive.

Handout based on  
Jacobson, Trudi and Laura Cohen, "Evaluating Internet Resources" University at Albany Libraries at  
<http://library.albany.edu/internet/evaluate.html>.



## HANDOUT II: RECONSTRUCTION IN CONTEXT

**Directions:** Read the paragraphs below and be prepared to discuss in class the questions that follow. Bring a newspaper article to class that discusses a local example of reconstruction.

Reconstruction is almost as old as construction. The ancient Egyptians and Mayans rebuilt temples, palaces and entire cities on the ruins of previous settlements that had been destroyed by natural disasters or warfare.

Reconstruction is as new as efforts to rebuild East Berlin; the World Trade Center site; blighted urban neighborhoods; or areas destroyed by floods, hurricanes, fire and tornadoes.

Because humans reconstruct their societies and themselves as well as their environment, not all reconstruction refers to literal rebuilding. Organ transplants, joint replacements, and plastic surgery rebuild our physiological structure, and individual and family psychotherapy seek to rebuild damaged egos and relationships. At times groups reconstruct their institutions: rewriting or amending laws, restructuring a work force, changing a form of government, or altering a set of religious tenets.

All efforts at reconstruction produce issues to resolve and questions to answer.

- Should we reconstruct at all? Is this rebuilding necessary and/or affordable?
- If we reconstruct, what is our goal? Exact replacement? Aesthetic or structural improvement? Memorializing the previous structure or the event that destroyed it and its occupants?
- Who should make decisions about the cost and execution of the reconstruction effort?

After discussing the ideas and questions above in class, you will be asked to apply them to a specific instance of reconstruction in your school or wider community.

## TEACHER RESOURCE III: THE SIX ELEMENTS OF POST-CONFLICT RECONSTRUCTION

*The following descriptions of the elements of post-conflict reconstruction are intended to assist you in discussing these elements with your students. While all of the elements are essential in effective post-conflict reconstruction, those that are a greater immediate priority are at the top of the list below. Each item must be considered within the context of reconstruction efforts from both internal and external actors. Interaction between the local community and the international community is an important part of post-conflict reconstruction but may bring with it certain challenges to the process.*

### **Security**

The period following an armed conflict often reflects much of the danger and confusion witnessed during the conflict itself. At this time, it is crucial that a state develops and implements the means of ensuring for its citizens safety from internal and external threats. Moreover, there must be a level of security sufficient to allow the resumption of economic activities and the recovery of other societal functions. The responsibilities inherent in establishing the rule of law, providing an effective police force and carrying out judicial responsibilities are frequently confounded by border security issues, managing disarmament and demobilization, safeguarding infrastructure, dismantling oppressive government institutions, and responding to emergencies, not to mention the challenges involved with containing emerging internal conflicts and rogue police forces from previous regimes.

### **Humanitarian Relief**

Effectively providing citizens the basics necessary for survival following an armed conflict is a critical aspect of post-conflict resolution. During the interval immediately following conflict, thousands of people may be injured, dispersed or otherwise without the means to provide themselves and their families with food, water, medical treatment, shelter and other living requirements. Furthermore, the infrastructure formerly in place to provide much of the basic living requirements may no longer be intact. Consequently, international relief agencies must be allowed the access necessary to assist in resolving humanitarian and refugee crises while the government reestablishes basic services for its citizens. Relief efforts also require security and autonomy in carrying out their missions.

### **Governance**

Rebuilding a system of governance following a debilitating armed conflict is essential for the transition toward a functional society. At the very least, the system of governance must provide security for its citizens, establish the means of expediting political decisions in an acceptable manner, and develop appropriate mechanisms and resources to operate. Furthermore, an emerging or re-established system of governance has the added responsibilities of protecting basic human rights while providing basic services and oversight in rebuilding the institutional and infrastructural elements necessary for the society to function, all the while establishing its own legitimacy to its people and the international community. Legitimacy tied to elections, however, may be destabilizing, as was the case in Angola in 1992.

### **Infrastructure**

Armed conflict often disrupts or destroys the physical elements of a modern functioning society. Transportation systems such as roads, highways, bridges, railroads and air and seaports; power supplies and conveyances; water and wastewater treatment facilities; telecommunications systems;

and the means of basic sanitation may need to be entirely rebuilt. Early, dedicated efforts at reconstructing such infrastructure are essential to providing basic service to citizens while jump-starting economic functions within a state.

### **Economy**

Economic restructuring is vital to the survival of a country's population. Economic reconstruction efforts ensure that people have jobs and are able to provide for their families. While engaging the public in pursuing legitimate economic activity and resuming industrial and commercial activities that ultimately will rely on effectively reestablishing government institutions, emerging or reconstructed governments must be careful to address the consequences of illegal or underground economic activities as it reestablishes central banks and branch offices and other financial institutions. Furthermore, outside efforts such as "peace dividends," relaxing economic sanctions or charitable contributions may prove invaluable to initial economic restructuring efforts.

### **Social/Cultural**

Reconstructing a disrupted social fabric following a conflict is imperative to a society's survival. Human and cultural resources need to be identified and protected as society rebuilds. Disrupted social and cultural institutions most likely will include major elements of educational systems (schools, teacher education), arts, media, and religious organizations. Social groups, particularly those most impacted by conflict, will often be severely weakened during the conflict and will consequently need the tools and resources appropriate for reintegration into an established social structure. Success in this capacity requires simultaneous efforts in improving and expanding civil liberties, reconstructing government and economic functions, security provisions and infrastructure. Furthermore, the means of facilitating reconciliation among different social and cultural groups will be critical to an enduring peace.

## HANDOUT III A: TASKS IN THE RECONSTRUCTION PROCESS

**Directions:** Several tasks of post-conflict reconstruction and a list of the elements (with a corresponding abbreviation) appear below. Next to each task, place the letter of the element(s) under which the task falls. Then on Handout III B, prioritize the tasks in your specific focus area. Be prepared to justify your decisions to the class.

<b>Task</b>	<b>Elements</b>
<input type="checkbox"/> rebuilding roads	Security = S
<input type="checkbox"/> disarming ex-combatants	Governance = G
<input type="checkbox"/> setting up a taxation system	Humanitarian Relief = H
<input type="checkbox"/> opening courts of law	Social/Cultural = SC
<input type="checkbox"/> training legal personnel	Infrastructure = I
<input type="checkbox"/> setting up arbitration systems to determine the	Economy = E
<input type="checkbox"/> (re)allocation of land, money	
<input type="checkbox"/> reintegrating disarmed ex-combatants	
<input type="checkbox"/> reviving the economy	
<input type="checkbox"/> creating a system of banking and credit	
<input type="checkbox"/> rebuilding hospitals	
<input type="checkbox"/> creating jobs to curb unemployment	
<input type="checkbox"/> rebuilding buildings	
<input type="checkbox"/> providing health services	
<input type="checkbox"/> providing counseling and therapy to ex-combatants, victims, and witnesses;	
<input type="checkbox"/> establishing truth and reconciliation commissions	
<input type="checkbox"/> removing mines	
<input type="checkbox"/> repatriating internally displaced persons	
<input type="checkbox"/> controlling belligerents	
<input type="checkbox"/> rebuilding schools	
<input type="checkbox"/> establishing territorial security	
<input type="checkbox"/> protecting citizens	
<input type="checkbox"/> establishing a security force	
<input type="checkbox"/> rebuilding communication networks	
<input type="checkbox"/> rebuilding railroads	
<input type="checkbox"/> rebuilding airports	
<input type="checkbox"/> training teachers	
<input type="checkbox"/> collecting weapons	
<input type="checkbox"/> providing food and shelter to displaced persons	
<input type="checkbox"/> redeveloping the education system	
<input type="checkbox"/> integrating displaced youth in schools	
<input type="checkbox"/> monitoring and certifying elections	
<input type="checkbox"/> developing a new educational curriculum	
<input type="checkbox"/> reconciling hostile groups	
<input type="checkbox"/> paying government workers, teachers, police, fire, etc...	
<input type="checkbox"/> monitoring human rights	
<input type="checkbox"/> reviving agricultural production	
<input type="checkbox"/> developing a new constitution	
<input type="checkbox"/> investigating and documenting human rights abuses	
<input type="checkbox"/> opening up media outlets	

## TEACHER MASTER: HANDOUT III A

**Directions:** Several tasks of post-conflict reconstruction and a list of the elements (with an abbreviation) appear below. Next to each task, place the letter of the element(s) under which the task falls. Then on Handout III B, prioritize the tasks in your specific focus area. Be prepared to justify your decisions to the class.

Task	Elements
<input type="checkbox"/> I_rebuilding roads	Security = S
<input type="checkbox"/> S_disarming ex-combatants	Governance = G
<input type="checkbox"/> E_setting up a taxation system	Humanitarian Relief = H
<input type="checkbox"/> G_opening courts of law	Social/Cultural = SC
<input type="checkbox"/> G_training legal personnel	Infrastructure = I
<input type="checkbox"/> G_setting up arbitration systems to determine the (re)allocation of land, money	Economy = E
<input type="checkbox"/> S_reintegrating disarmed ex-combatants	
<input type="checkbox"/> E_reviving the economy	
<input type="checkbox"/> E_creating a system of banking and credit	
<input type="checkbox"/> H,I_rebuilding hospitals	
<input type="checkbox"/> E_creating jobs to curb unemployment	
<input type="checkbox"/> I_rebuilding buildings	
<input type="checkbox"/> H_providing health services	
<input type="checkbox"/> SC_providing counseling and therapy to ex-combatants, victims, and witnesses;	
<input type="checkbox"/> G_establishing truth and reconciliation commissions	
<input type="checkbox"/> S_removing mines	
<input type="checkbox"/> H_repatriating internally displaced persons	
<input type="checkbox"/> S_controlling belligerents	
<input type="checkbox"/> I_rebuilding schools	
<input type="checkbox"/> S_establishing territorial security	
<input type="checkbox"/> S_protecting citizens	
<input type="checkbox"/> S_establishing a security force	
<input type="checkbox"/> I_rebuilding communication networks	
<input type="checkbox"/> I_rebuilding railroads	
<input type="checkbox"/> I_rebuilding airports	
<input type="checkbox"/> SC_training teachers	
<input type="checkbox"/> S_collecting weapons	
<input type="checkbox"/> H,I_providing food and shelter to displaced persons	
<input type="checkbox"/> SC_redeveloping the education system	
<input type="checkbox"/> H,SCintegrating displaced youth in schools	
<input type="checkbox"/> G_monitoring and certifying elections	
<input type="checkbox"/> SC_developing a new educational curriculum	
<input type="checkbox"/> S,SC_reconciling hostile groups	
<input type="checkbox"/> E_paying government workers, teachers, police, fire, etc...	
<input type="checkbox"/> S,G_monitoring human rights	
<input type="checkbox"/> E_reviving agricultural production	
<input type="checkbox"/> G_developing a new constitution	
<input type="checkbox"/> S_investigating and documenting human rights abuses	
<input type="checkbox"/> G_opening up media outlets	

## HANDOUT III B: PRIORITIZING TASKS

**Directions:** *Prioritize the tasks on Handout III A which fall under your element. List them in order from most important to least important.*

**Security**

**Governance**

**Humanitarian Relief**

**Social/Cultural**

**Infrastructure**

**Economy**

## HANDOUT IV: THE REBUILDERS

**Directions:** Complete the blank sections of this table for the type of organization that your teacher has assigned to your team.

(1) Type of Org.	(2) Purpose	(3) Example	(4) Conflict	(5) Task(s)	(6) Evaluation of Task-- Goal Met?
International Organizations	<i>An international entity created by two or more states, via a United Nations Treaty. IGOs are created to protect and promote interests shared by the member states.</i>	United Nations Transitional Authority in Cambodia (UNTAC)	Cambodia	Maintain a ceasefire agreement; disarm political factions; administer elections, oversee government functions; facilitate refugee repatriation.	Yes
Specialized International Relief Agency					
Regional Organizations					

(1) Type of Org.	(2) Purpose	(3) Example	(4) Conflict	(5) Task(s)	(6) Evaluation of Task-- Goal Met?
Military and Police Forces					
Government Agencies					



(1) Type of Org.	(2) Purpose	(3) Example	(4) Conflict	(5) Task(s)	(6) Evaluation of Task-- Goal Met?
Non-Governmental Organizations					
Humanitarian NGOs					

## TEACHER MASTER: HANDOUT IV

**Directions:** Complete the blank sections of this table for the type of organization that your teacher has assigned to your team.

(1) Type of Org.	(2) Purpose	(3) Example	(4) Conflict	(5) Task(s)	(6) Evaluation of Task— Goal Met?
International Organizations	An international entity created by two or more states, via a United Nations Treaty. IGOs are created to protect and promote interests shared by the member states.	United Nations Transitional Authority in Cambodia (UNTAC)	Cambodia	Maintain a ceasefire agreement; disarm political factions; administer elections, oversee government functions; facilitate refugee repatriation.	Yes
		United Nations Observer Mission in El Salvador (ONUSAL)	El Salvador	Monitor agreements between Government and Rebel forces (FMLN). Verify compliance of human rights agreement and investigate violations.	Yes (although some human rights violations continued)
		United Nations Assistance Mission for Rwanda (UNAMIR)	Rwanda	Monitor ceasefire agreement; monitor security situation; assist in coordination of humanitarian assistance and relief operations; and protect refugees and civilians.	No
Specialized International Relief Agency	IGOs that serve a particular purpose in providing humanitarian or disaster relief assistance for member States.	United Nations High Commissioner for Refugees (UNHCR)	Bosnia	Provide for needs of refugees and displaced persons; coordinate humanitarian assistance; contract with NGOs to carry out programs.	Yes
		World Food Programme (WFP)	Angola	Coordination of government and NGO efforts to distribute food to areas devastated by fighting and to refugees and displaced persons.	No
		World Bank	Afghanistan	Establish fund for economic and infrastructure reconstruction.	To be determined
Regional Organizations	International organization composed of member states located within a limited geographical area.	Organization of American States	El Salvador	Monitoring and certification of elections	Yes
		ECOMOG (Economic Community of West African States (ECOWAS) Monitoring Group)	Sierra Leone	Monitor of ceasefire agreement; disarmament and de-mobilization of combatants.	No

(1) Type of Org.	(2) Purpose	(3) Example	(4) Conflict	(5) Task(s)	(6) Evaluation of Task— Goal Met?
Military and Police Forces	Soldiers and civilian police that are engaged in operations other than war who can help keep peace or help ensure peacebuilding and peace enforcement.	British Armed Forces	Sierra Leone	Monitor of ceasefire agreement: disarmament and de-mobilization of combatants.	Yes
		Multinational Force and Observers	Sinai Peninsula (Egypt)	Monitoring and verification of peace agreement.	Yes
		Russian Armed Forces	Georgia	Halt fighting and establish ceasefire and security.	No
		International Police Task Force (IPTF)	Bosnia	Monitoring, observing, and inspecting law enforcement activities and facilities; advising law enforcement personnel and forces on maintaining public order; training law enforcement personnel.	Yes
		United States Department of Justice, International Criminal Investigative Training Assistance Program (ICITAP)	Kosovo	Police training	Yes
Government Agencies	Departments or programs within governments that respond to conflicts and crises, often with their own direct humanitarian assistance programs. Will often channel resources for relief to IGOs and NGOs.	United States Agency for International Development	Sudan	Development of the rule of law and increasing the independence and effectiveness of the judiciary.	Incomplete
		Canadian International Development Agency (CIDA)	Sri Lanka	Promote citizen involvement in community decision-making and rehabilitate community-based infrastructure.	Yes (to date)
		Swedish International Development Cooperation Agency (SIDA)	Rwanda	Resettlement of displaced persons and reintegration of refugees.	Yes
			Bosnia	Rebuild houses.	Yes (although many criticize the fact that many houses rebuilt in areas where there is no reconciliation, thus lay empty).

(1) Type of Org.	(2) Purpose	(3) Example	(4) Conflict	(5) Task(s)	(6) Evaluation of Task— Goal Met?
Non-Governmental Organizations	Private, self-governing, not-for-profit organization that serves and protects those sectors of society that are unserved or underserved by governments or other institutions like the United Nations. Both local, in-country NGOs and global or transnational NGOs exist. There are four types: Humanitarian NGOs, Human Rights NGOs, Civil Society and Democracy-building NGOs, and Conflict Resolution NGOs.	Action by Churches Together (ACT) International	Mozambique	Rebuild roads.	Yes
		United Methodists Committee on Relief (UMCOR)	Mozambique	De-mining (training of Mozambiquen deminers provided by U.S. State Department).	Yes
		International Alert	Colombia	Conflict Resolution and Peacebuilding Training for local NGOs.	No
		Human Rights Watch	Kosovo	Investigation and documentation of human rights abuses, gathering witness testimony.	Yes
		Physicians for Human Rights	Iraq	Investigation of human rights abuses and gathering forensic evidence of torture and executions.	To be determined
Humanitarian NGOs	Largest category of international NGOs. Respond to both natural and man-made disasters. Some provide only emergency relief; others focus on longer term development and structural development assistance needs.	CARE Canada	West Bank and Gaza	Providing communities with basic water and sanitation services to prevent outbreaks of disease and improve general community welfare.	No

## **TEACHER RESOURCE: ORGANIZATIONS ENGAGED IN POST-CONFLICT RECONSTRUCTION**

Below is a list of organizations that work on post-conflict reconstruction.

### International Organizations

#### United Nations and Specialized Agencies

- United Nations High Commissioner for Refugees (UNHCR)
- World Food Programme (WFP)
- United Nations Educational, Scientific, and Cultural Organization (UNESCO)
- United Nations Children's Fund (UNICEF)
- International Atomic Energy Agency (IAEA)
- World Health Organization (WHO)
- United Nations Development Programme (UNDP)
- International Committee of the Red Cross (ICRC)

### Regional Organizations

- Organization of American States (OAS)
- European Union (EU)
- Organization for Security and Cooperation in Europe (OSCE)
- African Union
- League of Arab States
- Association of Southeast Asian Nations (ASEAN)
- Asia-Pacific Economic Co-operation (APEC)

### Sub-Regional Organizations

- Economic Commission of West African States (ECOWAS)
- Southern African Development Community (SADC)
- Mercosur (4 South American countries)

### Regional Security Organizations

- North Atlantic Treaty Organization (NATO)

### International Financial Institutions (IFI's)

- The World Bank
- International Monetary Fund (IMF)
- Inter-American Development Bank
- Asian Development Bank
- African Development Bank
- European Bank for Reconstruction and Development

### Bilateral Development Agencies

- Agancia Portuguesa de Apoio Ao Desenvolvimento (APAD)
- Australian Agency for International Development (AusAID)
- Canadian International Development Agency (CIDA)

Danish Development Agency (DANIDA)  
Department for International Development Cooperation (Finland)  
Agence française de développement (Afd)  
Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)  
Irish Aid  
Japan Bank for International Cooperation (JBIC)  
Japan International Cooperation Agency (JICA)  
Kreditanstalt für Wiederaufbau (KfW)  
Netherlands Development Cooperation  
New Zealand Official Development Assistance (NZODA)  
Norwegian Agency for Development Cooperation  
Swedish International Development Cooperation Agency (SIDA)  
United Kingdom Department for International Development (DFID)  
U.S. Agency for International Development (USAID)

#### International Non-Governmental Organizations

International Rescue Committee  
Red Crescent Society  
Human Rights Watch  
International Alert  
International Commission of Jurists  
Oxfam  
Lawyers Committee for Human Rights  
Peace Brigades International  
Physicians for Human Rights  
B'tselem  
Sisterhood is Global Institute  
Watch Indonesia  
International Society for Human Rights  
CARE  
Catholic Relief Services  
Accion International  
International Crisis Group  
Mercy Corps  
American Friends Service Committee  
United Methodist Committee on Relief  
Refugees International  
Project Hope  
Save the Children  
American Near East Refugee Aid  
Médecins sans Frontières (Doctors Without Borders)  
World Vision

## HANDOUT V: THE WORKFORCE

**Directions:** The elements of post-conflict reconstruction appear below. Under your team's element, place the name or type of organization (s) (from Handout IV) that you would employ for the various tasks which are your responsibility. Be prepared to explain your choices.

**Security**

**Governance**

**Humanitarian Relief**

**Social/Cultural**

**Infrastructure**

**Economy**

## TEACHER RESOURCE: USING SIMULATIONS IN THE CLASSROOM

### What are Simulations?

Simulations are useful instructional tools supplementing other pedagogical approaches. In environments that are complex and dynamic, such as the international political environment, simulations help capture what might otherwise be lost. Simulations also help make real a distant or unfamiliar environment.

Simulations are scenarios used to demonstrate a behavior or process. They have been used in a wide range of educational contexts ranging from high schools to graduate education. The decision-making process involved in the Cuban Missile Crisis has been the subject of simulations, for example.

Simulations are a kind of role-play. In role-plays participants imagine they are someone else or themselves in a given situation. Unlike acting, role players do not take on a role in order to influence an audience, but rather take on a role to gain insight into a process or to experience some event.

The role a student plays may be an imaginary person, a real person, or even him or herself. Thus, role-players may extend and expand their experience of the world, by taking on a role in a unique situation.

Like any other teaching technique, role-plays have their pluses and minuses. On the positive side, role-plays help students test assumptions and new ideas about behaviors and practices. Role-plays are also good ways for students to observe a wide range of behaviors that may not have been available before. Of course, another key value of role-plays is that they are often fun. The very behaviors that students find fun may also cloud their ability to observe important dynamics. Role-plays can also be confusing because so much is happening. They may not help identify intellectual debates or issues. Finally, role-plays often favor the verbally talented and outgoing students. This last negative can be managed to some extent by appropriate selection of roles and reminding students of the benefits of simply observing.

### Preparing a Simulation

In many ways preparing a simulation is no different than preparing for other classroom activities. The simulation objectives should maximize the learning outcomes you wish to obtain. Using a simulation demands advanced planning in order that students benefit. Happily, simulations provide many learning opportunities.

Simulations often present learning opportunities where students can conduct research on the role-play. This research creates an easy way of integrating the simulation into existing curriculum. You may wish to:

- Encourage students to research the role scenario before the role-play begins.
- Provide students with opportunities to conduct research during the course of the simulation. For example, students may wish to know more about the world oil market while negotiating over disputed territory that has significant oil deposits.
- Incorporate simulation preparation into assigned reading or other relevant work.



## Allocating Roles

Ensure that you have a matching number of roles and students. If you have an inadequate number of roles for students, you might consider assigning the role of observer to students without roles, or creating new supplementary roles. You should be careful in allocating roles. Some students are naturally more adept at simulations than others. Verbally strong and confident students in some roles may dominate the simulation. Equally, students who struggle with verbal expression in key roles may not adequately energize the simulation.

Furthermore, role-players will often ask how roles were allocated. Answering this should be handled carefully, as one does not wish to create doubts or concerns among players.

## Roles

Often simulations will make use of public information, accessible to all players, and private information accessible to only one role-player. It is important to explain to role-players the distinction between the two. Other key points to keep in mind include:

- Ensure role-players have ample time to read their roles and background material. You may wish to distribute material a day or two in advance.
- Prepare nametags or table tents for the simulation indicating the role-play names.
- Establish clear beginning and ending times.
- Create guidelines for behavior if role-players are to take a break (i.e. should players stay in role through the break?).

## Space

Simulations have physical constraints for which instructors need to prepare. Most simulations require a fair amount of space. Role-players may move about as they interact and talk with others. In some simulations more than one room may be required to give privacy or a sense of separateness to smaller groups. Therefore, be prepared for simulations to be active, with participants moving around and making noise.

## Additional Materials

Other materials that are useful in simulations include:

- Provide breakout rooms, or space where teams of students can meet.
- An overhead projector or data projector with computer may be useful should students wish to make presentations during the simulation.
- Flip charts allow students to capture thoughts or discussions as they work together in the simulation.
- Access to computers with printers and Internet access is also useful.

None of this material is required to run a simulation, though access to these items will enhance the experience for the students.

## **Running a Simulation**

Running a simulation requires that instructors orient participants to the learning exercise. This includes distributing all necessary background and role information, but it also includes linking the simulation to broader learning objectives. Learning from simulations may be first-hand through experience in role, it may come through observation, and it may come through reflection. Role-

players may become sensitized to behaviors and issues, may experience attitude change and of course may learn new skills.

Urge role-players to take notes during the simulation, provided it does not detract from their experience. Such note taking ensures that key behaviors or events are not lost in the midst of the simulation action. Role-players should focus on what happened, recording their observations and feelings.

While running the simulation instructors should feel free to roam around and act as ‘flies on the wall’. This provides an opportunity for instructors to gather impressions on what is happening and how events are unfolding. In addition, participants may have questions about both the content of the simulation or other matters that may arise in the course of the simulation. By walking around, instructors provide participants an opportunity to ask questions. Instructors should use their judgment in answering questions. Factual questions should be handled as best as possible. For example, participants may wish to know the size and make-up of the U.S. military. If you are unsure, provide an answer that does not adversely affect the conduct of the simulation, or direct them to other resources.

## **Debriefing a Simulation**

Upon completion of the simulation, it is useful to engage role-players in a debriefing. The objective of the debriefing is to find out what happened and to encourage role-players to extract insights and lessons. Thus, the role-play is a reflective process, requiring participants to feedback their impressions and thoughts.

Debriefing should be facilitated. Instructors should avoid the temptation to tell others what happened. Rather, instructors should facilitate discussions by asking open-ended questions, such as ‘what happened in today’s simulation?’ Using such open-ended questions will encourage students to think freely and broadly about their experiences.

The debriefing should be structured to help participants reflect both upon the details of their simulation as well as reflect upon any general insights.

- Begin with the events of the day – what happened. Good questions to use are ‘what happened in the simulation?’ ‘What was the outcome?’ ‘Tell us what happened to you?’ Participants will often want to know about others roles. You may wish to encourage selected participants to divulge their role information.
- Do not be afraid of asking participants both what happened and how they felt. Emotional responses in experiential learning are important, as emotions reflect the impact of behavior and color the way events are seen. Be careful, however, in going overboard. Just as one does not wish to ignore emotional responses in simulations, one does not want to focus on these responses to the exclusion of other behaviors.
- As the debriefing progresses encourage students to link events in the simulation to ideas, concepts and behaviors studied elsewhere. In this way the debriefing moves from the specific case to those points that are more easily generalized. For example, you may ask ‘did you observe good negotiating behavior in the simulation, give an example’ or ‘what strategies of conflict management were being employed in the simulation?’
- Remind students that it is important that they disengage from the role-play at its conclusion. Occasionally, some students have trouble getting out of role and carry on disputes or disagreements from the simulation into day-to-day life. Encourage students to talk openly and freely about their roles.

Instructors may also wish to give written assignments from the simulation. For example, instructors may wish students to compare and contrast their simulation with an historical case study. This will deepen the role-players' learning experience.

## HANDOUT VI A: SIMULATION BACKGROUND

### Post-Conflict Reconstruction in Okar

#### Scenario

The country of Okar has arrived at an historical crossroad. After a long period of destructive internal strife, the country has reached a stage of peace imposed by the international community. The European Union, unwilling to see Okar remain in a state of chaos, has implemented the Okar Peace Accord intended to bring stability to the country and to the region.

But the situation is daunting. Among the country's three ethnicities – Okari, Timri, and Nabrodi – memories are long, grievances have proliferated, and positions have hardened. There is a widespread sense of insecurity in both the damaged urban centers and the uneasy countryside. The infrastructure of Okar, never a wealthy country, has been gravely damaged by the conflict: many roads and highways are decaying or destroyed, the educational system is in disarray, and delivery of anything but the most rudimentary health care has largely ceased. Economic activity has spiraled downward. Critical natural resources are being depleted. Hundreds of thousands of citizens have been displaced or have gone into exile. Unemployment has reached the staggering rate of 40 percent. Corruption is a growing problem. The country is heavily dependent on the generosity of the international community and is mired in an unhealthy dependence on often costly imports.

Still, the horror of the conflict and the cost of the resulting dislocation have come together to foster a willingness among many Okaris to try to work together to turn things around. The readiness of the EU, international financial institutions, and local as well as international non-governmental organizations (NGOs) to support these efforts is a needed boost to Okari morale.

#### **Action**

In an attempt to find agreement on the highest priorities for reconstruction and reconciliation in Okar, the European Union has convened a conference in which Okari leaders from the government, businesses, and civil society will dialogue with representatives of the EU, international NGOs, and local NGOs. This conference will provide Okari leaders with an opportunity to ensure their priorities are understood by the international community. Okari representatives will meet to set internal priorities and will present these to representatives of the aid community. The aid community will then meet to determine which priorities they will assist with, reflecting their own priorities and taking into consideration the priorities presented by Okari leaders.

#### Agenda

1. Welcome and Introductions
2. Presentation: Okari leaders present their country's priorities.
3. Presentation: Aid community presents their priorities in Okar and the amount of funding they currently allocate to each one.
4. Lobbying: Okari leaders meet with each aid organization to lobby for additional funding for specific reconstruction tasks.
5. Presentation: Aid community presents their final allocations.

### ***Task***

The task of the Okari leaders at this Conference is to present their priorities for reconstruction to the aid community and to lobby for as much funding for these specific priorities as possible. The task for the aid community is to distribute funds from their budgets to specific reconstruction items. Which items to fund will be determined by how well each organization's priorities match those of the Okari leaders. These decisions will be made based on a discussion, between Okari leaders and the international community members, of needs, priorities, and capacities. Although all of the organizations may have the same goal—to help the Okari society rebuild itself—they may differ on how to go about achieving this goal. Equally, they may differ with the Okari's.

## Background Briefing

### Overview

Beset by civil war, ethnic strife, and aggressive neighbors, the state of Okar became a humanitarian tragedy and an economic disaster. The international community perceived an emerging threat to regional stability. Strong concerted action by the EU dissuaded external aggression against Okar and helped arrange a somewhat shaky internal *modus vivendi*. Equally important the EU and other aid organizations, provided advice and material support to assist with Okar's reconstruction. Okar must use this assistance to reconstruct its civic, social, legal, and economic infrastructures.

### Location/Geography/Climate

Okar is a mountainous territory of just over 60,000 square miles — roughly the size of West Virginia. It shares borders with the republics of Timri and Nabrod. To the southeast, Okar has 40 kilometers of shoreline on the Golf Sea.

Much of the country is mountainous with uneven terrain. The borders are difficult to police. A sizable portion of the land area is unsuitable for farming. However, there are a number of fertile valleys that are capable of meeting a significant portion of the domestic food needs. The interior has a continental climate with cold, snowy winters, a rainy spring, and warm dry summers. Its small coastal enclave has a Mediterranean climate. Three powerful rivers, which cross its territory, are a useful source of hydroelectric power.

### History and Context

Wandering tribes of Vandals, Asians, and Goths moved in and out of the territory presently known as Okar in the first several centuries of the Common Era. First mentioned in the Chronicles in 537, it is not clear as to how this land acquired its name. Over time, though, its people came to refer to themselves as Okari, Timri, and Nabrodi.

The Eastern Empire, the Muslim Realm, and the Western Empire successfully ruled Okar. Its geographic position and the contact of its population with different peoples clearly influenced the land in terms of religion. The majority of Okari follow the Islamic faith. Following the Great Schism, the Timri began to refer to themselves as Orthodox Christian and the Nabrodi as Roman Catholic. At times during its long history, communities received preferential treatment when their religion was similar to the religion of their land's overlord.

Following the First World War, and as a result of thinking with respect to self-determination, a "Federation of All Timri and Nabrodi" was founded. Okar was a territorial unit within this Timri-dominated Federation. After the Second World War, Okar, Timri, and Nabrod were established as sovereign states. Whereas the latter were constituted of majority Timri and Nabrodi peoples, Okar was multi-ethnic—all three communities resided within its borders. The state had modest initial success.

By the 1980s, though, it had become apparent that serious difficulties lay ahead. Politicians utilized ethno-nationalist rhetoric as a means to gain constituents in all three countries during the early and mid-1990s. Those residing in Timri and Nabrod began looking to their fellow communities in Okar and speaking about uniting in one land and redrawing borders. Okar, beset by economic problems and escalating ethnic tensions, could not withstand this pressure. Civil war broke out in 1997.

Under strong pressure from the international community, peace was re-established in 2001 by the Okar Accord. The Okari Government is currently working hard to rebuild the state, restore order fully, rekindle the economy, and return the country to a state of normalcy. To this end, they are receiving help and advice from Europe and other actors of the international community.

## **People**

The current population is some 3.5 million, down from nearly 5 million in the pre-civil war period. The population density is roughly 55 per square kilometers overall, but it is actually much higher if one excludes the sparsely populated mountainous regions. No single ethnic group is in the majority. Okari comprise 45 percent of the population; Timri, 35 percent; and Nabrodi, 20 percent. Religious affiliation parallels ethnicity. Most Okari are Sunni Muslim; the Timri, Orthodox; and the Nabrodi, Catholic. The principal language is Timri-Nabrod.

## **Foreign Aid**

### ***International Aid Community- Official Organizations***

The aid community is concerned over the potential for renewed conflict to spark broader regional instability. Moreover, humanitarian elements within the international community are exerting serious political pressure on their home governments to “do something” to avert further bloodshed. Aid organizations see economic and social progress as the means to avert a renewal of hostilities. Towards this end, they are prepared to provide resources, and to encourage other organizations to engage. However, aid organizations do not provide assistance without guidelines and they will want to condition assistance on performance. The principal aid group — the EU—contributes technical and financial economic assistance, humanitarian assistance, military assistance, and peacekeeping forces.

### ***International Aid Community - Non-Governmental Organizations (NGO)***

Numerous international NGOs are active in Okar. Many organizations with financial resources find NGOs a convenient and efficient means through which to direct assistance. International NGOs tend to form partnerships with local NGOs to help build local capacity for social advocacy and grassroots action.

## **The Economy**

### ***Economic Background***

Under the Communist regime, Okar’s development was driven by state-directed investment in heavy industry. By 1990, more than 50 percent of Okar’s GDP came from industry, mining, and forestry. Abundant hydroelectric power facilitated the development of energy-intensive industries, with a modest energy surplus for export. Wide availability of iron ore, aluminum oxide, and bauxite permitted development of broad based, if inefficient, metal industries.

Despite all of this, per capital GDP remained well under that of neighboring countries. Moreover, development was unbalanced. Agriculture and fisheries dropped to only 15 percent of Okar’s GDP despite being the major source of employment. The Republic needed to import much of its basic food supply (agriculture in Okar has never been collectivized, but agro industry was dominated by state enterprises). Service industries, other than those related to health and social services, were largely private and a source of growth, even under the old regime. Tourism in particular showed great promise.

### ***Current Economic Situation***

Currently the economy is thought to be operating at less than 50 percent of its prewar level. Inflation, a serious problem in the war years, is now below three percent. Large numbers of workers are unemployed and many more are under-employed. There has been modest improvement since the war period. The fighting from 1997 to 2001 wreaked havoc on Okar — 60 percent of the population was displaced during this period, and nearly 200,000 were killed. The GDP declined dramatically by

2001, with 80 percent of the population dependent on external aid. Fifty percent of all industrial plants were destroyed, and industrial capacity was only 10 percent of the 1995 figure.

### **Infrastructure**

Transportation Infrastructure or what remains of it, is in poor shape. Forty percent of the roads and bridges are unusable by heavy vehicles, and the rail system is non-functional.

**Roads:** Okar has a road network of 25,000 kilometers. Only half is paved and much of the remaining could be classified as mountain track. Nearly 50 percent of the paved roads are barely useable due to war damage and neglect. Forty percent of bridges are damaged, or unsafe. Costs to domestic firms requiring road transportation are roughly twice the regional norm, creating yet another barrier to profitable domestic economic activity.

**Railroads:** Before the civil war, rail services connected the four major cities and provided links with Pennograd and Karizz, the capitals of neighboring countries. Today the rails are basically inoperable. International consultants believe their reconstruction is an economically attractive proposition.

**Vehicle Stock:** Trucks and automobiles provide much of the current transport. Most are old and are kept operating only through ingenuity and cannibalization. Poor roads compound the maintenance problems, and at times erratic supplies of fuel add to the difficulties.

**Airports:** There is an airport near Bukoville that is capable of handling international travel on a limited scale. However, security considerations and lack of passenger interest continue to leave such travel in a dormant state.

**Electricity and Public Utilities:** Nearly 80 percent of the electric generating capacity has been lost. Similar damage afflicts water and sewage systems. Solid waste disposal has been haphazard. The telephone system functions erratically at best, and international circuits are overloaded. Postal service is again functioning, though its reliability is questionable.

### **Natural Resources**

**Timber:** Timber is Okar's greatest and most immediately exploitable natural resource. Forests and woodland comprise 3.6 million hectares (14,000 square miles, or some 23 percent of Okar's land area.) These are mainly in the Akroni-dominated regions of the country.

**Water:** The three major rivers traversing the country offer an ample supply of water for all uses, including a capability for large-scale hydroelectric power production. Okar's watershed was slightly damaged by continual harvesting of forests for timber profits during the war. The impacts of the timber harvesting are only now being felt.

**Gas and Oil:** Okar has no reserves of either, but it profits from the reprocessing and transport of other countries' petroleum.

### **Health and Social Welfare**

#### **Health/Nutrition**

Years of civil strife have played havoc with the public health system. The health infrastructure — hospitals, clinics, equipment, etc. — was largely destroyed, along with the systems that sustained them. There appear to be adequate numbers of medical personnel, but many are ill trained and all are seriously underpaid. There is little in the way of publicly funded medical care and medicines. Health



and mortality statistics are among the worst in Europe. Infant mortality figures suggest a serious need for medical funding and for nutrition-centered child-maternal health programs.

### ***Education***

Okaris place great emphasis on education. The inability of government to address primary and secondary education needs is a source of public discontent. Moreover, unless the government is able to restore the educational infrastructure and its support systems, adequate skilled labor may not be available for economic expansion in the more distant future.

### ***Shelter***

Much of the population remains under-housed, ill-housed, or in refugee camps. There is currently a serious shortage of housing. Raw materials for construction are available internally.

### ***Arts and Culture***

The government has provided little funding or subsidies to art and culture since before the war. Private patrons are similarly unable or unwilling to provide support to this sector. This cultural loss, it is feared, will have an effect on the national character, as well as undercut tourism potential.

### **Foreign Policy**

#### ***The Okar Accord***

The Okar Accord of 2001 governs the country's internal and external relations and is central to its foreign policy. All domestic factions within Okar; neighboring countries including Timri and Nabrod; and key international actors — the EU, the US, and Russia — signed the agreement. The Accord affirms the integrity of current borders, guarantees human rights, defines the political process for sharing of power within Okar, and encourages commerce between Okar and its neighbors.

#### ***Relations with Border States***

Relations with Nabrod and Timri are uneven at best. Nabrod is often cooperative on trade, but difficult on territorial issues. Relations with Timri tend to be difficult in all areas, but manageable with the help of the US and the EU. Both Nabrod and Timri have a strong concern for their ethnic brethren within Okar's boundaries.

### **Defense**

***The Defense Budget:*** Okar's military budget requires increased financial support to meet its needs. Reductions/increases in that budget imply proportionate change in military resources. The increasing demands on the budget and the changing nature of the military strongly suggest the need for military reform in Okar.

***Loyalty:*** Care has been taken to purge the armed forces leadership of the more partisan senior staff. As long as a coherent national government remains in place and governs with at least the tacit acceptance of the three ethnic constituencies, the army will obey duly constituted civil authorities. To the extent that any ethnic group becomes alienated from the governance process, the corresponding ethnic element within the military becomes unreliable.

***Size:*** New National Army (NNA): 254,400, formed in late 2000 from remnants of the 1997 forces, which were composed of: (AF) Okari Government Forces: 180,000; (AFC) Okari/Nabrodi Combined Forces: 28,200; (SF) Timri independent Forces: 46,000.

## HANDOUT VI B: SIMULATION ROLES

### **European Union**

You are the lead organization at this conference. Your support, which comes from all of the European donor governments, consists of both humanitarian and military aid to Okar. You should speak briefly to what the EU sees as the highest reconstruction priorities for Okar, keeping in mind EU foreign policy, trade, and domestic issues. You should also indicate how much the EU is willing to commit, and whether this commitment is tied to any specific actions or policies. Be mindful that you will have to be prepared to deal with the issue of eventual EU membership for Okar. You have \$10 million of your budget that you can use in Okar, some of which is tied to your priorities and some of which you can allocate to other priorities.

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### **World Bank**

You are a group of representatives of the World Bank, which is the world's largest source of development assistance, providing nearly \$16 billion in loans annually to its client countries. The World Bank uses its financial resources, highly trained staff, and extensive knowledge base to help each developing country onto a path of stable, sustainable, and equitable growth in the fight against poverty. You view Okar as presently facing three challenges. First, it must implement a reconstruction and recovery program to address war damage. Bridges, roads, housing, and water facilities must be repaired. Hundreds of thousands of refugees and displaced persons need to be resettled, and soldiers need to be demobilized. Employment will need to be created to reintegrate the soldiers into the country's economic life. Thus, you believe appropriate organization, coordination, and implementation of the reconstruction program will be key to maximizing its impact on domestic economic recovery and employment generation. Second, the Okari Government needs to develop a new governance structure and institutions for economic management. And third, Okar must be assisted in its transition to a market economy. You have \$15 million of your budget that you can use in Okar, some of which is tied to your priorities and some of which you can allocate to other priorities.

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### **Organization for Security and Cooperation in Europe (OSCE) Mission in Okar**

You are members of the OSCE Mission in Okar. The OSCE is the largest regional security organization in the world with 55 participating countries from Europe, Central Asia and North America. It is active in early warning, conflict prevention, crisis management and post-conflict rehabilitation. The Organization employs about 4,000 staff in 19 missions and field activities located in South-eastern Europe, the Caucasus, Eastern Europe and Central Asia. The OSCE works 'on the ground' to facilitate political processes, prevent or settle conflicts, and promote civil society and the rule of law. The OSCE Mission in Okar is interested in democratization and governance, election organization and supervision, and rule of law. Democratization and governance includes the development of a civil society and nongovernmental organizations and political parties. Election organization and supervision includes voter registration and education about elections operations. Rule of Law entails helping to reestablish a judicial system based on democratic principles and human rights. You have \$3 million of your budget that you can use in Okar, some of which is tied to your priorities and some of which you can allocate to other priorities.

**International Rescue Committee (IRC)**

You are members of a team of 32 IRC representatives working on humanitarian relief in Okar. The IRC is a non-profit, non-sectarian, voluntary agency providing assistance to refugees around the world. At the outbreak of an emergency, the IRC provides sanctuary and lifesaving assistance-rapidly delivering critical medical and public health services, shelter and food. Once a crisis stabilizes, you set up programs to enable refugees to cope with life in exile. Presently, you are interested in addressing two key areas of Okar's post-conflict transition: 1) the amount of humanitarian assistance provided to the Okari population; and 2) resettlement of refugees and internally displaced persons. You are responsible for allocating funding to various social programs but may also provide assistance in an unspecified manner. You have a budget of \$1.5 million of your budget for programs in Okar, the majority of which must be allocated for your priorities.

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**United Nations Development Programme (UNDP)**

You are members of a team of 150 individuals working with local and international contractors to rebuild the infrastructure of Okar. UNDP works in a variety of sectors to help the UN system to raise awareness and track progress. In Okar, UNDP's interests are implementing infrastructural repairs and rehabilitation work, including working on electricity, water, and sanitation. You have a budget of \$1.2 million for programs in Okar, some of which is tied to your priorities and some of which you can allocate to other priorities.

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**Okar Cares**

You are members of a local NGO that focuses on the education and development of Okari youth aged 13-18. Your organization relies heavily on funds from international NGOs that look to support the work of local NGOs. You know that successful reconciliation relies on effective education. Your budget of \$2.5 million is spent largely on implementing civic education and human rights education in schools. For additional programs in Okar, you have a budget of \$500,000, the majority of which must be allocated for educational programs.

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**Okari Leaders**

You are diverse group of leaders from throughout Okar who have been working together to garner support from the international community for the rebuilding of Okar. Within your group there are representatives of local and national government, businessmen and women, and representatives of local NGOs. For the conference, briefly set out your vision and strategy for rebuilding Okar. Although recovery is not complete, the focus is now on reconstruction and medium-term development. With a diverse official delegation, including business leaders and representatives of civil society, you may wish to speak to issues of reconciliation and social cohesion.

## HANDOUT VI C: PRIORITIZING TASKS

**Directions:** Use the space below to help you identify your priorities in your small group discussions during the simulation. All groups except Okari leaders will identify dollar amounts allocated for each priority. Use the other side of this sheet if necessary.

### **Discussion 1**

#### **Priorities**

#### **Allocation**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

### **Discussion 2**

#### **Priorities**

#### **Allocation**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## THINKING ABOUT CONFLICT AND CONFLICT RESOLUTION

Understanding a conflict—whether it is between friends or strangers—is a very difficult task. There are often so many issues involved that it is hard to sort them out. Understanding a conflict that is taking place in another part of the world adds to the complexity, as you have to learn about the history, geography, political, economic, and social conditions that surround the conflict. But understanding the nature and dynamics of conflict is the first step in deciding how to respond to the situation. Once you know what the conflict is about, how it began, what is fueling it, and who the players are, you may be able to identify some ways to resolve the conflict.

### Conflict Analysis

In order to analyze a conflict, it is useful to develop a framework that looks at the following factors:

**Actors:** Who are the key people (antagonists, decision-makers, peacemakers, neighbors, influential outsiders) involved in this conflict? What power do they possess? What are the important institutions?

**Issues and underlying factors:** What is this conflict about? What does each party want? Are the issues that the adversaries say they are fighting about the only issues that divide them? Does each side have other concerns and needs that must be dealt with in order for the conflict to be resolved?

**Relationships:** What is the relationship between the adversaries? Do they communicate, and if so, how? What power do they possess? Are they equally balanced in terms of power? What relationships do they have with other actors, including outsiders?

**Characteristics of the conflict:** When did this conflict begin and what triggered it? How long has it gone on? What are its dynamics? Is there active fighting, and if so, is it violent? Has it changed in intensity or gone through phases? Is it confined to a specific space or distributed over a large area? Could this conflict spread to neighboring regions? What would the consequences be?

**Capacities:** What resources do the adversaries have to continue the conflict? Have these changed over time?

**Context:** What is the context—history, political system, economic, social and environmental conditions—in which this conflict is occurring? What is happening internationally that would affect the conflict?

**Conflict Resolution:** What has been the history of peacemaking efforts? Have the parties tried to solve their problems without outside help? If outsiders have helped, what has been the result of their efforts?

## **Responding to Conflict**

Once you have developed this framework, you may start to develop some ideas of how to respond to the conflict. If the problem centers around a lack of contact and communication, you might think of ways to increase interaction between the parties in conflict: starting dialogue groups, student exchanges, common projects that will bring antagonists together. If you are analyzing a civil conflict or a conflict between two countries, you might think of activities that would work at the official level (i.e. with the government) and at the non-official level (i.e. with religious institutions, schools, community groups, and other non-governmental associations). The following is a list of tools that policy-makers, mediators, and private peacemakers use to promote peace in international conflict. Which ones would work for the conflict you have analyzed?

### ***Political instruments***

#### **Confidence-building Measures**

A joint activity undertaken by parties to a conflict, usually designed to reduce tensions, demonstrate the benefits of cooperation, and build trust between parties. An example of confidence building that includes outside parties is monitoring and verification. This is a process by which outside actors and/or monitoring technology can observe and confirm that parties to an agreement are in compliance. Successful monitoring and verification can help build trust, reduce suspicion, and increase incentives for cooperation.

#### **Fact-finding**

Fact-finding helps provide decision makers with timely and accurate knowledge by inquiring into the facts of a dispute and reporting on them (without offering a solution).

#### **Mediation and facilitation**

Active engagement by an outside party to a dispute in the search for a negotiated settlement. Facilitation is usually limited to bringing the parties into communication. Mediation may be more directive and include creating an agenda for negotiations, chairing negotiating sessions, recommending solutions, and holding out rewards or threats as inducements.

#### **Official Diplomacy**

Diplomacy is the principal means by which states communicate with each other via a system of open, formal, regularized communication. This allows states to conduct their business peacefully with each other through negotiation. Traditionally, diplomacy is carried out by government representatives who conclude treaties and other international agreements. Communications between disputants or antagonistic parties may be maintained through formal diplomacy, public diplomacy (communications and, at times, negotiations that are carried out publicly often for domestic consumption or to give a particular perspective on an issue) or secret diplomacy (negotiations in which the content of negotiations or the fact that they are even being conducted is kept secret).

#### **Unofficial Diplomacy**

Third-party peacemaking carried out by an individual or non-governmental organization and may include capacity building, dialogue groups, facilitation, and mediation. These processes may be pursued on their own or as a supplement to official negotiations or mediation.

**Arbitration**

The process of adjudication of a dispute by a third party or an ad hoc tribunal acceptable to the disputants. The disputants agree to accept the decision of the arbitration as final and binding.

***Military and Coercive Instruments*****Peacekeeping**

Operations that use impartial and non-threatening military forces and/or civilian personnel *at the request of the parties* to a dispute to help supervise a cease-fire agreement and/or separate the parties. The object of peacekeeping is the cessation of violence through such means as assisting in the establishment of a ceasefire or truce, supervising the withdrawal of troops, or serving as a buffer between opposing forces.

**Peace-enforcement**

Military operations that *forcefully* restore peace between belligerents who may be engaged in combat, either between states or within a state.

**Arms embargo**

Measures that prohibit or block the targeted actor or group of actors from securing access to or purchasing weapons and munitions that have been prohibited by the targeting actor/s.

**Economic sanctions**

The targeted and coercive use of economic measures by an actor or a group of actors against another actor (or group of actors) considered a threat to peace. The goal is to secure the targeted actors' compliance by denying them access to certain goods and services.

***Aid-Based Peacemaking Tools*****Capacity building**

Non-military measures that often involve strengthening political, economic, social, and legal institutions in a bid to address the structural causes of conflict and help reconstruct societies after a war.

**Humanitarian Assistance**

Humanitarian assistance is emergency aid or relief to provide basic means of survival—food, water, shelter, sanitation, health care—and sometimes advocacy and protection for victims of war or violence following emergencies characterized by civil conflict, weak or collapsed state authority and structures, food insecurity, and massive population displacement.

**Military and economic assistance**

Outside parties may lend military equipment, personnel, supplies, and economic support for either peacekeeping or peace enforcement measures. Such assistance may also be extended into areas of capacity building and re-building infrastructure.

## **SPECIAL FEATURE: EXTENSION ACTIVITIES**

The following extension activities give your students opportunities to expand their knowledge about post-conflict reconstruction. In addition, if your state or school requires students to complete a large project prior to graduation from high school, the National Peace Essay Contest and these activities offer opportunities to satisfy this requirement.

- ❑ Conduct a public opinion poll on questions related to the peace essay topic and analyze the results in a written and/or oral presentation that includes graphic depictions (bar, pie, and line graphs).
- ❑ Interview your member of Congress, a staff person from your Senator's office, a local college professor of international relations or U.S. government, or a person with expertise or experience related to the topic. Write a report of this interview.
- ❑ Write letters to elected officials, newspapers, or magazines expressing your opinion on the process of post-conflict reconstruction in a particular region of the world.
- ❑ Participate in or establish a web site related to post-conflict reconstruction, including a chat-room for interested persons to share their opinions.
- ❑ Create a video documentary about a reconstruction effort in your community.
- ❑ Write a play, short story, or poem set in a country that is experiencing post-conflict reconstruction.
- ❑ Create a work of visual or performance art expressing your ideas about reconstruction, for example: drawing, painting, sculpture, collage, and dance.



## TIPS FOR HELPING STUDENTS WRITE A SUCCESSFUL PEACE ESSAY

Here are some ideas for improving the quality of your students' essays and making them potential contest winners:

- ❑ Be sure students carefully read all the rules and guidelines for successful essays.
- ❑ Encourage students to read winning essays from past years which appear in the guidebook and on the U.S. Institute of Peace website ([www.usip.org](http://www.usip.org)).
- ❑ If students select conflicts which remain at crisis stage at the time their essay is written, be sure they acknowledge this situation in their essay and have the most up-to-date sources possible at the time of writing.
- ❑ Because your students are now familiar with conflicts used in this guide, you may anticipate that many of them will select these operations for their essays. Point out that other conflicts could also be used to evaluate post-conflict reconstruction. Stress to students that originality and creativity in making such selections will be recognized by the essay judges.
- ❑ English and Social Studies teachers can complement each other's knowledge and abilities if they work together to help students with the peace essay. Consider collaborating or team teaching for this project. You may choose to permit students who have research paper requirements in courses in both departments to use the NPEC to satisfy both assignments.
- ❑ After all essays are written, consider asking one or more colleagues to read and rate the strongest ones. Students whose papers receive high ratings can then prepare them for submission to the NPEC by correcting all typographical or grammatical errors, updating information as needed, and making last-minute improvements.
- ❑ Emphasize that ALL parts of the essay question must be covered in the essay.
- ❑ Direct students who are not writing the essay as a class assignment to use the "Tips for Students Working Independently" at the end of each lesson.

**Note:** *Students are permitted to submit essays to the National Peace Essay Contest as individuals or as part of a classroom submission by a teacher.*

# NATIONAL CONTENT STANDARDS

The lessons in this guide apply to the following National Content Standards of the Mid-continent Regional Educational Library.

## **Civics Standards**

- ❑ Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.
- ❑ Understands the impact of significant political and nonpolitical developments on the United States and other nations.
- ❑ Understands issues regarding personal, political, and economic rights.
- ❑ Understands how participation in civic and political life can help citizens attain individual and public goals.
- ❑ Understands the importance of political leadership, public service, and knowledgeable citizenry in American constitutional democracy.

## **Language Arts Standards**

- ❑ Demonstrates competence in the general skills and strategies of writing.
- ❑ Demonstrates competence in the stylistic and rhetorical aspects of writing.
- ❑ Uses grammatical and mechanical conventions in written compositions.
- ❑ Gathers and uses information for research purposes.
- ❑ Demonstrates competence in the general skills and strategies of reading.
- ❑ Demonstrates competence in the general skills and strategies for reading a variety of informational texts.
- ❑ Demonstrates competence in speaking and listening as tools for learning.

## **Life Skills Standards**

- ❑ Performs self-appraisal.
- ❑ Understands and applies the basic principles of presenting an argument.
- ❑ Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).
- ❑ Applies decision-making techniques.
- ❑ Displays effective interpersonal communication skills.

## **United States History Standards**

- ❑ Understands developments in foreign policy and domestic politics between the Nixon and Clinton presidencies.

## **World History Standards**

- ❑ Understands the search for community, stability, and peace in an interdependent world.
- ❑ Understands major global trends since World War II.





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**National Peace Essay Contest**  
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