

Lesson Two



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Deconstructing Armed Conflict





“Peace, to have meaning for many who have only known suffering in both peace and war, must be translated into bread or rice, shelter, health and education, as well as freedom and human dignity.”

~ Ralph Johnson Bunche

Lesson 2: Deconstructing Armed Conflict

Goal: To analyze the causes and costs of war and armed conflict

Objectives:

- Students will identify and evaluate the different key factors that have led to war and armed conflict historically (activity 1)
- Students will examine the overall costs of war both to individuals and to social systems (activity 2)
- Students will identify and differentiate the diverse approaches used to address post-conflict needs (activity 3)

Essential Question: How does war affect us and how do we heal from war?

Materials: Poster board or large paper, and markers

Resources:

- Handout 1: Peru: Jorge’s Personal Testimony
- Handout 2: Sierra Leone: Margaret’s Personal Testimony
- Handout 3: Sierra Leone: Aisha’s Personal Testimony
- Handout 4: Darfur: Mohammed’s Personal Testimony
- Handout 5: Cambodia: Chea’s Personal Testimony
- Handout 6: Roads to Peace
- Handout 7: Resources on Roads to Peace

Time Frame: 2-4 class periods

Age Level: High school - adult

Vocabulary: Compensation, institutional reforms, prosecution, reconciliation, redress, reparations, transitional justice, truth-seeking, vetting

Teacher Background: In lesson one, students examined the concept of conflict as it relates to their own lives and the world. In lesson two, students will be further challenged to analyze the root causes of armed conflict and examine the different methods societies can use to move beyond conflict to build more peaceful societies. This lesson provides an overview of the basic concept of transitional justice. Transitional justice generally refers to a range of approaches that states may use to address past human rights wrongs and includes both judicial and non-judicial approaches. Transitional justice is informed by a society’s desire to rebuild social trust, repair a fractured justice system, and build a democratic system of governance.

Activity 1: The Roots of War

(Approx. 1 class period)

Explain to your students that you are beginning a unit on transitional justice or, more generally, on how to rebuild societies, sustain peace, and promote healing after a war or internal armed conflict. Before discussing how to achieve these goals, talk about the roots of conflict and the costs of war. It may be helpful to choose one conflict your students are familiar with for the discussion below.

**Procedure:**

- 1. Brainstorm.** Create a “Roots of War and Violence” Tree on poster board paper. You could prepare pieces of construction paper for students to write on (green leaves, pieces of the trunk, and roots of the tree) beforehand, or you could draw the tree as students brainstorm so the tree does not fully reveal itself until the end. The tree is constructed as follows:

Leaves and Branches of the Tree: On the top of the sheet ask the students to brainstorm as a class a list of all the wars or internal conflicts that they can think of - either from the past or present (examples: Iraq, Darfur, American Civil War, Israel/Palestine, Apartheid). Write these conflicts on the top of the tree in the leaves and branches. You could also add to this section pieces of fruit on which you could ask students to write the “fruits” of war - or the products and effects of war (examples: death of innocent civilians, the creation of fear to mobilize a nation to support a war, draining of resources, torture, breaking up of families).

Tree Trunk: In the trunk of the tree have students brainstorm the different issues, actions, policies, programs, or beliefs that led to these wars (examples: slavery, religious fundamentalism, control over resources, discrimination).

Roots of the Tree: In the bottom of the tree have students brainstorm the roots of the issues and wars named above (examples: lack of power and resources, poverty, fear, racism, inequality, oppression, exploitation, hatred, alienation, threat to identity, denial of human rights, etc.).

Hang the tree up in the room, so students can refer back to it during subsequent lessons.

- 2. Discuss.** Discuss the following questions in a large group:

Questions for Discussion

- Who is affected by war and violence?
- How do you think the roots of violence in war compare to the roots of conflict in your own lives - do you think the roots would look very different?
- Did you see any similarities between the fruits of war and the roots of war?
- What are some of the ways you can brainstorm for stopping the cycle of violence and war?

- 3. Create.** Pose the following questions to the class: What is the opposite of the “roots of war and violence tree” that we created? What would it be called and what would it look like? Have students create this alternative tree in small groups or in their journals and present their trees to the class.



**Procedure:**

1. **Read.** Assign students to read all five personal testimonies (See handouts 1-5 in this lesson). Students should define the vocabulary before they read the testimonies. If you have a world map, show the students where the scenarios took place. A short summary of the country conflict for each testimony has also been provided.
2. **Discuss.** After all the stories have been read, divide the students into five small groups. Assign each group one of the testimonies and have them discuss the answers to the questions below.

Questions for Discussion

- Explain the person's situation.
- What has happened to them? Was it fair or unfair?
- What feelings do you think the person has about what has happened to him or her?
- How would you feel in that situation?
- How would these feelings affect your ability to heal?
- What would you have done?
- If you were this person, what do you think you would need to heal?

3. **Letter Writing.** Assign each student the task of writing a letter to the person they discussed in their groups. If they could ask this person anything about his or her experience, what would they ask? Ask the students to try to be clear and specific when asking questions or when adding their thoughts about the person's story. Make sure that students write at least two or three paragraphs. Students could do further research into the conflict of that country before writing the letter. You could also extend this part of the lesson by assigning students to read another classmate's letter and respond as if he or she were that person. Collect the letters to get an idea of the students' interest and to better gauge the direction in which to lead the following class discussion.
4. **Discuss.** Divide the students again into groups but this time separate the previous groups so that each group has all five of the personal testimonies represented. Have the students compare and contrast the personal testimonies they worked on in the previous group to those of others. Write on the board or hand out the following questions:

Questions for Discussion

- What are the similarities between the personal stories?
- What did your original group think the person was feeling? How does that compare to the responses from the other groups' stories?
- What did your original group identify as necessary for the person to heal? How does that compare to the ideas from other groups' stories?
- How might those suggestions enable and/or hinder healing and forgiving?
- Do you think that these ideas would create national healing?
- How does personal forgiveness impact national healing?

Activity 2: War Stories

(Approx. 1-2 class periods)

Activity 3: Roads to Peace: How Societies Heal from Conflict

(Approx. 2-3 class periods)

**Procedure:**

- 1. Brainstorm.** In a large group have students brainstorm some of the long-lasting consequences of violence. Create two lists titled “visible” and “invisible” consequences. Some very visible consequences are evident (destruction of roads, schools, homes, villages, absence of family members). There are also many invisible consequences (trauma, desire for revenge, blame, more propensity to resort to violence). If the class has not already raised the issue, be sure to explain to students that when one person does violence to another person, both are traumatized - the victim due to the harm done to them, the aggressor by the guilt of having caused the harm (this situation might be another invisible consequence).
- 2. Explain.** Write the words **Transitional Justice** on poster board. Have students copy in their journals the following definition for transitional justice: *a range of approaches that societies undertake to reckon with legacies of widespread or systematic human rights abuses as they move from a period of violent conflict or oppression towards peace, democracy, the rule of law, and respect for individual and collective rights.* An important goal of transitional justice is to provide **healing** of the wounds and **closure** of the conflict so the parties can live together. Hang the definition and leave it up in the room for students to read.
- 3. Preparation for Presentation.** Let students know they will be conducting a group research project and each group will be presenting on a different transitional justice method. Give students Handout 8: Roads to Peace. Explain to the students that this list is an overview of the different approaches to establishing long-term peace after violence. Break students up into groups of 3 or 4 and assign each group one of the “roads.” Provide students with Handout 9: Resources on Roads to Peace. Each group should provide the following in their presentation:

Questions for Presentation

- Define the transitional justice approach in simple clear language.
- Share with the class an example of one country or group that has used this method and describe the outcome. (How was it successful or not successful?)
- Briefly describe the context of the conflict.
- What visible or invisible consequences of violence does this method address?
- Does this method provide healing or closure to the parties in the conflict?
- What do you think are some of the pros and cons of this method?
- How could you apply this method to peacebuilding in your own life?

- 3. Present.** Have each team present their approach to the class. Presentations should have the definitions clearly written out on a poster or display board with other visuals to aid their presentation. *Hint: Free standing poster boards made from recycled cardboard boxes are ideal for environmentally friendly posters.* Each team should share its findings with the whole class. Allow time at the end of each presentation for questions. When one group is sharing the students should be listening and not taking notes. At the end of each presentation provide a few minutes for students to jot down, in their notes, the definitions the students came up with for each method.

- 4. Discuss.** As a large group discuss the following questions:

Questions for Presentation

- Does one method seem better than another? Why or why not?
- Why might a country choose one approach over another?
- Do these methods address the roots of violence?



PERU: JORGE'S PERSONAL TESTIMONY

Jorge's Story:

During the conflict in Peru, Jorge lived in the capital city Lima with his wife and two-month old daughter. He worked and was a student at San Marcos University. One day Jorge met with one of his professors who, in the course of their conversation, asked Jorge to keep some lesson plans for him. Jorge did not know that government authorities had been following and monitoring the professor's actions. Shortly after Jorge received the "lesson plans," the authorities arrested him and searched his house. At his house they found the professor's "lesson plans," which turned out to be personal subversive documents, not actual lessons. Since the documents were found at Jorge's house, the authorities claimed that they were his and detained him in April 1993. That following November, he was sentenced to a long prison term, along with eight professors.

Despite handwriting tests and a one and a half year investigation that concluded that the documents were positively not Jorge's, he spent nine and a half years in prison.

The conditions in prison were very difficult. Jorge could only spend 30 minutes per day outside of the small cell he shared with four other people. Prisoners were strip searched every week and they were often beaten with batons. The only reading material that he was allowed during his time in jail was a Bible. Jorge was only allowed to see his daughter for 30 minutes every five months and was not allowed to have any physical contact with her.

Finally, after a long legal process, Jorge was released and reunited with his family on October 12, 2002.

Jorge's unjustified imprisonment affected not only him but his whole family. Before his capture, he was earning \$1,000 per month at the University to support his family. As a result of his imprisonment, his wife did not finish her degree and could not find a job to support their family. Most important, his lengthy jail term greatly stunted his relationship with his daughter and now he is slowly working on rebuilding a special bond with her.

Peru Conflict Summary

Beginning in 1980, Peru experienced violence at the hands of the Maoist guerrilla group Shining Path, as it tried to overthrow the government. As government military forces fought back against the rebel group, more human rights violations and disappearances of innocent people were reported. With the election of Alberto Fujimori in 1990, the government began an intense campaign to eliminate opposition. Citing continuing terrorism, drug trafficking, and corruption, Fujimori dissolved Congress, suspended the constitution, and imposed censorship in April 1992. Between 1980 and 2000, approximately 69,000 people were killed in the violence.



Source: Infoplease: Peru, <http://www.infoplease.com/lipa/A0107883.html>

SIERRA LEONE: MARGARET'S PERSONAL TESTIMONY

Margaret's Story:

Before the war, Margaret, her husband, and their two sons lived peacefully in their village in Sierra Leone. She traded inexpensive merchandise to support her family. The area where they lived was attacked in 1998 by rebel forces and they were forced to flee for their lives. Margaret was five months pregnant when they fled their village and went into hiding in the wilderness. While in the wilderness, she heard a rumor that the regional security force, the Economic Community of West African States Monitoring Group (ECOMOG), had come and secured the village and that it was now safe to return home. Eager to get back to her life, she decided to come out of hiding. The rumor, however, was false and shortly after leaving the safety of the wilderness, she encountered rebels on the road. The rebels shot her five times in the leg, smashing her leg bone.

Margaret sought refuge in the wilderness once more and remained there for five days before she was taken to a hospital. This hospital was unable to properly treat her wound, so she had to be sent to another hospital miles away to receive additional medical treatment. While the doctors were able to save Margaret's life, they were unable to save her leg, which had to be amputated. Unfortunately, the medicines that she was given to treat the infection in her leg caused her baby to be born with severe physical and mental handicaps.

Now that the war is over, Margaret and her husband live in an amputee camp with their three children - two boys and one baby girl. Margaret is only able to move about with the use of crutches and can no longer work as a trader. Due to her physical difficulties, she needs the help of her husband to adequately care for their children. Since he must stay at home to help Margaret, he is unable to work and earn the money they need to buy basic necessities for their family. They must rely on outside aid to survive.

A church group has been asking Margaret to forgive those individuals who wounded her. She says that she has forgiven them and does not care whether or not they go to jail for the crimes they committed. She says, "putting them in jail won't bring my foot back or help my baby."

Sierra Leone Conflict Summary

Since Sierra Leone's official independence on April 27, 1961, its history has been filled with military takeovers of the government and violence. Sierra Leone's civil war began in 1991, when an armed group called the Revolutionary United Front (RUF) invaded southeastern bases in Sierra Leone from Liberia. The RUF employed fear tactics such as murder, mass rape, and amputations. They forced children, sometimes as young as five, to fight in the war. Through the use of slave labor, they maintained control of the nation's lucrative diamond mines, which allowed them to continue buying arms. The Economic Community of West Africa Monitoring Group (ECOMOG) sent in troops at critical moments of the war, but these outside forces engaged in the same atrocities as the RUF. An estimated 500,000 people were killed in the country's decade-long civil war.



Source: Infoplease: Sierra Leone, <http://www.infoplease.com/lipa/A0107959.html>

SIERRA LEONE: AISHA'S PERSONAL TESTIMONY

Aisha's Story:

Aisha lived in northern Sierra Leone when rebel forces stormed her village. The first time they attacked, all of the inhabitants of the village fled to Guinea, a neighboring country. After some time, Aisha and her neighbors heard that the regional security force, the Economic Community of West African States Monitoring Group (ECOMOG), had gained control over their old village. Believing the news, Aisha and her fellow villagers left Guinea and made the journey back to their homes. Shortly after their return, however, the rebels attacked the village once again. This time they surrounded the village, and they stole the villagers' own machetes to use as weapons. The rebels forced all the villagers, including Aisha, to stand in a line in front of a log. One rebel grabbed Aisha and commanded her to put her arm over the log. When she hesitated, they threatened to chop her head off instead. So she put her arm over the log. A small boy hacked at her hand twice before it fell off. The rebels also chopped off her mother's hand. News of an approaching Civil Defense Forces (CDF) unit caused the rebels to leave the village.

When the Civil Defense Forces (CDF) arrived, they rescued the villagers and brought them to another rural community. Once the CDF saw how badly wounded Aisha and her mother were, they took the two of them to a military hospital in Freetown. Aisha's mother died shortly after arriving at the hospital. While receiving treatment in the hospital, hostile rebels overthrew the government, and Aisha was forced to flee the hospital before she had fully recovered. The first village where she sought refuge was soon attacked by rebel units, forcing her to flee once again to Guinea. During her flight to Guinea, her wound became extremely infected and posed a serious threat to her life. Fortunately, a non-governmental organization (NGO) in Guinea was able to provide her with the proper medical treatment and she recovered.

After the war, Aisha and the rest of her family settled in an amputee camp. Aisha says that she is angry about what has happened to her, her mother, and the rest of her village.

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Source: Infoplease: Sierra Leone, <http://www.infoplease.com/lpa/A0107959.html>

DARFUR: MOHAMMED'S PERSONAL TESTIMONY

Mohammed's Story:

Mohammed was 15 years old and lived in a small village in Darfur when the Sudanese government soldiers and the Janjaweed, a government-linked militia group, attacked his village in July of 2003. They came by car, tank, horse, camel and on foot. Men, women, and children were killed, some by bombing, some by shooting. Their huts were set on fire and their livestock, property and food were taken from them. Later in the night, a plane came and burned the rest of the village down. One hut was set on fire with someone still inside of it. Mohammed and his family ran away, but some of the people who were still hiding in their huts - the old, weak, and blind - were rounded up by the Janjaweed and shot. Mohammed saw the Janjaweed take some of the girls and women away by force. He saw that some came back after four or five hours, and some he never saw again.

That night Mohammed slept with his uncle in the wadi (dry riverbed). When he returned the next day to the village with his family he saw more than 80 bodies: men, women, and children. He helped dig graves for all the people. Mohammed went with his family to take refuge in the neighboring country of Chad. He is still living there today in a refugee camp. The refugee camp is not safe. One of his sisters was sexually assaulted when she went out to get firewood, but they have nowhere else to go. Mohammed is not happy because he wants to learn, but the school in his village was burned down and the refugee camp has no school. He would like to go home, but he is afraid if he does, he will be killed. He is worried about his future as the conflict in Darfur continues.

Darfur Conflict Summary

The conflict in Darfur, in Western Sudan, is characterized by many as the worst humanitarian crisis of the 21st century. It began in the 1970s during tribal clashes. Rebel groups accused the government of neglecting the region economically. Throughout the crisis, government forces, as well as rebel groups, have been accused of mass atrocities. The most prominent of the rebel groups, the government-supported Janjaweed, has been accused of genocide, rape, and bombing villages. Their actions have led to the displacement of roughly 2.5 million people and the deaths of an estimated 200,000 – 400,000 people. The crisis continues today.



Source: Wikipedia: Darfur Conflict http://en.wikipedia.org/wiki/Darfur_conflict

CAMBODIA: CHEA'S PERSONAL TESTIMONY

Chea's Story:

Chea was 8 years old when the ruling political party, the Khmer Rouge, took over Cambodia. She lived with her family in Pursat, Cambodia. One day her mom came home from the marketplace terrified. "The soldiers are coming," she screamed, "and if we do not leave, they will kill us." They took what they could carry by hand and wagon and fled to their family cottage in Kracheh where all 12 members of her immediate family resided until they were ordered by the Khmer Rouge to leave.

The Khmer Rouge separated the children from the adults and forced them to live apart. Six of Chea's brothers and sisters were forced to go to a labor camp in 1976. In November 1978, the Vietnamese army came through the towns, chasing out the Khmer Rouge. Many people decided to leave the towns with the Vietnamese soldiers fearing that the Khmer Rouge would return to town and capture them. Chea's family followed the Vietnamese soldiers to a camp called Cha Carp. Her uncle, however, decided to stay behind. The Khmer Rouge returned to town and captured him. He escaped and came back to his home, but they caught up with him and executed him behind his house. His children had to sneak into town to bury him.

The Khmer Rouge attacked the Cha Carp camp with grenades and guns. Chea's family ran for their lives and returned when the attack was over. The next day the Khmer Rouge returned and Chea was struck with a bullet. There was no way for her to get medical treatment, so her parents tried to help her. Eventually she was moved to a hospital which was overcrowded with hundreds of wounded people staying in the hallway. Chea's wound was not properly cared for, and an infection grew and spread. There were no anesthetics for the painful procedure she underwent, and it took many months for the wound to heal.

After the Vietnamese took control of the country, Chea's brothers and sisters were allowed to leave the labor camp. One brother did not return because he was axed to death for refusing to give his watch to a Khmer Rouge soldier. Chea's family decided to go to Thailand to escape the Khmer Rouge army and to make enough money to support their family. They were provided with water, food and shelter by the Red Cross at a refugee camp.

Cambodia Conflict Summary

Beginning in the 1970s, communist forces called the Khmer Rouge waged a bloody battle for control over Cambodia. After the Khmer Rouge took over control of the government in 1975, Pol Pot declared himself leader. An estimated million and a half people were executed by the Khmer Rouge over the next four years. Members of the upper, middle, or educated classes, as well as suspected enemies of the Khmer Rouge, were the primary victims of the violence. By 1979, the Khmer Rouge were removed from power, but civil war continued until a peace treaty was signed on October 23, 1991.



Source: Infoplease: Cambodia <http://www.infoplease.com/ce6/world/A0857137.html>

ROADS TO PEACE

Prosecution: A type of retributive justice that uses the criminal justice system to investigate and take legal action for crimes committed during a conflict. This can be done on a domestic level, in a hybrid international court (such as the Special Court for Sierra Leone), or in an international court such as the International Criminal Court. Examples of countries that have used prosecutions include Sierra Leone, Bosnia-Herzegovina, Cambodia, and Iraq.

Truth-Seeking: A type of historical justice that uses non-judicial measures to establish the truth about the past through truth commissions or other national efforts. Examples include engaging in major historical research, compiling victims' testimonials or oral histories, supporting the work of forensic anthropologists in determining the exact nature of victims' deaths or exhuming the bodies of those killed, and official inquiries into patterns of past abuse that seek to establish an accurate historical record of events. Truth commissions have been established in such places as the Democratic Republic of the Congo, Ghana, Liberia, Morocco, Peru, Timor-Leste, Sierra Leone, and the United States.

Reparations: A type of compensatory justice that uses the establishment of national reparations policies to provide redress to victims of the conflict in an effort to repair harm, restore rights, and build trust. These policies can include economic compensation, a variety of health (physical and mental) and education benefits, and symbolic measures, such as an apology by the government. Countries that have established reparations policies include Guatemala, Peru, Rwanda, Sierra Leone, South Africa, and Timor-Leste.

Vetting: The assessment or screening of individuals' integrity to determine their suitability for public employment. This process is created to remove abusive, corrupt, or incompetent public employees from public office (especially in the security and justice sectors) and build more effective, inclusive, and trustworthy institutions. The goal of vetting is to overcome legacies of past conflict or authoritarian rule, prevent the recurrence of abuses, and build fair and efficient public institutions. Countries that have used this process include El Salvador, Guatemala, South Africa, Namibia, Northern Ireland, Bosnia-Herzegovina, Kosovo, Croatia/East Slovenia, and Afghanistan.

Honoring Victims: A type of restorative justice that remembers and honors victims through a series of measures, including consulting with victims to create memorials and museums of memory, and converting public spaces such as former detention camps into memorial parks and interpretive sites. Efforts such as these not only provide a place of mourning and healing for victims but also create opportunities for constructive social dialogue and education about the past so tragedies will not happen again. Many countries have found ways to honor victims, such as Cambodia, Germany, Iraq, South Africa, Russia, Senegal, and the Czech Republic.

Reconciliation: An over-arching restorative justice process that includes the search for truth, justice, forgiveness, and peace. One of the major goals of reconciliation is to facilitate a process through which individual men and women can change the way they think about their historical adversaries and live together in peace. Countries can do this through working with victims to determine what they require to experience healing and closure, and forging co-existence among former adversaries without sacrificing justice and accountability for perpetrators. Countries that have established reconciliation processes include Indonesia, Timor-Leste, South Africa, Sierra Leone, and Rwanda.

Institutional Reform: Developing new institutions and reforming existing institutions, such as security forces or police, to prevent future abuse and ensure that human rights and democratic principles are respected. For example, when some groups are excluded from political participation, the state can remedy violations of political rights by promoting political inclusion, public participation, and empowering subordinate groups. In some cases, countries require outside assistance for election monitoring, nation-building programs and the development of governmental infrastructure to make their political system more stable. Countries that have implemented institutional reform include: Northern Ireland, Colombia, and Ghana.



Sources: See "Resources on Roads to Peace" in this publication, pp. 20-21.

RESOURCES ON ROADSTO PEACE

TRANSITIONAL JUSTICE

- **The Encyclopedia of Genocide and Crimes Against Humanity.** Transitional Justice Vol. 3, pp. 1045-1047. Macmillan Reference USA, 2004. This website offers an excellent, simplified explanation of transitional justice, the development of the field and key components to the process. www.ictj.org/static/TJApproaches/WhatisTJ/macmillan.TJ.eng.pdf
- **International Center for Transitional Justice Annual Report 2004/2005.** The report featured in this site provides overviews of transitional justice processes of truth-seeking, prosecutions, reparations, and vetting. It also gives an update of the process in several countries. www.ictj.org/images/content/5/7/578.pdf
- **Transitional Justice.** By Ruti G. Teitel. Oxford: Oxford University Press, Inc., 2000. In this book, Teitel offers an interdisciplinary analysis of transitional justice focusing on the role of law as a facilitator for change.
- **Restorative Justice Online: Introduction.** By Prison Fellowship International, 1996. This site gives a brief breakdown of restorative justice and includes a link with summaries of restorative justice initiatives around the world. www.restorativejustice.org/intro/

PROSECUTION

- **Retributive Justice.** By Michelle Maiese. May 2004. This site gives a simple definition and highlights the positive and negative aspects of retributive justice. www.beyondintractability.org/essay/retributive_justice/
- **Retributive Justice Reference.** This reference site provides a simple definition of retributive justice, including its history and modern philosophies. www.reference.com/browse/wiki/Retributive_justice
- **International Center for Transitional Justice: Prosecutions.** This site details the organization's participation in prosecutions in countries around the world and includes links to specific country case studies. www.ictj.org/en/tj/781.html
- **Retributive and Restorative Justice.** By Eric Hoffer. This site explains the differences between retributive and restorative justice with a section dedicated to victims' rights. <http://faculty.ncwc.edu/toconnor/415/415lect08.htm>

TRUTH-SEEKING

- **International Center for Transitional Justice: Truth-seeking.** This site provides summaries of truth-seeking efforts and truth and reconciliation commissions from around the world and includes links to specific country case studies. www.ictj.org/en/tj/138.html
- **Truth Commissions.** By Eric Brahm. This site gives a simple explanation of truth commissions, including when they are created and the process they follow. www.beyondintractability.org/essay/truth_commissions/
- **Rule-of-Law Tools for Post-conflict States: Truth Commissions.** Office of the United Nations High Commissioner for Human Rights. This report outlines the United Nations' policy on truth commissions including the core principles and operating assumptions, guidelines for establishing a truth commission, a truth commission's operations, and interrelationships with prosecutions, reparations, vetting and reforms. www.ohchr.org/english/about/publications/docs/ruleoflaw-TruthCommissions_en.pdf

REPARATIONS

- **International Center for Transitional Justice: Reparations.** This site outlines work towards reparations, typically through truth and reconciliation commissions, in several countries. www.ictj.org/en/tj/782.html
- **The Handbook of Reparations.** Introduction: *Repairing the Past: Compensation for Victims of Human Rights Violations.* Edited by Pablo de Greiff. This handbook provides information about past experiences with reparation programs and guidance for future programs. www.ictj.org/static/TJApproaches/reparations/060515_DeGreiff_Intro.pdf
- **Retribution and Reparation in the Transition to Democracy.** By Jon Elster (ed.). New York: Cambridge University Press, 2006. This book describes the processes of retribution against leaders of violence and processes of reparation for victims. It focuses specifically on cases from Germany, Latin America, post-communist Europe, and South Africa.



RESOURCES ON ROADS TO PEACE

- **Compensation and Reparations.** By Michelle Maiese. This site explains why compensation to victims is important and methods for reparation and restitution. www.beyondintractability.org/essay/compensation/

VETTING

- **Police Reform, Human Rights, and Democratization in Post-conflict Settings: Lessons from El Salvador.** By Charles Call. *USAID Conference: Promoting Democracy, Human Rights, and Reintegration in Post-conflict Societies.* October 30-31, 1997. This report gives an in-depth analysis of police reform, including vetting, in El Salvador. http://pdf.dec.org/pdf_docs/pnacd086.pdf
- **Protecting the People: Public Security Choices after Civil Wars.** By Charles Call and William Stanley. *Global Governance*, Vol. 7:2 (Apr-Jun 2001), 151-172. This article emphasizes the need for policing to protect the general public through vetting and long-term institution building. www.watsoninstitute.org/pub/CallGlobalGovArticle.pdf
- **Security Vetting in Northern Ireland: Loyalty, Redress and Citizenship.** By Kieran McEvoy and Ciaran White. *Modern Law Review*, 61:3 (May, 1998), 341-361. This article highlights the importance of vetting in Northern Ireland in terms of public security and growing economic sectors.
- **No Justice, No Peace: The United Nations International Police Task Force's Role in Screening Local Law Enforcement.** By *Human Rights Watch* 8:15 (Sept. 1996). This report outlines the challenge of the United Nations International Police Task Force (IPTF) in vetting the local police of Bosnia-Herzegovina. www.hrw.org/summaries/s.bosnia969.html
- **Vetting Public Employees in Post-conflict Settings.** By The United Nations Development Program Bureau for Crisis Prevention and Recovery. This report explains why vetting in post-conflict areas is necessary, the factors that determine the design of a vetting process, different types of vetting, and other institutional reforms that should coincide with vetting. www.undp.org/bcpr/documents/jssr/trans_justice/Vetting_Public_Employees_in_Post-Conflict_Settings.pdf
- **International Center for Transitional Justice: Vetting.** This site provides a brief explanation of vetting, along with details of research projects and country case studies. www.ictj.org/en/tj/783.html

HONORING VICTIMS

- **International Center for Transitional Justice: Memory and Memorials.** This site recognizes memorials and museums as important places for mourning and healing and includes country efforts in this direction. www.ictj.org/en/tj/785.html
- **International Coalition of Historic Site Museums of Conscience.** A worldwide network of historic sites specifically dedicated to remembering past struggles for justice and addressing their contemporary legacies. www.sitesofconscience.org/index.php/home/en/

RECONCILIATION

- **International Center for Transitional Justice: Reconciliation.** This site provides a framework for thinking about reconciliation in terms of transitional justice. www.ictj.org/en/tj/784.html
- **Transitional Justice and Reconciliation.** By Sanam N. Anderlini, Camille P. Conaway, and Lisa Kays. This report generally focuses on reconciliation in the transitional justice process, but also includes sections on truth commissions, reparations, institutional reform and the role of women in transitional justice. www.huntalternatives.org/download/49_transitional_justice.pdf

INSTITUTIONAL REFORM

- **Institutional Change and Violent Conflict.** By the Organization for Economic Cooperation and Development: Development Assistance Committee. This site gives a thorough explanation of the purpose and goals of institutional change and provides definitions to enhance understanding. www.oecd.org/dataoecd/26/32/35785417.pdf

