

# Curriculum Guide

## *The Conflict in Darfur and eastern Chad*



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AMNESTY INTERNATIONAL USA HUMAN RIGHTS EDUCATION PROGRAM

# **ACKNOWLEDGEMENTS**

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**HOW TO USE  
THIS GUIDE**

This teaching guide is intended to provide a framework for engaging students in activities and lessons that will allow them to gain a greater understanding of issues that seem difficult and complex. The conflict in Darfur and eastern Chad is extremely complicated and this curriculum guide seeks to address many related issues in the most comprehensive and responsible manner possible. This curriculum guide is designed to offer teachers and students an accessible way to approach learning about the conflict, as well as the opportunity to delve deeper into specific issues such as the role of women and girls and the conflict as it affects refugees and IDPs.

Though this guide is designed to be as comprehensive as possible, there are many other facets of the conflict that may be explored. Though it is possible for any of the lesson plans to be used independently, educators are encouraged to use all three if possible. Unless students have a significant amount of prior knowledge on the conflict, Lesson 1 will most likely be necessary.

- Lesson 1 is an introduction to the conflict
- Lesson 2 examines how the conflict affects women and girls
- Lesson 3 examines how the conflict affects refugees and internally displaced persons (IDPs)

The curriculum guide also includes:

- A glossary (including links to definitions and examples)
- A list of further resources

**COMPANION  
CURRICULUM  
OBJECTIVES**

- To introduce and examine the human rights abuses committed in the conflict
- To identify rape/sexual violence as a tool of war
- To demonstrate an understanding of the situations and needs of refugees and IDPs
- To examine personal accounts of the conflict by women and girls, and by refugees and IDPs
- To encourage students to brainstorm conflict resolution options that could translate into action

**TARGET  
AUDIENCE**

This guide is primarily intended for use in high school classrooms, though we would also encourage its use in college classes or community groups that are looking for a deeper understanding of the conflict.

## LESSON ONE

## INTRODUCTION TO THE CONFLICT IN DARFUR AND EASTERN CHAD

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<b>TIME</b>	Two 45 minute classes/One 90 minute class
<b>OVERVIEW</b>	The current conflict in Darfur and Chad is one of horrific proportions. It is both a human rights and a humanitarian disaster in which neither the citizens of western Sudan, nor those of eastern Chad, are being protected by their respective governments. The conflict that began in Darfur has spilled over into the bordering countries of Chad and the Central African Republic. The origins of the conflict as well as its current state are complex, as are the intricate workings of the many groups involved. It is sometimes difficult to approach such a complex issue, so this lesson is designed to provide an introduction to Sudan and more specifically, to the conflict taking place in Darfur and eastern Chad.
<b>OBJECTIVES</b>	Students will: <ul style="list-style-type: none"><li>• Be introduced to the origins of the conflict taking place in Darfur and eastern Chad</li><li>• Analyze the conflict through a human rights lens</li><li>• Identify the major players of the conflict</li><li>• Demonstrate an understanding of the human rights violations being committed in the conflict</li></ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>➤ Handouts: 1.1/1.2/1.3/1.4/1.5/1.6</li><li>➤ References: 1.1/1.2</li><li>➤ Appendix: A</li></ul>
<b>PROCEDURE</b>	<ul style="list-style-type: none"><li>• Start by asking the students what they know about the conflict in Darfur. Allow 5 minutes for class discussion on what students may know about the issue from films, books, newspapers, radio, etc.</li><li>• Distribute Handout 1.1 – How much do you know about Sudan? Quiz<ul style="list-style-type: none"><li>○ This is not meant to be graded, just to give students a chance to demonstrate any knowledge they might have about Sudan as a country or about the conflict in Darfur. (5 minutes)</li><li>○ Go over the quiz using Reference 1.1. (5 minutes)</li></ul></li><li>• Distribute Handout 1.2 and ask the students to fill in Sudan and the countries that border it on the map using what they learned in the quiz.</li><li>• Introduce the Universal Declaration of Human Rights. See Reference 1.2 for mini-lecture talking points and possible discussion questions. Distribute Handout 1.3 - UDHR. (3-5 mins)</li><li>• Get students' response to the UDHR text. Either draw Handout 1.4 on the board or distribute it to students. Ask them to identify the specific human rights of civilians in eastern Chad and Darfur that are being violated due to the conflict.</li><li>• Distribute Handouts 1.5 and 1.6 to students. Ask volunteers to read Handout 1.5 out loud or allow students time to read the handout individually. After they have finished reading split the students into small groups and assign each group 3 discussion questions. (12 minutes)</li><li>• Come together as a class and give students the opportunity to share with the class what they talked about in their group. (5 minutes)</li></ul>

## LESSON ONE

## INTRODUCTION TO THE CONFLICT IN DARFUR AND EASTERN CHAD

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### EXTENSION ACTIVITIES/ RESEARCH PROJECTS/ HOMEWORK

- Have students create a reflection piece on what they have learned about the conflict in Darfur. This can take the form of a poster, drawing, short essay, poem, song, etc.
- Have students research the U.S.'s role in the conflict in Darfur and eastern Chad.
- Have students research how the conflict that began in Darfur has spilled over into eastern Chad and is also affecting the northern Central African Republic. Have them analyze how the conflict is affecting each country.
- Screen the film *Darfur Diaries*.
- Purchase a classroom copy of *Darfur: Twenty Years of War and Genocide in Sudan* at <http://www.amnestyusa.org>

### SOURCES

- Amnesty International and Amnesty International USA
  - <http://www.amnesty.org>
  - <http://www.amnestyusa.org>
  - <http://darfur.amnestyusa.org>
- Franklin and Eleanor Roosevelt Institute's web site for the UDHR
  - <http://www.udhr.org>
- Human Rights Watch
  - <http://www.hrw.org/doc?t=africa&c=sudan>
- Save Darfur
  - <http://www.savedarfur.org>
- PBS NewsHour
  - [http://www.pbs.org/newshour/indepth\\_coverage/africa/darfur/index.html](http://www.pbs.org/newshour/indepth_coverage/africa/darfur/index.html)

**QUIZ:**  
HOW MUCH DO  
YOU KNOW  
ABOUT SUDAN  
AND EASTERN  
CHAD?

Circle your answers below:

1. Where is Sudan located?
  - a. Eastern Africa
  - b. Southern Africa
  - c. The Middle East
2. What countries border Sudan?
  - a. Egypt/Ethiopia/Eritrea/Uganda
  - b. Zambia/Mozambique/Rwanda/Zimbabwe
  - c. Mali/Burkina/Cote d'Ivoire/Morocco
  - d. Chad/Libya/Central African Republic/DRC
3. How big is Darfur?
  - a. The size of France
  - b. One fourth the size of the U.S
  - c. The size of NY
4. What is the approximate population of Sudan?
  - a. 20-25 million
  - b. 35-40 million
  - c. 15-20 million
5. What is the capital of Sudan?
  - a. Khartoum
  - b. Darfur
  - c. Mogadishu
6. Where in Sudan is Darfur located?
  - a. North
  - b. South
  - c. East
  - d. West
7. Approximately how many people have been killed in recent years in Darfur?
  - a. 750,000 – 850,000
  - b. 50,000-100,000
  - c. 200,000 - 400,000
8. Who is the President of Sudan?
  - a. Mahmoud Ahmadinejad
  - b. Omar Hasan Ahmad al-Bashir
  - c. Mohammed Hosni Mubarak
  - d. Thabo Mbeki
9. Approximately how many people have been forced to leave their homes due to the violence?
  - a. 2.5 million
  - b. 800,000
  - c. 1.4 million
10. What is the official language of Sudan?
  - a. English
  - b. French
  - c. Arabic
  - d. Swahili
11. When did the conflict in Darfur start?
  - a. February 2003
  - b. July 2004
  - c. January 2005

MAP OF AFRICA



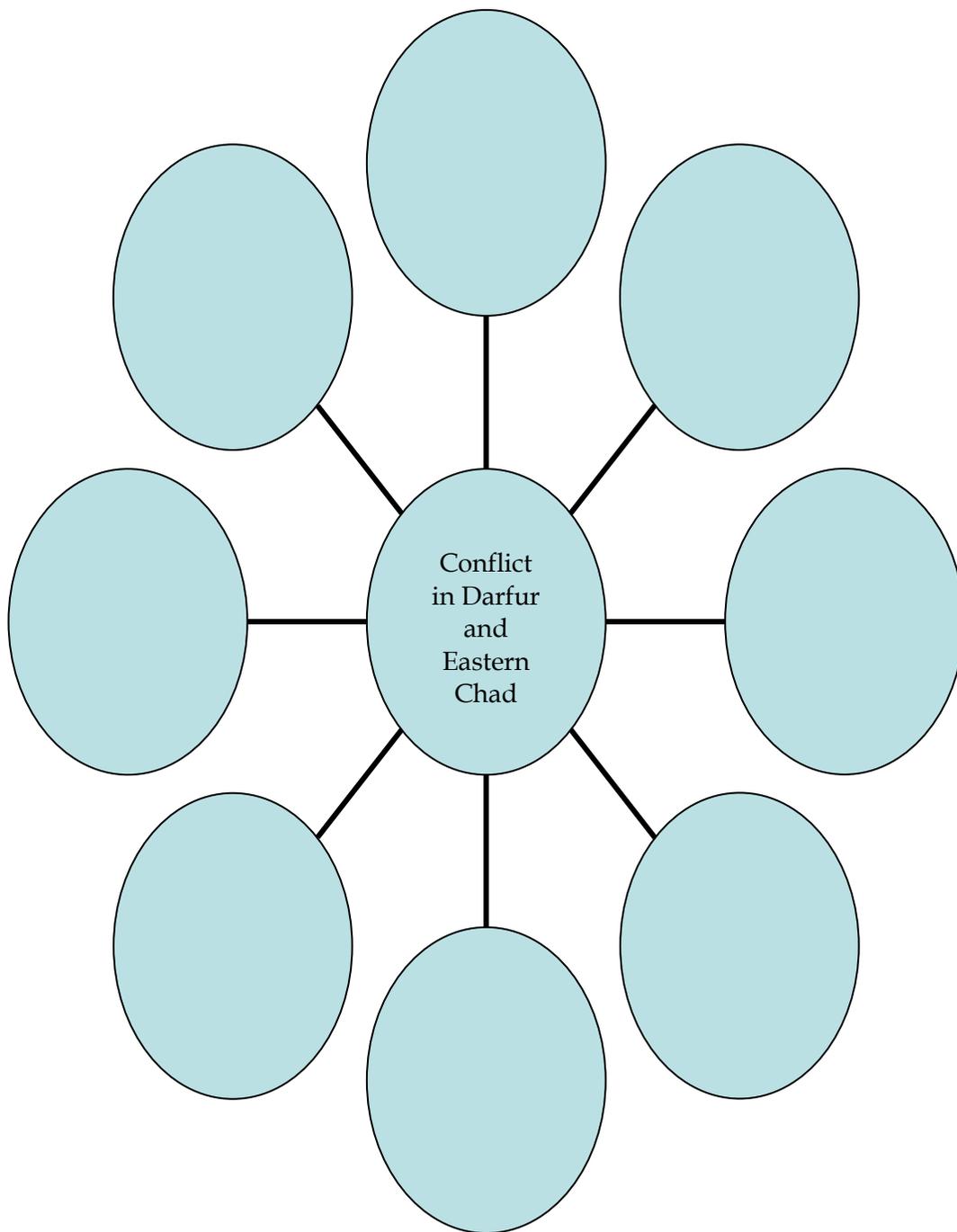
**UNIVERSAL  
DECLARATION OF  
HUMAN RIGHTS****Universal Declaration of Human Rights (Abbreviated)**

1. Right to Equality
2. Freedom from Discrimination
3. Right to Life, Liberty, Personal Security
4. Freedom from Slavery
5. Freedom from Torture and Degrading Treatment
6. Right to Recognition as a Person before the Law
7. Right to Equality before the Law
8. Right to Remedy by Competent Tribunal
9. Freedom from Arbitrary Arrest and Exile
10. Right to Fair Public Hearing
11. Right to be Considered Innocent until Proven Guilty
12. Freedom from Interference with Privacy, Family, Home and Correspondence
13. Right to Free Movement in and out of the Country
14. Right to Asylum in other Countries from Persecution
15. Right to a nationality and Freedom to Change Nationality
16. Right to Marriage and Family
17. Right to Own Property
18. Freedom of Belief and Religion
19. Freedom of Opinion and Information
20. Right of Peaceful Assembly and Association
21. Right to Participate in Government and Free Elections
22. Right to Social Security
23. Right to Desirable Work and Join Trade Unions
24. Right to Rest and Leisure
25. Right to Adequate Living Standard
26. Right to Education
27. Right to Participate in the Cultural Life of the Community
28. Right to a Social Order that Articulates this Document
29. Community Duties Essential to Free and Full Development
30. Freedom from State or Personal Interference in the above Rights



**ANALYZING THE  
CONFLICT**

What are some of the human rights that are being violated due to the conflict taking place in Darfur and eastern Chad? Refer to Handout 1.3.



**OVERVIEW  
THE CONFLICT  
IN DARFUR,  
EASTERN  
CHAD AND  
NORTHERN  
CENTRAL  
AFRICAN  
REPUBLIC**

- The conflict in Darfur started in **February 2003** when two rebel groups, the Sudanese Liberation Army (SLA) and the Justice and Equality Movement (JEM) took up arms against the government. Both the SLA and the JEM are comprised of fighters from historically sedentary farming communities.
  - The rebels claimed that they were taking up arms due to years of economic, political and social marginalization of the 3 major ethnic groups (the Fur, Zaghawa, and Masalit) that reside in the Darfur region.
- In response, the Sudanese government, operating out of its capital, Khartoum, armed a militia known as **Janjawid**.
  - The *Janjawid* are principally, but not exclusively, composed of fighters from nomadic herding communities.
  - As part of a vicious counter-insurgency strategy, the Sudanese government and the *Janjawid* attacked villages where Fur, Zaghawa, and Masalit civilians lived because they were the population were believed to support the **SLA** and **JEM** rebels. The government and *Janjawid* also targeted villages and areas out of which the SLA and JEM rebels were thought to be operating. Over four years, these attacks have resulted in hundreds of thousands of **civilian casualties**, mass **destruction of property**, the **displacement** of 2.5 million people and the **rape** of thousands of women and girls.
- A protection force from the **African Union (AU)** entered Sudan in August of 2004 as part of the **African Union Mission in Sudan (AMIS)**. There are an estimated **7,000** AMIS troops in Darfur.
- The violent conflict in Darfur caused the displacement of **2.5 million people** from their homes. Some of these people remain in Sudan as **internally displaced persons (IDPs)** while approximately 250,000 have crossed the western border of Sudan into **eastern Chad**, where they are living as refugees. *Janjawid* initiated cross-border attacks in **2005**, making situations in and around refugee camps so dire that Darfuri refugees and Chadian civilians were actually fleeing *into* Darfur.
- The **Darfur Peace Agreement (DPA)** was signed in **May 2006**. Only one rebel group, a faction of the SLA led by Minni Minnawi, signed the DPA with the Sudanese government. Rebel groups who did not sign the DPA splintered into eight to twelve groups, including a loose umbrella organization, the National Redemption Front. (The number of groups changes frequently, as alliances, objectives and grievances among the rebels develop and dissipate.)
- The peace agreement did not have the intended effect, as violence actually escalated in the year following the DPA. In **August 2006** the Sudanese government and the *Janjawid* renewed their attacks against rebels and the civilian population.
- Shortly after presidential elections in the **Central African Republic (CAR)** in **May 2005**, there were reports of attacks on government forces by unidentified armed groups in **northern CAR**. Over the course of the following two years, armed conflict between government forces and armed opposition groups spread to most of northern CAR, resulting in the displacement of approximately **280,000 civilians** -- some into Chad and Cameroon, others internally displaced. Some civilians even fled into Darfur to escape the fighting closest to the border with Sudan. Both CAR government forces and armed opposition groups have reportedly used looting, burning of villages, extrajudicial executions, and rape to intimidate civilians. **The government of CAR**

**OVERVIEW  
THE CONFLICT  
IN DARFUR,  
EASTERN  
CHAD AND  
NORTHERN  
CENTRAL  
AFRICAN  
REPUBLIC**

**has accused Sudan** of supporting some of the armed opposition groups working in northern CAR, although this has not been independently confirmed and has been denied by the CAR opposition groups themselves as well as the Sudanese government. Although **peace treaties** with the three major CAR rebel groups were signed in **February and April 2007**, violence and human rights violations continue and are reportedly being committed by both sides in the conflict. The humanitarian situation of the displaced civilians, particularly those internally displaced, has been very severe.

- In response, in **August 2006** the UN Security Council passed Resolution 1706 to send some 22,500 peacekeepers and related personnel to Darfur. President Omar al-Bashir refused to accept UN troops in Darfur, claiming they would violate Sudan's sovereignty. Twelve of the 15 members of the Security Council voted to pass the Resolution, and 3 members abstained: China, Russia and Qatar.
- In **November 2006** then UN Secretary-General Kofi Annan negotiated a compromise agreement to form a joint AU/UN peacekeeping mission, and Khartoum agreed "in principle."
- In **November 2006** the AU Peace and Security Council endorsed a 3 phase plan to deploy a joint UN-AU hybrid force.
  - **January 2007** – Phase I (light support package) begins
  - **April 2007** - Sudan accepts Phase II (heavy support package) & Phase III (the full deployment of the **hybrid** force with **20,000 UN troops**)
  - Preparation for deployment of Phases II & III is currently under way, but is not expected to reach completion until **2008**

According to recent estimates:

- **Hundreds of thousands** of people have died since the conflict started
- **2.5 million** people have been displaced from their homes
- **Thousands** of women and girls have been raped

Putting it in perspective:

- Between **300,000-400,000** people live in Honolulu, Minneapolis and Miami
- Between **2-3 million** people live in Houston and Chicago
- **Thousands** of women are mothers, daughters, sisters, wives, and friends

*\*Please see Reference 1.1 for a glossary and links*

DISCUSSION  
QUESTIONS

1. What does it mean for a group of people to be politically, economically or socially marginalized?
  - a. Provide an example of a marginalized group in the U.S. and describe how they have been marginalized.
  - b. Provide an example of a group in another country (either currently or historically) that has been marginalized.
2. Does the Sudanese government have a responsibility to protect its citizens? Explain why. How could they achieve this?
3. Does the government of Chad have a responsibility to protect Sudanese refugees? Explain why. How could they achieve this?
4. Why do you think the Sudanese government decided to use *Janjawid* militia?
5. Why did President al-Bashir refuse UN troops? Why did he accept AU troops?
6. Why do you think that China, Russia and Qatar decided to abstain from voting on Resolution 1706?
7. Do you think that Resolution 1706 violates Sudan's sovereignty?
8. Why do you think the rebel groups split into several smaller groups? What do you think the ramifications of this are?
9. What are some ways in which the international community could put pressure on the Sudanese government?
10. What is the difference between a humanitarian crisis and a human rights crisis? How might 2.5 million people being displaced fuel a humanitarian crisis as well as a human rights crisis?
11. How do you think this crisis can be resolved? What can you personally do?

**ANSWER  
KEY (QUIZ):  
HOW MUCH DO  
YOU KNOW  
ABOUT SUDAN  
AND EASTERN  
CHAD?**

1. **A** – Eastern Africa
2. **A & D**  
– Sudan is bordered by Chad, Libya, Central African Republic, Egypt, Eritrea, Ethiopia, Uganda, and DRC as well as the Red Sea
3. **A** – The size of France
4. **B** – 35-40 million
5. **A – Khartoum is the capital of Sudan**  
**B** – Darfur is a **region** of Sudan  
**C – Mogadishu** is the capital of another African country, **Somalia**
6. **D** – West
7. **C** – 200-400,00
8. **A** - Mahmoud Ahmadinejad - President of Iran  
**B - Omar Hasan Ahmad al-Bashir - President of Sudan**  
**C** - Mohammed Hosni Mubarak - President of Egypt  
**D** – Thabo Mbeki – President of South Africa
9. **A** – 2.5 million
10. **C** – Arabic
11. **A** – February 2003

**MINI LECTURE  
UNIVERSAL  
DECLARATION OF  
HUMAN RIGHTS**

- The UDHR consists of **30 articles**.
- **Eleanor Roosevelt** played a major role in the development of the UDHR, serving as the first chairperson of the Commission on Human Rights which was composed of representatives from **18 countries**.
- Some **Muslim** nations, (such as Sudan, Iran, Pakistan and Saudi Arabia) allege that the document favors western tradition/cultural and religious context.
- The UDHR is *not* a binding legal document. In **1968**, the **United Nations International Conference on Human Rights** agreed that the Declaration "constitutes an obligation for the members of the international community" to protect and preserve the rights of its citizenry.
- The **Universal Declaration of Human Rights** was adopted by the General Assembly of the United Nations on **December 10, 1948**, which is now known as International Human Rights Day.
  - The UDHR was ratified by the following vote:
    - 40 - In favor
    - 0 – Against
    - 8 – Abstentions (all Soviet Bloc countries, South Africa and Saudi Arabia)
- The UDHR has been translated into over **300** different languages.

**CRITICAL  
THINKING  
QUESTIONS**

1. Why do you think the UDHR was created in the late 1940s? What might it have been in response to?
2. Do you think it is necessary to have a document like the UDHR? Why or why not?
3. Which nations do you think may have abstained from ratifying the UDHR? Why would a nation choose to abstain?
4. Are there any articles that you think should not be in the UDHR? Why do you think they were included?
5. Do you think most people in the U.S. are aware of their rights? Most people in the world?

*"We wanted as many nations as possible to accept the fact that men, for one reason or another, were born free and equal in dignity and rights, that they were endowed with reason and conscience, and should act toward one another in a spirit of brotherhood. The way to do that was to find words that everyone would accept."*

*-Eleanor Roosevelt*

## LESSON TWO

## THE ROLE OF WOMEN AND GIRLS IN THE CONFLICT IN DARFUR AND EASTERN CHAD

<b>TIME</b>	Two 45 minute classes/One 90 minute class
<b>OVERVIEW</b>	The experience of women and girls in conflict tends to be significantly different than that of men and boys. Although women are not always active participants in combat in many conflicts, they are always very much subject to the violence. In the conflict in Darfur and eastern Chad, gender-based violence has been used as a tool of war and domination by almost all parties. Shame and stigma are often causes in any nation for under-reporting of rape and sexual violence, and researchers believe that it is no different in this particular conflict. Sexual violence is seldom talked about in many classroom settings due to its inherently graphic and disturbing nature. However, laying a foundation through education and awareness is the first step to action against violence against women everywhere.
<b>OBJECTIVES</b>	Students will: <ul style="list-style-type: none"><li>• Identify the use of sexual violence in armed conflict.</li><li>• Analyze and reflect upon first person accounts about women and girls in this conflict.</li><li>• Brainstorm a preventative campaign to end rape as a tool of war.</li></ul>
<b>MATERIALS</b>	➤ Handouts: 2.1/2.2/2.3
<b>PROCEDURE</b>	<ul style="list-style-type: none"><li>• Start by asking: (5 mins)<ul style="list-style-type: none"><li>○ Do women and girls experience war/conflict differently than men and boys? If so, in what ways is their experience different? In what way do men and women have similar experiences?</li><li>○ Can you think of a time when you have read or heard about the use of rape as a tool of war/oppression/domination?</li></ul></li><li>• Distribute Handout 2.1 and have the students read over it, taking notes on anything that surprised them, or any questions they might have. Discuss the student's reactions as a class. (8-10 mins)</li><li>• Distribute Handout 2.2 to the class and ask them to take a couple minutes to read through it. Break the students into small groups and ask each group to choose 3 questions to concentrate on in small group discussion. (15 mins)</li><li>• Reconvene the class and have a representative from each group present their answers to the class. (10 mins)</li><li>• Distribute Handout 2.3 and ask for volunteers to read the personal accounts out loud to the class or in groups.</li><li>• Ask the students to write a reflection on Handout 2.3. This can be started in class when reactions are fresh, and finished as an essay for homework. (10 mins)</li><li>• Using what they have learned about rape as a tool of war in Darfur and eastern Chad ask students to brainstorm ways to end rape as a tool of war in general.<ul style="list-style-type: none"><li>○ What is needed? What can you do? Awareness campaigns? Education about sexual violence in schools? More coverage by the media? Protest rallies/marches? <i>(continued on following page)</i></li></ul></li></ul>

## LESSON TWO

## THE ROLE OF WOMEN AND GIRLS IN THE CONFLICT IN DARFUR AND EASTERN CHAD

### PROCEDURE (CONTINUED)

- Have students (in small groups) devise a strategy that they think would be effective in raising awareness and spurring people to action.

### EXTENSION ACTIVITY/ RESEARCH PROJECT/ HOMEWORK

- Have students choose 2 other conflicts in which rape has been used as a tool of war or domination and write a comparative essay.
- Have students research the role of the International Criminal Court in prosecuting rape as a war crime or crime against humanity.
- Have students research issues of justice and impunity in relation to rape. Which countries have the most severe rape laws? Do these laws act as a deterrent?
- Have students choose a women's human rights defender to profile. Encourage students to pick a defender from a country or region of the world that they are particularly interested in.
- Have students research women's human rights in the context of the Iraq war.

### SOURCES

- Amnesty International
  - <http://www.amnetsy.org>
    - Report – Sudan: Surviving Rape in Darfur
    - Report – Sudan/Chad No one to help them: Rape extends from Darfur into eastern Chad
- Amnesty International USA
  - <http://www.amnestyusa.org>
  - <http://darfur.aiusa.org>
- BBC News
  - <http://news.bbc.co.uk/2/hi/africa/default.stm>
    - Article – Rape Risk Spirals for Darfur Women
- Doctors Without Borders
  - <http://www.doctorswithoutborders.org>
    - Report – The Crushing Burden of Hope: Sexual Violence in Darfur
- Human Rights Watch
  - <http://hrw.org/backgrounder/africa/darfur0505>
    - Briefing Paper: Sexual Violence and its Consequences among Displaced Persons in Darfur and Chad
- MADRE
  - <http://www.madre.org>

**DARFUR AND  
EASTERN CHAD:  
WOMEN AND  
GIRLS**

**Sexual Violence in Armed Conflict**

- Violence against women in armed conflict situations is largely based on views of women as property and often as **sexual objects**.
- Women are often targeted as symbols **of national and ethnic identity**, and as female members of ethnic, racial, religious or national groups.
- Sexual violence against women is a widespread **tool of war** used in nearly every armed conflict and is often committed by **every armed group involved**.
- Violence directed against women is often considered an **attack against the values or "honor"** of a society and therefore a particularly potent tool of war.

**International Law against Rape**

**States are obligated** to stop sexual violence when it is perpetrated by the state or by agents of the state, yet in addition to armed opposition groups, women living in conflict situations are routinely subject to sexual violence at the hands of security forces and sometimes even peacekeeping troops.

Rape and other forms of sexual violence by fighters are recognized as **war crimes** and **crimes against humanity** in the **Rome Statute**.

The **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)** was adopted by the UN in 1979 and is designed to protect the rights of women and girls. The Convention has been signed by **185** countries (over **90%** of the members of the UN).

- Sudan has **not** signed the UN Women's Convention.
- Chad and the Central African Republic have **ratified** the UN Women's Convention.

**Sexual Violence against Women in Darfur and eastern Chad**

- Of the **2.5 million** Darfuri civilians that are displaced and living in refugee camps, in Chad and the Central African Republic, around **80%** are women and girls.
- It is estimated that many thousands of women and girls have been raped since 2003. Due to shame and fear, it is estimated that **thousands of women** never report being raped.
- Most survivors of rape and sexual assault **do not have access to medical care** and other services.
- In many cases, women that have been raped have been subsequently **imprisoned** for charges of adultery, divorced by their husbands or rejected by their families.
- Many women and girls are raped **publicly** – in front of their husbands, parents, children, neighbors, and others.
- Rapists have almost total **impunity**: the vast majority are never arrested or held accountable for their crimes in any way.
- To date, the only real protection for Darfuri women and girls has been provided by the **African Union Mission in Sudan (AMIS)**, but its numbers, resources and mandate have been severely limited.

DISCUSSION  
QUESTIONS

1. What does it mean to use rape as a “tool of war”?
2. Why would combatants choose to rape women rather than kill them?
3. What do you think the effect of rape is on communities and families?
4. Sudan is a predominantly Muslim country that is based on the tenets of *sharia* or Islamic law. How might this affect the way that rape affects the community?
5. What are some of the health issues that may arise for women living in areas where healthcare is not readily available?
6. Who should be held accountable when:
  - private citizens commit rape?
  - government officials commit rape?
  - police officers commit rape?
  - members of the armed forces commit rape?
  - non-governmental armed groups (rebels or militias) commit rape?
7. What are some other conflicts in which rape has been used as a tool of war or domination?
8. In general, do you feel that the media covers rape during conflict? Do they have a responsibility to report on something which may be difficult to talk about or read about?
9. In addition to the women and girls of Darfur being raped there have also been a number of reports concerning the rape of women working for international humanitarian or aid agencies. What affect do you think these rapes would have on the community?
  - Who should be held accountable for these rapes?
  - How might the motivation behind these rapes differ from the motivation behind the rapes of Chadian or Darfuri women?
10. In the context of the Darfur conflict; how do you think impunity regarding rape affects the community? Regarding general violence?

FIRST PERSON  
ACCOUNTS:  
WOMEN AND  
GIRLS IN DARFUR  
AND EASTERN  
CHAD

**Personal Account #1:**

"Sometimes we go to collect grass, which [we] sell in the market to buy things we need for our children. They [*Janjawid*] send two persons and the rest of them set up an ambush. They stop their car in a khor [a small depression created by a seasonal watercourse] or a hill. Some of them act as guards. The two persons then approach us and when we see them we run.

Some of us succeed to flee and some are caught and taken to be raped- group raped. Maybe around 20 men rape one woman. They don't care. Last time a number of women got caught and I don't know what they had done to them - we ran.

But for the men, they put saddles on their backs when they catch them-just like donkeys. My brother was one of them. They put the saddle on his back and fastened it tightly against his belly. They put something in his behind to make it look like he had a tail. They pulled his testicles out for all to see... We found him and took him for treatment to Al-Genaina hospital. I don't know if he has been released from hospital or not.

These things are normal for us here in Darfur, these things happen all the time. Rapes I've seen too. It doesn't matter who sees them raping the women, they don't care. They rape women in front of their mothers and fathers."

**-H, 35 year old woman of the Masalit ethnic community, from Habila, West Darfur**

**Personal Account #2:**

"The *Janjawid* drove us out of our houses. They are still there, waiting for us in the khor [a small depression created by a seasonal watercourse]. If a man goes to the field, he would be beaten by them. If it was a woman...they would do everything to women."

**-A Masalit man from Tomfoga, West Darfur**

**Personal Account #3:**

"The attack took place at 8am on 29 February 2004 when soldiers arrived by car, camels and horses. The *Janjawid* were inside the houses and the soldiers outside. Some 15 women and girls who had not fled quickly enough were raped in different huts in the village. The *Janjawid* broke the limbs of some women and girls to prevent them from escaping. The *Janjawid* remained in the village for six or seven days. After the rapes, the *Janjawid* looted the houses."

**-N., a 30-year-old woman from Um Baru, Konoungou camp**

**Personal Account #4:**

"I was with another woman, Aziza, aged 18, who had her stomach slit on the night we were abducted. She was pregnant and was killed as they said: "it is the child of an enemy."

**-A woman of Irenga ethnicity from the village of Bersila**

**Personal Account #5:**

"Women will not tell you easily if they have been raped. In our culture, it is a shame. Women hide this in their hearts so that men don't hear about it."

**-Darfuri refugee in Chad, 2003**

*All personal accounts taken from <http://www.amnesty.org>*

(CONTINUED)  
 FIRST PERSON  
 ACCOUNTS:  
 WOMEN AND  
 GIRLS IN DARFUR  
 AND EASTERN  
 CHAD

**Personal Account #6:**

"The *Janjawid* attack the outskirts of the camp, killing men, raping women and stealing goods. They use camels and are in khaki uniforms. Shortly before I left the Habila camp, I was told, along with other women: 'If you leave the camp, we will kill you'.

The *Janjawid* are at the camp entrance and the army is inside. The *Janjawid* sometimes come into the camp. The security situation in the camp has worsened over the last two years.

Those IDPs that can afford to leave the camp do so. The men send the women first before joining them. The army has forbidden raped women to go to the MSF [Médecins Sans Frontières, Doctors without Borders] hospital in the camp and get treatment or complain there. Women are afraid to go there because of the presence of local Sudanese staff who could betray them. Raped women go instead to a medical centre in the town of Habila.

They cannot go back to their family because of the shame, and stay at the medical centre until they deliver. Four young women, including a 10-year-old girl, were staying at this centre by the time I left Habila camp. Some women abort. Those that give birth do not keep the baby. It is taken by the army to be admitted to an orphanage."

**-A 24-year-old Masalit woman, from Tullus village, southwest of Beida, central Darfur**

**Personal Account #7:**

"We left the village and went to Koloy hoping to be safe there. In March we decided to try to go back to the village to see if we could gather our belongings. There were 10 women in a line walking from Koloy to Modaina. It takes five hours. After three hours along the road we came across six men on camels, in green uniforms and armed. They beat us and told us: 'You blacks are not going to stay here. We will finish you all.' They then grabbed my half sister who was only 10 years old. The rest of us ran away and waited a short distance from them. Two of them lay with my half sister and then they went away. When we got there she was very hurt and was bleeding. She continued to bleed for the following two days and then she died. We left for Goz Beida immediately after this."

**- A displaced woman at Gouroukoun displacement site described the rape and subsequent death of a 10-year-old girl on the way to Modaina in March 2006.**

**Position of the Sudanese government:**

*"Yes, there have been villages burned, people have been killed because there is war. It is not in the Sudanese culture or people of Darfur to rape. It doesn't exist. We don't have it."*

-President al-Bashir of Sudan as recorded by the AP on  
 March 17, 2007 in an interview with NBC

*"When Amnesty International delegates tried to discuss the extent of the problem of rape in Darfur with the Sudanese government in 2004, every member of government they met said that rape could not happen in Sudan."*

-from a joint report by Amnesty International and Human Rights Watch,  
*No one to help them: Rape extends from Darfur into eastern Chad*

## LESSON THREE

## REFUGEES AND INTERNALLY DISPLACED PEOPLES IN THE CONFLICT IN DARFUR AND EASTERN CHAD

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<b>TIME</b>	One 50 minute class
<b>OVERVIEW</b>	<p>Approximately 2.5 million people have been forced to leave their homes since the beginning of the conflict in Darfur in February 2003. Those who have been forced to leave their homes due to violence, human rights abuses or humanitarian issues are often categorized as either <i>refugees</i> or <i>IDPs</i>. Refugees are people who flee into another country, whereas internally displaced persons seek refuge inside their own country. This distinction is an important one, as it is often used as a measure of the level/type of support and aid that will be given to a person.</p> <p>When learning about the atrocities of war that people face in conflicts like the one in Darfur and eastern Chad, students often ask, “Why don’t they just leave?” This lesson is designed to demonstrate the complexity of the situation and to encourage students to view refugees and IDPs through a human rights lens.</p>
<b>OBJECTIVES</b>	<p>Students will:</p> <ul style="list-style-type: none"><li>• Demonstrate an understanding of the differences between refugees and IDPs and how those differences affect the support and aid that is available to them.</li><li>• Analyze and discuss first person accounts from both refugees and IDPs.</li><li>• Develop a strategy to improve the quality of life in refugee and IDP camps.</li></ul>
<b>MATERIALS</b>	Handouts: 3.1/3.2/3.3
<b>PROCEDURE</b>	<ul style="list-style-type: none"><li>• Start by asking:<ul style="list-style-type: none"><li>○ What do you know about refugees? Have you ever heard the term IDP before?</li><li>○ What do you think the difference is between refugees and IDPs?</li></ul></li><li>• Distribute Handout 3.1. Ask students to read through the fact sheet, taking notes on things that surprised them, or any questions they may have.</li><li>• Distribute Handout 3.2 and use the questions to facilitate discussion either as a class or in small groups.</li><li>• Distribute Handout 3.3. Ask 4 students to read the case studies out loud. Have students write a short reflection.</li><li>• Distribute Reference 1.1 (Abbreviated UDHR) and ask the students to circle the 5 rights that they think are the most likely to be violated when a person is a refugee or an IDP. Poll the class to see which of the rights were chosen by the most students.</li><li>• Optional Role Play:<ul style="list-style-type: none"><li>○ Have students form committees. They will be working for the UNHCR to build a new refugee/IDP camp, either in Chad or Sudan. Encourage students to be creative and to brainstorm ways that will empower refugees and IDPs to be a part of their own future.</li></ul></li></ul> <p>(continued on following page)</p>

## LESSON THREE

## REFUGEES AND INTERNALLY DISPLACED PEOPLES IN THE CONFLICT IN DARFUR AND EASTERN CHAD

### PROCEDURE (CONTINUED)

- The following questions may be used to guide students in this activity:
  - Where will you put this camp?
  - What kind of shelter will people live in?
  - What will people eat?
  - Will there be a school? Who will teach? What subjects will be taught?
  - Will there be access to healthcare?
  - How could you integrate human rights from the UDHR?
  - Who will be in charge of day-to-day activities in the camp? Will it be UNHCR personnel or people living within the camp?
  - How will you protect people from violent conflict?
  - What kind of long term support would you offer? Will there be a resettlement program involved?

### EXTENSION ACTIVITIES/ RESEARCH PROJECTS/ HOMEWORK

- Have students research organizations based in the United States that have refugee resettlement programs.
- Have students research refugees and IDPs in the context of the Iraq war.
  - How many are there?
  - Where are they living?
  - What are the conditions like?
  - Will they ever be able to return home?
  - Who is supporting them and offering aid? (governments, the UN, NGOs)
- For more ideas visit:
  - [http://www.amnestyusa.org/countries/sudan/darfur/summer\\_action\\_series/3/issue3.pdf](http://www.amnestyusa.org/countries/sudan/darfur/summer_action_series/3/issue3.pdf)

### SOURCES

- Amnesty International and Amnesty International USA
  - <http://www.amnesty.org>
    - Report – Chad/Sudan: Sowing the Seeds of Darfur: Ethnic targeting in Chad by *Janjawid* militias from Sudan
  - <http://www.amnestyusa.org>
    - Report – Darfur Crisis: Testimonies from eastern Chad
  - <http://darfur.amnestyusa.org>
- The International Rescue Committee
  - <http://www.theirc.org>
- Refugees International
  - <http://www.refugeesinternational.org>
- United Nations High Commission on Refugees (UNHCR)
  - <http://www.unhcr.org/chad.html>

DARFUR AND  
EASTERN CHAD:  
REFUGEES AND  
IDP'S

**Refugees:** people who cross an international border and seek the protection of a government that is not their own, like the Darfuris who have fled persecution in Sudan and gone to Chad hoping that the Chadian government would let them stay and offer them assistance. They may be helped either by the government of the host country, or by international humanitarian agencies that the government allows to work with them.

- An estimated **230, 000** people have fled from Sudan into Chad
- An estimated **15,000** have fled from Chad *into* Sudan

**Internally Displaced Persons (IDPs):** people who flee persecution by going to another part of the same country, like the Darfuris who relocated to other parts of Sudan hoping to avoid further attacks by *Janjawid*, or the Chadians who moved within Chad to avoid violence committed by rebel groups. IDPs remain subject to the rules of their own governments, which may also be their persecutors. The assistance they receive therefore depends on the permission of the same group that may have violated their rights in the first place.

- Over **2 million people** have been internally displaced within Sudan.
- Approximately **100,000 people** have been internally displaced within Chad.

- Many **refugees** and **IDPs** often suffer from human rights abuses such as rape, murder and forced recruitment.
- Once in a refugee camp, there is no guarantee of security or resources. The **high level of violence and threat to physical safety** of aid workers in and around refugee camps and areas where IDPs live make it difficult for humanitarian organizations to provide necessities such as food and medicine.
- In February 2007 alone **20,000 Chadian citizens**, fleeing from *Janjawid* attacks, arrived in IDP camps.
- Many of the refugee camps in Chad are being administered by the **United Nations High Commissioner for Refugees (UNHCR)**.

**First person accounts:**

*“Every time there was an attack we begged and pleaded for the military to come and help us. They were only 2 kilometers away. They never came. Other times they had fancy words for us and would tell us: ‘We are with you. We will protect you.’ But words are not enough...We are not considered citizens of this country. They want us to die.”*

-Quoted from an AI report “Chad: Are we citizens of this country?” January 2007

*“The Janjawid attacked the outskirts of the camp, killing men, raping women and stealing goods. They use camels and are in khaki uniforms. Shortly before I left the Habila camp, I was told, along with other women: ‘If you leave the camp, we will kill you.’ The Janjawid are at the camp entrance and the army is inside. Those IDPs that can afford to leave the camp do so...But the only way to escape is at night. During the day the Janjawid can find you.”*

- A 24 year old Masalit woman in West Darfur, 2004

DISCUSSION  
QUESTIONS

1. What do you think life is like in a refugee or IDP camp?
2. Is it necessary to differentiate between refugees and IDPs?
3. How might refugees and IDPs experience the same conflict in different ways?
4. Refugees and IDPs face both human rights and humanitarian issues. Identify examples of both and explain the difference between the two.
5. Should people be allowed to go to other countries and expect support and aid?
6. Which human rights are being violated when a person is forced to leave their home?
7. How do you think children are affected by living in refugee camps?
8. Can you think of any other conflicts in which large populations of people have been forced to leave their homes due to violence or humanitarian crisis?

What were the circumstances that forced people to leave their homes?

How was this conflict resolved?

What did the refugees/IDPs do when the conflict ended?

**Making it personal:**

9. If you and your family were forced to leave your home where would you go?
  - a. How would you get there?
  - b. How would you feel about being forced to leave your home?
  - c. What would you miss the most about your home?
10. Do you know anyone who is a refugee?
  - a. Where are they from?
  - b. Why did they have to leave their home?

**CASE STUDIES:  
REFUGEES AND  
IDP'S (TAKEN  
FROM  
AMNESTY.ORG)**

**Personal Account #1: IDP camp**

"In August 2003 my village was attacked by the *Janjawid* on horses and camels, wearing khaki uniforms. They burned the village and left 12 dead. My relatives were dispersed after the attack and my cattle were stolen. I fled to Masteri town – it took four days to get there. In the camp [for the displaced in Masteri], the *Janjawid* took away my horse. In Masteri, the *Janjawid* around the camp systematically threatened people fetching wood and water.

The situation has worsened inside the camp because the *Janjawid*, in uniforms, are creating lots of difficulties for the displaced. They were allowed into the camp in 2003 by the army and they continue looting inside the camp. There is no possibility of complaining and those who do so are killed. There is no AU [AMIS] presence in Masteri camp."

**-A 50-year-old Masalit woman, originally from the village of Haroniya, in the Gondo area, near Dabbe, in central Darfur**

**Personal Account #2: Refugee camp**

"In the morning of that day, at 6am, I entered and told [African Union/AMIS] officers what had happened the previous day [when IDPs rioted and clashed with police over the manipulation of government controlled food distribution]. I told them how the police came to my house, how I fled and how they battered my wife and arrested her. I also told them that they broke [a relative's] hand and leg. The AU officers had some tea and then took us to the police station. There, they had coffee with the police and then they left. I was put in police custody. I was detained for a month and eight days, after which I was instructed to report back. I was reporting every morning and every evening... I decided to stop this torture. I decided to travel and seek asylum. After nine months I arrived here [in Gaga refugee camp, Chad]."

**-A 39-year-old Masalit man, from Ashtwara, West Darfur**

**Personal Account #3: IDP camp:**

"Over the two years we stayed in Mornay, the situation got steadily worse. Displaced people leaving the camp were killed and women were raped. "The AU [AMIS] is not present in the IDP camp or in Mornay, but they often come to do errands in the town. When they are present, the *Janjawid* do not dare to attack. The AU is not interested in the displaced. They do not take any action after we complain. When girls are raped in the neighborhood of the camp, the AU's only action is to bring the girl back to the camp. They do not carry out any investigation into the event. The UN would do a much better job than the AU. A raped girl comes back to her family, and eventually delivers the baby and raises the child, as infanticide would be haram [forbidden]."

**-A 35-year-old Masalit woman, from the village of Tungfuka, West Darfur**

**Personal Account #4: Refugee camp:**

"I don't actually know what happened to us, we were looking after our animals around the village. The airplane came and bombed the area we ran from the bomb... far from the village. We found the military with the *Janjawid*. They were on horseback and camels. They hit us... we were injured... people came to take us away but we don't know where our families are now... we found ourselves here."

**-Injured man in refugee camp, Tine, Chad**

<b>ABSTENTION</b>	Withholding of a vote. uoted from <a href="http://www.dictionaty.com">http://www.dictionaty .com</a> Example: There were three <i>abstentions</i> from Resolution 1706.
<b>MARGINALIZE</b>	To relegate or confine to a lower or outer limit or edge, as of social standing. uoted from <a href="http://www.dictionaty.com">http://www.dictionaty .com</a> Example: The conflict began in February of 2003 because certain groups of Darfuri citizens felt <i>marginalized</i> .
<b>NOMAD</b>	A member of a group of people who have no fixed home and move according to the seasons from place to place in search of food, water, and grazing land. Quoted from <a href="http://www.dictionaty.com">http://www.dictionaty.com</a> Example: Members of the <i>Janjawid</i> came from historically <i>nomadic</i> tribes.
<b>RAMIFICATIONS</b>	A development or consequence growing out of and sometimes complicating a problem, plan, or statement. Quoted from <a href="http://www.dictionaty.com">http://www.dictionaty.com</a> Example: What were the <i>ramifications</i> of the DPA?
<b>SEDENTARY</b>	Abiding in one place, not migratory. Quoted from <a href="http://www.dictionaty.com">http://www.dictionaty.com</a> Example: Most members of the SLA and JEM came from historically <i>sedentary</i> tribes.
<b>SOVEREIGNTY</b>	A nation or state's supreme power within its borders. A government might respond, for example, to criticism from foreign governments of its treatment of its own citizens by citing its rights of sovereignty. Quoted from <a href="http://www.dictionaty.com">http://www.dictionaty.com</a> Example: The Sudanese government claimed that an introduction of UN troops would violate its <i>sovereignty</i> . Please also see: <a href="http://www.un.org/Pubs/chronicle/2004/issue4/0404p16.html">http://www.un.org/Pubs/chronicle/2004/issue4/0404p16.html</a>
<b>HUMAN RIGHTS</b>	The basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the law.Quote from <a href="http://www.dictionaty.com">http://www.dictionaty.com</a> Example: <i>Human rights</i> for everyone in the world are detailed in the UDHR.
<b>HUMANITARIAN</b>	Pertaining to the saving of human lives or to the alleviation of suffering: a <i>humanitarian crisis</i> . Quoted from <a href="http://www.dictionaty.com">http://www.dictionaty.com</a> The humanitarian crisis in Darfur and Eastern Chad continues to worsen due to widespread violence.
<b>GENOCIDE</b>	According to the 1948 Convention on the Prevention and Punishment of the Crime of Genocide, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such: <ul style="list-style-type: none"> <li>(a) Killing members of the group;</li> <li>(b) Causing serious bodily or mental harm to members of the group;</li> <li>(c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;</li> <li>(d) Imposing measures intended to prevent births within the group;</li> <li>(e) Forcibly transferring children of the group to another group.</li> </ul> <ul style="list-style-type: none"> <li>• <a href="http://www.unhchr.ch/html/menu3/b/p_genoci.htm">http://www.unhchr.ch/html/menu3/b/p_genoci.htm</a></li> <li>• <a href="http://web.amnesty.org/library/index/engior400042000">http://web.amnesty.org/library/index/engior400042000</a></li> </ul>

**CRIMES AGAINST  
HUMANITY**

The Statute distinguishes ordinary crimes from crimes against humanity over which the International Criminal Court (ICC) has jurisdiction in three ways.

The acts which constitute crimes, such as murder, must have been 'committed as part of a widespread or systematic attack.

They must be directed against a civilian population.

The crimes must have been in accordance with a state or organizational policy.

- <http://web.amnesty.org/library/index/engior400052000>

**WAR CRIMES**

War crimes differ from crimes against humanity in that there is requirement that they be systematic in nature.

War crimes are defined in the statute that established the International Criminal Court, which includes grave breaches of the Geneva Conventions, such as:

Willful killing, or causing great suffering or serious injury to body or health

Torture or inhumane treatment

Unlawful wanton destruction or appropriation of property

Forcing a prisoner of war to serve in the forces of a hostile power

Depriving a prisoner of war of a fair trial

Unlawful deportation, confinement or transfer

Taking hostages

The following acts as part of an international conflict:

Directing attacks against civilians

Directing attacks against humanitarian workers or UN peacekeepers

Killing a surrendered combatant

Misusing a flag of truce

Settlement of occupied territory

Deportation of inhabitants of occupied territory

Using poison weapons

Using civilian shields

Using child soldiers

The following acts as part of a non-international conflict:

Murder, cruel or degrading treatment and torture

Directing attacks against civilians, humanitarian workers or UN peacekeepers

Taking hostages

Summary execution

Pillage

Rape, sexual slavery, forced prostitution or forced pregnancy

<http://web.amnesty.org/library/index/engior400062000>

***Janjawid***

Sudanese armed militia that is composed of fighters of mainly Arabic/nomadic descent. They have been a major part of the conflict in Darfur since the beginning and have committed numerous atrocities and human rights abuses.

[http://www.pbs.org/newshour/indepth\\_coverage/africa/darfur/militia.html](http://www.pbs.org/newshour/indepth_coverage/africa/darfur/militia.html)

**Justice and Equality Movement (JEM)**

Similar to the SLA, the JEM is an armed group in opposition to the Sudanese government that claims to fight against the marginalization of the Darfuri people.

<http://news.bbc.co.uk/2/hi/africa/3702242.stm>

**PARTIES TO THE  
CONFLICT**

<b>PARTIES TO THE CONFLICT</b>	<p><b>Sudanese Government</b> The capital of Sudan is located in Khartoum. President Omar al-Bashir came to power through a military coup in October 1993. <a href="https://www.cia.gov/cia/publications/factbook/geos/su.html">https://www.cia.gov/cia/publications/factbook/geos/su.html</a></p> <p><b>Sudanese Liberation Army/Movement (SLA/M)</b> Formed in February 2003, most members of the SLA are from the Fur, Masalit, Zaghawa tribes in Darfur. One SLA leader is Minni Arkou Minnawi who is from the Zaghawa ethnic group. Another leader in the SLA is Abdelwahid Muhamed El Nur, from the Fur ethnic group. <a href="http://news.bbc.co.uk/2/hi/africa/3702242.stm">http://news.bbc.co.uk/2/hi/africa/3702242.stm</a></p>
<b>CIVILIAN GROUPS AFFECTED BY THE CONFLICT</b>	<p><b>Refugee</b> A person who leaves his/her home country due to a humanitarian or human rights crisis and seeks the protection of a foreign government. <a href="http://web.amnesty.org/pages/refugees-background-eng#refugee">http://web.amnesty.org/pages/refugees-background-eng#refugee</a> <a href="http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf">http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf</a></p> <p><b>Internally Displaced Person (IDP)</b> A person who leaves their home due to a humanitarian/human rights crisis, but stays within the borders of their home country. <a href="http://web.amnesty.org/pages/refugees-background-eng#refugee">http://web.amnesty.org/pages/refugees-background-eng#refugee</a></p>
<b>ORGANIZATIONS</b>	<p><b>African Union (AU)</b> Established in September of 1999, the AU has 53 member states with its headquarters located in Addis Ababa, Ethiopia. The current chairperson is President Kufuor of Ghana. The AU was created to bring together different African countries to cooperate on matters concerning peace and governance, as well as economic and social development. <a href="http://www.africa-union.org">http://www.africa-union.org</a></p> <p><b>United Nations Mission in Sudan (UNMIS)</b> Established in March of 2005, UNMIS is currently operational in southern Sudan. <a href="http://www.unmis.org/english/au.htm">http://www.unmis.org/english/au.htm</a></p> <p><b>African Union Mission in Sudan (AMIS)</b> AMIS was founded in 2004 by the AU in response to the conflict in Darfur. AMIS consists of peacekeeping troops from other African nations. While AMIS has provided some protection for civilians, they have been largely unable to prevent killings, rapes and displacement due to limited logistical and financial support as well as insufficient mandate and troop numbers. <a href="http://www.amis-sudan.org/index.html">http://www.amis-sudan.org/index.html</a> <a href="http://www.africa-union.org/DARFUR/homedar.htm">http://www.africa-union.org/DARFUR/homedar.htm</a></p> <p><b>Non-governmental Organization (NGO)</b> Any organization that operates outside of national governments. Many are non-profit, but it is not necessary to be. Example: Amnesty International is one of the NGOs doing work on the conflict in Darfur.</p> <p><b>United Nations (UN)</b> Established in October of 1945, the UN currently has 192 member states. The headquarters of the UN is located in New York City and Ban Ki-Moon of South Korea is the current Secretary General. <a href="http://www.un.org">http://www.un.org</a> <a href="http://www.cyberschoolbus.un.org/unintro/unintro.asp">http://www.cyberschoolbus.un.org/unintro/unintro.asp</a></p>

ORGANIZATIONS  
(CONTINUED)**Rome Statute of the International Criminal Court (ICC)**

The treaty which established the ICC was adopted at a diplomatic conference in Rome in June 1998. It entered into force in July 2002.

<http://www.un.org/law/icc/index.html>

**International Criminal Court (ICC)**

The ICC was established as an independent court to prosecute genocide, crimes against humanity and war crimes. As of May 2007 104 countries have ratified to the court. The United States is *not* one of them. The official headquarters of the ICC is in The Hague, Netherlands, though crimes can be prosecuted anywhere.

[http://www.amnestyusa.org/International\\_Justice/International\\_Criminal\\_Court/page.do?id=1021003&n1=3&n2=35&n3=1033](http://www.amnestyusa.org/International_Justice/International_Criminal_Court/page.do?id=1021003&n1=3&n2=35&n3=1033)

**United Nations High Commission on Refugees (UNHCR)**

Established in December of 1950 by the UN General Assembly. The UNHCR exists to assist and protect refugees and IDPs all over the world.

<http://www.unhcr.org/cgi-bin/texis/vtx/home>

**Convention on the Elimination of Discrimination against Women (CEDAW)**

<http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

**Convention on the Rights of the Child (CRC)**

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.

Quoted from <http://www.unicef.org/crc/>

**Darfur Peace Agreement (DPA)**

The Darfur Peace Agreement was signed in May 2006 in Nigeria. Parties to the DPA included on faction of the SLA and the government of Sudan. The agreement is widely regarded as ineffective due to the escalation of violence following the agreement and its lack of inclusion of most warring parties.

<http://www.amis-sudan.org/dpafull.html>

**Universal Declaration of Human Rights (UDHR) - See Reference 1.2**

<http://www.un.org/Overview/rights.html>

RELEVANT  
TREATIES AND  
DOCUMENTS

For further information and resources on the conflict affecting Darfur, eastern Chad and the Central African Republic check out the following:

## WEBSITES

- **Amnesty International USA**
  - <http://www.amnestyusa.org/countries/sudan/index.do>
  - <http://darfur.amnestyusa.org>
- **Amnesty International** – <http://www.amnesty.org>
- **BBC News** - [http://news.bbc.co.uk/2/hi/middle\\_east/country\\_profiles/820864.stm](http://news.bbc.co.uk/2/hi/middle_east/country_profiles/820864.stm)
- **International Crisis Group** – <http://www.crisisgroup.org>
- **Darfur Information Center** – <http://www.darfurinfo.org>
- **Darfur Peace and Development Organization** – <http://www.dpado.org>
- **Human Rights Watch** - <http://hrw.org/doc?t=africa&c=darfur>
- **Instant Karma** – <http://www.instantkarma.org>
- **MTVU** – <http://www.darfurisdying.com>
- **Physicians for Human Rights** – <http://www.physiciansforhumanrights.org>
- **ReliefWeb** -- <http://www.reliefweb.int>
- **Save Darfur** - <http://www.savedarfur.org>
- **STAND** – <http://www.standnow.org>
- **Understanding Sudan** – <http://www.understandingsudan.org>
- **United States Holocaust Memorial Museum** – <http://www.ushmm.org>

## BOOKS

- Darfur Diaries: Stories of Survival
- Not on Our Watch: The Mission to End Genocide in Darfur and Beyond
- Darfur: Twenty Years of War and Genocide in Sudan
- Not On our Watch: The Mission to End Genocide in Darfur and Beyond

## FILMS

- Darfur Diaries

Name: \_\_\_\_\_  
Email: \_\_\_\_\_

Location: \_\_\_\_\_  
Age level of learners: \_\_\_\_\_

1. In what kind of educational setting did you use this material?  
High School/College/University      Community Group      Home School  
Other: \_\_\_\_\_
2. Where did you first hear about this curriculum guide?  
AIUSA website      Instant Karma website      HRE Newsletter  
Friend/Colleague      Other: \_\_\_\_\_
3. Have you taught about human right issues prior to using this curriculum guide?  
YES                      NO
4. Why did you choose to use this curriculum guide?
5. What did you find to be the *most* beneficial/helpful about this curriculum guide?
6. What did you find to be the *least* beneficial/helpful?
7. Which part of the curriculum guide seemed to resonate most with your group of learners?
8. Did you teach the entire curriculum or pull pieces from it?
9. Would you be interested in using other curriculum guides produced by the Human Rights Education Program at AIUSA?  
YES                      NO

10. Additional comments/feedback:  
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