

Model United Nations Human Rights: Somali Diaspora & Resettlement Debate Lesson Plan

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Introduction This lesson will occur in the fall of 2017. The Model United Nations club is an extracurricular club that is student led with a teacher advisor. The period leading up to and after this lesson requires extensive student research, participation, and application of skills that are taught and regularly practiced as part of club time.

Each year, new students join the club and the greatest challenge is always training students who are completely new to Model United Nations because we meet only once a week and it is a club with no grade incentive for the work students do outside of club time. This year, I would like to experiment with greater scaffolding and support for the skills needed to be successful in the club and in competitions. My hope is that once the veteran club members see this lesson, they could replicate and lead similar lessons for debate simulations in the future.

Materials

Video clip: Rain in a Dry Land <http://www.pbs.org/pov/raininadryland/video/kakuma-refugee-camp-kenya-clip-1-of-1/>

Gavel for debate

Parliamentary procedure – long and short form rules for student reference

Placards for debate

Background Guides (copies and uploaded to Google Classrooms)

Debate Rubrics

Content Standards

English/Language Arts Literacy in History/ Social Studies Standards

CCSS.LA.9-10.W.CCR.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.LA.9-10.W.CCR.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.LA.9-10.W.CCR.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.LA.9-10.W.CCR.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Purpose

This lesson will prepare students to engage in a Model United Nations style debate on the topic of Somali diaspora and resettlement. Prior to this lesson, students will have teacher and student-led workshops on the following topics: 1.) Debate 101, 2.) country research 3.) topic research, and 4.) parliamentary procedure. After this lesson, students will continue to develop, practice, and master the same skills, in different topic simulations throughout the academic year with support and feedback from the teacher-advisor and veteran debate students.

The lesson culminates with a debate where students will discuss and write international policy in a simulation of the United Nations. As representatives of various nations, students are asked to both acknowledge and improve upon the previous work of the international community while also recognizing and attempting to accommodate countries' various and conflicting needs.

Instructional Objectives

Given an introduction through class discussion and background guides, students will conduct further research on Somali diaspora and resettlement, evidenced by each student contributing 2 or more comments during debate.

Given parliamentary procedure, student will correctly makes motions and points, evidenced by 80% accuracy by each student during the course of debate.

Given background guides, previous research workshops, research time, research about past United Nation's actions on this topic, and Kathryn Metz's conversation about international conflict resolution mechanisms, 100% of students will engage in the process to create policy that effectively addresses the debate topic and builds on previous work of the United Nations.

Instructional Tasks

This lesson will be comprised of four 35-minute club meetings.

- I. Day 1 – Teacher-Advisor Introduction to Topic and Country Assignments
 - a. Students receive background guides to help them get started in their independent research and support lesson background.
 - b. Presentation on background to colonization in the region, Somali Civil War, refugee crisis, and challenges to resettlement
 - c. Video clip:
<http://www.pbs.org/pov/raininadryland/video/kakuma-refugee-camp-kenya-clip-1-of-1/>
 - d. Club discussion on topic
 - i. What are the various perspectives on this topic? Students will generate as many different points of view as possible.
 - ii. What are the major challenges in regards to this topic?
 - e. For next week
 - i. Research your country
 - ii. Research your topic

- II. Day 2 – Kathryn Metz presents on Conflict Resolution Mechanism
 - a. For next week
 - i. Research past UN and NGO work on this topic
 - ii. Generate solutions that address the most important challenges of this topic and build upon what has already been done.

- III. Days 3 and 4 – Debate
 - a. Teacher-Advisor will chair the debate. Students will be responsible for using parliamentary procedure to move through the process of debate and policy writing. The chair (teacher) will provide generalized verbal feedback at the end of the first debate session and written individualized feedback after the second debate session. The teacher-advisor will encourage students to move onto policy writing in the second session if they have not yet begun the process in the first debate session.

Accommodations & Extensions

This lesson is not taking place during classroom time, but students will receive accommodations and extensions as appropriate and needed.

Accommodations Students with Model UN experience and greater research skills will lead workshops prior to this lesson to support club members in skill acquisition. Students will conduct research together and I will create research partnerships between veteran club members and new members as well as heterogeneous groupings based on research skills.

The teacher-advisor is available during and outside of club time for individual coaching, especially in regards to scaffolding for research support.

Background guides distributed to all students will provide support information and resources for getting started on topic research.

Kathryn Metz's presentation will support all students' thinking on conflict resolution.

Extensions Veteran club members will improve their own skills by teaching, mentoring, and co-coaching club members who are new to Model United Nations.

Assessment

This lesson is not occurring during class time and therefore, is not a traditional graded assignment. Two rounds of assessments will occur over the course of this lesson. After the first day of debate, the entire group will receive general comments and feedback, focused primarily on strengths of the day's debate and what students should work on for the second day of debate.

After the second day of debate, students will receive individual written feedback on a rubric that considers the following criteria:

- 1.) parliamentary procedure
- 2.) debate skills
- 3.) country's policy
- 4.) topic research
- 5.) policy writing and problem-solving

Students will also be asked to complete a self-assessment of their performance using the same rubric and set goals for themselves for the next debate.

Background Guide:

Somalia Diaspora and Resettlement

Formal debate practice: As your chair, my expectations are that students come to debate well prepared in the following areas:

1. Know the basics about your country as well as your government's positions on the debate topic at hand. Begin with CIA World Factbook, and then read news articles from reputable publications about your country. As a diplomat, you represent the positions of the current political administration, which may or may not align with the positions of the people of your country.
2. You should be able to use parliamentary procedure to constructively make points, motions, and voting procedures in a way that furthers debate.
3. You should be well researched on the topic of debate, starting with the background guide, suggested resources, and researching additional information, United Nations actions, and your own country's positions on the debate topic. While many MUN simulation focus on "winning" debate, we will focus on collaborative problem solving. The goal of Model United Nations is to build on what's been done in the past and look for new solutions to challenges in the world. You should never feel compelled to repeat history or limited to past actions of the United Nations.
4. We will debate as the Economic and Social Council (ECOSOC). You should familiarize yourself with the funding, powers, and past work on refugees in this council.
5. Finally, I am looking for students to be active for the entire debate. If you are prepared the 4 ways listed above, you will be active and participation will be equitable between students. Remember, that if we all come prepared, everybody wins. Help and support your teammates during preparation time.

Topic Background:

Somalia is located in the Horn of Africa. It is mostly desert with moderate temperatures in the North and hot in the South. Today, ethnic Somalis make up approximately 85% of the population, with Bantu and other non-Somali, including about 30,000 Arabs, making up about 15% of the population.¹

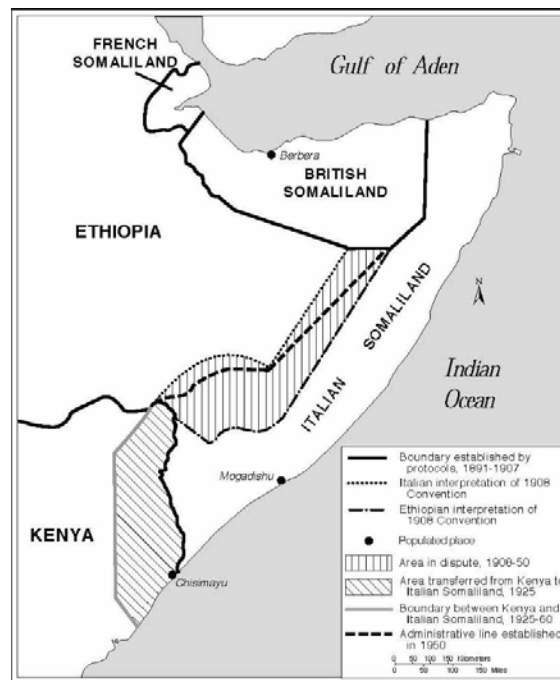
Somalia has a population of approximately 9 million, although factors make this number difficult to accurately estimate.ⁱⁱ Somalia is made up of various clans and sub clans. Those in the North tend to be more nomadic and pastoral and those in the South tend to be more agricultural and pastoral. Nearly all of the population is Sunni Muslim.ⁱⁱⁱ



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Somali History & Colonization

Prior to the colonial period, Somalia did not have a central government. The territory was divided by European powers in the late 1900's, as demonstrated by the map below. Italian Somaliland was more developed through a comprehensive economic plan than the nomadic British Somaliland, leading to differences in colonial rule and regional development. Some of these differences manifested as rivalries after Somali independence from colonial rule.^v



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Most accounts of Somali history makes one of the two following generalizations: that Somalia was a unified country torn apart by its history of colonization or that the Somali Civil War of the 1990's and ongoing violence is a result of deep seated tribal divisions that predated colonization.^{vii}

In 1960, Somalia became independent and united to form the Somali Republic. The South became dominant over the North, due largely to patterns of colonial rule, and impacted clan rivalries. The Isaaq clan, previously prestigious, became a minority, and Darood clan united its northern and southern members to become more powerful.^{viii} Clan tensions began to translate into alignments with political parties. In spite of clan rivalries, Somalia was seen as a model post-colonial state until 1969 when a bodyguard assassinated President Sharmarke and a military coup ensued. The new military government aligned itself with the Soviet Union and attempted to implement a socialist system, largely through violence. Under the regime of Mohamed Siad Barre, political dissidents were regularly persecuted, jailed, and tortured.^{ix}

Somali Civil War and Ongoing Challenges

The regime of Modamed Siad Barre collapsed in 1991 when insurgents overthrew it, beginning a civil war. Northern clans declared an independent Republic of Somaliland, which while not formally recognized, continues efforts to create a stable constitutional democracy. Within Somalia is also the semi-autonomous state of Puntland, which has existed since 1998.

In 1993, the United Nations began a two-year humanitarian effort to alleviate famine, but withdrew after 1995 when famine conditions were somewhat alleviated and the country had become too dangerous for UN workers to continue operations.^x In 2000, a peace conference resulted in the formation of an interim government, the Transitional National Government, which failed to restore order or effectively establish stable political institutions. In 2004, yet another peace conference led to the election of Abdullah Yusuf Ahmed as president of a second interim government. He resigned in 2008. The transitional process ended in 2012 when clan elders replaced the interim government by appointing 275 members to a new parliament who then elected a new president.^{xi}

Somalia faces continued problems in the period after the civil war, leading to diaspora, a refugee crisis, and challenges related to the resettlement of Somali refugees. Major problems include: unstable governance, continued internal conflict, economic decline, poverty, social and gender inequality, and environmental degradation.^{xii} More than 60% of the population is under 25, and with a lack of educational and job opportunities, both extremist and pirate groups have targeted this population. Somalia has one of the world's lowest primary school enrollment rates with just 40% of children enrolled in school, and one of the world's highest youth unemployment rates.^{xiii}

During the two decades following the Somali Civil War, which began in 1991, hundreds of thousands of Somalis left their homes, making Somalia the world's third highest country for refugees. Today it is estimated that over 1 million Somalis live outside of Somalia, living in Europe, the United States, the Middle East, Ethiopia, Kenya, and Yemen.^{xiv} The main causes for Somali migration are insecurity, drought, floods, food shortages, and a lack of economic opportunities.^{xv} Many Somali migrants and refugees send remittances back home, making up more that the total amount of foreign aid in

Somalia.^{xvi} One well-known extremist group, Al Shabab, has recruited Somali youth both in and out of the country, and have launched attacks on African Union forces. Security challenges continue to mount in Somalia when in 2016, Al Shabab gained control of large portions of southern Somalia.^{xvii}

Somali Diaspora and Resettlement

The map below represents Somali Diaspora as of 2012.



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Somali refugees tend to have 3 options: 1) live in a refugee camp indefinitely, 2) repatriation to Somalia, or 3) resettlement in a new country. For many refugees, repatriation is optimal, if possible. Approximately two-thirds of Somali refugees and migrants live in neighboring countries, with the highest numbers of Somali refugees in Kenya, Ethiopia, and Yemen.^{xix} The United Nations, through the United Nations High Commission on Human Rights (UNHCR), has recently worked to meet the needs of internally displaced people in Somalia, help to reintegrate over 30,000 returnees in the country, and provide limited humanitarian support in the form of education, healthcare, and access to water in drought-affected areas.^{xx}

The world is currently experiencing one of the largest refugee crises in history, with 65.5 million people displaced by conflict, persecution and natural disasters, and with 22.5 million refugees.^{xxi} Somali refugees in neighboring states often face continued challenges while in the camps including, but not limited to, an unknown duration of stay, lack of supplies, malnutrition, the spread of contagious disease such as measles, a lack of proper sanitation resulting in cholera outbreaks, security concerns, and a lack of proper staffing and funding.^{xxii}

When resettled in a new country, Somali refugees and migrants faced continued challenges. For example, in Europe, Somalis face challenges such as public anxieties about integration, cultural clashes, marginalization, unemployment, and discrimination, public concerns about security related to Islamic Extremism, policies towards Muslims as a religious minority, tense relations between Mosques and governments, public opposition to religious education for Muslims, and challenges facing Imams and Mosques in the new country of resettlement.^{xxiii}

Further Research: Students who go above and beyond conducting research, including but not limited to suggested resources below, will excel when the time comes for debate. Please begin by answering the following questions:

1. How do migrants differ from refugees?
2. What is diaspora?
3. What is your country's position on Somali resettlement and/or refugee resettlement in general?
4. What are the primary challenges facing Somalis living in refugee camps?
5. What various organizations, countries, and agencies have responsibility for Somali refugees?
6. What various organizations, countries, and agencies have primary responsibility for Somali resettlement?
7. What are the major challenges facing Somali refugees, whether in camps or during the reintegration or resettlement process?
8. What other world events will impact countries policies on refugee resettlement?
9. What documents have the United Nations and ECOSOC created in the past regarding Somali refugees or refugees in general?
10. What solutions can you generate that also align to your county's position?
11. Who are your major allies in the council?
12. How will you fund your proposed policies?
13. What various points or view do you expect to hear presented during debate?
14. Who is and is not being represented in our debate?
15. What other organization might you reference in your policies?

In addition to the resources sited in the background guide, below are some additional resources to consult.

***The UN Refugee Agency Protecting Refugees: a good overview on international law regarding states' obligations for protecting refugees**

<http://www.unhcr.org/afr/publications/brochures/3b779dfe2/protecting-refugees-questions-answers.html>

***UN's draft of *Global Response* regarding refugees and the current refugee crisis**

<http://refugeesmigrants.un.org/global-response>

Somali culture and history:

<http://culturebump.com/somalis-and-their-culture/>

Timeline: Somalia 1991-2008

<https://www.theatlantic.com/magazine/archive/2008/12/timeline-somalia-1991-2008/307190/>

Meet the Somalis: illustrated stories of Somalis in seven European cities

<https://www.opensocietyfoundations.org/multimedia/meet-the-somalis>

Human Rights Watch: Somalia – overview of human rights concerns in Somalia and involving Somali migrants and refugees in Dadaab.

<https://www.hrw.org/africa/somalia>

United Nations bodies and documents concerning refugees
<http://libraryresources.unog.ch/c.php?g=462675&p=3162859>

¹ "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

ⁱⁱ "Rain in a Dry Land," PBS, January 03, 2007, accessed July 03, 2017, <http://www.pbs.org/pov/raininadryland/lesson-plan/>.

ⁱⁱⁱ "Rain in a Dry Land," PBS, January 03, 2007, accessed July 03, 2017, <http://www.pbs.org/pov/raininadryland/lesson-plan/>.

^{iv} "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

^v "Somalia: Colonial Legacy," CJA, , accessed July 02, 2017, <http://cja.org/where-we-work/somalia/related-resources/somalia-colonial-legacy/>.

^{vi} "Somalia: Colonial Legacy," CJA, , accessed July 02, 2017, <http://cja.org/where-we-work/somalia/related-resources/somalia-colonial-legacy/>.

^{vii} "Somalia: Colonial Legacy," CJA, , accessed July 02, 2017, <http://cja.org/where-we-work/somalia/related-resources/somalia-colonial-legacy/>.

^{viii} "Somalia: Colonial Legacy," CJA, , accessed July 02, 2017, <http://cja.org/where-we-work/somalia/related-resources/somalia-colonial-legacy/>.

^{ix} "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

^x "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

^{xi} "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

^{xii} "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

xiii "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

xiv Webmaster, "Somalia's global diaspora," The Stream - Al Jazeera English, January 24, 2012, , accessed July 02, 2017, <http://stream.aljazeera.com/story/201201242032-0022000>.

xv "The World Factbook: Somalia." Central Intelligence Agency. June 15, 2017. Accessed July 02, 2017. <https://www.cia.gov/library/publications/the-world-factbook/geos/so.html>.

xvi Webmaster, "Somalia's global diaspora," The Stream - Al Jazeera English, January 24, 2012, , accessed July 02, 2017, <http://stream.aljazeera.com/story/201201242032-0022000>.

xvii "Somalia." Somalia | Global Focus. Accessed July 06, 2017. http://reporting.unhcr.org/node/2550#_ga=2.116110022.1357710063.1499382568-201477778.1499382568.

xviii Webmaster, "Somalia's global diaspora," The Stream - Al Jazeera English, January 24, 2012, accessed July 02, 2017, <http://stream.aljazeera.com/story/201201242032-0022000>.

xix Connor, Phillip, and Jens Manuel Krogstad. "5 facts about the global Somali diaspora." Pew Research Center. June 01, 2016. Accessed July 06, 2017. <http://www.pewresearch.org/fact-tank/2016/06/01/5-facts-about-the-global-somali-diaspora/>.

xx "Somalia." Somalia | Global Focus. Accessed July 06, 2017. http://reporting.unhcr.org/node/2550#_ga=2.116110022.1357710063.1499382568-201477778.1499382568.

xxi "Refugees." United Nations. Accessed July 07, 2017. <http://www.un.org/en/sections/issues-depth/refugees/>.

xxii Hammond, Laura. "New Issues in Refugee Research: History, overview, trends and issues in major Somali refugee displacements in the near region." UNHCR. February 2014. Accessed July 7, 2017. <http://www.unhcr.org/5310b0159.pdf>.

xxiii "Integrating Europe's Muslim Minorities: Public Anxieties, Policy Responses." Migrationpolicy.org. March 02, 2017. Accessed July 07, 2017. <http://www.migrationpolicy.org/article/integrating-europes-muslim-minorities-public-anxieties-policy-responses/>.

Somalia

Kenya

Eritrea

Colombia

Syria

The United States of America

Sudan

Germany

Turkey

Ethiopia

Cambodia

China

France

The United Kingdom

Brazil

Mexico

The Netherlands

Egypt

Model UN Rubric

Name :

Criteria	1	3	5	Total
Parliamentary Procedure	Student makes few points of motions, but mainly relies on others to move debate forward.	Student frequently and somewhat correctly makes points and motions on both days of debate. Makes 3 or more mistakes OR only present for 1 day of debate.	Student frequently and correctly makes points and motions on both days of debate. Made 1-2 minor mistakes, but often used procedure correctly to move debate forward AND advance nation's agenda.	
Debate Skills	Student effectively uses 1 debate skill: <ol style="list-style-type: none"> 1) Public speaking 2) Rhetoric 3) Observe Model UN etiquette 4) Crystallizing the issue, country positions, and solutions 5) Collaboration with other nations 	Student is persuasive using 2-3 debate skills: <ol style="list-style-type: none"> 1) Public speaking 2) Rhetoric 3) Observe Model UN etiquette 4) Crystallizing the issue, country positions, and solutions 5) Collaboration with other nations 	Student is highly persuasive using 4-5 debate skills; <ol style="list-style-type: none"> 1) Public speaking 2) Rhetoric 3) Observe Model UN etiquette 4) Crystallizing the issue, country positions, and solutions 5) Collaboration with other nations 	
Country Policy	Student needs to portray more detail and demonstrate greater mastery of country's position in the future.	Student somewhat accurately portrays the position of their country. Position and policy somewhat veer from the position of the country.	Student accurately portrays the position of their country and negotiates in ways that are aligned to the contemporary position of the nation on the topic.	
Topic Research	Student needs to demonstrate greater understanding of topic research in the future.	Student's verbal debate and policy suggestions demonstrate a strong understand of topic and associated challenge, but could use greater detail.	Student's verbal debate and policy suggestions demonstrate mastery of the topic, associated challenges, and various points of view.	
Policy Writing and Problem Solving	Student spends more time observing policy writing procedure. Next time, take a more active role in policy writing.	Student takes leadership in writing detailed policy that somewhat acknowledges and builds on past work.	Student takes leadership in writing detailed policy that acknowledges and builds on past work.	

Total: _____