

55th

GRADUATE STUDY PROGRAMME

3-14 July 2017



Climate change, migration, violent extremism:
the United Nations' role in preventing conflicts spurred by
the challenges of our time

Report of the Working Groups



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55th Graduate Study Programme of the United Nations
Geneva, Switzerland

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Office of the Director General (ODG) Working Group
Focus: Conflict Prevention

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1. Concept Statement

Under the title "Conflict Prevention: voices of the ground" a week-long exhibition, followed by a mediation workshop and a panel discussion will take place during Geneva Peace Week from 6th to 11th of November. Geneva Peace Week synchronizes meetings and events on different topics related to the promotion of peace during one week. The event series "Conflict Prevention: voices of the ground" aims to (i) raise awareness about, (ii) display the United Nations (UN) role and (iii) to showcase initiatives of work in the field regarding conflict prevention. This exhibit targets the general public visiting the Palais des Nations, Permanent Missions based in Geneva, NGO representatives as well as academia.

2. Background

Conflict prevention is the set of measures put into place in order to prevent disputes from escalating into conflicts and also to limit the spread of conflict, in case it occurs¹. The root causes of conflicts are complex and interlinked. Conflict can be triggered by competition for power, weak governance, resource scarcity, socio-economic inequality and exclusion, to mention but a few. Since the causes are deeply interconnected, the United Nations aims at having a more interconnected approach instead of a fragmented one.

For the UN, and according to recent statements by the Secretary-General, "prevention is not merely a priority, but the priority"² Therefore, one could say that a shift in the UN approach to conflict is being developed, that is, the UN aims to focus on prevention rather than simply respond to existing conflicts. Moreover, conflict prevention needs to be a comprehensive approach and to achieve it, the UN could bring together the three main UN pillars namely peace and security, sustainable development and human rights. Furthermore, conflict prevention is profoundly related to the 17 UN Sustainable Development Goals (SDGs). There can be no development without peace, no peace without development and neither of them without human rights. In this sense, the empowerment of our societies will lead to conflict prevention, since the UN will be able to tackle the root causes of conflict.

The main UN objective regarding conflict prevention is above all to guarantee a sustainable long-term peace. The latter being a very challenging task, the UN recognizes that it

¹ Diplomacy mediation, accessible at : <http://www.un.org/undpa/en/diplomacy-mediation>

² Secretary - General Remarks , accessible at : <https://www.un.org/sg/en/content/sg/speeches/2017-01-10/secretary-generals-remarks-maintenance-international-peace-and>

cannot work alone towards conflict prevention. Therefore, priority has been given to the establishment of partnerships with non-governmental organisations (NGOs), civil society and the private sector.

3. Objectives

First, the week-long exhibit intends **to raise awareness on conflict prevention, its scope and its different aspects.**

In view of the above, this week-long exhibit “*Conflict Prevention: Voices of the Ground*” serves as a solution-based awareness campaign. Representatives from the Permanent Missions in Geneva and the general public visiting the Palais des Nations, students and researchers from the University of Geneva, and NGO employees based at the Maison de la Paix, will have the opportunity to deepen their understanding of root causes of conflicts. The origins of conflict will be presented in a very realistic way through a Virtual Reality (VR) videos exhibit that will be placed along the corridors of the Palais des Nations, the University of Geneva, and the Maison de la Paix. Moreover, representatives from the Permanent Missions and NGOs will participate in a workshop and panel discussion regarding the UN mechanisms intended to prevent conflict, such as mediation, that is, to mediate inter and intra-state conflicts at all stages before they escalate into armed conflict. The mediation workshop will contribute to this general objective to raise awareness of the different aspects of conflict prevention by focusing on the importance of effective mediation to appease tensions in pre-conflict areas.

Secondly, the week-long exhibit aims at **explaining the role of the United Nations, related agencies and non-governmental organisations in the prevention of conflicts.**

The exhibit will showcase the activities of the United Nations regarding mediation processes, interagency cooperation, partnerships with non-governmental organisations on the ground as well as constant cooperation with regional offices all over the globe. It will relate to the current reforms that are taking place within the United Nations administration in order to make conflict prevention as much a priority as peacekeeping and peacebuilding. In this regard, the realization of the sustainable development goals will be promoted as a way to ensure the prevention of conflicts, along with mediation, early warning and early action systems.

Finally, the week-long exhibit has also the ambition to be **a forum to promote the different initiatives, in the field of development and mediation, that are carried out around the world to address the root causes of conflicts.**

In particular, the Virtual Reality videos exhibit and the Panel discussion will give the possibility to non-governmental organisations to explain their activities in the field and how they contribute to mitigating conflicts.

4. Outcomes

From this exhibit, the Office of the Director General, together with the partner NGOs, wish to attract an important number of participants and from various backgrounds (general public, academia, representatives of permanent missions and NGO representatives to the multiple events proposed.

They also intend to get an important media coverage of the different exhibits, notably of the Virtual Reality videos exhibit, as it is innovative and features visual, easy to understand and emotional stories.

A final outcome of the exhibit would be to issue a written summary of the week, regarding the discussions that have been taken place, the lessons learned during the mediation workshop. This summary, will be presented in the form of a chair's summary, pronounced by the chair of the Discussion Panel taking place on the very last day of the week. This summary would later be released on the website of the exhibit and the website of the United Nations Office in Geneva.

4. Programme, Partners and Participants

The exhibit consists of a week-long exhibit which is opened by a speech of Director General. It includes a Virtual Reality videos exhibit, a workshop and a panel discussions.

The exhibit includes four videos playing on virtual reality systems placed at the Palais des Nations, Maison de la Paix and Uni Mail, University of Geneva. Each video, produced in partnership with NGOs on the ground, illustrates specific tensions, through personal stories, which can cause a conflict in the future. They will include reflections on possible prevention strategies. The stories deal with extreme poverty, natural disasters, forced displacement of populations, flawed governance and hunger. Participants will be able to watch all four videos or choose one they are interested in.

The mediation workshop consists of two parts: the first part is managed by a moderator who is an expert in mediation. He explains mediation, guidelines and tools through theoretical and practical aspects by presenting some case studies. He also explains the Guidance for Effective Mediation, a document that has been released by the Mediation Support Unit of the United Nations in 2012.

During the second part, the moderator explains the successful case of Gambia and participants who are UN staff, delegates and NGO representatives would work on it for an hour and use the guidelines and tools presented.

On the first panel, we invite NGO representatives working in the field of conflict prevention will be invited. To the second panel, experts of conflict prevention will be invited.

Programme

1. Virtual Reality Videos Exhibit from 6-9 November 2017

Name of the exhibit	Date	Venue
Virtual Reality Videos Exhibit	From 6th to 9th of November 2017 9:00-17:00	Palais des Nations Hall at Maison de la Paix Uni Mail, University of Geneva
Participants : <ul style="list-style-type: none">● General Public● Representatives from Permanent Missions● UN Staff● NGO Staff● Academia		

- **Video Refugee Crisis in Lebanon:**

The story relates to the refugee crisis. In the video, there is a Palestinian boy, Abdullah, who left Gaza after losing all his family members in a bombardment by Israel in 2010. He lives in a refugee camp located in the south of Lebanon. In the video he explains the difficulties and complications of living in a refugee camp in a country 25% of the population are refugees.

- **Video Economic Crisis, Child Labour and Flawed Governance in Democratic Republic of Congo:**

The video starts with a boy's narration who is 14 years old. He explains that he voluntarily joined an armed group, called the Congolese Rally for Democracy, when he was 12 years old since his family had suffered from extreme poverty.

- **Video Extreme poverty and Natural Disasters in Haiti:**

The story portrays the Daudin family whose home was destroyed in a 2010 earthquake. They live in a camp since then. Every year, they experience floods or hurricanes. So as they show us their old house, they explain how severe poverty exposed them to different kinds of diseases like many others in Haiti.

- **Video Extreme Poverty, Hunger and Bad Governance in North Korea:**

The story is about the girl (Ha-Yun) who escaped North Korea when she was 15 years old. She pictures North Korea as a place in which dictatorship has led people to poverty, famine and flawed conditions of living.

2. Mediation Workshop

Mediation Workshop 10th November 2017, 10:00 - 12:00 Venue : Room VII, Palais des Nations	
10:00 - 10:15	Opening Remarks by Michael Møller , Director-General of the United Nations Office in Geneva
10:15 - 11:00	Workshop Part I - UN Mechanisms of Diplomatic Mediation by a UN Experts (Michael Brown , UN Senior Mediation Expert in Natural Resources and Land Conflicts)
11:00 - 11:30	Group Work - Case: Gambia
11:30 - 12:00	Workshop Part II - Group Presentations
Participants : <ul style="list-style-type: none"> ● Representatives from Permanent Missions ● UN Staff ● NGOs (The International Crisis Group, The Centre for Humanitarian Dialogue, Conciliation Resources (CR), Interpeace) 	

3. Discussion Panel

Discussion Panel 10th November 2017, 14:00 - 12:00 Venue : Room VII, Palais des Nations	
14:00 - 15:00	First Panel Discussion : NGOs
15:00 - 15:15	Coffee Break
15:15 - 16:15	Second Panel Discussion: Moderator Nobel Peace Prize laureate Martti Ahtisaari . Experts (Claudia Seymour , a former child protection adviser with the United Nations Department of Peacekeeping Operations in eastern DRC; Ninette Kelley , Resident Representative in Lebanon, United Nations High Commissioner for Refugees (UNHCR); Ed Tsui , former longtime director of the New York office of the United Nations Office for the Coordination of Humanitarian Affairs).
16:15 - 16:30	Rapporteur's summary
Participants : <ul style="list-style-type: none">● Representatives from Permanent Missions● UN Staff● Visitors of UN● Students of the University of Geneva● Academia● NGOs (The International Crisis Group, The Centre for Humanitarian Dialogue, Conciliation Resources (CR), Interpeace)	

5. Location and facilities

1. VR Videos Exhibit

Venue: Palais des Nations
Maison de la Paix

Uni Mail, University of Geneva
 Facilities: Virtual Reality Goggles, Guides (interns), explanatory roll-ups

2. Mediation Workshop

Venue: Room VII Palais des Nations

Facilities: Microphones, Projector, Interpreters (French-English), Catering (Coffee and snacks)

3. Panel Discussion

Venue: Room VII Palais des Nations

Facilities: Microphones, Projector, Interpreters (French-English), Photographer, Coffee Break

6. Exhibit budget

Working budget for ODG programme		
Brief Summary		In Percentage
Total Expenses for VR Exhibition	CHF 2,700.00	19
Total Expenses for Mediation Workshop	CHF 500.00	3
Total Expenses for Panel Discussion	CHF 11,268.00	78
Grand Total Cost	CHF 14,468.00	100
Detailed Budget		
Expenses for VR Exhibition		
Video Production (Rooms with camera)	Free	
Purchasing Virtual Reality (CHF 30 X 90)	CHF 2,700.00	Paid for by Aka Khan Foundation
Interns to supervise the VRs	Free	
Location (University of Geneva)	Free	
Total Expenses for VR Exhibition	CHF 2,700.00	
Expenses for Mediation Workshop		
Speaking cost	Free	As individual social responsibility
Banners and posters for the workshop	Free	UNOG
Coffee Breaks and Water	CHF 500.00	Paid for by ACT Alliance
Certificates (Free from UNOG)	Free	UNOG
Total Expenses for Mediation Workshop	CHF 500.00	
Expenses for Panel Discussion		
Flight cost for four invited delegates (CHF 3000X4)	CHF 9,000.00	Paid for by Caux International
Daily subsistence allowance for four people (CHF 442X4)	CHF 1,768.00	Paid for by Care International
Location (Maison de La paix)	Free	
Coffee Breaks and Water	CHF 500.00	Paid for by ACT Alliance
Total Expenses for Panel Discussion	CHF 11,268.00	
Grand Total Cost	CHF 14,468.00	



7. Communication

The goal is to promote the exhibit with the help of different digital marketing channels and to reach as many people as possible about the theme, conflict prevention. The exhibit will be made as sustainable as possible, therefore the intention is to share the video material long after the exhibit has ended and to continue to spread awareness about conflict prevention. The target audience will be divided into two different groups: stakeholder group 1 will represent the representatives from the Permanent Missions and NGOs and stakeholder group 2 will represent the general public.

Official hashtag: #VoicesOfTheGround

Communication BEFORE the exhibit:

Stakeholder group 1: Delegates of the Permanent Missions in Geneva and NGO representatives

To reach out to the Permanent Missions in Geneva and NGO representatives, the “save the date - invitations” are sent two month before the exhibit by email correspondence. Official invites to will be sent two weeks before the starting date. A follow-up invitation will be sent a couple of days before the exhibit starts, and digital promotion material is sent to the Permanent Missions and NGOs. In addition, the invitations to the Mediation workshop are sent together with the official invitations. Only digital promotional material will be sent out in order to maintain the sustainability of the exhibit.

Stakeholder group 2: General public

One week before the opening date the official press release will be sent to media representatives, the United Nations Information Services, and the press departments of the University of Geneva and the Graduate Institute in Maison de la Paix. The official website will be launched two months before the starting date. The website will be the main tool in order to promote the exhibit to the general public, the NGOs, to foundations and to civil society. The website will contain useful information about the exhibit and links to all the important social media platforms:

- Facebook: shares of pictures, video clips, quotes; a Facebook- event; live-stream.
- Twitter: an up-to-date stream of what’s happening, question answer’s, shares of interesting comments and quotes.
- Instagram: shares of pictures and sneak peeks of speakers, location and anything evocative of the exhibit’s story.
- YouTube: shares of exhibit videos.

- Wechat: shares of exhibit information and pictures.

UN Messengers of Peace will play a big part in promoting the exhibit. Actor Leonardo DiCaprio, women's rights advocate and Nobel prize laureate Malala Yousafzi and author Paulo Coelho will help sharing information about the exhibit in their social media accounts and help bringing attention to the exhibit. The exhibit will also be promoted through the UN Radio.

Communication DURING the exhibit and panel:

Stakeholders 1 & 2:

The social media channels will be in active use throughout the week and using the official hashtag (*#VoicesOfTheGround*). In addition, the panel will be live-streamed on Facebook in order to give the general public a chance to hear the discussions. Questions to the panel can be sent through Facebook and Twitter, and the moderator will choose the questions for the panel.. Pictures and small video clips of the exhibit and quotes from the panel will be shared on all the social media channels accompanied with the official hashtag.

Communication AFTER the exhibit:

Stakeholders 1 & 2:

The follow-up of the exhibit is as important as the former parts of the communication plan. The goal is to make the output as sustainable as possible and therefore the videos will be shared on social media, mainly on YouTube and Facebook, in order to spread the word about conflict prevention to a broader audience. To engage the public after the exhibit the videos end with a sentence "please share this video".

8. Timeline

Timeline Exhibition Date - Geneva Peace Week 6-10 November 2017																
	WEEK 29	WEEK 30	WEEK 31	WEEK 32	WEEK 33	WEEK 34	WEEK 35	WEEK 36	WEEK 37	WEEK 38	WEEK 39	WEEK 40	WEEK 41	WEEK 42	WEEK 43	WEEK 44
Overall																
Communication																
Website																
Contact Sponsors/Partners																
Flyers																
Registrations																
Final List of Attendants																
Contact UNOG Security																
Exhibit																
Script																
Contact Local Video Producer																
Book VR's / Contact NGO's																
Boards																
Book Hall at Palais des Nations																
Book Hall at University of Geneva																
Book Hall at Maison de Paix																
Partner with Tour Guides																
Invite Delegations																
Mediation Workshop																
Invite Delegations																
Book Room VII at Palais des Nations																
Invite Moderator (UN Specialist)																
Book Coffee-break																
Produce Certificates																
Photographer																
Discussion Panel																
Invite NGO's and Participants																
Invite Speakers																
Book Coffee-break																
Photographer																

9. Monitoring and Evaluation

Objectives	Timeline	Objectively Verifiable Indicators	Means of verification	Risks/assumptions
Contribute to the prevention of conflict by raising awareness through a multistakeholder approach and capacity building using virtual reality (VR) video exhibition and panel discussion	Wk29 – Wk38	Increase the number of conflict prevention informational events in field offices, partner NGOs, schools and use of billboards in communities and display VRs in UNOG, University of Geneva, Maison de la Paix.	<ul style="list-style-type: none"> ● Weekly reports through survey on participants perception about conflict prevention ● Post event meeting with key stakeholders and participants on the relevance of the panel discussion 	<ul style="list-style-type: none"> ● Participants, including NGOs remain committed in fostering the conflict prevention agenda by acting as mobile informants where necessary ● All equipment and funds needed to set up the events received on time
Improve participants' understanding on the role of the UN, its partners and NGOs in conflict prevention.	Wk43 – Wk44	Provide participants with simplified conflict prevention booklet on the role of the UN and its partners in reducing and preventing conflict.	<ul style="list-style-type: none"> ● Annual national surveys and reports from public agencies, NGOs working on the ground on the progress of preventing conflicts at various levels in the community ● Reports from schools, universities and agencies on level of conflicts 	<ul style="list-style-type: none"> ● Willingness of target communities, schools, universities and other civil society members to joint and implement best-fit practices on conflict prevention ● Encourage the government to actively and genuinely participate in fostering and promoting initiatives that promotes conflict prevention at all levels

<p>Improve understanding on the mechanisms and tools of the UN in mediation processes, as well as interagency cooperation and partnerships with NGOs working on the ground through VRs and panel discussion</p>	<p>Wk43 – Wk44</p>	<p>Number of NGOs and partners capacitated on UN’s mechanisms and tools used in mediation process.</p>	<ul style="list-style-type: none"> ● Post discussion feedback through survey from NGOs and partners on the usefulness of mediation mechanisms and tools in conflict prevention ●Reports of target NGOs and partners how they have operationalized mediation mechanisms and tools 	<ul style="list-style-type: none"> ●Willingness of the government representatives to implement lessons learned ●Willingness of the NGOs and partners to implement and continue to support mechanisms and tools used to support an inclusive mediation process.
<p>Outcomes</p>	<p>Timeline</p>	<p>Objectively Verifiable Indicators</p>	<p>Means of verification</p>	<p>Risks/assumptions</p>
<p>1. Organize and get participants from the public, NGO community, delegates of Permanent Missions, private sector, academia, experts, attend the series of events</p>	<p>Wk35 – Wk41</p>	<p>1.1 Number of target participants attending the series of events by target group.</p>	<ul style="list-style-type: none"> ●Daily and weekly reports generated by survey of participants profile/background 	<ul style="list-style-type: none"> ●Information/invitations sent to target participants well ahead of scheduled

<p>2. Mobilize different media outlets to cover the series of events, especially the VRs with its unique features of innovativeness</p>	<p>Wk33 – Wk38</p>	<p>2.1 Number of VR extensions completed and additional equipment installed at strategic positions in the Palais des Nations</p> <p>2.2 Number of media outlets covering VR stands and post board</p>	<ul style="list-style-type: none"> ●Daily and weekly viewers of VR and media coverage 	<ul style="list-style-type: none"> ●The technical and communication unit at UNOG provide extension services to ensure proper functioning of the VR and maximum quality of the videos
<p>3. Organize post event feedback/assessment meetings among ODG staff members and colleagues from different units and sharing of information about the events on UNOG website and media outlets, including all partners using different channels</p>	<p>Wk46– Wk48</p>	<p>3.1 Quality and level of success in achieved in relation to the objectives</p> <p>3.2 What worked, why it worked and what did not work and why.</p>	<ul style="list-style-type: none"> ●Assessment of overall daily and weekly reports during the series of events ●Lessons learned and sharing in information in the form of reports to funders, mentors etc 	<ul style="list-style-type: none"> ●Planning of the series of events not unduly affected by unforeseen contingencies ●Constant commitment of ODG staff members and event stakeholders

1. Opening Remarks



**Opening Remarks by Mr. Michael Møller
United Nations Under-Secretary-General
Director-General of the United Nations Office at Geneva**

“Conflict Prevention: Voices of the Ground”

**Room VII, Palais des Nations
10 November 2017, 10 am.**

**Distinguished delegates,
Ladies and Gentlemen:**

I am pleased to welcome you to today’s event and transmit to you a special greeting from Mr. Michael Møller, Director-General of the United Nations Office at Geneva. The Director-General regrets very much that he cannot be here with us today and asked me to deliver the following message on his behalf:

It is with great pleasure that I welcome you to “Conflict Prevention: Voices of the Ground”, an exhibit organised by the United Nations Office at

Geneva in association with The International Crisis Group, and Centre for Humanitarian Dialogue and Conciliation Resources (CR) on the occasion of Geneva Peace Week. As peace is celebrated and highlighted during this week's events, I must indeed thank our truly appreciated partners, who have made this possible, as well as everyone who has actively been involved in the organization and execution of the events.

The theme underlying this event, Conflict Prevention, is one that has been emphasised by our Secretary-General António Guterres. In the context of keeping, building and sustaining peace, prevention of conflict is key. Defining "conflict prevention" may be nearly as difficult a task as narrowing down the root causes of a conflict. In this millennium, we are facing the challenge of understanding peace not only as a goal, but also as a process. This demands communication between all different parties involved.

Prevention is cheaper than cure. The cost of measures to promote dialogue and peaceful mediation in a country in order to prevent conflict is, on average, only 10 per cent of the cost of recovery after a civil war.

The work of the United Nations in conflict prevention extends well beyond traditional preventive diplomacy. It involves a broad constellation of UN entities operating across a wide range of relevant disciplines – poverty eradication and development, human rights and the rule of law, to name just a few, intrinsically linked to our recently adopted 2030 agenda for Sustainable Development and its 17 Goals. Now that we have charted our course, it is time to take action. And it is through our exhibit that we have been able to see how ‘Adisa’ struggled to support his family from a very young age, and how the Daudins had to face the loss of their home after a devastating tsunami, just to give some examples. We made the most of new technologies to provide a deeper connection for the audience and to raise awareness through one’s own perspective thanks to Virtual Reality.

The choice of holding this event in Geneva and precisely during Peace Week is not only symbolic but actually quite pragmatic: International Geneva is home to numerous multi-stakeholder, integrated approaches on a vast range of issues.

This week, we would like to invite you to rebel against silos mentalities and to reflect on conflict prevention and its relation to the aforementioned SDGs, “the priority” in the United Nations’ agenda, keeping in mind its 3 pillars: peace and security, human rights and sustainable development. All three have now to pull together, in the same direction.

In this spirit, I invite you to actively engage in the mediation workshop and the panel discussion and to make good use of the networking opportunities this week.

Thank you very much for your support to our joint agenda on conflict prevention and please enjoy the exhibit.



**UNITED NATIONS OFFICE AT GENEVA
PALAIS DES NATIONS**



IOM International Organization for Migration

**55TH GRADUATE STUDY PROGRAMME
CLIMATE CHANGE, MIGRATION, VIOLENT EXTREMISM:
THE UNITED NATIONS' ROLE IN PREVENTING CONFLICTS SPURRED BY
THE CHALLENGES OF OUR TIME**

**PAIGE MALEWSKI
MAEVA SAGUETON
ALEXANDRE MASSARELLI
ALIX RACHET JACQUET
AMANDA FONTELLES ALVES
DAMILOLA ADEPEJU
EMMA BIGOT DE MOROGUES
IGOR FERRER
IHSSANE OTMANI
ISHRAT RIYA KHAN
MARZIA MARASTRONI
MOHAMMED LOTFY**

**JULY 3-14TH 2017
GENEVA, SWITZERLAND**

Introduction

The IOM has recently joined the United Nations family and aims to provide and enhance the management of migrants in all forms as well as promote effective respect for human rights of all migrants in accordance with international laws and policy. The International Organization for Migration (IOM) has charged this year's 55th Graduate Student IOM Group (GSP) to design a creative event that takes charge of addressing decriminalization around the world. The goal of this is to find various ways to help change the viewpoints and understanding of the public of receiving states and to ease an already challenging journey for numerous migrants.

Frequently migrants in receiving countries are seen as a threat and associated with property and violent crime, this applies to legal as well as unauthorized migrants. Although these stigmatized and stereotypical views are proven to be untrue, through studies comparing crimes committed by native born citizens and migrants, they are still considered, by the public, to represent the truth. This is just one way in which we criminalize migrants, including using terms such as “criminal aliens” to represent them and applying a double standard to migrants where the consequences of criminal behaviour are often amplified to include detainment for an undetermined amount of time and afterward expelled or barred from the country.

These negative viewpoints are often followed by immigration policy reforms and the introduction of new laws in the hopes to deter migrants from certain states and lower crime rates. However, since these policies are introduced in the mindset of prejudice and fear there has been little actual effect on the crime rates within these receiving states, such as the United States. Another example of the criminal treatment of migrants is shown through detainment by EU member states. The current procedures of returning migrants to their original states affects the rights of migrants and encourages the long-term detainment of migrants, including children. These policies negatively impact their health and wellbeing, while showing no progress of decreasing the number of irregular migrants over time.

Therefore, changing the perceptions of the public is an important part of being able to make effective changes to immigration policies. To address this and make the public more aware of the harsh realities of being a migrant the GSP IOM group has decided to hold an interactive event and create an application (App) that can be downloaded and played from all over the world that exhibits the journey of a migrant. The following sections of the report show how this can be executed as well as overview information available on the journey, treatment and lives of irregular migrants from all over the world.

Decriminalizing migration: origin and destination states

The term “criminalization of migration” refers to a set of very broad phenomena. Palidda¹ defines the phenomena as “all the discourses, facts and practices made by the police, media and part of the population that hold immigrants responsible for a large share of criminal offences”. Thus, in debates about criminalizing undocumented immigrants, governments and lawmakers often throw around terms and statistics suggesting that immigrants are criminals or a dangerous threat to the community. In several European countries, recent researches demonstrate general observations on the use of criminal law provisions in immigration enforcement. These intersections can be divided into two categories: (i) “crimes” that only foreigners can commit; and (ii) “crimes” that are committed by those assisting irregular migrants.

In the first category falls the crime of irregular entry and stay. Irregular border crossing or irregular stay is, considered a criminal offence, according to the project “Fundamental Rights of Irregular Migrants in an Irregular Situation”, funded by the European Union’s Fundamental Rights Agency, and punishable by fines and detentions. In addition, other crimes committed by foreigners include re-entry into a country from which the individual has been banned, the forging possession of false visas or identity documents and unauthorized employment. There are also those crimes whose punishments are significantly increased when they involve foreigners or immigrants.

The second category of criminal penalties are targeted at those accused of assisting undocumented migrants. In these cases, sanctions cover the act of assisting illegal entry, for employing migrants unauthorized to work and for providing humanitarian assistance to those fleeing persecution (otherwise known as “humanitarian smuggling”). These criminal offences come alongside “duties to report”, which oblige service providers, as schools and healthcare facilities, and private agents to report the presence of undocumented migrants to authorities. In German, for example, reporting obligations have elicited particular discussions. For instance, Dutch law contains a provision that obliges persons who shelter irregular migrants to inform, immediately, the authorities. Breach of this obligation implies a fine of 3.350 EUR or 06 months imprisonment.

The practical result of this second category of penalties is that various groups from the private and public sector are co-opted into the role of border or law enforcement agents, obliged to police the mobility or actions of irregular migrants or to report their presence to the authorities if they are to avoid sanctions themselves. Many immigration policies are drafted on the basis of stereotypes rather than substance. These laws are criminalizing migrants by applying a double standard when it comes to the consequences for criminal behaviour.

¹ <https://www.aclu.org/other/issue-brief-criminalizing-undocumented-immigrants?redirect=immigrants-rights/issue-brief-criminalizing-undocumented-immigrants>

Immigrants that have been convicted in the criminal system can find themselves subject to detention for an undetermined period, after which they are expelled from the country and barred from returning².

Tighter border controls are not only expensive but counter-productive. Evidence from the Clandestine Project, among other sources, indicates that most irregular migrants achieve this status through overstaying a visa not via clandestine entry³. Therefore, United Nations calls European Union member states to explore other alternatives to detention and adopt new return procedure for immigrants. The European Commission also provides guidance to member states on how to step up return rates affects the rights of migrants. According to the United Nations, the detention of irregular migrants should be considered as a last resort. In addition, children should not be detained because of the migrant status of their parents. This can impact their health, education opportunities and wellbeing negatively. The states should adopt policies that are in the best interest of these children during the whole stages of migratory process.

Furthermore, there is no evidence that detention deters irregular migration or discourages person from seeking asylum. Despite increasingly tough detention policies being introduced over the past twenty years, the number of irregular arrivals has not decreased. Maybe migrants already see detention as an inevitable part of their journey⁴. All things considered, it is possible to affirm that criminalizing migration exposes vulnerable people to further harm and risks of ill-treatment in detention. Not to mention that action constitutes an irresponsible violation of several human rights. As a side note, according to the United Nations Human Rights Office of The High Commissioner (OHCHR) human rights are rights inherent to all human beings, without distinction as to race, colour, gender, language, religion, political or other opinion, national or social origin, property, birth or other status. All human rights, whether they are civil and political or economic, social and cultural rights are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others.

Objective of the project:

The main objective of the project, developed with the guidance of International Organization of Migration (IOM), is to decriminalize migration and transform the public opinion by making people more aware about the realities, difficulties and risks, which migrants experience not only in the origin countries, but in their journeys. Maybe, with this knowledge, the population of the main destinations countries, especially in Europe, will be more comprehensive with immigrants in the near future.

² <https://www.aclu.org/other/issue-brief-criminalizing-undocumented-immigrants?redirect=immigrants-rights/issue-brief-criminalizing-undocumented-immigrants>

³ <https://www.aclu.org/other/issue-brief-criminalizing-undocumented-immigrants?redirect=immigrants-rights/issue-brief-criminalizing-undocumented-immigrants>

⁴ <https://www.aclu.org/other/issue-brief-criminalizing-undocumented-immigrants?redirect=immigrants-rights/issue-brief-criminalizing-undocumented-immigrants>

Main targets:

Said that, the target group is the public. Although, the project also wishes to sensitize the national states about the necessity of decriminalize irregular migrants, and the citizens can play an important role in this transition. With the help of society, governments could change their perception and, after that, remodelled the legal system. It is important to highlight that irregular immigrants should enjoy the same rights as the rest of society, because every human being should have their life and dignity sheltered.

Reasons for Living Country of Origin

To begin with, migration is defined as the movement of a person or a group of persons, either across and international border, or within a state. It is, basically, a population movement. On the other hand, The International Organization for Migration (IOM) defines migrant as any person who is moving or has moved across an international border or within a state away from his place of residence, regardless of (i) the person's legal status; (ii) whether the movement is voluntary or involuntary; (iii) what the length of the stay is; and (iv) what the causes for the movement are⁵.

People have moved from their home countries for centuries, for all sorts of reasons. In other words, history has shown that human beings migrate for many different reasons. In short, some people are drawn to new places by "pull" factors, others find it difficult to remain where they are and migrate because of "push" factors. The push factors are the reasons why people leave an area. They push people to move out of their present location and include, for example, lack of services, high crime, conflicts and poverty. Conversely, the pull factors are the reasons why people move to a particular area. They force people to move into a new location and include, for example, higher employment, political stability and low risk from natural hazards.

According to different researches, migration usually happens as a result of a combination of three major kinds of push and pulls factors: economic, cultural and environmental. Usually, one of the three factors emerge as most important, although ranking the relative importance of these factors can be difficult and even controversial.

Most people migrate for economic reasons. People think about emigrating from places that have few jobs opportunities, and they immigrate to places where jobs seems to be available. The United States and Canada have been especially prominent destinations for economic migrants, for example, from Latin America and Africa.

People also migrate for environmental reasons, pulled toward physically attractive regions and pushed from hazardous ones. Attractive environments for migrants include mountains, warm climates and seaside's. Migrants are also pushed from their homes by adverse physical conditions. Water, either too much or too little, post the most common environmental

⁵<https://www.ceps.eu/system/files/Criminalisation%20of%20Migration%20in%20Europe%20J%20Parkin%20FIDUCIA%20final.pdf>

threat. Many people are forced to move water-related disaster because they live in a vulnerable area, such as a floodplain. The lack of water pushes others from their land. For instance, hundreds of thousands have been enforced to move from the Sahel region of northern Africa because of drought conditions. The capacity of the Sahel to sustain human life has declined since the population growth and years of unusually low rainfall. Consequently, the people have been forced to move⁶.

Besides that, cultural factors can also be especially compelling push factors, forcing people to emigrate from a different country. Forced international migration has occurred for two main cultural reasons: modern slavery and political instability. According to United Nations (UN), refugees are people who have been forced to migrate from their homes and cannot return for fear of persecution because of their race, religion, nationality, membership in a social group or political opinion. Currently, this phenomenon has been well documented in countries from the middle-east, as Syria.

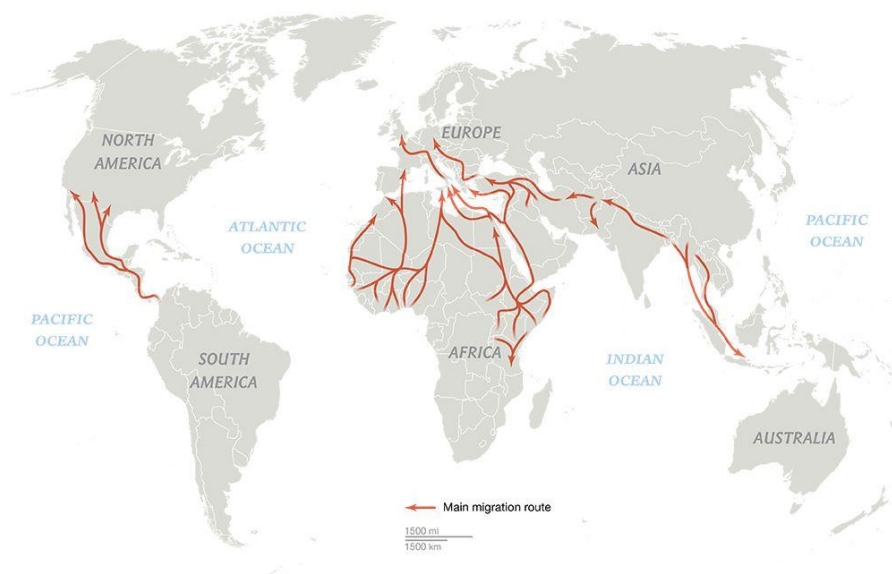
The main routes of migration

There are multiple routes used by migrants to move from their origin country to another. Two of the most used routes are through the Eastern and Central Mediterranean. For example, in 2015 the majority of 885,000 migrants arrived in the Greek islands through the Eastern Mediterranean and 153,946 were detected around islands of Lampedusa and Malta through the Central Mediterranean⁷. These migrants came from places such as Tunisia, Nigeria and Somalia. But Africa and Europe are not the only one concern by this international mobility. Every part of the world has to face this phenomenon and this trend will only increase in the next decade. The map below shows the main paths that migrants take. It demonstrates what paths tend to be taken the most by migrants on their journeys. It looks like every migrant heads toward a developed country, but the reality is different, migrants are mostly staying in neighbouring countries⁸. For example, the majority of Syrian migrants went to Turkey (2.2 million) and Lebanon (1.2 million).

⁶<https://www.ceps.eu/system/files/Criminalisation%20of%20Migration%20in%20Europe%20J%20Parkin%20FIDUCIA%20final.pdf>

⁷<http://frontex.europa.eu/trends-and-routes/migratory-routes-map>

⁸<http://gmdac.iom.int/global-migration-trends-factsheet>



During their journey, they face multiple types of dangers. Their path is never safe and they have to rely on untrustworthy people. One of the main issues is the use of migrants in forced labour. Young women are especially concerned by this problem because they often are the targets of sex markets. International Labour Organization estimates that there are 20 million victims of forced labour all over the world. They can be forced through many ways: violence, debts, threats. It's a hard task to help them because a majority of them remain hidden, scared that the government will discover them.

In certain areas, migrants, especially young women, can be victims of sexual abuses and rapes. Migrants can also be kidnaped, tortured by bandits, and used as hostages. The bandits in exchange for a certain amount of money, \$3,000 to \$10,000 dollars, will agree to bring them back to their families. Families have already spent a large sum of money to allow them to migrate to another country, so they have no other options but to borrow money from others. The consequences from this can be disastrous.

Governments can be another issue for migrants on their journey. Some of them have really hard policy toward migrants, they can go as far as persecuting them. Others are putting migrants in camps for an unlimited amount of time. In such places, diseases spread really quickly and the humanitarian assistance available lacks the sufficient budget to provide enough help.

The last issue is the danger of the path they use in itself. Thousands of migrants die every year on the road to reach their dream destination. For example, migrants coming from Nigeria have to cross the Sahel desert with limited resources. They are at times left by themselves in the middle of the desert because smugglers don't see the benefits of the journey anymore. Also, they can't find food or water that easily and thus many of them die of starvation. If these migrants want to reach Europe, they must cross the Mediterranean Sea. They travel in precarious boats (mostly old, unseaworthy fishing boats), which are overcrowded and the rate

of death is very high. This does not mention all of the other natural obstacles that can appear on the way, such as mountains and rivers which make the path harder.

Social challenges and migration policies in destination countries:

Crossing borders and reaching the “final destination” is never the end of a migrant’s journey. For many, it is the start of a string of hurdles they would have to overcome on a daily basis. The criminalization of migration fuelled by populists and far-right propaganda plays a huge role in generating fear and anger in the mind of local population who become wary to anything related to migrants and migration. Various press articles add to this by exaggerating figures and directly relating migration to invasion. This misinformation plays an important role in shaping the perception local population have of migrants and promotes further criminalization of migration.

The hostile attitude towards migrants is further strengthened by the idea that immigrants steal jobs from citizens especially in period of high unemployment rate. As a result, migrants can be subject to violence and discrimination, and often end up becoming soft targets to traffickers and victims to all forms of human rights violations. The negative perception of migration and its criminalization makes it hard for migrants to integrate in society and find a job, even when they do, many have to deal with ill-treatment and violation of labour law, in the UK, researchers discovered that workers were subjected to racist or sexist bullying and threats. Isolated, unable to speak English and unaware of their rights, many complained of feeling depressed and some were driven to self-harm, moreover a large portion of their salary is paid to agents and hence many remain trapped in debt, a large number of migrants find themselves under the mercy of gang masters who keep them living in penury and sub-standard accommodation.

When it comes to the policies adopted by various developed countries, the emphasis has largely been put on securing borders, in fact, since 1970, the “security approach” has tried by any costs to limit the number of migrants entering the European Union’s territory. In order to combat irregular migration, the EU has adopted various legislations inter alia:

- Directive 2002/09/EC which sets out a common definition of the crime of facilitating unauthorised entry, transit and residence. The Framework Decision 2002/946/JHA, establishes criminal sanctions for this conduct. Moreover, in May 2015, the Commission adopted the EU Action Plan against migrant smuggling.
- Directive (2008/115/EC) sets out common EU standards and procedures for returning irregularly resident of third-country nationals. Moreover and In order to facilitate these measure, the EU is constantly negotiating and concluding readmission agreements with countries of origin and transit. These agreements include reciprocal cooperation commitments between the EU and its third-country partners.
- Directive 2009/52/EC specifies sanctions and measures to be applied in Member States against employers of illegally resident third-country nationals.

The “security approach” has taken a new turn with the election of the American president Donald Trump who, passed on March 16 a second Executive Order which placed a 90-day ban on visas for people from six Muslim-majority countries and a 120-day ban on all refugees, including Syrians. Many have criticized this executive order and accused it of violating international law and promoting discriminatory measures. These are but some of the examples of what hardships migrants can face physically, emotionally and through legislation in destination countries.

Explanation of Exhibition and Application (App):The Pain and the Promise

To make the public aware of all of these challenges migrants face the IOM group proposed to hold an event for the public and diplomats visiting Geneva. This event will aim to challenge the current viewpoints of the public on immigration and the people who migrate. This will be held on the Jardin Anglais in the city. With the amount of space available their individual people and families can move around from station to station without overcrowding taking place. When people arrive at the Jardin they will be greeted by workers and asked to fill in a survey on their current views of immigration and migrants. The survey will have questions such as their age, sex, and nationality of the players. The purpose of the survey is twofold, one to analyse the perceptions of the public and two, to allow for an index to be formed on various aspects of migration which member states can use as suggestion on where to make changes on migrant policy. The survey will ask them their perceptions of migrants through questions such as why they think migrants move? Where do they think most migrants come from? Where or what countries do they think the majority of migrants go? And if they personally dislike the idea of migrants coming into their country of origin and if so, why? This data will allow us to get an idea of what the people visiting the exhibition think of migrants and what they believe actually happens to migrants. This is important information to gather for the purpose of addressing stereotypes and misinformation of migrant’s situations, especially for the IOM.

After the brief survey (less than 10 questions) is completed the participants will be assigned one of five profiles that reflect an actual migrants story. These profiles include the sex, age, background story, and the reason for leaving their country. They will then be placed in a group of five, unless their party already has five people in it and be assigned the same origin and destination country. The object of the game in the exhibition is to have the group go through the journey of a migrant and to reach their destination country. This way the public can experience what is it like to migrate and the difficulties involved with the process. Once assigned their profile, origin and destination they start their journey.

Every group starts from the same spot regardless of origin country. Participants are given a bottle of water, map of Geneva, outlining the park, stands and where they are, as well as a map of the world that shows a few possible transition countries. These ideally are the only available resources they have to complete their perilous journey. Before setting off on this journey they will watch a short video clip on the current situation of their country of origin.

This should provide context and background for the participants so they can understand why their characters want to leave their country. There are few examples of migrant's profiles:

1. Type: Man

Age: 24

Destination Country: Italy

Reason for leaving: I am a university graduate with no job; I have searched for job opportunities all to no avail. I do not want to be idle and I want to be productive yet I do not want to engage in illicit jobs. I hardly have money to eat or survive but I saved little money which I gave to a man who promised to get me to Italy where I can get a good paying job and live a better life.

2. Type: Family of five (Mother, Father and 3 children)

Age: M: 28, F: 30, Children: 8, 6 and 2 years old

Destination Country: Spain

Reason for leaving: Husband was laid off from work as a result of economic recession in the country. Wife only has a small shop where she sells food items; however, she had to sell all that is in the shop to cater for the family which leaves her as well as the family with nothing. The children are not in school because the parents cannot afford the school fees. In all, the family is starving and decided to leave Nigeria by all means. They set out on a journey to the 'land of roses and honey'.

3. Type: Female Teenager

Age: 16

Destination Country: Belgium

Reason for leaving: My parents struggled to see me through high school. After graduating, they told me that they cannot afford to send me to the university and that I should seek employment. I tried, I sought employment but found none. So, a friend of mine introduced me to a young man who helps young girls like me to find jobs in Belgium. I told my parents and they were very excited. This was how I set out to the country that will save me from poverty.

4. Type: Male Teenager

Age: 17

Destination country: Germany

Reason for leaving: I belong to one of the ethnic groups in my country that has always been marginalized. My dad was engaged in politics and was militating to improve our situation. One day an armed group killed my dad and attacked our house, luckily my family wasn't at home but they threatened to come back again. My mom asked me to flee the country to save my life as the armed group was very powerful and could easily find me in the country. The armed group was looking for me to kill me because they were afraid I'll take revenge for my dad's death. I crossed the desert and reached Libya, I had to take a boat to reach my final destination. conditions in Italy were hard and that is why I decided to continue my journey until I finally reached Germany.

Now the game starts. Each group is lead to the starting point for their journey which represents their country of origin. At the origin point, the time it takes to travel, mode of transportation available to your group and the conditions of your travel are given. For example: to leave the country your group can take a boat or travel across the country on foot, train, etc. if your groups choose the boat they find out that on their journey the conditions are dirty and overcrowded with little to no food available on the boat. Due to the overcrowding, some of the passengers on the boat have gotten sick and a few have died and been cast overboard. For instance, this scenario could also be shown in the game. Finally, you make it to your next designated spot/ country in the game.

At your next spot, your group (or what's left of it) is informed of the risks involved landing in this country, what the legislation concerning migrants is, what can happen to migrants in this country (jail time, etc.), what the viewpoints of the public and government are on migration and what the media is reporting on migrants who arrive here. It is now the group's job to make it through this country to the next because this isn't your destination country, it is the country your group is just passing through to reach your destination. To get through this country and to the next your group will go through a mini game, this will either be a card game, tag, or something that involves a time limit. Each person will individually play these games thus deciding their own fate in the journey. If they lose the game they will pretend to be detained, deported or some other consequence. This scenario will continue until what's left of your group reaches your destination country. Throughout the journey the participants are also surrounded by sounds such as crying, fights breaking out, the ocean, etc. to represent what you might hear on an actual journey of a migrant.

The number of spots/ countries each group goes through depends on the IOM budget for the project. At the end of the game all of the members of the group are brought to the same space and a moderator will explain to them why some of their group members did not make it to the end of the journey. They will each be given a short booklet (around 5 pages) on information regarding the IOM and migrants. A promotion for the app will be on the back and last page of the booklet. At this point they will be given a similar survey to they took at the beginning of the game to see if their perception of migrants has changed, if they liked the game, and if the IOM group was successful on helping the members of the group change their perception or at least get them to think about the situation of migrants. After the follow up survey they will be shown a video on how their characters fared during the journey, their destination country, how they are treated upon arrival by the government and public, what their life will be like in there, hopefully, new home. Success of the exhibition and survey will also be shown through keeping track of the number of visits to the IOM website and app downloads after the exhibition is held and looking at the popularity of the app and exhibition.

Surrounding the area where the interactive game is played will be small panels or billboards with information concerning migrants, as well pictures of people with questions such as can you tell who the migrant is? Next to them. There also may be some documentaries

playing on the journey of migrants, stereotypical viewpoints the public has on migrants and treatment they undergo. This is the end of the physical game for the exhibition on the journey of a migrant.

The index that will be formed from the information gathered by the before and after survey will address various aspects of migration such as prisons and detainment, health, and education. Within these topics questions will be addressed for member states which can show how people in their country view certain migration issues. Questions such as do you think it's appropriate to detain irregular migrants? do you think countries should offer health services to migrants that don't? And do you think that all countries respect the treaties to ensure free education for children, especially migrants? Can help give insight to how people view migrants and what rights they think they should or should not have within their borders.

Now to undergo the electronic journey of a migrant. To play a scenario game from anywhere in the world, exhibiting the journey of a migrant, an app will be made by the IOM called the Pain and the Promise (to connect the app to the exhibit held by the IOM in the Jardin Anglais). Once the game is downloaded from the App Store or galaxy store the player will be able to choose from three options: Play, Do you know? Or News. These will allow the player to either play the game mimicking a migrant's journey or find out information, from various sources, on a variety of topics, involving migration.

If a player chooses to first play the game they will be asked to choose a sex and a random profile of a migrant will be generated for them. After they receive their profile which will have their age, sex, name, backstory and other characteristics they will be able to choose an origin and destination country (based off available data). The aim of this game to be able to reach your destination country and feel like you are migrating to another country. Once your scenario starts, the character has a set amount of money, water and food available to them. As they travel from place to place making choices on their mode of travel and how they will survive the levels of money, water and food will decrease. Throughout the game you must be aware of the realities of migration. Migrants do not have stable access to resources and have to be able to survive. When you run out of these resources you have to make the decision to either buy or steal your supplies. If you choose to steal, the risks to you in that country increase until you're caught.

Your character as a migrant will travel from city to city making constant choices that will affect their security and survival until they reach their destination. Some of the citizens you meet within these countries will either help you, ignore you or treat you unfairly and harass you. As you go from city to city a short video will play which will show you what it's like in the city, what treatment to expect and what modes of transport are available to get to the next city. When you pick a form of transport to move on to the next place another video will play showing what the boat ride, car, train, bus etc. is like. In the end, you find out if you made it to your destination or if you got stuck somewhere along the way. Once you reach the final destination information on the current situation in the country is provided, as well as examples of what essential paperwork you will need to stay in the country and what type of treatment and life await you in your new home.

For the Do you know? Option in the app there will be facts available about decriminalization and four categories to choose from that provide information on migrants and their journey to places all over the world. The first category is countries, this will provide info on a country that is chosen and what their policies and attitude toward migrants are. The second option is topics, this gives you various topics to choose from such as children, women, education and health. When you choose a topic, it is expanded upon and provides info on the topic within the context of migration. The third option is IOM, this will tell you information about the IOM such as their goals and purpose. The final option is random, which will tell you a random fact involving any of the previous categories on migrants. For example: 40% of migrant rape cases occurring daily in eastern Congo are committed by armed men.

The news option in the app will be automatically updated and focus on decriminalization of migrants. The newsroom will be linked to the IOM news room, twitter account and Facebook. There will also be a national media section which shows articles that are currently being published on migration. Policy and legislation changes on migrants will also be highlighted in this area. Events and conferences will be promoted on migration as well. However, everything that is provided will be in the form of brief summaries and statements that link to the full articles and postings if people want to explore information from the sources further.

Budget

Items	Costs (\$)
Making of the Game Application	\$15,000
Exhibition (photos, artworks, etc.)	\$3,000
Physical Game (tools, equipment, survey materials)	\$5,000
Advertisement and Communication (media graphics, posters, fliers, etc.)	\$3,000
Video Coverage and Photographer	\$2,000
Light Refreshment for Participants	\$3,000
Miscellaneous	\$10,000
Total Cost (\$)	\$41,000

Conclusion

Migration and refugee crisis is one of the main challenges facing humanity today. This crisis will further intensify with the future effects of climate change and raising conflicts. Our project is one way to raise awareness and draw the different stakeholder's attention to decriminalizing migration as the negative attitude toward migration would take an even stronger turn in the coming years. Decriminalizing migration doesn't question state's sovereignty and it is never about disregarding migration laws and regulations, in fact discriminating migration is all about preserving human dignity, making sure that illegal migrants are treated with respect and that their rights are preserved. In order to do so, changing perceptions of the public is an important step to achieve this. With our project, we will try to make the public see migrants as people who have dreams and aspirations and as individuals who strives for a better future for themselves and their loved ones, just like everyone else. We are aware that the issue of illegal migration is a complex one and therefore we believe that the solution to this issue doesn't lie in criminalizing migration but in working towards dealing with the roots of the problem and making sure that inequality and injustice are lessened in the world.



UNITED NATIONS MINE ACTION SERVICES

Prevention of Violent Extremism in Mali

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1. Executive summary/ Résumé

In recognition of the need to curb Improvised Explosive Devices (IED) attacks in Mali, the United Nations Mine Action Service (UNMAS) is considering embarking on a campaign to combat the recruitment of children and young people into violent extremist groups. The field of Preventing Violent Extremism (or PVE) rather than Countering Violent Extremism (CVE) is beginning to be the favoured the approach in countries around the world. The UNMAS working group has investigated the efforts of other nations in order to draw on the experiences (both positive and negative) of PVE programmes in other countries. These measures have provided inspiration to our working group to suggest a number of tangible actions that could complement UNMAS's efforts in a Mali specific context, adding to UNMAS's current risk awareness and anti-mine engagement.

Face à une recrudescence des attaques dues à des Engins Explosifs Improvisés (IED) au Mali, le Service de l'Action Antimines des Nations Unies (UNMAS) envisage d'entreprendre une campagne pour lutter contre le recrutement d'enfants et de jeunes par des groupes extrémistes violents. Prévenir l'extrémisme violent (PVE) est désormais privilégié, plutôt que tenter de le combattre (CEV). Le groupe de travail de l'UNMAS a étudié les initiatives prises par d'autres pays, afin de tirer les leçons (positives et négatives) de ces programmes PVE. Nous espérons que ces mesures inspireront les efforts d'UNMAS dans le contexte spécifique du Mali, en complément de la sensibilisation aux risques et de l'action anti-mines de l'UNMAS.



2. Introduction

Since the armed conflict in Mali in 2012, the United Nations General Assembly and Security Council have released several resolutions (A/70/674, S/RES/2100 in 2013 and 2364 in 2017) addressing the situation and recommending actions and solutions.

Under the new leadership of Secretary General Antonio GUTERRES, preventing conflict and building peace became a priority to solve the problem from its roots. As conflicts persist in affected regions, dealing with the origins of Violent Extremism would reduce human and financial costs.

Meanwhile, UNMAS has been implicated in the field in Mali to protect civilians through Mine Action, to support national authorities and to carry out stabilization efforts. UNMAS is mandated by UN General Assembly resolution 70/80 (2015) on Assistance in Mine Action. In Mali, UNMAS is also mandated by UN Security Council resolution 2295 (2016) which prioritizes the protection of civilians and stabilization efforts, as well as the enhancement of national capacities in explosive ordnance disposal and weapons and ammunition management.

As a well-rooted actor in the field, UNMAS has the capacities, resources, expertise and contacts to have an efficient and effective role in preventing violent extremism. Therefore, as UNMAS is leading already the “Counter Improvised Explosive Devices Program” (CIED), another PVE program was suggested for implementation in the following years. A focus group on “CIED through PVE” in Mali has begun working with a main objective to provide concrete recommendations to a Counter Threat Working Group (CTWG) and a CIED Steering Committee (CIED SC).

The CTWG is predominantly Force (military); however, the chair, U5, has adopted the premise that we include PVE as a pillar of counter threat/threat mitigation. The CIED SC is chaired jointly by the DSRSG (who is also the head of the Country Humanitarian Team) and the Force Commander, and the DSRSG is adamant that we include a civilian component.



In the same time in Geneva Headquarter, our Team of nine Graduate Students have worked on this paper as their project in the Graduate Student Program (GSP) with the same objective to study already existing case studies around the world and in the region and give key recommendations for the future project.

The following strategy paper presents a total of five recommendations to counter violent extremism in Mali, that we found relevant, effective and implemented several times after our research on the others PVE experiences around the world (17 case studies mentioned below).

In order to counter the increasing of violent extremism, three types of intervention are possible. Those that involve and target individuals, institutions, and ideologies. For instance, concerning institutions, interventions would be more focused on a macro level dynamics. For ideology, a strategy to counter the recruiting processes, manipulation and coercion should be done. Finally concerning individuals, a people and groups focused approach through education, training courses, raising awareness and creating networks was found to be the most effective and the more inclusive for local communities.

That's why our paper focus on the Ideology frontline and the empowerment of Individuals and communities.

More specifically, concerning our five recommendations to counter the violent extremism in Mali, first of all we would recommend UNMAS to target youth because they are the most important recruited group that permits the growth and persistence of violent extremists.

Secondly, we find an interest in training different influential actors of the Malian society in order to build their capacities and empower them in dealing with the raising extremism and fighting it from its roots : education, religious speech and home education.

Our third recommendation would be to focus on the creation of networks to connect influential individuals.



The fourth one focuses on how UNMAS could raise awareness through media like with digital storytelling, online learning communities, social media and SMS text messaging, and even through culture and entertainment, sports and celebrities.

The fifth and last recommendation is focused on economic development because we found through our searches that it's a fundamental element to deal with the Extremism. Lack of economic opportunities especially for youth is directly related to such a adherence to extremist groups.

In this paper you find a complete coverage of all the case studies we checked, and then the five recommendations are extensively developed.

Our used methodology was to begin with addressing the specific actions recommended to be taken by UNMAS for each recommendation. After that we focus on the objectives we would like to fulfil through those actions. The third step in all our recommendation will be the implementation of those actions, which consists of concrete and specific steps to achieve those actions. The next step in our working path was to focus on challenges and risks that UNMAS could overcome. The fifth step proposes to UNMAS ways of overcoming such potential challenges. At the end of all interventions, you could find as well a proposition of key indicators about the measurement of success of suggested actions.



3. List of Case Studies and Lessons Learnt

→ Case #1 : Indonesia - Preventing Violent Radicalization and Terrorism (2009)

Why Indonesia: Indonesia was chosen since the country has frequently been described as a major **success story**. As one of the largest Muslim countries in the world, Indonesia has successfully stemmed widespread development of **violent radicalization** as well as marginalized Jemmah Islamiyyah, an indigenous **terrorist movement with regional and transnational tentacles**.

How did they successfully marginalize these extremist forces? Which means and methods have been used?

- A central element of the Indonesian model involves working through **networks of individuals** who have religious credibility, are **well established and greatly respected** within the various groups that have far-reaching impact on the society.
- Identifying popular artists who then communicate crafted messages aimed at counteracting radical currents. Music productions with lyrics about tolerance as a countermeasure to radicalism, violence and terrorism have quickly become popular all over Southeast Asia (with best-selling albums topping the charts on MTV Asia).
- **Cooperation with schools** has resulted in courses being offered at Muhammadiyah schools and universities becoming more **pluralistic** while starting in these courses to include subjects such as world religion where all religions are studied.
- A balanced **curriculum** is of **crucial** importance. Focus should be on instruction that teaches **tolerance and respect** for the individual and for other belief systems and opinions.
- Another central aspect involves producing different types of **printed products, books, articles and newsletters**.
- The **information campaigns** are primarily designed to be distributed via TV and the Internet and are focused on urban populations. Many of the Indonesian actors that counteract radicalization emphasize the importance of reaching society at the grassroots level. **Radio stations** are a more **effective** channel for reaching densely populated **rural** areas.



- A **special distance-education programme** has been initiated, which aims to reinforce capacity for increased usage of computers in schools. This has made it easier for the Maarif Institute to **distribute its articles and texts to schools** where pluralism, tolerance and women's rights in society are discussed.
- **None** of the actors have focused their activities on **mosques**. The International Center for Islamic Pluralism (ICIP) considers mosques to be one of the most **inaccessible** settings in terms of counteracting radical interpretations of Islam.
- The de-radicalization process entails the **entire family** being seen as a **unit**, and efforts are focused on **helping and supporting** that unit. Examples of this might include supporting the children's education and the family's **financial situation (by giving microloans for businesses, for example)**.
- Wahid Institute gives **microloans to farmers** in the Jakarta surrounding areas and has offered extensive humanitarian aid during natural disasters to homes, schools, and through practical training programmes, etc. **Social work** has naturally reinforced local influence, and the primary aim is to increase **resistance** on a grass roots level and within local Muslim associations and organizations.
- Lessons to avoid: The **dialogs** are important in terms of maneuvering among the many different ethnic and religious groups in the country and suppressing conflicts between them. Unfortunately, the debate on which **ideology** Indonesia should be based (Islam or Pancasila) has led to **tension** between **Muslims and non-Muslims**. Thus on a political level, efforts have been made over the years to formally acknowledge the existing religions.

Ranstorp, Magnus. "Preventing Violent Radicalization and Terrorism." The Case of Indonesia. Swedish National Defence College. Stockholm (2009).

→ **Case #2 : Pakistani Yeh Hum Naheen Foundation (YHNF) (2009)**

Founded in October 2007 with the aims:

- 1) "to reinforce the point that Islam is a peaceful faith that promotes tolerance and harmony;
- 2) to develop an awareness among people on the issues related to growing radicalization of Pakistani youth;



3) to convey that the majority of Muslims do not support the rise in terrorism and to deny Muslims the opportunity to involve themselves in terrorist activities;

How?

- A **communications campaign** was created. It began as an independent anti-extremist song by the Pakistani **super star and guitarist** Ali Zafar. However, it **grew into a national movement** where over 60 million Pakistanis **signed a protest list** with a pledge to prevent close family members, relatives and friends from getting **involved in terrorism**. Armed with strategists, celebrities and over 6,000 volunteers, YHNF created a very large counterbalance to extremism in Pakistani society.
- **Advertising posters** that encouraged the general public to contact one of the 6,000 volunteers via **SMS** text message or by signing the proclamation on the Internet resulted in a network of activists against terrorism being formed.

The points have been taken from Yeh Hum Naheen's website and are accessible via: <<<http://www.yehhumnaheen.org/>>> (11 September 2009)

→ **Case #3 : Nigeria: Resilience to Violent Extremism: The Rural Livelihood Coping Strategies in the Lake Chad Basin (2016)**

Why lake Chad? Since 2009, the Lake Chad Basin has witnessed increasing **insurgency activities** from the **Boko Haram militants**, leading to the destruction of lives, livelihoods, and displacements. However, studies have shown that while violent conflict has destructive impacts on lives and livelihoods--**more people survive than perish**.

What are the **rural livelihoods strategies** for coping with threats from Boko Haram in the Lake Chad Basin? (The Department for International Development (DfID) defines livelihood "as the **means** by which **households** obtain and maintain access to the **resources** necessary to ensure their immediate and long-term survival" (DfID, 1999))

- **Linguistic adaptation**. The fact that most people living in the basin are not educated makes it easier to **communicate with the local languages**. The mixing of **races** and



the blurring of **tribal roles** and **interactions** between the various tribes, cultures, and religions has increased **social interactions** among the people.

- **Mobility** is an essential coping strategy among many groups within the LCB. There have been instances of **civil society sharing local knowledge** of fishing as a source of resilience building and cohesion.
- An adverse coping strategy by some poor, uneducated **mothers unable to feed** their dependents send them to Koranic schools, entrusting their child into the protective care of the **religious education system**, it is the mother's hope to offer a chance of survival at the cost of family separation.
- **School-Feeding Program (SFP)**, Spirulina, and Shea-nut production and marketing as support to livelihoods and long-term developments in the Lake Chad region
- Enhance **access to education**, given the hundreds of thousands of Nigerian refugee children **forced to drop out of school out by insurgent groups**, and those who have never received any formal education to start with in Nigeria (UNHCR 2015)
- Kanembu **women** in Niger to **form co-operatives** and develop regional markets on spirulina via small credit support (**microfinance**).
- Shea nut is traded by women, and can serve as an integral source of **women's economic empowerment** in Southeast Niger.

Ogbozor, Ernest. Resilience to Violent Extremism: The Rural Livelihood Coping Strategies in the Lake Chad Basin. No. 237. Households in Conflict Network, 2016.

Nigeria also experimented with the establishment of **Peace Clubs**, which aimed to bring together children from **disparate ethnic and religious groups**. Activities typically involved sports, and flashpoints such as quarrels, arguments, and non-participation were used to open up discussions on fairness and conflict resolution. Older children were **trained as mentors and coaches**, and encouraged to take the lead in activities and discussions.

https://www.unicef.org/education/files/Child-Friendly_Schooling_for_Peacebuilding.pdf

(p.63)



→ Case #4 : Afghanistan : The role of Civil Society in Peace building and Countering Violent extremism

Afghanistan is one of many countries where WORDE is actively engaged with civil society networks to strengthen their communities against the rising threat of violent extremism. The aims being:

- To enhance communication and understanding between communities to mitigate social and political conflict;
- To shape public policy by cultivating a better understanding of ideologies that promote pluralism and service to humanity while exposing the roots of extremism that disrupt the peaceful coexistence of societies everywhere.

About PVE training

Concerning religious leaders:

- Given their prominent role in society, some training programs have been organised on the « **train the trainer** » **model**, meaning that participants are expected to educate other individuals within their network;
- Using imam trainings program to promote progressive values. **The most successful** have been those that framed socio political issues within a cultural context that resonates with the local population.

Two examples:

1) The Afghan Family Guidance Association (AFGA) has worked on reproductive health issues within an islamic framework and published in 2008 *Islam and family* based on Islamic jurisprudence.

2) Another organisation, Noor Educational and Development Organisation (NECDO), have been working with local « sunni » and « shia » religious scholars and imams to develop culturally sensitive training manuals on women's rights (e.g : education, property ownership...).



Raising awareness through media

Concerning using technology:

- Radio programs have been adapted particularly for illiterate segments of society. *For instance*, a program developed by Equal Access International on « Human Rights in the context of Islam » involves extensive use of Radio dramas to inform and educate Afghan public and seeks to encourage dialogue about controversial issues such as forced marriage, access to education; employment and healthcare.

Concerning culture and entertainment:

- Given high illiteracy rates in Afghanistan, street theatre have been organised to disseminate information on a broad range of issues like organize special performances to facilitate conflict resolution. *For instance*, an organisation such as Equal Access International has developed mobile theatre and radio dramas to counter all forms of extremism from violence against women to suicide bombings in partnerships with local religious scholars and often frames peace building within an Islamic context.

These elements have been taken from: <http://www.worde.org/wp-content/uploads/2014/02/WORDE-Afghanistan-2014-and-Beyond-The-Role-of-Civil-Society-in-Peacebuilding-and-CVE.pdf>

- **Case #5 : Senegal : PVE programme implemented by Senegalese government.**
This programme were based on two pillars:

I/ Increasing resilience by informal institution

1°) Joking relationships

Senegal has been spared from the ethnic tensions thanks to a mechanism called «joking relationships» (called “Sanankuya” in Mali). This informal institution makes reference to a system of associations well-known like families, ethnics groups etc. in which both parties insult each other abundantly while realizing that they are linked. For a lot of



people, this informal institution is an obvious source of social cohesion. In fact it is a bulwark against intolerance, xenophobia, and violence extremism.

2°) Religion

In Senegal, Muslim people are grouped into four religious brotherhoods, each with their own leader called « Cheikh ». Senegal's Government relies on these religious leaders to be bulwarks against hate speech.

Furthermore, in Senegal dialogue between Catholics and Muslims. This dialogue resulted in an important creation of networks between the different leaders of different religious denominations.

II/ To tackle the economic and social roots

The causes of violent extremism are varied but Senegal's Government knew that this phenomenon was spreading in areas where Human Rights are violated and where the aspirations of the population are ignored (young people misses perspectives).

To Tackle the economic and social roots, the Government introduced a lot of mechanism:

- It Implemented scholarship subjected to resources criteria and attendance at school
- To Promote employment within institutions like (FNJP→ Fond National pour la promotion de la jeunesse).

For social roots: It implemented a mechanism to protect human rights

→ Case #6 : Preventing radicalization in French schools (2014-2017)

- **Online Prevention:** national helpline, guidance and reporting number, website
- **New courses on the curriculum:** the new citizenship class takes into account media and information education (EMI) and moral and civic education (EMC)
- **Training teachers:** A booklet to help "identify radicalization" was distributed to professionals at all school heads, this tool calls on staff to pay particular attention to at



risk students who exhibit signs of tipping into radicalization (joint diagnosis to arrive at a bundle of conclusive evidence that can justify a report) and recalls the reporting procedure (national helpline, guidance and reporting).

- **Follow-up units** in schools are set up where necessary (**socio-educational approach**) that takes care of the young person as a whole and his family or loved ones.

→ **Case #7: Jordan**

- UNICEF have been doing **youth centered PVE** in Jordan since the **end of 2016/start of 2017**. The plan of action focussed on **enhancing social cohesion**, supporting **community outreach**, supporting **women's roles** in preventing violent extremism, and encouraging non-violence.
- The aim is to **equip children** with social, civic, political, and intercultural competencies as well as a strong capacity for critical thinking. The project is coordinated by the Sustainable Research and Development Centre (HQ in Amman).
- <https://uncareer.net/vacancy/pve-consultant-preventing-violent-extremism-75986>
- The idea of encouraging critical thinking is promoted by UNICEF, who note that since extremism is founded on the idea that there is one right or true path, it is necessary to teach children critical thinking in order to deconstruct extremist teachings they may come across. Teachers are often hesitant to teach children critical evaluation of religious texts (p.47).https://www.unicef.org/education/files/Child-Friendly_Schooling_for_Peacebuilding.pdf
- A report should be available by the 16th of August, if not now. UNICEF's **child centred focus**, and **5 global pillars**: (1) a **collective response**; (2) the **strengthening** of child **protection** systems at **community level**; (3) **ending the recruitment and use of child soldiers**; (4) **filling knowledge** gaps to inform policy and programming guidance; (5) **breaking the cycle of exclusion** and discrimination which exacerbate conflict in society through education.



(<https://www.google.ch/webhp?hl=en&sa=X&ved=0ahUKEwjfuPfN0vTUAhWHIIAKHeeYDccQPAgD#hl=en&q=unicef+preventing+violent+extremism+jordan&spf=1499344006094>
First search result)

→ **Case #8 : Care Mali**

Microfinance work→ Groups of people who save together and take small loans from those savings. The activities of the group run in cycles of one year, after which the accumulated savings and the loan profits are distributed back. **This NGO already works with an association called “Village Savings and Loan Association Programme”** and we could join with this association to promote economic development

→ <http://www.care.org/work/economic-development/microfinance/cares-microfinance-work>

→ <http://www.vsla.net/aboutus/vslmodel>

→ **Case #9 : South East Asia - Education Loans & Social Entrepreneurship (ELSE)**

“NGO work: Support economic empowerment as a tool for achieving economic and social sustainability”

OBJECTIVE: Fight rural poverty and rural exodus while offering stable and consistent support for children to continue education by:

- Promoting education in urban and peri-urban slums
- Addressing education gender gap
- Promoting social enterprises and urban entrepreneurship for parents and youth
- Addressing a lack of education in the countryside
- Promoting sustainable farming techniques
- Addressing a lack of social capital in the countryside
- Promoting rural entrepreneurship

How: Supporting local microfinance establishments and social enterprise mentoring -
“Revitalising rural economies by sustainable agriculture skills and business development”



→ **Case #10 : Saudi Arabia : Al- Sakina Initiative**

Strategic Communications, the Internet and Social Media

The influx of social media comes with challenges in fighting violent extremism. A lot of youth and the aged in Africa are glued to social media now and as such may become a place where all sorts of violent extremist information and activities are learnt. This development needs a careful review, and of course measures have to be put in place to help curb this phenomenon in the wake of our social media world. Saudi Arabia gives a good example of how they are tackling internet radicalisation by bringing its system an online portal which embodies everything one needs to know about violent extremism. The portal also seeks to answer questions on Islamic belief and bring back radicalized individuals into the mainstream via the initiative called Al-Sakina.

Al- Sakina is an independent, non-governmental online engagement programme, staffed by volunteers. The tools used are the following: online chat forums, answer questions to Islamic questions analysis into online extremist content, formulation of religious texts and educational materials.

→ **Case #11: Somalia : National Strategy and Action Plan for Preventing and Countering Violent Extremism**

Somali-language Campaign slogan: as part of the strategic communications context developed by the federal government in preventing violent extremism, it was emphasized that it is essential to organize intensive and lasting campaigns with the use of slogans to build confidence in the institutions of the government to counter Al Shabaab's destructions and violence.

The strategic communications component also encourages the use of indirect activities such a cultural festivals, national competitions across a range of artistic disciplines (music, spoken word) to denounce Al Shabaab's twisted version of Somali culture. Celebrities and



prominent Somalis will be encouraged to act as ‘brand ambassadors’ to propagate authentic Somali culture.

→ **Case #12: Pakistan: Challenging religious texts to promote tolerance and respect**

The PAIMAN Alumni Trust proposes to engage with young people that can be or are involved with extremist groups. They try to connect with Talib youth and their mothers to address psychosocial and economic needs, to convey moderate interpretations of Islam.

PAIMAN Alumni Trust (PAIMAN) aims to reach out to women and youth in the conflict-affected region by the Federal Government administered Pakistani conflict-affected tribal areas (FATA) and districts subject to Khyber conflicts Pakhtunkhwa through awareness of the impacts of radicalization and extremism on their lives and the role they can play in the fight against it.

“*We will live in peace*” is PAIMAN's initiative for conflict transformation and peace building in Khyber-Pakhtunkhwa and FATA. The organization believes that the current situation is in urgent need of developing people's understanding of various aspects of conflict transformation and peace building, and its implementation at the community level.

The organization believes that an indigenous approach is essential to successful peace building. It must not be a moral imperative or an infallible theory, but simply because the consolidation of peace can not succeed without the participation of the population in the local society. Based on the well-established principle of 'local ownership', PAIMAN works in collaboration with communities hard hit by the on-going conflict.

PAIMAN projects include various stakeholders - including elected representatives, civil servants, clergy, teachers, journalists, youth and female - from FATA and other conflict areas as part of its peace building and conflict transformation programs. It established youth and peace groups called "TOLANA" working at the community level in the provinces. Groups of males and females conduct community meetings to educate their respective communities about the impact of radicalization and mobilize to work for peace and transformation conflicts. They are actively involved in negotiation and mediation in their



respective fields. On a regular basis, PAIMAN conducts surveys and research studies on the socio-political and economic dimension of conflict and the impact of conflicts on young people and women in FATA and other Khyber Pakhtunhwa plays.

PAIMAN has established the Centre for Conflict Resolution and Peace building at its headquarters in Islamabad, which acts as a training institute and resource centre on topics relevant to South Asia and beyond. The user-friendly training manuals and related training materials are developed in the context of the conflict in Pakistan and its dynamics. Workshops and workshops on conflict transformation and peace building are also held.

Working within the framework of the United Nations of Security Council Resolution 1325, PAIMAN is interacting and networking with women's groups in Afghanistan to establish a peace building network between the two neighbouring countries. PAIMAN actively participates in peace building initiatives at the regional and global levels.

PAIMAN launched a "Peace Education" program in both schools of Peshawar as a pilot project in December 2008. Under this program, students are given guidance on various aspects of conflict transformation, peace building, Human rights, tolerance and interfaith dialogue.

→ **Case #13: Malaysia: using religious texts and women's experiences to deconstruct the idea of male authority**

Musawah ('equality' in Arabic) is a global movement for equality and justice in the Muslim family. It was launched in February 2009 at a Global Meeting in Kuala Lumpur, Malaysia attended by over 250 women and men from some 50 countries from around the globe. Musawah is pluralistic and inclusive, bringing together NGOs, activists, scholars, legal practitioners, policy makers and grassroots women and men from around the world. For Musawah, families in all their multiple forms should be safe and happy spaces, equally empowering for all. The movement is led by Muslim women who seek to publicly reclaim Islam's spirit of justice for all. They use a holistic framework that integrates Islamic teachings, universal human rights, national constitutional guarantees of equality, and the lived realities of women and men.



→ **Case #14: The iconic figure Sisi Ni Amani in Kenya**

Sisi ni Amani uses a combination of traditional and innovative approaches to communication and dialogue to increase civic engagement & prevent violence in Kenyan communities.. She is a forward-thinking woman who was trying to affect change through easily accessible technology. She managed to launch a partnership with telecom company Safaricom, which donated 50 million text messages, scaled the process to allow the local community to organize and used SMS alerts to proactively address individual incidents before they escalated.

Sisi ni Amani Kenya works in three main program areas: SMS-based programming for civic engagement and peace; mitigating land conflict through dialogue and education; and civic engagement through forums and debates.

- Sisi ni Amani Kenya partners with Inuka Kenya Trust on the **Sauti Yetu Debates** project in Nairobi's Eastlands, and hopes to be able to make this methodology and lessons learned available to organizations interested in conducting similar programming
- Sisi ni Amani Kenya (SNA-K) is using ICT and open-air forums to leverage communication and expertise on land issues for the prevention of land-based conflict in grassroots communities.
- SNA-K uses mobile technology as a tool for civic education, civic engagement, and dialogue to help Kenyans realize their common needs irrespective of political divides. We provide a neutral source of credible information and peace promotion. Rumors, misinformation, and confusion are key contributors to violence: getting people actionable information at the right time is crucial, and SNA-K's use of SMS enables immediate, trusted and effective communication.



→ **Case #15: Sawa Shaba, South-Soudan : A Peace building Radio Drama for Youth in South Sudan**

Sawa Shabab (Together Youth) series follows the daily lives of different young **South Sudanese** as they face unique challenges while learning how to become peace builders in their communities.

It is a dramatic radio series produced locally by Free Voice South Sudan in collaboration with USIP, airing weekly in South Sudan, based on an educational, peace building curriculum designed and produced with local partners. It promotes peace and stability by empowering youth to be confident, open-minded and participatory citizens in a diverse society.

Sawa Shabab consists of 20 episodes in English and Arabic and five episodes in Nuer and Dinka languages and will be aired on Radio Miraya, the Catholic Radio Network and other local stations across the country.

The series' curriculum focuses on three main areas, identified by local experts as critical to building peace in South Sudan.

- Co-Existence and National Identity – To promote peaceful co-existence and mutual respect among South Sudanese youth from different cultural and tribal orientations.
- Youth Empowerment and Personal Responsibility - To create the foundations of peace building by empowering South Sudanese youth to be accountable, independent and participatory citizens of society.
- Gender – To promote peaceful and democratic growth in society by fostering an understanding of gender equality.

→ **Case #16 : Mali : Resilience in the area of “Koro-Bankass”**

A lot of communities or villages of this area have mobilized a part of their youth for the purpose of creating “Vigilance groups”. Each village has created a vigilance squad, which is constituted by young people, who ensures night and day the safety of their village.



We could work with “Vigilance groups”, reunite them, to train them in order to have an unification of all these Vigilance groups.

http://www.interpeace.org/wp-content/uploads/2017/06/2017-Interpeace_IMRAP-Portraits-Croisés-Koro-Bankass.pdf

→ **Case #17: Niger - Fada or Palais youth groups**

The role of the youth cannot be understated in the fight against violent extremism. They are a force to reckon with, with a positive role and a voice in community governance. The best example can be taken from the Nigerien community, which seems to have a majority of Muslims just like the Malian society. There is the advent of an informal association of young people known as *Fada* or *Palais*. They are basically people from the same neighbourhood who come together to discuss issues of mutual concern and seek to promote the wellbeing of the community and its members. Since 2007, issues such as drug consumption, street fight, sex and crime. According to the demography of Niger following youth violence, there are approximately 320 *Fada* or *Palais*, of which 72.5 per cent are strictly masculine, 10.3 per cent consist uniquely of women and 17.2 per cent declare themselves to be mixed. It is no doubt the youth have thus become more or less the mouthpiece of society in Nigerien politics especially due to their involvement in sometimes violent masculinity protests. It is one section of the society which needs careful grooming and control as they are also tools of different political entities that are able to attract huge following.

- *The “Protests against Charlie Hebdo” in Niger: A Background Analysis*, in: *Africa Spectrum*, 50, 1, 49-64.
- YOUNGSTEDT, S. M. (2013). *Surviving with dignity: Hausa communities of Niamey, Niger*. Lanham, Md, Lexington Books.



Other related documents and initiatives

#1 UNESCO : “Preventing violent extremism through education”

We found five different types of PVC interventions in this guideline:

- a. **Sector-wide approaches** (ODD 4) : **national plans or strategies** that include education components (e.g. Algeria, Burkina Faso, Denmark, Finland, France) or **distinct policies and strategies** to PVE through education (e.g. France, Morocco, UK). Or even establishing **central coordination units** for the prevention of violent extremism within the ministry of education or culture (e.g. Sweden).
- b. **Curriculum-based approaches**: traditional subjects (e.g. civics education, history, literature, physical education and sports, social studies, etc.) or through cross-curricular projects and assignments.
- c. **Teacher training and support** : the messages that they convey (intentionally or unintentionally) in the classroom (capacity-building activities, including peer-to-peer exchanges, with school staff and educators operating out of the formal education system)
- d. **Whole-school approaches and interventions (learning environment)**: open discussions, anti-bullying policies, Youth-driven projects, Guest invitation (law enforcement officers, former violent extremists, media/internet professionals, etc.)
- e. **Non-formal education and community-based approaches**: Arts and sports education programmes, E-learning platforms, Family awareness programmes, Non-formal education programmes for mothers, ...etc.

#2 The European Union

The EU will soon open up to non-European countries its **eTwinning Platform** (an online platform that offers a space for the whole community of schools in Europe and their staff [teachers, head teachers, librarians, etc.] that help them communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community). Sharing their experiences and models of PVE on the platform would help the educational institutions to have better results in this field.



#3 The Global Counterterrorism Forum (GCTF)

As an implementation of **the Global Counterterrorism Forum (GCTF)** held on April 2012 each group of two or three countries engaged work together in different groups on specific thematic:

- Canada & Algeria: **Capacity Building in the Sahel** (regional efforts)
- Morocco & the Netherlands : **Foreign Terrorist Fighters**
- Australia and Indonesia : **Detention and Reintegration (DR)** : detention and correction programs for terrorist detainees, pre-release and post-release / aftercare programs.
- UK & UAE (+ Switzerland) : **Countering Violent Extremism (CVE)**
 - Identifying **priority regions** of intervention
 - The GCTF's Life Cycle Initiative (role of Families in P/CVE)



4. Pillar I : Targeting youth

1. Objectives and Plans

Our research has uncovered two possible youth oriented approaches for preventing violent extremism: The first involved establishing clubs for young people in order to bring children and teenagers from disparate groups and backgrounds together. This idea came from Nigeria's experience of establishing so called 'Peace Clubs' around the country, but specifically in conflict zones (see case study above). The clubs were open to children and teenagers of all backgrounds, and the activities revolved around sports and discussion of the values of peace. The scheme aimed to promote ideas of tolerance and friendship, as well as provide members with valuable skill building. For example, older children were trained as mentors and given responsibility for organising activities, and most importantly were taught to use flashpoints in activities (such as quarrels, arguments, non-participation etc.) as the starting points for ad-hoc discussions about conflict resolution, acceptance, tolerance etc. In many ways the clubs bear similarities with the global Scouting movement. We believe that a scheme such as the 'Peace Clubs' could be very successful in Mali, allowing at-risk children to be brought into contact with authorities but also to foster friendships across socio-economic boundaries, as well as develop soft skills such as leadership. This scheme could also be used as a platform to develop basic technical and vocational skills also. https://www.unicef.org/education/files/Child-Friendly_Schooling_for_Peacebuilding.pdf (p.63)

The second scheme is more common in Europe (particularly France and the UK). Many European countries hold values lessons for refugees so as to introduce them to the culture and values of their new countries, and forewarn them of any potential conflicts or cultural differences. In France however, civic values have been added to the nation's school curriculum. Students of all ages must now go through education on the values of the French Republic, including ideas on tolerance and anti-extremism. The students are thus engaged directly with a set curriculum and values set.

Both schemes aim to develop a moral compass in young people, that will give them the critical faculties to resist the temptation to join armed groups and gangs.



2. Why UNMAS?

‘Needs Driven. People Centred’. Risk education is already a speciality of UNMAS, especially in schools. UNMAS already places an emphasis on putting mine risk education on the school curriculums of countries in which it operates. Consequently, teaching children about the risks of bomb makers could easily be seen as a logical extension of teaching children about the risks of bombs. The two approaches outlined above are both distinguished by the fact that they deal with risk education directly, going straight to those most at risk: i.e. children and young people. These two approaches therefore seem to fit neatly with UNMAS’s current operations.

3. Tools of Implementation

For sake of ease we shall borrow the Nigerian name of ‘Peace Club’ for these potential groups, UNMAS can use the name ‘Peace Club’ or create another name as necessary.

Implementing a ‘Peace Club’ style programme could be comparatively simple. As most of the activities revolve around sports and discussion, the only real equipment needs would be sports equipment. The main difficulty would be the initial training of the young mentors, but once the first are experienced the rest will follow comparatively simply. The clubs/groups could be organised around village or area groups, depending on the population and social demographics. As there are such strong similarities between Peace Clubs and Scout groups, sponsorship and charitable links could be forged between Scout groups in MEDCs to help support individual schemes in Mali.

Since the Peace Club approach relies on outdoor activity and ad-hoc discussion, there is obviously a need for physical space. This can be provided by using school grounds, or a centralised open common space in the village as required. As these groups are community based, their formation and running can be done comparatively simply and quickly at the community level. Once the groups are established they can be used to help provide technical and vocational training, perhaps through basic community assistance/improvement projects (just as Scout groups in MEDCs might pick up litter in a local park, Malian groups could help with low level agriculture or building projects).

As for adding values lessons to the curriculum, this will require a more multi-faceted approach. Depending on how far Mali’s decentralisation programme is still in place, changing



the curriculum will involve co-operation with at least regional authorities if not national ones. However, it is important to stress that in order for values education to be authentic it has to come from Malians in order to preserve the notion that the values being taught are indeed values native to Mali and not imposed from outside.

4. Risks and Challenges

As with any group or organisation designed for children, the chief concern is naturally child protection. The main question about the ‘Peace Club’ approach is: who exactly should take charge? While UNMAS should undoubtedly take the lead in founding the clubs, at what point should control be handed over to locals? If children are being targeted by extremist groups, the main concern from a child protection point of view is keeping the leadership of Peace Clubs out of the hands of potentially dangerous individuals. The worst-case scenario would be that an extremist group manages to take over control of a Peace Club, and begin to warp and undermine the messages of peace and tolerance. Likewise, groups may set up their own Peace Club style programmes that are outside of the official group.

As for adding values to the curriculum, the main challenge is the fact that changing a school’s curriculum can take a while, and as noted above this requires the consent of at least regional authorities. Likewise, if the state has no authority over a madrassa or a Quranic school then those institutions could either ignore the scheme or refuse to recognise the content of the values lessons.

5. Potential Solutions to Risks and Challenges

The risk of Peace Clubs being taken over by groups they are intending to avoid can be mitigated by ensuring that any potential clubs have a unified and strong brand that is easily recognised, likewise steps need to be taken to ensure that there are features common to all clubs. Essentially, a child could move from club to club and not notice any difference other than the change of personnel. Promoting a strong and recognisable brand with recognisable practices (such as a specific motto or mantra) will help defend against imposter groups and unfavourable influences. Furthermore, control could be best handed over to committees of trusted individuals to ensure that no one individual can have too much influence over what is meant to be a child led organisation.

The main challenge for providing values lessons is in the length of time involved in changing a curriculum. UNMAS is currently working on getting mine awareness into the



curriculum, so education about the risk of violent extremist groups could through values lessons could in theory be included in this effort. In the meantime, any other NGOs or charitable groups conducting community outreach could be encouraged to promote values education to trusted teachers and community leaders while the details are being worked out. Steps also need to be taken to ensure that the values curriculum is based on Malian tradition, and efforts need to be made at the official level to ensure that all educational establishments teach Malian citizenship lessons. If the lessons are based on Malian tradition rather than foreign or non-Islamic influences, then possibly recalcitrant institutions may find it harder to justify dodging the lessons. A caveat to this approach is that it relies on children actually being in school. If schools are closing or children are not attending school, then they are ironically both more difficult to reach and more vulnerable to extremist groups. A way around this might be to try to introduce values lessons not just into schools, but also to community groups. Other programmes mentioned in this document include targeting celebrities, women, and community leaders. Combining values education with these programmes aimed at facilitators could be a way around the issue of school non-attendance.

6. Indicators of Success

The Peace Club approach is designed to foster a sense of belonging and community spirit, as well as both soft skills and work experience. While it is hard to properly quantify ‘belonging and community spirit’, a simple way of measuring the success of the clubs is to measure the membership levels. If large numbers of young people get involved (and continue to take part), then that is a simple measure of quantitative effectiveness. From a qualitative perspective, a noticeable decrease in the recruitment of young people to gangs as well as an increase in employment for young people would be an indicator of success.

The difficulties of implementing a civic education programme has been outlined above. It seems that the best way to measure the success of a school based civic education programme would be to measure school attendance. This is obviously problematic because the most at risk children won’t be in school, but if it becomes part of the national curriculum then you can reasonably assume that the rate of school attendance will correlate with the number of children receiving the lessons. If civic education becomes part of the curriculum, then the focus can shift to encouraging children to school and ensuring that those schools stay open.



5. Pillar II: PVE Training Programme

→ UNMAS as a Key Player:

Since the 2012 conflict, UNMAS has been in the field in Mali to protect civilians through Mine Action, to support national authorities, and to carry out stabilization efforts. As an established actor in the field, UNMAS has the capacities, resources, expertise and contacts to have an efficient and effective role in preventing violent extremism.

While the UN's understanding of the drivers of violent extremism has improved, in order to enable the UN to adapt and refine its actions it has to accelerate its learning process to counter the speed with which this threat is evolving. Considering education as a particular threat to the spread of VE ideologies, fighting on that front-line would prevent VE conflicts from its roots.

According to the General Assembly's resolution A/70/674, the Security Council resolutions S/RES/2100 (2013) and 2364 (2017), as well as the United Nations integrated strategy for the Sahel S/2013/354; several Operational paragraphs (OP), paragraphs, and recommendations mention the importance of developing programmes that focus on educational opportunities. Training courses are considered as an effective action to increase communities' capacities through educational programs. It brings employees of the same field to a higher level so they all have similar skills and knowledge.

We advise to target three different actors to PVE through Training programs: Teachers and educational staff, Religious Leaders and Local Leaders.

UNMAS "Risk Education" experience in several countries (e.g. Afghanistan, Democratic Republic of Congo, Iraq, Sudan, South Sudan, Darfur and Syria) has achieved behavioural changes among communities at risk. 4,300,000 people have received risk education programs and 7,700 was trained according to UNMAS annual report 2016. As it has worked for "Risk education", and as the General Assembly's resolution A/70/674 emphasis, UNMAS can develop programmes that place provide educational opportunities considered to be one of the main action to PVE.



Furthermore, not only is the training and educational component very important, the General Assembly's resolution A/70/674 refers as well to the engagement of religious leaders to promote tolerance and understanding between communities, and voice their rejection of violent doctrines by emphasizing the peaceful and humanitarian values inherent in their theologies. Religious leaders also have a responsibility to themselves to seek such understanding. Tolerance is not passive: it demands the active choice to reach out on a basis of mutual understanding and respect, especially where disagreement exists.

The resolution speaks as well about the importance of local communities leaders and their influential role in preventing the emergence of violent extremism, protect communities from recruitment and the threat of violent extremism, and support confidence-building measures at the community level by providing appropriate platforms for dialogue and the early identification of grievances. Adopting community-oriented policing models and programmes that seek to solve local issues in partnership with the community and are firmly based on human rights so as to avoid putting community members at risk. This would increase public awareness and vigilance, and improve police understanding and knowledge with regard to communities, thus enhancing their ability to be proactive and identify grievances and critical issues at an early stage.

General Challenge: The term PVE in different communities and case studies isn't as common as we think. Terms like "*conflict prevention/mitigation/response, social cohesion, strengthening community resilience.*" are recommended to be used for the training titles according to different contexts.

A/ For teachers

→ Specific Action : Training Program for Teachers and Educational Staff

(following the French and English program for preventing radicalization in schools)

→ The Objectives of the Action: to offer teachers vocational training courses that help them



- 1- to convey messages promoting tolerance in their classrooms and how to tackle issues related to violent Extremism
- 2- to identify potential children and young people leaning towards radicalization
- 3- to pay particular attention to a range of specific signs and diagnoses that represent a conclusive evidence justifying a report

→ **Implementation of the Action**

- 1- A Guideline Booklet covering those three objectives shall be produced and distributed to professionals at schools including teachers, welfare officers, and the whole educational staff as a reference document.
- 2- Training courses on a regular and sustained basis through specialized training centres that provide such courses to different educational staff members.
- 3- Provide conferences in which teachers and staff could discuss with different actors in the field of PVE (disengaged people, UNMAS staff, expertise ...etc.) to know more about violent extremism

→ **Risks and Challenges**

Schools are a very sensitive structure to work through. As a public institution, a partnership should be developed with the government to have the permission to intervene in such a national responsibility in order to train teachers. Without forgetting that the educational system in countries as Mali includes a variety of schools: Public schools, Koranic schools, Madrassas... etc. Adding to that the ethnical and cultural differences between the different regions. Another word of caution: UNICEF in Somalia have found that educational institutions have been radicalised and thus are a recruiting ground for al-Shabab. It is therefore important to understand how the conflict and state react with educational institutions before embarking on any educational or training programmes.

→ **Potential solutions to these risks**

Develop a protocol of cooperation between UNMAS and the malian Government in order to have a partnership that permits UNMAS to operate within schools in the unstable



central region and to coordinate efforts with NGOs and other local institutions that work on PVE through education and Training.

Identify which schools should be targeted by the training programs based on socio-demographic data that provides which regions, villages and neighbours where youth are the most often recruited within the extremist movements or registered as leaning to radicalization.

→ **Key Performance Indicator / Measurement of success**

1- Quantitative Indicators:

a- Measuring the number of teachers, schools and educational staff receiving the training

b- Effectiveness : comparing results to main objectives, measuring if the number of youth recruited by violent extremist groups has or has not reduced in those educational facilities where the training has taken place. Measuring as well the number of youth identified and reported.

2- Qualitative Indicators:

Social Utility: comparing impacts to needs by reviewing the aftermath of the training, how educational staff and teachers deal better in answering to questions and dealing with situations related to addressing the Violent Extremism issues, as well as through the identification and reporting process.

B/ For religious leaders: (following the Senegalese and Pakistani PVE programs)

→ **Two Specific Actions**

- 1- Coordinate religious training courses implemented by moderated religious institutions to raise awareness on moderated religious interpretations
- 2- Organise regular local Interfaith Dialogue sessions



→ The Objectives of these two Actions

- 1- Infusing rights-based approaches to religious discourse and texts: Initiatives engaging moderate religious scholars to share with the trained religious leaders commonalities between Islamic values and universal human rights frameworks, sharing the roots of Islamic pluralism and democracy as they are the key actor controlling the religious speech.
- 2- Develop a democratic interfaith dialogue on religious tolerance to unify on the local level a common inter religious speech that defends tolerance and coexistence.

→ Implementation of the Actions

- 1- UNMAS as a secular Institution must find local partners that represent the moderate religious institutions, NGOs, and other partners who can organise and provide expertise to train religious leaders on religious discourse and texts interpretation, as well as tolerance and human rights.
- 2- Regular and representative conferences on interfaith dialogue and religious tolerance would be required. This dialogue would result in an important creation of networks between the different leaders of different religious denominations and could be a bulwark against intolerance, xenophobia, and violence extremism.

→ Risks and Challenges

- The idea of fighting Violent Extremism with a moderated religious speech through local religious leaders is not agreed on in the different studies. Some studies say that the solution comes from inside (fighting Violent Extremism with a moderated religious speech spread through the local religious leaders) and other studies recommend to leave this sensitive issue aside and work from a secular approach (education, training, awareness campaigns,...) or engage less implicated community leaders (such as women, elders, or targeting directly youth and children)
- If religious messaging specifically were to be regulated, freedom of expression and freedom of religion could be at stake.

→ Potential solutions to these risks

- 1- UNMAS as a secular Institution must find local partners that represent the moderated religious institutions, NGOs and other partners who can organise and provide



expertise to train religious leaders on religious discourse and texts interpretation, as well as tolerance and human rights.

- 2- UNMAS shouldn't change the religious speech and the interpretation of the sacred texts. In fact, UNMAS should work with religious leaders to show them how the messages they convey (intentionally or unintentionally) could bring misperceptions. The training won't be a work on the interpretation of the texts but on the speech and the communication of religious leaders.

→ Key Performance Indicator / Measurement of success

- 1- Quantitative Indicator: Number of religious leaders receiving the training
- 2- Qualitative Indicators: Effectiveness comparing the objectives to results ; how smooth the coordination of efforts between the religious leaders will be after the interfaith dialogue and the training courses.

C/ For local leaders (including women, elders and main leaders of different communities)

These Actions targeting local leaders are based on:

- The Kenyan Sisi ni Amani program, the Koro-Bankas experience in Mali and the Unicef PVE program in Jordan for the community engagement
- The same Unicef PVE program in Jordan, the PAIMAN ALUMNI Trust in Afghanistan, the MUSAWAH movement experience in Malaysia for targeting women.

→ **Four specific actions:**

- 1- Organise regular discussion with local leaders in affected areas
- 2- Offer a protocol to the local leaders to follow in order to help them coordinate efforts of PVE in their communities.
- 3- Adopt community-oriented policing models and programmes as in the area of Koro-Bankas where many of villages have mobilized part of their youth to form vigilance groups. So each village has created a brigade of vigilance group made up of the young people of the locality who watch day and night on the village. UNMAS has to speak with all leaders of



communities and villages which don't have this type of group, in order to create one and to coordinate all the actions of those types of groups.

4- Specific Training Program for Women on their important role PVE.

→ **The Objectives of these Actions**

1-The regular local discussion session are meant to sensitize the leaders and women and make them aware of the role they could play, that they use their notoriety.

2- Coordinate efforts and actions of the communities' key players in the regions and villages to have more coherent organization of the work done in prevention of violent extremism. Developing this joint and participatory strategies, including with civil society and local communities will provide important capacity building.

3- Have a representative and diverse participation of actors in the fight against violent extremism on the community local level : civil society, Elders, women, ...

4- Specifically, one of the main target group are women because of their role as "agents of peace" in raising awareness in their communities and sensitizing kids and their families on the misdeeds of violent extremism.

→ **Implementation of the Action**

1- Create and organise several discussion forums that regroup the whole community leaders on the local scale (villages and neighbours). Targeting, selecting, contacting and engaging those personalities and campaigning for those events so that they participate is an important first step.

2- UNMAS would provide expertise, coordination efforts and logistics to help realise those events would facilitate the process.

3- Approach specialized training centres to organise and realise the specific training for women on their role in PVE.

→ **Risks and challenges**

1- It could be difficult for UNMAS to adopt a common model and same programmes for all communities in different regions



2- Even in a small village, efforts of coordination done by UNMAS to organise the discussion forums between local leaders can be challenged by disputes and non-cooperation of leaders of different groups.

→ **Potential solutions to these risks**

1- Respect gender, age, ethnic and religious representation is a key factor in setting the tone over tolerance, coexistence, and coordination of efforts.

2- Recruit famous and wide-accepted figures that all parties trust to help UNMAS bring on board the different leaders.

→ **Key Performance Indicator / Measurement of success**

1- Quantitative Indicator :

a-Social Utility: comparing Impacts to need, measuring the number of recruited youth reduced in communities where regular discussion forums have taken place.

b- Number of women having received the training.

2- Qualitative Indicators

a- Durability of recommended protocols and strategies in time.



6. Pillar III : Creating networks

1. Objectives

The concept of social network has evolved through several stages of development. The term social network is defined as “a system of ties between pairs of persons who regard each other as social equals. Therefore the use of social network analysis in preventing violent extremism helps build stronger ties among people, especially those of higher status and those who can be of influence to the entire chosen community.

Furthermore, understanding faith is important. Those who seek to radicalise people are misusing theology to exploit weak and vulnerable people with a weak understanding of Islam, and disconnection from their faith institutions. Therefore, working with Muslim communities to equip their faith leaders with the skills and confidence to engage with young people, meet their needs and tackle extremist ideology, and at the same time raise their awareness about the dangers of radicalization and recruitment to prevent the spread of extremist ideologies.

2. Why UNMAS?

Since “brotherhood in Islam” forms a sense of camaraderie. These strong social bonds facilitate recruiting radicals. Therefore, creating a social network with the leaders of the communities and religious bodies can save time for UNMAS, since these influential leaders would be in the right position to understand their people’s interests, morals, and beliefs. These opinion leaders can use their expertise and training from UNMAS to engage their communities by conveying more public awareness on the consequences of violence extremism. Empowering local voices for peace is important for reducing the personal experiences of violence and marginalization that facilitate violent extremism.

Interactions within and between networks are often motivated by social status, employment position, friendship, religious groups, community coalitions, tribal and familial units. Violent extremists are members of diverse social networks. They come together through ties of ideologies, kinship, friendship, disenfranchisement, personal grievances and religious



views. Social Networking provides a methodology for the general analysis of the social ties that develop between violent extremists, those susceptible to recruitment and the influential people in the community.

3. Tools of implementation

1. Build partnership at the local level with well-respected institutions in the country. For example, in Ghana institutions such as National Commission for Civic Education (NCCE), and the Institute for Democratic Governance (IDEG).
2. It is proposed that UNMAS needs to get a representative who can speak the local language of that particular community through which trust can be easily built with the locals. Incentives in form of money, training materials, a special place of meeting for these opinion leaders can be made effective. In each village, the village chief should be contacted and they should hold the meeting with villagers to give them the information. The village chief then organises collective activity like build the water dam in their own village to satisfy their needs to gain their trusts.





3. Create social networks between local political leaders, education leaders, religious leaders etc, to build a collaborative team with cohesive force, to gain the trust of their people.
4. Understanding faith is important. Those who seek to radicalise people are misusing theology to exploit weak and vulnerable people with a weak understanding of Islam, and disconnection from their faith institutions. Therefore, UNMAS should get through to the Muslim communities by equipping their faith leaders who with their skills and confidence can engage young people, meet their needs, and tackle extremist ideology.

4. Risk and Challenges

1. Identified influential leaders may have conflicts of interest, thereby making it difficult to combine their strength and social solidarities.
2. The difficulty of UMAS gaining trust from these influential leaders.
3. Influential leaders recruited by UNMAS can be a target for the extremist groups

5. Possible solutions to the Risk

1. UMAS should find the common interest of these leaders and treat them fairly
2. UMAS should share with these influential leaders, their achievements, and success stories in other countries.
3. As part of UMAS training for these influential leaders, basic security training should be given to these leaders.



7. Pillar IV : Raising awareness through media

a) Using Technology

1) Digital Storytelling (Audio/Video, Podcasting)

1. Objectives

Digital Storytelling, which has become a modern tool for imparting knowledge in our fast-moving world can be harnessed and used by the leaders and young people to disseminate information. It is quite effective and also has the ability to reach more people at a given time.

In accordance with the research done, one idea was to develop digital storytelling amongst youths and local communities to inspire them to follow the paths of their fellow citizens. To take the example of the case study #15, we could also propose a show (TV show, radio only, YouTube videos or podcasts etc.) to diffuse values of tolerance, peace, and respect. We should include the local journals and journalists in the process; to promote these individual stories and help them share their work.

2. Why UNMAS ? Arguments to justify their action

In the first place, UNMAS is well resourced to undertake projects as these. Since there have been a lot of interventions, what they can do is to document in the form of filming some of the mine attacks and their numerous activities undertaken to avert the situation. They could then put it in the form of a documentary and televise it. This is only a way to complement what UNMAS is already doing, which will in turn facilitate the task. UNMAS is also working on a mobile film, as not all areas have consistent electricity. As such, a mobile film would attract quite a bit of attention.



3. Tools of implementation

- UNMAS could launch a call for projects amongst the Malian civil society. The ideas need to come from the society itself. We could offer a grant for potential storytellers, video makers, etc. Inspiring people could offer their story and accept to share their journeys.
- Once the key players are chosen, we can start following young inspiring people and film or record their stories; we need to keep in mind that the audience needs to relate to them.
- Then comes the diffusion phase. The goal is to reach as many people as possible. It is essential to share these stories on social media, through UNMAS's media, and through local newspapers and media. A partnership with a national radio or TV station could be considered. UNMAS could also launch calls to the Ministry of Information for these documentaries to be televised on national television in their local languages.
- Translation in the various local languages will be important since what we are addressing here is more or less marginalisation issues, and so when PVE measures are televised in the various languages the people should feel a sense of belonging on ethnic lines but also bring about national cohesion. An example can be made about “Bambara” being the widely spoken language in Mali. Yet it forms parts of the many languages spoken in the country and it will only be fair to give attention to the other languages as well.

4. Risks and challenges

One of the challenges with implementation is how to get access to all the areas of Mali. There are places literally out of control by the government and hence will be difficult for UNMAS to get there. Yet, this would have been the perfect opportunity for UNMAS to do a lot of sensitization and get these highly security threatening places informed about the menace.



5. Potential solutions to these risks

UNMAS could try to reach the civil society (in particular through NGOs) to diffuse the information and promote the podcasts or videos or websites themselves. Information coming from the civil society and not a UN section directly could gain more access more rapidly.

6. Measurement of success

- Number of views or listening
- The number of comments, shares and likes
- The number of persons that want to share their stories on the network
- The number of journalists willing to share the stories on their journal/paper etc.

2) Online Learning Communities

1. Objectives

To follow the education propositions made earlier, we also wanted to take advantage of the new online learning platforms where we could offer free and accessible learning materials that Internet users could use. We could take the example of case study #10 and offer, just like Al-Sakina did, courses and discussions led by religious scholars, psychologists and psychiatrists, sociologists, and academics. We could also offer a debate space on this platform for people to interact, discuss, and debate on the modules and their ideas.

2. Why UNMAS ? Arguments to justify their action

UNMAS's mandate has focused on education already. It makes sense to follow this goal using new technologies, and propose new modules on preventing violent extremism, but also on human rights and on the promotion of peace.



3. Tools of implementation

- UNMAS or partners in the civil society could create an online platform (website) where we could share learning modules in different languages (documents in French or English, videos in local languages, debates).

- The content can be issued by teachers, religious leader, civil society actors.

- If creating an online platform is too difficult, we can also rely on other means such as WhatsApp or Viber. Those social media tools can also be used to share videos and opinions. Vocal messages for instance are tremendously used in Mali, and they could be means of debate and discussion.

- Volunteers chosen in the civil society could also participate in the platform discussions as moderators/administrators to motivate learners and promote tolerance.

4. Risks and challenges

The most problematic challenge, common to all online platforms, is the control of the discussions. Indeed, the forum spaces need to stay tolerant, respectful and safe space. For that, we need active and attentive administrators to avoid for forums to become counter-productive.

Another challenge is the illiteracy level in Mali. Indeed, a huge part of the population cannot read or write (69,89% in 2013 according to the PNUD). It could be difficult to reach that particular category of the population. Messaging would have to be in French, as the local languages are not written languages – even if they were phonetically transcribed, most would not be able to read them.

The same issue appears with Internet usage as many may not be able to afford the charges that come with the use of the internet. Other people, because of the geographical areas they live in, might not be able to reach these online platforms at all.



5. Potential solutions to these risks

The volunteers could benefit from training on how to moderate an online forum. We could also formulate a chart to sign before joining the platform. Any prohibited behaviour such as hate speech, insults, or any similar attitude, could result with the exclusion of the member from the platform.

6. Measurement of success

- The number of people registering to the classes
- The number of people going through all of the modules
- The number of people talking about it on social media
- The number of people willing to volunteer to teach
- The number of documents downloaded
- The number of comments and conversations on the forum

3) Online Organizing/Mobilization through social media

1. Objectives

On this point, the main goal is to provide tools to the civil society, youth, and women for them to organize themselves and mobilize the population. Indeed, social media could be a useful mean of communicating inspiring initiatives, encourage some peaceful mobilizations, and giving a more powerful voice to strong figures. The long-term objective is to build supportive communities for resilience, and engage in effective and contextually appropriate actions to prevent radicalization from taking place. It is essential to empower a generation of confident and competent women and young leaders who can open dialogue and challenge extremist ideas and ideologies in their families and communities, just like in the case study #10.

In much the same way that ISIL is encouraging women to use social media to attract “sisters” to support the cause, violence prevention strategies can leverage the same power. Women are well placed to develop credible counter narratives that debunk the recruitment



messages of false hope and hate used by violent extremists causes to justify violence and draw in more women.

2. Why UNMAS ? Arguments to justify their action

UNMAS has the tools and experience to implement a social media strategy. It could definitely supervise this kind of initiatives, linking violent extremism to the rise of IED victims as well.

3. Tools of implementation

- Develop and implement national communications strategies, in close cooperation with social media companies and the private sector, that are tailored to local contexts, gender sensitive and based on international human rights standards, to challenge the narratives associated with violent extremism.

- Provide financing for some social media profiles for their message to reach a broader audience (i.e. “sponsoring”)

- Offer a toolkit to social media activists for them to know the key elements for a good communication, and to provide them with some guidelines on the best practices to captivate the audience, i.e. “How to become a community manager”, “How to organize a successful event”, “How to diversify your audience”, “Who you are targeting and why”

4. Risks and challenges

The main risk with using social media is a potential backlash. Indeed, the comments section could be a space for recruiters and violent extremists to provide a violent counter-narrative. Giving them an additional platform is a risk and it could be completely counter-productive.



5. Potential solutions to these risks

UNMAS will need to identify the key actors who would benefit from the “social media” training. It will have to insist on the potential issues that the community manager could face to help him or her prepare accordingly.

6. Measurement of success

- The number of participants to the events shared
- The number of likes, comments, shares
- The number of followers
- The number of viewers (live activity)

4) SMS, MMS text messaging

1. Objectives

This proposition is inspired by the case study #14. Indeed, sending messages in a period of tense atmosphere has proven to be a potential source of appeasement. Sending texts and being able to access phone databases can allow the local community to organize and use SMS alerts to proactively address individual incidents before they escalated. It could be a way of prevent imminent incidents, or to ensure that no revenge is sought after one. It could also mention some local custom, quotes, proverbs and sayings to promote peace and dialogue rather than violence. It could be a potential solution to the challenges due to the difficult access to the Internet for instance.

2. Why UNMAS? Arguments to justify their action

UNMAS already has contacts on the ground and can rely on national companies.

3. Tools of implementation

This idea necessarily needs to include a partnership with a telecommunication company (national or private) to offer or sponsor a certain number of texts and messages, but



also to give access to its phone number databases. Once the partnership concluded, UNMAS can identify key actors that could potentially be the message authors. The message could then be transferred to a targeted population (youth of a certain tense neighbourhood, the members of a particular organization, etc.) and spread by the telecommunication company.

4. Risks and challenges

Gain access will probably be the toughest challenge; you need to be able to have access to the population's phone numbers. You need for a telecommunication company to accept this idea; which means access to their databases and financing.

Another major issue will be to avoid a counterproductive effect. Receiving a text from a stranger with behaviour recommendations could be seen as intrusive and poorly accepted.

5. Potential solutions to these risks

It is important that the message do not sound patronizing and diffuse a positive thoughts. It is also essential to spotlight the telecommunication company's potential gain in helping UNMAS plan this strategy. It is for instance an amazingly positive publicity for them.

6. Measurement of success

- The number of persons mentioning it in public conversation, social media, related to UNMAS or the telecommunication company etc.
- The number of persons willing to stop the system (with every SMS, we can give the option to the users to stop the trend)

b) Culture and Entertainment

1. Objectives

Culture and Entertainment certainly provides the platform through which different people who hardly share ideologies or something in common within the society could share values, enjoy music and have fun together.



As cited in the first case with Southeast Asia, well known artistes and musicians can come together to compose a song which seeks to denounce mine attacks as well as preaching tolerance. The acting industry could also put up a play or sketch, which promotes peace and harmony in the society. To provide an equal access to all, we can also take example on Afghanistan's case study, and provide road shows or touring performances able to go to different regions of Mali.

2. Why UNMAS? Arguments to justify their action

It is undoubtedly a big stage where a lot of what UNMAS stands for and what Mali is currently going through can be addressed since this would pull a lot of crowd across the social divide.

3. Tools of implementation

The tools of dissemination can help in the organisation of such events. The hype of the programme on social media, mounting of bill boards, advertisement in the print and news media will not only boost attendance of the programme but also create awareness about mine action, which could facilitate its prevention.

Mali has one of Africa's biggest music icons like Salif Keita among others who could be great ambassadors for this Initiative.

We could also launch road shows of less known celebrities but engaged Malian citizens able to connect with the public in different languages and through different means: music, theatre, dance, paintings, etc., with the help of volunteers. All exhibitions and shows will need to spread a message of peace and tolerance. UNMAS could launch a call for project with a scholarship offer for young talents.



4. Risks and challenges

Events can backfire and not take due course of as opposed to what they were meant to be. Sometimes entertainment shows meant to bring factions in society together can be the location for violence. For example when opposition factions meet together at a concert, the venue could be grounds to trigger extreme violence.

5. Potential solutions to these risks

There has to be proper organisation of these events which should be backed by heavy military presence since these activities meant to create awareness and sensitize the citizenry could be a potential grounds to pull off violent extremism which then defeats the very reason for putting up something like that in place.

6. Measurement of success

- Number of participants
- Number of celebrities willing to join in the campaign
- Number of volunteers
- Number of people responding to the call for project

c) Sports and celebrities

1. Objectives

One of the popular sports in the world is football. It is brings all sorts of people together without taking into consideration their inherent differences. By virtue of the popularity of this sport, its players have had a lot of global influence which makes them great actors in the fight against vices which includes mine attacks.

Bringing these players on board would warrant more attention and publicity of mine action among the population.



2. Why UNMAS? Arguments to justify their action

UNMAS could merge this with victim assistance (traditional mine action area). UNMAS has a project that will employ survivors of explosive hazards to work as advocates. Instead of advocating for victim assistance, they could work toward peace, preventing violent extremism, etc. UNMAS could potentially ink a famous player with a few survivors.

3. Tools of implementation

- There has to be partnership with the Malian Football Association in order to get the message across during matches played by the national team.
- Establishing another partnership with the outstanding Malian football Stars like Seydou Keita, Frédéric Kanoute (who one won the African player of the year 2007) for certain campaigns against mine action could facilitate the task.

4. Risks and challenges

One of the risks could be that the listed players above may have political sides with respect to the Malian conflict which could jeopardize their neutrality concerning the situation.

Another challenge has to do with the abysmal performance of the National team during the time of campaign of UNMAS which when happens may not see the light of day. Similarly, we should be really careful with the wording used on this kind of awareness campaigns. Indeed, the notion of Preventing Violent Extremism (PVE) might be too political and offensive and could have an adverse effect.

5. Potential solutions to these risks

UNMAS must time the National team to see when they put up good performances in order to take advantage of that to carry out their campaigns. An example could be after they give out a very good performance in the Africa Cup of Nations.



It has to be ensured that the players or stars chosen have not taken extreme political sides in the past and would not also have plans of doing so in future.

Finally, we need to use a proper and less politicized language that the population could relate to (peace, tolerance, freedom from persecution, etc.).

6. Measurement of success

- Number of participants
- Number of sports persons willing to join the campaign
- Fundraising results



8. Pillar V - Encouraging economic development

1. Solution: Support economic empowerments to achieve economic and social sustainability as a tool for preventing violent extremism.

Education Loans & Social Entrepreneurship (ELSE)

1.Objective

Fight rural poverty and rural exodus while offering stable and consistent support for children to continue education by supporting local microfinance establishments and social enterprise mentoring by:

- Promoting education in urban and peri-urban slums
- Addressing education gender gap
- Promoting social enterprises and urban entrepreneurship for parents and youth
- Addressing a lack of education in the countryside
- Promoting sustainable farming techniques
- Addressing a lack of social capital in the countryside
- Promoting rural entrepreneurship

This way UNMAS can help revitalising rural economies by sustainable agriculture skills and business development.

2. Why UNMAS?

Arguments to justify their action

- UNMAS, through its local knowledge and experience from activities on communicating the impact of mines nationally, is one of the most qualified organisation to provide rigorous contextual analysis and economic development needs assessment.
- UNMAS can translate mine action into sustainable development dividends, including human, food or community security and livelihoods.
 - Mine action focuses on capacity building of national institutions in line with broader development priorities, therefore, by facilitating microfinance activities,



UNMAS can strengthen national institutions that accelerate development benefits, including food, human security, jobs and livelihoods

- There is a strong link between Mine Action and Agenda 2030. Mine action contributes to poverty eradication, the reduction of inequalities and exclusion, and peace building and conflict prevention, and this is linked, in particular, to UNDP Strategic Plan.

3. Tools of implementation

Infrastructure projects: UNMAS to support community infrastructure projects, which will provide youth employment (potentially through UNDP). This would be a great way to brand the rehabilitation of a community centre, after which we could provide support in soft skills – this ties in the awareness that we have in this project. As a result, youth receives vocational/technical training; apprenticeships in local community businesses (construction-related trades); temporary employment on small-scale community infrastructure; sites are then used for awareness sessions.

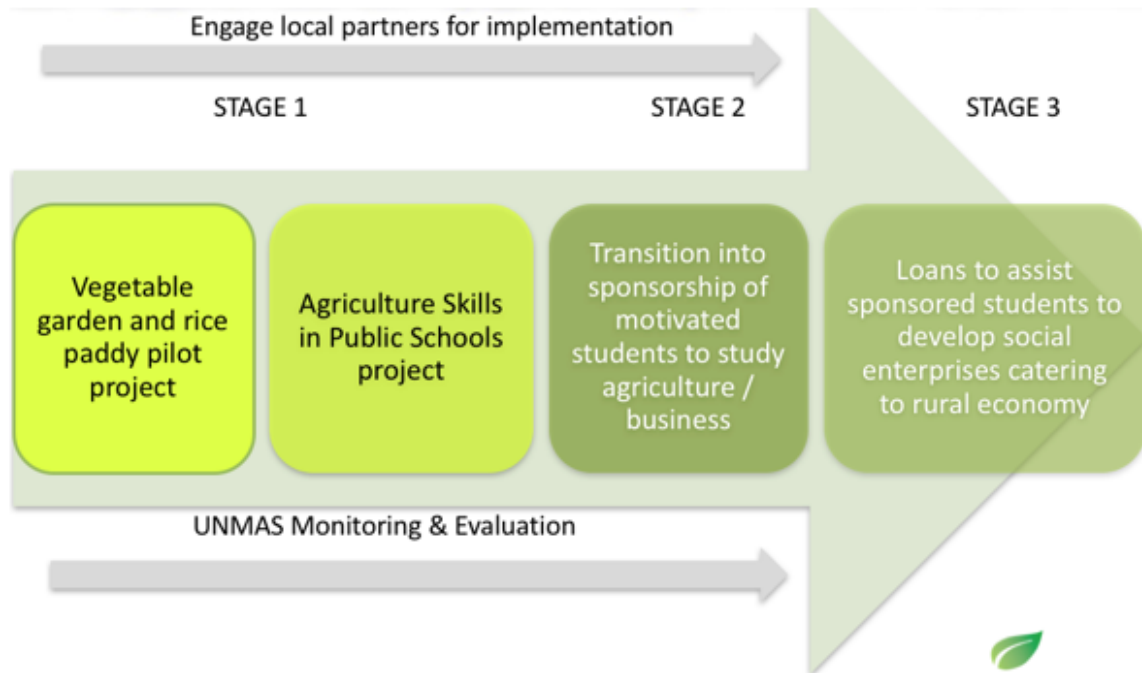
Microfinance: UNMAS could essentially broker microfinance, linking community businesses to opportunities. Or, we could subcontract/grant via NGOs that are already active and experienced in this area.

Entrepreneurship: UNMAS could do basic training (through partners who specialize in the area) and link to other organizations as well.

Linking Microfinance and Entrepreneurship together we will demonstrate to youth that rural economies can thrive and become sources of livelihood. This translates into three stages:

1. Food & Agriculture vocational vegetable gardens in schools and education centres
2. Sponsorship of students for F&A vocational training
3. Investment in F&A or rural Social Enterprises for Young entrepreneurs

Stages of programme implementation

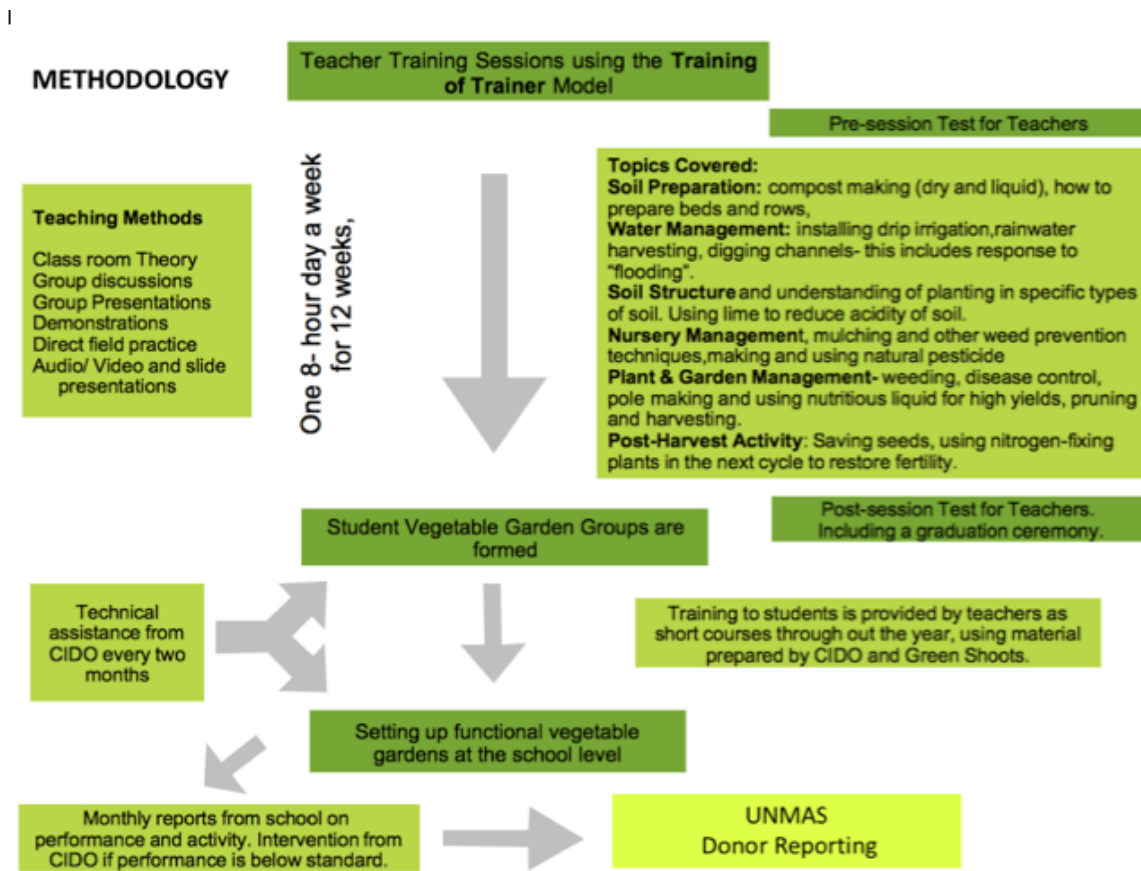


The Agricultural Skills for Public Schools (ASPUS) project comes under **Stage I** of our Initiative.

It consists of setting up and operating vocational vegetable gardens in 42 public (government-run) schools in Mali districts that UNMAS will identify as violent extremism high-risk.

The Objectives of ASPUS are to:

- Improve agriculture vocational skills of target students so they stay engaged in the rural economy and provide for families in the future
- Diversify the skills of target teachers by providing training on cultivating vegetable gardens and helping connect them more with the farming population;
- Increase environmentally sound agricultural practices and reduce reliance on chemical fertilizer and non-organic pesticides for the target population.



Stage 2

Ensuring smooth transition from Stage 1 to Stage 2 through:

1. School Partnerships
2. Offering companies and individuals to support individual to support individual schools
3. Overseas missions of trainers for the programme

4.Risks and challenges

- Difficulty to engage with schools due to lack of students
- Difficulty on sourcing local partners/NGOs
- Potential loan applications from Malians just to receive money to spend on something else
- Nepotism while deciding who receives loans



5. Potential solutions to these risks

- Employ/engage with experienced NGOs that have delivered similar projects to relevant regions (e.g. Green Shoots Foundation)
- Monitor closely loan applications and selection process
- Engage with UNDP in early stages
- Review and explore similar initiatives in the region from other UN agencies e.g. UNICEF, UNESCO etc.

6. Monitors and Evaluation

UNMAS needs to devise a detailed Monitoring & Evaluation framework, in conjunction with their local partners; it should involve a number of qualitative and quantitative indicators to provide a full-circle snapshot of project activity.

Below there is an example of some KPIs that need to be measured during the programmes.

Time Frame and ASPUS Project Financials

Project Activities	ASPUS BUDGET in (GBP 000)				
	%	Year 1 - 2014 to 2015	Year 2 - 2015 to 2016	Year 3 – 2016 to 2017	Total
Framework Implementation	2	1.50	0.84	0.40	2.74
Training & education	14	10.50	5.88	2.80	19.18
Vocational Garden Set-up	11	8.25	4.62	2.20	15.07
Water supply & irrigation	25	18.75	10.50	5.00	34.25
F&A Staff	8	6.00	3.36	1.60	10.96



Teaching Staff	8	6.00	3.36	1.60	10.96
Transportation & other project costs	4	3.00	1.68	0.80	5.48
Weather & misc. risks reserve	9	6.75	3.78	1.80	12.33
M&E and Impact Assessment	13	9.75	5.46	2.60	17.81
UNMAS overheads	6	4.50	2.52	1.20	8.22
TOTAL	100	75.00	42.00	20.00	137.00



9. Conclusion

To conclude, we managed to conduct a document review of PVE experiences all over the world, and in similar contexts to find lessons learned and key points that might be relevant to the implementation and impact evaluation of UNMAS's project. We managed to offer some arguments to justify the project and to help fundraising efforts. The established model forged by these ideas could then, if successful, be replicated in other communities in Mopti and the neighbouring Segou region.

It would be tremendously presumptuous to believe that all the ideas we put forward could eradicate violent extremism. However, these ideas help us understand the roots of this violent behaviour, and above all, this experience has emphasized the importance of giving opportunities and a potential future to youth in Mali. Not having a working path is the main reason why they accept to join extremist groups, and this major and worldwide issue needs to be addressed by the international community now, while prevention is still an option.



WORLD
METEOROLOGICAL
ORGANIZATION

THE 55TH UN GENEVA GRADUATE STUDY PROGRAM

Climate change, migration, violent extremism;
the United Nations role in preventing conflicts
spurred by the challenges of our time

Working Topic

Suggesting Inputs to the Paris agreement “Global Stocktake”

Moderator: Michael Williams

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Abbreviations

CCVI: Climate Change Vulnerability Index

CH₄: Methane

CO₂: Carbon Dioxide

COP: Conference of Party

IPCC: Intergovernmental Panel on Climate Change

GHG: Greenhouse Gases

GFSI: Global Food Security Index

GST: Global Stocktake

MDG: Millennium Development Goal

N₂O: Nitrous Oxide

NDC: Nationally Determined Contributions

NGOs: Non-Governmental Organizations

VBD: Vector-Borne Disease

1. Introduction

1.1 Global Stocktake

The Global Stocktake (GST) is laid out in article 14 of the Paris Agreement signed on 22 April 2016. It aims at measuring the implementation thereof by assessing the collective progress towards achieving the objectives and long-term goals of the agreement through a 5 years follow-up plan. As for July 2017, the Paris agreement has been ratified by 153 of the 197 parties to the convention.

The purpose and long term goal addressing climate change is to limit the increase in global average temperature to below 2°C above pre-industrial level and to prevent temperature increase by limiting it to 1.5°C through resilience and low greenhouse gas (GHGs) emission development (article 4.1) driven by actions (collective efforts) that reduce and balance between source and sinks of GHGs through country designed efforts (individual efforts) by the Nationally Determined Contribution (NDCs) mechanism. The GST therefore should be conducted in the context of climate justice, sustainable development and the best available science.

1.2 Fundamentals

- Comprehensive: as stated by article 14.1 of the Paris Agreement the GST should be comprehensive considering mitigation, adaptation and means of implementation and support emphasizing that finance, capacity building, and technology development and transfer are essential.
- Facilitative: decided in facilitative manner consistent with nationally determined nature of parties' contribution.
- Party driven: at both design and implementation phase, parties should be key figures with consensus on sources of input, modalities, procedure and outcome of the GST.
- Transparent, balanced and holistic: transparency and balance must be ensured to engender mutual trust. With holistic assessment of elements which are mitigation, adaptation and means of implementation and support to ensure linkage between action and support

2. Objectives

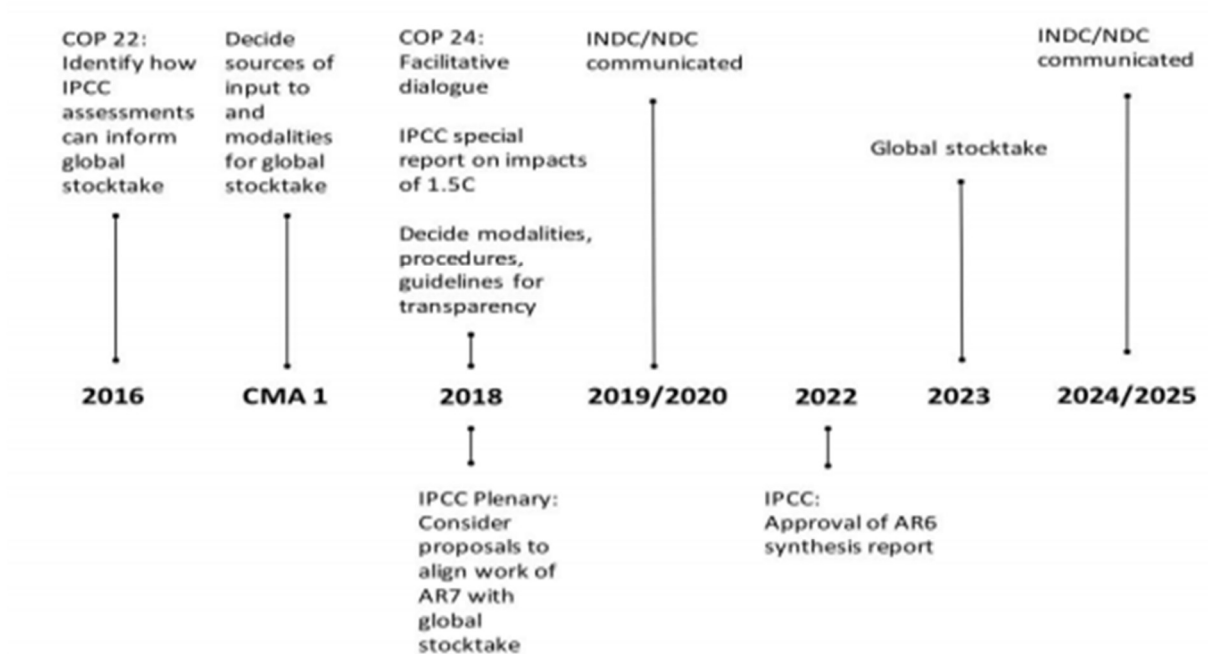
To suggest major inputs regarding mitigation, adaptation and means of implementation that could successfully evaluate the world's effort to tackle climate change in upcoming GSP under Paris Agreement.

3. Target group

The indicators are addressed to the State Parties who integrate the group of specialists that decides the inputs of the Paris Agreement's GST. The indicators selected for the GST could also be used by other stakeholders such as NGOs and the private sector.

4. Timeline for the GST

The GST will be a multi-year process. The Paris Agreement specifies that the first GST shall be done in 2023 and also there are a number of other milestones in the Paris Agreement that are related to the GST as illustrated below.



Source: C2ES Workshop Paper: Structuring the Global Stocktake – Issues and Options

5. The indicators

5.1 Mitigation

Mitigation consists of actions needed to reduce the severity or further worsening of the effects of climate change due to global warming. Greenhouse gases (most commonly CO₂) are responsible for climate change and can be mitigated or reduced by the control of GHG emissions. Concentration of GHGs can be reduced either via sink or source processes. Sink processes deal with the absorption of existing greenhouse gases while source processes deal with the reduction in the emission of greenhouse gases. In the following discussion, some of the indicators are source and some are sink.

Below are some indicators that can be used in the GST to assess mitigation efforts:

5.1.1 Energy

5.1.1.1. Percentage change in the amount of fossil fuel used

Electricity, transport and industry together account for around 57% of the GHG emissions, with electricity and heat production alone accounting for 25%. These sectors use coal and other fossil fuels intensively. As fossil fuels contribute directly to GHGs and global warming, taking stock of the amount of fossil fuels used for transport, industry and in electricity generation is very important in the light of the Paris Agreement. GHG emissions generated by the aviation and shipping industries are important due to increasing international trade and travel. These could also be assessed while keeping in mind the principles of equity and common but differentiated responsibility. The latter is crucial because of the technology-intensive nature of the renewable energy sector and the peculiar geographies and development stages of different countries.

5.1.1.2 Percentage change in the kilowatts of renewable energy generated in the country

There are many energy efficiency and conservation practices that reduce the consumption of carbon-based fuels such as natural gas, oil, coal or gasoline, thus decreasing carbon dioxide emissions. One way to reduce carbon dioxide emissions is to use carbon-free or reduced-carbon sources of energy. Carbon-free sources of energy have their own associated impacts, but in general, these technologies generate energy without producing and emitting carbon dioxide in the atmosphere. Carbon-free

energy sources include solar power, wind power, geothermal energy, low-head hydropower, hydrokinetics (e.g., wave and tidal power), and nuclear power. Alternatively, switching from high-carbon fuels like coal and oil, to reduced-carbon fuels such as natural gas, will also result in reduced carbon dioxide emissions. Therefore, it is important to assess the increase in the number of units of renewable energy sources installed in a country in the relevant timeframe while undertaking the GST. The percentage of the country's budget dedicated to R&D activities to research renewable energy sources, and entrepreneurial ventures that encourage initiatives like carpooling and bike rental can also be profiled.

5.1.2 Land Use

5.1.2.1 Net afforestation rate

In climate change mitigation, the role of carbon sequestration is particularly important. Carbon sequestration involves the capture and storage of carbon dioxide that would otherwise be present in the atmosphere, contributing to the greenhouse effect. Carbon sequestration is done through carbon sinks, which are reservoirs that absorb some amount of carbon dioxide from the atmosphere and store it. Forests act as efficient carbon sinks by absorbing atmospheric CO₂. Increasing forest cover also helps combat soil erosion and protects livelihoods of indigenous populations, thus aiding both climate change mitigation and adaptation. Hence, the net afforestation and reforestation rates should be measured in the GST.

5.1.2.2 Percentage of sustainable crop and livestock farmland production

According to the EPA, agricultural soil management practices such as fertilizer usage, irrigation and tillage can lead to the production and emission of nitrous oxide (N₂O) and methane (CH₄), which are major greenhouse gases and air pollutants. Cattle livestock account for one third of emissions, through methane emissions. Manure management and rice cultivation also produce gaseous emissions. The study also showed that conservation farming can protect carbon in soils, and repair damage over time. Proper sustainable animal production in farmland, especially ruminant cattle and goats should be encouraged and implemented in order to tackle climate change. Governments should encourage sustainable crop and livestock production in order to reduce the greenhouse emission gas. For instance developed countries should provide financial support (subsidies and credit) and information dissemination to developing countries, to collectively tackle climate change.

This is important to increase the number of sustainable farms and encourage the stakeholders to adhere to national standards setup by designate agencies. This

will help to access and measure the percentage of sustainable farm producers in the country for the GST.

5.1.3 Waste Management

5.1.3.1 Percentage change in the area of closed dumping sites

Dump sites or landfills are a major source of GHG emissions. 40% of the world's waste is disposed in open dump sites and at least half the world's population depends upon them as the sole source of waste disposal. According to the International Solid Waste Association (ISWA), open dump sites caused 750 deaths just in the first half of 2016 and continue to affect 64 million people worldwide. Landfills pollute our air, sea and rivers and act as breeding grounds for bacteria, causing epidemics in countries like Philippines and India. Importantly, open dump sites are major sources of GHGs like carbon dioxide and methane; closing them in a country like Brazil alone will reduce GHGs to the same extent as having 7 million cars less on the road. To achieve the sustainable development goal (SDG) of climate action and also the SDGs of good health, clean water and sustainable cities, we should dedicate efforts to closing dumpsites around the world. Hence, the percentage increase in the area of closed dumping sites should be included in the GST.

5.1.3.2 Percentage change in the amount of solid and liquid waste recycled

Closing dump sites by itself is unfeasible if recycling of waste is not adopted. Waste generation due to population growth and attendant improper waste management is pushing up the carbon dioxide emission challenge. Therefore looking at the way waste is generated and managed is of great importance to climate action. Waste incineration is a source of CO₂ while landfills contribute to CH₄ (methane), an even more potent GHG. Recycling waste reduces the need for fresh natural resource exploitation and fossil fuel-intensive manufacturing, thus lowering GHGs. Recycling especially helps in reducing the rate of mining and deforestation, which are large contributors to global warming. Hence, in designing the GST, countries should assess the number of recycling plants for treating both solid and liquid waste, including wastewater. Moreover, it should review policy incentives provided to encourage industries to create sustainable product life cycles and undertake life-cycle assessments.

5.2 Adaptation

For ascertaining actions and efforts to increase resilience, reduce vulnerability and increase adaptive capacity, it is important also to focus on specific sectors with indicators employed. These sectors are agriculture, forestry, water supply, health and disasters risk reduction as are generally recognized under adaptation.

5.2.1 Climate Change Vulnerability Index (General)

Climate Change Vulnerability Index (CCVI) is used to measure vulnerability of each country to the impacts of climate change over the future. The vulnerability in climate change could be defined as the quality or state of being exposed to the possibility of being affected by climate change. The CCVI should include not only a country's exposure, sensitivity and capacity to adapt to the negative effects of climate change, but also its ability to leverage investments and convert them to adaptation actions.

CCVI should be considered as a major indicator in GST since it directly shows the world's readiness and resilience to climate change impacts such as temperature rise, high ocean level, and severe disasters. A country with higher CCVI would suffer greater damage due to climate change since it lacks the ability to withstand. During the GST process, comparing the sum of world's CCVI in different years would provide an insight to the successfulness of the world's effort to adaptation to climate change. When calculating the CCVI, various social, economic and environmental factors should be assessed and included. Level of protection regarding social and cultural rights of the indigenous people should be also considered as a factor since their adaptation to climate change is as much as important.

5.2.2 Global Food Security Index (Agriculture)

Global Food Security Index (GFSI) considers the issues of affordability, availability, and quality in a dynamic quantitative and qualitative model. The GFSI uses 28 indicators as, for example, proportion of the population under the global poverty line, sufficiency of supply, agricultural infrastructure, diet diversification and nutritional standards to measure these drivers of food security across both developing and developed countries.

The measures of availability could also be somehow used to express the protection of the livelihood of those who work with agriculture since financial feedback is proportional to the food production.

The GFSI is a tool easily handle made by the Economist Intelligence Unit (EIU) that also makes reports comparing the countries scores between them and over the years. When the overall GFSI increases, it is possible to say that the world's effort of adapting has succeeded in matters of the food security.

5.2.3 Percentage of Livelihood Dependence on Forest Products (Forestry)

Percentage of livelihood dependence on forest products could be measured by identifying the number of people working in the forest related industry sector such as timber and non-timber industry. Also, people depending on forest for firewood could be included to the percentage.

This indicator can show the extent of effectivity of the world's adaptation efforts. Climate change will lead to more droughts, forest fires, and changes in habitat, meaning decrease in forest and its products. The more we depend to forest products, the impact of climate change becomes greater. Considering these, the GST should give credit when the percentage of livelihood dependence on forest products decrease.

5.2.4. Percentage of Households Connected to Safe Drinking Water (Water)

One of the most common form of climate change is drought and desertification, addressed in Sustainable Development Goals 6 “Ensure availability and sustainable management of water and sanitation for all”. Water scarcity affects more than 40 per cent of the global population and is projected to rise. Access to water is essential for human security, both from a food security, health and a conflict prevention perspective. A human being can live three months without food but only three days without water. Water scarcity also create tension that might lead to conflict relating to control over drills and access to water.

The Millennium Development Goal (MDG 7) on drinking-water was met globally in 2010. The target was to halve the proportion of the world's population without sustainable access to safe water. The MDG water target was measured by the proxy indicator of use of ‘improved’ or ‘unimproved’ drinking-water sources. But improved sources are not necessarily safe.

Data from World Health Organization/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (JMP) should be used. In 2015, 71 per cent of the global population used a safely managed drinking water (located on premises, available when needed and free from contamination).

This indicator aims at emphasizing efforts made to ensure a full access to safe, clean and drinkable water that shall be sustainably managed. Installation of drills and

efficient water distribution shall be the priority, even in remote area. It shall be recalled that in case of any conflict, water infrastructure shall not be a target.

5.2.5. Percentage Decrease in incidence of vector-borne diseases (Health)

The rise in temperature increases risks of vector-borne diseases (VBD), more common in tropical climates. VBD are illnesses caused by pathogens and parasites in human populations. VBD are due to several factors, mainly the rising movement of persons across the globe and the warmer temperature favouring the development of bacteria and infections. Vectors are living organisms that can transmit infectious diseases between humans or from animals to humans. The most common VBD are but not limited to malaria, dengue, schistosomiasis, human African trypanosomiasis, leishmaniasis, Chagas disease, yellow fever, Japanese encephalitis and onchocerciasis. Some of these diseases now appear in region where they were previously inexistent. Mosquitoes are the best-known vector. Others include ticks, flies, sand flies, fleas, triatomine bugs and some snails.

The percentage of VBD stresses effective responses to this threat through good management of disease and anti-contamination actions such as communication between the governmental authorities and hospital, alert system, training of the clinical staff and supply of equipment to prepare outbreak.

5.2.6. Progress of Sendai Framework for Disaster Risk Reduction (Disaster)

The Sendai Framework is a 15-year, voluntary, non-binding agreement which recognizes that the State has the primary role to reduce disaster risk but that responsibility should be shared with other stakeholders including local government, the private sector and other stakeholders. It aims for the substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries. In specific, it has 7 global targets which are to substantially reduce global disaster mortality, reduce the number of affected people, reduce direct disaster economic loss in relation to global gross domestic product, reduce disaster damage to critical infrastructure and disruption of basic services, increase the number of countries with national and local disaster risk reduction strategies, enhance international cooperation to developing countries, and increase the availability of and access to multi-hazard early warning systems and disaster risk information and assessments to the people.

Climate change will bring more disasters, both in number and severity, adaptation to disasters is crucial. Since United Nations Office for Disaster Risk Reduction (UNISDR) governs the Framework, the progress of the framework could be

a proper indicator for measuring the world's adaptation efforts. GST could get well-developed data and evaluation from UNISDR and use it to assess the world's effort to adapt to disasters due to climate change.

5.3 Means of Implementation

The Paris Agreement emphasizes the role of developed countries in financing the implementation of the agreement, encouraging cooperation between countries and the partnership between the various actors (State, institutions, enterprises, organizations, associations). An agreement to fund climate related ideas and issues was adopted at the Copenhagen climate change conference held in 2009, where the commitment of developed countries were to raise 100 billion dollars per year until 2020. The Paris Agreement is reinforcing this commitment under the article 9 thereof which deals with financial resources that developed country parties should commit to developing country parties with respect to both mitigation and adaptation in continuation of their existing obligations under the Agreement. It aims at providing more resources for mitigation and adaptation to climate change, particularly in developing countries due to the debt generated by GHG emissions during years of development ahead considering that they are still developing.

In addition, the GST ambitions to open the barriers between the countries and to increase the number of climate initiatives in developing countries. The Paris Agreement addresses a global effort to curb climate change yet, developed countries being ahead in technology research and knowledge acquisition on climate change, it is their responsibility to share it with developing country parties. Therefore, the means of implementation indicators measure the undertaken efforts and means adopted for the implementation of the Paris Agreement actions.

Therefore, it is important to know if the developed countries parties are contributing accordingly with the agreement and also if funds are properly applied mitigation and adaptation actions in developing countries.

5.3.1 Indicators of financial flows for change climate actions

Expenditure indicators for climate finance not only relate to the share of expenditure regarding the country's Gross National Product but it will also take into account the initiatives adopted by the country for climate finance such as the obligation of the contribution of enterprises at national level, funds and pension funds to develop climate strategies, establishment of climate accounting, and efforts towards the transparency of the contribution of these institutions and enterprises to funding for climate change actions. In other words, this indicator takes into account the efforts of

developed countries to make companies and organizations contribute at the national level.

In Switzerland, for example, the Federal Office for the Environment (FOEN) has taken the initiative to evaluate climate accounting in national institutions and enterprises free of charge. This approach aims to involve other actors in better financing climate change mitigation and adaptation. Other equally important initiatives are already being implemented in other countries such as France, Sweden and the United States. Such examples could be disseminated in other developed countries and make this indicator more comprehensive, particularly through the sharing of good practices between countries.

5.3.2 Strengthening partnership and climate cooperation between countries and with other actors

5.3.2.1 Bilateral cooperation

Cooperation and partnership play an important role in the implementation of the adopted decisions in any overall objective and vision. This indicator refers to the number of bilateral climate-related partnerships for each country and the number of projects or programs implemented within the framework of this collaboration. Bilateral cooperation has the advantage of a more direct dialogue and easier and quicker negotiation between the two countries in relation to funding, technology transfer or capacity building. In this sense, bilateral cooperation is an opportunity between two countries to agree on a commonly important area to both sides. This indicator provides information on the level of openness of each country and the impact of cooperation on peacemaking at the global level as two countries that compete in other areas (economic, political etc.) could agree on a common problem of climate change mitigation and adaptation.

5.3.2.2 Multilateral cooperation

Multilateral cooperation refers to the partnership between countries and international institutions or bodies such as the Bretton Woods institutions (the World Bank, the International Monetary Fund) and also national and regional level institutions. This indicator refers to the number of agreements concluded between the country and the institutions as well as the volume of technical and financial aid granted to climate in relation to other funds for economic and social production and development. Multilateral cooperation makes it possible to evaluate at the global level the share of the funds allocated to the major institutions working with mitigation and

adaptation actions and will favor the conclusion on a possible proposal for a recovery or a substantial increase at the end of the GST.

Moreover, multilateral institutions working for climate have multiplied over the past decade. In Africa, for example, climate institutions have been developed recently, such as the African Climate Technology and Financing Center, the Green Growth Initiative and the secretariat of the SE4 and Sustainable Energy Fund for Africa.

5.3.2.3 Public and private partnerships

This indicator refers to the volume of funds allocated by country partners at the national level regarding climate change actions. It allows to measure the efforts of these actors to collaborate with the State in terms of granting the funds for the initiative, in support of national and local climate projects and programs such as participation on payments for ecosystem services and payment of higher taxes for the climate. The public-private partnership will encourage the large international firms and companies to invest in climate at the national level.

The assessment of the actions taken by developing countries as the beneficiary of aid and funds for mitigation and adaptation to climate change can be used to assess performance of the efforts made by developed country and other institutional players in terms of the Paris Agreement.

5.3.3 Carbon emission index

The indicator highlights the fact that one of the initiatives taken to reduce carbon emissions for each country and which is widespread worldwide is the creation of a global carbon market. In the context of GST, the indicators for mitigation and adaptation for climate change are related to the percentage of carbon emission reduction in each country and the carbon pricing.

5.3.3.1 The percentage of carbon emission reduction in each country

It is a negotiation and a trade between countries for a right of exchange of carbon emissions. Carbon trade contributes to one of the objectives of the Paris Agreement on Climate Change, which is to make mitigation and adaptation initiatives more compatible with financial flows to climate objectives in order to reduce emissions in each country.

5.3.3.2 Carbon pricing

The carbon pricing indicator refers to CO₂ tax values and the formulation of severe carbon emission requirements. In the context of the GST, this measure applies to all countries, whether developed or developing. The Paris Climate Agreement highlights the need to reduce carbon emissions so that climate change is mitigated at different levels in the atmosphere and on land.

5.3.4 The number of peer reviews

The indicator on the reception of the scientific publications of all country's research centers by other researchers is given by the peer reviews. These criteria of evaluation is quantitative as well as qualitative. It can express the quality of the communication of the results, the relevance of the theme and also the interest for subsequent researches.

Regarding the GST, it should be consider only the researches on climate change mitigation or adaptation for the evaluation of knowledge transfer. Therefore, if the peer reviews in climate change researches increase, it means the transfer of knowledge is also increasing.

5.3.5 Transfer of technology

There is not yet a worldwide mechanism or system to track the technology transfer. Therefore, for start assessing this issue, it is better to know whether the country has a mean to track it. Over the years, this assessment will express a trend and if the number of countries which have this type of mechanism increase, it might be possible to develop an indicator to measure this process.

6. Conclusion

State Parties shall take into consideration this global framework for an overall common assessment of the worldwide climate situation in view of fulfilling ever-higher goals. The GST intends to provide clear and comprehensive information that can be used by all State Parties but also by any interested stakeholder. The indicators shall be different for developed and developing countries resulting in different efforts and actions. It should be recalled that developed countries have the duty to provide support for developing countries.

The next step towards the GST is using these indicators to determine further measures that have to be adopted in the light of the previous undertaken actions. This outcome will enable State Parties to follow-up the progress made and continue to uphold and uplift the objectives.