



PREVENTIVE DIPLOMACY RESOURCE BOOK

ENRICH YOUR KNOWLEDGE ABOUT THE UN SYSTEM, ITS ORGANS AND AGENDAS
LEARN ABOUT UNRCCA AND PEACE AND SECURITY IN CENTRAL ASIA AND AFGHANISTAN
IMPROVE YOUR SOFT SKILLS FOR CONFLICT PREVENTION



UNRCCA PREVENTIVE DIPLOMACY ACADEMY

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DIPLOMACY ACADEMY

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INTRODUCTION

In 2019, the United Nations Regional Centre for Preventive Diplomacy for Central Asia (UNRCCA) launched its Preventive Diplomacy Academy initiative to work with young people across Central Asia and Afghanistan to help unlock their enormous potential to support peace and security and to promote the Youth, Peace and Security agenda in the region.

So far, we have trained over 100 young people in preventive diplomacy and the ways in which it can be applied to their daily lives. In December 2019, Academy graduates launched the first-ever Government-Youth Dialogue for Central Asia and Afghanistan, where they delivered a series of messages on regional peace and security to the Deputy Foreign Ministers of the six countries – Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan and Afghanistan. The second dialogue was held in December 2020 and was an important step towards institutionalizing this important platform for regional, inter-generational exchange.

The book you are holding brings together materials developed for the UNRCCA Preventive Diplomacy Academy training workshops. The information you will find here is divided into four parts. The first part provides background information on the history of the United Nations; preventive diplomacy; the Security Council; Youth, Peace and Security; Women, Peace and Security; gender analysis; regional cooperation in Central Asia and Afghanistan; and human rights. The second part covers “soft skills,” practical information about the tools of preventive diplomacy. These include ways to manage conflict; differences and equality; inter-cultural communication; overcoming prejudices and stereotypes; leadership; and time management. The third part will help you think about preventive diplomacy through concepts such as design thinking, message development and storytelling. Finally, the fourth section presents basic information about UNRCCA and the Preventive Diplomacy Academy.

At UNRCCA, we use preventive diplomacy to support the countries of the region, encourage regional cooperation and prevent conflicts from arising. But anyone can use preventive diplomacy in their daily lives. We hope that this resource book will offer readers useful information and guidance not only on the theory of preventive diplomacy but also its practical use – everything you need to become an Ambassador of Preventive Diplomacy.

THE UNITED NATIONS: PEACE, SECURITY AND PREVENTIVE DIPLOMACY

THE UNITED NATIONS

The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights. It is currently made up of 193 Member States.

The mission and work of the United Nations are guided by the purposes and principles contained in its founding Charter. Due to its unique international character and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provide a forum for its 193 Member States to express their views, through the General Assembly, the Security Council, the Economic and Social Council and other bodies and committees.

HISTORY OF THE UN



The idea of the United Nations was born during World War II (1939 - 1945). World leaders who had collaborated to end the war felt a strong need for a mechanism that would help bring peace and stop future wars. They realized that this was possible only if all nations worked together through a global organization. The United Nations was to be that Organization. The United Nations officially came into existence on 24 October 1945 with 51 Member States.

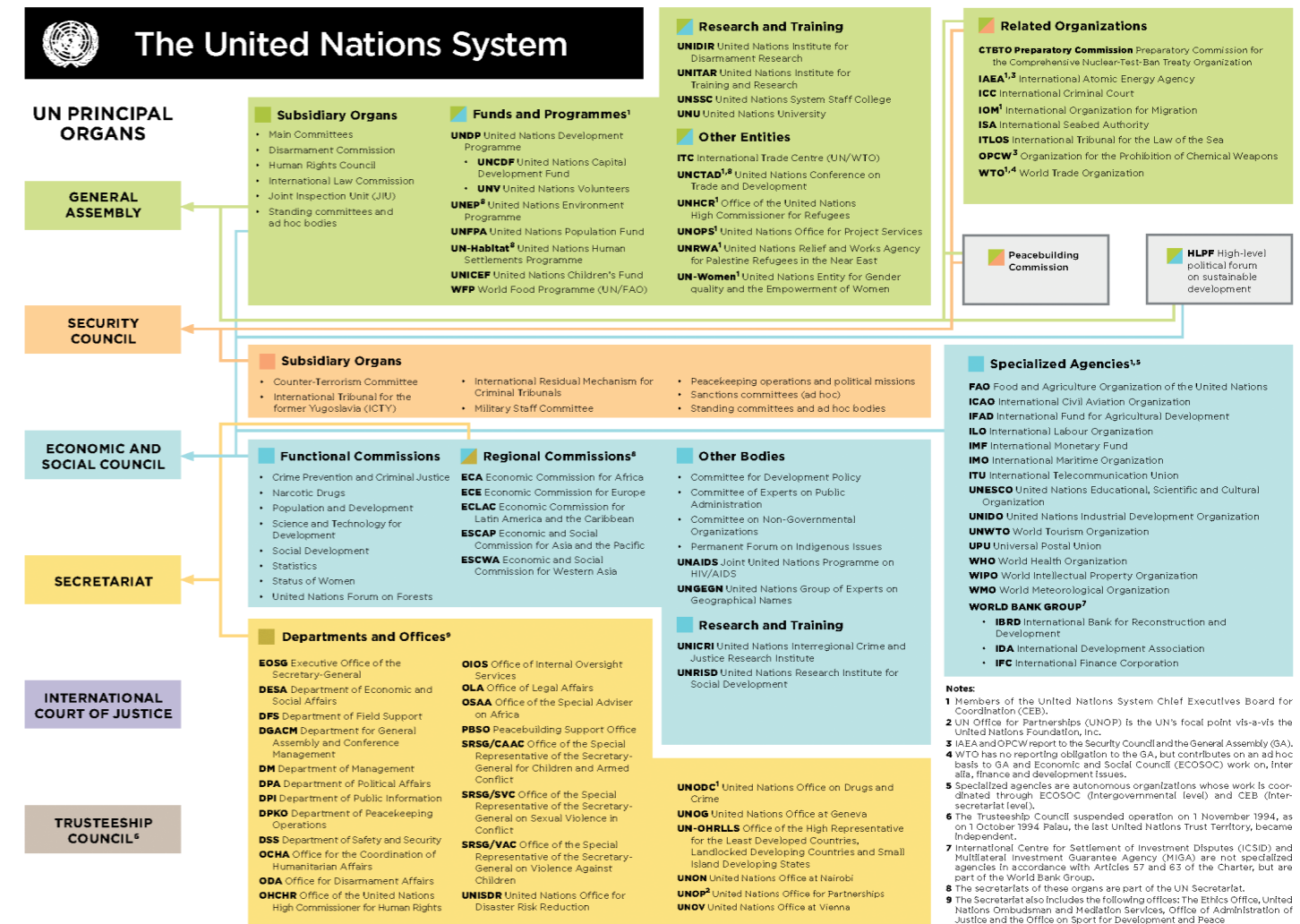
We usually think of international organizations as a twentieth-century phenomenon that started with the establishment of the League of Nations in 1919. This is, for the most part, true. However, in the late nineteenth century, nations had already established international organizations for dealing with specific issues. The foremost among them were the International Telecommunication Union (ITU), founded in 1865 (originally called the International Telegraph Union), and the Universal Postal Union, which dates back to 1874. Today, both of these organizations are part of the UN system.

The 193 Members of the United Nations pay for everything that the Organization does. For the regular budget, Members pay dues according to a scale of assessments based on a country's ability to pay, national income and population.

Peacekeeping operations are paid through a separate peacekeeping budget, with its own scale of assessment. Many other activities are paid through an array of voluntary trust funds that receive contributions from Member States, philanthropists and others.



THE UNITED NATIONS SYSTEM



Notes:

- Members of the United Nations System Chief Executives Board for Coordination (CEB).
- UN Office for Partnerships (UNOP) is the UN's focal point vis-à-vis the United Nations Foundation, Inc.
- IAEA and OPCW report to the Security Council and the General Assembly (GA).
- WTO has no reporting obligation to the GA, but contributes on an ad hoc basis to GA and Economic and Social Council (ECOSOC) work on, inter alia, finance and development issues.
- Specialized agencies are autonomous organizations whose work is coordinated through ECOSOC (intergovernmental level) and CEB (inter-secretariat level).
- The Trusteeship Council suspended operation on 1 November 1994, as on 1 October 1994 Palau, the last United Nations Trust Territory, became independent.
- International Centre for Settlement of Investment Disputes (ICSID) and Multilateral Investment Guarantee Agency (MIGA) are not specialized agencies in accordance with Articles 57 and 63 of the Charter, but are part of the World Bank Group.
- The secretariats of these organs are part of the UN Secretariat.
- The Secretariat also includes the following offices: The Ethics Office, United Nations Ombudsman and Mediation Services, Office of Administration of Justice and the Office on Sport for Development and Peace.

This Chart is a reflection of the functional organization of the United Nations System and for informational purposes only. It does not include all offices or entities of the United Nations System.

The work of the United Nations is carried out across almost the whole world and is guided by six main organs:

- General Assembly
- Security Council
- Economic and Social Council
- Trusteeship Council
- International Court of Justice
- Secretariat

All these organs are based at UN Headquarters in New York, except for the International Court of Justice, which is located at the Hague, Netherlands. Related to the United Nations are specialized agencies that coordinate their work with the UN but are separate, autonomous organizations.

They work in areas as diverse as health, agriculture, telecommunications and weather forecasting. In addition, there are programmes, funds and other bodies with responsibilities in specific fields. These bodies, together with the UN proper and its specialized programmes, compose the United Nations System.

COLLECTIVE SECURITY SYSTEM

The universal system of collective security, established by the UN Charter, is a unique phenomenon of the development of international relations after World War II. The collective security system establishes not only normative, but also political and military prerequisites for the UN to be able to prevent threats, acts of aggression and other breaches of the peace. This particular aspect of the collective security system within the UN became particularly evident after the Cold War, when instead of ideological confrontation, cooperation between States began to develop not only on issues of collective security on a global scale, but also on problems of economic and social development, the environment, fighting poverty and underdevelopment, which all require collective efforts by the international community.

THE UNITED NATIONS AND INTERNATIONAL SECURITY

The UN offers comprehensive solutions to problems. Besides, the organization adopts **new international legal norms, structures and processes for international cooperation and provides a platform for diplomatic contacts, international discussions, meetings and conferences.** Through its work, the UN provides the necessary conditions for the peaceful settlement of disputes. The United Nations promotes peace by all its actions: it makes efforts to protect human rights; undertakes preemptive diplomatic measures to prevent conflict; provides electoral assistance and supports democratization; promotes economic and social development; provides humanitarian assistance; supports refugees; helps restore public infrastructure and facilitates the reconstruction process after conflicts.

The universal system of collective security, established by the UN Charter, is a unique phenomenon of the development of international relations after World War II. Joint actions of States within the UN to maintain universal peace and security are based on a clear and detailed system of the functions and authority of the main UN bodies in this area and on respective commitments of UN Member States.



The system of collective security establishes not only normative, but also political and military prerequisites for the Organization to be able to prevent threats or the use of force, acts of aggression or other actions leading to breaches of the peace.

GLOBAL SECURITY CHALLENGES

On 22 January 2020, United Nations Secretary-General António Guterres set forth his priorities for 2020 which marks the 75th anniversary of the United Nations. These priorities are based on the “four horsemen” – four looming threats that endanger 21st-century progress and 21st-century possibilities:

- (i) the highest global geostrategic tensions
- (ii) existential climate crisis
- (iii) deep and growing global mistrust
- (iv) the dark side of the digital world

These problems will be addressed through a number of solutions, such as:

1. Peace and security: prevention must orient all we do across the peace continuum; strengthening mediation; Action for Peacekeeping; WPS (20th anniversary of UNSCR1325); education in tackling hate speech; Agenda for Disarmament.
2. Climate action: from the grey economy to the green economy; climate conference – COP26 in Glasgow; world’s oceans; plastic waste; biodiversity.
3. A fair globalization: the 2030 Agenda for Sustainable Development; a Decade for Action to deliver the Sustainable Development Goals by 2030; equality in economic, political and social systems (Beijing+25); women driving solutions.
4. Technology for positive change: global labor markets; redesigning education systems; global digital cooperation; new protocols and norms, and agile and flexible regulatory frameworks; Open-Ended Working Group; Group of Government Experts; Internet Governance Forum; Roadmap for Digital Cooperation.

These problems of ensuring **collective international security** demonstrate a change in the **international legal paradigm of global security.** Previously, global security meant only military and political security, but today it is also food security, climate security, outer space security, energy security, information and cyber security. All these sub-systems of global security are interconnected and must be maintained on the basis of international law. This was highlighted in the outcome document **The Future We Want** adopted at the UN Conference on Sustainable Development (Rio+20) in Rio de Janeiro on 22 June 2012.



All main UN bodies are involved in the process of maintaining collective security

Since 2006, the Peacebuilding Commission has been working on coordinating efforts and developing recommendations to stabilize post-conflict states (in fact, managing their reconstruction).

THE FUTURE WE WANT



The Rio+20 outcome document emphasizes the need to comprehensively address global challenges such as **nvironmental, climate and food security on the basis of international law.** This approach will ensure an **economically, socially and environmentally sustainable future for our planet for present and future generations.**

THE SECURITY COUNCIL AND THE MAIN ORGANS OF THE UN

The Security Council has primary responsibility for the maintenance of international peace and security. The Council consists of 15 members (five permanent members with veto power and ten non-permanent members elected by the UN General Assembly for two-year terms). Each Member has one vote. Under the Charter of the United Nations, all Member States are obligated to comply with Council decisions. The Security Council takes the lead in determining the existence of a threat to peace or an act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security. The members take turns at being President of the Council for a month at a time.

FUNCTIONS AND POWERS OF THE SECURITY COUNCIL

Under the United Nations Charter, the functions and powers of the Security Council are:

- **to maintain international peace and security** in accordance with the principles and purposes of the United Nations
- **to investigate any dispute or situation** which might lead to international friction
- **to recommend methods** of adjusting such disputes or the terms of settlement
- **to formulate plans** for the establishment of a system to regulate armaments
- **to determine the existence** of a threat to the peace or act of aggression and to recommend what action should be taken
- **to call on Members** to apply economic sanctions and other measures not involving the use of force to prevent or stop aggression
- **to take military action** against an aggressor
- **to recommend the admission** of new Members
- **to exercise the trusteeship functions** of the United Nations in "strategic areas"
- **to recommend to the General Assembly the appointment of the Secretary-General and, together with the Assembly, to elect the Judges of the International Court of Justice.**



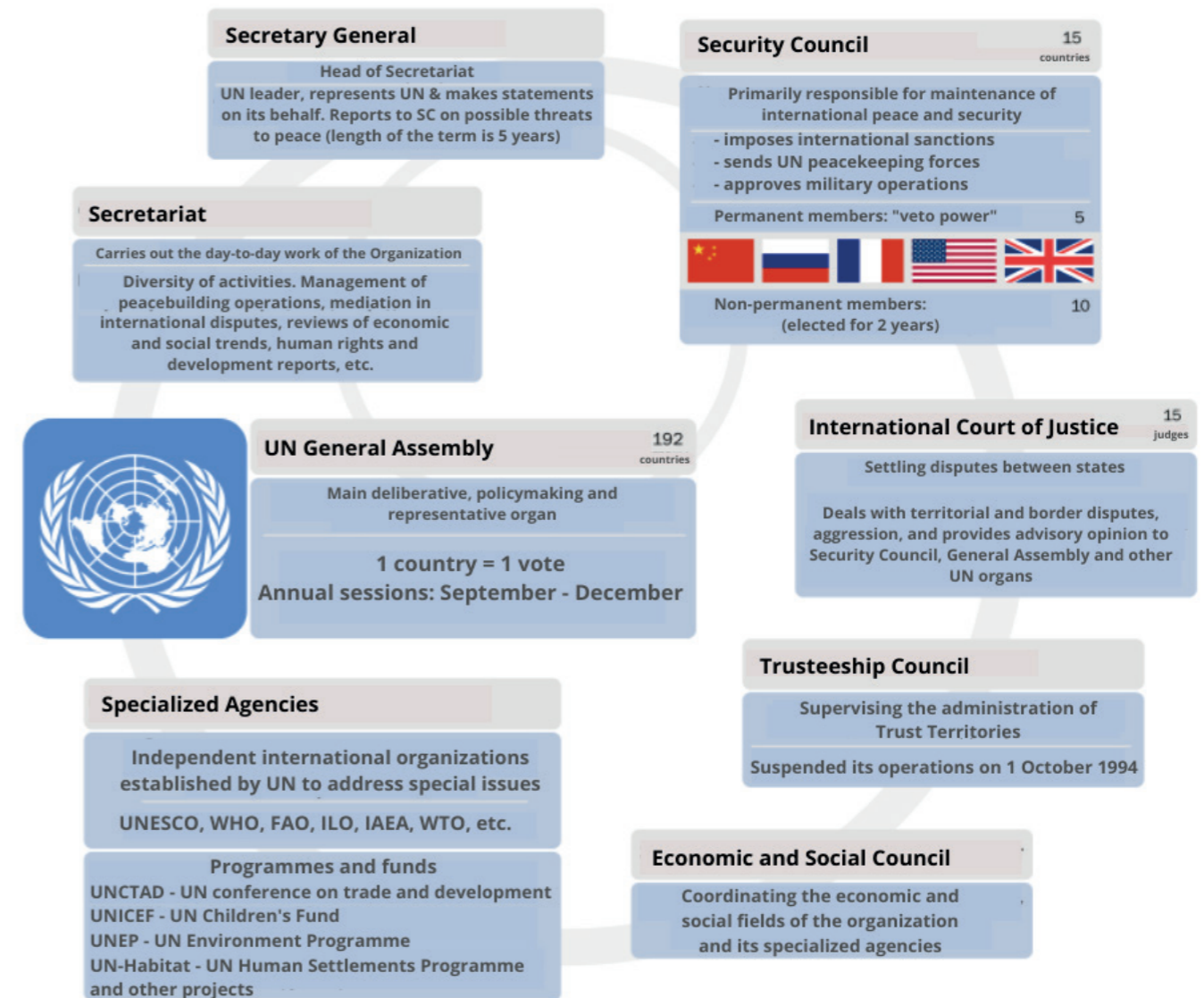
MAINTAIN INTERNATIONAL PEACE AND SECURITY

The United Nations came into being in 1945, following the devastation of the Second World War, with one central mission: the maintenance of international peace and security.

The UN does this by working to prevent conflict; helping parties in conflict make peace; peacekeeping; and creating the conditions to allow peace to hold and flourish. These activities often overlap and should reinforce one another to be effective.

The UN Security Council has the primary responsibility for international peace and security. The General Assembly and the Secretary-General play major, important, and complementary roles, along with other UN offices and bodies.

THE MAIN ORGANS OF THE UNITED NATIONS



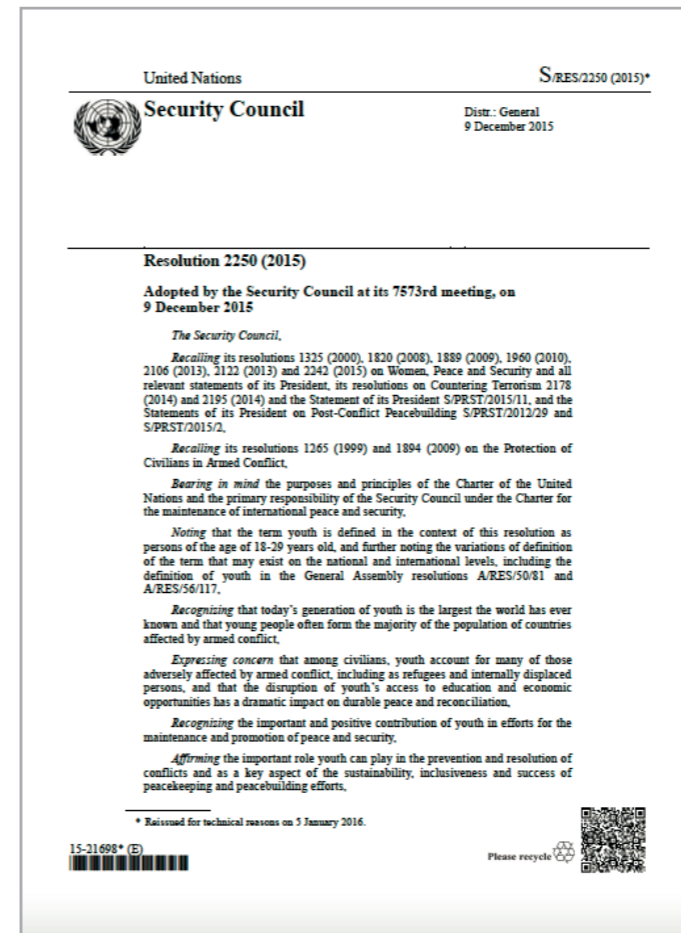
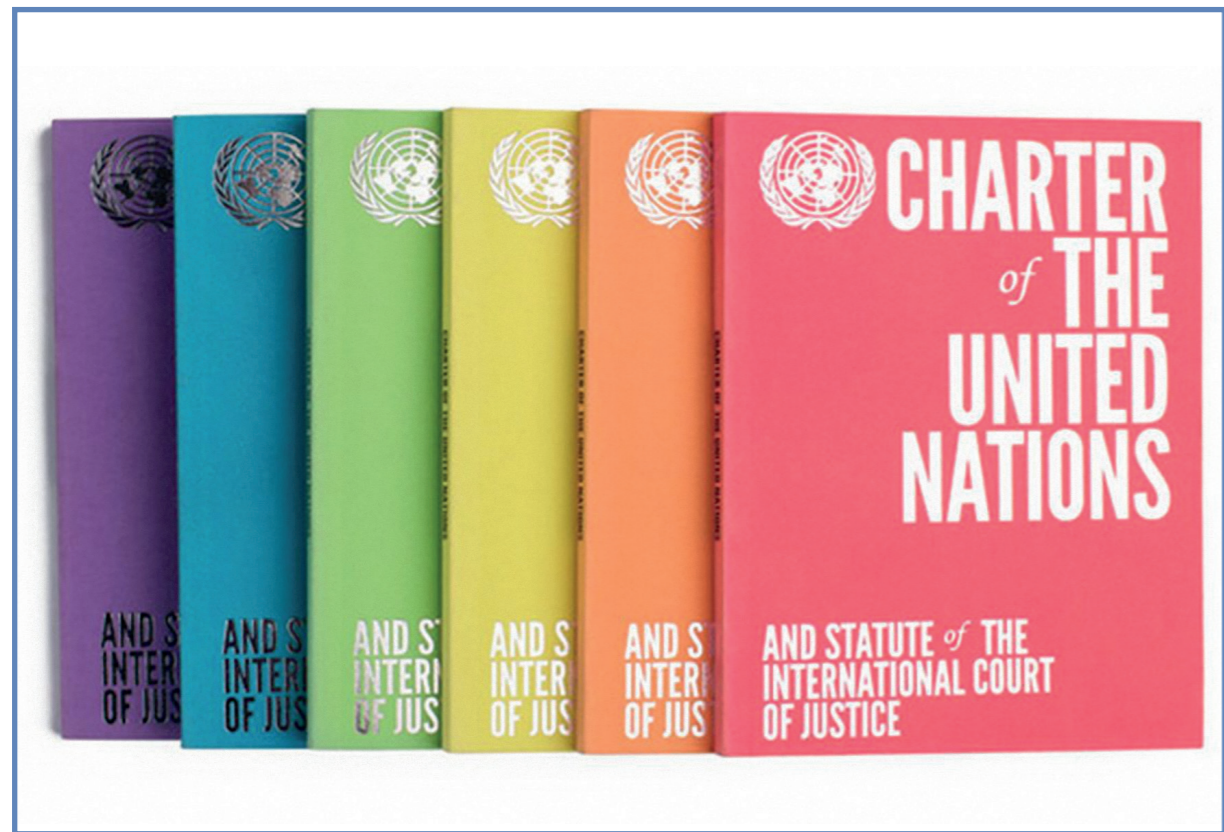
The United Nations works in almost every country in the world and is led by six principal organs. Apart from the Security Council, these are:

- **The General Assembly (GA):** the main deliberative, policymaking and representative organ of the UN. All 193 Member States of the UN are represented in the General Assembly, making it the only UN body with universal representation. Each year, in September, the full UN membership meets in the General Assembly Hall in New York for the annual opening of the General Assembly session, the General Debate, which many heads of state attend and address.
- **The Economic and Social Council (ECOSOC):** the principal body for coordination, policy review, policy dialogue and recommendations on economic, social and environmental issues.
- **The Trusteeship Council:** helped ensure that Trust Territories placed under the Trusteeship System were administered in the best interests of their inhabitants and of international peace and security. This Council has been dormant since 1994.
- **The International Court of Justice (ICJ):** settles legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.
- **The Secretariat:** led by the Secretary-General and composed of an international staff working in duty stations around the world, carries out the diverse day-to-day work of the Organization. It services the other principal organs of the United Nations and administers the programmes and policies laid down by them.

Security Council resolutions are formal expressions of the opinion or will of the Security Council. They are official documents accepted by the fifteen members of the Security Council and are adopted by a vote of the Council members. A resolution is adopted if nine or more of the fifteen members vote for it, and if it is not vetoed by any of the five permanent members (P5) (China, France, Russia, the UK and the USA). Council resolutions may concern current UN activities (e.g., elections to the International Court of Justice), but are more often adopted as part of the Council’s work to ensure the peaceful settlement of international disputes and eliminate threats to international peace and security. Security Council resolutions may impose sanctions aimed at maintaining peace and security. In particular, the resolution may sanction military measures against the offending state, establish international tribunals, approve mandates of peacekeeping forces, impose restrictive measures (asset freezes, travel bans) on individuals. Under the Charter of the United Nations, all Member States are obligated to comply with Council decisions.

BACKGROUND AND MAIN PRINCIPLES

The founders of the United Nations pledged to make the world a safer place. To avoid bloodshed such as World War II, they established a structure and tools to prevent threats to international security. This is most evident in the very fact that the UN Security Council has received significant power in cases of peace violations. **Its resolutions are binding on all Member States.** Founders hoped that the world would never again silently witness aggressors violating international borders and agreements.



In theory, the Security Council has no limits on its powers. It has broad prerogatives; its resolutions are binding on all UN members. In short, if the Security Council has decided anything – to impose sanctions on a country or force a ceasefire in a conflict zone – the order must be carried out.

No one can ignore the collective will of the P5, which actually determines the decisions of the Security Council. However, it is often difficult to come to such a collective will. The issue of national sovereignty has always been the most important one, and this is particularly true for the “more equal” countries – the P5. And since they have veto power over decisions, they will cast a negative vote if the proposed resolution goes against their national interest. By 28 July 2020, the Security Council has adopted 2,537 resolutions.

The term “resolution” does not appear in the text of the United Nations Charter. It contains numerous formulations, such as “decision” or “recommendation,” which implies the adoption of resolutions but does not specify the method to be used. Resolutions by the Security Council are legally binding. If the Council cannot reach consensus or a passing vote on a resolution, they may choose to produce a non-binding *presidential statement* instead of a resolution. A *presidential statement* is adopted by consensus. It is meant to apply political pressure – a warning that the Council is paying attention and further action may follow.

Press statements typically accompany both resolutions and presidential statements, carrying the text of the document adopted by the body and also some explanatory text. They may also be released independently, after a significant meeting.

Resolutions of the Security Council are first published as individual documents consecutively numbered since 1946.

- symbol pattern: S/RES/-- (year)
- example: S/RES/1325 (2000)

All Security Council resolutions are included in the **annual compilations** of Resolutions and Decisions. Resolutions are usually **voted on** in open formal meetings of the Security Council. The vote is recorded in the meeting record. An exception is the resolution recommending a candidate for Secretary-General to the General Assembly, which is adopted in a closed meeting with no recorded vote, in accordance with General Assembly resolution A/RES/11 (I) of 1946.

HUMAN RIGHTS: GOALS AND GUIDING PRINCIPLES

The term “human rights” was mentioned seven times in the UN’s founding Charter, making the promotion and protection of human rights a key purpose and guiding principle of the Organization. In 1948, the Universal Declaration of Human Rights brought human rights into the realm of international law. Since then, the Organization has diligently tried to protect human rights through legal instruments and on-the-ground activities.

Respect for human rights and the rule of law are essential to effectively countering the radicalization of youth and women. Counter-terrorism measures without respect for human rights and the principle of justice are counterproductive and play into the hands of terrorist recruiters by fostering the growth of supporters of violent extremist groups. Respect for human rights, first of all, helps to prevent grievances that lead to the strengthening of the extremist ideology.

INSTRUMENTS AND BODIES



The Office of the UN High Commissioner for Human Rights (OHCHR) has lead responsibility in the UN system for the promotion and protection of human rights. The office supports the human rights components of peacekeeping missions in several countries, and has many country and regional offices and centres. The High Commissioner for Human Rights regularly comments on human rights situations around the world and has the authority to investigate situations and issue reports on them.

A series of international human rights treaties and other instruments adopted since 1945 have expanded the body of international human rights law. Democracy, based on the rule of law, is ultimately a means to achieve international peace and security, economic and social progress and development, and respect for human rights – the three pillars of the United Nations mission as set forth in the UN Charter.



THE INTERNATIONAL BILL OF HUMAN RIGHTS

Consists of three documents :

- I. The Universal Declaration of Human Rights (1948) – the first legal document protecting universal human rights
- II. THE INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS
- III. THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

UN offices and bodies responsible for protecting human rights



The Security Council, at times, deals with grave human rights violations, often in conflict areas. The UN Charter gives the Security Council the authority to investigate and mediate, dispatch a mission, appoint special envoys, or request the Secretary-General to use his good offices. The Security Council may issue a ceasefire directive, dispatch military observers or a peacekeeping force. If this does not work, the Security Council can opt for enforcement measures, such as economic sanctions, arms embargos, financial penalties and restrictions, travel bans, the severance of diplomatic relations, a blockade, or even collective military action.



Different intergovernmental bodies and interdepartmental mechanisms based at the United Nations headquarters in New York, as well as the *Secretary-General*, address a range of human rights issues. The General Assembly, the *Economic and Social Council (ECOSOC)* and their subsidiary organs make policy decisions and recommendations to Member States, the United Nations system and other actors. The United Nations *Permanent Forum on Indigenous Issues (UNPFII)*, an advisory body to the Economic and Social Council, has a mandate to discuss indigenous issues, including human rights. *The Office of the High Commissioner for Human Rights* interacts with and provides advice and support on human rights issues to these bodies and mechanisms. The Office also works to mainstream human rights in all areas of work of the Organization, including development, peace and security, peacekeeping and humanitarian affairs. Human rights issues are also addressed in the context of the post-conflict UN peacebuilding support activities.



The Secretary-General appoints special representatives, who advocate against major human rights violations:

- Special Representative of the Secretary-General for Children and Armed Conflict
- Special Representative of the Secretary-General on Sexual Violence in Conflict
- Special Representative of the Secretary-General on Violence Against Children

Many United Nations peacekeeping operations and political and peacebuilding missions also include human rights-related mandates aimed at contributing to the protection and promotion of human rights through both immediate and long-term action.

The Commission on the Status of Women (CSW) is the principal global intergovernmental body dedicated to the promotion of gender equality and the advancement of women. UN Women, established in 2010, serves as its Secretariat.



The General Assembly’s Third Committee (Social, Humanitarian and Cultural) examines a range of issues, including human rights questions. The Committee also discusses issues related to the advancement of women, the protection of children, indigenous issues, the treatment of refugees, the promotion of fundamental freedoms through the elimination of racism and racial discrimination, and the right to self-determination. The Committee also addresses important social development matters.



The Human Rights Council, established in 2006, replaced the 60-year-old UN Commission on Human Rights as the key independent UN intergovernmental body responsible for human rights. “Special Procedures” is the generic name given to mechanisms created by the Commission on Human Rights and adopted by the Council to address either specific country situations or thematic issues in all parts of the world. These procedures are either an individual (special rapporteur, special representative or independent expert) or a working group. Special procedures mandate holders are prominent, independent volunteer experts appointed by the Council.

WOMEN, PEACE AND SECURITY

Wars kill and destroy the lives of women, girls, men and boys. There are particularly gendered dimensions to violence that have a disproportionate and different impact on women and men. Gender-based violence (GBV), such as sexual violence and domestic violence tend to increase during and after war. At the same time, post-conflict peace- and state building can be an opportunity to change discriminatory gender roles and advance women's rights and gender equality.

Women have the right to participate on equal terms as men in peace processes. However, statistics show that women are often excluded from formal peace negotiations, which in a longer perspective may have devastating consequences for reaching a sustainable peace and human security. Security Council resolution (UNSCR) 1325 (2000) is a landmark resolution recognizing the importance of a gender perspective on peace and security. Grounded in the legal framework of human rights and international humanitarian law, UNSCR 1325 (2000) and related resolutions serve as important advocacy tools for advancing the Women, Peace and Security (WPS) agenda. Since the passage of UNSCR1325 in 2000, a large constituency of civil society organizations and activists has grown across the world advocating for its full implementation. By 2014, 46 UN Member States have developed National Action Plans for implementing 1325, and each year in October the Secretary-General submits a report to the Security Council on the progress made on its implementation.

FOUR PILLARS OF THE WOMEN, PEACE AND SECURITY AGENDA

The WPS agenda is often described in terms of four pillars: participation and representation, prevention, protection, and relief and recovery.

Participation: aims to ensure women's equal participation and influence with men and the promotion of gender equality in peace and security decision-making processes at the national, local and international levels. It includes advocating for the appointment of more women, including negotiators, mediators, peacekeepers, police and humanitarian personnel, as well as support for local women's peace initiatives.

Protection: a political concept that is used and interpreted differently by different actors. Protection ensures that women and girls' rights are protected and promoted in conflict-affected situations or other humanitarian crises, including protection from GBV in general and sexual violence in particular. The specific protection needs of refugees or internally displaced women and girls that can occur during the various stages of displacement is particularly emphasized. "Protection" is not the same as "security," although it is often associated with it. Women and men experience security differently and focus should be on determining what women and girls need in order to safely participate in society.

Prevention: this pillar focuses on "the prevention of conflict and all forms of violence against women and girls in conflict and post-conflict situations" and is the one that has received the least attention. It includes integrating gender considerations into conflict early warning systems and involving women and their specific needs in conflict prevention and disarmament activities. It also includes measures to prevent GBV by fighting impunity and increasing prosecutions of conflict-related sexual violence. Other GBV prevention strategies focus on challenging discriminatory gender norms, attitudes and behavior and working with men and boys not only as perpetrators but also as victims of violence and agents of change.

Relief and recovery: aims to ensure that women and girls' specific relief needs are met, for example, in repatriation and resettlement, disarmament, demobilization and reintegration programs (DDR), the design of the refugee camps, support to internally displaced persons (IDPs) and in the delivery of humanitarian assistance. This pillar also promotes the reinforcement of women's capacities to act as agents in relief and recovery processes in conflict and post-conflict situations.



IMPLEMENTATION AND MONITORING

Implementation of UNSCR1325 is tracked through the "UN Strategic Framework on Women, Peace and Security 2011-2020," which includes targets and a set of global indicators adopted by the Security Council that cover each of the four pillars, some of which are presented below:

- ✓ Women's political participation (national level, but also women as voters and candidates) and/or representation of women among mediators, negotiators and technical experts in formal peace negotiations (**participation**).
- ✓ Percentage of referred cases of sexual and gender-based violence that are reported, investigated and sentenced (**protection**).
- ✓ Number and percentage of women in executive positions of relevant regional and sub-regional organizations involved in preventing conflict (**prevention**).
- ✓ Percentage of benefits from Disarmament, Demobilization and Reintegration programs (DDR) received by women and girls (**relief and recovery**).

A general conclusion is that there is a persistent gap between the normative WPS agenda and its actual implementation on the ground. There is currently no mechanism for holding States that do not implement UNSCR1325 accountable.

INTERNATIONAL POLICY COMMITMENTS

Beijing Platform for Action (BPfA, 1995): is a political agreement signed by 189 UN Member States committing to promote gender equality. It includes the first international statement of recognition of the gendered impacts of conflict and a first call by Member States for women's full and equal participation in the prevention and resolution of conflicts. While many of its key recommendations are not reflected in UNSCRs, the BPfA places greater emphasis on demilitarization and fostering a culture of peace, explicitly making links between gender equality and peace.

UNSCR1325 (2000) and its subsequent resolutions: since the passage of UNSCR1325 in 2000, nine further resolutions on WPS have been passed. Resolutions 1889, 2122, 2242 and 2493 further strengthen articles of 1325, and resolutions 1820, 1888, 1960, 2106, and 2467 focus primarily on conflict related sexual violence (SVIC).

- ✓ Resolution **1820 (2008)** is the first to recognize sexual violence as a tactic of war and 1888 (2009) sets out practical measures for the implementation of UNSCR1820, including a request to the Secretary-General to appoint a special representative.
- ✓ Resolution **1889 (2009)** calls on the Secretary General to develop a set of global indicators for monitoring the implementation of UNSCR1325.
- ✓ Resolution **1960 (2010)** provides measures aimed at ending impunity for perpetrators of sexual violence through sanctions and reporting measures.
- ✓ Resolution **2106 (2013)** adds more operational details to commitments, including the deployment of so called "Women Protection Advisors." It is the first UNSCR to recognize that men and boys are also targets of sexual violence in conflict (SVIC).
- ✓ Resolution **2122 (2013)** affirms among other things the necessity of providing women affected by SVIC with the "full range of reproductive health services" thus advancing sexual and reproductive health and rights within the WPS agenda.
- ✓ Resolution **2242 (2015)** links WPS to countering terrorism and extremism.
- ✓ Resolution **2467 (2019)** strengthens punishment for SVIC, affirms a survivor-centered approach and calls for reparations for survivors.
- ✓ Resolution **2493 (2019)** encourages the creation of a safe operational environment for those working to promote women's rights and calls for full implementation of all previous WPS resolutions.

CEDAW General Recommendation 30 (2013) on 'women in conflict prevention, conflict and post-conflict situations' was added to the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 2013 and marks an important step forward as it provides a means of holding Member States accountable for the implementation of CEDAW through reporting to the Committee on the Elimination of Discrimination Against Women every four years.

UN Arms Trade Treaty (ATT) (2014): the ATT has been ratified by 50 states. Among other things, it requires that States exporting arms must consider the risk that the weapons will be used to commit acts of GBV or any other acts of violence against women and children. If it is found that there is an 'overriding risk,' then the state is prohibited by international humanitarian law for proceeding with the export, which is a tremendous step forward for the WPS agenda.

Although important in their own right, these different resolutions and treaties have many synergies that should be used to enhance their implementation and impact.



MEN, PEACE AND SECURITY

While support to women and girls in conflict and post-conflict settings is crucial, there is growing recognition of the need to look at the impact of masculine identities on gender inequality, conflict and violence. Evidence suggests that violent notions of masculinity not only perpetuate gender-based violence, but can also fuel armed conflict, while more positive notions of masculinity can be instrumental in promoting peace. Furthermore, while women and girls are the main targets of perpetrators of conflict related sexual violence, men and boys are also exposed to sexual violence in war.

**Security Council**Distr.: General
31 October 2000**Resolution 1325 (2000)****Adopted by the Security Council at its 4213th meeting, on
31 October 2000***The Security Council,*

Recalling its resolutions 1261 (1999) of 25 August 1999, 1265 (1999) of 17 September 1999, 1296 (2000) of 19 April 2000 and 1314 (2000) of 11 August 2000, as well as relevant statements of its President, and *recalling also* the statement of its President to the press on the occasion of the United Nations Day for Women's Rights and International Peace (International Women's Day) of 8 March 2000 (SC/6816),

Recalling also the commitments of the Beijing Declaration and Platform for Action (A/52/231) as well as those contained in the outcome document of the twenty-third Special Session of the United Nations General Assembly entitled "Women 2000: Gender Equality, Development and Peace for the Twenty-First Century" (A/S-23/10/Rev.1), in particular those concerning women and armed conflict,

Bearing in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

Expressing concern that civilians, particularly women and children, account for the vast majority of those adversely affected by armed conflict, including as refugees and internally displaced persons, and increasingly are targeted by combatants and armed elements, and *recognizing* the consequent impact this has on durable peace and reconciliation,

Reaffirming the important role of women in the prevention and resolution of conflicts and in peace-building, and *stressing* the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution,

Reaffirming also the need to implement fully international humanitarian and human rights law that protects the rights of women and girls during and after conflicts,

Emphasizing the need for all parties to ensure that mine clearance and mine awareness programmes take into account the special needs of women and girls,

Recognizing the urgent need to mainstream a gender perspective into peacekeeping operations, and in this regard *noting* the Windhoek Declaration and the Namibia Plan of Action on Mainstreaming a Gender Perspective in Multidimensional Peace Support Operations (S/2000/693),

Recognizing also the importance of the recommendation contained in the statement of its President to the press of 8 March 2000 for specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations,

Recognizing that an understanding of the impact of armed conflict on women and girls, effective institutional arrangements to guarantee their protection and full participation in the peace process can significantly contribute to the maintenance and promotion of international peace and security,

Noting the need to consolidate data on the impact of armed conflict on women and girls,

1. *Urges* Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict;

2. *Encourages* the Secretary-General to implement his strategic plan of action (A/49/587) calling for an increase in the participation of women at decision-making levels in conflict resolution and peace processes;

3. *Urges* the Secretary-General to appoint more women as special representatives and envoys to pursue good offices on his behalf, and in this regard *calls on* Member States to provide candidates to the Secretary-General, for inclusion in a regularly updated centralized roster;

4. *Further urges* the Secretary-General to seek to expand the role and contribution of women in United Nations field-based operations, and especially among military observers, civilian police, human rights and humanitarian personnel;

5. *Expresses* its willingness to incorporate a gender perspective into peacekeeping operations, and *urges* the Secretary-General to ensure that, where appropriate, field operations include a gender component;

6. *Requests* the Secretary-General to provide to Member States training guidelines and materials on the protection, rights and the particular needs of women, as well as on the importance of involving women in all peacekeeping and peace-building measures, *invites* Member States to incorporate these elements as well as HIV/AIDS awareness training into their national training programmes for military and civilian police personnel in preparation for deployment, and *further requests* the Secretary-General to ensure that civilian personnel of peacekeeping operations receive similar training;

7. *Urges* Member States to increase their voluntary financial, technical and logistical support for gender-sensitive training efforts, including those undertaken by relevant funds and programmes, inter alia, the United Nations Fund for Women and United Nations Children's Fund, and by the Office of the United Nations High Commissioner for Refugees and other relevant bodies;



8. *Calls on* all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia:

(a) The special needs of women and girls during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction;

(b) Measures that support local women's peace initiatives and indigenous processes for conflict resolution, and that involve women in all of the implementation mechanisms of the peace agreements;

(c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary;

9. *Calls upon* all parties to armed conflict to respect fully international law applicable to the rights and protection of women and girls, especially as civilians, in particular the obligations applicable to them under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977, the Refugee Convention of 1951 and the Protocol thereto of 1967, the Convention on the Elimination of All Forms of Discrimination against Women of 1979 and the Optional Protocol thereto of 1999 and the United Nations Convention on the Rights of the Child of 1989 and the two Optional Protocols thereto of 25 May 2000, and to bear in mind the relevant provisions of the Rome Statute of the International Criminal Court;

10. *Calls on* all parties to armed conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, and all other forms of violence in situations of armed conflict;

11. *Emphasizes* the responsibility of all States to put an end to impunity and to prosecute those responsible for genocide, crimes against humanity, and war crimes including those relating to sexual and other violence against women and girls, and in this regard *stresses* the need to exclude these crimes, where feasible from amnesty provisions;

12. *Calls upon* all parties to armed conflict to respect the civilian and humanitarian character of refugee camps and settlements, and to take into account the particular needs of women and girls, including in their design, and recalls its resolutions 1208 (1998) of 19 November 1998 and 1296 (2000) of 19 April 2000;

13. *Encourages* all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants;

14. *Reaffirms* its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to give consideration to their potential impact on the civilian population, bearing in mind the special needs of women and girls, in order to consider appropriate humanitarian exemptions;

15. *Expresses* its willingness to ensure that Security Council missions take into account gender considerations and the rights of women, including through consultation with local and international women's groups;

16. *Invites* the Secretary-General to carry out a study on the impact of armed conflict on women and girls, the role of women in peace-building and the gender dimensions of peace processes and conflict resolution, and *further invites* him to



submit a report to the Security Council on the results of this study and to make this available to all Member States of the United Nations;

17. *Requests* the Secretary-General, where appropriate, to include in his reporting to the Security Council progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls;

18. *Decides* to remain actively seized of the matter.

GENDER ANALYSIS: PRINCIPLES AND ELEMENTS

Gender equality is achieved when women and men, girls and boys, have equal rights, life prospects and opportunities, and the power to shape their own lives and contribute to society. Equality between the sexes is a question of a fair and equitable distribution of power, influence and resources in everyday life and in society as a whole. A gender-equal society safeguards and makes use of every individual's experiences, skills and competence.

Gender mainstreaming is a process of assessing the implications for women and men of any planned action, policy or program, in all areas and all levels before any decisions are made and throughout the whole process. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs so that both women and men benefit and inequality is not perpetuated. Gender mainstreaming is not a goal in itself but an approach for promoting gender equality.

GENDER ANALYSIS

Gender analysis highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups.

Gender analysis is the starting point for gender mainstreaming. Before any policy or programme intervention, making any decisions and outlining plans, a policy maker must analyze the gender equality situation in a given context and identify expected results.

Norms on gender. A gender analysis includes information on women, men, girls and boys in terms of their division of labor, roles and responsibilities, access to and control over resources, and their relative condition and position in society. It also involves looking at other norms for how gender may be expressed, including norms related to sexuality and identity.

Other social variables. A gender analysis should include social variables such as ethnicity, culture, age and social class. It may also include sexual orientation.

Quantitative and qualitative data. A gender analysis should include both quantitative (statistics) and qualitative (analytical and relative) data.

Vulnerability and empowerment. A gender analysis highlights specific vulnerabilities of women and men, girls and boys. It always has an empowerment perspective, highlighting the agency and the potential for change in each group.

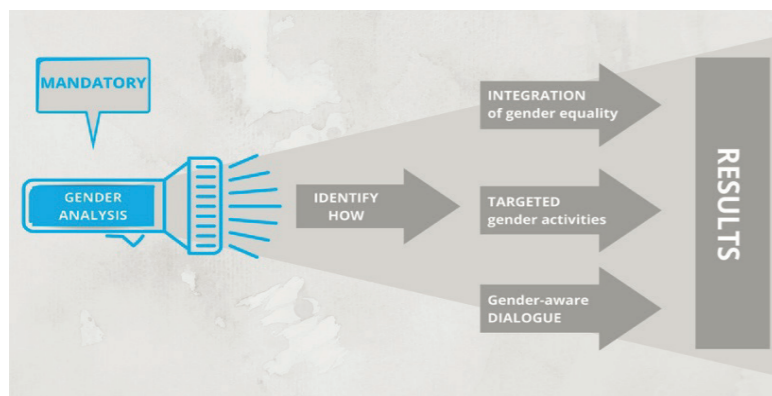
Scope and methods vary. The scope of a gender analysis can vary and be done in different ways depending on the context.

PRACTICAL AND STRATEGIC NEEDS

Practical gender needs refer to such needs that women and men have, in terms of making everyday life easier, such as access to water, better transportation, childcare facilities, etc. Addressing these will not directly challenge gender power relations but may remove important obstacles to women's economic empowerment.

Strategic gender needs refer to needs for shifts in society in terms of gender roles and relations, such as the need for a law condemning gender-based violence, equal access to credits, equality in inheritance and others.

Addressing these should impact gender power relations. Yet, sometimes the practical and strategic needs coincide, e.g., the practical need to have a place to leave the children coincides with the strategic need to get a job outside the home.



KEY ELEMENTS OF GENDER ANALYSIS

Sex and gender are concepts used to make distinction between biologically given and socially constructed differences.

Sex refers to biological differences between women and men regardless of age, ethnicity or other variables. Sex disaggregated statistics are a key element in any gender analysis. **Gender** refers to socially constructed differences between the sexes, norms, and cultural expectations on women/girls, men/boys; and how femininity and masculinity are defined.

Gender is used when analyzing the relationship between men and women, girls and boys, in regard to their different access to power, life opportunities, vulnerabilities and different strategies for change. Gender is also used when discussing differences between different groups of women, men, boys and girls, e.g., with regards to age, ethnic background, social class, sexuality, etc. Gender norms are expressed in laws, customary practice, etc., which makes qualitative data central to any gender analysis.

Gender roles and responsibilities

Gender defines the roles and responsibilities what women and men, girls and boys have in a given context and culture. It defines the role in the home/household, in the school, in the workplace, in the community, in the political organization, in the government, etc.

As gender varies, such roles and responsibilities vary. In many contexts, women are expected to be the primary caregiver for the children and the elderly. However, in some cultures men take more and more responsibility in the private arena, and women do likewise in the public. In agricultural work, women may be responsible for rice production, whereas men may be responsible for fishing.

A gender analysis must highlight the differences in roles and responsibilities to understand how men and women, girls and boys interact and what they do, can do and are expected to do.

Productive and reproductive work

Women and men have several roles related to their work.

Productive work relates to any work that generates an income. Men's productive work commonly takes place outside the sphere of the household and more commonly generates monetary income. Women's productive work commonly occurs within the household sphere and is generally less valued, and often not even taken into account.

Reproductive work relates to work in the household, raising children, cooking and cleaning. It is commonly assumed to be the responsibility of women, yet men also often perform reproductive work, for instance, taking care of machines or washing the car. Reproductive work generally does not generate any income, yet has an impact on the family (and societal) economy. As it is associated with the women's sphere, it is less valued than productive work and often not considered. Girls often have to take on the reproductive tasks if the mothers are to engage in productive work.

Community work relates to work and time devoted to political, religious or social work in organizations, communities or other work that both women and men engage in. Commonly, men's engagement in community work is more valued than women's engagement, and therefore considered in planning.

Access to and control over resources

Resources are means and goods, including:

- Economic (household income)
- Productive (land, equipment, tools, work, work, credit)
- Political (capability for leadership, information and organization)
- Time

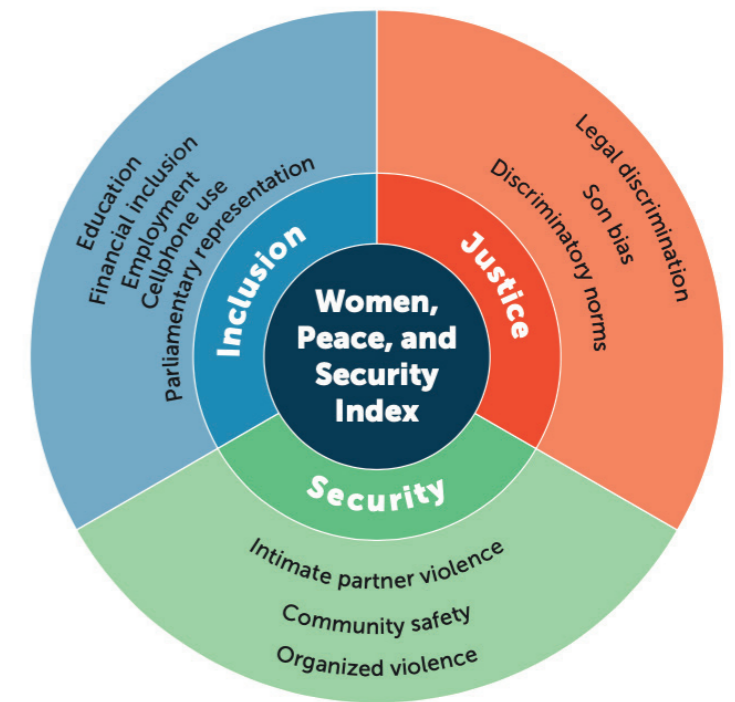
WOMEN, PEACE AND SECURITY INDEX

The WPS Index is a simple and transparent measure that captures women’s autonomy and empowerment at home, in the community, and in society. It is structured around three basic dimensions of women’s well-being: inclusion (economic, social, political); justice (formal laws and informal discrimination); and security (at the individual, community, and societal levels).

WHAT IS MEASURED AND WHY IT MATTERS?

The inaugural WPS Index was published in 2017. The second edition for 2019-2020 ranks 167 countries revealing the wide spectrum of performance around the world. The **167 countries ranked in 2019** have scores ranging from .904 (Norway) to .351 (Yemen), where 1 is the best possible score and 0 is the worst. Norway is followed by Switzerland, Finland, Denmark, and Iceland. A report on the WPS Index 2019-2020 was produced by the **Georgetown Institute for Women, Peace and Security (GIWPS)** and the **Peace Research Institute of Oslo (PRIO)**.

Women’s inclusion, justice and security matter. They matter to women and to their families, communities, economies and societies at large. The world is more secure, peaceful and prosperous when women are accorded full and equal rights and opportunities. The WPS Index systematically measures and ranks women’s wellbeing worldwide. The update in 2019 reveals that only one country (Iceland) performs well in every aspect of women’s lives as captured by the WPS Index.



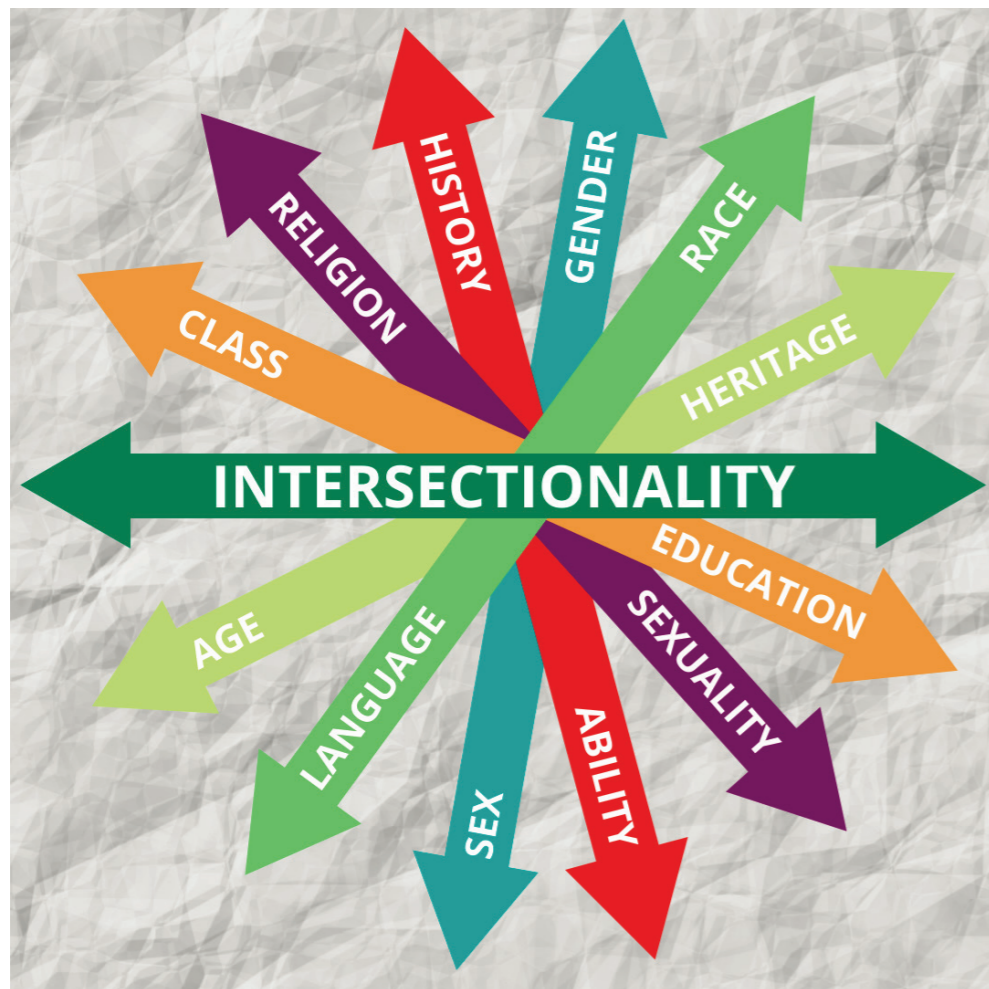
THERE ARE STRIKING DIFFERENCES WITHIN REGIONS, RANGING UP TO MORE THAN A HUNDRED RANKS. For example, in Central and Eastern Europe and Central Asia, Estonia ranks 12th and Azerbaijan ranks 123rd. There are also major disparities across Latin America and the Caribbean, most notably between Trinidad and Tobago, at 41, and Haiti, at 140.

The good news is that trends in women’s empowerment are heading in the right direction globally. Some 59 countries recorded significant progress since the first edition (in 2017), while only one country (Yemen) experienced major deterioration. Uneven performance across and within regions, and even within countries, illustrates the scope for better outcomes. Among regions, the Middle East and North Africa performs poorly overall, which is traceable to high levels of organized violence and discriminatory laws that disempower women, often coupled with low rates of inclusion, especially in paid employment.

Access to resources implies that women and men are able to use and benefit from specific resources (material, financial, human, social, political, etc.).

Control over resources implies that both men and women can obtain access to a resource and also make decisions about the use of that resource. For example, control over land means that women can access land (use it), own land (can be legal titleholders) and make decisions about whether to sell or rent the land.

Benefits refer to economic, social, political, and psychological benefits derived from the utilization of resources, including the satisfaction of both practical needs (food, housing) and strategic interests (education and training, political power).



INTERSECTIONALITY

Gender is a social variable, which crosscuts with other social variables such as age, ethnicity, class, religion, disability, sexual orientation and others. Intersectionality refers to the fact that these social variables interact, and that the individual is at the crossroads of these. For instance, a woman is never merely a woman but also always has a certain ethnicity, age, sexual orientation, etc. An intersectional approach examines the ways in which diverse socially and culturally constructed categories interact at different levels to produce different forms of power relations and inequalities. Different forms of oppression, which may be based on issues such as ethnicity, gender, class, disability or sexual orientation do not act independently but interact and shape one another. Thus, it is necessary to be very specific about which group of women or men that is referred to as the specificities vary a great deal.



Few countries perform uniformly well across all dimensions of women's wellbeing.

While good things often go together, only one country – Iceland – scores in the top third across the board, with achievements in each dimension reinforcing overall progress for women. Countries typically do worse on at least one of the fronts measured in the index. Even countries in the top dozen (including Norway, but with the exception of Iceland) rank only in the middle range on women's paid employment.

While the bottom dozen ranked countries perform poorly overall, there are **signs of progress**. Financial inclusion rose by at least 10 percent in the Democratic Republic of the Congo, Iraq and Mali. Libya and Iraq recorded major expansions in women's cellphone use, while women in Pakistan reported feeling safer walking in their community at night.

The data also reveal fronts where too many countries lag far behind the global averages, such as **women's parliamentary representation and employment**.

Globally, women hold nearly one fourth of parliamentary seats. Rwanda has the global high of 56 per cent, while in Papua New Guinea women have no seats in the national legislature. In 18 countries in the WPS ranking, the share of women in parliament is in the single digits.

On the justice dimension, developed countries exhibit the lowest levels of legal discrimination with 26 out of 27 countries scoring better than the global average (Singapore being the exception). Countries in Latin America and the Caribbean also do well, with 18 out of 25 countries performing at least as well as the global average. The Middle East and North Africa is the worst regional performer on legal discrimination, with all 16 countries below the global mean and 9 countries among the world's bottom dozen performers on that indicator. Saudi Arabia retains its dubious status as the country with the most extensive legal discrimination against women, followed closely by Yemen, Sudan, the United Arab Emirates, and Syria.

For current **intimate partner violence, capturing insecurity in the home**, the lowest rates are in Singapore and Switzerland, at below 0 per cent, whereas prevalence is as high as 47 per cent in South Sudan and 46 per cent in Timor-Leste. Regionally, the share of women who have experienced violence at the hands of an intimate partner in the past year is lowest in Central and Eastern Europe and Central Asia (7.1%) and Latin America and the Caribbean (7.8%), and highest in Sub-Saharan Africa and South Asia (both exceeding 20%).

Globally, the **gender gap in employment remains wide**, at 30 percentage points, with regional gaps averaging 68 per cent in South Asia and nearly 60 per cent in the Middle East and North Africa. Regional averages for women's employment range from about 67 percent in Sub-Saharan Africa to 19 percent in the Middle East and North Africa.

The challenges are largest in fragile and conflict-affected countries, especially in the security dimension. All the current bottom dozen ranked countries except Pakistan are classified as fragile and conflict affected, and six are in Sub-Saharan Africa.

YOUTH, PEACE AND SECURITY

On 9 December 2015, the United Nations Security Council adopted resolution 2250 (2015). It is the first resolution specifically addressing the role of youth (defined as 18-29 years old) in peace and security. The resolution is an important landmark for the recognition of the positive role young people can play in conflict and post-conflict settings. It provides a set of guidelines for Member States, the UN and civil society in the development of policies and programs. This global policy framework explores the devastating impact of armed conflict on young people's lives and what must be done to mitigate its effects, as well as how youth can be meaningfully engaged in managing conflict, peace processes and creating peaceful communities. As of mid-2020, the Security Council has adopted two YPS resolutions – 2250 (2015) and 2419 (2018).

YOUTH, PEACE AND SECURITY: FIVE ACTION AREAS

Resolution 2250 (2015) is important because it:

- ✓ supports a new narrative
- ✓ provides recognition and legitimacy
- ✓ generates new international norms
- ✓ brings visibility
- ✓ promotes youth representation and participation
- ✓ fosters partnerships
- ✓ provides tools for countering violent extremism
- ✓ ensures an evidence-based approach
- ✓ ensures accountability



The resolution calls on Member States to take action in five areas:

- (1) Participation:** Governments are to increase the participation of young people in decision-making at all levels in local, national, regional and international institutions and in mechanisms for the prevention and resolution of conflict. The Security Council is to consider young people's needs during its missions.
 - (2) Protection:** Governments are to ensure the protection of civilians, specifically youth, at times of armed conflict and post-conflict, including protection from all forms of sexual and gender-based violence.
- Countries are to end impunity by bringing to justice those who commit genocide, crimes against humanity and war crimes against young civilians.
- (3) Prevention:** Governments are to support youth's engagement by creating spaces in which young people are recognized and provided with adequate support to implement violence prevention activities.

They need to create policies for youth that would positively contribute to peacebuilding efforts, including for their social and economic development. The Council also calls on all relevant actors to establish mechanisms to promote a culture of peace and discourage youth from all acts of violence.

YOUNG WOMEN AND YOUNG MEN: DIFFERENT BACKGROUNDS

"Today's generation of youth is THE LARGEST the world has ever known, and ... young people often form the majority of the population of COUNTRIES AFFECTED BY ARMED CONFLICT"

"Disruption of youth's access to EDUCATION AND ECONOMIC OPPORTUNITIES has a dramatic effect on durable peace and reconciliation"

"Youth should actively be engaged in shaping lasting PEACE and contributing to JUSTICE AND RECONCILIATION"

"A large youth population presents A UNIQUE DEMOGRAPHIC dividend that can contribute to lasting peace and economic prosperity if INCLUSIVE POLICIES are in place"

UNSCR 2419 (2018)

On 6 June 2018, the Council adopted the second resolution on youth, 2419 (2018), reaffirming its commitment to the implementation of UNSCR 2250 (2015). It has an **additional focus on the inclusive representation of youth for the prevention and resolution of conflict**, including when negotiating and implementing peace agreements.

The resolution also requested the Secretary-General to report on the implementation of resolution 2419 and 2250 by May 2020.

(4) Partnerships: Governments are to establish and strengthen partnerships with relevant actors by:

- ✓ increasing political, financial, technical, and logistical support to UN bodies engaged in promoting peace, development and equality;
- ✓ considering the Peacebuilding Commission's advice and recommendations on how to engage young people during and after conflict when developing peacebuilding strategies;
- ✓ engaging community actors and empowering local people(s) – including youth, families, women, religious, cultural and education leaders – in countering violent extremism and promoting social cohesion and inclusion.

(5) Disengagement and Reintegration:

Disarmament, demobilization and reintegration (DDR) are strategies used in the aftermath of an armed conflict as a way to achieve sustainable peace. It refers to removing the armament from the possession of paramilitary groups (disarmament) as well as disengaging their participants (demobilization) and reintegrating them into society (reintegration). Resolution 2250 encourages all actors engaged in DDR to consider the impact of these processes on youth as well as the needs of young people affected by armed conflict.

Aspects to be considered include:

- ✓ opportunities and policies in the fields of education,
- ✓ employment
- ✓ training in preventing the marginalization of youth
- ✓ promoting a culture of peace

Even though Member States are responsible for the implementation of the resolution at the national level, there are many ways in which young people and civil society organizations can participate in this process, from leading it to cooperating with other stakeholders on the local, national, regional and global levels.



SECRETARY-GENERAL'S REPORT ON YOUTH, MARCH 2020

The Secretary-General reported on two key findings of the analysis. First, young people's essential role in peace and security is increasingly receiving recognition. There are many instances of Governments, United Nations entities, civil society actors and others stepping up efforts to meet the requirements of resolution 2250 (2015). Second, core challenges remain, including structural barriers limiting the participation of young people and their capacity to influence decision-making; violations of their human rights; and insufficient investment in facilitating their inclusion, in particular through education.

Since 2015, Member States, the UN System and partners have increasingly recognized the engagement of young women and men as central to inclusive and sustainable development. However, awareness yet to be translated into actions, such as national-level measures, institutional priorities, dedicated funding and accountability arrangements, to make sure that all actors can deliver on substantive pillars of resolutions 2250 (2015) and 2419 (2018).

PROGRESS STUDY ON YOUTH 2018

The study documented the experiences of exclusion, described by young people from across the globe, as a form of structural and psychological violence deeply rooted in the reciprocal mistrust between young people, their governments and the multilateral system. This exclusion, and young people's responses to it, manifested across six core areas:

- political exclusion
- economic exclusion
- education
- gender
- injustice and human rights
- disengagement and reintegration

The Global Coalition on Youth, Peace and Security (GCYPS)

The leading platform for shaping global policy and practice on youth, peace, and security. The GCYPS facilitates exchange, coordination, and collaboration between more than 70 organizations from civil society, including youth-led and youth-focused organizations, UN entities, donors, academia and inter-governmental bodies. It is co-chaired by the United Network of Young Peacebuilders (UNOY Peacebuilders), Search for Common Ground (SFCG) and the United Nations (Peacebuilding Support Office – PBSO and the United Nations Population Fund – UNFPA).

**Resolution 2250 (2015)****Adopted by the Security Council at its 7573rd meeting, on
9 December 2015***The Security Council,*

Recalling its resolutions 1325 (2000), 1820 (2008), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013) and 2242 (2015) on Women, Peace and Security and all relevant statements of its President, its resolutions on Countering Terrorism 2178 (2014) and 2195 (2014) and the Statement of its President S/PRST/2015/11, and the Statements of its President on Post-Conflict Peacebuilding S/PRST/2012/29 and S/PRST/2015/2,

Recalling its resolutions 1265 (1999) and 1894 (2009) on the Protection of Civilians in Armed Conflict,

Bearing in mind the purposes and principles of the Charter of the United Nations and the primary responsibility of the Security Council under the Charter for the maintenance of international peace and security,

Noting that the term youth is defined in the context of this resolution as persons of the age of 18-29 years old, and further noting the variations of definition of the term that may exist on the national and international levels, including the definition of youth in the General Assembly resolutions A/RES/50/81 and A/RES/56/117,

Recognizing that today's generation of youth is the largest the world has ever known and that young people often form the majority of the population of countries affected by armed conflict,

Expressing concern that among civilians, youth account for many of those adversely affected by armed conflict, including as refugees and internally displaced persons, and that the disruption of youth's access to education and economic opportunities has a dramatic impact on durable peace and reconciliation,

Recognizing the important and positive contribution of youth in efforts for the maintenance and promotion of peace and security,

Affirming the important role youth can play in the prevention and resolution of conflicts and as a key aspect of the sustainability, inclusiveness and success of peacekeeping and peacebuilding efforts,

* Reissued for technical reasons on 5 January 2016.



Recognizing that youth should actively be engaged in shaping lasting peace and contributing to justice and reconciliation, and that a large youth population presents a unique demographic dividend that can contribute to lasting peace and economic prosperity if inclusive policies are in place,

Recognizing that the rise of radicalization to violence and violent extremism, especially among youth, threatens stability and development, and can often derail peacebuilding efforts and foment conflict, *and stressing* the importance of addressing conditions and factors leading to the rise of radicalization to violence and violent extremism among youth, which can be conducive to terrorism,

Expressing concern over the increased use, in a globalized society, by terrorists and their supporters of new information and communication technologies, in particular the Internet, for the purposes of recruitment and incitement of youth to commit terrorist acts, as well as for the financing, planning and preparation of their activities, and underlining the need for Member States to act cooperatively to prevent terrorists from exploiting technology, communications and resources to incite support for terrorist acts, while respecting human rights and fundamental freedoms and in compliance with other obligations under international law,

Noting the important role youth can play further as positive role models in preventing and countering violent extremism, which can be conducive to terrorism, and fuels conflict, inhibits socioeconomic development and fosters regional and international insecurity,

Noting that the Secretary-General is finalizing a Plan of Action to Prevent Violent Extremism to integrate youth's participation, leadership and empowerment as core to the United Nations strategy and responses,

Noting the World Programme of Action for Youth, the Guiding Principles on Young People's Participation in Peacebuilding, the August 2015 Global Forum on Youth, Peace and Security, the Amman Declaration on Youth, Peace and Security, the September 2015 Global Youth Summit against Violent Extremism and the Action Agenda to Prevent Violent Extremism and Promote Peace, and acknowledging their role in creating a foundation that promotes young people's inclusive participation and positive contribution to building peace in conflict and post-conflict situations,

Acknowledging the on-going work of national governments and regional and international organisations to engage youth in building and maintaining peace,

Encouraging Member States to consider developing a UN common approach to inclusive development as a key for preventing conflict and enabling long-term stability and sustainable peace, and highlighting in this regard the importance of identifying and addressing social, economic, political, cultural and religious exclusion, intolerance, as well as violent extremism, which can be conducive to terrorism, as drivers of conflict,

Recognizing that the protection of youth during conflict and post-conflict and their participation in peace processes can significantly contribute to the maintenance and promotion of international peace and security, and being convinced that the protection of civilians, including youth, in armed conflict should be an important aspect of any comprehensive strategy to resolve conflict and build peace,



Noting relevant provisions of the Rome Statute of the International Criminal Court,

Participation

1. *Urges* Member States to consider ways to increase inclusive representation of youth in decision-making at all levels in local, national, regional and international institutions and mechanisms for the prevention and resolution of conflict, including institutions and mechanisms to counter violent extremism, which can be conducive to terrorism, and, as appropriate, to consider establishing integrated mechanisms for meaningful participation of youth in peace processes and dispute-resolution;

2. *Calls on* all relevant actors, including when negotiating and implementing peace agreements, to take into account, as appropriate, the participation and views of youth, recognising that their marginalisation is detrimental to building sustainable peace in all societies, including, inter alia, such specific aspects as:

(a) The needs of youth during repatriation and resettlement and for rehabilitation, reintegration and post-conflict reconstruction;

(b) Measures that support local youth peace initiatives and indigenous processes for conflict resolution, and that involve youth in the implementation mechanisms of peace agreements;

(c) Measures to empower youth in peacebuilding and conflict resolution;

3. *Stresses* the importance of Security Council missions taking into account youth-related considerations including, as appropriate, through consultation with local and international youth groups;

Protection

4. *Calls upon* all parties to armed conflict to comply strictly with the obligations applicable to them under international law relevant to the protection of civilians, including those who are youth, including the obligations applicable to them under the Geneva Conventions of 1949 and the Additional Protocols thereto of 1977;

5. *Further calls upon* states to comply with the obligations applicable to them under the 1951 Convention Relating to the Status of Refugee and the Protocol thereto of 1967, the Convention on the Elimination of All Forms of Discrimination against Women of 1979 and the Optional Protocol thereto of 1999 and the Convention on the Rights of Persons with Disabilities;

6. *Further calls upon* Member States to comply with their respective obligations to end impunity and further calls on them to investigate and prosecute those responsible for genocide, crimes against humanity, war crimes and other egregious crimes perpetrated against civilians, including youth, noting that the fight against impunity for the most serious crimes of international concern has been strengthened through the work on and prosecution of these crimes by the International Criminal Court, ad hoc and mixed tribunals and specialized chambers in national tribunals;



7. *Calls on* all parties to armed conflict to take the necessary measures to protect civilians, including those who are youth, from all forms of sexual and gender-based violence;

8. *Reaffirms* that states must respect and ensure the human rights of all individuals, including youth, within their territory and subject to their jurisdiction as provided for by relevant international law and reaffirms that each state bears the primary responsibility to protect its populations from genocide, war crimes, ethnic cleansing, and crimes against humanity;

9. *Urges* Member States to consider specific measures, in conformity with international law, that ensure, during armed conflict and post conflict, the protection of civilians, including youth;

Prevention

10. *Urges* Member States to facilitate an inclusive and enabling environment in which youth actors, including youth from different backgrounds, are recognised and provided with adequate support to implement violence prevention activities and support social cohesion;

11. *Stresses* the importance of creating policies for youth that would positively contribute to peacebuilding efforts, including social and economic development, supporting projects designed to grow local economies, and provide youth employment opportunities and vocational training, fostering their education, and promoting youth entrepreneurship and constructive political engagement;

12. *Urges* Member States to support, as appropriate, quality education for peace that equips youth with the ability to engage constructively in civic structures and inclusive political processes;

13. *Calls on* all relevant actors to consider instituting mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue that involve youth and discourage their participation in acts of violence, terrorism, xenophobia, and all forms of discrimination;

Partnerships

14. *Urges* Member States to increase, as appropriate, their political, financial, technical and logistical support, that take account of the needs and participation of youth in peace efforts, in conflict and post-conflict situations, including those undertaken by relevant entities, funds and programmes, inter alia, the United Nations Peacebuilding Support Office, United Nations Peacebuilding fund, United Nations Development Programme, United Nations Population Fund, UN-Women, and by the Office of the United Nations High Commissioner for Refugees, the Office of the United Nations High Commissioner for Human Rights, the United Nations Office on Drugs and Crime and other relevant bodies, and actors at regional and international levels;

15. *Stresses* the vital role the Peacebuilding Commission in addressing the conditions and factors leading to the rise of radicalization to violence and violent extremism among youth, which can be conducive to terrorism, by including in its advice and recommendations for peace building strategies ways to engage youth meaningfully during and in the aftermath of armed conflict;

16. *Encourages* Member States to engage relevant local communities and non-governmental actors in developing strategies to counter the violent extremist narrative that can incite terrorist acts, address the conditions conducive to the spread of violent extremism, which can be conducive to terrorism, including by empowering youth, families, women, religious, cultural and education leaders, and all other concerned groups of civil society and adopt tailored approaches to countering recruitment to this kind of violent extremism and promoting social inclusion and cohesion;

Disengagement & reintegration

17. *Encourages* all those involved in the planning for disarmament, demobilization and reintegration to consider the needs of youth affected by armed conflict, including, inter alia, such specific aspects as:

(a) evidence-based and gender-sensitive youth employment opportunities, inclusive labour policies, national youth employment action plans in partnership with the private sector, developed in partnership with youth and recognising the interrelated role of education, employment and training in preventing the marginalisation of youth;

(b) investment in building young persons' capabilities and skills to meet labour demands through relevant education opportunities designed in a manner which promotes a culture of peace;

(c) support for youth-led and peacebuilding organisations as partners in youth employment and entrepreneurship programs;

18. *Notes* its readiness, whenever measures are adopted under Article 41 of the Charter of the United Nations, to consider their potential impact on the population, including youth;

Next steps

19. *Invites* relevant entities of the United Nations, Rapporteurs and Special Envoys and Representatives of the Secretary-General, including the Secretary-General's Envoy on Youth and the Special Envoy for Youth Refugees, to improve the coordination and interaction regarding the needs of youth during armed conflicts and post-conflict situations;

20. *Requests* the Secretary-General to carry out a progress study on the youth's positive contribution to peace processes and conflict resolution, in order to recommend effective responses at local, national, regional and international levels, and further requests the Secretary-General to make the results of this study available to the Security Council and all Member States of the United Nations;

21. *Also requests* the Secretary-General to include in his reports in the context of situations that are on the agenda of the Council the measures taken in the implementation of this resolution, including information on youth in situations of armed conflict and the existence of measures relating to the prevention, partnerships, participation, protection, disengagement and reintegration of youth under this resolution;

22. *Decides* to remain actively seized of the matter.



THE MISSING PEACE 2018 STUDY

Resolution 2250 (2015), adopted by the Security Council in 2015, is the first one fully dedicated to the important and positive role young women and men play in the maintenance and promotion of international peace and security. It requested the Secretary-General “to carry out a progress study on the youth’s positive contribution to peace processes and conflict resolution, in order to recommend effective responses at local, national, regional and international levels.”

THE MISSING PEACE STUDY, 2018

The study entitled The Missing Peace is a unique opportunity to listen to young people and learn about the multiple ways they work for peace and security. Their work promises the potential of a tremendous peace and security dividend for their societies, governments and international actors.

However, many young people are frustrated by the tendency of their governments and international actors to treat youth as a problem to be solved, instead of as partners for peace. Young people throughout the world expressed their loss of faith and trust in their governments, the international community and systems of governance that they feel excluded from, contributing to a strong and ongoing sense of injustice. The Progress Study calls upon Governments and international actors to undergo a seismic shift and recognize young people as “the missing peace.”

The study involved a diverse group of young people, including those who would not ordinarily have a say in these sorts of global policy processes, such as refugee youth, former gang members and youth living in hard-to-reach locations. At least 4,230 young people were directly consulted during the study.

The study reflects on stereotypical conceptions of youth, and debunks policy myths that have misguided policy and programmatic approaches related to youth, violence and conflict. It shows the breadth and diversity of youth contributions to peace, from local to transnational networks. The study raises the theme of a social contract between young people and their Governments, as well as between them and their communities. It highlights the issues of political participation, economic inclusion and educational opportunities. Overall, the study provides recommendations and a framework for partnering with, and investing in, young people to promote their inclusion and prevent violence, and translate the demographic dividend into a peace dividend – the core strategy for implementing the Youth, Peace and Security agenda.



Young people can be powerful challengers of the status quo through peaceful protest, social critique, cultural expression, and online mobilization and organization.

This is a long-standing, and perhaps universal, dimension of the change agency of youth, with numerous examples throughout history of young women and men at the forefront of political and social change. The study provides many inspiring examples from around the world.

Myanmar: In 2015, a group of young human rights activists from Yangon launched a campaign calling on youth to post photos on Facebook and Twitter with young people from other ethnic groups with hashtag #myfriend or #friendshiphasnoboundaries. This was a response to growing divisions and tensions among ethnic groups, violence and discrimination against ethnic minorities, especially the Rohingya population.

Wai Wai Nu, one of the organizers of the campaign, is a Muslim Rohingya, at the age of 18 was sentenced to 17 years in prison. After serving seven years of her sentence, she went to attain a law degree and began to advocate for the human rights of ethnic minorities. What started as an online campaign to promote peace and celebrate diversity has since brought together thousands of young people, both online and through in-person events with civil society leaders, musicians, artists, academics and even some government officials. Within two years, the initiative built a Facebook following of more than 30,000. It has evolved into a sustained network of young people associated with the online campaign.

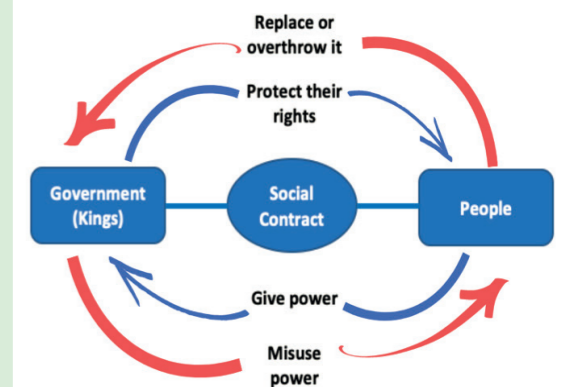
<https://mashable.com/2015/11/06/myanmars-myfriend-campaign/#1ArEwPFAC8q6>

GUATEMALA: In 2016, the Guatemalan annual International Poetry Festival, organized by young people, focused on the issues that Indigenous people face in the country, and the human rights violations they were subjected to during the country’s internal conflict in (United Nations High Commissioner for Refugees, TP).

Also in Guatemala, the street theatre group called Caja Lúdica (www.cajaludica.org/caja/) used dance and low performances to reclaim dangerous areas of Guatemala City, and challenge both the power of street gangs and police abuse of power targeted at youth.

SOCIAL CONTRACT

According to Thomas Hobbes, in the absence of political power, human life would be “solitary, poor, nasty, brutish and short.” Without it, everyone would have unlimited natural freedoms, including the “right to all things” and thus the freedom to plunder, rape and murder; there would be an endless “war of all against all” (Bellum omnium contra omnes). To avoid this, free men contract with each other to establish political community (civil society) through a social contract in which they all gain security in return for subjecting themselves to an absolute sovereign, civil code or political power.



UGANDA: Young people organized to form Village Savings and Loan Associations (VSLAs) to generate a community-based fund that provides capital for locally led income-generating activities. The VSLA brought together “reformed warriors” (a phrase used to refer to young people who have given up violence in Karamoja area, Uganda) and other youth in the community; this avoided fueling resentment or being seen to reward reformed warriors for previously violent behavior. The steady economic base and strengthened community relationships provided by the VSLAs supported engagement in local peacebuilding activities by reformed warriors and other young people.

TRANSBOUNDARY COOPERATION: CENTRAL ASIA AND AFGHANISTAN

Transboundary cooperation is a special form of international economic, environmental, cultural and educational activities in various forms at the regional level. Such cooperation involves shared use of natural resources, addressing environmental security issues, more intensive communication between the populations of neighboring countries and greater pressure on infrastructure (roads, communications, services, warehouses, etc.). Transboundary cooperation is considered a key factor for success in peacebuilding and preventive diplomacy. Political institutionalization is a prerequisite for transboundary cooperation. It is a question of establishing both regional associations to guide this process and a system of specialized international organizations in addition to international institutions.

CONTEXT: GEOGRAPHY, ECONOMY, CULTURE

Global and regional developments have exposed the special role of border territories in the development of states. This is due to the fact that borders in the modern world are no longer seen as barriers and border areas have become contact zones, where nations and peoples, their cultures and economies actively interact. Today, “closeness to a border” or remoteness from the centre is no longer characterized as a cultural or economic backwardness, but rather as an additional opportunity for economic and sociocultural development.



Today, the concept of “transboundary cooperation” oftentimes is used as a synonym for “cross-border cooperation.” Despite the fact that the concept of “transboundary cooperation” is much broader and, in fact, includes “crossborder cooperation,” there is no significant difference in the definitions of these two concepts as provided in international conventions.

Current developments of regional processes attest to importance of transboundary cooperation. The disputes between scholars and politicians about transboundary cooperation are still in full swing. However, an important conclusion is that cross-border cooperation can always have positive results. In the same vein, current cross-border cooperation is a joint constructive action aimed at developing relationships between territories or authorities in the jurisdictions of two or more states. In international relations, cross-border cooperation inevitably becomes multilateral, including not just the number of states, but also the diversity of agents of cooperation: firms, banks, communes, ethnicities, etc.

UNRCCA AND TRANSBOUNDARY COOPERATION



Central Asia perhaps is one of the few regions in the world whose countries are very interdependent. Despite the presence of old and new security threats, the Central Asian states have managed to avoid open conflicts among themselves, which indicates the political will for dialogue and conflict prevention. At the beginning of the 21st century, a whole set of problems has emerged in Central Asia that need to be addressed. The states of this region have to face a number of conflict threats: terrorism and extremism, drug trafficking and organized crime. In this context, appealing to the “good offices” of the UN has become quite natural, given its rich toolkit of response to such threats and experience in conflict resolution. It is with this goal in mind that a new international structure – the UN Regional Center for Preventive Diplomacy for Central Asia (UNRCCA) – was created.

In September 2004, Turkmenistan initiated the establishment of UNRCCA with support from Kazakhstan. After consultations among representatives of all five Central Asian States, the idea was approved and an agreement to locate the Centre in the capital of Turkmenistan, Ashgabat, was reached.

On 7 May 2007, Secretary-General Ban Ki-moon wrote to Security Council President Zalmay Khalilzad that in accordance with the UN Global Counter-Terrorism Strategy and the recommendations of the High-Level Panel on Threats, Challenges and Change, he intended to establish UNRCCA. The Center was inaugurated on 10 December 2007.

Common threats and challenges require a joint response and cooperation to maintain regional stability. Therefore, UNRCCA focuses on identifying existing and potential threats and expanding partnerships to counter them among the five Central Asian states and regional and international organizations working there. Analysis of the situation and consultations with the Central Asian Governments identified five priority areas for UNRCCA’s work:

1. promoting preventive diplomacy among the Governments of Central Asia
2. monitoring and early warning
3. building partnerships with the States of Central Asia for conflict prevention
4. strengthening the UN’s preventive activities in the region
5. encouraging cooperation and interaction between Central Asia and Afghanistan.

As one of the most effective strategies to prevent disputes from escalating into conflicts and the recurrence of conflicts, preventive diplomacy involves the use of tools of negotiation, mediation and conciliation. At the same time, early warning is a key component of preventive activities. The UN closely monitors developments around the world to identify threats to international peace and security, supporting the preventive action of the Security Council and the Secretary-General. The Department of Political and Peacebuilding Affairs (DPPA) is the main support structure for these efforts, providing conflict analysis, planning and leading over a dozen field-based political missions that serve as critical platforms for preventive diplomacy. Of all these missions, regional offices covering Central Africa, West Africa and Central Asia have specific mandates to conduct preventive diplomacy and build the capacity of States and regional actors to address sources of tension by peaceful means. In this way, envoys and special representatives of the Secretary-General provide mediation and preventive diplomacy in different regions of the world. In some cases, the presence of a special envoy alone can prevent the escalation of tensions.

PREVENTIVE DIPLOMACY

Preventive diplomacy is a diplomatic action or series of actions taken to prevent disputes from arising between parties, to prevent existing disputes from escalating into conflicts, and to limit the spread of the latter when they occur.

BACKGROUND: PREVENTIVE DIPLOMACY

The term “preventive diplomacy” came into political use after the publication of the report entitled An Agenda for Peace of UN Secretary General Boutros Boutros- Ghali at the 47th session of the UN General Assembly on 17 July 1992. This document contained **the conceptual framework for preventive diplomacy and peacemaking**. Boutros-Ghali borrowed the concept of preventive peacekeeping operations from the independent Disarmament and Security Commission, chaired by Olof Palme, Swedish Prime Minister, who drafted it back in 1982. In 1985, Johan Galtung, the principal founder of the discipline of peace and conflict studies, put forward a concept that included strategies for maintaining international peace and security – peacemaking, peacekeeping and peacebuilding.



The report highlights international operations and processes related to preventive diplomacy:

- 1. peacemaking:** “action to bring hostile parties to agreement, essentially through such peaceful means as those foreseen in Chapter VI of the Charter of the United Nations”
- 2. peacekeeping,** defined as the deployment of a UN force to the field, usually with the consent of the parties to the conflict, and could involve military, police and/or UN civilian personnel
- 3. post-conflict peacebuilding** is defined as an “action to identify and support structures which will tend to strengthen and solidify peace in order to avoid a relapse into conflict”

Timely application of preventive diplomacy and promotion of peace has been recognized by the Security Council and the General Assembly as the most desirable and efficient means for easing international tensions before they result in conflict.



UN’s preventive diplomacy efforts in the Central Asian region are led by the Special Representative of the Secretary- General and Head of the United Nations Regional Centre for Preventive Diplomacy for Central Asia, Ms. Natalia Gherman, appointed by Secretary- General António Guterres in 2017.

PRACTICE AND ELEMENTS OF PREVENTIVE DIPLOMACY

To improve the efficiency of resources and strengthen the effectiveness of international conflict resolution, new concepts and methods have been evolving in the area of preventive diplomacy. Early conflict prevention is one of these concepts. It is a very effective conflict management tool, as it saves a lot of resources.



However, the requirements for preventive actions go beyond early warning and evolve into a timely understanding of the problem before warning. Parties anticipate that if they don’t take actions now and incur some costs, the future price tag will be much higher. They believe that there is a better chance of achieving more of their goals now than later.

Preventive diplomacy is associated with the concept of foresight, emphasizing that its success depends on identifying uncertainties in the future, which, if successful, will never materialize. It is the need to act against uncertainties that makes preventive diplomacy extraordinary.

PREVENTIVE DIPLOMACY

- A. is not a separate type of UN peacekeeping activity and is generally used along with other types and tools of peacekeeping.
- B. is often directly linked to actions such as peace promotion and peacekeeping
- C. also requires the implementation of measures aimed at establishing a mutual trust

PEACEKEEPING OPERATIONS

Peacekeeping operations are an important vehicle to promote peace and security. They have won international recognition. In 1988, the UN peacekeeping forces were awarded the Nobel Peace Prize, although operations have been deployed since 1948 (the year of establishment of the United Nations Truce Supervision Organization for the Middle East, UNTSO). By the early 21st century, 56 operations have been deployed, 43 of them since 1988.

It is closely related to actions such as maintaining peace and promoting peace. In the area of promoting peace, it is important to improve cooperation between the UN and regional organizations and subregional structures.

SOFT SKILLS FOR PREVENTIVE DIPLOMACY



«ALL CULTURES ARE DIFFERENT!»

ALL CULTURES ARE EQUAL!»

We are surrounded by an amazingly diverse and rich world of cultures, people and things. The historical experience of centuries-old multicultural interaction has given us the well-known, but rather antiquated idea, essential for intercultural communication: “When in Rome, do as the Romans do.” For many centuries, this way was considered the only correct and acceptable one. What has changed in our modern world? Is it possible today not just to copy behaviours in a foreign country but to try, first of all, to understand it, absorb it and accept it?

Intercultural training aims at the practical mastery of the values, norms and rules of the representatives of another culture, and also to show that the value and uniqueness of any culture lies in its uniqueness.

PRINCIPLES OF INTERCULTURAL COMMUNICATION

- 1 Intercultural communication and interaction is about understanding cultural differences. Effective interaction takes place when you can not only agree that differences exist but also understand the essence of these differences, accept the specifics of another culture, and take these specifics into account in your behavior.
- 2 Intercultural communication fails under the following conditions:

A) IF WE ENCROACH ON THE SYSTEM OF VALUES ACCEPTED IN THE CULTURE OF ANOTHER PERSON;

B) WE INFRINGE ON SOMEONE'S NATIONAL FEELINGS;

C) WE OFFEND SOMEONE'S NATIONAL DIGNITY.

3 In the process of intercultural communication, it is important to focus on the future, not on the past. Of course, when starting intercultural communication, you need to know the past, the history of your own and other nations, their cul-ture, art, literature, and the history of the nations' relations.

However, the dominant orientation is towards the future - how our two peoples will continue to live on our beautiful Earth, how they will cooperate, trade, exchange tourists, create unions, international associations, joint ventures.

The purpose of intercultural communication is the priority of respecting one's interests in one's culture while also respecting the interest of a representative of another culture in his or her culture too.



In intercultural communication, a special approach is required to respect the interests of representatives of two cultures. In intercultural interaction, it is necessary to protect not only one's own interests, but also the interests of one's people as a whole.

Therefore, depending on whose territory the communication takes place and the interests of which people are being discussed, priority protection of interests is necessary for this people and their representatives.

WE ARE ALL DIFFERENT, BUT WE ARE EQUAL

The world in which we live is diverse, and as the degree of diversity grows, its forms multiply. This phenomenon is based on the huge number of social differences: between people, groups of people, social processes, associations, situations, regimes, practices, cultures and subcultures. Adapting to life in the face of so many differences, humanity has come to the conclusion that it is necessary to develop psychological qualities in people that enable them to live harmoniously with others.

Tolerance means respect, acceptance and correct understanding of the rich diversity of cultures in our world, our forms of self-expression and ways of manifesting human individuality. Tolerance makes it possible to achieve peace and enables us to move from a culture of war to a culture of peace.

The personal quality of being able to actively accept the world as it is, in all its diversity, without trying either to passively adapt to it or to remake it in one's own image, is usually denoted by the term tolerance. Intolerance is the rejection of another person, the unwillingness to coexist with other (kinds of) people; intolerance manifests itself through destructiveness, conflict, aggressive behaviour.

THE POSITION OF A PERSON IN RELATION TO HIM OR HERSELF AND THOSE AROUND THEM CAN BE DESCRIBED IN THE FOLLOWING TYPES OF ATTITUDES:

<p>😊 «I AM GOOD - YOU ARE GOOD».</p> <p>This is the most moral and productive attitude, since in most cases we are harmed not by intent, but by thoughtlessness, because of our own moral immaturity. People with this mindset know their worth and expect others to treat them appropriately. They work and collaborate constructively. These are "winners" and they "win".</p>	<p>😊 «I AM GOOD - YOU ARE BAD». 😡</p> <p>This attitude is typical for those who are not capable of constructive self-affirmation. They push the responsibility for their problems onto others and, in case of failure, try to find the guilty ones and take their frustrations out on them. In this case, momentary self-affirmation occurs at the expense of humiliating others, which is immoral and unproductive.</p>
<p>😡 «I'M BAD - YOU'RE GOOD».</p> <p>This attitude is typical of people with an inferiority complex who feel powerless compared to others. They often tend to avoid close contact with others or stick to strong personalities. Often such people are depressed.</p>	<p>😡 «I AM BAD - YOU ARE BAD».</p> <p>This attitude leads to self-degradation of the personality, gives rise to a feeling of hopelessness and a loss of interest in life. People with this attitude are easily irritated, prone to severe depression, and unpredictable.</p>

Few people stick exclusively to one of these four attitudes, but one of them, as a rule, dominates. Therefore, it is especially important, to work on yourself constantly to become able to consciously and purposefully strive to strengthen your feeling of "everything is in order" so as to overcome negative attitudes towards yourself and others.

«PREJUDICES & STEREOTYPES»

THE CONCEPT OF TOLERANCE IS CLOSELY RELATED TO SUCH PHENOMENA AS PREJUDICE AND STEREOTYPES.

PREJUDICE is a concept taken from psychology that means prejudg-ing someone on the basis of his or her belonging to a particular group or category of people.

STEREOTYPES are knowledge about people, accumulated both by personal experience and from other sources, which are generalized and fixed in the minds of people in the form of stable ideas.

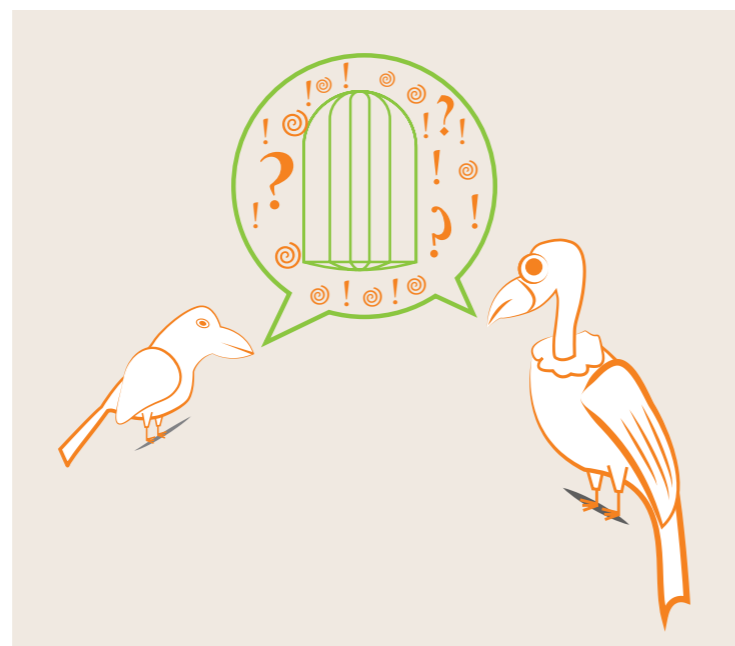
One of the sources of stereotypes is a superficial knowledge of the subject being judged.

For example, which do you think suffers more from having its ability to fly being restricted in captivity: an eagle or a sparrow?

Oddly enough, the eagle suffers less than many other birds, even living in a relatively small aviary.

The fact is that in nature, eagles rarely fly, but mostly plan.

In contrast, a sparrow does not tolerate captivity at all and dies very quickly in a cage.



MANY ESPECIALLY CRUEL STEREOTYPES RELATE TO RULES OF DECENCY AND NORMS OF BEHAVIOR, SINCE THEY WERE TAUGHT TO US THROUGH PROHIBITIONS, CONDEMNATIONS, AND EVEN RIDICULE OR PUNISHMENT.

It is unlikely that you will listen with pleasure to a neighbor who is noisily sipping tea from a cup. But the Japanese tea-drinking ceremony dictates that participants must suck the tea from miniature cups noisily, thereby expressing their pleasure and gratitude to the hospitality of the host.

STEREOTYPES ARE RIGIDLY EMBEDDED IN OUR VALUE SYSTEM AND ARE AN INTEGRAL PART OF AND PROVIDE A KIND OF PROTECTION FOR OUR POSITION IN SOCIETY.

For this reason, the use of stereotypes occurs in every intercultural situation.

NATIONAL STEREOTYPES are the most striking example.

The relationship between the cultural affiliation of a person and the character traits attributed to him or her is usually not adequate. People belonging to different cultures have a different understanding of the world, which makes communication from a single position impossible. Guided by the norms and values of his or her culture, a person him or herself determines what the facts are and in what light to evaluate them. This significantly affects the nature of our communication with representatives of other cultures.

People retain their stereotypes, even when reality contradicts them. Therefore, in a situation of intercultural contact, it is important to be able to effectively deal with stereotypes – that is, to be aware of them and be able to abandon them when they do not correspond to reality.



Source: A Practical Guide for Youth Leaders. M. Dzeitova. M. Tangiev. 2008.



CONFLICT

MANAGEMENT

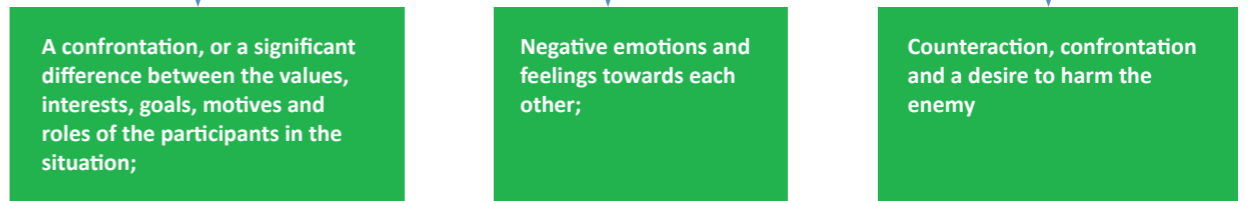


WHAT IS A CONFLICT?

A **CONFLICT** - (from Lat. conflictus) is a clash of opposing goals, interests, positions, opinions or views of two or more people; it is a struggle for a certain status, power or resources.

A **CONFLICT** is a collision or a confrontation between parties, in which at least one of them perceives the actions of the other one as a threat to its interests

A CONFLICT OCCURS AS A RESULT OF THREE FACTORS:



BUILDING BLOCKS OF A CONFLICT

CONFLICT = A CONFLICT SITUATION + AN INCIDENT

A **CONFLICT SITUATION** is a stressful environment that provides energy through interaction.

AN INCIDENT is an open confrontation between the parties in an emotionally intense field of interaction.

CONFLICT STAGES



RESOLVING A CONFLICT MEANS

1. ELIMINATING THE CONFLICT SITUATION
2. EXHAUSTING THE CONFLICT
3. THOSE ABLE TO CONTROL THEMSELVES MANAGE TO CONTROL THE CONFLICT.



CONFLICT LEVELS

External: Global and regional conflicts.

Global and regional conflicts remain among the most complicated cases in conflictology.

The word "global" means that it covers the whole Earth, all countries, is planetary. Its scale affects the interests of all mankind. Global conflicts pose a threat to the existence of mankind or individual civilizations.

Organizational conflicts

Conflicts about targets, resources, ways of action.

People's societal life comes out of the composition of certain organizations. A complex system of relations in an organization holds within itself the possibility of a wide variety of conflicts, which are specific both in content and dynamics, as well as in the ways to resolve them.

Group conflicts

Conflicts between formal and informal groups.

Можно говорить о конфликтах между малыми, большими (в частности, религиозными, классовыми, этническими и др.). В основе такого противоборства лежит столкновение противоположно направленных групповых мотивов (интересов, ценностей, целей).

Intragroup conflict

Conflicts between an individual and the group.

This type includes conflicts between a person and a group, of which this person may or may not be part.

Interpersonal conflict

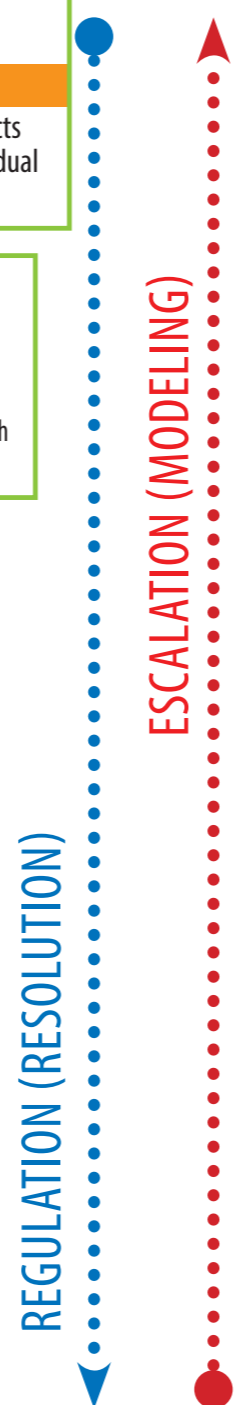
Human to human conflict

This is a clash of incompatible desires, aspirations and attitudes of individuals, when the satisfaction of the aspirations of one of them is perceived by the other as an infringement of their own interests.

Intrapersonal conflict

The contradiction lies within ourselves.

This is a conflict within our individual world; it represents a clash of diametrically opposed motives.



ALGORITHM FOR CONFLICT RESOLUTION



Competition: This is the least effective, but the most frequently used method of behaviour in conflicts. It is expressed in the desire to fulfil one's own interests at the expense of others. This tactic is justified when it is decided something really important and significant and any concession seriously affects your dignity and the dignity of your loved ones, jeopardizes your well-being, health. Constant use of this tactic can win you a reputation being impolite.



Adaption: As opposed to rivalry, it means sacrificing one's own interests for the sake of others. You may argue: Why on earth should I give in? But in some cases, this type of behaviour is the most correct one. For example, your mom hates rock music and thinks it is disgusting. Is it worth trying to convince her and argue with her? Why would you annoy a person you care about? Try to give in by playing music when your mom is not at home.

Compromise: A compromise is as an agreement between the parties of a conflict, achieved through mutual concessions. So, you agree with your parents that you can come home an hour later in the evening, provided that you write your homework in advance, clean your room, etc. A compromise requires both parties to stick to their commitments. After all, a violation of an agreement is by itself a reason for a conflict, and it will be much more difficult to agree, because trust has been lost.



Avoidance: It is characterized by both a lack of desire for cooperation and a lack of tendency to achieve your own goals. You are pretending that there is no disagreement, everything is fine. Such tactics require sometimes a remarkable endurance. However, you can use this tactic when the subject of the dispute has no special meaning to you. You shouldn't use this avoidance tactic all the time. FIRST, this considerably affects your emotional state: an attempt to keep your emotions inside can negatively affect your health. SECOND, if you pretend that everything is fine, then the conflict situation does not cease to exist.



Cooperation: It occurs when the parties come to an alternative that fully satisfies their interests. You see your opponent as an assistant in solving the problem, trying to get the other's perspective, to understand how and why they disagree with you, to make the most of their objections.



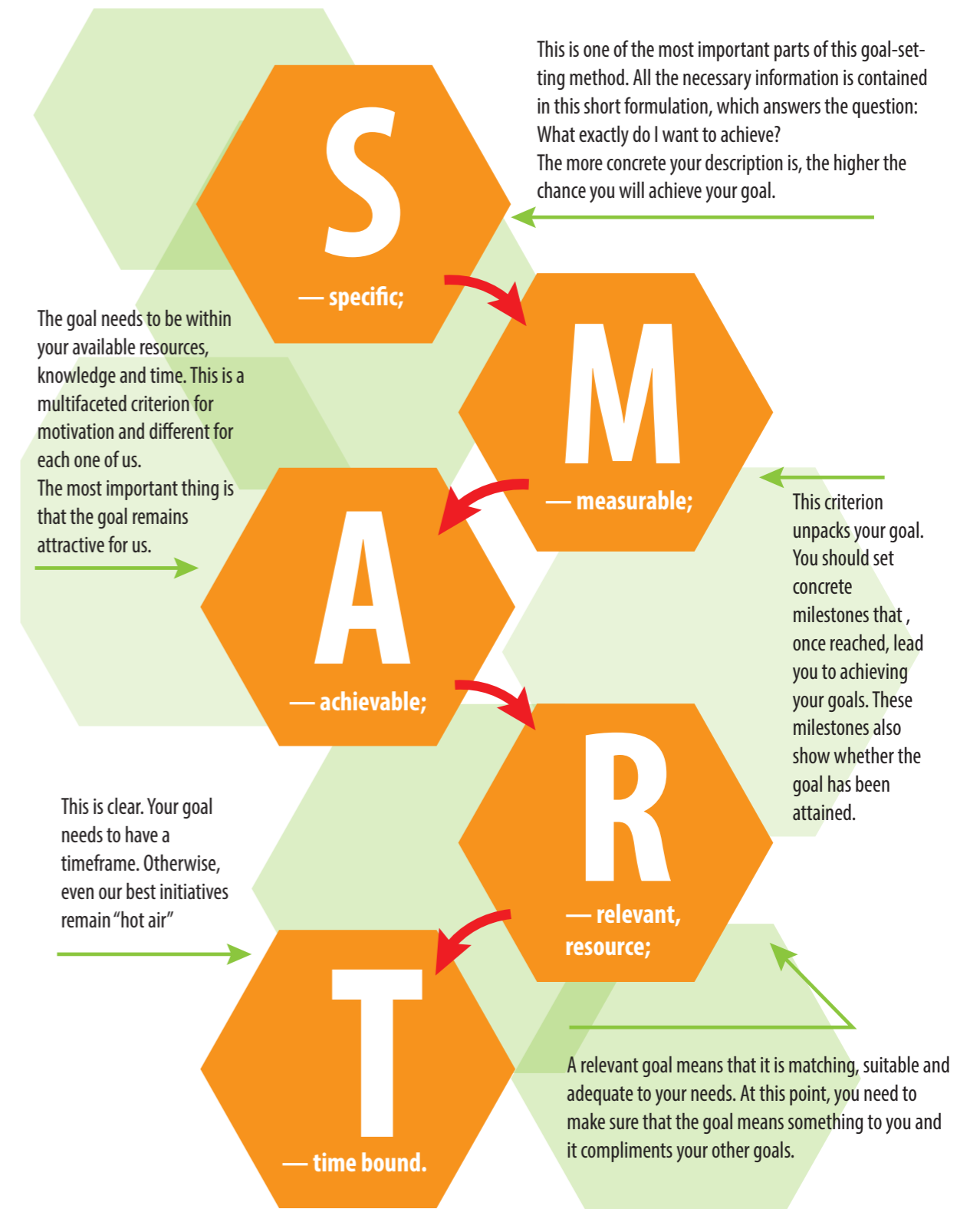
Being successful means having a goal. Everything else is secondary. All successful people are entirely focused on their goals. They know exactly what they want and all their thoughts are occupied with that. A key to being successful is knowing how to formulate your goals. Then, your brain opens up, releases energy and generates ideas for achieving the result.

If you have not set exact goals, you will flounder helplessly in the waves of life and go with the flow. If you aim at achieving your goals, you will be like an arrow shot at the center of the target. Clearly set goals develop your confidence, increase your competence and raise your motivation level. Setting goals with the SMART principle is one of the most effective and often used methods.

SMART is an elegant acronym.



EACH PART OF A GOAL START WITH EACH OF THE LETTERS, S.M.A.R.T.:



“WHEN SCHEMES ARE LAID IN ADVANCE, IT IS SURPRISING HOW OFTEN THE CIRCUMSTANCES FIT IN WITH THEM.”

WILLIAM OSLER.

LEADERSHIP SKILLS: TIME MANAGEMENT

In order to achieve all of your goals, you will need to learn to control your time. And the feeling that you are in control of your time comes only after you have learned to manage it. IF THE ONE SIDE OF THE COIN OF success is to set clear goals, THE OTHER ONE is the skill to organize yourself and discipline yourself to work on the most important tasks.



Control over time starts with getting things straight. Find the time to sit down and write what you want to achieve in each sphere of your life on a piece of paper. Set your long-term goals for your financial success, family and health. As soon as you see which direction you want to go, plan your time so that you don't lose even one minute, even one second.



THE MAIN INSTRUMENT OF TIME MANAGEMENT is a list, organized according to your priorities, used as a resource for self-organization.

YOU CANNOT manage your time, BUT YOU CAN manage yourself. When you manage to plan your time, you would be able to differentiate between "URGENT" and "IMPORTANT".

THE EISENHOWER MATRIX WILL HELP YOU SET PRIORITIES:



The main idea behind the matrix is that tasks are divided in four groups along two criteria – urgency and importance.





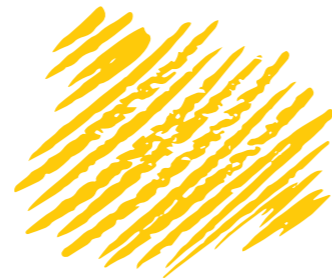
ADVICE ON HOW TO PREPARE THE EISENHOWER MATRIX

1 Try to leave **CATEGORY A** empty – remember that all unaccomplished tasks from category B will move to here soon. Moreover, different force-majeure situations that you cannot foresee will fall here. To repeat – in an ideal situation, if you have divided your time correctly, there should not be any urgent and important tasks.



2 **CATEGORY B** is for the most long-term tasks. Statistics show that people who pay special attention to the goals in this category are more successful, financially better off and have built better careers.

3 Some tasks from **CATEGORY C** could be described as “distracting”, because they can decrease your productivity and efficiency, and they take up too much time even though they are not important. It is important to separate them from the Category B tasks and, if possible, leave them for other people to do.



4 Tasks from **CATEGORY D** could be called unproductive. But you can complete them in your spare time. For example, you can read a good intellectual book instead of a trashy novel or do sports when you need some emotional discharge. If you cannot fight the temptation to spend time on something unnecessary, you keep the time spent here at a minimum – you should complete the tasks from the other categories first.



WHEN YOU LEARN TO WORK WITH THE EISENHOWER MATRIX, YOU WILL BECOME NOT ONLY SUCCESSFUL BUT ALSO A MORE BALANCE AND OPTIMISTIC PERSON BECAUSE YOU WILL STOP WORRYING ABOUT ANNOYING BUT IMPORTANT THINGS THAT YOU COULD NOT FIND THE TIME FOR EARLIER.

PUBLIC SPEAKING

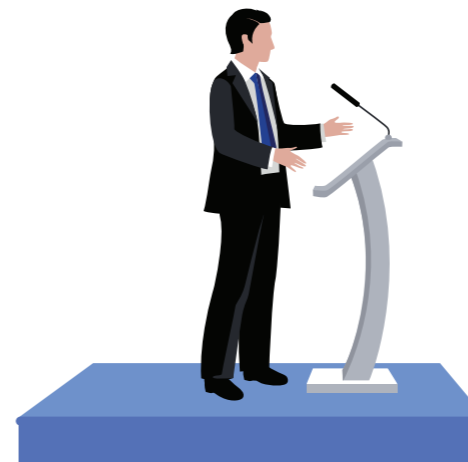


PUBLIC SPEAKING IS 90% VISUAL AND ONLY 10% AUDIO. IN FACT, THIS MEANS – “HOW YOU SAY IT IS MORE IMPORTANT THAN WHAT YOU SAY”.

RECOMMENDATIONS

FIRST – make a plan of your presentation. What is a plan? It is not worth preparing a draft with the full text of your speech, and even more, it is not worth using such a text during your presentation. This only distracts you from your speech, since it takes time to check your notes while you’re talking. Moreover, if you lose your place in your text, you would need time to search and this would create especially negative emotions among the audience.

Instead of full draft of your speech, you can just make a plan or an outline of your presentation. At home, in a quiet and familiar environment, you can think about the structure of your presentation. For example, think about what you are going to talk about and write down the main points. what you are going to talk about and write down the main points.



SECOND – be flexible and speak loudly, avoiding any trembling in your voice. Relax! The audience can feel that you are nervous. So, take a comfortable pose on the stage and behave as if you are talking to people you know. Here’s a trick – find a person in the audience you know and imagine that you are speaking only to them.



RECOMMENDATIONS



THIRD - move.

Maybe you have noticed that experienced public speakers are moving almost all the time. They move from place to place and make gestures, but at the same time they remain in the same place. This happens because they are moving within a "triangle." The speaker is drawing a triangle on the floor mentally and is moving within it. In this way, they are constantly moving while at the same time staying in the same spot.

FOURTH – make gestures.

Gestures need to be "open." This means that they should connect you to the audience. Don't keep your hands or legs crossed – these "closed" gestures push people away. Stand up straight and move. Your gestures need to show people that you are ready for a positive conversation. Your hands need to be open. Open palms are also interpreted positively. раскрытых ладоней также положительно воспринимается людьми.



FIFTH – smile, be in a good mood!

A good mood is contagious and breaks down walls between you and the audience.

SIXTH – use humour in your presentation.

When you go in front of the public, your first task is to "destroy" the walls between you and them and humour is the best way to do it. But remember that it is better not to make any jokes rather than try to repeat a joke that you learned head of time. The key to success in public speaking is to be natural. Therefore, if you cannot make jokes naturally, it is better not to make any jokes.



RECOMMENDATIONS

SEVENTH – use different intonations during your presentation.

Your presentation should not be monotonous or else the audience will stop listening to you in 15- 20 seconds. It is boring to listen to someone who is talking through their nose. Be an actor! Speak quietly, then more loudly, and use pauses during your speech.



EIGHT – work on your connection with the audience.

Ask questions and try to get the audience to ask you questions. This will make your presentation sharper and add some humour. At the same time, your audience will enjoy listening to your presentation since they have ended up becoming participants in it.

NINTH – make sure you look good before appearing before an audience.

It should be nice to look at you.



TENTH – keep eye contact with the audience.

Don't look at the floor or at the ceiling. Look at the people in front of you. They will respond likewise and your public speaking will be praised at the end with a round of applause. It is worth noting that the degree of eye contact also depends on the size of the auditorium.

THINKING ABOUT PREVENTIVE DIPLOMACY FOR STUDENTS

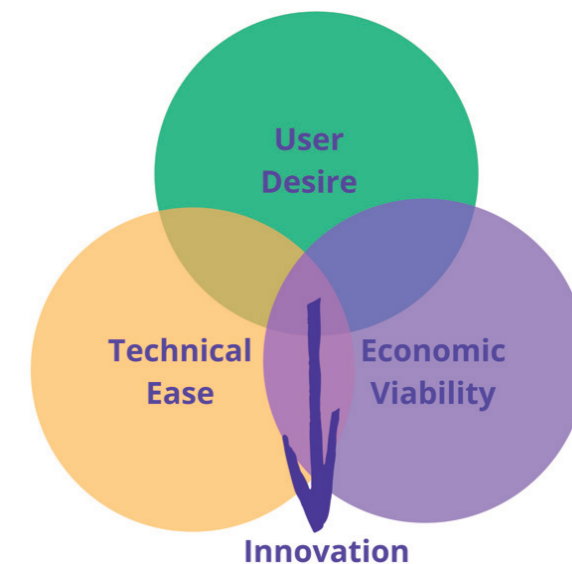
DESIGN THINKING

Design thinking is a methodology that teaches individuals a new strategy to solve “intractable” problems. Many peace and development issues are in fact complex and dependent upon many variables. In searching for solutions to entrenched practices that hinder development or to change the status quo, design thinking can be an effective and efficient tool to find answers and create a future free from violence, hunger and inequality.

WHY DESIGN THINKING?

A 2019 study by the New York-based research firm CB Insights found that 42 per cent of startups die because there was “no need of product/services.” As one of the companies noted, “startups fail when they are not solving a market problem.” In the same vein, many international development and peacebuilding projects do not live up to their promises because the design and planning stage of the programme and project development do not take heed of the final beneficiary’s fundamental needs and wants. In other words, most of the times “old school” programme development processes follow a linear model of thinking from “problem to solution.”

Design thinking as a structural framework helps prevent or mitigate such problems and risks. Even though people think of design thinking as a recent addition to the modern world brought about by developments in the IT sector, it has been practiced for a long time. At the heart of design thinking, one can find **wicked problems** because it is precisely these complex and multi-dimensional problems that require a collaborative methodology that involves gaining a deep understanding of human beings. Thus, design thinking is a mindset with a **user-centric approach**, whereby solutions are designed for complex and messy problems after understanding user (beneficiary) needs. It solves creative problems and brings about innovations.

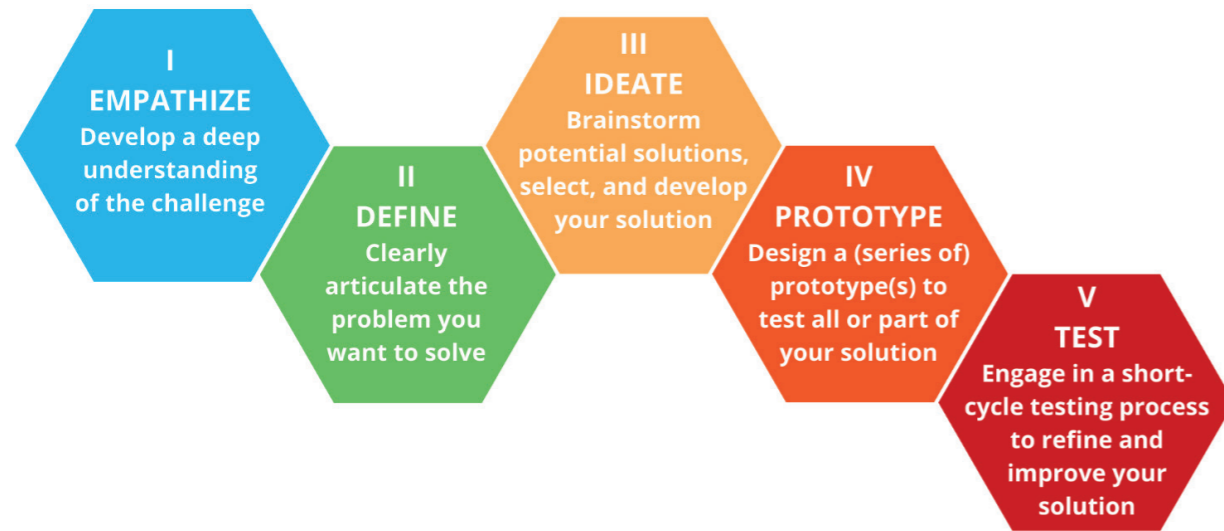


Human-centered design is a blend of

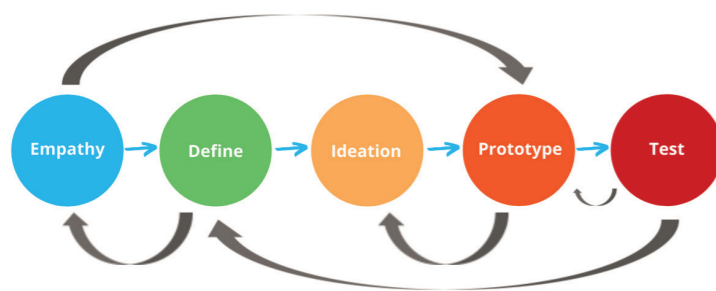
- User desirability: human-centered design that addresses needs and difficulties
- Technological ease: practical and implementable design
- Economic viability: profitable and sustainable business model

A user-centric design thinking approach focuses on humans first and seeks to understand users’ needs, and then comes up with effective solutions to meet those needs. This is called a **solution-based approach to problem-solving**. And this is what leads to **innovative solutions** to wicked problems that cannot be solved through cookie-cutter approaches, especially in the context of transitions from conflict (or fragility) to (sustainable) peace, since each one is entirely unique.

DESIGN THINKING PROCESS



Design thinking is a five-stage nonlinear process. The phases may run sequentially but mostly they are either in parallel or run iteratively to facilitate the ultimate objective, often feeding into each other.



Stage one requires an empathic understanding of the problem you are trying to solve. In this stage, you will learn everything about users or beneficiaries and their problem through observing, engaging and empathizing with them. Empathy allows design thinkers to set aside

their own assumptions about the world in order to gain insight into users and their needs.

Stage two accumulates the information collected at the empathize stage. You analyze observations and synthesize them to define the core problems that you and your team have identified. These **definitions** are called **problem statements**. You can create personas to help keep your efforts human-centered before proceeding to ideation. Thus, the ultimate goal of the **define stage** is to create a meaningful and actionable problem statement or **point-of-view**.

Stage three, ideation, is the most interesting and perhaps the most creatively rigorous stage as well. It is about generating lots of ideas to solve a design problem. It challenges you to think out of the box, and explore wild ideas, which makes ideation the required fuel for building prototypes.

Stage four is an experimental phase or a simple visual representation of your most critical idea. The aim is to identify the best possible solution for each problem found. Your team should produce some inexpensive, scaled-down versions of the product (or specific features found within the product) to investigate the ideas you've generated. This could involve simply paper prototyping. Building a prototype helps you to ask questions and get user feedback to improve the user experience.

Stage five tests the prototypes. Although this is the final phase, design thinking is iterative: teams often use the results to redefine one or more further problems. So, you can return to previous stages to make further iterations, alterations and refinements – to find or rule out alternative solutions.

MESSAGE DEVELOPMENT

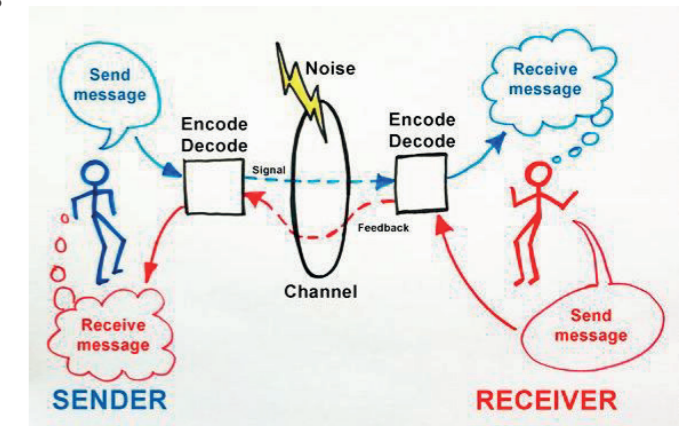
A message plays an important role in the communication process. And it is not a slogan, marketing or public relations tool. The message is a clear description of what you want to achieve through your communication act, especially in formulating a solution that you propose to decision makers and describing the actions that need to be taken. It is a simple and clear idea, which would be the cornerstone of all your communications, from leaflets, brochures and website(s) to planning an interview (schedule) for mass media, speeches and conversations with partners and other stakeholders. An effective message creates an interest in the idea, always has a goal and touches upon some point that strongly motivates your audience to do something.

AN EFFECTIVE MESSAGE: WHY AND HOW

We live in a world full of noise. Communication noise impacts effective communication, resulting in unintended effects of a communication act. In our media saturated-world and culture, clutter gets in the way of many messages competing with one another for the audience's attention.

So, to get through to your target audiences' hearts and minds, you have to be able to:

- 1) formulate your communication goal
- 2) think strategically: "so what?" of a communication act
- 3) establish a contact or build a rapport with the target audience(s)
- 4) simplify the complicated
- 5) create impressive soundbites for effective impact.



Strategic communication is always intentional, which means thorough thinking, planning, analysis and design. According to Simon Sinek's "Golden Circle" model, powerful communication always starts with WHY.

We often know WHAT we are doing. It's our job, services and other "products." In case of communication, it's our communication products or content – blogs, articles, websites, books, social media posts, etc.

Some of us even know HOW to generate those products or content: begin with a realistic communication goal for what you're trying to achieve. It brings in a competitive advantage over those who make it automatically, without awareness.



Very rarely people know WHY they do something. WHY is about values, mission, rationale. Designing strategic messages with WHY creates an emotional connection with an audience.

Our feelings and emotions precede our rational thinking and doing. Why is vision. Golden Circle principles help us understand the communication hierarchy and why words may not work.

MESSAGE DESIGN STEPS

#1 FORMULATE YOUR GOAL

- ✓ Why do we want to talk about “Youth, Peace and Security”, “Women, Peace and Security”, preventive diplomacy, etc.
- ✓ Who should hear us, and how?
- ✓ What should he/she do?
 - ✓ What is our “problem” – YPS, WPS, etc.



#2 THINK STRATEGICALLY

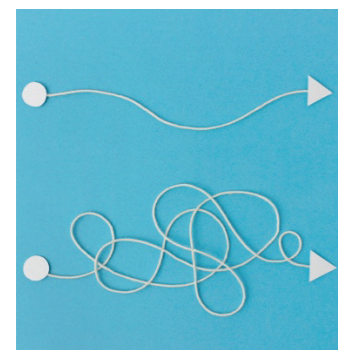
- ✓ What do I want as a result?
- ✓ What will this message lead to?
- ✓ How do I know the team has the same vision?
- ✓ What value does this action bring? ü How important is it to me?
- ✓ Visualize the full picture of the end result.

#3 ESTABLISH CONTACT WITH THE TARGET AUDIENCE

- ✓ Use diagnostic or analysis tools to understand the audience.
- ✓ Know there are three limitations of the information environment: information overload and objective and subjective limitations to address before establishing contact.



#4 SIMPLIFY THE COMPLICATED



- ✓ The “bottleneck” effect – only a small part of what is said reaches the audience:
 - 500 words of a press release or article
 - 20 minutes of a speech
 - 30 seconds of a 30-minute TV interview
- ✓ Design sends important information through the “bottleneck.” Simplification removes all secondary, irrelevant information. Simplicity is especially important in the internet age.

#5 CREATE EFFECTIVE SOUNDBITES

- ✓ An effective and efficient message has a structure proven by years of experience. Messages should support the strategic goals of the organization (or campaigns, policies, etc.). ü Keep it short:
 - A maximum of three messages.

Brief:

- Ideally one sentence per message; a maximum of two sentences.
- A maximum of 20 words per sentence.
- One idea per message.

ESTABLISHING CONTACT WITH THE TARGET PUBLICS

To get through to your target audience’s hearts and minds, you have to know and understand them, their needs and wants, as well as the environment affecting their preparedness and absorption capacities for information. There are many tools of diagnostics and analysis. For example, stakeholder or network analysis, SWOT, etc. Audience analysis helps in understanding of the target audience’s preparedness to absorb (often new) information. Taking account of this information, you can develop



a message in a given information ecosystem with three major limitations or problems: information overload and objective and subjective limitations.

These limitations hinder the audience from accepting information and, consequently, understand and behave in a certain (desired) way. The table below is useful for analysis and directing the message development process:

Three Limitations of Information Environment

Limitations / problem	Solution: Make a message...	Goal: To make sure that people...
Information overload: People are often overwhelmed with information that they cannot process.	Easy to remember Concise and few in number	Noticed
Objective limitations: People only learn a limited amount of information at a time.	Clear Expressive Simple Consistent	Understood Remembered
Subjective limitations: People learn new information only when they have a personal interest and motivation.	Interesting Up-to-date Personal	Are concerned Take action

STORYTELLING ON PEACE AND SECURITY

Storytelling is the single most important skill and perhaps the only way to plant ideas into people's minds. Since the first cave paintings, we have told each other stories. These stories give us courage and knowledge to deal with the real world. Stories have become humankind's tools, libraries and histories.

Telling stories has been one of the most fundamental methods. Stories break through all the distractions, information overload and clutter, as well as disinterest, and make your ideas heard by audiences. A story is much more engaging than a set of facts or bullet points. It grabs people's attention and lingers in their memory. Storytelling is uniquely powerful.

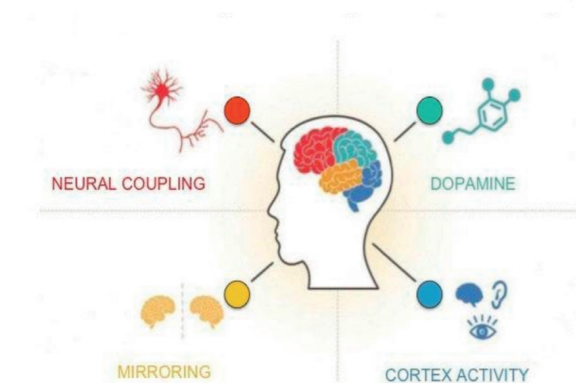
WHY STORYTELLING?

Storytelling can help attract people's attention and interest to policymaking, which has long-term effects for the populations or "people on the ground." The nature of policy making is very complex and not accessible to an "average" individual. If you tell a good story, your policy communications are likely to become more effective. It means that the Youth, Peace and Security agenda can earn more attention, visibility and solutions through telling and sharing stories. These days, an individual under the barrage of information, advertising and news is naturally wired to reduce ambiguity and manage complexity through storytelling. It means that the myriad of things and people "scattered" around in bits of information is organized into the story patterns that stick to our memory, help us make sense of the world and act.

When talking about "big and serious" topics or "policy matters," we tend to think and communicate in terms of facts and statistics. And as Mother Teresa once said, "If I look at the mass, I will never act."

Statistics and facts may not be convincing enough for people to change their hearts and minds. A story with a single focus on a situation, an individual or any other object can be more impactful due to its emotional appeal. A story consists of elements that have a cause-and-effect relationship. That's what makes it memorable and that's the way human beings are wired to think. We think in narratives and we forget dispersed (collections of) facts and statistics. Our thinking is shaped in stories all day long, for every action and conversation. According to research, personal stories and gossip make up 65 per cent of our conversations. And we make up short stories in our heads for every action and conversation.

brain activity during storytelling



THE NEUROSCIENCE BEHIND THE STORYTELLING EFFECTS

When we listen to a speech with boring statistics and facts, often in "bullet points," the brain activates its language processing parts. The words get decoded into meaning and that's it, nothing else happens. But when we listen to a story, the brain activates other areas used when we experience events – the events of the story.

If someone tells you about the delicious foods or uses metaphors the sensory cortex lights up: "leathery hands," "velvet voice," "black sheep," etc. If we listen to stories, our brains activate better.

WHAT: A STORY AND STORYTELLING

A story is a mental configuration that has closure, that has a beginning, middle and end. Every story should have structure and conflict, problem and denouement, rising action and falling action.

The **beginning** sets the tone and mood for the story and hints at the surprises that lie ahead by raising the right questions in the minds of the audience.

Many a time, a story starts off **well**, but the middle **becomes** boring. A story must move progressively forward to a final action. The events must become bigger and better and their excitement and involvement must gradually increase as the story moves forward. This is called **progression**. The movement forward needs to be sharp and planned.

The **end** is usually a reiteration of the core assertion of the story. Often, it is done by hammering home the assertion with a 'key feature,' which could be anything from a phrase to a visual, or many visuals, to one last event that sets the impression. All or many issues are hopefully, or at least temporarily, resolved in the end of a story. There are two types of endings. Closed end: all the questions raised in the story are answered and all emotions evoked are satisfied. Open end: leaves some or many questions unanswered and some emotions unfulfilled. In such a case, some clear and limited alternatives in the open end make a certain degree of closure possible for the audience.



Characters give a human face to any story. They experience the story for the audience. The more the audience knows about a person in the story, the closer they feel to that person. This empathy is important because, through it, the audience can get emotionally involved and be that much more affected by it. Again, there two types of characters. Active ones initiate the events that take place around them, take action and make things happen. Passive ones react to situations thrust upon them without their choosing or act in response to things happening to them.

Without **conflict**, there is no reason for the story to move forward. Characters try to reach their goals in the face of opposition and obstacles. These opposing forces could be big or small, one or many, brief or protracted and in any shape or form. Opposition could come from other characters, organized entities or the situation and environment surrounding the characters. In non-fiction work, you have to study the various conflicts facing the story's real-life characters and portray them in the story. You must then follow the characters as they try and overcome their 'opponents' in the story. Characters might not overcome all or any of the conflict. Real life isn't always made up of heroes and villains, and the character may fail to achieve what he set out to do. An **outer conflict** is an antagonism from the world around the characters. It could be from other people, objects, organizations or environment. An **inner conflict** is a conflict inside the characters and may include psychology, weaknesses, fears, dark sides, etc. Many stories contain a combination of both because one rarely occurs without the other. Change is some aspect of reality becoming different in a particular way.

Change must occur in a story. In the beginning, the inciting incident introduces change to the character's life. In the middle, the character must face conflict and, when they do, things change around them and possibly within them. In the end, something must have changed from the beginning and this change lead to the resolution.

THE “HOW” OF STORYTELLING

To become an effective change agent, you have to master four types of stories to engage the hearts, minds, and limbs of your constituencies to give wings to your ideas and projects:

- ✓ the challenge story
- ✓ the how-to story
- ✓ the big idea story
- ✓ the impact story

STEP 1: WHAT YOU WANT TO CHANGE?

Describe the central conflict or challenge you would like to address to inspire others to act.

STEP 2: WHO IS YOUR KEY AUDIENCE?

Different audiences require different approaches. For example, the general public wants dramatic, inspiring, surprising and emotional appeals. Social innovators want stories with insights into addressing a social problem, practical solutions, and overcoming challenges. Thought leaders want to see the new solution within the bigger picture of a social change and emerging trends. Funders want to know about new solutions and convincing evidence of impact potential.



- ✓ The how-to story explains the process of solving a (social) problem in a unique way. It is also inspirational and gives hope by showing how change is possible. It works for social innovators and thought leaders.
- ✓ The big idea story describes a novel solution and explores how this solution fits within a larger context of inducing social change and emerging trends in a society.
- ✓ The impact story describes the impact of the solution, provides convincing evidence to illustrate a potential return on investment. Such impact and big idea stories work well with thought leaders, investors, donors, decision makers, politicians, etc.

STEP 5: WHAT IS YOUR CALL TO ACTION?

Your story should make the audience “act” in some way or the other. For example, share your story with others, support your cause, sign a petition, volunteer, donate, etc.

Anyone who has a new idea and wants to change the world will do better by telling stories than by any amount of logical exhortation.

STEPHEN DENNING

STEP 3: WHAT IS YOUR CORE MESSAGE?

Why are you telling this story: to raise awareness, to change behaviour or attitude(s)? Distill your solution and mission into one memorable idea. Try to tell your story in six words or less to get to its core.

STEP 4: WHAT IS YOUR STORY TYPE?

The proven story types can help you shape your narrative for impact.

- ✓ The challenge story is about a hero overcoming seemingly insurmountable obstacles to turn their idea into reality. It is inspiring, dramatic, emotionally engaging and accessible. It is good for the general public audience.

STEP 6: DECIDE ON YOUR STORY MEDIUM.

A story can be “told” through writing (articles, books, blogs), speeches (presentations, interviews, panels, conversations), digital stories (video, animation, photos, long reads) and audio stories (podcasts).

STEP 7: CREATE AND SHARE YOUR STORY.

- Be authentic and vulnerable to establish emotional connection and inspire empathy in your audience.
- Make your story concrete, visual and jargon-free.
- Choose the right channels and medium to reach your target audience.

HERE ARE SOME EXAMPLES OF ENGAGING STORIES WITH MESSAGE ABOUT YOUTH, WOMEN, PEACE AND SECURITY. THEY PROVIDE INTERESTING ANGLES AND SOLUTIONS, COLLABORATIVE ADVANTAGE OF A YOUNG GENERATION TO CO-CREATE THE FUTURE AND LEARN AS THEY DO.

They range from writing, digital, photo, etc.

A Note to the Youth: Resistance Is the Theme of Our Generation (by Lulit Shewan): <https://tinyurl.com/yxmdsml6>

African Men. Hollywood Stereotypes (by Mama Hope): <https://tinyurl.com/y42geege>

Water Changes Everything (by charity.water): <https://tinyurl.com/yxh5hd2q>

There's More to Life: <https://tinyurl.com/y2da5693>



... storytelling has gained recognition as a core competence of leadership.

- Stephen Denning, *The eader's Guide to Storytelling*

Good stories surprise us. They make us think and feel. They stick in our minds and help us remember ideas and concepts in a way that a PowerPoint crammed with bar graphs never can."

- Joe Lazauskas and Shane Snow, *The Storytelling Edge*

"Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity.

- Chimamanda Ngozi Adichie

Think about the word destroy. Do you know what it is? De-story. Destroy. Destroy. You see. And restore. That's re-story. Do you know that only two things have been proven to help survivors of the Holocaust? Massage is one. Telling their story is another. Being touched and touching. Telling your story is touching. It sets you free."

- Francesca Lia Block

You're never going to kill storytelling, because it's built in the human plan. We come with it.

- Margaret Atwood, *The Handmaid's Tale*

HOW TO WRITE AN ESSAY

“An essay is a way to tell the world through yourself and about yourself with the help of the world”

VLADIMIR NABOKOV

Essay, from the French “essai” - attempt, trial, essay; from the Latin “exagium” – ascertain, weigh.

AN ESSAY is an independent creative writing work and the essay form usually represents a line of reasoning or thinking (less often, an explanation). Therefore, it uses a question-answer presentation, interrogative sentences, a series of related articles, an introduction and parallelism in the text.

AN ESSAY FEATURES:

- A specific topic or question;
- A personal reflection on how you perceive or understand the problem;
- Freeform composition;
- Light storytelling;
- Coherent logic;
- Aphorisms and personal feeling.




I. REQUIREMENTS FOR AN ESSAY


1. An essay should not exceed 1-2 pages.
2. An essays should be seen as a whole – the idea should be presented clearly and un-derstandably.
3. Keep it short and clear. An essay should not contain anything superfluous and it should only have the information that you need to state your position or ideas.
4. An essay should have a clear, logical and coherent structureЭссе должно содержать убедительную аргументацию заявленной по проблеме позиции
5. Each paragraph of an essay should con-tain just one basic thought.
6. An essays should demonstrate that its au-thor knows and can use theoretical con-cepts, terms, generalized and universal ideas in a meaningful way.
7. An essays should contain a convincing argument of the writer’s position on the chosen theme.

II. STRUCTURE OF AN ESSAY

The structure of an essay is determined by what it requires:

 *The author’s thoughts on the issue should be outlined in the form of a short thesis (T);*



 *The author’s position should be backed up with evidence to ensure that the thesis is followed by arguments (A).*


A THESIS is a position that needs to be proved.

ARGUMENTS are facts, phenomena of everyday life, events, situations and life experiences, scientific evidence, the opinions of scientists and so on. It is better to give two arguments in favor of each thesis, following a structure, using pith and imagery.


So an essay ends up with a circular structure (the number of theses and arguments depends on the topic, the chosen outline, the logic of the development of the author’s thoughts):

- Introductory thesis,
- arguments supporting the thesis,
- a conclusion with a summation of the argument.

Let’s look at each of the components of an essay.

 **INTRODUCTION** – this con-tains the substance and the reason for choosing your topic. It is very important here to formulate the question that you want to answer in the correct way.



 **THE BODY** – this contains the answer to the question. Each para-graph contains a thesis statement, ev-idence, illustrations and conclusions that partly answer the main question posed in the introduction.

In the body, you must state your own point of view, and justify it. Unlike an review of a work of art, an essay contains the author’s point of view and his or her position on the issue being considered. An essay should also make the reader think – surprise the reader, make an impression on him or her using vivid images, aphorisms, paradoxes.



III. COMMON MISTAKES WHEN WRITING AN ESSAY

Knowing the most common mistakes will help prevent you from making them when writing your own essay.

ERROR 1.

Being afraid of being misunderstood or not making the right impression can lead a writer to avoid anything personal or including significant details. This can make an essay lose its individuality and originality.

ERROR 2.

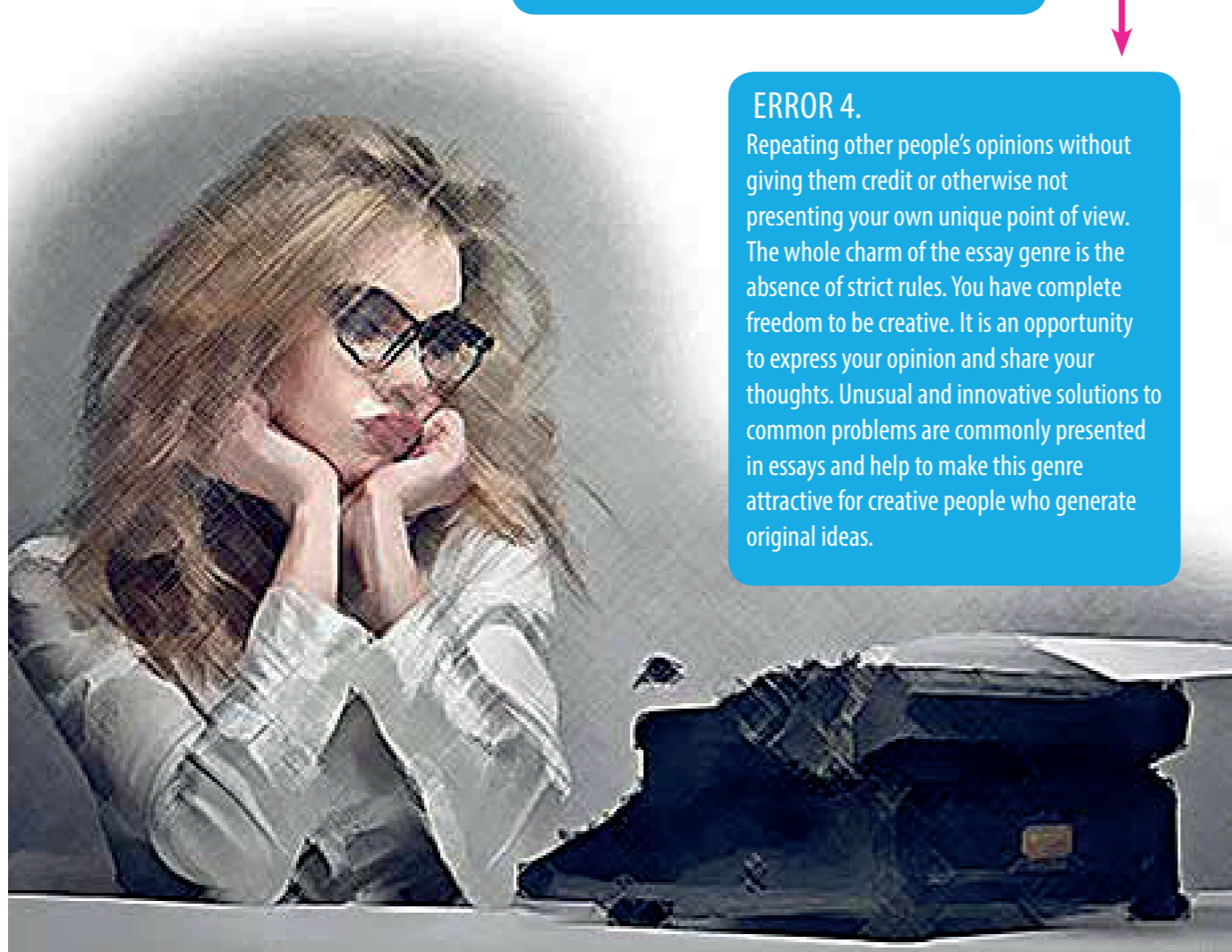
Lack of detail. A common mistake is using statements that do not argue the author's point of view or do not use enough examples and evidence.

ERROR 3.

Misunderstanding the essence of the issue being argued in the essay, or incorrectly interpreting the topic.

ERROR 4.

Repeating other people's opinions without giving them credit or otherwise not presenting your own unique point of view. The whole charm of the essay genre is the absence of strict rules. You have complete freedom to be creative. It is an opportunity to express your opinion and share your thoughts. Unusual and innovative solutions to common problems are commonly presented in essays and help to make this genre attractive for creative people who generate original ideas.





UNRCCA AND THE UNRCCA PREVENTIVE DIPLOMACY ACADEMY



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The **United Nations Regional Centre for Preventive Diplomacy for Central Asia (UNRCCA)** is a special political mission of the United Nations established in 2007 in Ashgabat, Turkmenistan, upon the initiative of the five Central Asian states. The Centre's mandate covers issues like preventive diplomacy, situational analysis, coordination with regional organizations and ensuring an integrated approach by the United Nations as a whole in the region. More information can be found at the UNRCCA website, <https://unrcca.unmissions.org/>.

The **UNRCCA Preventive Diplomacy Academy** began in 2019. Young people under the age of 29 make up more than 50% of the population in Central Asia and Afghanistan. Their potential is largely untapped, despite being a tremendous resource to support peace and development. Despite centuries of shared history and culture, young people in the six countries are increasingly strangers to one another. Preconceived ideas and prejudices can lead to suspicion and distrust, and in the worst cases, inter-ethnic tensions and even violence. UNRCCA has recognized that it is impossible to fulfill its preventive diplomacy mandate without engaging with the region's young people. The UNRCCA Preventive Diplomacy Academy's work is conducted in line with the Security Council resolutions on Youth, Peace and Security and the United Nations Youth Strategy: Youth 2030.

In 2019, cross-border workshops were held around the region, culminating in the first-ever regional **Government-Youth Dialogue for Central Asia and Afghanistan**, where young people from the six countries presented a series of messages to the six Deputy Foreign Ministers. This new platform for dialogue builds on UNRCCA's unique position

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as the only regional body in Central Asia with a peace and security mandate. Those messages can be found in a bilingual (English/Russian) publication at https://unrcca.unmissions.org/sites/default/files/unrcca_broshura_web.pdf

Due to the ongoing global pandemic, it was not possible to hold the cross-border workshops in 2020. Participants in the second Government-Youth Dialogue were therefore selected among the winners of the essay contest, **“Youth Voices from Central Asia and Afghanistan – UN75 and Regional Peace and Security.”** This contest was open to young people between the ages of 18 and 35 who are citizens of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan and Afghanistan. Citizens of these countries living abroad were also eligible, as well as citizens of other countries currently studying in any of the six countries.

Combining UNRCCA’s regional peace and security mandate with the landmark UN75 initiative, young people were asked to think about the world they wanted to see in 25 years – the 100th anniversary of the founding of the United Nations – and the ways that preventive diplomacy and regional peace and security can impact that vision. They were requested to reflect on regional peace and security, the Youth, Peace and Security agenda, the Women, Peace and Security agenda or any other area of the work of the United Nations Security Council.

The essay contest ran from 1 June to 15 August 2020. Three winners were selected from each of the six countries. A small publication with quotes from each of the winning essays was published in September 2020 and can be found in English at <https://unrcca.unmissions.org/>

[sites/default/files/updated_final_book_en.pdf](https://unrcca.unmissions.org/sites/default/files/updated_final_book_en.pdf) and in Russian at https://unrcca.unmissions.org/sites/default/files/updated_final_book_ru.pdf. The winners have also been featured on the UNRCCA Preventive Diplomacy Academy Instagram account, @unrcca_academy.

The full texts of the winning essays are being published in English and in Russian and will also be available on the UNRCCA website.

In December 2020, UNRCCA convened its annual Meeting of Deputy Foreign Ministers of Central Asia and Afghanistan and one session was dedicated to the **second Government-Youth Dialogue for Central Asia and Afghanistan**. This event enabled our essay contest winners to present their ideas to high-ranking governmental officials from all six countries. UNRCCA hopes to continue the Government-Youth Dialogue as a permanent platform for regional, inter-generational dialogue. Over time, this dialogue can help foster genuine change across the region and help make Governments more responsive to the needs and aspirations of their young people, including young women, while also inspiring young people themselves to work towards foster a culture of peace in their communities.

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