Global Citizenship Education and Youth Advocacy for a More Peaceful and Sustainable World
A Resource Manual

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and Youth Advocacy for
a More Peaceful
and Sustainable World
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Acronyms

APCEIU

Asia-Pacific Centre of Education for
International Understanding

GCED

Global Citizenship Education

UNESCO

United Nations Educational,
Scientific and Cultural Organisation

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Introduction

Since 2016 the Global Citizenship Education (GCED) Youth Network and UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) have been working together to support young people to take action to make their communities and the world a better place.

This manual, which is the outcome of a joint initiative by the GCED Youth Network and APCEIU, is intended to provide a useful resource for those who teach GCED, for youth organisations that are engaged in advocacy on themes that relate to global citizenship, and those who are supporting youth advocacy.

The manual is organized in three main sections:

#
Section 1 focuses on GCED and the teaching of history as a strategy for building a peaceful world.

#
Section 2 provides step by step practical guidelines and ideas for youth advocacy organisations to help them plan advocacy initiatives.

#
Section 3 includes background information and practical ideas for youth advocacy on a series of themes that are relevant to GCED, including empowerment of vulnerable communities, media literacy and peace building. It also considers the role of GCED, and young people, in global crises, using the example of the COVID-19 pandemic, and provides suggestions to help youth advocacy and other organisations to prepare for and respond to such crises

GCED, History and Peacebuilding

GCED, History and Peacebuilding

| By Dylan Wray and Guranda Bursulaia

"It was so much easier to blame it on Them. It was bleakly depressing to think that They were Us. If it was Them, then nothing was anyone's fault. If it was Us, then what did that make Me? After all, I'm one of Us. I must be. I've certainly never thought of myself as one of Them. No one ever thinks of themselves as one of Them. We're always one of Us. It's Them that do the bad things." (Pratchett, 1998)

In this section, we describe the role of educators in teaching history in a way that contributes to building a peaceful society and the role of GCED and provide practical guidance and ideas for teaching the values of peace.

History, memory and conflict

I know as we know: Knowledge about our past

Global citizens have the knowledge, values, attitudes and skills to understand the world and its complexities and to thrive in society. They also need to put these into practice, not only to live respectfully and peacefully together, but also to take action to make the world a better place for themselves and for others. History education provides an opportunity for global citizens in the making to develop and practice these skills, values and knowledge.

The following discusses what knowledge about the past is, how is it constructed and incorporated into formal, non-formal, and informal education, and its impact on current perceptions.

"I know that I know nothing" said the Greek philosopher Socrates, considered to be one of the wisest people in history. He came up with those words after finding that many people claimed to know things when in reality they did not. Now, 2,500 years later, not much has changed. People are still convinced about their knowledge, and that their view of history is the right one. This can cause disagreements and undermine efforts to build peace.

"What is knowledge? How is knowledge acquired? How do we know what we know?" are some of the questions posed by epistemology, which is the study of knowledge (Chughtai, 2019). Here we will look specifically at propositional knowledge. "A proposition is something which can be expressed by a declarative sentence, and which purports to describe a fact or a state of affairs", usually based on the "knowledge-that" formula. For example, "I know that Paris is the capital of France," or "We know that Astrid Lindgren was a Swedish writer".

But how many times have you found yourself embarrassed to admit that you do not know something, especially while arguing with someone? It seems vital to be able to claim and defend our own knowledge, due to our need to be judged as intelligent and right. Implicitly we are also trying to prove that our knowledge is the only truth. However, this contributes to a lack of doubt, questioning or desire to verify the sources of our information. This is even more the case for beliefs and values, which are more difficult to reconsider than factual knowledge.

The present is linked to the past. Construction of knowledge about the past plays a crucial role in understanding our present identities and is based on personal and collective memory. Collective memory "is framed by national history narratives, which defined group relations with others in the past, but at the same time also prescribes behaviour in the present as well as in the future" (Paabo, 2008). However, history and collective memory are not always the same (Batiashvili, 2018; Assmann, 2008; Seixas, 2004; Wertsch & Roediger, 2008).

History is based on different sources of evidence and information, while collective memory is based on "what happened and who we are" (Batiashvili, 2018). The discipline of history is largely shaped by historians. In contrast, collective memory is generated by a far wider range of actors including political elites, the media and civil society (Seixas, 2004). In principle, history is supposed to be objective and unbiased, while collective memory sees events in relation to the present.

I remember as we remember: Instrumentalisation of history

The main objective of collective memory is to raise and mobilise loyal citizens (Paabo, 2008). This can result in use of history education to support dominant national and political narratives and perspectives. In countries affected by conflict or ethnic or other divisions, this can result in an "us and them" presentation of history (Batiashvili, 2018; Neumann, 1999) and victimhood narratives, where different groups compete to present themselves as the ones who have suffered and the others as the perpetrators of their suffering (Vollhardt, 2012). In such situations, rationality and impartiality may be viewed as lack of factual knowledge about history.

Collective memory is captured, communicated and perpetuated in many ways including in school textbooks (Grever & Vlies, 2017), commemorative events and memorials (Paabo, 2008), museums (Gotfredsen, 2013), literature (Layton, 1986), and films (Winter, 2001). These have been described as places of memory or memory sites (Nora, 1989). However, these places of memory can often be one-sided or contested and can contribute to polarisation of communities or different groups within society. This is because every nation or group of people wants to create a past of which they can be proud and, at the same time, wants to hide or erase less proud parts of their history.

I, we, and they create together: History and GCED

The way in which history has been taught has often promoted a Eurocentric view of the world, to the exclusion of other histories, perspectives and contributions. To address this, countries and groups of people have started to take ownership of their history - for example, former colonies have replaced the Eurocentric view of their history with their own history - and to advocate for a more inclusive view of history - for example, one that recognises the contribution of women. UNESCO has also published histories that aim to provide a greater understanding of civilizations, rather than the past of nations.

There has also been growing recognition of the role of history education both in contributing to war and conflict and in preventing conflict and creating a culture of peace. It can play constructive role if it builds inclusive societies, but can also contribute to the commencement, maintenance or escalation of conflict (UNICEF, 2000). History education that is 'conflict sensitive' is therefore essential.

Global Citizenship Education

The process of rethinking the role of education, including the role of a humanistic and holistic education in reducing conflict, has also been influenced by a number of UNESCO reports, in particular *The Treasure Within* (Delors Report) in 1996 and Learning to Be (Faure Report) in 1972. These have promoted the paradigms of the four pillars of learning - learning to know, to do, to be, and to live together - and of lifelong learning (Tawil and Cougoureux, 2013).

More recently, UNESCO has promoted GCED, which emphasises the importance of belonging to an international community and can help to counter the narrow nationalistic perspectives that contribute to conflict. GCED aims to empower learners to acknowledge global challenges and to take action to address them - "practical application and engagement". GCED highlights the importance of socio-emotional skills, to enable learners to not only understand the complex nature and root causes of these challenges but also to stand in solidarity with the most vulnerable. It also highlights the importance of behavioural skills, focusing on empowering learners to take action to foster transformation towards more peaceful and sustainable societies.

GCED and teaching history

GCED is centred on the interaction between cognitive, social-emotional and behavioural learning. History education can provide a context for these learning domains to interact and to prepare young people to be global citizens. To be a global citizen, people need to understand their place in the world, how their country relates to other countries, how nations have been formed and how people's identities have been created. It can teach us how the social identities and borders that both unite us and separate us came about.

History develops cognitive learning

To understand the complexities of the world, it is not enough to recognise the challenges we face - we also need to understand the forces, circumstances and decisions that have created the world as it is. Practice in analysing sources and evidence, different interpretations and divergent opinions develops the ability to think rigorously and critically about society.

History nurtures social-emotional learning

As global citizens, we also need the values, attitudes and social skills that enable us to be able to live together respectfully and peacefully in a complex world. History allows us to look critically at values and attitudes, to learn from choices made in the past that were or were not informed by these values, and to decide what values are important to us. How we each see ourselves and each other - as individuals or members of groups, societies and nations - affects the choices and decisions we make. Understanding the historical construction of these identities allows us to understand and develop empathy for others and, through empathy we can find respect and peaceful existence.

History strengthens behavioural learning

Finally, by teaching about the actions of people in the past, especially those who stood up and struggled for change, we can provide models of hope and inspiration for young people. Understanding the forces that changed political, social and economic systems also provides young people with ideas for action.

In summary, teaching of history that is centred on GCED gives learners the opportunity and skills to:

- Collect, contextualise, analyse and evaluate evidence and different historical sources relating to a particular moment, event or time period.
- Assess the credibility and objectivity of different perspectives of history.
- Develop insight, understanding and historical reasoning.
- Build critical thinking skills.
- Develop empathy and tolerance.
- Embrace civic responsibility and believe that they can make a difference in the world.

Practical tips for educators

This section includes examples of activities that can be used to develop each of the three domains of learning in history teaching. They have been developed by Facing History and Ourselves, a global organisation that uses lessons from history to challenge teachers and students to stand up to bigotry and hate (see www.facinghistory.org).

They focus on fostering the dialogue and debate that needs to happen in history education and that enables us to learn to become human. "However much we are affected by the things of the world, however deeply they may stir and stimulate us, they become human for us only when we can discuss them with our fellows. . . .We humanise what is going on in the world and in ourselves only by speaking of it, and in the course of speaking of it we learn to be human" (Arendt, 1968)."

Activities such as these can help to develop a classroom environment where young people learn to craft their arguments, weigh up their opinions, listen to the views of others, and

engage in respectful and reflective discussions. Discourse does not involve only talking - silent reflection is often important before starting a discussion - so some of the activities use silence as a tool.

Developing cognitive learning

S-I-T: SURPRISING, INTERESTING, TROUBLING

The objective is to provide a quick and straightforward way for learners to demonstrate their engagement with a text, image, or video. In this activity, learners identify what they find surprising, interesting and troubling about the material. S-I-T:

• Gives learners an opportunity to process and articulate a short response.
• Is useful when they are encountering material they find shocking or an outcome that is counterintuitive.
• Helps them prepare for a class discussion in which you want everyone to have something to contribute.
• Can be an effective prompt for an exit card at the end of a lesson about an emotionally challenging historical topic.

Steps:

1. Choose a text, image, or video that you expect learns will find engaging and will want or need to discuss after reading or watching.

2. After reading or watching, ask each learner to identify the following:

> One Surprising fact or idea
>
> One Interesting fact or idea
>
> One Troubling fact or idea

3. Give learners an opportunity to share their S-I-T responses, either in pairs or as a class discussion. Or collect their responses and read them out to show how the class is feeling about and understanding the material presented.

SEE, THINK, WONDER

The objective of this simple critical-viewing activity is to guide learners in analysis of visual media. See, Think, Wonder:

• Prompts learners to slow down their thinking and simply observe before drawing conclusions and asking questions.
• Helps them engage more deeply with and analyse more thoughtfully the media they are viewing.

1. **Select an Image:** Choose a piece of art, photograph, political cartoon, propaganda poster, video clip, or other piece of visual media that lends itself to deep analysis. This activity works best when the image either reveals information about a particular time and place in history or reflects (intentionally or not) a particular perspective.

2. **Lead learners through analysis:** Display the image or pass out copies and then ask the following three questions in order. Pause after each question to give them time to reflect.

- What do you **see**? What details stand out? (At this stage, elicit observations, not interpretations.)
- What do you **think** is going on? What makes you say that?
- What does this make you **wonder**? What broader questions does this image raise for you?

After each question, you can ask learners to write their responses in a journal, or to share their ideas in pairs or have a whole class discussion.

GIVE ONE, GET ONE

The objective is to stimulate thinking as learners investigate a question or search for evidence for example in response to an essay prompt over the course of a unit of study. Give One, Get One:

- Helps learners to formulate initial positions and arguments in response to a question or prompt and then share them with each other through a structured procedure. This way they can test, refine, and strengthen their ideas as they share them and hear the ideas of others.
- Allows learners to practice being active listeners or readers, an essential skill for socio-emotional learning and acquiring new information.

Steps:

1. **Prepare:** Ask learners to divide a sheet of paper into two vertical columns. Label the left side "Give One" and the right side "Get One."

2. **Respond to a Question:** Ask learners to respond to a question such as "Do you agree that laws are the most important factor in overcoming discrimination? Why or why not?" Ask them to write their ideas on the left-hand column on their paper. They do not need to write complete sentences; responses can be in list form.

3. **Give One, Get One:** Ask learners to find a partner. Each partner "gives," or shares items from his or her list. For example, Partner A shares his/her responses until Partner B hears something that is not already on his/her list. Partner B writes the new response in the right-hand column on the paper, along with Partner A's name. Once Partner B has got one new response, the roles switch. Learners then repeat this process with other peers until time runs out.

The goal is for learners to share text-based evidence effectively and accurately. While they are sharing their ideas, the teacher should keep notes. Pay particular attention to:

- Patterns of insight, understanding, or strong historical reasoning.
- Patterns of confusion, historical inaccuracies, facile connections, or thinking that indicates learners are making overly simplified comparisons between past and present.

As you listen to the learners' discussion, look out for the following elements:

- Factual and interpretive accuracy: offering evidence that is correct and interpretations that are plausible.
- Persuasiveness of evidence: including evidence that is relevant and strong in terms of helping to prove the claim.
- Sourcing of evidence: noting what the source is and its credibility and/or bias.
- Corroboration of evidence: recognising how different documents work together to support a claim.
- Contextualization of evidence: placing the evidence into its appropriate historical context.

As learners debrief, provide feedback. Affirm their insights. Highlight strong historical reasoning and text-based arguments. Choose one or two misconceptions about the content to address. Point out areas where they may want to re-evaluate the ways they are connecting past and present.

At the end of the activity, you can ask the class to debrief in a class discussion or ask learners to individually do this in their journals. Prompts for journal writing include:

- How might you respond to the essential question now?
- What did you learn today? How does this information relate to the essential question?
- What else do you want to know?

Nurturing socio-emotional learning

BIO-POEM: CONNECTING IDENTITY AND POETRY

The objective is to help learners clarify important elements of their identities by writing a poem about themselves or about a historical or literary figure. Bio-poems:

- Help learners to go beyond the aspects of identity that are often more obvious and familiar (such as ethnicity, gender, and age) by asking them to focus on factors that shape identity, such as experiences, relationships, hopes, and interests.
- Provide a structure for learners to think more critically about an individual's traits, experiences, and character.

- Are a way for learners to demonstrate what they know about historical or literary figures.
- Help build peer relationships and foster a cohesive classroom community through learners sharing their bio-poems.

Steps:

1. Prepare:

- Select the focus of the bio-poem, the learner themselves or a historical or literary figure. You can assign a specific individual or allow learners to choose an individual relevant to the current unit of study.

- Describe what you want included in the bio-poem. This typically includes the following information:

  - Adjectives that you would use to describe yourself
  - Relationships in your life (e.g., friend, brother, daughter)
  - Things you love
  - Important memories
  - Fears
  - Accomplishments
  - Hopes or wishes
  - Home (location)

You can adapt this format to include other items, such as important moments, heroes, beliefs, special sayings or words.

2. Brainstorm: Before they beginning writing, give learners an opportunity to brainstorm ideas they might include.

3. Learners Write Their Poems: Explain the format of a bio-poem. You can also share a sample bio-poem.

4. Learners Share Poems: There are many ways they can share their bio-poems. They could post them around the room as part of a gallery walk, for example, or share them with a partner. Or they can read their poems to the whole class. Each reader is assigned a responder who comments afterwards on something they heard that was particularly interesting or surprising. Or you can ask learners to pass their poem to their neighbour. Allow enough time for a thorough reading and then ask them to write comments or questions in the margin. Every three to five minutes, ask learners to pass the poem on to the next person. Repeat this as many times as time allows. At the end, each learner will have a poem with lots of comments and questions. Remember to remind learners about expectations for appropriate comments.
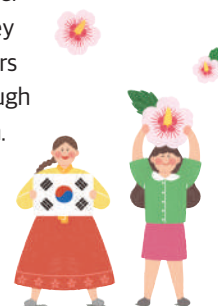
GRAFFITI BOARDS

The objective is to help learners to recognise each other's ideas, views and opinions. Graffiti Boards are a shared writing space (for example, a large sheet of paper or whiteboard) where learners record their comments, opinions and questions about a topic. Graffiti Boards:

- Provide a way for all learners to engage in the conversation, including those who are not comfortable speaking.
- Create a record of learners' ideas and questions that can be referred to at a later point.
- Give learners space and time to process emotional material.
- Can be used as a preview activity by introducing a new topic and helping learners to organise any existing knowledge they have about that topic.
- Can also be used to prepare for a class discussion or writing assignment about a text by asking learners to share their reactions to the text on the Graffiti Board.
- Are useful for debriefing on something that has disturbed the class. It can be a helpful technique when you want to avoid analytical or intellectual discussions and to allow learners to process emotions. For example, it can be useful in situations such as after watching a politician give a speech, seeing graphic footage, hearing from a witness to violence, or after hearing hate speech.

Steps:

1. **Prepare the Space:** You will need enough space so that several learners (the more the better) can write at the same time. Some teachers cover a section of the wall with butcher or chart paper, while others use a whiteboard or chalkboard. You will also need plenty of pens and markers. For this activity, markers work better than pens or pencils because they allow comments to be read from a distance.

2. **Contract with Students:** Before the activity begins, agree and 'make a contract' with learners about what an appropriate response is and how to express discomfort with something in an appropriate way. Explain that they should remain silent during the activity and that several of them can write at once. Explain also that they can write their own response as well as respond to the questions and ideas that other learners have written, and should draw lines connecting their comments to those of others.

3. **Learners Comment on the Graffiti Board:** Invite learners to write comments and questions on the Graffiti Board. Allow 5-10 minutes for silent writing on the Graffiti Board, but let the activity go on longer if learners are still writing.

4. **Hold a Group Discussion:** Use the ideas on the Graffiti Board as a springboard for discussion. You could begin by asking learners to summarise what they see on the board or what they notice about areas of agreement and disagreement.

Strengthening behavioural learning

THINK, PAIR, SHARE

The objective is to facilitate thoughtful group discussions by having learners first share their ideas in writing and with a partner. Think, Pair, Share:

- Gives learners the opportunity to thoughtfully respond to questions in written form and to engage in meaningful dialogue with other learners about these issues.
- Is a helpful way to give learners time to compose their ideas before sharing them with the class.
- Helps build confidence, encourages greater participation, and often results in more thoughtful discussions.

Steps:

1. **Think:** Ask learners to reflect on a given question or write a response in their journals.

2. **Pair:** Ask learners to pair up and share their responses.

3. **Share:** When the larger group reconvenes, ask pairs to report back on their conversations. Alternatively, you could ask learners to share what their partner said. In this way, the strategy focuses on their skills as careful listeners.

SAVE THE LAST WORD FOR ME

The objective is to get all learners participating in a discussion as both active speakers and active listeners. Working in groups of three, learners follow a pattern of sharing and discussing their responses to a text. Save The Last Word:

- Creates a clear structure for discussion.
- Encourages more reserved and less confident learners to share their ideas
- Ensures that frequent speakers practise being quiet.
- Can be a useful strategy for helping learners to debrief a reading or film.

Steps:

1. **Select a Text:** Identify a reading or video excerpt that will serve as the catalyst for this activity.

2. **Read and Respond to Text:** Ask learners to read or view the selected text or video and to highlight three sentences that particularly stood out for them and write each sentence on the front of an index card. On the back, they should write a few sentences explaining why they chose the sentences - what it meant to them, reminded them of etc. They

may have connected it to something that happened to them in their own life, to a film or book they saw or read, or to something that happened in history or is happening in current events.

3. **Share in Groups:** Divide learners into groups, allocating one learner at learner A, one B and one C in each group. Invite the A learners to read one of their chosen quotations or sentences to their group. Then ask learners B and C discuss the quotation. What do they think it means? Why do they think these words might be important? To whom? After several minutes, ask the A learners to read the back of their card (or to explain why they picked the quotation), thus having "the last word." This process continues with the B learners sharing and then the C learners.

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Youth advocacy : Practical steps in planning advocacy

Youth advocacy : Tactics and stories

Youth advocacy : Practical steps in planning advocacy

| By Anna Susarenco, Noora Elkenawi and Roy Hellenberg

This section provides step by step practical guidelines and ideas to help plan advocacy initiatives.

Step 1: Identifying and analysing the problem

First you need to check that the issue you have chosen for your advocacy work is addressing a priority problem and is the right one for your organisation. You can use the Advocacy-ometer to help you assess this.

Activity 1: Using the Advocacy-ometer

Choose a number between one and ten where O = Not at all and Ten = Extremely.

• How passionate are you about the issue?	1 - 10
• How confident are you that you can make a difference?	1 - 10
Your total score:	_____

If you're passionate about the issue and confident that you can make a difference, then go to the next step, using a problem tree to analyse the issue.

Activity 2: Using a problem tree to define the issue to address

You can use a problem tree to understand the issue you plan to address. Start with the problem and brainstorm the causes and consequences. Using the causes and consequences identified, select the concrete issue you want to address and think about your goal - the change you want to bring about.

I Problem tree I

Diseases

Low Literacy | Lack of Hygiene

Consequences

PROBLEM : LOW LEVELS OF EDUCATION — **Main problem**

Teachers are not qualified | Young People don't attend school

Lack of teacher training opportunities | No incentives/ rules to encourage qualification | School is seen as unsafe | Teachers don't turn up

School building falling apart | Teachers receive a very low salary

Causes

Activity 3: Thinking about the problem and advocacy at different levels

Then think about the problem at different levels and the implications for your advocacy work at these different levels, using the matrix below. This will help you to plan your advocacy strategy.

What is the problem? _____

	The problem on this particular level	Causes of the problem	Effects it has on this level	Changes needed to be done	Who needs to act to bring the change?
At the local level					
At the national level					
At the regional/ international level					

Step 2: Building your team

"Where there is one there is no power, when there are two the power grows."

You need a team. People working together can achieve much more. With every additional member of your team, your power grows. The following principles can help you to build a strong team.

· **Each one, reach one** Every team member is responsible for recruiting one new member of the organisation/supporter every 6 months. Your team has to be dynamic, and in long campaigns you need to add new members to maintain energy levels and new ideas.

· **Anyone can be a leader** Ensure that one person does not take on all the work. Try to rotate leadership and make sure everyone has their opportunity lead as well as to follow.

· **Working together is a victory** If you are a team that is a victory in itself. If you are able to come together to speak about a concrete issue and to take concrete actions, you are half way to success.

· **Winning and losing is part of the process** Even if your achievements seem small, every small step or victory represents progress. Acknowledging small victories is important to avoid discouragement and maintain hope. Advocacy is a process and you will win and lose. Learn from experience, refine your approach and never give up.

· **Use the different strengths of the team** The power of a team is derived from the different strengths, skills, knowledge, experiences and circles of influence of each individual.

Step 3: Developing your proposal

One you have identified the problem and the concrete issue you want to address through your advocacy work, you need to develop a 'project proposal' that sets out what you aim to achieve and why, what you plan to do and when, who will be involved, and how much it will cost.

A proposal can help to ensure that everyone in the organisation has a common understanding of what is planned, as well as if, for example, you are seeking funding from donors or seeking permission from the authorities.

Before you start to write your proposal, consider the following:

- Why are you planning this advocacy campaign? Define the problem you plan to address and conduct any necessary research so you have evidence and information about the current situation and potential solutions, as this provides the justification or rationale for your advocacy work.
- What are your objectives? Consider what outcomes you are aiming to achieve and how this will address the problem.
- What will you do and where and when will you implement your activities? Think about your main activities and develop a draft timeframe for the campaign.
- Who will be involved? Think about which members of your team will be involved and the involvement of supporters, beneficiaries, other stakeholders.
- How much will it cost? Develop an initial budget based on the type and amount of resources required.

Activity 4: Developing a proposal outline

The following provides a suggested outline of what you might need to include in your proposal. Note that ideas on how to develop some of the different components of your proposal are included in the other steps discussed later in this section.

1: Project Information

This section should include:

- Name of your organisation
- Project Title
- Project Summary
- Project Timeline
- Project Contact (organisational contact person, address and contact details)

2: Project Rationale and Objectives

The aim of this section is to present the rationale for doing the project and its objectives. It is important to write concisely and clearly.

Problem statement Write a few concise sentences describing the problem your advocacy will tackle and why solving the problem is important. This is where you should use your research and evidence, to describe the situation and the negative effects of the problem.

Project objective In this section of the proposal describe what you aim to achieve. Try to use the SMART technique to develop your desired outcomes (**S**pecific, **M**easurable, **A**chievable, **R**elated, **T**ime-bound).

Section 3: Project Methodology

This section describes how your objectives will be achieved. You need to describe your strategy, specific activities and, where appropriate, the target audiences for your activities. You can organise this as follows:

Project Approach Use a few sentences to describe the overall strategy or approach. This can include how the team will be organised, what tools will be used, and any underlying theories you have drawn on to develop your approach.

Task Breakdown and Time Estimates This should present a detailed breakdown of tasks and a timeline.

Section 4: Project Monitoring and Risk Management

This section should describe how you propose to monitor your activities to ensure they are on track, how you will adapt your activities if necessary and what plans you have in place to identify risks and minimise the impact of risks on your plans. Some organisations develop and use a monitoring and evaluation framework and a risk management plan. Some also use a risk register to identify and monitor the potential risks that could undermine project success.

Section 5: Project Costs

This section should include the budget - with detailed line items for all categories of costs -including overheads and administrative costs. You might need to include a brief narrative explaining some of the costs in the budget.

Section 6: Annexes

Annexes can be used to include additional information, for example, data, images, reports referenced in the proposal, staff resumes and other relevant material.

In addition to your proposal, it can be useful to develop a 2-page project summary that you can give to those who are interested but who don't need to see all the detail or to capture the interest of those who might support you. You could also develop a short presentation for potential donors or sponsors if you need to obtain funding.

Step 4: Identifying key decision makers and stakeholders

Decision-making analysis You need to identify who has decision-making power to determine who you will need to meet. Analysing the decision-making space - and where decision making is located within the government structure - can help you to do this. For example, if a health policy is the target of your advocacy, analyse health care-related units within ministries, secretariats, local authorities or other relevant bodies). If necessary, seek advice from people who understand how decisions are made and who make them.

Within every government body, one person or, in some cases, several people, will have the power to decide about policies and programmes. However, sometimes it may be difficult to discover exactly who the decision-maker is because formal authority and real power are in the hands of different people. In such cases, both sets of people need to be targeted. It is important to identify people by first and last names and not just by the positions that they occupy within the government, since, in practice, decisions are made by individual men and women.

In addition to identifying who makes decisions it is also important to identify how decisions are made. The formal decision-making process is enshrined in national law and it is helpful to be knowledgeable about technicalities that allow modifications in such laws. This often occurs in parallel with an informal decision-making process and, in some cases, this informal process can determine the decision that is reached.

Advocacy efforts need to take both processes into account and to influence the decision-making process, and those involved, at every stage. Another aspect to consider is when decisions might be made, for example, during the annual planning and budgeting process. Choosing the right time can ensure your advocacy work has a greater chance of success.

Activity 5: Analysing the decision-making space

Use the table below to help you to analyse the decision-making space.

Advocacy issue: _____

	Formal	Informal
Where is the decision-making space related to your issue?		
Who has decision-making power with regard to the issue?		
What processes are used to make decisions?		
When it the optimal time for influencing decisions?		

Stakeholder analysis Stakeholder analysis is a tool that enables you to identify the individuals, groups and organisations that have an interest in or influence the issue you are advocating for. Stakeholders include those whose interests may be positively or negatively affected by the issue and, hence, those who can help you to achieve your objectives but also those who may oppose you. Conducting a stakeholder analysis involves three steps.

Step 1: Identify all relevant stakeholders

Make a list of every group, organisation and influential individual who might support or oppose your issue and who might influence your success. Remember to include people who will benefit from your success.

Step 2: Categorise and assess the stakeholders

Look at your list and organise the stakeholders you have identified into categories, based on their impact and influence. In other words, identify the stakeholders whose support or opposition might have the most impact - usually these are the stakeholders you will need to prioritise in your advocacy efforts. Below we explain how to organise stakeholders using a stakeholder matrix. Then think about the relationships between the different stakeholders.

Step 3: Understand the stakeholders

It is very important for you to understand what different stakeholders think about your issue and why they might support or oppose it. Ask yourself the following questions:

- What is their opinion?
- Who or what influences their opinion?
- Do stakeholders have an interest in the outcome? Do they have a financial interest?
- What information would be useful to them and how can this best be communicated?
- Are there mutual relationships between stakeholders that might change their opinions?

You may need to go and talk to people directly, or to people who understand the perspectives of different stakeholders to get this information. If you don't know what stakeholders think and why, find out, don't guess.

Activity 6: Stakeholder matrix and map

A stakeholder matrix is a tool where you plot stakeholders and their degree of interest and influence (where 1 is low and 5 is high) in a matrix, as shown below.
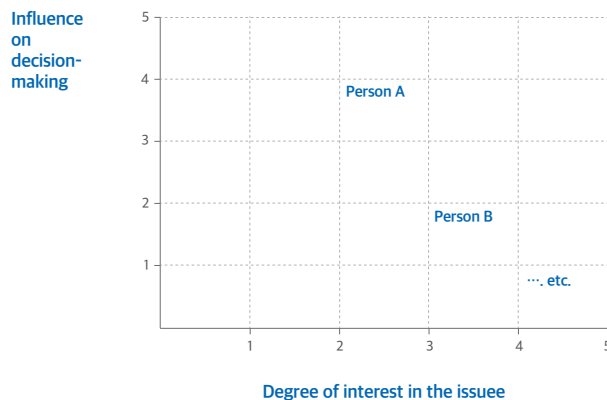
Alternatively you can use a stakeholder map, as shown below.
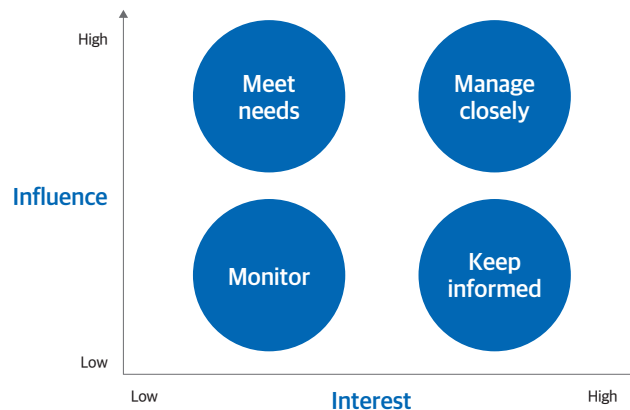
After you have put the different stakeholders into the table, placing them according to whether they have high or low influence and high or low interest, you can then see how you need to engage with then, as follows:

- High influence, High interest: Manage closely

  These stakeholders should be involved in as many activities as possible and effort should be put into keeping this group satisfied. Involve them in decision making, and engage and consult with them regularly.

- High influence, Low interest: Meet needs

  These people should be kept satisfied. Do not share information with them that they may not be interested in, but try to increase their level of interest in order to move them to the High influence, High Interest category.

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- Low Influence, High interest: Keep informed

  These stakeholders should be kept informed, because they can often offer creative ideas or other inputs thanks to their interest in the issue. You can make use of their interest through appropriate involvement and consultation.

- Low influence, Low interest: Monitor

  These stakeholders should be monitored, but it is not necessary to spend a lot of time and resources to keep them happy. You can inform them via general communications, such as newsletters, website, and e-mail.

Step 5: Assess resources

Start from where you are. Sit down with your team and brainstorm the resources that you have. Assets are not just financial or material resources, they are also your knowledge, networks, abilities and talents. Do not forget small things, for example, having a person that knows a foreign language or whose grandmother knows the mayor can be an important asset.

Activity 7: Scoring your resources

Here is an example of questions from a Tear Fund advocacy tool kit that can help you to assess your resources and where the gaps are, where 5 is the highest score and 1 the lowest.

Question	Score (1 to 5)	Comments/ Relevant details
A Vision, values, mission, strategy Clear mission and purpose of the organisation or community group Clear and agreed values underpinning the organisation or community group Understanding of how advocacy links with the core values and mission and is an integral part of development Commitment to advocacy at the highest level Strategy for action linked to mission Clear idea of who you represent and how you represent them Commitment to building capacity of others to speak for themselves **B Internal systems and structures** Clear and accountable process for decision making Clear understanding of the organisation's legitimacy and what this is based on Participation by all stakeholders in advocacy and other development work Clear lines of communication within and outside the organisation or community group System for ongoing monitoring and evaluation of work		

C Skills, experience and understanding

Understanding of how local, national and international policies affect local problems
Understanding of policy making and power relations
Understanding of the views and influence of key stakeholders
Skills in research and access to good information
Skills in community mobilisation and awareness-raising
Skills in law or access to such skills
Skills in strategy development
Skills in lobbying
Experience of working with the media
Experience in conflict resolution
Support from others, such as partners or networks
Understanding of risks and how to plan to reduce them

D Resources

Human resources committed to advocacy
Financial resources committed to advocacy

E External links

Access to/relationship with grassroots groups
Access to/relationship with policy makers and decision makers
Access to/relationship with other local NGOs and faith-based organisations
Access to/relationship with international NGOs
Access to networks, coalitions and alliances
Relationship with journalists and media outlets
Committed volunteers and supporters
Access to expertise on your issue
Access to trainers and other advocacy resources

You can identify areas where you to strengthen your organisation and plan how to improve them. Go back to this from time to time to see if your resources have improved.

Step 6: SWOT & PEST analysis

A SWOT analysis - is a tool used to determine and define your **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats - is a useful way to assess your organisation or initiative.

Strengths and weaknesses are internal to your organisation or advocacy campaign, and so are things that you have some control over and can change. Opportunities and threats are external to your organisation. You can take advantage of opportunities and protect against threats, but you can't always change them.

Doing a SWOT can help you to identify the strengths and weaknesses of your advocacy campaign and the other factors, including threats and opportunities, that can influence its success, and help you to plan actions accordingly.

Start by brainstorming strengths and weaknesses, and then brainstorm threats and opportunities. Write these down and then organise them using a two-by-two grid. The grid below provides some examples.

Strengths	Weaknesses
Human resources and skills	Funding problems
Past and ongoing activities/experiences	Gaps in coordination
Strong financial systems	Weak monitoring and evaluation system
Strong relationships with government, partners	Weak management, under staffing
Opportunities	Threats
Social trends	Strong negative beliefs among some in society
Supportive laws	Inaccurate media reporting
Good community response	Government restrictions, security problems
High interest in the issue	Lack of access to target groups

PEST analysis has some similarities to SWOT analysis but each tool brings a slightly different perspective. PEST, which is an acronym for Political, Economic, Social and Technological, assesses external factors. Doing a PEST analysis can help you to:

- Identify opportunities.
- Provide advanced warning of significant threats.
- Identify the direction of change within your advocacy area so that you work with change, rather than against it.
- Avoid starting initiatives or campaigns that are likely to fail, for reasons that are beyond your control.
- Develop and objective view of the issue that is not influenced by your unconscious assumptions.

Activity 9: Using the PEST framework

Use the following matrix to identify the political, economic, socio-cultural and technological factors that could influence your success.

PEST			
Political factors	Economic factors	Socio-cultural factors	Technological factors
Include here all relevant political factors that could affect your advocacy work, for example, government policy, planned elections, political stability or instability, corruption, foreign trade policy, labour law, environmental law and human rights law, health regulations. You might also want to consider systems and infrastructure that are influenced by government policy, such as the education and health system, that might affect your advocacy.	Include here all relevant economic factors that could affect your advocacy work, for example, economic growth, unemployment, exchange rates, inflation, interest rates, income and purchasing power.	Include here all relevant factors that could affect your advocacy work, for example, demographic characteristics of the population, norms, customs, beliefs and values, religion, culture and cultural barriers.	Include here all factors that could affect your advocacy work, for example, access to technology, traditional and social media, innovation, research and development.

Step 7: Designing advocacy strategies

An advocacy strategy is a combination of approaches, techniques and messages to achieve advocacy objectives. Advocacy strategies include lobbying, gaining media attention and community mobilisation. Lobbying, for example, can be effective if your target audience or decision maker has the power to change things but is not interested in your issue. Meeting with decision makers can help you to understand his or her perspective and design more effective and targeted messages. Getting media attention can help to get the attention of decision makers and to generate wider public support for your issue. Raising awareness can also help to generate public support and put pressure on decision makers.

The following includes examples of advocacy strategies and related activities.

Strategy	Activities
Organising	Assemblies Meetings Leadership workshops House visits Training Institutional strengthening Coalitions Coordination meetings
Lobbying	Direct meetings with decision makers Direct meetings with other key stakeholders
Education and awareness	Research Forums Workshops Seminars Publications Videos Theatre Festivals Campaigns
Media attention	Press conferences Interviews Advertisements Articles Letters Investigative reporting Networking events
Community mobilisation	Strikes Marches Demonstrations

Step 8: Developing an action plan

Action planning should be a participatory process involving all relevant members of your team. In previous steps, you will have already identified the issue, the objectives of your advocacy work and the decision makers and stakeholders you need to target and work with.

In developing your action plan, consider the following questions:

- What will have the biggest impact?
- What might be the easiest things to do using your knowledge, skills and other resources?
- What do you and others involved like doing? What excites you?
- What has worked in the past?
- How can you best influence decision makers - by direct engagement, through the media or by mobilising the public?
- What is your message?

In planning your actions, you also need to consider and plan for different scenarios. For example, if you have invited the mayor to a meeting, either he or she will or will not come or perhaps they will send a representative. Think about how you will deal with each of these scenarios.

Activity 10: Developing a clear message

Your message needs to be:

- Simple
- Focused on solutions
- Practical and reasonable in its requests
- Evidence-based
- Appropriate for the audience in language and content.
- Personal and show why you care

With your team brainstorm what you want to get across with your message and write down key words. Think about:

- The evidence you will use to support your message
- The emotions you want to use to attract people's attention and get their support
- The actions you want your target audience to take

Then, write a message with a maximum of 250 words. Read it aloud at least three times. Then, delete any unnecessary words and cut the length of your message to a maximum of 100 words. Read it aloud at least three times. Reduce the length again to the 30 most important words needed to communicate your message,

Activity 11: Developing an action plan

Use this template to help you, drawing on the outcome of activities in previous steps.

Objective [What do we want to achieve?]:

Target audiences(s) [Who are we trying to reach and influence?]

Message [What is our main message?]:

Strategy [What is the best strategy or strategies to reach and influence our target audience?]

Activities [What activities will be do as part of each strategy?]:

Resources [What resources do we have to implement these activities?]:

Needs [What resources do we need?]:

Step 9: Monitoring and evaluation

Monitoring:

- Is ongoing
- Tracks progress and highlights where activities are behind schedule or are not being implemented as planned so that you can adapt your strategy or activities
- Helps you to check that use of resources, for example, people's time, funds, is in line with your original plan and budget

Evaluation:

- Is done at specific intervals, for example, mid way through and at the end of your campaign
- Provides information about actual versus planned activities and achievements
- Tells you how and why results were achieved or were not achieved
- Enables to you to learn and understand what strategies and factors lead to change in order to improve future advocacy work

When you monitor and evaluate advocacy you need to use indicators and measures of progress and approaches to evaluation that are appropriate and relevant to advocacy work. However, monitoring and evaluation of advocacy is more complicated than monitoring and evaluation of projects where it is clear that if you do X the result will usually be Y. This is because advocacy is a process, which involves a wide range of stakeholders and is influenced by a wide range of factors, many of which are outside our control. In addition, policy change takes time and it can be difficult to attribute change to a specific advocacy campaign.

Activity 12: Designing a monitoring and evaluation framework

1. <u>Define your advocacy objectives</u> You will have already done this under a previous step. Remember that advocacy objectives usually describe the policy change that you want to achieve.

2. <u>Define the specific intermediate outcomes you want to achieve</u> These should be the changes that need to happen in order to achieve your objective, for example, changes in existing policies or the introduction of new policies.

3. <u>Identify the key activities that will contribute to achieving the intermediate outcomes</u>

4. <u>Choose your indicators</u> Identify the indicators you will use to measure the achievement of your objective and intermediate outcomes and to measure progress with your planned activities. Advocacy indicators can be quantitative (for example, the number of decision makers you have met with or the number of media reports of your activities), but they are often qualitative (for example, measures of changes in people's perceptions or attitudes, or commitments made). Qualitative indicators are harder to measure in a robust way than quantitative indicators. In general, using a combination of quantitative and qualitative indicators will enable you to assess your progress more completely.

5. <u>Choose your data collection methods</u> You also need to think how you will measure the indicators, specifically what information or data you will need to collect and how you will collect it.

6. <u>Set a baseline</u> Where appropriate, set a baseline, this is the starting point, i.e. the current situation, against which progress and future changes can be measured.

7. <u>Check your intervention logic</u> This involves assessing whether it is likely that your activities will lead to your intermediate outcomes and that these outcomes will lead to the achievement of your objective. Note that some monitoring and evaluation frameworks include an assumptions column where an organisation you include the assumptions they have made about factors outside of their control but which are important to the success of the work. For example, in a health project that aims to improve treatment of a disease you might include an assumption that essential drugs will be available.

Never forget to say thank you, to everyone who has contributed - your team, your partners, your supporters and funders - and to those who have responded positively to your campaign. The following provides some ideas about how you can say thank you.

Team	– Write personal messages or send personal messages by phone
	  Organise a party
	– Go out for lunch together
	– Send a thank you message to families who have allowed them to - spend
	  time working with you

Supporters	– Write social media posts – Send messages via mobile phone or social media – Organise a party and invite them – Send cards
Followers	– Write social media posts – Put up posters in the community
Decision makers	– Send an official thank you letter – Send a card – Write about their support in your newsletter or social media posts
Meeting participants	– Publish a social media post with pictures – Send a personal thank you messages
Community	– Say thank you in newspapers or posters – Use social media

Advocacy is not easy and involves many small steps. It is important to celebrate every small success, to keep up morale and inspire people to move to the next step. You need to remind people about your collective progress and recognise everyone's contribution.

It is also important not to let setbacks undermine your work or your team's morale. If something does not work or does not achieve the results you had hoped for it is easy to get frustrated or disappointed. But setbacks provide a useful opportunity to learn and improve. Remind your team that a setback is just temporary and that there are still things you can celebrate, for example, the hard work of the team, the new partnerships they have established, and the experience you can apply to your future work.

Everyone has the power to effect change

People and groups without direct access to those who have power or who have little social influence can still make a difference using the power they have, as the following case study illustrates.

A group of university students was concerned that a multinational oil company was exploiting natural resources without any significant investment in the local area or its people. They have little power to change the business model of the company or to influence their government, which allows the exploitation. However, they learn that this company has its Head Office in another country and discover that if they own 10 or more shares in the company they can speak at the Annual General Meeting for shareholders. They collect enough money to buy 10 shares and use the opportunity to address the shareholders to highlight the impact of the exploitation and the lack of re-investment. As a result, other shareholders put pressure on the company management to reinvest in the community by building a hospital and a school.

This example shows what can be achieved, by doing your research, being strategic, and finding a way to use internal pressure - those with power to influence the company management - to create change. The students also used the power of the media - external pressure - knowing that the press would be present at the AGM of such a large publicly listed company and would report their concerns, and that the company would not want their public reputation to be damaged.
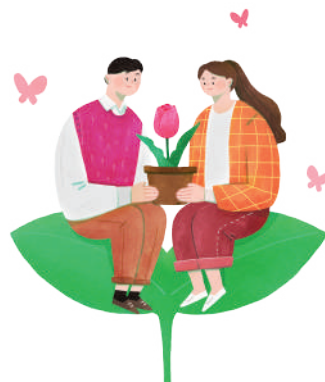
Youth advocacy : Tactics and stories

| By Anna Susarenco and Diego Manrique

This section provides 'how to' tips for different advocacy activities and some examples of successful youth advocacy.

How to organise a face-to-face meeting with authorities

The authorities - those with the power - are the ones you need to convince to act to address the issue you are concerned about or want to change. So dialogue with authorities is an essential element of advocacy. Dialogue can happen through the media, participating in public consultations or petitions but face-to-face meetings are often the best way to advocate for an issue. The following steps can help you to plan and implement an effective face-to-face meeting.

1. **Make sure you know which authorities are directly responsible for the issue and have real influence on solving the issue.** You can do online research or call or write to ask about responsibilities. Make sure you organise the meeting with those that cannot say it is not their responsibility and be ready to prove this using laws and official documents that set out their responsibilities - in some contexts representatives of authorities may try to say that the issue is not their responsibility to avoid taking action.

2. **Find out the authorities' working hours and when they are open to the public.** This will enable you to request a meeting at an appropriate time. If it is relevant, you may want to think about meeting outside the office. For example, if you are advocating about garbage collection in your community it may be more effective to suggest meeting in the community when they are making a visit, or to invite the authorities to the community to show them the problem.

3. **Send an official written request for a meeting.** Make sure you send a written request in advance and explain the issues you want to discuss during the meeting. If you arrive without an appointment you will be unlikely to get to meet the people you need to talk to, especially if they are busy or important officials.

4. **Start preparing for the meeting well beforehand.** Inform everyone in the team who needs to be involved. Make sure you have a clear objective and agenda for the meeting, and that everyone knows what their role is and what they will say. If necessary rehearse and practice with the team before the meeting. You may only have one opportunity to meet the authorities so it is important to present your case as clearly as possible.

You can use this template to prepare your agenda for the meeting.

AGENDA

Meeting with: (write here the names and functions of the persons you will meet)

Time when the team will arrive for the meeting:

Exact time of the meeting:

Subject of the meeting:

Goal of the meeting:

Details:

Time:	What to say?	Who will say?
10 min	*Introduction: present the meeting goals, your organisation/group, what the problem /issue is and how it was identified*	*Group leader*
10 min	*Present the evidence and your main asks/ questions*	*Group member name*

Time:	What to say?	Who will say?
30 min	*Discussion* *Allow the authorities to respond* *Be ready to repeat the questions if needed* *Be ready with more evidence if needed* *Stay focused on the issue*	*Be clear about who will respond to questions, who will provide additional evidence, who in your organisation will lead the discussion/responses to avoid everyone talking at the same time*
10 min	*Conclusions* *Establish a timeline for who will do what by when* *Arrange a follow up meeting time if appropriate*	*Group member name*

5. Arrange for the team to meet one hour before the meeting with authorities. This will ensure that everyone is there on time and you have time to run through what you plan to say and how you will deliver you message.

6. During the meeting stay focused on the issue. Sometimes, representatives of the authorities want to speak things that comfortable for them and not what you want to speak about, so remind them if necessary that you came to discuss a specific issue.

7. At the end of the meeting, sum up the conclusions and next steps. Make sure everyone is clear about what has been agreed, what should happen after the meeting and that you have a specific timeframe or deadline for action. An example of a conclusion after the meeting can be:

Thank you for the discussion, it was very useful for us. We would like to summarise what we all have to next:

- We will tell our organisation/supporters/community about the meeting and what you told us.
- We will have a meeting with them but we will also post on Facebook. (Ask if you can take a photo together so you can post it as evidence that the meeting took place and to ensure the authorities take responsibility for following up.)
- You promise us that you will do the following things: 1. (action) ⋯ by (date) 2. (action) ⋯ by (date).
- We will have another meeting on (date) to review progress (Make sure you have agreed a date and time for the next meeting before you leave. Remember to call nearer the time to confirm the meeting.)

How to organise a march or demonstration

Sometimes you may need to increase public awareness or get media coverage to ensure that an issue is on the agenda or to get the authorities to listen to you and pay attention to your concerns. Marches and demonstrations can be a good way to do this, by publicising and attracting attention to your issue.

It is important to be clear about the difference between a march or demonstration and a protest. A march or a demonstration is a peaceful, well-organised event with a clear message or demand that is used to urge legislators or the public to adopt a policy, service or idea or to pay attention to the needs of a particular group of people, for example, people with disabilities.

The following is a list of things you need to do when you are planning a march or demonstration:

1. Make sure your march is unique and that there have been no similar events with similar messages during the previous three months.

2. Create a team to plan the event.

3. Decide what message you want to communicate.

4. Select the best place and time for the event and, if you plan to march to another place rather than staying put, plan the route.

5. Request official approval for gathering at that place and time - the police may stop the march or demonstration if you do not have official approval.

6. Make visible posters, t-shirts or other things that can be clearly seen.

7. Invite as many people as possible to come and support you.

8. Invite the media to cover the march or demonstration (You will find out how to do this later in this section).

9. Prepare at least three speakers to present your message in clear and positive manner.

10. Prepare a manifesto or a document with your request to be given to the authorities on the day of the march or sent to them.

How to talk with decision makers

The fact that you are advocating for something means that you cannot achieve the required changes in your community or society alone and need the support of those in power to do so. You will therefore need to convince decision makers to support your cause.
Who you need to convince will depend on the issue you are concerned about. If you want to create a change at the local level, you will need to engage with local officials, for example,

the mayor of your city, the town council, or other local leadership. If you want to achieve change in national laws or policies then you will need to convince government officials such as ministers, parliamentarians or the heads of national government bodies.

The following steps can help you to engage effectively with decision makers.

Reach out: The first step in the process is to communicate with your targeted decision makers. Find out the best way to communicate with them. If you do not have a direct channel of communication with them you will need to be creative about how to contact them or think about people or institutions that can help you to set up an initial meeting.

Timing: You need to be strategic about when to contact decision makers. Think about whether now is the best time to contact them or whether a future time would be better. For example, if there is an election happening or it is the school holidays then now might not be the best time.

Preparedness: Once you have set up the meeting you need to make sure you are well prepared for it. Do not underestimate the importance of preparation. You may be very knowledgeable and passionate about the issue, but you need to be able to convince decision makers. This requires you both to understand their perspective and interests, and to assemble solid evidence and facts to support your argument. Complete Chart 1 before the meeting.

Chart 1

Meeting with Decision Makers		
Date	Time	Place
What is your objective for the meeting?		
Who do you represent and why are you a relevant actor on the issue?		
What is the position of decision makers about the issue?		
What is the main message that you want to share with them?		
What evidence and facts will you present to convince them?		
Who in your team is best suited to attend this meeting?		
What is your backup plan if you fail to convince them?		

You can improve your chances of a success meeting if you:

- Introduce yourself and the purpose of the meeting.
- State your interests, listen carefully and recognise the positions and interests of others.
- Make sure you clearly explain your main message and key points.
- Focus on identifying common ground and avoid getting into an argument.
- Clearly summarise what was said and agreed at the end of the meeting.
- Obtain a commitment to follow up action or a further meeting.

Use Chart 2 after the meeting to evaluate the outcomes.

Chart 2

Meeting with Decision Makers: Outcomes		
Date	Time	Place
Was your objective achieved?		
Did you accurately assess the position of decision makers about the issue?		
Did you convey your message effectively?		
Do you think they were convinced? If they were not, why was this?		
What follow up actions are necessary after the meeting?		

How to engage the media using a press release

Successful advocacy depends on effective communication. You need to keep your supporters and stakeholders informed about your decisions, actions and progress and to gain the support of the public for the issue you are advocating for.

The media plays an important role in helping to get issues on to the agenda and to secure public support for them. A useful way to communicate your message through the media is through a press release. A press release is a written communication that you can share with media outlets and disseminate via different channels such as social media and emails.

You can issue a press release to publicly state the point of view or opinion of your organisation or group about an issue that is relevant to your cause, for example, to welcome

or challenge an event or action that positively or negatively affects your objectives. Consider the following to help you maximise the impact of your press release:

Do's	Dont's
• Make sure your press release is well structured and organized, clearly written and concise. • Get others to review it. • Ensure the content of your press release reflects the collective views of the signatories. • Check that the content and the claims you make can be supported by hard evidence and data. • Share your press release with all relevant media outlets and organisations so that it is as widely disseminated as possible.	• Do not issue a press release every time you want to share information about your work. Be strategic and selective about when you use press releases to maximize their impact. • Do not use press releases as the only way of communicating with those who support and oppose you. You also need to engage with them using other means of communication.

You can use the following template to create a press release:

Title:

Introductory statement: Briefly present the context and explain the reason for the press release.

Core argument: Present the key message you want your audience to take away.

Supporting information: Back up your claims using factual data and examples.

Relevance: Explain how and why the matter in question is relevant to your audience.

Call for action: Explain what needs to change and who should be responsible for making these changes. You can also say what action you will take.

Signatories: Include the signatures of all the relevant stakeholders and the date and time of signing the press release.

How to organise a fundraising event

Sometimes you may need to raise funds to pay for expenses associated with your advocacy work, such as computer equipment, stationery, leaflets, postage, paid social media campaigns. Fundraising for specific activities or costs is perfectly acceptable but it is very important to be transparent - about how much money you raise, what the money is used for - and to keep good records to account for the funds you raise and spend. To organise your fundraising properly, consider the following:

Prepare a budget: Work out how much the activities you are fundraising for will cost and how much money you need to raise (see template below).

Decide on a time and a place: identify a good time and place for your fundraising event, making sure that it is a time when people can attend and a place where people you hope will donate will feel comfortable.

Give something back: Organise your fundraising event so that people get something from it, whether it be a good atmosphere, a thank you message or a small present, to show your appreciation and make them feel involved in your campaign.

Report back: Always remember to report back on how much you funding you raised and how you spent the funds (see template below).

Below are some examples of the type of events you can organise, but there are many other examples - you can look for ideas online or use your creativity. Remember, fundraising should be fun, for your organisation and for the people who attend your fundraising events.

- **Community raffle or yard sale** Ask your community and local businesses to donate items that you can raffle or sell. For a community raffle or yard sale, you will need to find a good place to hold the event, invite people in advance, and find a good speaker to lead the bidding. As well as raising money by selling raffle tickets and donated items, you could also make drinks, snacks or cakes to sell to people attending Consider offering a pick-up service for people donating items, as this may increase what you have to sell and help you to raise more money by selling larger items, such as furniture.
- **Community classes and workshops** Offer workshops or classes, for example, in cooking, knitting or sewing, basic car or bicycle maintenance, growing fruit and vegetables, computer skills, where people can make a small donation for learning a new skill. Schedule a suitable time that is convenient for people to attend.
- **Open air film night** Host a film screening at a local park, auditorium or sports arena and sell tickets and snacks. You will need to get permission for using these venues.
- **Talent show night** Organise a talent show, for adults and children, and sell tickets for those who want to come or put out donation boxes for those who wish to donate.

Example of a budget you present before you start raising money:

Budget line description	Unit	Quantity	Total
Total			

Example of report you present after you spent the money:

Budget line description	Unit	Quantity	Total planned	Total spent	Explanations (relevant for line where total planned is not the same as total spent)
Total				(this amount is very important to be detailed after)	

How to organise a campaign, on social media or offline

Conducting a campaign can be an effective way to increase the visibility of an issue and to help you to get the attention of decision makers, local authorities and the wider public. It is important to plan and design your campaign carefully to maximise your chances of achieving your desired impact.

Campaigns using social media allow you to reach a large number of people without requiring a lot of time and resources. Campaigns can also be conducted offline using methods such as presentations, distributing leaflets or having a booth in a public space, or through radio or television interviews. A combination of online and offline approaches is likely to reach the widest range of people but the approach you choose will depend on what you are trying to achieve and which audiences you want to reach.

You can use the following template to help you design your campaign.

Name of the campaign:

Description: Briefly describe what the campaign is about

Purpose: Identify the main purpose of your campaign, i.e. what are you trying to change.

Specific objectives: List the specific objectives you want to achieve in order to achieve your purpose, i.e. what needs to happen to realise change.

Target audience: Based on the above, identify the audience(s) you must reach with your campaign. Be as specific as possible, for example, young people aged 15-25 attending public education institutions in your city, Mexico, or parents of adolescents in public education institutions in your city, or policy makers who make decisions about allocation of resources for health care services in your region . You also need to make sure you understand your target audience, in particular their priorities and needs, to decide on how best to frame the content of your messages and how best to reach them.

Methods: Think about which methods and media are going to be most effective in reaching your target audience. Where do they get their information from? Do they use social media or traditional media? What information sources do they view as credible?

Planning: Together with your team, develop a comprehensive plan for your campaign. Divide the plan into stages, for example, concept, design, research, content development, testing, pre-launch, launch, monitoring and evaluation. Allocate responsibility for tasks at each stage to your team.

Timeline: Based on your plan, set a deadline for each stage of the process.

Tools, resources and platforms: Based on your plan, list all the tools and resources you will need to conduct your campaign. For online campaigns, decide which platforms you will use. Remember, as there is so much online content available to people, you will need to stand out and ensure that your target audience can easily identify your organisation and your message.

Budget: Based on your list of required tools and resources, and any costs associated with use of social media platforms, develop a budget.
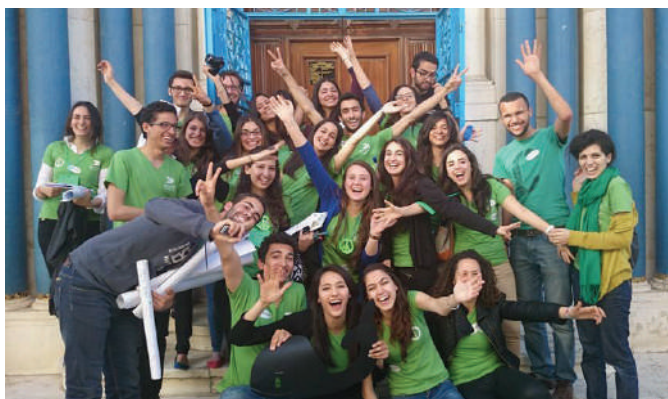
Monitoring and evaluation: Develop a specific plan to monitor the progress of your campaign during implementation and to evaluate its impact. It is important to think about how you will measure progress and success before you start the campaign.

Successful youth advocacy

• Human rights education for youth in Tunisia

Young people around the world are actively engaged in transforming their communities. One example of this comes from Tunisia, where young medical students have played a critical role in introducing human rights education into schools. The Tunisian Association of Medical Students and Interns (ASSOCIA-MED) Standing Committee on Human Rights and Peace undertakes projects related to human rights and identified the need for human rights and civic education among teachers and school students.

ASSOCIA-MED Group Picture in one of the training sessions (2012) Picture by ASSOCIA-MED Tunisia

Specifically, they identified the need to bring human rights education into the classroom, as the official curriculum is focused on developing academic knowledge but does not develop the knowledge and skills students require to become responsible, active citizens who are aware of their rights and responsibilities, nor

does it address values such as inclusion, tolerance and diversity. The medical students involved in this project developed a manual and training material for human rights education in schools.

However, at the start there were challenges. Bureaucratic and administrative barriers to accessing public schools, specifically obtaining authorisation from the Ministry of Education, meant that ASSOCIA-MED could only work in private schools initially. ASSOCIA-MED overcame this by partnering with another association that already had authorisation to work in public schools. This serves as a reminder of the importance of understanding the perspective of decision makers and of identifying organisations with shared objectives, experience and resources that can help you to achieve your goals.

• Climate Action in Latin America

Now, let's take a look at youth advocacy for environmental protection in Latin America. The Latin American Youth Movement against Climate Change (CLIC) is a group of young environmental protection leaders from Argentina, Colombia, Ecuador, Mexico and Peru.

CLIC members from Mexico, Colombia, Peru and Argentina at the COP23 in Bonn, Germany in 2017

Since the adoption of the Paris Agreement on Climate Change in 2015, they have been advocating to promote environmental empowerment and the participation of non-state actors in climate change policy and decision making discussions and action at international, regional and local levels.

Their efforts had a significant influence on the framework for implementing climate empowerment mechanisms that was approved by the 24th Conference of Parties (COP24) of the United Nations Framework Convention on Climate Change. They achieved this by organising press conferences and issuing press releases to share the views of youth on climate empowerment and specific elements of the Paris Agreement that were being negotiated by UN Member States to create the Book of Rules for this agreement.

Despite the fact that the voices of young people are not always heard or valued during such negotiations, CLIC was able - using creativity and diplomacy to reach and gain the support of government representatives and to be accredited by them during the negotiation process. Some of the CLIC team even became negotiators on behalf of Member States.

At country level, CLIC has engaged with local government structures, other youth organisations and civil society groups to advocate for implementation of COP decisions in their respective countries. They also engage with citizens in their countries on climate

change, to help them to have a better understanding of the issues that are being negotiated at the international level and countries' decisions and commitments. This not only increases awareness, it also promotes greater accountability of governments to their citizens for their action on climate change.

Euroclima Youth Panel on Climate Emergency at the COP25 in Madrid, Spain. 2019.

Empowering vulnerable communities

Living in an online world

Coping with global challenges

This section includes background information and practical ideas for youth advocacy on a series of themes relevant to GCED, including empowerment of vulnerable communities, media literacy and peace building. It also considers the role of GCED, and young people, in global crises, using the example of the COVID-19 pandemic, and provides suggestions to help youth advocacy and other organisations to prepare for and respond to such crises.

Empowering vulnerable communities

By Shawgi Ahmed, Diego Manrique and Rigoberto Banta

Context

Vulnerability and human development

Recent history has seen advances in science and technology that have contributed to improvements in all areas of life. Advances in medical science, food production and sanitation have improved health and increased life expectancy. Developments in industry

and transport have strengthened economies and reduced poverty, and the invention of the internet has facilitated communication across borders. Conflict has been reduced through the establishment of global institutions and platforms that facilitate dialogue and peace building. Social movements have advanced fundamental freedoms and enhanced the economic and political participation and legal rights of women, indigenous people and minority groups. Social movements are also increasingly advocating for unity in the face of global challenges and threats to fundamental freedoms (Freedom House, 2020).

However, significant challenges remain. Many people continue to live in poverty and lack access to basic public services. The number of refugees and internally displaced people is rising due to continued armed conflict in some contexts. The internet has provided a new avenue for crime and bullying as well as to spread hate and misinformation. Nationalist agendas, xenophobia and radicalisation are on the rise, threatening the values of cultural and racial diversity and religious tolerance. Despite the existence of institutions mandated to protect and promote human rights, discrimination and rights violations persist in many parts of the world. Fundamental freedoms, such as the freedom of opinion, belief and expression, are basic rights that states are mandated to protect. However, Freedom in the World 2020 (Freedom House, 2020) shows a global decline in political rights and civil liberties, with abuse of fundamental freedoms present in both democratic and authoritarian countries.

These contradictions reflect the limitations of an approach to human development that has focused primarily on economic growth and has benefited some people more than others. Moving from a growth-centred to a people-centred approach to development essential to ensure that all people can secure the resources and opportunities required to live a dignified life. Changing the status quo may be seen as a threat to those who hold power but those who resist change fail to recognise the interconnectedness of the modern world and the mutual impact of our actions.

Real progress in human development depends on inclusion, resilience and solidarity. More specifically, it requires us to understand vulnerability and the factors that make some individuals or groups of people more vulnerable than others and to empower vulnerable groups to play an active role in address these factors.

Understanding who is vulnerable and why

The literal meaning of the term vulnerability is "the state or condition of being weak or poorly defended". In this training manual, vulnerability refers to the situation of individuals, communities or groups of people who are more likely to face constraints, challenges or risks in their lives. These constraints, challenges and risks can be due to a range of political, economic, social, environment and other factors. Traditionally, vulnerability has been associated with natural disasters, and efforts have focused on responding to the effects of such disasters. More recently, the approach to vulnerability and natural disasters has broadened to include preparedness and mitigation as well as the response and to identifying and addressing the underlying causes of vulnerability, such as poverty and discrimination. This approach is used in the Vulnerability Capacity Assessment (International Federation of Red Cross and Red Crescent Societies), a tool that involves people in identifying factors that contribute to vulnerability in their community and in assessing their capacity to reduce vulnerability.

The following are examples of some of the factors that increase the vulnerability of individuals and communities. Some are affected by more than one of these factors and are therefore among the most vulnerable.

- **Poverty** Poverty is not only defined in monetary terms but also refers to multiple deprivation, including in education, health and quality of life. Despite global progress in reducing poverty, 1.3 billion people – around 20 per cent of the world's population – half of whom are children under the age of 18, are still living in poverty. More than 80 per cent of people living in multidimensional poverty are in Sub-Saharan Africa and South Asia (United Nations Development Programme and Oxford Poverty and Human Development Initiative, 2020). An estimated 690 million people, including almost 230 million children, suffer from hunger (FAO, 2020). About 130 million live in areas that are at risk of water-related disasters (World Bank).

- **Conflict and migration** More than 40 per cent of people in the world live in countries affected by conflict and violence and this is a key factor driving the global increase in numbers of refugees and internally displaced people. Food insecurity is another critical factor. Of the almost 80 million people who were displaced in 2019, 41 million of whom were internally displaced (UNHCR, 2019) and 26 million of whom were recognised as refugees, four in five were in countries affected by food insecurity and malnutrition. In addition, an estimated 272 million people, or 3.5 percent of the global population, are migrants, who have mostly, but not always, migrated in search of work. Migration can be internal within a country or international, short term or long term. Currently most international migrants originate from India, China and Mexico and the United States is the leading destination for them. In some countries, for example, in many of the Gulf States, migrant workers make up a significant proportion of the population (IOM, 2020) .

- **Urbanisation** The pursuit of better opportunities also drives rural to urban migration. For the first time in human history, more people are living in urban areas than in rural ones. Around 55 per cent of the world's population, 4.2 billion people, live in urban areas and

this is expected to rise to reach 70 per cent, 6.7 billion people, by 2050 (World Bank). Approximately 80 per cent of total GDP is generated by cities but, while urban areas and larger cities are generally richer, they are also more unequal, in terms of income and access to good housing, than rural areas and smaller cities. Planning has struggled to keep up with rapid urbanisation, which has resulted in the proliferation of urban slums as well as other challenges such as increased crime (UN Department of Economic and Social Affairs, 2020). Urbanisation has also increased the vulnerability of rural communities, due to population decline and ageing, and adverse effects on rural economies.

- **Gender inequality** Despite improvements, significant disparities between men and women remain. The 2020 Global Gender Gap Index, covering 153 countries, shows gaps in economic participation, education, health, and political empowerment (World Economic Forum, 2020). The biggest gap is found in the area of political empowerment, despite improvements in female representation in leadership positions in government and the private sector. Women still have lower participation in the labour market than men (55 per cent versus 78 per cent for men) in more than half of countries. Although some countries have made notable progress, for example, Iceland, New Zealand, Nicaragua and Norway, at current rates of progress it will take 99.5 years to close the gender gap across all countries.

- **Disability** Approximately 1 billion people, or 15 per cent of the world's population, have some form of disability. Of these, between 110 and 190 million people have significant disabilities (World Bank). People with disabilities are more likely to experience barriers to participating in education and employment, resulting in high rates of poverty. Barriers to participation include inaccessible physical environments and technology, inadequate services and transportation, and social stigma and discrimination. This reflects the failure to implement measures to ensure the full integration of disabled people in line with the UN Convention of the Rights of Persons with Disabilities (UN).

- **Employment** Proper employment provides economic and welfare benefits and supports a decent life. Although allocation of labour is highly dependent on market demand, the World Employment and Social Outlook 2020 provides evidence that low economic growth is one of the main factors hindering improvements in employment and income. Around 470 million people lack access to proper work opportunities and 1.4 billion people, mostly in the informal sector, work in vulnerable conditions or earn incomes too low to lift themselves and their families out of poverty. In addition to gender, age is also a barrier to decent work opportunities. A quarter of young people aged 15–24 are not in employment, education or training, and those participating in the labour market often face income disparities. Government intervention is sometimes necessary both to improve economic growth and opportunities and to ensure decent pay and working conditions.

- **Indigenous** people There are an estimated 476 million indigenous people - 6 per cent of the world's population - living in more than 90 countries. Indigenous peoples protect

around 80 per cent of the world's biodiversity. However, in some contexts, indigenous populations are excluded and marginalised from mainstream society, lack access to opportunities and basic services, and face discrimination. Around 15 per cent of the world's indigenous people are extremely poor and their life expectancy is 20 years lower than average. Efforts have been made in some countries to protect the rights of indigenous people and promote inclusion. Peru's practice of 'prior consultation' with indigenous groups is a good example. The Indigenous and Tribal People's Convention, established by the International Labour Organization, was ratified by national law in Peru in 2011. As a result, indigenous peoples are consulted on matters that may affect their collective rights, such as the delivery of public services like water, electricity, and sanitation, and prioritises the rights of indigenous people in issues that may negatively affect them.

- Young people Young people are also vulnerable, due to many of the factors described above, for example, poverty, limited educational and employment opportunities, gender, and ethnicity. An estimated 85 per cent of young people live in developing countries and almost half of these young people live in low-income countries and vulnerable communities with limited access to resources. Youth are also frequently excluded from decisions that affect them and their communities and from the opportunity to play a proactive role in changing society for the better.

Taking action

The central role of young people

The vulnerability of many different population groups in societies around the world highlights the need to develop values and skills such as tolerance, inclusion, cross-cultural understanding, respect for diversity, collaboration and solidarity, and to take action to make global citizenship a reality. GCED has a key role to play in this transformation. The exclusion and marginalisation of vulnerable population groups is directly linked to the core principles and objectives of GCED and to the socio-emotional and behavioural dimensions of learning within GCED.

The active participation of youth in promoting GCED to address vulnerability is also essential for several reasons. First, as a population group who are themselves potentially vulnerable, young people need to understand their situation and actively engage with others to build a better future. Second, young people, including vulnerable youth, are a valuable resource; they have energy, are creative and innovative, and are resilient, flexible and more open to change. Third, young people who have grown up in the digital era are more aware of the interconnectedness of the world and are well placed to use the internet to increase awareness of vulnerabilities and to create platforms to promote cooperation and solidarity. Finally, providing space for young people to interact and develop collective knowledge, and to engage in action to tackle vulnerabilities, is essential for communities to develop and prosper.

Learning from experience

In this section we describe some examples of youth advocacy for vulnerable groups.

• Visibles: LGBTQ+ youth in Central America

This example showcases the work of a youth-led organisation that is addressing the vulnerability of the LGBTQ+ community, including LGBTQ+ youth, in Guatemala.

In many countries LGBTQ+ people are among the most vulnerable, due to the high levels of discrimination, segregation and violence that they face. However, LGBTQ+ communities around the world are making significant efforts to build a more tolerant and inclusive society.

Guatemala, the largest country in Central America, has high levels of social, ethnic, cultural and natural diversity and richness. Although Guatemalan legislation does not criminalise people

LGBTQ+ Rally in Guatemala City (2019) Picture by: Visibles

on the basis of their sexual orientation, violations of the human rights of LGBTQ+ people are common, and offenders are rarely held accountable. A highly religious and conservative society and lack of protection and support are among the factors that contribute to intolerance, discrimination and violence towards the LGBTQ+ community. According to Human Rights Watch (2020) and regional LGBTQ+ organisations, these challenges are driving LGBTQ+ people to migrate to the United States and other countries that offer legal protection and guarantee their rights.

There is clearly an urgent need for action to foster tolerance and inclusion. Visibles, a national, youth-led human rights organisation, is working to achieve this in Guatemala through promoting the value of diversity and addressing discrimination and violence based on sexual orientation and gender identity.

Visibles organises training and events on relevant topics for the LGBTQ+ community, conducts research, raises awareness about the human rights of sexually diverse people using social media and other communication channels, and networks and collaborates with other similar organisations at international and regional level. One of their most successful initiatives has been to create a series of training spaces in Guatemala to strengthen research and analysis of the situation of LGBTQ+ people in Central America. Visibles is currently conducting a training programme for psychology professors and students on sexual orientation and gender identity.

The work of organisations like Visibles in increasing awareness and understanding of the needs and challenges of LGBTQ+ people and promoting respect for diversity is very much aligned with GCED and its objective of creating more peaceful and tolerant societies. Youth leadership and participation in advocacy for LGBTQ+ rights also fosters critical thinking and dialogue, and empowers young LGBTQ+ people to become active citizens who can advocate for their rights, understand, link and act on local and global issues, promote the values of solidarity, collaboration, mutual understanding and appreciation of diversity, and hold public institutions accountable.

• Internally displaced youth in Sudan

This example highlights how GCED has the potential to mitigate the vulnerability of young people in the Darfur region of Sudan. Young people account for two-thirds of the population in Sudan and those living in Darfur, a region affected by conflict and insecurity since 2003, are especially vulnerable. Conflict has caused many rural communities to abandon their homes and seek refuge in towns or neighbouring countries. Many people displaced by conflict still live in IDP camps.

The situation has had a particularly serious impact on young people, with an estimated one in three youth having been recruited by the government army or rebel militia, and most young people lack educational and economic opportunities. About 60% of people living in the camps are youth, the majority of whom are unemployed. Young people face many challenges and few opportunities to voice their opinions or to use their potential to create change.

A Youth in Action initiative in IDP camps aims to help address these challenges by providing space for young people to participate in dialogue with community leaders and grassroots organisations on how they can work together to stop conflict and violence and transform youth into a symbol of aspiration and hope in their communities and a catalyst for change. The initiative reflects the values that underpin GCED, promoting integration of education, active leadership and social cohesion among young people and aiming to develop young people's life skills and to provide young people with a voice.

• Human Library in Tunisia

There are many examples of action taken by young people around the world to support vulnerable communities and foster more inclusive, tolerant and peaceful societies. An example of this is the Human Library, organised by Innovators for Peace (InnoPeace) in cities in Tunisia. The concept was developed in Denmark and is now being implemented around the world by different partner organisations.

The Human Library takes place in a physical location where people can come to read books but at the event the 'books' are replaced by people who tell their stories. These people, who can be members of religious, ethnic or racial minorities, the LGBTQ+ community or other groups in society who are stereotyped or stigmatised, share their experiences and feelings.

Participants read books in one session of Human Librar in Tunisia. Picture by: InnoPeace

The objective is to foster peace and mutual understanding and to tackle stereotypes and stigma by creating spaces where people can hear and learn from each other at first hand.

Initially, InnoPeace were hesitant about organising these events because talking about subjects such as human rights, racism, homophobia and other forms of discrimination is very sensitive in Tunisia. However, they went ahead because of the importance of the issues. Experience has shown the Human Library to be a transformative experience for everyone who participates. According to InnoPeace evaluations, providing people with the opportunity to meet and hear the first-hand experiences of people they would never normally encounter is a powerful tool for change.

To date, Innopeace has organised 21 'editions' of the Human Library in cities across Tunisia, with each edition involving around 15 human books and around 300 attendees. There have been challenges, for example, not being allowed to hold an event at a public youth centre because of the director's concerns that the participation as human 'books' of a non-religious person and members of the LGBTQ+ community could cause problems for the centre, including violence, from those who are strongly opposed to different religious views and sexual diversity. Fortunately InnoPeace was able to secure the support of another organisation which provided a venue for the event.

Practical tools and activities

There are many different ways in which youth can advocate for the rights of vulnerable communities, as

Human Library Tunisia Group Photo. Picture by InnoPeace

well as for changes in the structural factors that underlie vulnerability. This section provides examples of practical tools that can be helpful when designing training activities - for youth and vulnerable communities - that aim to improve understanding of the situation of vulnerable groups and to empower these groups.

Activity 1: Analysing factors that affect vulnerable groups

There are many different factors that affect vulnerable groups, for example, racism, homophobia, xenophobia, stigma and discrimination, inequalities. All of these are complex and often inter-related, with multiple causes as well as multiple negative consequences.

Objective and description: The purpose is to help participants to develop an understanding of the complexity of some of the factors that affect vulnerable communities and to start thinking about what action needs to be taken to address them. You can use this tool with a small group or a large group divided into smaller groups depending on the number of participants. Each step below involves group discussion but you can also use cards, flip charts or other methods where participants write down their ideas.

Steps:

Describe the issue	Briefly describe the issue that the group will discuss, e.g. racism, homophobia. Briefly ask participants to identify characteristics of the issue, and its causes and effects.
Who is affected?	Start a discussion and encourage the group to identify who is affected by this issue. The aim is to enable participants to understand that the issue affects everyone directly or indirectly. You can start by asking about how this affects individuals, then families and communities; and then move on to discuss the national, regional or global dimension.
Does national or local legislation address this issue?	Ask the participants to discuss how the issue is addressed by national or local laws. If they are unlikely to know about this, you can provide information about relevant legislation and ask them to discuss it.
How big a problem is the issue? What action is being taken to address the issue? What else needs to be done?	Provide participants with a) information about reports of discrimination, hate crimes or related situations that can be found in public records and b) information about convictions or sanctions that have been applied in response to these situations in recent times.

How big a problem is the issue? What action is being taken to address the issue? What else needs to be done?	Ask the group to discuss: • What do the reports tell us about the attitude of the society towards the group the victim belongs to? • In what ways are the rights of the victims being violated? • What should the authorities do to improve the situation? • What can citizens do to improve the situation?
Is this country aligned with international and regional standards?	Provide participants with information about international or regional instruments or treaties and where they are applied. Ask the group to discuss the extent to which these are being applied in their country or region.

To wrap up the activity, ask the participants to reflect on the discussion and provide their thoughts on the following questions:

• What were you most surprised to learn today?
• What role do you think you play or could play on this issue?

Activity 2: Understanding different levels of identity

People have different levels of identity, for example, as a member of a family, a community, a religion, a profession, as a resident of a geographical region and a citizen of a country, and based on their culture and history. Identity, based on shared values, connects and unifies communities and societies but identity can also be source of misunderstanding and conflict between communities.

Objective and description: This activity aims to help participants define what we mean by identity and why it is important to understand and respect differences in identity. The activity starts with a whole group ice-breaker - we recommend a maximum group of 20 participants - before participants are divided into smaller groups. Suggested time allocation for each step is provided below.

Steps:
Start by describing the objective and agreeing with the group some basic rules for the activity, for example, listening to other participants, respecting other people's point of view, turning off mobile phones. (10 minutes)

Introduce an ice-breaker question, for example, "If I were an animal/object I would like to be …. because …." (15 minutes)

Divide the participants into groups (maximum five in each group) to discuss questions about identity. (30 minutes) The questions will depend on the topic of the training. The

following are examples of questions used to discuss identity relating to refugees and host communities.

- What do you know about the identity and culture of refugees who are living in our town/city/area/region?
- How would you describe the identity and culture of the host community in our town/city/area/region?
- What are the main differences?
- What are the main misperceptions that these communities have about each other?
- How can we increase mutual respect for difference and create space for positive interaction?

Ask each group to share their answers with the rest of the participants, and ask the other groups for their comments. (30 minutes)

Divide the participants into different small groups and ask them to reflect together on their experience of the group discussions and what they have learned. (25 minutes)

Close the activity by asking every participant to identify something they have learned about identity. (10 minutes)

Activity 3: Knowing myself through others

Building on the idea of understanding your own identity and the identities of others, it is also important for young people to be able to identify issues that people have in common, to understand the perspectives of others, and also to think creatively about how to address problems in their community and society.

Objective and description: This activity aims to create a space for young people to think and engage in discussion about issues and perspectives they might not be familiar with, learn about themselves and question their assumptions. Following an ice-breaker activity, participants are asked to share characteristics or features that do and do not represent or fit with their identities. This is used to trigger discussion about participants' assumptions and reflection about what this activity teaches participants about themselves.

Steps:
Start with an icebreaker activity. For this activity, ask each participant in turn to say three things about themselves - two of which are true and one false - and ask the rest of the group to guess which is false. (20 minutes)

Then give each participant a piece of paper and ask them to write down one characteristic or feature that does not represent them (e.g. extrovert, lazy, poor time manager, disciplined). (5 minutes)
Collect the pieces of paper, put them in a pot, and shuffle them. Then ask each participant

to take one piece of paper and divide them into two groups, group A and group B. Ask group A to read out the characteristics written on their pieces of paper and then, for each characteristic, identify someone in group B they believes matches it. Once everyone has found someone to attribute the given characteristic to, ask the following questions:

• Group A: Why do you think he/she matches the given characteristic?
• Group B: Is the assumption made by the person in group A correct? How does it make you feel that he/she has assigned you this characteristic?

Use the answers to these questions to generate a discussion with the whole group. Repeat the exercise with participants from group B assigning characteristics to participants in group A. (40 minutes)

Then divide the participants into groups of 4–5 and ask them to reflect and discuss the following questions (20 minutes):
• How easy was it to select one person to assign the given characteristic?
• What does this activity teach you about yourself?

Close by bringing all the participants together and asking them to say what they have learned from the activity and what difference this might make to them. (15 minutes)

Activity 4: Storytelling

Storytelling is another useful tool for communicating ideas and experiences and inspiring young people to transform ideas into action. Everyone can be a great storyteller, but it takes practice, self awareness and a lot of passion. The following provides some tips to get you started.

You can use different type of stories, depending on the topic or the objective. For example:
• If the topic is identity, you can use stories about moments that made you (or others, depending on who is telling the story) the person that you are, and reassured you about your values or ideas.
• If the topic is about learning, you can use stories about events that taught you something, for example, after a relevant success or failure, or how you overcame a challenge.
• If the objective is to inspire change, you can use stories that highlight something that is wrong and needs to change or that include examples of challenging the status quo.
• If the objective is to change perspectives, you can use stories that help your audience to see or understand an issue from a different viewpoint.

When telling a story, remember:
• Your audience: know who your audience will be in order to choose a story that is relevant to them and that they can relate to.

- Your voice: the way in which you communicate your story is very important. Remember to modulate your voice and adapt it to your expressions and emotions. A monotonous voice can make a great story flat and reduce its impact.
- Your expressions: just as with your voice, your expressions and gestures are very important. Practice your facial expressions and body movements beforehand.
- Your presence: be authentic and confident. Practice will help a lot with this.

Activity 5: Giving a presentation

This is a template to help you plan a presentation. A good presentation has:

Beginning	• Tell them what you're going to tell them • Start with a personal story, humour, metaphor, demonstration, quote, question, visual aid or two • Create a relationship with the audience • Introduce the theme, overall message, issue or problem
Middle	• Communicate your key messages (three maximum) • Acknowledge concerns and illustrate • benefits • Add more personal stories, humour, metaphors, demonstrations or quotes.
End	• Tell them what you've told them: summarise • Issue a "call to action" • End with a bang—what do you want them to remember?
Invite questions	• Create a dialogue by repeating or paraphrasing questions and, if there are no questions, you can ask them some questions

Source: The Ariel Group (2013)

Remember:

- Practice: practice your presentation a few times before you go in front of your audience. You can use a phone or computer to self-record yourself and share with your friends to get their feedback and ideas for improving your presentation.
- Time: be mindful of the time and plan to make sure you have enough time for your presentation and discussion afterwards.
- Resources: think about any additional resources you may need. You can use a traditional slide deck with text, pictures or videos, props or other resources to help present.

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Living in an online world

| By Lisa Van Wyk, Valeriia Moroz and Tshering Zangmo

Context

Understanding media and the evolving media landscape

Media, and our relationship with it, is not what it once was. It is no longer a one-directional and predictable transmission between the source and the receiver. It is no longer confined to a discrete set of platforms, separate and distinct from "real-world" activities and relationships. It is no longer reliant on infrastructure and tools that were once possessed by a select and powerful sector of society. We have been witnesses to, and participants in, a revolution that has affected the very definition of media and its meaning across the globe.

Unlike new media, communication through traditional media is largely one way and audiences have little say in the content provided to them (Coulter et al, 2012). Traditional media does not have the ability to target advertising to specific audiences in the same way as new media; the latter uses algorithms to identify users' likes and navigate them to different sites (Chau, 2012).Traditional media played a bigger role before the advent of new media as it was the only source of information. However, it still plays an important role - research has found that when new and traditional media work together on an issue, it gets more attention than if either traditional or new media work alone (Dutta, 2004).

Whether in the form of news or entertainment, media has always had the potential to influence ideas, decisions, actions and events, overtly or less obviously. The media has never been benign, neutral or objective and we can learn from the past. However, the evolution of media and its integration into and influence on our daily lives means that awareness, consciousness, and critical engagement are even more essential today.

On average, people around the world spend seven hours a day engaged with media products.[1] In developed countries, the figure is considerably higher, with the average American spending half their day receiving media messages through digital, print or broadcast platforms. As work and communication has moved online, and the web has developed into an endless repository for content, the transition between news, entertainment, games, advertising, gossip and propaganda has become seamless. With the advent of smartphones and mobile technology, consumption of media has become possible at any hour of the day or night, with social media ensuring that media content, and engagement with it, is an inherent part of interpersonal relationships and communication.

The rapid changes in technology and platforms are not the only driving force behind the shift in the place of media in our lives. The early 2000s saw the rise of user-generated

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[1] https://www.forbes.com/sites/johnkoetsier/2020/09/26/global-online-content-consumption-doubled-in-2020/#1857958a2fde

content - everything from self-published blogs and commentary on current affairs, which had previously been limited to the letters pages of traditional media outlets, to an explosion in the creation of audio-visual content - music, internet-based radio, broadcast platforms and more.

The development of social media further facilitated this acceleration - by both encouraging users to share and create content, and by connecting content creators directly to a rapidly expanding audience. On YouTube alone, over 131 million hours of video content is uploaded every year.[2] YouTube's 2 billion users consume a billion hours of content a day.[3]

Pros and cons of the media revolution

Fragmentation of the traditional top-down media model has led to many changes. Revenues, particularly for traditional and established news media, have plummeted, as distribution has failed to keep up with trends and user demands[4]. Once-authoritative voices can now be drowned out in a vast sea of conflicting opinion, and traditional reporting methodologies are not fast enough for an audience increasingly connected, through social networks and user-generated, on-the-ground coverage, to the frontlines of breaking news.

The democratisation of the media space, and the toppling of the old guards of media production, has been empowering for many. The media has the potential to be used for positive change, for development, for community and inclusion. It has the potential to encourage and stimulate empathetic responses, to tell stories across socio-economic, cultural and geographic distance. It has the potential to amplify voices right into spaces of power, influence and governance. The benefits of media plurality - diversity of voices, inclusion, freedom from interference, personal relevance - are, in theory, enhanced in the new media landscape[5]. We have already seen examples of this in action and there is strong pressure from civil society, think tanks and media consumers themselves to protect new media spaces that give voice to the previously overlooked and unheard and that allow calls for justice to reach the ears and hearts of decision makers without intervention or interference.

In Global Citizenship in a Digital Age, Alton Grizzle explains the relationship between information, technology and the potential for good. He writes:

> "Global citizenship in the digital age calls for this marriage between intercultural, inter-religious competencies to realise inter-cultural and inter-religious dialogue. The concept of 'dialogue' assumes the participation of several players. It means that citizens have a key role in the reception of information, whether it is to critically evaluate the contents of information or to promote accountability. Dialogue is part of

2) https://www.thestreet.com/investing/youtube-might-be-worth-over-100-billion-14586599

3) https://www.youtube.com/about/press/

4) https://www.gla.ac.uk/media/Media_529633_smxx.pdf

5) https://en.unesco.org/sites/default/files/beyond_2015.pdf

the construction of self-identity and self-determination: it is by conversing with one another that we actualise our beliefs, that we reconsider our positions on tolerance and freedom. This merger of competencies opens up the opportunity for citizens, in a global and digital context, to consciously, actively, independently and collectively engage with technology, the media, libraries as well as information providers, including those on the Internet, through a three- stage process necessary to achieve intercultural dialogue:

1. Understanding the ethos of one's culture or religion and that of others. This is the spirit or the character of cultures; the thinking of those practising that culture.

2. Through self-introspection and communal exchanges, learn to appreciate differences. This does not imply a necessity to accept or to choose to practice the differences in another culture. But at least one should embrace pathos - to empathize with the differences. Stages 1 and 2 are a combination of reflexivity and what Leeds-Hurwitz (2013) calls "Seeing from other perspectives/ worldviews, both how [they] are similar and different".

3. Then through true and open dialogue agree on the logos - a common word or understanding that can lead to cultural exchange and cooperation.

This relates to what Frau-Meigs (2013), refers to as "self-management as well as engagement". She uses the term "civic agency, as the capacity of human groups to act cooperatively on common issues in spite of diverging views".

Information, media and technology, when combined with media literacy are introducing opportunities:

• To reduce intolerance and increase understanding across political or cultural boundaries.

• For citizens from all around the world to easily communicate thus enabling more cultural exchange.

• To understand that defending freedom of the press also refers to the protection of freedom of culture and religion. In this sense, media literacy encourages a diversity of opinions.

• For social vigilance and critical faculties at a time when anyone can post anything on the Internet. Some challenges if not effectively remedied by media literacy could undermine the freedom of expression in virtual spaces.

• To help overcome disinformation but also stereotypes and intolerance conveyed through some media and in online spaces.

• To empower citizens with competencies to hold media and other information professionals accountable. (Grizzle, 2014).

With the means of media production now in the hands of users and audiences, it would be easy to assume that traditional power dynamics have also shifted. But access to this new

media space often reflects traditional inequalities, resulting in content that perpetuates them[6]. And there are always those who will exploit a revolution for their own ends, and, already, we have seen this play out in the same spaces that, at their inception, nurtured the development of connected communities and which seemed to be havens of free speech[7]. The bypassing of traditional media, with its ethical codes, checks and balances, has left media consumers open to manipulation and misinformation. And the same mechanisms that lead audiences to consume new media - the quantity, accessibility, identity- or issue-based relevance - also leave audiences vulnerable.

The diminishment of traditional media in agenda setting and authority has been exploited by populist leaders, as established and independent media is easier to discredit, and its suppression is met with less resistance[8]. Resistance to censorship on social media platforms might support freedom of expression, but it can also allow misinformation to spread, as well as hate speech which in turn suppresses the rights and freedoms of individuals and groups[9]. In 1953, Raymond Bradbury, in Fahrenheit 451, was talking about television when he wrote "It tells you what to think and blasts it in. It must be right. It seems so right. It rushes you on so quickly to its own conclusions your mind hasn't time to protest, 'What nonsense!'."

Nearly 70 years later, the media is, more than it ever has been, capable of shaping and influencing our experience of the world and of other people. Social media content has the potential to spread quickly and widely. However, most receivers of this content do not question it and take it to be accurate and truthful (Okolloh, 2011). It is easy to take content at face value, especially when it has been recommended by friends or colleagues or like-minded groups of people, or if the algorithms that arrange the vast quantities of information that are generated every day deem it noteworthy[10].

The following sections explore different aspects of media and new media in particular, including the concept of media literacy, the role of new media - including its benefits and pitfalls - and the importance of online safety.

Media literacy

What is media literacy and why is it important?

Media literacy is the ability to understand media, interpret the messages being conveyed and critically analyse those messages (Moffat). The ability to question the source and the

6) https://theconversation.com/why-the-media-is-a-key-dimension-of-global-inequality-69084

7) https://www.researchgate.net/publication/330032180_Cambridge_Analytica_Ethics_And_Online_Manipulation_With_Decision-Making_Process

8) https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/18/populists-undermine-democracy-in-these-4-ways-would-president-trump/?postshare=3801471554653579

9) https://www.cfr.org/backgrounder/hate-speech-social-media-global-comparisons

10) https://theconversation.com/facebook-algorithm-changes-suppressed-journalism-and-meddled-with-democracy-119446

intention of any media product or piece of content, even before examining its biases and verifying its accuracy, is crucial in a crowded, saturated media space. And, in a context where information about the world and current affairs, once restricted to formal news outlets, is increasingly accessed from platforms that encourage emotional engagement and personal interaction, critical analysis is an essential skill. More specifically:

• Media literacy is vital to counter the risks of passive consumption of information. Without media literacy, people are more vulnerable to being manipulated and misled.

• Media literacy is necessary for people to take their positions as citizens (Swanson, 1996) and to be active global citizens, for example, so that they can make well-reasoned judgments about the information they receive on global issues, including looking at and questioning the sources of information and of data and the conclusions that have been drawn. For example, suppose a nation reports fewer people living in poverty between 2002 than in 1998. That certainly looks good. But what if the condition of those who remain in poverty has worsened dramatically? (Noddings, 2005).

• Media literacy also enables global citizens to identify political influences and agendas in media reporting and to identify which political views and perspectives are and are not reflected. Often it is necessary to go beyond what is reported in the media to find the facts and understand the whole story (Baker, 2013).

Social media

Social media as a public sphere

There are few barriers to accessing new or social media, and it therefore has the ability to facilitate a 'participatory culture' (Chau, 2012). It provides people with opportunities for civil engagement and artistic expression as well as a sense of social connection (Jenkins, 2006). For example, it has allowed individuals to be citizen journalists and, while this has enhanced freedom of expression and the democratic process, it has also created challenges, as people can post anything without verifying its authenticity (Jenkins, 2006).

Activity 1: Reflecting on social media

Here are some key questions to ask yourself as a global citizen living in a digital world:

1. What do I use social media platforms for?

2. What kind of content have I engaged with?

3. Am I aware that social media is more than image sharing and chatting with friends and family? If I think it is more than this, what is it?

4. Which aspects of social media do I enjoy and what is one thing about social media that concerns me?

Social media functions to some extent as a public sphere, although there is ongoing debate about the extent to which it is a true public sphere. The German philosopher, Habermas,

described a public sphere as follows: The public sphere is an area that all citizens have access to, and they have the freedom of assembly, association and freedom of expression and publication of opinions. Events and occasions that are open to all are part of the public sphere (Habermas, 1989).

<u>Activity 2: Reflecting on social media as a public sphere</u>

Brainstorm ideas in response to the following questions:

- Based on Habermas' definition, do you think social media is a public sphere? If yes, why? If no, why not?

Use the following talking points, based on the criteria Habermas identified as determining the success of the public sphere, to stimulate discussion:

Extent of access - The public sphere should be accessible to all so that every individual has a say on matters of public interest.

- Is the internet accessible to everyone? Does everyone have access to social media platforms?
- Which communities or people do not have access and why?
- What is the impact of social media censorship?

Degree of autonomy - Quality, bias-free discussions require the public sphere to be free from external forces. In social media, advertising is one of the main reasons why some content is ranked more highly - users are shown content that has been paid for by advertisers.

- Is social media free from external forces?
- What do you think about the impact of advertising?

Absence of hierarchy - The public sphere is based on equality. Everyone is equal and all participants have an equal say on matters under discussion.

- Do you think this is the case with discussions on social media platforms?

Quality of participation - In a successful public sphere, discussion is of a high quality and the outcomes of discussions are rational.

- What type of discussions take place on social media?
- What is the quality of these discussions?

Brainstorm ideas in response to the following question:

- What are the possibilities for social media to become a successful public sphere?
- What are the limitations?

You will use a case study of the 2016 US presidential election campaign to:

• Reflect on the role of social media platforms, particularly Facebook, in influencing voters.

• Consider issues related to personal data and social media platforms, including the use of data during the election campaign and the responsibility of social media platforms and of individual users for data protection.

Keep in mind the criteria for a successful public sphere and the issues you discussed during the public sphere activity. Read the case study below.

Cambridge Analytica and the 2016 US presidential election campaign

During the 2012 US presidential election campaign, Obama's campaign team developed a Facebook application and encouraged supporters to use it. Over a million Facebook users signed up for the app, which gave the campaign team permission to identify their networks and contact potential voters on Facebook.

A similar strategy was used in the 2016 presidential election campaign by the Trump campaign team, but without the consent of users (Moire, 2012). Personal data was gathered via a personality test app developed by UK-based academic, Aleksander Kogan (Schneble et al., 2018). More than 300,000 Americans took the paid test and 87 million (25 per cent of all Facebook users in the United States), who were friends of these users on Facebook, had their data harvested without their consent (Tarran, 2018). Kogan combined the test results with this Facebook data to develop personality profiles which were then combined with voter records. This information was given to the research firm, Cambridge Analytica (Chang, 2018), which sold it to political campaigns and provided assistance to the Trump campaign (Hines, 2019). In an investigative report compiled by the UK's Channel 4 news, executives from Cambridge Analytica openly spoke about their manipulation of Americans during the 2016 presidential campaign (4 News, 2018).

Facebook users who took the test were targeted with political advertisements by the Trump campaign through micro-targeting, a marketing strategy that uses a consumers personal data and personality to predict purchase behaviours and create specific advertising strategies (Sivadas et al., 1998).

Incorporating this marketing strategy into social media has allowed public opinion to be measured (Vepsalainen et al., 2016) and election results to be predicted (Barclay et al., 2015). Micro-targeting through social media also enables political campaigns to manipulate voting decisions. In this case, data was used to persuade voters to support the Trump campaign (Tarran, 2018). Supporters of opposition candidates were repeatedly showed content that favoured Trump and micro-targeting political advertisements changed people's views to ensure the success of the Trump campaign (Martinez, 2018). Data from Cambridge Analytica was used by Trump's campaign to generate content specifically targeted to users who would be susceptible to it (Kriess and McGregor, 2018). Older and less-educated users were the most susceptible as they were least likely to be aware that they were being manipulated (Hines, 2019).

Facebook also filters the content on users' newsfeeds, which means that users whose world views match will be encouraged to engage with one another's content (Xu, 2017). The data from Cambridge Analytica was also used to group people who had the same political views (Tarran, 2018), thereby limiting their exposure to alternatives. Fake news stories in favour of Trump started to increase in frequency three months before the election. These were shared 30 million times on Facebook (Allcott and Gentzkow, 2017). Some of the most-discussed fake news shared on Facebook during the 2016 US presidential campaign were articles in favour of Donald Trump and negative about Hillary Clinton (Silverman, 2016).

The data breach was disclosed in 2018 by a former Cambridge Analytica employee. Facebook was accused of a data breach and of allowing developers like Kogan to access users' data (Tarran, 2018). Facebook denied this and claimed to be completely unaware of the situation (Martinez, 2018). Facebook CEO, Mark Zuckerberg, admitted that he was responsible for the protection of users' data and, after a US Congressional hearing, gave assurances that he would ensure transparency in political advertisements (Sumpter and David 2018). Cambridge Analytica rejected all allegations against them and Kogan maintains that everything he did was legal, and that no passwords were stolen and no systems were infiltrated (Martinez, 2018).

Discuss the case study and its implications for social media as a public sphere. Then discuss the issue of data protection and who is responsible for data security. After the Cambridge Analytica scandal, Facebook pledged to tighten their policy regarding data. While some people take the view that Facebook is responsible for data security, others believe that data security is also the responsibility of the users who provide their data.

- What is your opinion on this?

Now we are going to think about opinion bias, personalised algorithms and filter bubbles. Do you ever think about why we sometimes only see certain kinds of posts in our news feed? Can you trust everything that you see online? Who decides what you see in your news feed on Facebook? How often do you encounter different points of view there?

Opinion bias We spend a lot of time on social media: either sharing personal information, communicating with friends or reading the news. Without realising it, our biases can influence how we respond to information we receive. Familiarity bias means that we are more likely to trust or believe something we recognise or have seen or heard before. This bias makes us particularly vulnerable to false information spread by bots as the more we see or hear certain narratives the more likely we are to believe them. Motivated reasoning and confirmation bias, where we give preference to information that is consistent with our existing views, can result in people being overconfident in their opinions and internalising misconceptions and, consequently, making ill-informed decisions.

Personalised algorithms and filter bubbles Facebook, which owns Instagram, and Google, which owns YouTube, are very good at showing you what you want and hiding things you dislike or disagree with. Websites track what you search for, what you click on, what you 'like'

or 'dislike', what you comment on, and even your location. They use algorithms to analyse all this personal information and sometimes 'decide' what you might like to see based on these patterns. This means that search results, links, advertisements and posts on Facebook can be tailored to your previous behaviour online. For example, if you have searched for 'climate change', your news feed might become full of posts, articles, and videos from environmental organisations. Because of the use of personalised algorithms, which creates what we call 'filter bubbles', you may start to think that the whole world thinks the way you do. This is rarely the case. You are just not seeing other points of view because they are outside your filter bubble. Over time, this can result in polarisation of society, including political polarisation, as people only mix online with and hear from other people who think the same way.

Professor Katherine Klug has studied why this "filter" is applied to information reaching us on various platforms. She notes that, more and more often companies use algorithms to provide highly personalised and targeted recommendations to online users. Usually, algorithms find those recommendations by analysing past (shopping) behaviour. This past-oriented approach has not been uncriticised as it leads to a so-called filter bubble. Currently the influence of media bubbles on consumers' perception and reaction on the filter bubbles is being analysed. In an online survey, 120 Facebook users have been asked about their newsfeeds. The results show that people who intensively use social media perceive the filter bubble more often than those who are less frequent users of social media. Moreover, a person's level of education, as well as the interaction between relevance and intensity of Facebook usage, have a significant influence on the filter bubble perception. The perception itself influences the attitude towards the filter bubble. However, as for the present moment no significant relation has been found between attitudes towards the filter bubble and behavioral reaction (Klug, 2019).

- How can you overcome our cognitive biases and break free from your filter bubbles?
- Question yourself. Be aware of your biases and that the information to which you are exposed is often determined by your own preferences.
- Understand opposing beliefs. Why might someone have an alternative point of view? How do they support their statements? Deliberately seek out alternative information from new and varied sources. If, for instance, you think that coffee is healthy, look for studies that argue against this point of view? Looking at an issue from both sides helps us to make more informed decisions.
- Question the sources. It is easy to forget to check the original source when you see the information you agree with, especially when it is posted by friends on Facebook or written by people whom you respect.

Social media and online advocacy

This section looks at how social media can be used for online advocacy to bring about positive political and social change, illustrated by two case studies.

Online advocacy is the use of digital technology to contact, inform and mobilise people around an issue or cause and galvanise action. Commonly used online advocacy tools include websites, blogs, Facebook, Twitter, emails and texts (Kapin & Ward 2013). As discussed above, these new media tools provide a platform for collective effort and wider participation (Rheingold, 2008) and can reach a wide audience in a very short timeframe (Urbansky, 2010). In some cases this has helped to accelerate demand for political and social change that would otherwise have taken a long time (AlSayyad & Guvenc 2013, 2015).

However, online advocacy can also have a negative impact if, for example, it is used to distribute content that is offensive or advocates for issues with the intention of creating disruption in society (Ikpe and Olise, 2010). Some have also questioned the credibility and authenticity of content being shared on social media and, consequently, advocates who use ne media are sometimes treated with caution (Ikpe and Olise, 2010).

The Arab Spring

A dramatic incident took place on 17th December 2010 in Sidi Bouzid in Tunisia. Mohamed Bou Azizi was harassed by a police officer for selling goods without a permit. Since Azizi was the sole provider for his family, his frustration led him to set himself on fire in front of the municipal office (Dabashi, 2012). This incident started a revolution - driven by social media, that led to the overthrow of the country's president, Zine el-Abidine Ben Ali.

The social media movement began when Azizi's relatives posted a video on Facebook of his mother outside the municipality (Ryan and Xenos, 2011). People then disseminated videos and images from protests about Azizi's treatment to the rest of the world via social media, amplified by national and international media (Khondkher, 2011).

Within three months, the protests had spread to other countries across the Middle East - Egypt, Yemen, Libya, Bahrain and Syria - where people were demanding political change (AlSayyad & Guvenc 2013, 2015; Khondkher, 2011).

Commentators have noted that social media played a critical role in the Arab Spring, in accelerating the process of political change (Howard and Hussain, 2013), and in the replication and rapid spread of protests from Tunisia to other countries in the region (Dabashi, 2012; Howard and Hussain, 2013).

The #MeToo movement

The #MeToo movement has its roots in a time before social media, as a grassroots campaign started by activist Tarana Burke to reach sexual assault survivors in underprivileged communities (Hillstrom, 2018). Social media has allowed the campaign to become a global movement that many more people can participate in. The movement gained momentum on social media in 2017 after actor Alyssa Milano accused Hollywood producer Harvey Weinstein of numerous incidents of sexual harassment. Alyssa took to Twitter and wrote: *"If all the women who have been sexually harassed or assaulted wrote 'Me too' as a status, we might give people a sense of the magnitude of the problem" (PettyJohn et al., 2019).*

Within hours, women from across the world began sharing their personal experience, with the hashtag #MeToo becoming a rallying cry against sexual assault and harassment (Khomami, 2017). Soon millions of women, and some men, were using Twitter, Facebook and Instagram to share their stories of sexual harassment, and many celebrities added their voices. #MeToo was used more than a million times around the world and was also translated into other languages. Facebook reported that, within 24 hours, 4.7 million people engaged in the #MeToo conversation (Zillies, 2018). Some men took to social media with the hashtags #IDidThat and #HowIWillChange in response (Manikonda et al., 2018).

The #MeToo movement has become a global phenomenon and is one of the clearest examples of how social media can be used to spread ideas - the world has changed as a result of a single tweet (Zillies, 2018).

Social media as a negative force

As noted earlier, social media enables people to voice their opinions and reach a wider audience (Pettingill, 2011) and enables freedom of expression. But this freedom can be abused, with social media used to spread misinformation and hate speech and to incite extremism and violence. The case study below illustrates this very clearly.

Christchurch terror attack on Facebook Live

In March 2019, 51 people were killed in Christchurch, New Zealand by an Australian man who filmed the incident on Facebook Live. The horrifying video spread across the internet in minutes. Facebook immediately announced that it would place more restrictions on the terms and conditions of its live video service. Prior to this, Facebook did not restrict its users unless they repeated misappropriate actions. Guy Rosen, vice president of integrity at Facebook said: *"Following the horrific terrorist attacks in New Zealand, we've been reviewing what more we can do to limit our services from being used to cause harm or spread hate. We will now apply a 'one strike' policy to Live in connection with a broader range of offences."*
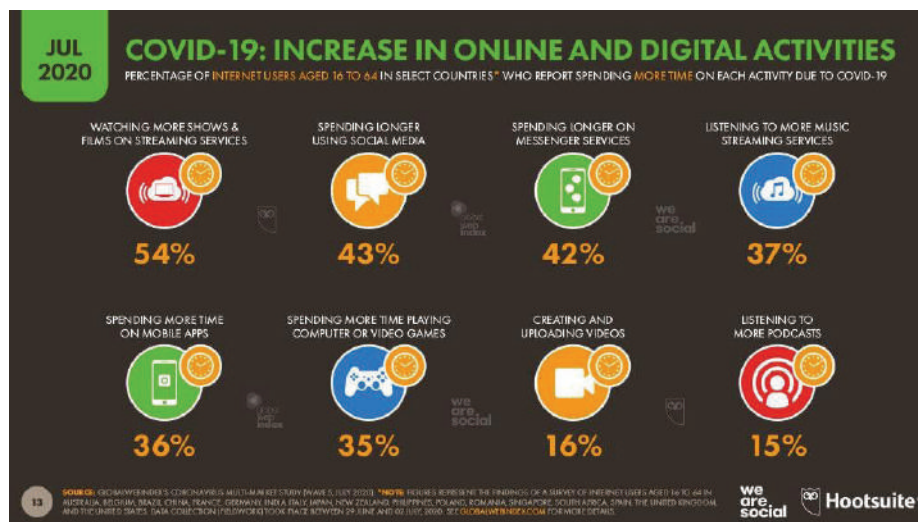
New Zealand's Prime Minister Jacinda Arden has since called for international cooperation against online extremism. She has argued that a few countries working together is not enough in an interconnected digital world and Australia, Canada, France, Indonesia, Ireland, Jordan, Norway and Senegal, and the European Commission, have responded positively to her plea. Facebook, Google and Microsoft have said they will cooperate. Twitter declined to comment. Facebook has partnered with the University of Maryland, Cornell University and the University of California, Berkeley to develop ways to recognise violent videos on the platform so that they can prevent such incidents from occurring in the future.

Over the past three years, Facebook and other social media giants have come under increasing pressure to identify and remove a wide range of problematic content, including hate speech, false news and violence. Facebook reports that it is now using artificial intelligence to identify many types of problematic content and that this technology is rapidly improving. But artificial intelligence does not detect all problematic material. As the attack in Christchurch showed, the technology still has a long way to go when it comes to detecting violent images.

Source: The New York Times, 2019

The importance of online safety and behaviour

Online 'safety' is about being aware of and protecting yourself against online risks to personal safety, privacy and property. It therefore encompasses issues including online abuse, theft, scams, and other computer crime, privacy and data protection, and avoiding taking content at face value. Due to the global COVID-19 pandemic, more of our daily lives are being conducted online. This makes it even more important to know how to protect ourselves.

JUL 2020 — COVID-19: INCREASE IN ONLINE AND DIGITAL ACTIVITIES
PERCENTAGE OF INTERNET USERS AGED 16 TO 64 IN SELECT COUNTRIES* WHO REPORT SPENDING MORE TIME ON EACH ACTIVITY DUE TO COVID-19

WATCHING MORE SHOWS & FILMS ON STREAMING SERVICES	SPENDING LONGER USING SOCIAL MEDIA	SPENDING LONGER ON MESSENGER SERVICES	LISTENING TO MORE MUSIC STREAMING SERVICES
54%	43%	42%	37%

SPENDING MORE TIME ON MOBILE APPS	SPENDING MORE TIME PLAYING COMPUTER OR VIDEO GAMES	CREATING AND UPLOADING VIDEOS	LISTENING TO MORE PODCASTS
36%	35%	16%	15%

Global citizens need to be able to recognise online risks, including online abuse, and to understand the complex and often subtle ways in which this can occur. As young people can access the internet using a range of devices and in almost any location, parents and professionals often have little or no knowledge of their online lives. Online safety should be a critical component of the education of young people and it is important that they understand the potential risks associated with being online. These include:

- **People can control the way they present themselves online** Using virtual identities, for example on social networking sites and gaming platforms, means people can control how they present themselves online. This can be used to manipulate and influence the people they are in contact with. For example, adults can pose as young people or people can pretend to be somebody you know.

- **Online communities make it easier for abusive adults to contact young people** Online communication makes it easier abusive people to find and develop relationships with vulnerable young people online. Young people may feel more confident about talking to strangers online than they would face to face. Young people may also share personal information online without realising that this can be used by abusers to make offline contact with them. The internet also enables people to connect with a community of like-minded people. By creating a network of contacts with a similar outlook, abusive behaviour can become normalised or even encouraged.

- **Online contact between professionals and young people** Issues may arise when professionals make contact with students in their care or with parents through social networking sites. These virtual relationships can compromise the professionalism of staff, and lead to inappropriate levels of intimacy. Young people are less likely to view professionals, especially teachers, as protective influences if they see an inappropriate blurring of professional boundaries.

- **Sharing self-generated sexual images** Young people may exchange self-generated sexual images or videos through mobile phones or social media. These images can easily be shared with others online. Once a picture has been sent or posted, the sender has no control over who else it is shared with and abusers may share images more widely without the young person's consent.

- **Exposure to harmful content** Young people may also be exposed to harmful content online, for example pscyhologically harmful information, such as pro-anorexia or pro-self harm or suicide websites. These can have a powerful negative influence on emotions and behaviour and encourage young people to harm themselves.

- **Children and adolescents can access the internet without supervised contact** For looked after children, whose contact with their birth parents may be supervised for their own protection, this means they can 'secretly' communicate with their families via online technology. Unsupervised contact may lead to: physical harm, through secret meet-ups or accidental disclosure of location; disruption of placements; and emotional harm, through finding out unwelcome information about their birth families. Because online communications are often private or 'secret', it is difficult to identify concerns and intervene to prevent negative consequences such as abuse. This secrecy can also prevent young people from sharing their concerns with professionals, friends and family.

The following provides some basic guidelines about how to stay safe online as well as about appropriate online behaviour.

- Use a strong password - using a combination of letters, numbers and other characters.
- Avoid using public internet connections to make payments.
- Never provide your financial details in response to unsolicited emails or other online communications.
- Do not click on or follow links in e-mail messages - it is safer to enter the address in the browser yourself.
- Do not believe everything you read and always check the authenticity of the source - remember that spreading disinformation and misinformation is common.
- Make sure that your social network profile is closed to outsiders - check your security settings.
- Check information sources before sharing on social media.
- Do not post personal information about yourself, your family, friends and acquaintances on the internet.
- Only add 'friends' you really know - even if they are friends of your friends, but you do not know each other personally, it is better to be careful.
- Ask your friends to ask your permission before uploading photos with you or tagging you in photos on social media, and follow this rule yourself when you upload photos of other people. Don't be afraid to untag yourself if you wish.
- Do not hide behind the anonymity of the computer screen. Your behaviour on the internet should be the same as your behaviour in real life, so treat people with respect and do not say anything that you would not say in person.

Think twice before sharing or disseminating information - be sure the information is not untruthful or offensive - and never distribute illegal or obscene content. Your attitude and approach to using the internet, and knowing how to use it in a healthy way, is also part of online safety. An internet ban is not helpful and also almost impossible when access is so widely available. It is also likely to be counter-productive, encouraging secretive rather than open use as well as denying the many benefits the internet has to offer. Research shows there are many benefits to young people from being online. From connecting with friends and family to following piano lessons or researching homework, it provides a wealth of opportunities for education and enrichment. Some useful tips for a healthy online life include:

- Set good sleep habits. Develop the habit of turning off screens at least one hour before bedtime. Leave phones and laptops out of the bedroom and buy a separate alarm clock to wake up to.
- Use the internet actively rather than passively. Being actively involved in doing things, such as creating or responding to Facebook posts, can have a positive impact on wellbeing. Passive use - like scrolling without interacting - can lower wellbeing and life satisfaction.

- Break the 'filter bubbles'. As discussed earlier, companies use algorithms to show you things similar to what you've seen before, reinforcing current interests rather than suggesting new topics. Search new areas or questions of interest.
- Learn about body image. It can be difficult to distinguish between what is a healthy body image and what is not. Remember that we are all different and there is no one ideal body image - we come in different shapes and sizes and beauty comes in many different forms and is not airbrushed or filtered 'perfection'. Be alert to images that are not realistic.

Activity 4: Reflection

As we have shown, it is important to be critical about content available online. It provides a lot of information, but since everyone has access and freedom to contribute, a questioning mind is essential. As a global citizen, you need to know how to filter the good from the bad on the internet and how to use the online world as a tool to advance your efforts to make a better world.

Now look back at yourself at the start of this module through the answers you gave to the following questions:

- What do I use social media platforms for?
- What kind of content have I engaged with?
- Are you aware that social media is more than image sharing and chatting with friends and family? If you think it is more than this, what is it?
- Which aspects of social media do you enjoy and what is one thing about social media that concerns you?

Review your answers and think about whether you would give a different answer now. Share what you have learnt, what is most relevant to you and the society you live in, and your ideas about how you will use the knowledge you have gained.

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Coping with global challenges

| By Diego Manrique

Context

The COVID-19 pandemic

Since late 2019, as a result of the COVID-19 pandemic, the world that we knew has changed dramatically. People have had to change their routines and their lifestyles to protect their health and the health of those around them. This global pandemic is challenging the world's economic, social and political systems, exacerbating existing inequalities, and forcing everyone, especially young people, to rethink the ways in which we live and interact with each other at local, national, regional and international levels.

The restrictions and regulations that have been implemented to prevent the spread of the virus have affected the way people communicate with other and increased the use of social media and digital platforms for work and social interaction, but also threaten some of our fundamental rights and freedoms. This pandemic has also reminded us of the importance of being prepared for challenges that may present themselves in the future and that threaten our efforts to create a more peaceful, tolerant and sustainable world.

In view of this, GCED, and ongoing advocacy by grassroots initiatives, community organisations, NGOs and international organisations working with youth, are critical to protect the rights and well-being of the most vulnerable people in society and mitigate the adverse effects of the pandemic on sustainable development. The active engagement of youth in helping others during the pandemic has highlighted the essential contribution that young people can make to building community resilience and promoting solidarity.

The following sections explore what we mean by a crisis, what steps organisations can take to ensure they can sustain their work during a crisis, and the relevance of GCED.

Defining a crisis

The COVID-19 pandemic is an example of a global crisis, but crises can take many different forms, can occur in diverse contexts and on a scale ranging from the local to the international.

There is no globally agreed definition of what constitutes a crisis. For example, from a humanitarian perspective, a crisis can be defined as an event or series of events - for example, conflict or natural disasters - that represent a critical threat to the health, safety, security or well-being of a community or a larger group of people over a wider area (UN, 2009).

From an institutional perspective, a crisis can be understood as a significant threat to operations that can have negative consequences if not handled properly (Institute for PR, 2007). For social organisations, such as youth and community organisations and NGOs, a crisis such as the COVID-19 pandemic can have serious repercussions for their work, including their advocacy efforts, if donors divert funding to responding to the crisis or people have less time available to volunteer or provide other forms of support for the organisation.

In the case of COVID-19, many organisations have had to reduce or stop their advocacy and service delivery activities, because of rules limiting social interaction, travel on public transport and public events. Smaller and more recently established organisations can be especially vulnerable to the effects of a crisis, as they often have less funding, support and visibility.

Although there is not a globally agreed definition of what constitutes a crisis, there is broad agreement that most crises involve the following phases:

• Pre-crisis - prevention
• Crisis response - emergency
• Post-crisis- recovery and evaluation
• The next section looks at what each of these phases involves and the implications for social organisations.

Implications of a crisis for social organisations

• Pre-crisis: prevention

In this phase, nothing has happened yet and the possibility of a crisis still seems remote. For an organisation, this phase is an opportunity to prepare and plan in order to reduce the impact or risks associated with a potential crisis. During this phase:

• Work with your team to consider possible scenarios and develop plans and mobilise the resources so your organisation is prepared for what may be to come.
• Communicate with your beneficiaries or your community to assess how a crisis might affect them and what their priority needs might be.
• Develop a crisis management plan and a communication strategy, based on your assessment of your organisation's and your beneficiaries' needs, to ensure your team is clear about the actions they will take and your beneficiaries and supporters understand why you are taking these actions.

• Crisis response: emergency

This phase is when the crisis actually starts. How your organisation responds to it will reflect how well prepared you are. And how well you respond will also affect your organisation's credibility during and after the crisis. During this phase:

• Respond quickly and appropriately, based on the needs of your organisation and the needs of your beneficiaries, supporters and wider audience.
• Remember that you are not alone. Regardless of the nature of the crisis and the type of work you and your organisation do, the crisis will have a similar impact on other organisations. Reach out to others working on the same or related issues, to provide mutual support, learn from each other and, if possible, work together towards common objectives. A crisis can also be an opportunity for new collaborations and initiatives.

• Post-crisis: recovery and evaluation

When the crisis is over, you need to focus on ensuring that your organisation recovers from any adverse effects and to use the experience and knowledge you have gained to plan for the future. During this phase:

• Work with your team to get the organisation back on track - you may need to develop a recovery plan, for example, if the organisation's funding or staffing have been adversely affected by the crisis.

• Review your organisation's activities and advocacy efforts and think about whether you need to adapt your approach as a result of the crisis - this may be especially relevant if a similar crisis could happen in the future.

• Use the time after the crisis to collect information and to understand how the crisis affected your organisation and your community. What you learn from this can help you to improve your work and your preparedness for future crises. Reflecting on and evaluating the information and experiences you have collected can also help you to increase the effectiveness and sustainability of your organization, for example, by identifying where you need to make changes or to adjust your plans and your budget.

Practical steps

This section provides more detailed suggestions about practical steps that organisations can take during each phase of a crisis.

• Pre-crisis: prevention

Identify potential crises
Consider the current situation and available evidence and brainstorm possible crises that could happen in your local or national context, or international crises that could have implications for your organisation and its work. Identify the crises that are most likely and that might have the greatest impact on your organisation.

Brainstorm the potential effects of the crisis(es) on your organisation and your work in the following categories

Human resources (staff and volunteers)	Partners and allies	Beneficiaries	Financial resources

Consider different scenarios
To improve your preparedness to respond to and deal with the effects of a crisis, consider different scenarios. Building scenarios should be a participatory process, so that you draw on a range of knowledge and perspectives, and should be based on evidence not guess work.

Define the problem	With your team, review the potential crises and effects you have identified and identify the main challenges that you might face.
Identify the main factors to consider	Differentiate between the main internal and external factors that could affect your organisation.
Consider different scenarios	
Research	Gather evidence and data to flesh out your scenarios. You may need to do some research to collect this information. Start by reviewing available data and documents, such as reports and research studies. You can also contact experts in relevant fields and your supporters and beneficiaries, as well as other stakeholders, to understand ways in which they would be affected in different situations. You can collect this information using interviews, questionnaires and discussion groups.
Organise your findings	Organise the information you have collected and identify what is the most relevant and the least relevant. Then look at the potential scenarios and the factors or issues you have identified and decide which of these has a high probability of happening, which has a low probability of happening and which are uncertain. The latter is important as factors over which you have little control need to be considered in planning and preparedness.
Review your scenarios	Review your scenarios to check that they are realistic, plausible, coherent and useful. If necessary go back and modify them.
Monitoring	Scenarios are not static. You need to review and, if necessary, update them on a regular basis to reflect changes in the external environment and in your organisation.
Planning your responses	
Strategic planning	Once you have built different scenarios, you need to develop plans that set out how you will respond to each of them.

Crisis response: emergency

During this phase, you will need to use the information you have gathered and your preparedness plans to respond to the crisis and the challenges it presents.

It is very important to monitor the crisis and how it develops and to monitor your response to it. Crises evolve and it is likely that you will need to adapt your response. To help you monitor the situation and understand how it might affect your community and your organisation:

• Follow the news, making sure that you use different sources to cross check information and confirm facts.

- Maintain regular communication with organisations you work closely with and other organisations working in the same field or local area, and share information with them.
- Keep track of government decisions and expert advice. Depending on the nature of the crisis and the context, official communications may be more reliable than media reports.

You can use tools such as calendars, timelines and checklists to monitor your situation. You can also create a matrix to help you to monitor all the different elements of the crisis.

Another important thing to do is to develop a communication plan. You will need to:
Create a team to manage communications.
Develop simple, clear key messages that describe the situation facing your community and how you are responding to it.
Decide what communication methods and platforms you will use.
Share information with your community and with your partners and donors.

Post-crisis: recovery and evaluation

Even when the crisis is over, the effects will last for some time. As the crisis passes, you need to gather information about how it has affected your organisation, your team and your work and to evaluate the way in which you managed the crisis. This will help you both to take action to address the impact of the crisis and to learn in order to improve your planning and preparedness for any future crisis.

To gather information you can use interviews, group discussions or surveys to collect the views and experiences of different stakeholders. You then need to organise and analyse this information, to identify the most important issues and lessons. Based on this, prepare a report that clearly explains how the crisis affected your organisation and its work, what you need to do now and how you need to plan for the future. Share this report with your team and your key stakeholders.

GCED in moments of crisis

The COVID-19 crisis has shown the world the importance of being prepared for challenges and has reminded us that we live in an interconnected and interdependent world. In such moments of crisis, the aims of GCED, to foster a more peaceful, tolerant and resilient world, are both relevant and necessary.

In addition, GCED values and principles, such as solidarity, tolerance, respect, critical thinking and democratic participation, are fundamental. GCED is also a framework that promotes transformation, innovation and sustainability, all of which are essential to respond to crises and the negative impact of crisis situations.

Often, a crisis is a time of great uncertainty, for communities and organisations, and the critical thinking and transformative learning that GCED promotes can support the development of new approaches to working and living together. A crisis can also be an opportunity to take stock, improve and innovate.

The GCED values of solidarity and mutual cooperation are also critical in a crisis situation, especially for organisations with limited resources and capacity. Reaching out to others, to offer your support and to seek support, is essential during and after a crisis, and maintaining good communication with your partners, beneficiaries, donors and other organisations is very important.

Finally, GCED promotes respect for and appreciation of diversity and, at times of uncertainty and instability, engaging with people from different backgrounds and contexts can enhance learning, sharing of ideas and understanding of the situation. During a crisis, diverse views are critical to developing comprehensive and sustainable solutions.

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