ADVOCACY FOR PEACE AND THE ENVIRONMENT

A TOOLKIT

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(CCIVS)

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INTRODUCTION

Peace and the Environment are two important areas of work that the members of the Coordinating Committee for International Voluntary Service (CCIVS) have chosen to focus on for the period 2021-2027.

Working for peace is implicit in what we do day-to-day as IVS organisations, environmental work , awareness-raising and education is the enactment of peace itself. Our activities focus on inclusion, living and working respectfully together according to the principles of non-violence and promoting grassroots initiatives that put communities at the forefront of the actions.

Through our Living Earth Campaign we seek to bring to the forefront the important questions facing humanity at this time. There are undeniable behaviours, practices, policies, and regulations created by individuals and institutions that are not in favour of peace and the environment. However, there is a growing realisation that proactive action should be taken to promptly change those situations.

 Advocacy is one means to start proactive action for change. It allows groups and individuals to argue in favour and support peace and environmental protection for future betterment. Furthermore, it provides the opportunity to influence others to start to change their perception and encourage them to work for positive change.

This toolkit is a practical tool to design and start advocacy work. It is designed primarily for volunteers and youth workers to kick start their advocacy work starting from their inner circle of friends or community where they live to address peace and environmental justice. However, it is also suitable for individuals, young activists, young leaders, and educators who desire to begin advocating for peace and environmental justice.

CHAPTER OUTLINE

Chapter 1. At a Glance: International Voluntary Service (IVS), Coordinating Committee for International Voluntary Service (CCIVS) and the Advocacy for Peace and the Environment.

Chapter one is divided into 2 sub-chapters. The first sub-chapter briefly introduces the history of the IVS movement and CCIVS as the umbrella body of IVS organizations in the world. The second sub-chapter covers the introduction of advocacy, the art of persuasion within advocacy, the rhetoric triangle, and recognizing the allies for advocacy action.

Chapter 2. To be an Advocate for Peace and the Environmental: Planning Advocacy Work.

Chapter two highlights the principle of project planning for advocacy work for peace and the environment. The young advocate can use the problem tree analysis to comprehensively analyse different issues they want to tackle with their advocacy action. After that, the young advocates can use the NAOMIE (Needs, Aims, Objectives, Methods, Implementation, and Evaluation) model to plan their action. The last part of the chapter introduces the GROW (Goals, Resources, Options, and Will) model for the young advocate to self-reflect on the individual plan of action they need to take while planning the advocacy action.

Chapter 3. Some Stories from the Field.

Chapter three highlights three advocacy actions organised by the participants of the international training on advocacy for peace and the environment that serve as examples of advocacy work from the start. The work addresses common environmental issues in Kosovo derived from a needs assessment conducted on-site. Each advocacy work contains detailed planning following either the NAOMIE or GROW model. The last part of each action includes some suggestions for how individuals or youth advocates can plan similar advocacy work based on their specific target group and possible loopholes that they need to be aware of.

Chapter 4. Checklist for Planning Advocacy Asks on Peace and the Environment.

The last chapter of the toolkit contains an example of a checklist useful as a reminder for youth advocates when planning, executing, evaluating, and sustaining their advocacy work.

CHAPTER 1
At a Glance: International Voluntary Service (IVS),
Advocacy, Peace and the Environment

This chapter covers:

- *Introduction IVS, CCIVS and one of CCIVS' campaign the Living Earth (LIVE).*
- *Introduction to Advocacy, the art of persuasion within advocacy, the rhetoric triangle, and recognizing the allies for advocacy action.*

<u>International Voluntary Service (IVS) Movement and the Living Earth (LIVE) Campaign</u>

The first voluntary project (also called workcamp) took place on the former battlefield of Verdun in France in 1920. The aim was to reconstruct a damaged village and make it habitable again. It was furthermore a sign of reconciliation between France and Germany, as an international group took part in it, including German volunteers. Pierre Cérésole, a Pacifist from Switzerland, initiated this first workcamp and created the organisation Service Civil International (SCI), which was founded with the vision of creating a culture of peace through deeds (https://2020.sci.ngo/history/). With new organisations sprouting all over the world, International Voluntary Service (IVS) has sought to respond to the prevalent issues of society on a local and global level, it aims to pursue peace and promotes non violence through international understanding, mutual respect, friendship, exchange and cooperation among the people of the world.

Uniting the IVS movement, CCIVS is a non-governmental, non-profit making international organisation (INGO) working for the development and coordination of voluntary service worldwide. CCIVS created under the aegis of UNESCO in 1948 is a global network; bringing together over 180 international and national organisations in over 80 locations all over the world which actively engage in grassroots community-based projects and include the participation of over 30.000 volunteers per year.

CCIVS focuses on advocacy and networking, capacity building and training for its members, UN Cooperation projects, and impact measurement and quality improvement of IVS projects by running various campaigns, training, and capacity building (https://ccivs.org/).

Currently, CCIVS runs the Living Earth Campaign (LIVE) which is the culmination of CCIVS work on Peace and the Environment replacing the campaigns IVS for Climate Justice and Raising Peace. The campaign focuses on what it means to live a peaceful and harmonious existence on Earth and respect the Earth as a living being. There are 3 main areas of action that the LIVE campaign focuses on namely Hands-on Actions, Awareness Raising, and Advocacy and Visibility. More information on https://ccivs.org/ccivs-in-action/living-earth-campaign/

'Regenerate Reconcile - Youth Advocacy for Climate Justice' is the title of the 2022 work plan supported by the European Youth Foundation of the Council of Europe, through which CCIVS aims to increase the advocacy competence and political participation of young activists engaged in voluntary service in the field of peace and environment. There are four main objectives to reach;

1. To provide training and tools to strengthen the capacity and resources of the voluntary service movement in advocacy work concerning peace and the environment.
2. To consolidate the previous IVS for Climate Justice Campaign outcomes and conduct concrete advocacy actions focusing on peace and the environment
3. To support and engage young people in advocacy work for peace and the environment on a local and international levels, and
4. To advocate for the recognition of international voluntary service as an effective tool to support young people to contribute and promote a just and sustainable world.

This toolkit is developed as part of the fulfilment of objective one which is to provide the tool for the young activists to start planning their advocacy work.

Advocacy

'Unless someone like you cares, a whole awful lot, nothing is going to get better. It is not!' (Dr. Seussuess, Tthe Lorax).

Stemmed from the Latin word 'Vocare', advocacy means 'speak to' or 'stand beside'. The prefix 'Ad' which means 'to' or 'forward' composes the meaning of advocacy as 'to speak to' or 'to stand beside.' The meaning of the word shows that advocacy is an active and not passive word.

While scholars have different definitions of advocacy, the Alliance Promotion Handbook(https://drive.google.com/file/d/1ai_x_cyJyT8fgzEyZDit06p5S4-LFWXS/view) defines advocacy as the act of arguing in favour of or supporting a certain cause. It is an individual or group activity that aims to influence decisions within political, economic, and social institutions. (p.34). To influence the decisions of the government and the public on the targeted policies, laws, and budgets, advocacy actions rely on facts, relationships, media, and specific messaging techniques.

There are two concrete types of advocacies; namely institutional and non-institutional advocacy. Institutional advocacy targets the changing within government and policy-making institutions. Institutional advocacy covers monitoring, recommendation, and pressure subtypes. The monitoring

advocacy sub-type includes following and checking present practices. The recommendation suggests new practices to replace the existing ones and the pressure demands a certain change in the practices. The institutional actors are, for example, the congress, president and executive bureaucracy, and courts.

Non-institutional advocacy works outside of the institutional bodies for change. It includes interruption, education, and coercion. While the interruption is done when the advocacy action questions the dominant narrative, the education sub-type tries to shift the dominant narrative and coercion is challenging the dominant narrative. The actors for the non-institutional advocacy are for example media, political parties, interest groups, and political consultants.

Burney and Sheldon (2010) coined the three Ps of advocacy which is essential for anyone who wants to start an advocacy action or work. Those three Ps are:
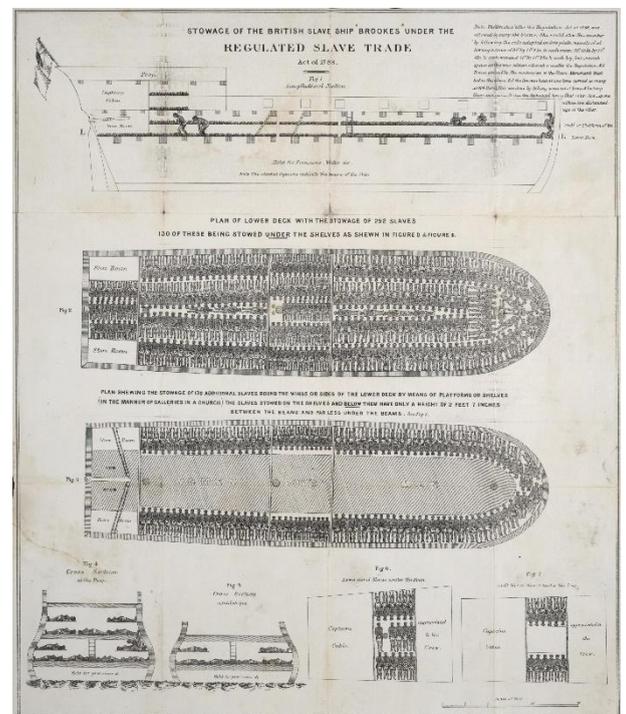
- Purpose (the reasons why advocacy work has to be done). A clear understanding of what needs to be done underlies the process to advocate for others.
- Preparation. Sufficient understanding of the problem and proven data to support the reasons why the advocacy must be done.
- Persistence. Advocacy work involves awareness change that takes time to take place. As a consequence, it takes time to reach the goals of an advocacy action. It is fundamental for an advocate to understand the time required for the awareness-changing process while developing interpersonal relationships and a variety of communication mediums to gain support.

ADVOCACY: The Art of Persuasion

In 1789, Alexander Falconbridge, a British abolitionist gives the House of Commons the sketch of the 18th-century slave ship the Brookes as evidence to depict the inhumane transportation of the enslaved Africans from Cape Coast Castle in Africa to Liverpool England.

Picture: Stowage of the British slave ship Brookes under the regulated slave trade act of 1788 taken from the United State Library (https://www.loc.gov/item/98504459/)

The Brookes (the sketched picture above) was reportedly allowed to stow 454 African slaves, by allowing a space of 6 feet (1.8 m) by 1 foot 4 inches (0.41 m) for each man, 5 feet 10 inches (1.78 m) by 1 foot 4 inches (0.41 m) to each woman, and 5 feet (1.5 m) by 1 foot 2 inches (0.36 m) to each child. However, the poster's text alleges that a slave trader confessed that before the Act, the *Brookes* had carried as many as 609 slaves at one time.

(https://www.bl.uk/restoration-18th-century-literature/articles/abolition-of-the-slave-trade-and-slavery-in-britain).

In his concluding speech to advocate the end of slavery, William Wilberforce, one of the members of the House of Commons and an abolitionist stated, 'Having heard all of this you may choose to look the other way, but you can never again say you did not know.' His words are later known to be the first social justice and advocacy campaign. More importantly, *the persuasion* by the abolitionist lays the 3 central elements of advocacy action. Those elements are rational appeal which touches the logic/the brain of the audience, a moral appeal which touches upon ethics, and emotional appeal which touches upon feelings.

The rational appeal aims to influence the logic and rationale of the advocacy target audience by providing proven factual information, specific details, and logical and scientific evidence like facts, figures, and statistics.

The moral appeal gets the advocacy audience to agree with the advocate based on their sense of morality and social good. The persuasion is developed using an internalised set of rules of what is right and wrong, good and bad, instead of using external social rules as the standard to which the audiences should comply. The moral appeal also takes the advantage of the fact that people often use their morals as a key part of defining personal identity so betraying their morals means destroying their identity. Thus, a reminder about morality gives the advantage to persuade or advocate people to change. (Kellermann, K. & Cole, T. 1994).

The emotional appeal attempts to create positive or negative emotions in the advocacy target audience. The advocate relates the persuasion to the target audience's psychological and social needs on certain issues. Through persuasion which touches the individual personal experience, the changes and influences are expected to take place.

Long before the abolitionists practised their persuasion based on rational, moral, and emotional appeals, Aristotle in the 4th Century BCE coined important rhetorical strategies called the Rhetoric Triangle. He stated that a speaker will be able to persuade better if the speaker builds based on 3 important areas of logos, ethos, and pathos.

Logos is frequently translated as some of the variations of 'logic or reasoning,' but it originally referred to the actual content of a speech and how it was organised. Nowadays, many people may discuss the logos qualities of a text to refer to how strong the logic or reasoning of the text is. But logos more closely refers to the structure and content of the text itself.

Ethos originally refers to the element of a speech that reflects the particular character of the speaker or the speech's author. It is, though, frequently translated as some variation of 'credibility or trustworthiness. Many people may discuss the ethos qualities of a text to refer to how well authors portray themselves while ethos more closely refers to an author's perspective in general.
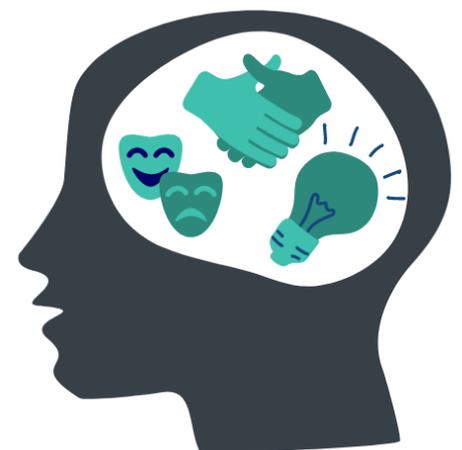
Pathos is frequently translated as some variation of 'emotional appeal', while it originally referred to the elements of a speech that appealed to any of an audience's sensibilities. At the moment, many people may discuss the pathos qualities of a text to refer to how well an author appeals to an audience's emotions. The limited understanding of pathos and logos contrast pathos as 'emotion, and logos as 'reason, while pathos more closely refers to an audience's perspective generally.

(https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/aristotles_rhetorical_situation.html)
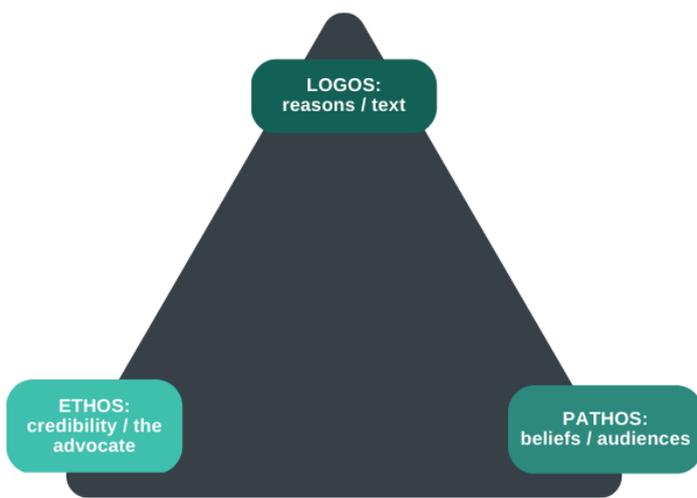
The Aristotle's Rhetoric Triangle (source www.iupui.edu/uwc)

The rhetoric triangle enables an advocate to position his/her points in a way that the audience can understand and get on board with. It gives the communication more credibility, power, and impact.

When planning, composing and editing your advocacy action, especially the statements that you will use to influence and convince your target group, the following probes can help you to check the balance of logos, ethos, and pathos. Furthermore, it is also important to know which of the three you want to focus more to sharpen your statement, in case the balance of the three would not be the best way.

Logos
- Is your argument logical?
- Does your argument contain credible evidence?
- Does it have a clear structure?
- Is your argument clear and specific?

Ethos
- Have you shown your personal connection to your belief in the topic?
- Have you demonstrated the ability to accept and argue multiple viewpoints?
- Are you using credible sources?
- Are your references documented/referenced when appropriate?
- Is your tone and diction suitable for your audience/purpose?
- Is your argument/document presented appropriately?

Pathos
- Are you using vivid examples?
- Have you revealed engaging details?
- Have you created images to capture the imagination?
- Is your argument imbued with values and beliefs?
- Are there examples that the audience can relate to or care about?
   - (Alliance proMotion Handbook, p.35)

ADVOCACY = Collaboration and Partnership

One can not achieve any advocacy goal alone without any collaboration and partnership from different stakeholders. Besides strong partnership and collaboration, often advocacy or movement wins because of overpowering the opposition; they win by shifting support from the opposition. George Lakey and Martin Oppenheimer coined the Spectrum of Allies to identify social groups that are affected by certain issues and locate those along the spectrum, from active opposition to active allies so that the advocate can focus on their efforts in shifting those groups into their favour. Identifying specific stakeholders (for example not just students, but villagers, farmers, women associations, etc) can help the advocate identify the most effective ways of moving differently to their position to win the campaign.

When mapping out the campaign, it is useful to look at society as a collection of specific clusters, blocks, or networks, some of which are institutions (schools, churches, mosques, unions, associations, clubs, etc). The more precisely the advocate can identify stakeholders or impacted communities, the better the advocate can prepare to persuade those groups or individuals to move closer to their position. The advocate can weigh the relative costs and benefits of focusing on different blocs.

Evaluating the spectrum of allies is useful to avoid some pitfalls. Some activist groups, for example, only concern themselves with their active allies, which runs the risk of 'preaching to the choir' – building marginal subcultures that are incomprehensible to everyone else, while ignoring the people you need to convince. Others believe as if everyone who disagrees with their position is an active opponent. Yet, others take a 'speak truth to power' approach, figuring that through moral appeal or force logical argument, they can somehow win over their most active opponents. All three of these extreme approaches surely guarantee failure.

The spectrum of allies
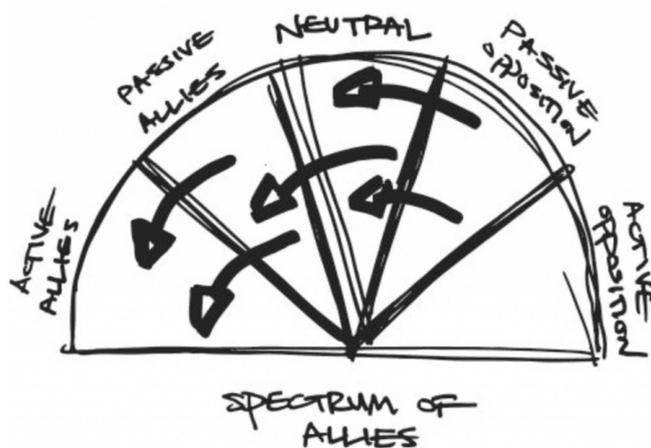
The spectrum of allies. Art: Josh Kahn

The spectrum of allies works when the advocate is put on the left side of the spectrum 'we' and on the right side 'they'. The 'we' represents the activists' groups or the advocacy action; the 'They' represents the extreme opponents.

The polarisation placed on the spectrum needs to be specific, regarding a particular issue or goal. A commercial chemical producer might be extremely opposed to you not dumping their sewage in the river, for example. Note that the government may not be the most extreme opponent in a particular struggle – for example, the government can be potentially friendlier than the producer. The distance between the two poles – 'we' and 'they'- represents a spectrum of positions and tendencies, with some groups in society leaning towards you and some leaning toward 'they'. Some groups are in the middle, on the fence. (https://commonslibrary.org/spectrum-of-allies.)

CHAPTER 2
To be an Advocate for Peace and the Environment:
Planning the Advocacy Work

The chapter 2 consists of:

- *Problem Tree Analysis*
- *NAOMIE Model for Project Planning*
- *GROW Model for Self-assessment on Project Planning*

Problem Tree Analysis

There are plenty of peace and environmental issues in both local and international communities that advocacy action has to address. To address the issues most effectively and efficiently, a young advocate must be able to choose the most important and relevant issue to work on. Furthermore, the advocate should also be aware that most issues are caused by a specific core problem. Moreover, root causes contribute to the core problem.
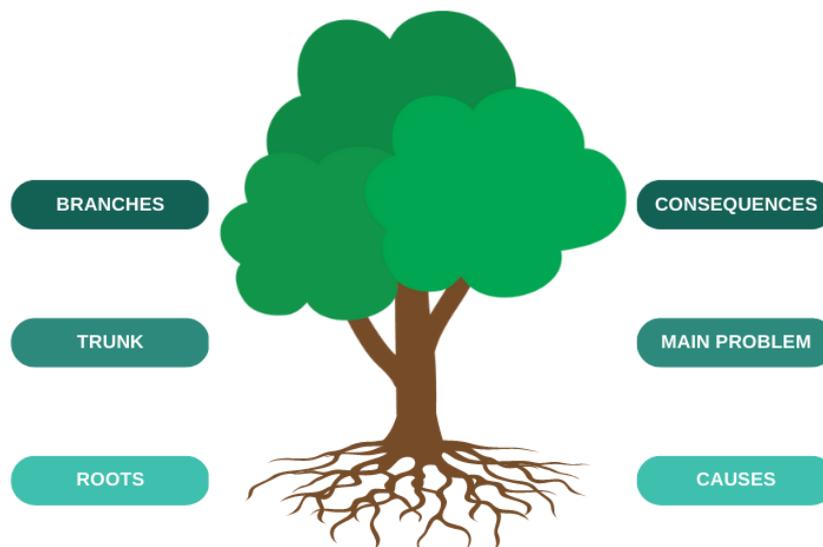
A young advocate must choose the most important issue to tackle and use the most effective way in tackling the root causes and the core problem. The advocate needs to do a thorough needs analysis to plan the advocacy action. One of the tools that the advocate can use is problem tree analysis to map the consequences (what the people can see happening in society), the main/core problem, and the root causes causing the core problem. The analysis is helpful to identify what is the problem, what the underlying causes are, what interventions are needed and how long the intervention needs to be done for the advocacy action to be effective.

Problem tree analysis is best done together between the advocate, the stakeholders (for example villagers, students, etc), and beneficiaries who are affected by the consequences/issues and can contribute relevant, technical, and local knowledge.

The first activity is defining the main/core problem that all team members agree upon and visualising it as a trunk of the tree on a flipchart or board. The next step is to discuss the root causes which are the roots of the tree. And last but not least, the team discusses the consequences of the problem and displays them as the branches (or leaves) of the tree. The good thing about the problem tree analysis is that the team member can add branches to the tree as solutions, concerns, and decisions.

The problem tree analysis is an easy and effective tool since it maps out a problem from different angles; economic, political, and socio-cultural dimensions. It also builds a shared sense of purpose, action, understanding, and consciousness of the issue among the involved parties.

NAOMIE Model for Project Planning

NAOMIE stands for needs, aims, objectives, methods, implementation, and evaluation which are the foundation of a project cycle and planning. These steps are also essential when planning for advocacy action. One full cycle of an advocacy action plan should include those steps of NAOMIE.
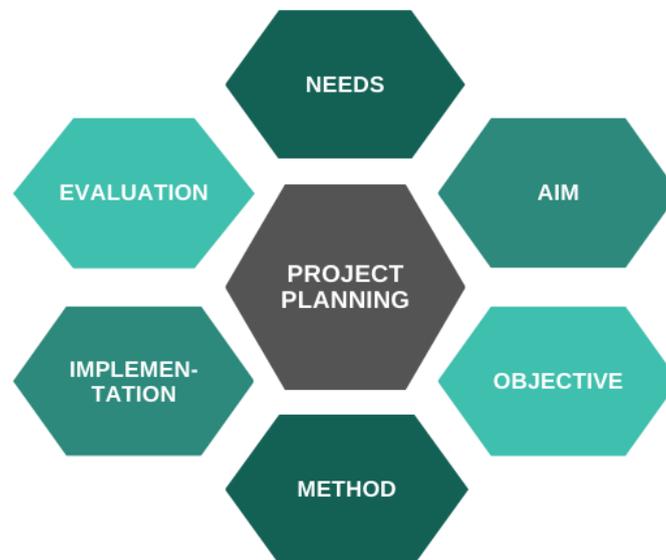
The need(s) is the foundation of any advocacy action to take place. An advocate starts with the 'why' question to determine the need. The answer to the 'why' question should answer the main/core problem that the advocacy action wants to address as well as the reason why the advocate is planning the action. Ideally, this step is done after the problem analysis is completed.

One of the setbacks when identifying the needs together with the local community is the number of needs identified. There is a high chance that the need assessment brings a long list of peace and

environment needs that the community is facing. Thus, the young advocate together with the community have to set priorities and decide which need(s) the advocacy action will be addressing.

Some of the useful ways to set priorities after the list of the needs is created are:

1. Rank the problem based on the urgency.
2. The level of interest or need; men/women/boys/girls, other differences.
3. Resources; achievable with locally available resources
4. Cause-effect analysis
5. Scope/complexity - time involved, outside resources, etc.
6. Risk
7. Links to other projects, other organisations working on the issues, sources of support/information.

There are also various possible ways to rank the needs identified. Most commonly the rank is done by using 'criterion', 'which is most important?' . Though useful to know, it might be that the most important needs are not ones within the power of the young advocate and the local supporter to take an action for. A second ranking using one of the suggestions below might bring to the top lists more achievable advocacy action ideas.

1. Which can we do within a year?
2. Complex vs. simple
3. Short term vs. long term.
4. Which can we do within our own resources?
5. Which will benefit the most people?
6. Which might bring the biggest impact?

Once the needs are defined, the young advocate and the local community need to decide which need(s) will be addressed by the advocacy action. Physically, the needs can be ranked and chosen by:

- Traditional methods of decision making (whichever means are culturally known and appropriate).
- Voting (raising hands, placing physical objects, ballot paper, etc).
- Sampling various subgroups
- Discussion to reach consensus

(Source: PDM Handbook/US Peace Corps Indonesia/2015)

Once the need is determined, the advocate needs to set the aim of the advocacy action. An aim is a long-term statement of intent that is imprecise, often ambiguous, gives a general direction without a time limit, and is often written from the point of view of a professional, for example, the advocate as a board member of the organisation and what the board member intends to achieve with the advocacy action.

Whilst the aim illustrates what the advocate, as the board member, intends the activity to be, the objective describes what the target audience will be able to do, know or value if the learning takes

place. The objectives also define the desired change of behaviour or the advocacy outcomes. The most common guidance to formulate the objective is using the SMART model. It states that an objective should be specific, measurable, achievable, realistic, and time-bound.

The next step in project planning is deciding which methods an advocate wants to use to carry out the advocacy to achieve the advocacy objective(s). There are various methods that an advocate can choose, for example, showing the target audience a video or documentary movie, going out to the street to protest, lobbying the representatives from the government, advertising the action through different media channels, etc. Once the method is decided, the time to deliver the action comes. The implementation plan includes identifying, preparing, and using resources (human, materials, finance, etc), timing to act, booking that need to be made (for example for a room to be reserved, approval from the municipality, and approval from the police to be in hand, etc).

One last important step in project planning is evaluation. Critical analyses allow improvement in the future. It also highlights the reasons why an action goes as planned (reaching the objectives) or did not. The evaluation also gives good information to move forward either to continue with the same action or to create a new one if the planned action has reached its goal(s) and objective(s).

GROW Model for Self-Assessment on the Project Planning

As an advocate planning an advocacy action, workloads and circumstances might get too much and overwhelming. The advocate should have a firm grip on what they believe needs to be done. Having a tool that can be used to assess any personal decision for a plan of action is very useful. GROW model is one of the tools that the young advocate can use to run a self-assessment on individual actions they want to carry out.

The G stands for goals in which the young advocate sets a specific goal(s) from any decisions/activities that they have in mind. After setting the goal(s), the young advocate has to assess the resources that are available, and those that might be missing and identify strategies to get those missing resources fulfilled. It is essential to note down what options are available to make the plan as realistic as possible. Once the young advocate maps the option, they decide what they will do. The W stands for will which also means the will to do the action and what the advocate will do as the next step.

CHAPTER 3
Stories From the Field

This chapter presents:

- *Three examples of advocacy actions organised by participants of the international training on advocacy for peace and the environment held in Peja, Kosovo.*
- *The examples of the NAOMIE project planning implemented in designing and planning the actions.*

During the international training on advocacy organised by CCIVS hosted in Peja, Kosovo by GAIA, the participants of the training designed and implemented 4 advocacy actions in a local university. The participants designed their advocacy actions to answer the local needs following the steps suggested by the NAOMIE model and employing the rhetoric triangle. They worked in a small group of 3-4 people to run the action.

Action no 1. Reuse and recycle
By: Nadia, Henock, and Albin

Need to address	There is a lot of garbage in the city of Peja, Kosovo including in the city centre.
Aim	Peja city is cleaner and reduces pollution.
Objective	To have a 90-minute dialogue with at least 60 university students in Peja on the importance of reusing and recycling to reduce pollution and have a cleaner Peja city, especially in the city centre.

Methodology	- Individual quiz - Focus group discussion
Implementation	- Material needed: posters about reuse and recycle, games on how to separate garbage, garbage bins, samples of organic, paper, plastic, and other recyclable garbage. - Group member assignment: 1 person to attract and invite the students to join the dialogue, 1 person for energizer and game, 1 person to moderate the discussion. - Step by step<ol type="a"> - The group prepared the poster using the rhetoric triangle, energizer, and game as well as preparing the question for focus group discussion. - During the action day, 1 member of the group invited and persuaded the university students to join their dialogue. - After the students gathered, one member played an energizer game, as well as a game on how to separate garbage with the students, and attended to their dialogue. - After that, they conducted a dialogue on the importance of reusing and recycling to reduce the amount of garbage as well as reduce pollution.
Evaluation	Did you meet your objective? - The objectives of having a 90-minute dialogue with at least 60 university students on reusing and recycling to reduce pollution and have a cleaner Peja was met. What could have been done differently? - During the first round of the action, the group did not do the energizer game as planned. Thus, there were only a few students attracted to attend and join their dialogue. In the second round, they ran the game as planned and they could attract more students and reach the target audience as planned. Recommendation - The dialogue that the group organized was only one-time dialogue. This dialogue was supposed to be followed up by more dialogues with the same students. It was not possible to measure the impact desired by the dialogue: reducing pollution and having a cleaner Peja. The students needed to act and it required more time and effort.

Action 2: How Much do you Emit?
By: Claire, Baha and Paul

Need to address	CO2 emissions are getting higher each day, but people are not aware that they are contributing to the increase of the emission on a daily basis through our lifestyles.
Aim	Everyone contributes actively to the reduction of CO2 emissions.
Objective	Organising a fun educational campaign on how everyone can contribute to reducing CO2 emissions through their lifestyle on a daily basis.
Methodology	• Individual quiz by Kahoot • A short presentation to give a brief explanation from the question by Kahoot.

Implementation	• Material needed: questions and answers for Kahoot, short presentation to explain further the information from the quiz.
	• Group member assignment: 1 person was in charge of operating the laptop with the question, 1 person was in charge of explaining the information and 1 person was in charge of managing the group and energising.
	• Step by step:
	  a. Preparation: the group prepared the Kahoot quiz and short presentation based on the research on the amount of CO2 emission in the global and local context.
	  b. During the action day, 1 participant invited the students to attend the action and gave a short presentation on what the action would look like.

	c. Once the students were ready, they proceeded by playing the Kahoot quiz.
	d. After each question, the member of the group provided a further explanation or gave more information on facts they have collected about the emission of CO2 and what could be done by individuals to reduce the emission.
	e. Conclusion on how individuals can contribute to the reduction of CO2 in the air.
Evaluation	Did you meet your objective?
	● The objective of the action to have 60 students attending the action was met.
	● The students concluded how they could contribute to the reduction of CO2 emissions in the air.
	What could have been done differently?
	● The group did not check the laptop they were using to present the Kahoot question. It turned out that the laptop was not compatible with the projector provided in the room. As a result, the students could not clearly see the question displayed on the laptop screen because it was too small for them.
	Recommendation
	● To check the devices that you will be using to run the action.
	● To rehearse the plan before the action date to make sure all planned activities could be conducted.
	● To have other back up plans.

Action 3: Protect Your Food Chain in the Ocean
By: Raquel and Hamza

Need to address	There are a growing number of plastics drifting and polluting the ocean. Fish and other ocean creatures falsely eat them as their food. The plastic endangers not only the fishes and other ocean creatures but also human beings because seafood is one of the food resources for humans.
Aim	To protect ocean life from the danger of plastics which leads to the protection of the food chain for humans.
Objective	To organise a 90-minute focus group discussion on how to reduce the number of plastics in the ocean to protect the ocean life which leads to the protection of the food chain for humans.
Methodology	Guided individual reflection Focus group discussion

Implementation	● Material needed: poster on the ocean food chain, energizer, package with samples of plastics that pollute the ocean for every participant.
	● Member's assignment: 1 member was in charge to invite the students to participate in the focus group discussion and energizer. Once the focus group discussion started, the two of the members shared the responsibilities for facilitating and note-taking.
	● Step by step
	    a. The members of the group invited the students to join the focus group discussion by briefly explaining the aim of the activity.
	    b. Once the students gathered, they played energizer games. They got the package at the end of the game.

	c. After the energizer, the facilitator invited the students to open their packages and reflected individually on how the content of the package influenced life in the ocean and the food chain for humans.
	d. The students then shared their individual reflections and the facilitators started the focus group discussion based on the result of the reflection.
	e. Conclusion: the students formulated steps that they could take individually on how to reduce the plastic in the ocean to protect the ocean life and ocean food chain.
Evaluation	Did you meet your objective? ● The objective of the action to have 60 students attending the action was met. ● The students formulated recommendations on how to reduce the number of plastics in the ocean and endangering fish and ocean life. What could have been done differently? ● Recruiting more people to plan the action. ● Translating the advocacy materials into the local language because most students were too shy to speak in English. Recommendation ● To have more members in the group because ● To have someone speaking the local language or have the materials translated to the local language.

CHAPTER 4:
Some Useful Checklist When
Planning an Advocacy Action

No	Description	Activity Suggested	Indicator	Completed (V)	Not Completed (X)
1	Conducting need assessment to identify issues to advocate. *Some useful guiding questions are:* a. What are the peace and the environmental issues that the community is facing and is affected negatively by? b. As a group make a list of those issues.	Focus Group Discussion (FGD) to be conducted with the community affected by the issues, supporters and possible expert on the field.	List of issues		
2	Analysing the issues to find the main problem and root causes of the main problem *Some useful tips are:* a. Use the problem tree analysing tool Step by step: Formulate and state the main problem in a simple understandable sentence, for example, The garbage in the river is polluting the water and endangering the water ecosystem. (The main problem is represented as the body of the tree) Identify and map the consequences of the main problem. (The consequences of the main problem are the issues that represent the leaves of the tree) Identify and map the root causes of the main problem. Ask the question: 'Why does this (main problem) happen? Identify as many as possible until you can not generate any more ideas. (The root causes are represented by the roots of the tree)	FGD with a facilitator to help the process of the analysis	A problem tree analysis result		
3	Prioritising and choosing the root cause (s) of the main problem to be addressed	FGD with team member	A choosen root-cause(s) of the main problem to advocate		
4	Planning your advocacy action: Which need (s) will you advocate? *Some useful tips to choose the need(s) to address:* a. Rank the problem based on the urgency.	Brain Storming	A choosen need for a root cause(s) to advocate for		

	b. The level of interest or need; men/women/boys/girls, other difference.				
	c. Resources; achievable with locally available resources				
	d. Cause-effect analysis				
	e. Scope/complexity - time involved, outside resources, etc.				
	f. Risk				
	g. Links to other projects, other organisations working on the issues, sources of support/information.				
	Some useful guiding questions to prioritise and choose the need(s) are:				
	a. Which one is the most useful?				
	b. Which one can we do within a year?				
	c. Complex vs. simple				
	d. Short term vs. long term.				
	e. Which can we do within our own resources?				
	f. Which will benefit the most people?				
	g. Which might bring the biggest impact?				
5	Planning your advocacy action: Aim(s)	Focus Group Discussion (FGD).	Statement of the aim(s)		
	What is (are) your long term statement of intent by organising the advocacy action				
	Remember that aim(s) are often:				
	Ambiguous				
	Give a general direction without a time limit				
	Given from the perspective of a professional (for example the board member of the organisation)				
	What the board member intends to achieve from the advocacy action				
6	Planning your advocacy action: Objective(s)	Focus Group Discussion	Statement of the objective(s)		
	What do you want your target audience to learn?				
	What changing behaviors do you want your target audience to have?				
	What do you want your target audience to be able to do?				
	Are your objective(s):				
	S: Specific				
	M:measurable				
	A: achieveable				
	R: realistics				
	T: timebound				
7	Planning your advocacy action: Methodology	Activity based on the method choosen	Step by step of the methodology		
	What methods do you want to carry your advocacy action?				
	For example:				
	Public campaign				
	Studium generale				
	Demonstration				
	Collecting signatures for certain petition				

8	Planning your advocacy action: Implementation	Focus Group Discussion	List of resources available and needed and how to use them		
	Identifying your resources				
	Human resources				
	Who are your supporters?				
	Are there any opponents?				
	Who are your target audience?				
	How does the spectrum of allies help you to identify your progress?				
	Financial resources				
	How much budget is available?				
	How will you get an additional budget if needed?				
	Who are possible donors that you can contact to support your advocacy action plan?				
	Is fundraising necessary for your action?				
	In-Kind Support				
	What in-kind support do you have? For example a donation in the form of transportation, expertise, etc.				
	Who are possible supporters that can support you with in-kind contributions?				
	When do you want to carry out your advocacy action?	FGD	A set date(s) for the action		
	What needs to be done from A to Z	FGD	Detailed plan of action		
	Who does what?	FGD	List of Person in charge and tasks description		
	Back up plans	FGD	Detailed back up plans		
	What if things do not go as plan?				
9	Formulating your advocacy message using Rhetoric Triangle	Individual work to formulate the advocacy message, then FGD or work in pairs to have feedback from each other	The script of advocacy message or speech, poster, short film, etc depend on the methodology chosen for the action.		
	Logo: logical appeal				
	a. Is your argument logical?				
	b. Does your argument contain credible evidence?				
	c. Does it have a clear structure?				
	d. Is your argument clear and specific?				
	Ethos: ethical appeal				
	a. Have you shown your personal connection to your belief in the topic?				
	b. Have you demonstrated the ability to accept and argue multiple viewpoints?				
	c. Are you using credible sources?				
	d. Are your references documented/referenced when appropriate?				
	e. Is your tone and diction suitable for your audience/purpose?				
	f. Is your argument/document presented appropriately?				
	Pathos: emotional appeal				

	a. Are you using vivid examples?				
	b. Have you revealed engaging details?				
	c. Have you created images to capture the imagination?				
	d. Is your argument imbued with values & beliefs?				
	e. Are there examples that the audience can relate to or care about?				
10	Evaluation	FGD			
	Did your advocacy action reach its objective(s)?		List of accomplished and un-accomplished objectives		
	What went well?		List of want went well		
	What can be improved?		List of things to improve for the same action in the future		
	What are the recommendations for the future?		Recommendations to continue, repeat or change the advocacy action in the future		

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Interactions We Propose

MOOC QUIZZES

Chapter 1

Q1. What are the two common types of advocacies?

    A. Governmental and non-governmental advocacy
    B. <mark>Institutional and non-institutional advocacy</mark>
    C. Profit and non-profit advocacy.

Q2. Match the following statements:

Institutional Advocacy	Targets the changing within the government
	Target the policy-making institutions
	The formats are: monitoring, recommendation, and pressuring
Non-institutional advocacy	It works outside the government body for change
	The formats are education coercion and interruption

Q3. What are the three Ps that are essential for anyone who wants t start an advocacy action?

    A. <mark>Purpose, preparation, and persistence.</mark>
    B. Purpose, people, and process.
    C. Purpose, people, and prices.

Q4. What are the components of the rhetoric triangle?

    A. Moral, technical and rational appeals.
    B. Emotional, moral, and institutional appeals.
    C. <mark>Rational, moral, and emotional appeals.</mark>

Q5. Explain more about the components of the rhetoric triangle by matching the correct information on the right and left sides.

Logos	is frequently translated as some of the variations of 'logic or reasoning,' but it originally referred to the actual content of a speech and how it was organized. Nowadays, many people may discuss the qualities of a text to refer to how strong the logic or the reasoning of the text is. But it more closely refers to the structure and content of the text itself.

Ethos	originally refers to the element of a speech that reflects the particular character of the speaker or the speech's author. It is, though, frequently translated as some variation of 'credibility or rustworthiness. Many people may discuss the trustworthiness qualities of a text to refer to how well authors portray themselves while it more closely refers to an author's perspective in general
Pathos	is frequently translated as some variation of 'emotional appeal', while it originally referred to the elements of a speech that appealed to any of an audience's sensibilities. At the moment, many people may discuss the qualities of a text to refer to how well an author appeals to an audience's emotions.

Q6. The spectrum of allies provides benefits to the young advocate in planning an advocacy action. Which one of the following does not belong to the benefits provided by the tool?

A. The tool helps the advocate to fall into a pitfall of sending an advocacy message to its own supporters but not addressing others who might become supporters.
B. The tool helps the advocate to identify which group to persuade so that the group move closer to supporting them.
C. The tool helps the advocate to identify problems or issues that the young advocate needs to address with the advocacy message.

Q7. What is a useful tool to map the cause and effect of problems?

A. The Rhetoric triangle
B. The problem tree analysis
C. The GROW model

Q8. Match the following statements (or you can do the drop-down here)

Aim	a long-term statement of intent that is imprecise, often ambiguous, gives a general direction without a time limit, and is often written from the point of view of a professional, for example, the advocate as a board member of the organization and what the board member intends to achieve with the advocacy action.
Need	The underlying problem that the young advocate tackles by the advocacy actions.
Objectives	what the target audience will be able to do, know or value if the learning takes place. SMART is a very famous feature of this component.
Method	showing the target audience a video or documentary movie, going out to the street to protest, lobbying the representatives from the government, advertising the action through different media channels, etc

Implementation	It includes identifying, preparing, and using resources (human, materials, finance, etc), timing to act, booking that need to be made (for example for a room to be reserved, approval from the municipality, and approval from the police to be in hand, etc).
Evaluation	Critical analyses allow improvement in the future. It also highlights the reasons why an action goes as planned (reaching the objectives) or did not

Q9. Below are some useful ways to help a young advocate to set priorities. Mark those[MB1] that are not helping in setting the priorities.

    A. Rank the problem based on the urgency
    B. The level of interest or need; men/women/boys/girls, other difference
    C. The opinion of local government
    D. The interest of the biggest funder.
    E. Resources available
    F. Risks
    G. Your own interest as the advocate
    H. Cause-effect analysis
    I. Link to other projects and other organization working on the same issues.

Q10. What GROW stands for?

    A. Goals, Resources, Options, and Wills
    B. Gather, Resources, Opinions, and Ways
    C. Goals, Reform, Options, and Wills

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