YOUTH POLICY HANDBOOK

CAMPAIGNING FOR PEACE AND NONVIOLENT SOCIAL TRANSFORMATION

Co-funded by the Erasmus+ Programme of the European Union

Academy for Peace and Development

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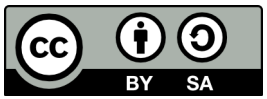

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CHAPTER 1 INTRODUCTION

Youth Policy Handbook: Campaigning for Peace and Nonviolent social transformation is a practical tool for youth peacebuilders to design and implement campaigns to advocate for public policies in the field of peace.

This handbook is the final product of a 2-years project organized by the Academy for Peace of Development (Georgia) in cooperation with Opora (Ukraine); Vicolocorto (Italy); The Tree Party (The Netherlands); Helsinki Citizens Assembly – Vanadzor (Armenia); and Novact (Spain). During this period 18 youth peacebuilders have participated in a capacity building program, strategical planning workshops and evaluation seminars to become professionals youth peacebuilders; design and implement their campaigns; and assess the impact in their communities.

The author and contributors of this handbook have played an active role in this project by facilitating the training programs and supporting and coaching the participants' campaigns and projects. From this experience, we observed that in the majority of cases public authorities are not fully meeting their obligations in relation to the promotion and respect of the Youth's rights to participate in policy development according to national, regional or international standards such as the UN Resolution 2250.

In that sense, this handbook incorporates an innovative approach to develop campaigning for youth policy dialogue in the field of peace and security. Nonviolence as a social construction provides us with a strategic framework to organize campaigns where peacebuilders can build power from youth and effectively use it to advocate for specific public policies and rights. The nonviolence approach is, therefore, mainstreamed in this guide providing a new perspective to develop youth policy dialogue for peace.

The Handbook is structured in 4 main chapters. The first chapter provides a conceptual framework to understanding conflicts; their dynamics, stages and types of conflicts; how to practically understand conflicts – from the needs assessment to conflict analysis processes; and which kind of interventions we can be implemented from a nonviolent and peacebuilding perspective.

The second chapter stresses the importance of building the people's power through public narrative, structure, relationships, interactions and multiple leaderships, before engaging in planning and activating the youth policy's campaign.

The third chapter focuses on how to use this power through the definition of specific goals and strategies. Here, the "Theory of Change" plays a central role in order to develop an effective strategy to achieve the desired goal.

The fourth chapter describes how to plan using the log frame tool and details, step by step, how to prepare a campaign for youth policy dialogue from needs assessment and formulation of proposals, to advocacy action and celebration of achievements.

The handbook ends with final remarks to inspire youths into action.

> “ Democracy necessarily means a conflict of will and ideas... ”
> Mahatma Gandhi

2.1 UNDERSTANDING CONFLICTS

Conflict is something natural in our lives. Conflict arises from diversity, experiences and needs. Where there is homogeneity there is not conflict, but there isn't movement either. If we understand democracy as something alive which adapts to the new realities and needs of the people, we should also recognize conflict as something necessary to transform societies. Conflict is a disagreement between two or more parties (people, groups, states, etc.), or a perceived or actual contradiction in goals. A conflict is not, per se, positive or negative. How we deal with conflict is what makes the difference - we can either transform it into something positive or not.

While, **violence** is not natural. **Violence does not equal conflict**. Violence is just one possible way to manage conflict. Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social, or environmental damage, and prevent people from reaching their full potential. Violence is both the direct and indirect cause of the difference between the potential (what could be) and the actual (what is) (Galtung, J. 1969). Direct violence is not the only form of violence. We should therefore differentiate between direct violence (shooting, bombing, hate speech); structural violence (structure and systems in a given society, e.g.: unjust laws); and cultural violence (cultural norms, traditions and values, e.g.: sexism, patriarchal values).

We live in constant change at a personal, inter-personal and socio-political level, at this is the source of conflict. **The context** is also essential to understanding where relational conflicts happen, so when we observe conflicts, we should pay attention to not only the people but also the conditions around us. For instance, the environment is changing due to the human activity. Climate change is already a worldwide issue that is creating conflicts, for instance, the competition for access to fresh water. Human beings will have to change our life's style, but it depends on us if this transition will be violent or nonviolent.

Moreover, the terms “conflict” and “problem” are usually considered exchangeable but we must differentiate these terms. A problem is actually a barrier or difficulty that must be overcome in order to get what we want. In conflict, one's interest becomes the other's barrier. When **conflict is seen as a shared problem** which both sides must solve, the chances of finding a solution will increase.

Understanding the stage where the conflict is and the dynamics that the parties in the conflict have created in a specific context, are essential for its transformation. Conflicts can remain invisible for a long time, but the tension between one or more actors can still be there. Different events and conditions can trigger the situation and **escalate the conflict**. In that moment, conflict can become clearly visible for both parties but also for other stakeholders (people with interests or relations with the issue). And this visibility could be a positive step in transforming the conflict, but also negative if we are not able to prevent a major conflict escalation which could lead to violence. When systematic violence dominates the conflict situation we are in the crisis stage or peak of the conflict. Specific actions are necessary to stop violence (ceasefire for instance) and the establishment of minimum agreements (conflict resolution). Then the conflict could decrease in intensity and reach a post-conflict stage.

During this evolution of different types of **conflicts, dynamics** could predominate such as frustration, lack of communication between parties, rumors, stereotypes or even violence. In terms of preparing us to transform the conflict and build peace, we can also identify three main dynamics in conflict situations:

- **Domination:** The final goal is to dominate, impose one's vision or one's own interests over others. Taking the game theory approach, this logic will end up, in the best case scenario, with a win-lose solution (1-0) or in the worst, but quite frequent scenario in a lose-lose solution (0-0). This logic looks for the final surrender of the others, using (mainly) coercive methods.
- **Negotiation:** This logic includes a discussion between the confronted sides looking for a final agreement. Negotiation is affected by many factors and by the attitude of the confronted sides when coming to the discussion is crucial for final agreement. It can end in a similar way as the domination logics (1-0, 0-0) because either there was an "enemy" attitude and none of the sides accepts any modification neither any intermediate position and in the end, only one wins. But they can also reach solutions close to 1-0, because one of the sides is just more flexible and it doesn't consider that it is making any fundamental concession or just because it considers that avoiding the conflict is more important than winning.
- **Encounter: This** logic tries to change the conflict vision into a "problem" vision. What was an interest confrontation is now seen as a problem affecting both sides, where we try to work together to satisfy the needs and interests of both sides. A win-win approach.

Violence as a way to solve the conflict is a domination logic, and in the best cases close to negotiation (usually unbalanced negotiations), while nonviolence is in between negotiations (in the worst scenarios) and encounter (in the best cases).

Finally, we should also be aware of the **type of conflict** in order to develop our strategies and actions to transform conflicts and build peace. In that sense, conflict differs in many levels. We could have conflicts at a personal level (Intrapersonal and interpersonal); between groups (organizational or community conflict); between States (Intra-State o Inter-state); or conflict where weapons are used or not (armed or non-armed conflicts). But also conflict can be classified according to the causes or reasons: principles and points of view; workload; relationships; security; communication; goods and material profit; functional solutions; and power.

2.2 NONVIOLENT CONFLICT AND POWER

"Nonviolent conflict is more than a type of conflict, it is a holistic approach to understanding and intervening in conflicts. This approach aims to strategically use nonviolence to transform conflicts considering the principles of nonviolence; weaknesses and strengths of the contending groups (conflict analysis); and the nature capacities and requirements of the technique of nonviolent action" (Helvey, 2014).

Nonviolent conflict is usually framed in the socio-political level in intra-state or inter-state situations. In these contexts, different actors are confronted, for instance people against a repressive state or an occupying power.

In a nonviolent conflict, we don't desire physical or physiological harm to our opponent, that's why we don't use weapons or other types of harmful strategies as attacks on reputation, lies, lack of respect, dehumanization, etc. In a nonviolent conflict, we confront ideas and ideologies and this allows us to humanize the other, identify common ground and shared problems.

Power is a key element of nonviolent conflict. We usually understand power as something distant from the ordinary people (top to bottom perspective) and this mindset also leads to a lack of capacity to transform our societies. How I can change my society if I don't have power? Here is where nonviolent conflict provides another conception: the people's power or in other words the power of (extra)ordinary people to transform their realities.

Power is political because it allows us to govern ourselves and organize our societies through specific values and principles. In democratic systems, political power is crystallized in institutions, citizens and norms which regulate our relations and interests. In this framework, Gene Sharp developed the following definition:

"Political power is the totality of means, influences, and pressures—including authority, rewards, and sanctions available to achieve the objectives of the power-holder, especially those of government, the state, and those groups in opposition". (Sharp, 1973).

Two models to understand political power are the "Monolithic model" and the "Pluralistic model":

- **Monolithic model:** could be represented as a pyramid where the ruler holds all the power. The ruler dictates and the people obey (top to bottom perspective). This structure of power is fixed or perceived as fixed. Coercive power is the primary means to enforce the decisions. The capacity of the population to transform the society does not exist or is minimal. In regimes based on this model of power, people are considered subjects without rights.
- **Pluralistic model:** this conceptualization of power understands that the source of power resides among the people in a given society. Thus, a government is able to exercise that power if people allow it. Consent and cooperation are key aspects in this model because the people provide the ruler with the source of power. Coercive actions lose their capacity to impose and enforce decisions, because people can withdraw consent, and thus the power, from the government if considered necessary.

2.3 NEEDS ASSESSMENT: DATA COLLECTION, SYSTEMATIZATION AND ANALYSIS

With the aim to analyze conflicts, peacebuilders need information from the context and the conflict. Needs assessment is a process to collect and analyze information from a given context, including conflict situations. This process is structured in different phases:

PREPARATION

Peacebuilders need to develop a **research methodological framework (RMF)** which will guide the whole needs assessment process.

The RMF is composed of:

- Material scope: What type of information we will collect
- Geographical scope: Where we will collect the data (regions, country, cities, towns, communities, etc)
- Temporal scope: When we will collect the data (starting and final date)
- Sources of information: which type of sources will be used (primary, secondary, etc)
- Method for collecting the data: which methods we will use such as observation, interviews, state's sources, etc.
- Systematization of information: how we will systematize the information (database)
- Additional protocols: the defininining of specific manuals to collect, treat and disseminate the information, could involve the preparation of a confidentiality agreement among the people who will manage the data.

RMF includes an hypothesis about a given conflict (e.g.: The lack of conflict sensitivity of media actors "problem" in relation to migrant's issues, could lead to the hate speech effect in a given society). The material scope will describe what types of information we should collect to validate or not validate this hypothesis. This type of information is framed in dimensions (topics like gender relations, polarization of society, influence of social media, etc) and for each dimension specific indicators.

These indicators have to:

- Combine qualitative and quantitative indicators
- Incorporate immediate risks of escalation, yet indicators identifying the structural and underlying causes of conflict are essential for long-term violence prevention and conflict transformation.
- Be based on factors that contribute to conflict escalation, but also on community practices that contribute to peace and social cohesion.
- Be specific to the local context, up-to-date, developed in a participatory and inclusive way, and gender-sensitive.
- Avoid being overly ambitious to lessen the risk of exceeding capacities to monitor and respond
- Incorporate gender-sensitive indicators.
- During the process, the researchers will identify new layers of the conflict, causes that feed and exacerbated the conflict, and new effects.

Gender-Sensitive indicators

- A gender-sensitive indicator can be defined as 'an indicator that captures gender related changes in society over time'
- Statistics disaggregated by sex are useful to provide 'factual information
- A gender sensitive indicator provides direct evidence of the status of women in comparison with men. E.g.: access to job opportunities, unequal salaries, etc.
- Obtain how different groups, including vulnerable ones, perceive the conflict. In that way, the early response can provide a more comprehensive answer
- Take into consideration the different gender roles in the society
- Ensure that women participate in the definition of gender sensitive indicators and the methodology to collect the data

DATA COLLECTION

This entails the specific process of collecting data by local field monitors, social media activists, legal or political experts, amongst others. Youth peacebuilders undertaking needs assessment have to select which methods are more useful and feasible to collect data according to the RMF. A combination of various research tools will contribute to obtaining high quality, reliable and balanced information.

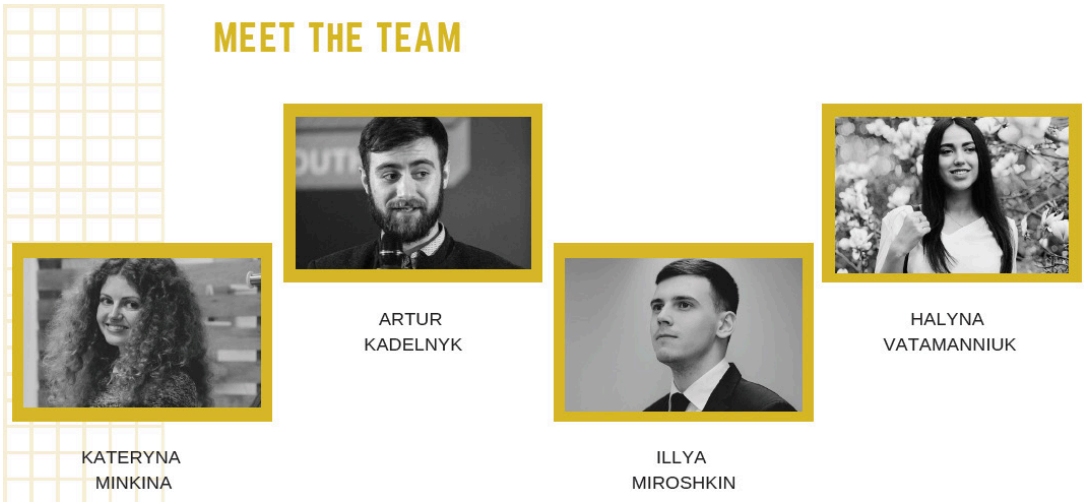
- **Direct observation:** to monitor behaviors/actions of specific actors. Identify testimonies, collect proof, etc.
- **Individual interviews:** qualitative data, confidence, environment, etc
- **Focus groups:** qualitative data collection technique based on collective and semi structured interviews with homogeneous groups of people.
- **Delphi Group:** qualitative data collection technique based on the application of successive questionnaires with a group of experts.
- **Surveys**: quantitative data collection technique performed after using the questionnaire with a sample of the representatives to determine opinions or perceptions related to various aspects of the situation.
- **Monitoring of mainstream and alternative media** (print, radio, television and social networks): These techniques are capable of identifying relevant topics, content, issuers, tones, keywords, and they can even determine positive or negative opinions related to certain topics.
- **Event-data registration**: the basic logic of event-data analysis is that all relevant events are coded by identifying the initiator and recipient of the action, the action itself, and the time and scope of the action. Each action corresponds to a specific event-type (indicator), and in this is assigned a numeric value. By aggregating all relevant events on a weekly or monthly basis, we get an accurate picture of overall conflict potential or stability in a given country.

REGISTRATION FORM FOR SOCIAL CONFLICTS	
Name of the event	It should be short and synthetically repsresent the core of the conflict
Type and subtype	Type of conflict: ethnic, religious, environmental, etc.
Data and registration	
Geographical location	
Brief **background of the event**	Including conflict timeline if this is the first time registrated
Conflict status	Phases: early, escalation, crisis, de-escalation
Description of demands of the parties	
Measures and actions announced	Threats if any
Previous resolution attemps	Dialogue, mediation, concilliation, etc.
Entity of institutions responsible for management according to local perceptions	
Sources of information used	

**image: Example of data registration form*

PROJECT BRUSH (BUKOVINIAN ROMANIAN-UKRAINIAN SOCIAL HUB (UKRAINE)

The Ukrainian youth peacebuilders from the Chernivtsi region selected the topic of inter-ethnic relations between Romanian minorities and Ukrainians and incorporated a multi-level needs assessment with different types of activities: interviews with Romanian leaders, focus groups with public authorities, online surveys, social media outreach and informative campaign and workshop with youths to analyze the problems identified. Their analysis highlighted lack of communication between both communities and stereotypes about Romanian minorities. However, the local public authorities were reducing the importance of the topic. While representatives of OSCE Mission to Ukraine became interested in the findings and the activities.



Key major conclusions were obtained from this case. The strategy for needs of assessment and findings were successful to identify the problem, but policy-makers were not interested in dealing with problem.

In this framework, if we want to engage in effective policy development with public authorities to deal with the problem, we should implement a nonviolent strategy. Understanding this situation as nonviolent conflict, will allow us to define a strategy based on building power from youths in order to organize effective policy dialogue with the public authorities and pressure them to be involved in the issue.

DATA ANALYSIS

Once the data, according to each indicator, have been collected, an analysis must be conducted to understand what they indicate about the reality of the context of prioritized conflicts. Concretely, this analysis could:

- Create a general framework to **understand the root causes of the conflict**, and its **evolution**, and some factors that influence it indirectly.
- Apply time series analysis methods to identify, for example, **trends, cycles and patterns**, to understand conflict development and project the possible future behavior of these variables. This analysis will allow you to identify **early warning signs.**
- **Profile of the municipality, province, region or country** where the conflict is taking place. These profiles can be viewed as the backdrop against which social conflicts take place.

Below we provide specific conflict analysis' tools.

DISSEMINATION

The findings could be disseminated to other key actors. Public authorities can receive this information and analysis it in order to improve their public policies and participate in the conflict transformation process. The engagement with public authorities during the needs assessment process is the first step to creating a channel of communication and building trust with these actors. These conditions are key to policy dialogue action. Moreover, provide feedback to conflict-affected communities and grass-root organizations is a moral precept but also a strategy to empower them because they will observe how their information, opinions and/or proposals have been taken into consideration.

A Conflict Early Warning and Early Response System (CEWERS) is an advance instrument to systematically analyze conflict during specific periods with the aim of identify early warnings (EW) and preemptively address situations at risk of becoming violent, or to prevent escalation within already violent contexts. (Early Responses - ER)

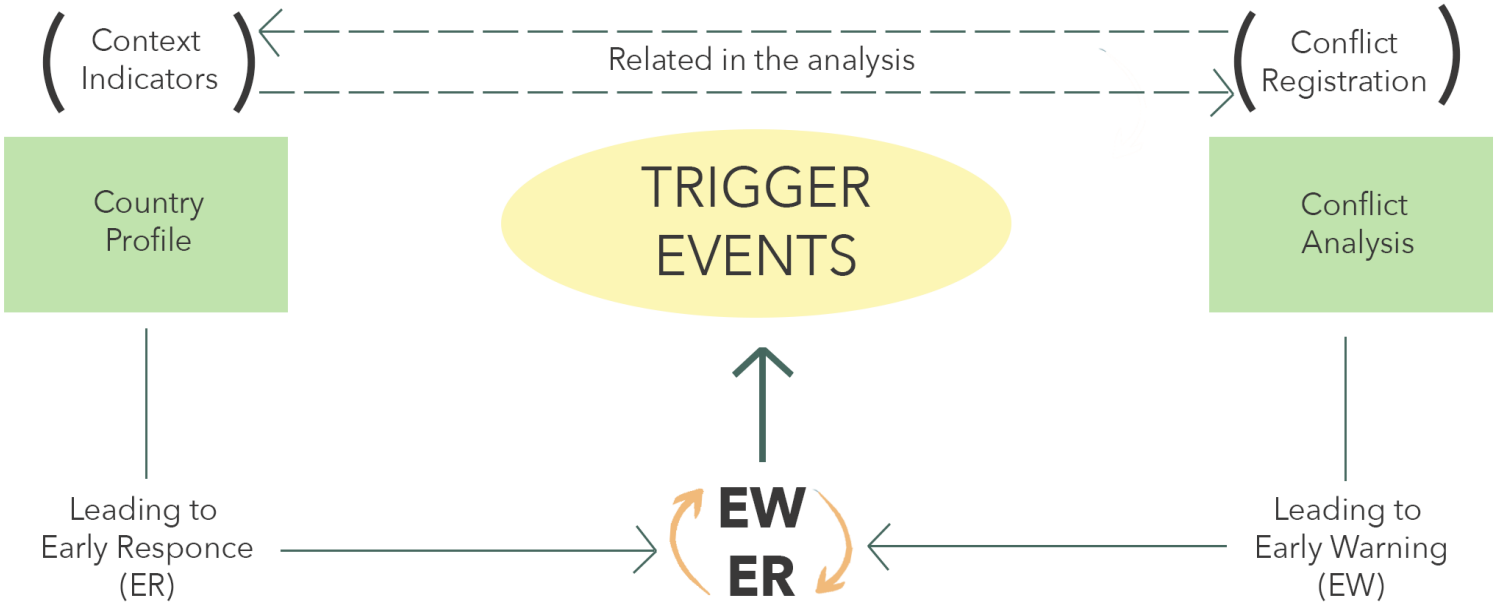


**Image: Diagram about the flux of information in a CEWERS' system*

A community-based CEWER is a locally-rooted initiatives designed to prevent violence and transform conflict through an inclusive, participatory process, built on a foundation of consensus. This type of CEWER are effective because they allow the empowerment of grass-root actors to analyze micro level aspects of a specific conflict while participating in the development of solutions to transform the problem. The micro lens is combined with the macro lens, which refers to structural and national dynamics.

The systematic collection, systematization and analysis of data from a conflict situation improve the capacity of peacebuilders to develop early responses to prevent violence and transform the roots of the problem. These early responses can minimize those aspects or events that could trigger the escalation of conflict, or maximize those elements in society that connect and build peace among the people.

As a system a CEWER is composed of different phases:

CEWERs have evolved over the last decades and currently peacebuilders are developing **Gender-Responsive Early Warning Systems** which gender mainstream the whole process:

Collection and systematization of data:

- » Women and women's organizations involvement in collecting data
- » Gender-sensitive indicators
- » Sensitive treatment of the information (taboos, confidentiality, etc

Analysis of data:

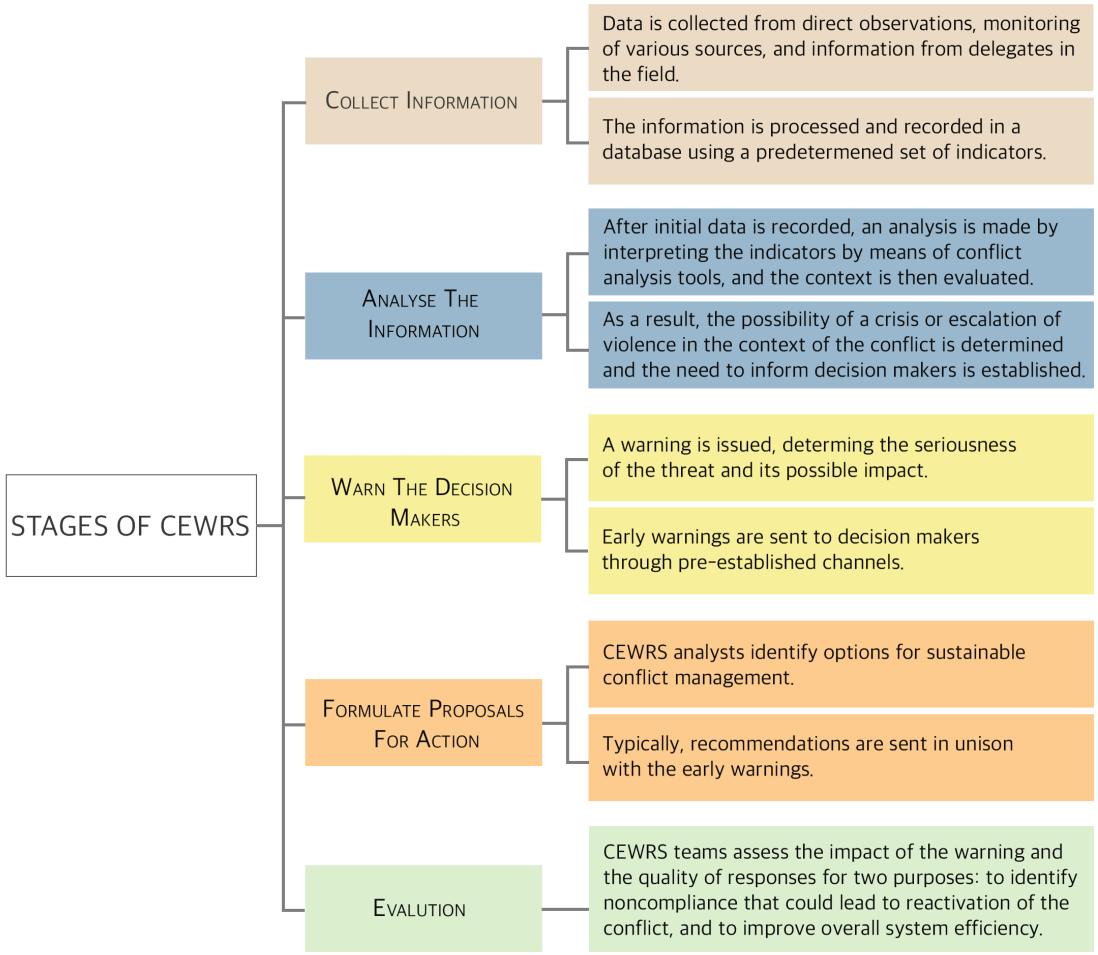
- » Gender analysis: micro, meso and macro level
- » Validation of results with women's organizations

Early Responses:

- » Focus on long term, structural causes such as inequality
- » Integrating gender sensitive responses at a micro, meso, macro level

Communication:

- » Use and communication of data in a sensitive manner
- » Women from the community base participate in communication process
- » Early responses and recommendations including the participation of women
- » Shift power relations: information is power



The analysis of data is the mechanism to translate the early warning signs into early responses. This process should be done by analysts with the appropriate capacities to understand the early warning signs in a given context.

PUBLICITY INDEX OF LOCAL SELF-GOVERNMENT BY OPORA (UKRAINE)

As an example of systematic data collection, analysis, dissemination and advocacy tools can be a Publicity Index of Local Self-Government in Ukraine, implemented by NGO Civil Network "OPORA". By the notion of "publicity of local self-government" representatives of OPORA mean a set of management and political measures implemented by the authorities and local self-government bodies in order to guarantee fully open and benevolent relations with citizens as well as to raise the overall level of credibility in municipal institutions on the part of community. In democratic societies, it is common to consider government's publicity as a basic indicator of good governance and an efficient mechanism to combat corruption.

With this research, OPORA complexly evaluated and compared the level of transparency, openness and accountability of local municipal institutions in their interaction with citizens. The principal objects evaluated during the measuring of the campaign within the Publicity Index are mayors (as the main city official), executive bodies of the council (bodies authorized to carry out executive and managerial functions), and city council deputies (deputies, as a representative body in the system of local self-government). The publicity of each of the objects was evaluated according to a 100-grade scale while the overall Publicity Index is an aggregated sum of these three scores. The value of each of the objects under analysis was determined with respect to powers and political functions of local self-government bodies and officials in terms of dimensions of the publicity of their work.

The measuring is based on the analysis of initial empirical data collected by the monitoring team through:

- Submission and processing of answers to information request letters, content analysis of official webpages and printed media of the municipalities
- Monitoring visits to municipalities, experiments and direct observation over the work of local self-government bodies and officials
- Analysis of regulatory legal acts adopted by self-governments

During the measuring campaign, every year the participants submitted 700 information request letters for public information in different forms and conducted 400 monitoring visits.

2.5 CONFLICT ANALYSIS

Analyzing a conflict situation is a necessary step in order to develop effective conflict transformation and peacebuilding strategies and actions. Conflict analysis aims to understand the context, actors involved, needs and interest from different actors, what divides them, what connects them, amongst others.

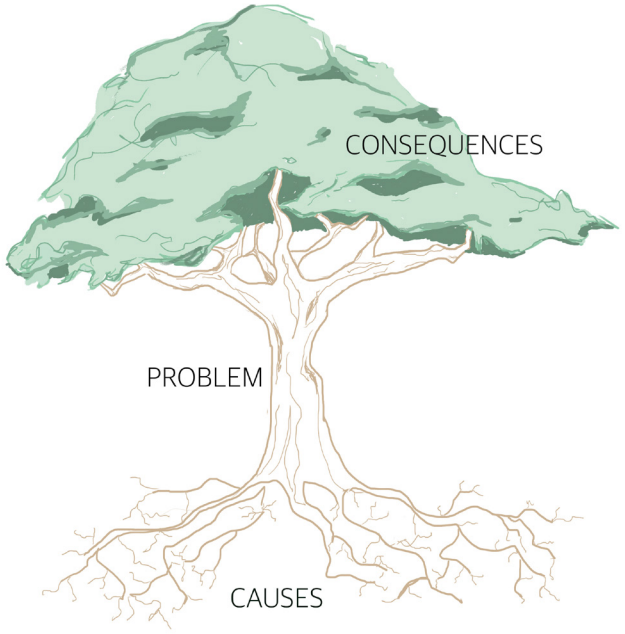
This process should be done in a systematic way because conflicts are continuously evolving. The conditions, relations and needs of the stakeholders could be changed and this could lead to a new conflict situation. Systematic conflict analysis allows us to identify threats or events that could trigger violence but also opportunities for conflict transformation and sustainable peace. As we will see below, this analysis will let youth peace builders to develop early responses to prevent violence.

THE PROBLEM: CAUSES AND EFFECTS

In a given conflict situation, there is always one or more issues which generates the conflict between actors. The complexity of conflicts create barriers to understanding what the real causes of the conflict are. In cases of prolonged conflict, the real problem could be hidden under different layers. This could create misconception of the issues at stake and thus, conflict transformation and peacebuilding actions developed through this misconception will be useless or even worse, could exacerbated the conflict situation.

The **conflict tree** is a conflict analysis' tool useful for identifying the causes of a specific problem and the consequences. The trunk represents the core issue (the conflict), the roots are the causes and the branches are the results/consequences of the conflict. Depending on the complexity of the conflict, you might realize that the consequences might also be root causes and vice versa (Youth for peace, 2018).

**Image: Conflict tree diagram*



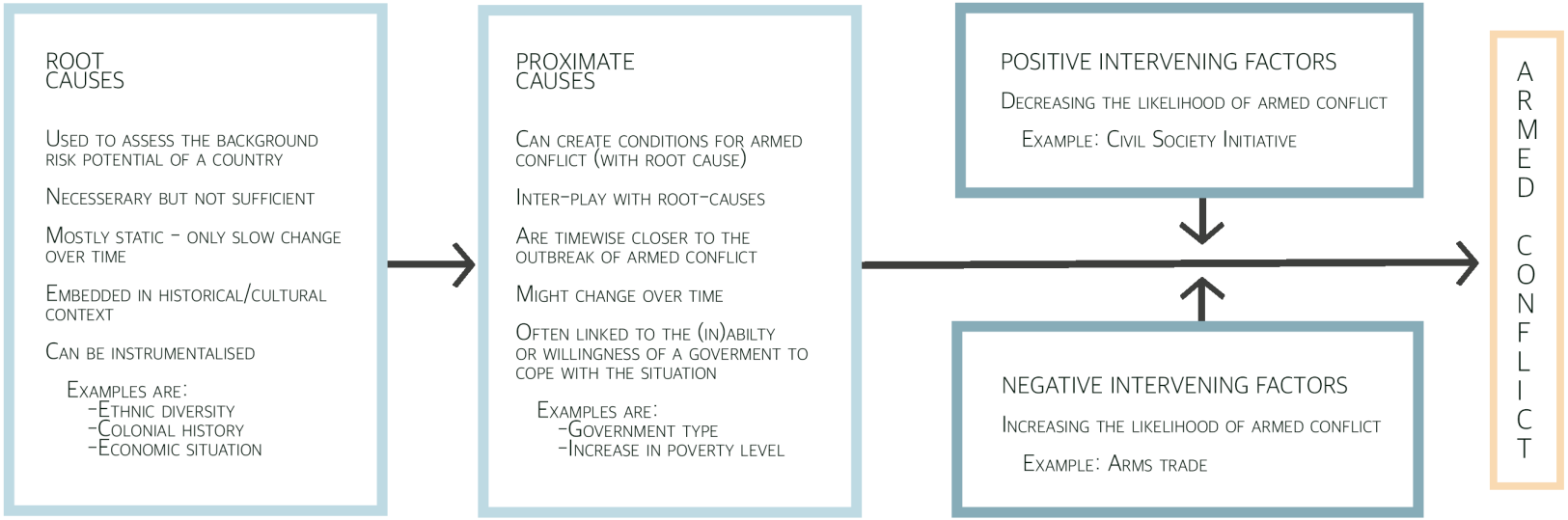
A step beyond is the **FAST framework** *which categorizes conflict's causes as followings:*

» **Root causes:** are the historical causes of the conflict like historical grievances, negative inter-ethnic relations, etc. These causes are usually static and change very slowly. It is important to note that these causes can be instrumentalized, for instance, the interpretation of historical records of the conflict.

» **Proximate causes:** are more recent and closer to the outbreak of a conflict, but inter-connected with the root causes. These types of causes are also linked with the current situation such as the political system and the actions of a specific government in relation to the conflict.

» **Intervention factors:** are events and conditions that could trigger a positive or negative evolution in the conflict (escalation or deescalation). For instance: elections' campaigns, an armistice between two countries, etc.

**Image: Diagram of the FAST international early warning methodology from Swisspeace*



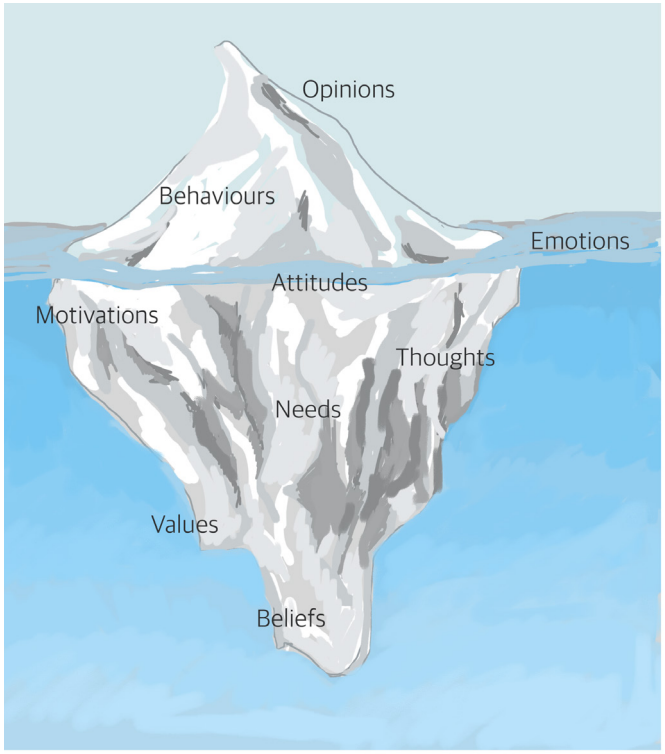
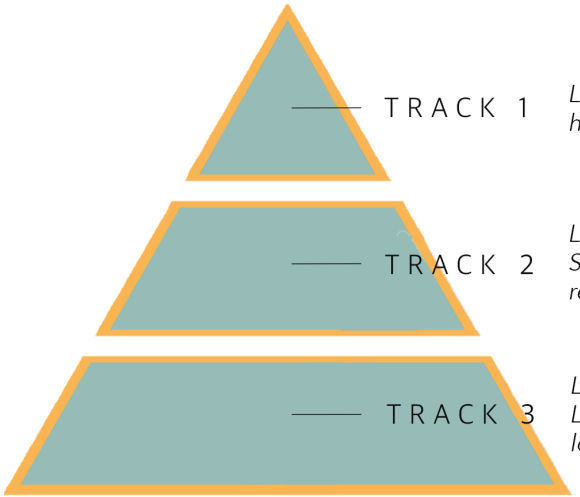


Image: Iceberg model applied to personal aspects

As was already mentioned, conflict is defined as a disagreement between two or more parties. These parties could be people, groups, organizations or states. There are always human beings in these conflicts and human have sets of values, principles, needs, beliefs and interests, that are expressed by emotions, opinions or actions. Through the iceberg model, we can observe how the expressions are the visible part of people or parties in conflict. But the rest of aspects of the human mindset are hidden and are invisible at first glance. To identify and analyze the values, beliefs, needs and interests of people it is essential to understand the actions and relations of each party involved in a given conflict.

For this purpose, a conflict analysis focus on actors could be based in: first, mapping actors and their relations and second analyzing their behaviors, attitudes and context where these actors interact.

Mapping actors is another key conflict analysis tool that allows youth peacebuilders to identify all the stakeholders involved in a conflict situation. Local youth could make a first map of actors considering the knowledge they already have about their local context, but a deeper needs assessment could be advisable in order to identify hidden actors who have a direct or indirect influence on the issues of the conflict. Youth peacebuilders could organize strategic sessions to go through these mapping processes where first they need to brainstorm about the actors who are involved in the conflict situation.



LEVEL 1 : High Leadership -
highly visible military/political/reglious/economic leaders

LEVEL 2 : Medium Leadership -
Sector base respected leaders: businessmen, leaders of NGOs, religious/ethnic leaders, academics/intellectuals, humanitarian.

LEVEL 3 : Base Leadership -
Local leaders, local NGO leaders, development agents, local health auorities, refugee camp leaders.

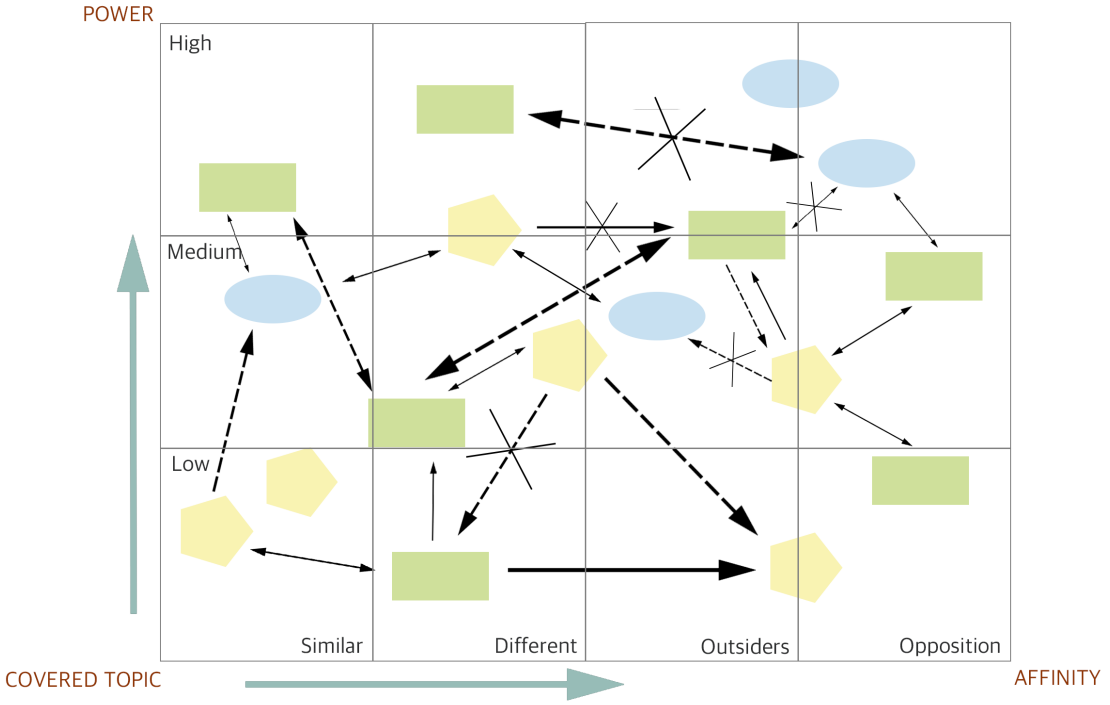
Actors can be categorized according to their access to decision-making processes, the leadership and influence in a specific conflict situation. While you identify stakeholders, you can differentiate them by using different figures: public authorities (triangles), civil society organizations (circles), media outlets (squares), etc.

**Image: Triangle of track levels of actors according types of leadership*

Once we have a first list of actors, the next step is to place them into a sociogram with two axes:

- Power: the level of influence of one specific actor over the specific conflict's issue can be measured from high to low.
- Affinity with the youth peacebuilders (us): what is the level of connection between the youth peacebuilders and one specific actor. This relation can be similar, different, outsiders, or from the opposition.

**Image: Diagram of sociogram or map of actors*



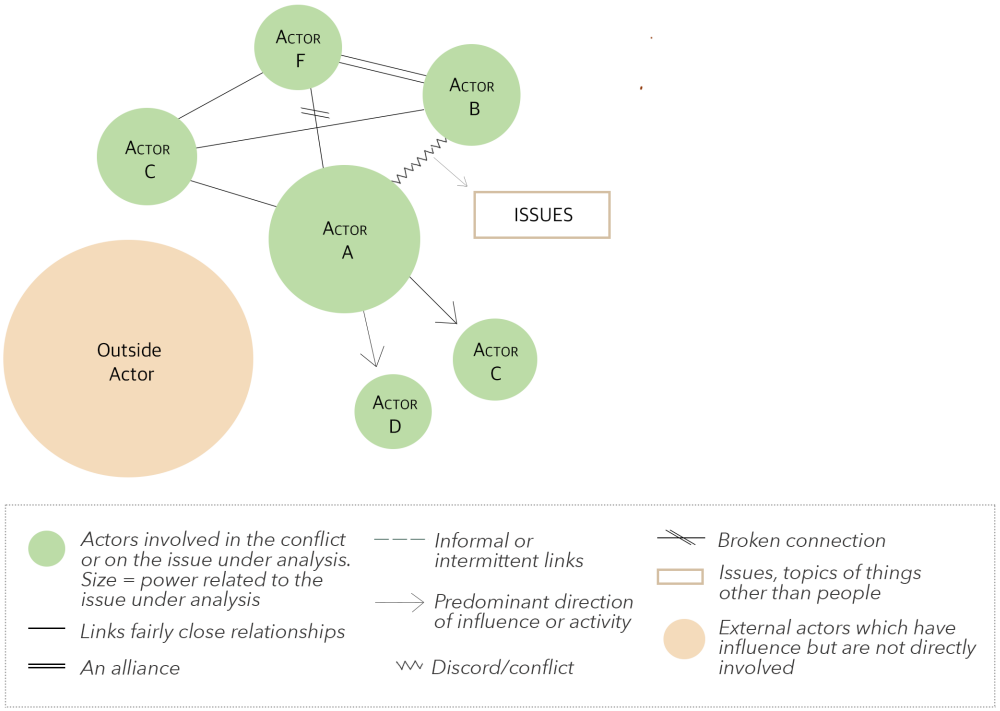


*Image: Map of actors with different types of relations

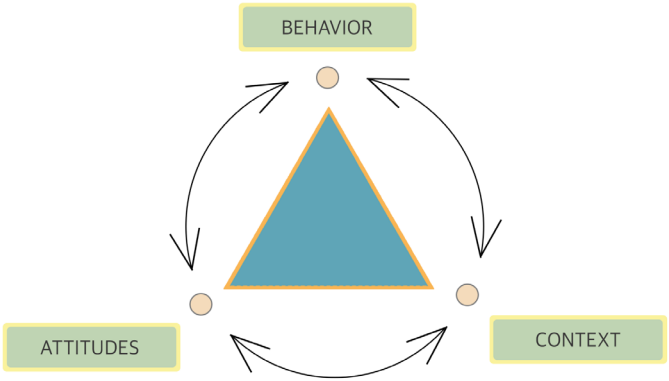
Attitudes are driven by values, beliefs and special needs. “Needs” are not often visible but show what is really affecting an actor. Needs drive the “interest” (what he/she actually wants) of one actor in a specific conflict. Needs and interests articulate the “position”(what the person says she/he wants) of one actor.

*Image right: The ABC triangle

Finally, we have to establish the type of relations between the actors to identify the conflict, influence between actors, type of communication, level of tension or alliances.

Complex conflict situations require understanding and the analysis of the attitudes and behaviors of actors in a given context. **The ABC triangle (Attitudes, Behaviour and Context)** is another conflict analysis tool to help understand these elements. Applying ABC triangle framework, is also useful to better analyze the evolution of the map of actors, because it could predict the movements of specific actors in the context (new alliances, conflict, relationships, tensions, lack of communication, etc).

*Image left: Map of actors with different types of relations



The **Onion tool** describes the needs, interests and position of one actor and the relation between each element. If we are able to identify the needs of the actors involved in a given conflict, we will be able to develop effective actions to cover their needs and therefore, transform the conflict.

These are some examples of needs:

- Welfare: nutrition, water, air, protection against the elements and disease
- Security: safety, avoidance of violence
- Autonomy: choice about beliefs and associations, occupation, spouse, way of life, ability to influence decisions that affect self, family or group.
- Identity: purpose and meaning, justice, belonging to a family, group or community, dignity, etc.

Apply different conflict analysis tools to find out:

- Common concerns among actors
- What resources one stakeholder has that others want or need
- How dependent the parties are on one another for what they want or need

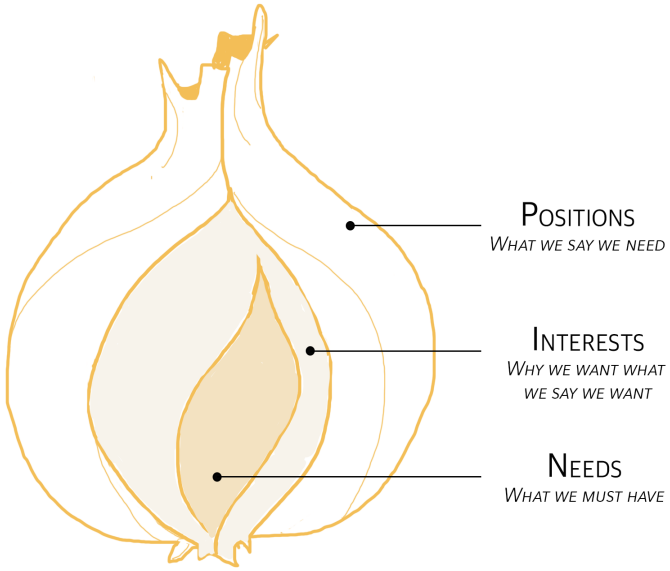


Image: The onion model.

2.6 POWER ANALYSIS

The power analysis framework is used to analyze governments or other political structures in a given conflict situation. Any regime will rely on some pillars of support more than on others. The sources of power provide the government with its ability to rule. At the same time, authoritarian regimes attempt to limit the expansion and strength of the opposition's pillars of support.

The identification and analysis of pillars of support are fundamental when opponents of a regime begin to think about any nonviolent strategy. Those waging a nonviolent struggle against an authoritarian regime, therefore, must give keen attention to key institutions and organizations.

Until the primary pillars of the regime are undermined, neutralized or destroyed, there is little prospect of political reform or regime change. When important pillars of support are sufficiently undermined, the government, or the opposition, collapses just as a building would collapse upon itself when its support structure is weakened and gives way.

Key pillars of power: police, military, civil servants, media, business community, youth, workers, religious organizations, non-governmental organizations.

**Image: Pilar of power chart*

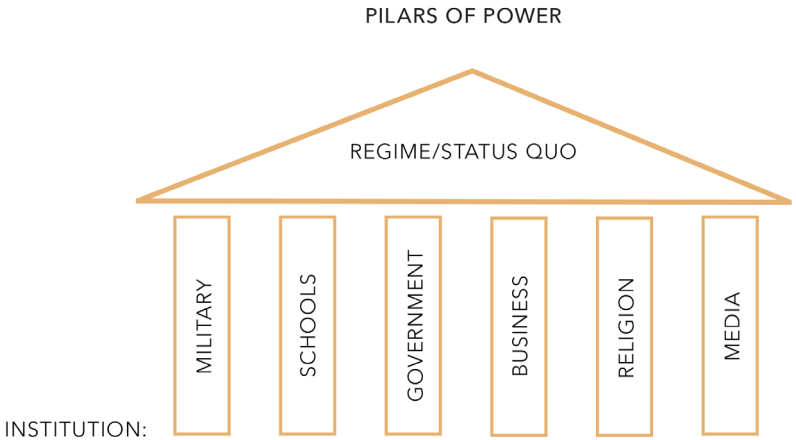
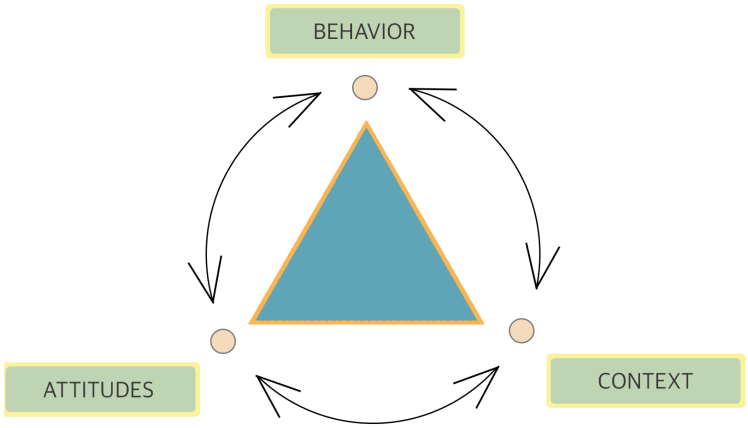


**Image: pilar of power chart*



Conflict transformation is any process of transforming relationships, interests, needs, patterns of behavior or social contexts (these are different dimensions linked to a conflict) to bring about peace. In addition, according to the Transcend Method, conflict transformation can also be symbolized as a triangle transforming the ABC triangle: behaviors are transformed through nonviolence, attitudes through empathy and the context through creativity. (Youth for Peace, 2018).

"**The Transcend Method** is based on the central thesis that to prevent violence and develop the creative potential of a conflict, there
has to be transformation. Transforming a conflict requires transcending the goals of the conflicting parties, defining other goals, disembedding the conflict from its original situation and embedding it in a more promising place. This is achieved through dialogue based on empathy, non-violence and joint creativity. Failure to transform conflicts leads to violence" (Conflict Transformation by Peaceful Means, 2010)

**Image: ABC Triangle.*

Nonviolence action: seen as a social construction, allows us to avoid classic conflict management approaches, which address each dimension of the conflict in a separate way, and it presents us with a conflict transformation approach very close to the social transformation approach, where the conflict is addressed in all its dimensions.

In the following, we highlight 3 approaches to nonviolence:

- **Holistic nonviolent approach**: the one that stems from the negation of all form of violence of principles, ethical or religious. In the means-aims relationship, no-violence would be an aim in itself, and its strength is based on its moral legitimacy against the use of violence. These strong convictions and these solid principles are applied at all levels, with major emphasis on the personal and interpersonal, where negating any type of violence can reach levels of coherence that are determined by the choice of eating habits (vegetarian to avoid violence on animals), to the guidelines that drive all relations. At the more socio-political level, this would imply not accepting the legitimacy of peaceful intervention through humanitarian wars. We would say that this extreme highlights the form, with greater focus on the personal and interpersonal levels, and less in the socio-political level (which would be derived from applying the former). From this perspective, violence is never justified.
- **Pragmatic nonviolence**: is a technique of sociopolitical action to apply power in a conflict. Nonviolent action consists of the use of many specific methods of psychological, social, economic and political action, without the use of physical violence". Nonviolence as a tactic could be used to overthrow a repressive power and replace it with another one, without this meaning a change in the system. Nonviolence would be a means, the most effective one, to reach desired aims.

» **Strategic nonviolence**: change is something that is influenced at the same time as it determines our principles, where personal actions (personal) change groups (interpersonal) and the power of the collective (interpersonal) and at the same time are changing the contexts (socio-political). But where changes in contexts are also causing personal and collective changes, nonviolence is the process of transformation through the three levels, personal, interpersonal, and socio-political. The end does not justify the means, and legitimacy and effectiveness become one, as a method that reproduces the same injustices against which it is fighting will never be effective.

Peace can be defined as the absence of all forms of violence through a nonviolent, participatory and inclusive process (Designing Learning for Peace, 2016). In addition, peace is not understood as a final end or goal, it is an ongoing dynamic process.

» **Negative peace** would, for instance, be a context where the war ended; however, that would not mean that the parties affected by the armed conflict have found reparation and reconciliation.

» **Positive peace** would then be that context where there is the presence of all conditions necessary to promote just and peaceful relationships.

UNOY Peacebuilders refer to peace (as positive peace) or peacebuilding as a process in addressing the roots of conflict, at preventing and mitigating all forms of violence and at working towards the construction of just and inclusive societies. (Youth for Peace, 2018)

Approaches to prevent and manage violence:

» **Peacekeeping:** focus on ending direct violence, for instance in armed conflict (e.g.: blue helmet troops from the United Nations deployed in a war context to keep a ceasefire)

» **Peacemaking:** negotiations between two conflicts to reach a ceasefire.

» **Peacebuilding:** focus on transforming the root causes of the conflicts at a political, economical and social level.

» **True peace** means a participatory nonviolent process that aims at preventing any form of violence, embraces respect for human rights and aids the maintenance of nonviolent human interaction (Mainstreaming Peace Education 2014, p.10).

» **Just peace:** is a combination of 3 components: i) process and structure relationships including high justice and low violence; ii) nonviolent structures in a given society to respond to conflicts; iii) systems based on interdependence of relationships and change.

> “ Each person must live their life as a model for others ”
> Rosa Parks

3.1 UNDERSTANDING PEOPLE'S POWER

One of the most sensitive and complex concepts in nonviolent movements is the conceptualization of power. We use to understand power as something given from the outside by a superior entity. But power lies in the group, in the people and their capacity to interact. Power is not something that should be measured from a comparative perspective; your power in relation to my power, I am more powerful than… but we have to understand it as something that mounts up if it stems from the base, your power and my power = the power for change. (Nonviolence and social transformation, Novact).

Different types of powers:

» **Power over:** Is the traditional and most extended approach of power based in the top-bottom approach. The construction of our realities is something remote to us. Others take the decisions from us and we simply obey. Power is used over the other: repression, coercion, discrimination, abuse, etc. Just as the case of force in the conflict management style, we are in a win-lose situation: “I have power over you” (I can take your resources, land, job, rights, etc.)

» **Power within:** is connected with the notion of self-development and self-knowledge. Provides individual agency to be able to participate in the social construction process. In terms of social change, often the change starts in ourselves and from this stage we connect with other people (inter-personal level) and later with the whole community (socio-political level). It is important that youth peacebuilders are able to.

» **Power to:** Youth peacebuilders and organizers have the role of enabling others to transform conflict situations. Thus, the transfer of competences (knowledge, skills and attitudes) is essential to increase power within and power among the people. “Power to” refers to the empowerment and the idea that everybody can make a change in society.

» **Power with:** assumes that the reality is a social construction made from everybody, and therefore, collective power is necessary to change our realities. The power resides in the people and is horizontal and inclusive. “Power with” allows us to share common interests and increase the solidarity between people. This interrelation creates a space to share different resources and emerge multiple leaders to deal with different types of contexts, including conflict situations.

Martin Luther King describes power "as the ability to reach the aim. The capacity that can be created from our mutual interests in our corresponding resources can be combined to reach a shared objective (power with). If there is an unequal interest in our resources, a relationship of unequal influence is established by the unequal interest "power over".

Our strategy for conflict transformation should be based on this last type of power, because we intend to transform the roots of the conflict which are based on inter-personal relationships. Collective power based on corresponding resources to reach a shared objective or solve a shared problem. This ongoing process should be understood as social construction.

3.2 ORGANIZING COMMUNITIES

Youth peacebuilders organizes communities to transform conflicts and build sustainable people. Our nonviolent approach is based on two key elements: build power and use power. Build power is about empowering your community to be able to influence a given context and transform the conflict. While use power is to develop a campaign and action through clear goals and strategies.

3.2.1 ENGAGING WITH PEOPLE

Youth peacebuilders are equipped with specific competences to transform conflicts and build sustainable peace. This is not only a function in a society but also a type of leadership which requires accepting responsibility to enable others to achieve a goal or solve a conflict under conditions of uncertainty. Thus, this leadership means also organizing the community.

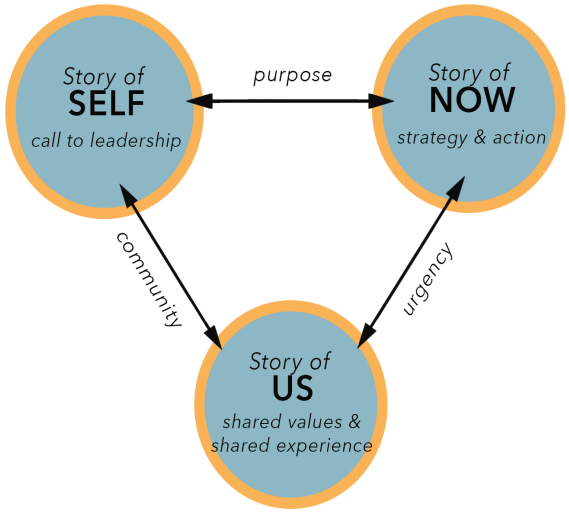
"Organizers identify, recruit, and develop the leadership of others; build community around that leadership; and build power from the resources of that community. […] They organize a community to become a constituency – people able to "stand together" on behalf of common concern". (Ganz, 2013)

Organizers ask three questions: Who are my people? What is their urgent problem? How can they turn their resources into the power to solve their problem? They answer these questions through dialogue with their constituency by building relationships, telling stories, devising strategy, designing structure and taking action.

**Image: Diagram of public elements and it's interconnections*

Public narrative is a tool used by organizers and organized communities to connect with the values of other people and engage them with the group and then into social transformation's action. Public narrative is simply to tell a story: where they came from, where they are going, and what they must do to get there. Public narrative is composed by three types of stories:

- Story of SELF: are those chapters in your life where you had a challenge and you took a decision which crystalize values or principles. When you share your story, you will enable others to experience this value that moved you not only to act but also to lead. These values can inspire and enable others to similar action.
- Story of NOW: provides the urgency, the goal and the vision of a successful action. What is your vision of successful action? How can they act together to achieve this outcome? And how can they begin now, at this moment?
- Story of US: are the common stories and dreams shared with the community. This story reflects the values, experiences and aspirations of your constituency that drive one into joint action.



Organizers work through narratives to deepen people's understanding of their values, their capacity to share them, and to draw upon them for the courage to act. They learn to mobilize their feelings of urgency, anger, hope, empathy, and dignity, and to challenge their feelings of inertia, apathy, fear, isolation, and self-doubt that inhibit action.

PROJECT: OUT OF LIES (ITALY)

Migration has become a sensitive issue in Europe. Migrants who arrive to Europe are facing many obstacles in the process of asylum-seeking from the public authorities. Meanwhile there is a lack of knowledge about the needs, interests, capacities or contributions that they can provide to the community from the immense majority of the society. In this framework, Italians youth peacebuilders designed a raised awareness project with an important component of "Story of self".

Out of the Lies, is defined as a journey in the asylum seekers' life. It is a space where they can tell their own story which, was previously, told by someone else. The 15 migrants are the protagonists to speak about themselves and, through their eyes, they also reveal something about us. It's an intimate space where no filter is needed, where it is a genuine experience putting yourself in their shoes. In that manner, youth peacebuilders produced a video where the migrants could explain their stories of about themselves and the story of us. This hopes to make people aware of the challenges of the daily life of newcomers but also establish a vital connection between both communities, creating bridges of understanding, empathy and long-lasting relations. This is the power of story of self, expressing a story based on values and principles which are the keys to connect with the other and imagine future dreams and work together to solve shared problems.

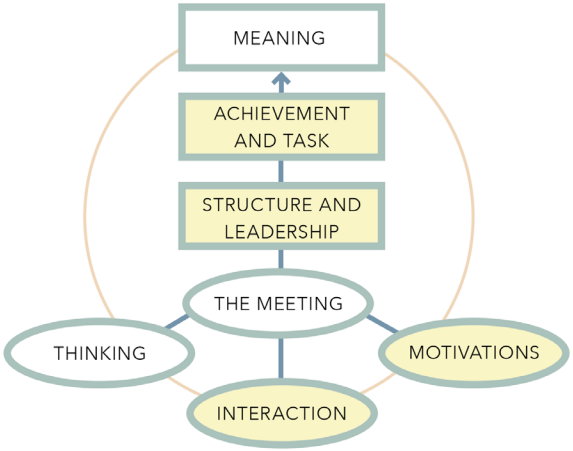
3.2.2 EMPOWERING YOUR PEOPLE

The new people engaged in your group or campaign will participate in a a specific structure where interactions, relations, etc, will happen. This structure, on the one hand, will have to allow the fulfillment of expectations and motivations of the peacebuilders, and on other hand, provide a meaning or specific goal to canalize the energy and the action of the people. Through this process, different roles and types of leadership will emerge. As youth peacebuilders, we will organize the group or campaigns with the aim of preventing violence and building peace, so we are responsible to create a structure which contributes to build power from the group and mobilize them into action.

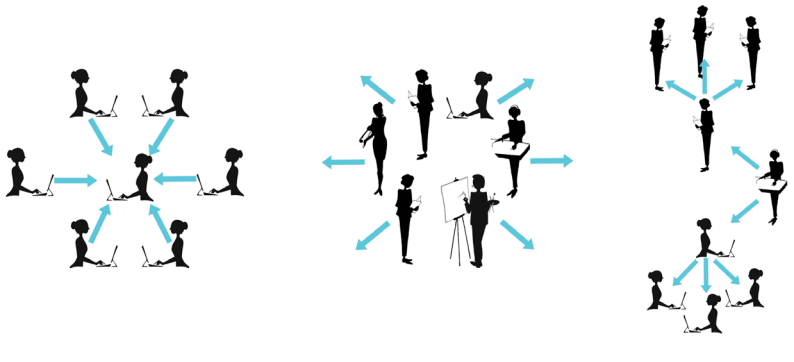
The following scheme shows key aspects of the process of building power from your constituency and increasing the political agency to be able to influence the conflict situation.

*I*The role of people in transforming their own realities is crucial, and the most coherent way to deal with those transformation processes is to start acting internally (within the group) as we will like things to be externally (in the society). This leads us to the specific types of organizations and groups, whose maximum efficiency and effectiveness would be reached when they manage to work as "Intelligent Groups". By creating an intelligent group, we will be more effective, inclusive and democratic as we will create a more horizontal structure where positive interactions, dynamics and relationships are established.

**Image: Diagram of key aspects to increase political agency in a given group*



STRUCTURE



The structure of an organization is important not only in order to reach the goals of the group, but also is a reflection of their values. External action and internal organization should be consistent in order to be a model for others and avoid contradictions. Horizontal structures allow empowerment of its members through better flow of information and collective decision-making processes. Decentralized structures allow a more autonomous and flexible capacity of its members, increasing the impact of organizations. Decentralized structures allow multiple leadership too. "Dot organizations", are based on just one leader and are vertical while hierarchical structures reflect the model "power over".

**Image: Diagram of different types of organizational structures.*

PROJECT: BECOME A PEACE AGENT (GEORGIA)

Georgian youth developed the project "Youth as Peacebuilders" engaged in the topic of Gender-Based Violence (GBV), with a special focus on violence within families. After a needs assessment process they were able to verify national statistics about the growing number of cases of domestic violence in Georgia. The participants created a space with 15 young people from different universities to open the debate amongst them about this sensitive issue and identify strategies to confront this structural problem. With this aim, the organizers, before starting to discuss the topic, used different non-formal education dynamics, including teambuilding exercises, to create positive interaction and relations among the participants. This created a secure safe space and environment for the next steps of the workshop. During the debate, a youngster explained openly that she was a victim of GBV and detailed carefully her case and also how she could overcome the problem.

This a key example to understanding how important is to create safe spaces and structures where people can establish positive interactions and openly discuss about sensitive topics with the aim of engaging in strategies to confront the problems

INTELLIGENT GROUPS

The effectiveness of the group depends on 3 pillars

» **Objectives:** tend to be the most visible part of the group. The facilitator helps the group to build and design all together the common vision and the mission that will bring that vision into practice: The vision is the "future" and the main idea that we all share with the group; the mission is the practical way or the path we choose to reach it, and then we can have proposals as the last level of concretion, as the way the group looks how to solve its needs. The group will have different levels of objectives in each of these categories.

» **The Process:** Any aspect to achieve the goal needs a process. The group needs to pay attention to the process. Groups might not work because of the people, or due to unclear objectives, or because of bad processes. Process refers to: i) design and management of tasks; ii) communication between members and the group; iii) decision-making; iv) evaluation and follow-up; v) management of emotions and conflicts.

» **People:** Human beings and groups are complex. One person will probably belong to more than one community or group, and their life experience in all those groups will affect each other, sometimes in a positive way, and sometimes in not such a positive way. The different roles each person has, or the different persons that share the same role affect life. The different levels of relationships (one with each other, one or the other with him or herself, one or the other with the group generated among all) are a constant source of activity in a group. Disregarding them, ignoring them or forcing them, can damage everything: people, processes and objectives. From facilitation we aim to help groups to meet all needs, individual differences and listen to all voices. The care of people inspires us to seek the balance between personal and group spaces, identifying and respecting the personal boundaries of individuals. A deeply valuable tool is the way we communicate. We defend nonviolent communication based on empathy (how we listen) and assertiveness (how we express ourselves for the transformation of conflicts.

The most important aspects related to these three pillars: Personal needs or Motivations; Interactions; Roles and leadership.

PERSONAL NEEDS OR MOTIVATIONS

People, as human being have several needs that must be satisfied (subsistence, protection, affection, understanding, participation, leisure, creation, identity, freedom), and often the motivation to participate in groups is guided by trying to solve also the other needs.

	Position	Some ideas for its management
Social Significance	Humans are social beings and every human being wants to be significant, socially exist, although sometimes in a negative way at the expense of the group's aims, through interruptions, taking over with conceited attitudes, etc.	It is not exclusive; it does not have to be at the expense of others. The intelligent group has to solve between social significance and task. Sometimes this needs rotation, silence, or discretion.
Power	Stems from the need to control what surrounds us. Power as influence on others is a more complex degree of control of reality. This can be unidirectional and derrived from the structure (hierarchical structures) or multidirectional with greater possibilities of power sharing (horizontal structures).	Individual power can be used to increase the power of other individuals. Power can be expanded (it is only not expanded when compared to the power of others). Collective power develops mutual or reciprocal power, not comparative power. Interaction empowers without removing it: when groups coordinate, synchronize and articulate efforts, horizontal power increases. Synergy is collective power. "Power over" is not the same as "power with".
Utility	The need of doing something and doing it well.	Organize specific and clear tasks. Be careful so that each person can contribute with something useful and this usefulness is acknowledged.
Meaning and belief in the group	Groups that believe in their reason to exist have many more behaviours that are coherent with their aims.	Believing that the group is part of the meaning favourably predisposes its wellbeing. If the meaning affects the members of the group, many of the individual motivations melt into the collective.
Protection: Security	Tries to diminish risk, avoid danger, defend himself in order not to lose positions. It works in logic opposed to social significance, innovation, or change. It entails the risk of routine and can make the groups existence unfeasible (no task or commitment is adopted, or defensive and aggressive positions are adopted).	Value that caution and calmness in order to bring caution and soundness. Care about the form and the moments of evaluation generating spaces of trust.
Understanding: Learning and knowledge	Humans naturally seek knowledge and this produces welbeing and pleasure. It is a central process in intellegence. Learning is social.	Groups that include the idea of learning as a positive experience, better confront new situations; codify difficulties as challenges and changes as opportunities for learning. Group learning fosters a less exclusive perception of social significance. We learn in the group and the group learns through interaction, experience and shared tasks.
Affection	We are social beings and usually we need to know that someone will take care of us and often we need to take care of someone. Knowing that we are relevant for others will make us feel more motivated to do things.	Balance the group orientation to the task with the group care spaces (sometimes by starting a meeting with a short "emotional round" saying how we feel that day, so that the others are aware). Create a caring atmosphere and not just care spaces (where people are aware of how the others are and take that into concideration). It is very important to balance this with the task. A working group is not a thereapy group. Leisure and security have very strong links with motivation.

INTERACTIONS

Interaction is the essence of a group. It constitutes the basic behavioral unit of the group. Through interaction a group can become more than an addition of the parts. We can usually observe several kinds of interactions in a group. The difference between some groups and others is the relative frequency of each of these interactions, which are normally mixed and not in a pure state.

	Explanation	Tips to deal with it
VOID OR MINIMIZED When there are two persons that do not cause any reaction in others.	It is derived from no participation due to fear (reproaches, reprisals, signs of anger) or apathy. It is also derived from systematically considering that contributions made are not taken into account and are useless.	Create trust environments: value all contributions. Give space for all members of the group to contribute (in different moments). Make "snake" leadership explicit (see leadership).
WARLIKE When the partner is positioned in the role of enemy or agressor. Everyone talks and no one listens.	People interpret that interests are conflicting, although it is not necessary that they exist. It is closely linked to power motivation. It is filled with errors such as overgeneralization, false isolation or negative selection.	Change the topic, take a break, change the task. This interaction has to be treated with a preventive communicative policy (communicate the problems but not always in a big group).
SYSTEMATIC OPPOSITION A person says A, and immediately another says No A.	Closely linked to social significance. What is A? A proposal that requires effort and achieves social significance. What is No A? A negative opinion on A that requires much less effort and also obtains social significance. It is more "profitable".	Make explicit and agree on a person that assumes the role of pointing out the problems that appear and that are linked with interaction at moments when the discussion gets stuck.
FALSE OPPOSITION A person says A, and immediately another says No A.	A person says A, and another immediately slighly modifies the proposal and creates A. Then this second person opposes A, therefore no A. This is a false opposition. For example, A: It is important to talk to a specific (similar) political party. Answer: No A: It is seriously harmful for us to talk to any political party, especially those that talk to the opposition.	Make explicit and agree on a person that assumes the role of pointing out the problems that appear and that are linked with interaction at moments when the discussion gets stuck. Treat each problem independently.
ADDITIVE When an idea or contribution is followed by another without opposition.	Additive interaction enables the observation of parallel processing in the group. Several ideas circulate in the group. Several ideas circulate without them being opposed.	Help solve various types of problems, characteristic of a first phase of creative thinking.
MULTIPLICATIVE When contributions cause other contributions that improve them.	A person presents an idea that causes the appearance of another idea in another person that would have not appeared without the existence of the first. Multiplicative interaction causes the group to be more than the sum of it's individuals.	Better in horizontal groups. It requires intelligent listening, hypothetic thinking, and temporary sacrifice of leadership.

ROLES AND LEADERSHIP

In our groups, formal and informal roles are developed. They are all positions created in a group which fulfill a function. They are qualities or parts of the group field that emerge and give us information. Roles are usually occupied by people, but a role is always more than one person (i.e., it can be occupied by several people at different times) and every person is more than a role (sometimes we play a role in a group and we think that we are only that role, but people have a richness and internal diversity to be able to inhabit different roles in a group or in different groups).

Productive Roles	Roles of Care (these are important for the group processes, they help to avoid any type of oppression or aggression in the group)
INITIATOR It presents intitiatives, proposes ideas and sustains them.	FACILITATOR Takes care of the group process.
DISSIDENT It evaluates, criticizes and, if necessary, opposes the intitiator's proposals.	MEDIATOR Conflict mediation between members of the group. Also: conciliator, peacemaker, harmonizer...
FOLLOWER Accept the ideas of others and amplify their value, giving their support to one or the other.	ANIMATOR It brings energy and encouragement to the group, valuing and celebrating achievements and interventions.
INFORMER Search and provide information, useful for the group.	
CREATIVE It brings creative ideas to solve the problems of the group and to reduce the tension in case of conflict.	
OTHER ROLES Coordinator, organizer, expert in procedures, who takes notes (photos, videos, etc.) and keeps track of group progress, etc.	

Facilitation is a key role in one group/organization. Facilitation is a set of tools, techniques and skills to ensure good group work, both in achieving their goals and realizing their collective vision, and in creating a relational climate where there is trust andis fluidic, with empathy and honest communication. The facilitator is an explicit (or implicit) role in groups that supports all the "voices" to be heard and appreciated. The facilitator role has different functions:

- Leadership: Commitment to create the group
- Production: Progress in achieving the group goals.
- Regulation: Mediation in the exchanges between the parties.
- Elucidation: Manage the difficult times, be aware of what is happening and propose solutions to move forward.

How a facilitator can take care of the people (members of the group)?	
Maintain a safe and trustworthy space:	Interrupt attacks. Project confindence in the group. Admit and correct our own mistakes. Never leave the group.
Become aware of how we communicate:	Active and intelligent listening, empathy, openness, curiosity, nonverbal language, learning.
How a facilitator can take care of the group process?	
Balance participation.	
Pay attention to the type of interactions that occur in the group, trying to maximize the multiplicative and additive.	
Feel the group climate and frame it.	
Propose breaks every hour and a half.	
Use your own sense of humor to create a warm atmosphere.	
Design the process and the agenda of the meetings carefully.	
Use techniques to allow the collective intelligence emerge.	

The **role of leadership** is inseparable from groups, in other words, all groups need active instruction, simply because it is impossible for everyone to act simultaneously. Key leadership functions: convene meetings; forming the group; successfully putting forward actions and project; take decisions; assess others' proposals; reinforce and punish others' behavior; veto decisions; design the meeting's minutes; solve problems; modify the group's structure; set tasks; motivate people with the group's aims; create the group's culture; represent the group.

Between the empowering process and the definition of the process, we could observe that the group is motivated to develop a specific campaign, but that they lack capacities and resources. This is something normal, but before we engage in developing our campaigns, it is important to conduct an internal analysis to identify "what resources we have" and "what resources we need". That's the key step to the foundation of the group. Probably the organization or group will need to dedicate time to increase capacities, involve specific profiles or even, choose another type of campaign.

A simple and useful framework to conduct an internal analysis is the following:

	Human Resources	Material Resources
What do we have		
What do we need		

CASE STUDY: Spanish anti-eviction movement "La PAH"

From 2008, around 500.000 people were evicted from their houses because they were unable to meet the payments of their mortgages to the banks. The global economic crisis affected Spain very severely, where unemployment rates increased up to between 20-26% from 2010 to 2015. The dominant narrative during this period was double. On the hand, the mass media actors were encouraging people to buy houses as a profitable investment, even though the prices rose 44% from 2004 to 2008, contributing it to the neoliberal policies. On the other hand, the same media actors and political actors were criminalizing the people evicted stating that those people were living over their financial means. The evicted families felt as victims. In this situation, a new campaign emerged: La PAH. The Spanish anti-eviction movement La PAH, created a decentralized structure with autonomous groups in all the regions of the country. Their strategy was based on supporting the evicted families from the beginning; for instance, trying to stop the eviction through a nonviolent intervention, and later on engaging in the campaign first through informative sessions, legal support and assemblies with other affected people. This process was the beginning of the empowerment process designed by La PAH. But the key elements of the "building power" strategy was their open and horizontal collective-knowledge sharing and decision-making. Internal and external communication was key to inform, increase the capacities and involve the people in the activities. This strategy was supported with diagnostic and motivational counter frames, focusing on positive messages and results. A virtuous circle was created between the empowered people to achieve their goals, while this impact further promoted their empowerment. The result was the personal change of the people; from victims to agents of change, and from there to the transformation of society, confronting the neoliberal policies and creating a public narrative. (Sanz, M., 2015)

> "The strongest person is the less isolated"
> Errico Malatesta

4.1 DEFINING YOUR GOALS

Using power is about defining your **goals** and the **strategy** to achieve them. Once you build power from your group, community, organization or network through narrative (the story of us) and structure (interactions, leaderships, motivations/needs), we are ready to use this power. The first step is to land the meaning (collective vision) of your group into a specific goal. This goal should be tangible, achievable, measurable and time-bound.

Once you collectively decide on the goal, the next step is to develop your strategy; how you will achieve this goal? Which conditions you need to fulfill it or which expected results you need to obtain it, in order to advance in your campaign or project to achieve the final goal. Answering these questions is an exercise of prospection where you will think about assumptions, possible scenarios, etc. Similar to a game of chess where before you decide your movements you decide your strategy and your next 8-10 movements, but also the movements of your opponent (or other stakeholders). The mechanism to develop your strategy is based on the theory of change.

Theory of change (ToC) allows one to create the conditions and expected results for achieving a strategical goal. Concretely, ToC explains why we think certain actions will produce a desired change in a given context. Thus, ToC is based on assumptions which are the result of our experience, knowledge of the given context, data obtained by needs assessment, etc. We can formulate ToC in the following manner:

Example

We believe that by doing X (action) it will achieve Y (progress towards peace)
"If we generate jobs for unemployed youths, they will be less available to be recruited for violence".

If we do x, then will achieve y, because z
"If we provide employment for ex-combatant youths, then we will reduce the likehood of inter-communal violence, becau se unemployed youths are the most likely to be recruited into fighting, many still hold weapons and remaining connected to their command structures"

IF we DO X, it will lead to Y, which will result in Z
"If we training women in political organization and campaigning, it will lead to an increased number of campaign focus on women rights, which will result in more political pressure in the national parliament to enforce the law on gender equality"

Applying "Theory of Change" allows us to reflect on the different results we want to achieve in all the levels of our strategy: from specific activities to the overall goal. Hence, we could:

- Identify the gaps between local, national and regional level changes
- Identify ineffective activities and blockages
- Improve effective design and program cycles
- Promote critical thinking
- Formulate SMART indicators (more details in section 5)

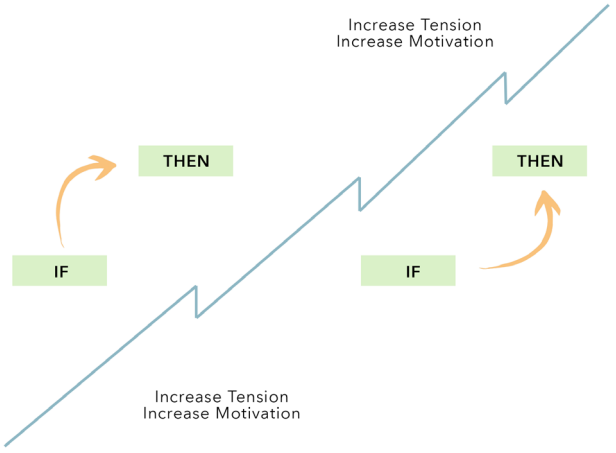


Image: Campaign's timeline with theory of change.

PROJECT: COEXISTENCE IN DIVERSITY (SPAIN)

The context of the project is located in a working class neighborhood, in the suburbs of Barcelona. The neighborhood was especially affected by the 2008 economic crisis. Unemployment, evictions, weak public infrastructures and other problems affected the community. In the last years, the project to build a Mosque in the neighborhood, opened a public debate and far-right movements started to act, increasing violent extremism in the society. In this framework, the youth peacebuilders decided to develop a project to increase coexistence among youths.

The project was based in the concept of "educational co-responsibility" which is perfectly described by the Sub-Saharan proverb "you need the whole community to educate a child". The theory of change statement was that if we manage to connect the formal educational systems of high school with informal educational systems (civic centers, Islamic cultural centers and other spaces in the neighborhood), we will be able to create critical thinking among youths, link public education with the realities of the daily life of youths, and as a result, promote an active role of youths as active citizens and increase the coordination between educators, families and other social actors. More than 23 teachers and 20 civic educators were involved and the Barcelona council was interested in follow-up and support the project.

From a nonviolent perspective there is also a key theory to influence conflict situations. This theory is especially relevant for policy dialogue actions because it changes the dynamic of "power over" from "power with".

When we have to engage with those who have "power over" us in order to create change, we ask ourselves four main questions in a consecutive way:

- What change do we want?
- Who has the resources to create that change?
- What do they want?
- What resources do we have that they want or need?

After these four questions, we can ask ourselves: "How could we organize our resources to give us enough leverage to get what we want?" The answer to this question will draw our "Theory of Change" and a strategy to develop an effective campaign.

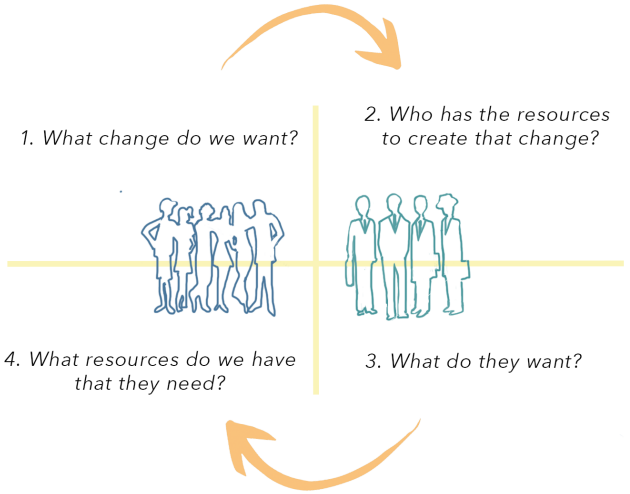


Image: Describing from power over to power with.

Probably, we will think that public authorities or other types of political organizations do not need us, but if deeply reflected upon, we will identify key resources that they need from us such as votes, silence, taxes, obedience, consent, distraction, information, etc. In the moment we are able to identify these resources and mobilize them in the right direction, we are gaining "power with" and leverage to influence a given context and advocate for peace.

4.4 STRATEGY

Youth peacebuilders define their strategies according to their external analysis (conflict analysis) and internal analysis (our resources) with the aim to achieve a specific goal which will contribute to our vision of tomorrow. The link between where we are and where we go is fulfilled by our theory of change. As we have observed, there are different theories of change, depending on the context and goals we can prioritize one or the other.

However, all these theories share a common element: the definition of milestones, intermediary goals or conditions (expected results/outcomes) we need to achieve in order to advance the campaign. In this process, we need people. That is why it is important to have a perception that we are succeeding. We should be pragmatic in our scope and gain small victories to maintain the motivation and engagement of our people. If we create very ambitious intermediary goals and we don't succeed, the level of motivation could decrease.

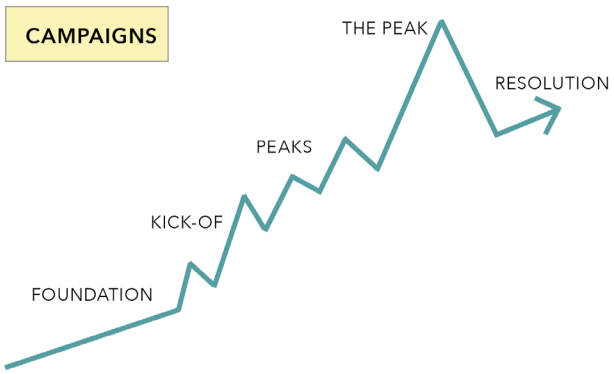
For each milestone, establish a set of activities and include celebrations after each important achievement. Enjoying is key to the motivation of activists and peacebuilders. For each activity, make a specific distribution of roles and tasks. Each peacebuilder should have a focal point: who will supervise, support and coach the peace action. Decentralize structures allowing the creation of working groups with clear focal points and teams. The variable of time is one of the key factors to take into consideration, as we will plan our strategy and shape our agendas in relation to the time frame and key dates that we collectively agree upon. A campaign is an effort sustained in time, therefore we have to plan how to distribute our efforts and actions throughout the calendar, managing relatively distant deadlines for which we have from six months to one year.

Time is the less renewable of our resources, therefore we have to be realistic and look for the most effective strategy possible, which maximizes benefit given the time. It is essential to carry out a time plan that takes into consideration the first steps we will carry out and the main dates of action or mobilization, in order to establish a roadmap that enables us to fix deadlines for the tasks that have to be undertaken.

Our strategy is essential to guide us, but it is important to remember that in reality our timetable will be in conflict with our opposition's timetable, and it will be subject to modifications derived from this interaction.

Defining a schedule for our campaign will be conditioned by the inclusion of key dates that will establish events throughout the way. Selecting dates is normally related to key moments (elections, passing of laws, eviction dates, an important meeting of our opponent etc.) or symbolic dates (our commemorations or our opponents' commemorations, world days, days that enable us to connect our proposals with other events etc.).

When starting to plan our timeframes, we can basically choose between two models:



» **From the ant's work to the masses**: a way of thinking about our strategy in an ascending way, starting with less intense actions and interventions that will increase gradually in intensity. This formula enables us to increasingly accumulate support and legitimacy, slowly combining internal work and public action. Here we look for moments in which there is an increased tension in confrontation or peaks of higher intensity in this ascending line.

» **Punch on the table**: Starting with a very strong intervention or public action that is publicly projected and attracts attention on our proposals. A dynamic that is conditioned by intense previous organization, and that finds its major difficulties in looking for formulas to sustain the tension in time.

**Image: Campaign chart based on gradual ascension to the goal*

Another key element in developing our strategy is paying attention to political opportunities. The system or context where the conflict occurs is dynamic; for instance, the needs of stakeholders can change; and thus, their interests and positions. This could lead to changes in the map of actors at the level of relations and affinity with other actors and even influence over the context.

The following frame shows these changes in the actors' map at the level of impact in our campaign's strategy and opportunities.

Symptoms, changes, alignments, power	Impact in our campaigns frame	Increase of opportunities
Openness to newly participating actors.		
Relevant actors that shift positions (politicians, judges, police syndicates, religions, professional associations etc.)		
Availability of potential influential allies.		
Shifts in powerful coalitions.		

Finally, selecting specific dates for important public events or communicative actions can multiply the impact of our campaign. For instance, international days (such as the international day of human rights, nonviolence, for peace) attracts the attention of public opinion, media and policy-makers. This is just one example of an opportunity for our campaign and peace action.

PROJECT: "HATE SPEECH: EXPRESSIONS AND WAYS FOR PREVENTION" (ARMENIA)

The Armenian youth peacebuilders selected a very sensitive but important topic; the Hate Speech problem in the region of Vanadzor. Considering the different expressions of this problem in their society, the organizers decided to focus on the national, political and religious' expressions of this problem.

A community-based needs assessment was undertaken; 15 youths benefited from workshops to raise awareness about this problem and identify solutions to deal with it through tolerance and peaceful approaches. The key lesson of this project is the potentiality in terms of articulating their local work with the international campaign "No Hate Speech" launched in 2013. This is a political opportunity to reinforce the impact at a local level, raise funds, visualize their action at an international level, obtain resources and support from other national campaigns and gain people's power to engage in effective policy dialogue with authorities.

If youth peacebuilders manage to articulate their local campaign with this international movement, they could be perceived as a professional and stronger actor which will facilitate their participation in the decision-making process and impact on public policies regarding this specific issue.

CHAPTER 5 PLANNING THE CAMPAIGN

> “ Never go outside the expertise of your people ”
> Saul Alinsky

5.1 DEFINITION OF CAMPAIGN

Planning a campaign is the practical translation of your strategy to reaching a goal (use power). Therefore, a campaign includes a specific goal, strategy, timeframe and resources, partners, peacebuilders or networks who will lead the process.

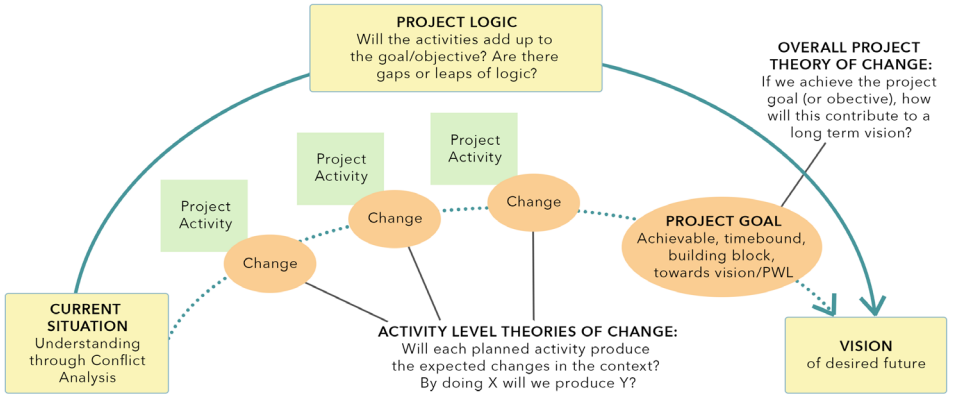
A campaign is also the result of a thorough reflection process on your general theory of change. In other words, to reach your final goal according to your general theory of change you need to develop different campaigns. Each campaign (or project) has their own theory of change which is connected to the general theory of change.

A Campaign is a set of activities that ultimately has to reach the goal (general or specific), or bring us closer to its achievement. A campaign may consist of one or more activity chains and campaigns must take into account different scenarios depending on the responses of stakeholders to our actions within the campaign.

Also a youth policy campaign combines mobilization and advocacy action.

CASE STUDY: Civil rights movements in United States

Between 1950 and 1960 Martin Luther King and their movement associates had a collective vision of a US nation based on equality, justice and freedom where the black and white community could create a society free of racism and full of tolerance and respect. In this framework, their strategic goal was to end the segregation and the fulfillment of civil rights for the black community in all the states of the country. Their strategy was based on the theory of power and the creation of a massive nonviolent civil resistance movement including black and white community. This strategy was translated into different campaigns, projects and actions according to the local or regional context. For instance, the campaign in Montgomery focused on boycotting segregated public buses; in Nashville the movement focused on the segregated counters and restaurants of the city center and later on economic boycott to all the businesses in this part of the city; in 1965 in Selma (Alabama), Dr. King and his organizers focused on voting rights and organized a big march on March 7th that was severely repressed by police in Edmund Pettus Bridge. The brutality of the police was unexpected by the nonviolent organizers but was used as nonviolent backfire to gain more political and social support for the demands of the civil rights movement in US during this period. The decentralized structure of the movement allowed the organization of multiple campaigns at the same time, nevertheless the movement had shared units, like the legal group that was supporting the activists in case of detention or prosecution.



The campaign, as your general strategy, includes questions such as: how to achieve the goal of my campaign, which conditions or results should we meet, what are the assumptions, which learning and evaluation process we will establish, how we will measure the progress of the campaign and the final impact.

**Image: Diagram representing the connection between different projects (campaigns) to fulfill the specific goal which contributes to the vision (the change we want to see tomorrow)*

5.2 LOGICAL FRAMEWORK

The logical framework or log frame is a tool frequently used by civil society organizations to design projects to intervene at social and political levels. However, in terms of planning campaigns, it is also an effective method to design our logic of intervention. The log frame is useful to present and interrelate key information about your project or campaign in a clear, concise, logical and systematic way.

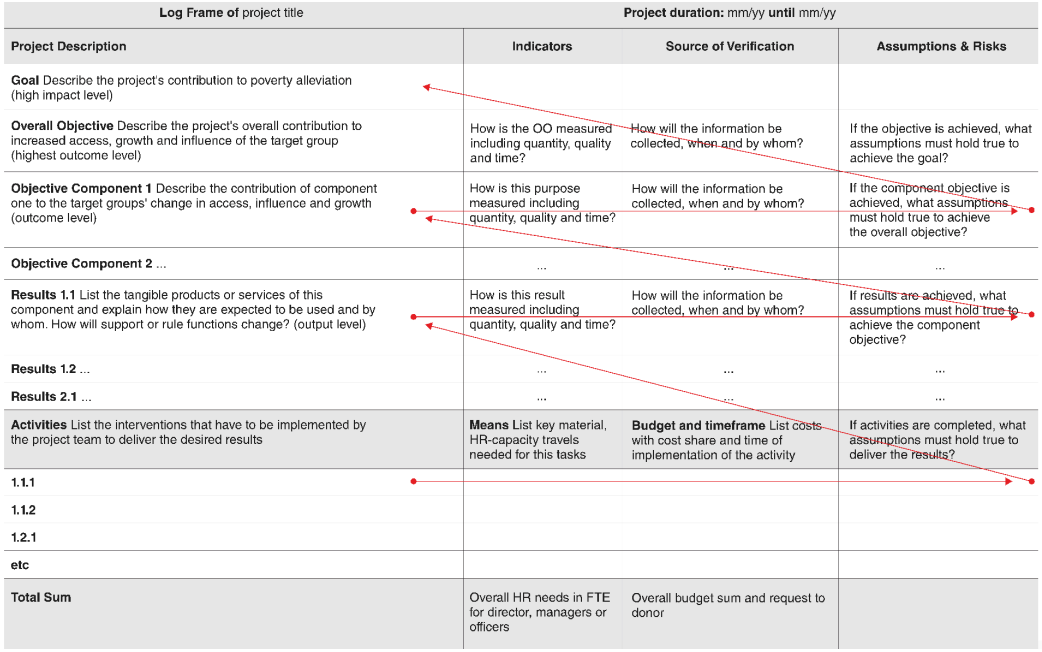
The key components described in the log frame are:

- What the project is going to contribute?

  General goal (GO) or Long term goal -> Impact
- What the project is going to achieve?

  Specific goal (SG) -> Outcome
- What outcomes the project aspire to produce?

  Conditions = Sub-goals or expected results (ER) -> Outputs
- What activities will be carried out to achieve its results and purpose? -> Activities
- How the progress and ultimate success of the project will be measured and verified? ->Indicators
- What are the potential problems which could affect the success of the project?
- Assumptions or external factors



Log Frame of project title		**Project duration:** mm/yy **until** mm/yy	
Project Description	**Indicators**	**Source of Verification**	**Assumptions & Risks**
Goal Describe the project's contribution to poverty alleviation (high impact level)			
Overall Objective Describe the project's overall contribution to increased access, growth and influence of the target group (highest outcome level)	How is the OO measured including quantity, quality and time?	How will the information be collected, when and by whom?	If the objective is achieved, what assumptions must hold true to achieve the goal?
Objective Component 1 Describe the contribution of component one to the target groups' change in access, influence and growth (outcome level)	How is this purpose measured including quantity, quality and time?	How will the information be collected, when and by whom?	If the component objective is achieved, what assumptions must hold true to achieve the overall objective?
Objective Component 2 ...	...	...	...
Results 1.1 List the tangible products or services of this component and explain how they are expected to be used and by whom. How will support or rule functions change? (output level)	How is this result measured including quantity, quality and time?	How will the information be collected, when and by whom?	If results are achieved, what assumptions must hold true to achieve the component objective?
Results 1.2 ...	...	...	...
Results 2.1 ...	...	...	...
Activities List the interventions that have to be implemented by the project team to deliver the desired results	**Means** List key material, HR-capacity travels needed for this tasks	**Budget and timeframe** List costs with cost share and time of implementation of the activity	If activities are completed, what assumptions must hold true to deliver the results?
1.1.1			
1.1.2			
1.2.1			
etc			
Total Sum	Overall HR needs in FTE for director, managers or officers	Overall budget sum and request to donor	

** Image: Logframe*

Another way to read the log frame is described in this picture. The successful implementation of a set of activities will achieve the expected results or will meet conditions. These results are the outputs of the project (e.g.: A coalition of local youth organizations has been created with a common agenda to advocate for the participation of youth peacebuilders in national decision-making processes). Usually 3-4 results could be defined with their own set of activities. The consecutive fulfilment of each result will result in the achievement of the specific goal of the campaign or project. The specific goal is the final outcome (e.g.: a new national public policy recognizing the contributions of local youth to prevent violence and build sustainable peace and allocating resources at local level to support youth and create youth centers to advance peace activism). This outcome is an important step to contributing to the collective vision which could also be consider as the final impact (e.g.: to build peaceful and democratic societies based on inclusiveness and participation in all the sectors in a given society such as youth and women).

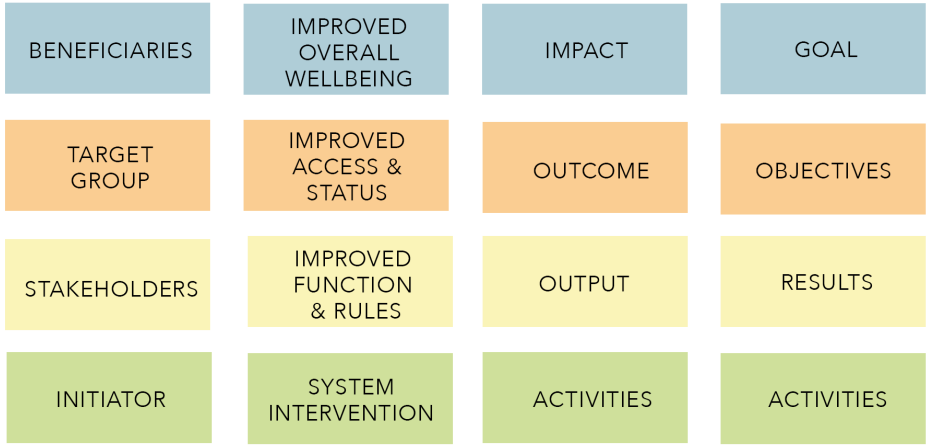


Image: Chain of key aspects of log frame, theory of change, systematice change and stakeholder

EXPECTED RESULTS

Are the milestones or conditions you need to meet to achieve your specific goal. Each result is composed by a set of activities. The successful implementation of these activities should accomplish your expected result. Your theory of change is expressed in your definition of the expected results. In other words, your theory of change assumes that by achieving 3-4 expected results you will achieve your specific goal (e.g.: If I organize and empower a coalition of local youth organizations in a raising awareness and advocacy campaign, then we will be able to demand our national government to adopt a resolution to allocate more resources to youth and peace in our towns, because there my government ratified the UN resolution 2250 and they are obligated to protect and support youth peacebuilders).

INDICATORS

The indicators are a measurement index of the goals and results, which will be used as an index or evidences to evaluate if the project is moving in the right direction guided by the objectives and expected results. The expressions of indicator could be quantitative data (number, percentage, ratio), and qualitative data (fact, knowledge, etc.), and based on these, the donors will judge the project's success in reaching its objectives. While selecting indicators, it should be ensured that they are clear, precise, feasible, and best reflect the outputs and outcomes of your results

Indicators can be quantitative or qualitative and should be SMART:

- **Specific** - The indicator has to be specific. It must be able to be translated into operational terms and made visible. The indicator should be narrow and focus on the 'who', 'what', how, where and when.
- **Measurable -** The indicator should be measurable, that is, it has the capacity to be counted, observed, analyzed, tested, or challenged.
- **Attainable -** The indicator is achievable if the performance target accurately specifies the amount or level of what is to be measured in order to meet the result/outcome.
- **Relevant -** An indicator must be relevant. It should be a valid measure of the result/outcome and be linked through research and professional expertise.
- **Time bound -** The indicator is attached to a time frame. The indicator should state when it will be measured.

ASSUMPTIONS

Assumptions are external factors for which the intervention is not responsible, but which are very important for the realization of the results, the project purpose and the overall objective. They are outside direct intervention control, but vital for achieving a successful implementation. In the Logical Framework, assumptions feature in the fourth column of this matrix.

ACTIVITIES: MEANS AND COSTS

- Which human and materials resources do you need to develop the activities?
- Related to the internal analysis
- Determine the costs of each human and material resources

Type of action	Advantages	To take into consideration*
Training	Online and offline training. Effective to increase capacities of key people of your campaign. Capacity to go deeper in specific topics.	Resource-demanding, limit number of people.
Roundtables, conferences, talks	Open to more participants. Useful for raising awareness about topics. Good space to share the public narrative of the campaign and to engage with new people.	Usually low participation. The majority of audiences are people who are already convinced. Youth use social media to understand some topics.
Exhibitions	Efficiency and cost-effective: an exhibition could stay for a long time in a youth center and is self-explanatory.	Superficial impact. Difficulties with engaging with the audience. Traditional exhibitions don't attract the attention of youths, is necessary to develop more creative formats.
Artistic activities (performances, video-forums, artivism, etc)	Art and culture activities attract the attention of people not politicized nor convinced.	Political message can be diluted by leisure activity. Consider rights of author. Superficial messages.
Street actions	High level of impact. Possible to call the attention of many people and engage them with further information. Innovative street actions are effective to draw the attention of media outlets. Conquering and using the public space is a strong political message.	The time dedicated to the action is high if we want to control any aspect of the action and avoid unforeseen elements. Requires, sometimes, communication to public authorities.
Cyber-actions	Broad impact on people. The impact could be multiplied if you involve influencers and media actors. Already platforms and apps such as ipetitions, social platforms, etc.	Click-activism. Important to link the cyber-action with following offline activities. Requires a structure or network to support the dissemination.
Webs/blogs	Space to share key information about the movement and campaign (goals, who you are, principles, values, etc); the action plan (future activities); how to be involved, etc. A web of the campaign can be used during the cyber-actions.	Requires updating the information. The dissemination of the website should be contemplated in the communication plan.
Videos, blogs, infographics	In our digital societies, these products are useful to reach the broad general public through social networks such as Instagram. Videos are an element to use in a cyber-action. Is is also a good tool to draw the attention of media actors.	2-3 minutes only explain the general idea of your campaign or the issue. Important to connect with your website for those people are interested in knowing more about it. A quality video requires an important amount of funds.
Producing campaign materials	Brochures or flyers are attractive if they are well-designed. Digital formats can be uploaded onto the website or used in social media. Policy briefing (1 page) is very advisable when you engage with policy-makers.	Costs of printing materials. Impact on environment.
Involving famous personalities in offline and online actions	Can create a viral effect and involve a wide range of people in the campaign, and it also creates a good media effect, especially in social networks.	Opponents may blame us for a non-serious approach to solving problems.
Debates	Provide discussions of the problem from different positions and determine the strengths and weaknesses of our position.	Needs careful preparation of arguments to prove our position and work out a large array of data.
Press-conferences/ press-briefings/ press-breakfasts	The aforementioned events also include the involvement of the press, but for the rear view of our ideas, team, action plans, and informing the public about the progress of the campaign, we should organize press events where the focus will be on our ideas.	You need to make press interest in your events, as well as plan the event at the most convenient time and in a convenient place for the press. It is necessary to pre-form the media base and to highlight loyalty to our campaign media and to inform them about the events of campaign.

**Note: "Take into consideration" are general aspects that may not happen, but we aim to warn youth peacebuilders about negative effects in order to for them to think about and prepare the activity in the most effective way.*

PROJECT: GROENBOEK (THE NETHERLANDS)

Youth peacebuilders in the Netherlands are trying to raise awareness among the local population in Utrecht about the effects of climate change and to promote individual transformation at the local level. With this aim, the activists engaged in several types of activities to mobilize; from conferences, roundtables and other informative actions. During the process they considered that through social media, they could reach more people and increase their impact. They designed an ambitious social media campaign over several months, however during the process they realized that digital activism was not their real area of expertise and motivation. The impact was low and they were a bit frustrated. After different meetings with the core group, they decided to continue doing what they were passionate about and had experience in: engaging with people in offline formats like parties, individual meetings, roundtables, etc. This change in their strategy obtained better results such as achieving that some businesses changed their policies and procedures to improve environmental protection. The lessons learned from this case is, "Never go out of your area of expertise."

TIMEFRAME

- A period of time that is used or planned for a particular action or *project*
- Should be realistic
- Plan when your activities will happen
- Consider the context and the assumptions

TITLE OF THE PROJECT																
ACTIVITY																
Subactivity	Actions Needed	Person/Team	Timeline													
			YEAR 1													
				March					April				May			
			W .8	W .9	W .10	W .11	W .12	W .13	W .14	W .15	W .16	W .17	W .18	W .19	W .20	W .21
Needs Assessment	Prepare questionnaires	Team A	X	X												
	Conduct interviews	Team B			X	X	X	X								
Planning the Campaign	Prepare log frame	Team											X	X		

*Image: Chronogram of GANTT

On December 9th of 2015, **United Nations adopted the Resolution 2250 on Youth, Peace and Security**. This Agenda is a global policy framework that ensures an age perspective (18-29 years old) on issues related to peace and security, included in the peace processes; dispute resolutions; rehabilitation, reintegration and post-conflict reconstruction. That means that the specific needs of young people and their views will be taken into consideration in policies, programme, distribution of funds, etc. The Resolution recognizes the positive contribution of youths working for peace and security; and affirms states that youth plays an important role in conflict prevention and resolution and that their participation is a key element for the sustainability, inclusiveness and success of peacebuilding efforts.

The Agenda is structured in 5 elements:

PROTECTION

- Ensure the protection of young civilians' lives and human rights in contexts of armed conflict, including refugees and internally displaced persons;
- Further ensure their protection against sexual violence and gender based violence;
- Investigate and prosecute those responsible for crimes perpetrated against young civilians, including genocides, crimes against humanity, and war crimes;

PREVENTION

- Facilitate an inclusive and enabling environment where youth from different backgrounds can foster social cohesion and receive support to implement violence prevention activities;
- Create youth-friendly policies that promotes their participation in the peacebuilding effort;
- Provide youth with quality education for peace;
- Promote a culture of peace, tolerance, intercultural and interreligious dialogue

PARTNERSHIP

- Increasing support to UN bodies engaged in promoting peace, development and equality;
- Engaging young people during and after conflict when developing peacebuilding strategies;
- Engage community actors and empowere local people, including youths, in countering violent extremism and promoting social cohesion and inclusion.

DISENGAGEMENT & REINTEGRATION

- Investing in youth employment opportunities to counter their marginalization;
- Investing in building youth's capabilities and skills to meet labour demands;
- Supporting entrepreneurship initiatives from youth-led and peacebuilding organizations.

PARTICIPATION

- "*Increase inclusive representation of youth in the decision-making at all levels: in institutions and mechanisms for prevention and resolution of conflicts*"
- take youth's participation and views into account in negotiations and peace agreements. That includes:
  - Considering their special needs;
  - Supporting local youth peace initiatives;
  - Empowering youth in peacebuilding and conflict resolution

According to the Resolution 2250, states have different obligations towards youths at the level of peace and security. Youths have the specific right to voice their opinions, to be heard and participate in the decision making process engaging with public authorities, civil society organizations and other stakeholders. If states do not promote and respect these rights, youth peacebuilders could increase their "power with" to pressure the public institutions.

In our campaigns we can incorporate youth policy development activities as a strategy. If we build power from our community, we increase our political agency with concrete goals, narratives and structure as a group that could allow us to represent the community in front of local, national or international public authorities. Once we build power, the use of power in the format of policy dialogue will be more effective.

Public policy is the action of public authorities expressed through laws, norms, courses of action and other measures that see to increase welfare and meet the needs of the population. Concretely, youth policies create the conditions for the self-development of young people. Effective youth policies identify and meet the most important needs of local young people; ensure that the issues of youths are also addressed by other sectoral policies; provide a clear distribution of resources to satisfy the needs; recognize the contribution of young people to the development of the local community; amongst others.

COMPONENTS OF A LOCAL YOUTH POLICY

Local youth policy should consist of two main pillars. It should implement the relevant provisions of the national youth policy and should address the challenges of the specific community. As already mentioned, in the framework of national youth policy, some tasks or objectives can be delegated to other decision-making levels, and also to regions and communities.

It is therefore essential that the provisions of the national youth policy are known and implemented at the local level. Sometimes, the information flow between different decision-making levels needs to be improved, and it is the responsibility of local authorities to get information about a national youth policy and to look for ways of implementing it in their community or region.

5.4 FORMULATION PROCESS OF LOCAL YOUTH POLICY

The formulation of a local youth policy is a complex procedure and it requires the involvement of various actors. Local authorities, as the main body dealing with local policies, have substantial expertise and experience in this field and therefore, they should play an active role in the whole process of local youth policy development.

Recommendations for a successful formulation of youth policies:

» **Building up partnerships:** involve different types of stakeholders into the process. This participatory approach will provide legitimacy to your proposals.

» **Being clear why a local youth policy is needed at a local level:** identify what is needed in your community and which changes are expected.

» **Collecting information about the national and regional youth policy**: Mapping best practices, guidelines, what has done about specific topics, etc, are useful before formulating proposals.

» **Analysing the situation of young people in the local community – Identifying needs**: Identify priorities. What are the needs of youths in your community. A participatory process could serve to filter proposals and issues.

» **Identifying and evaluating various youth-related programs and actions at a local level:** Identify projects, recommendations or policies in this field.

» **Setting priorities**: Priorities should not be chosen on the basis of the personal or organizational preferences of the parties involved, but on a solid analysis of the situation.

» **Consultations about the policy proposal:** Provide a space for input to your proposals to other youth actors and civil society organizations through consultations or through meetings, workshops, surveys, etc.

Advocacy is based on networking: creating and maintaining contacts with those who support the same aims and who agree to work on achieving common goals. In fact, almost everybody is a part of some network or another for example at work, at school, in social life or sports activities. In general, people know quite a lot about this form of co-operation and use it skillfully. Advocacy networks need to be organized in such a way that time, motivation and other resources are used in the most efficient way in order to achieve the aims. In some cases, an advocacy network evolves into a coalition (a kind of union) and this is invaluable because it brings people and resources from all sectors of the community together and provides a visible sign of community support. Working as part of a coalition helps to spread responsibilities and creates a space to engage in group problem solving. It is, however, a rather close form of co-operation, and sometimes the interests of coalition members differ, causing further difficulties.

Building power: people, narratives, relationships and structure

Step 1 – Find your people: Use your story based on values (narrative) to engage and involve more people in your group, organization, movement or platform (structure).

Step 2 – Develop your structure: Make sure your structure covers the motivations of the youth peacebuilders, create positive interaction and fruitful relationships, allow the emergence of multiple leaders, and that there is an effective distribution of roles and tasks.

Step 3 – Defining the issue: Share your dreams to create a vision of tomorrow. This vision is your long-term goal (impact you aspire to contribute). Then collectively agree on what issues and specific goal to focus on to promote a policy change. This issue should be in line with the mission of the network.

Step 4 – Conduct your conflict analysis: conduct a community-based needs assessment to better understand the problem, causes and consequences. Map the actors: their relations; influence over the issue and affinity to you; identify their needs, interests and positions.

This initial needs assessment will help you to:

- **Identify the target audience:** The primary target audience is the policy makers who have the power to introduce a new policy or a policy change. The secondary target audience is all those who have access to and can influence the primary target audience, such as other policy makers, politicians, local authority employees, the media, local leaders, etc. The network needs to identify who these individuals or groups are, what power they have and what their attitudes are towards the proposed policy change (namely, whether they are for it, against it or neutral).

- **Identify further support to your campaign**: According to the level of affinity with your vision and principles, your members should look for support from among those organizations, institutions, networks, civic groups, coalitions, activists or individuals who are interested in the issue of concern and who would be willing to help them achieve their goals. The success of the initiative depends to a large extent on the support base, so there should be enough time and resources planned for this task. Building support should be mainstream during the whole campaign because your strengthen is based on creating a critical mass favorable to your demands.

Step 5 – Setting aims and objectives: The network needs to briefly define a specific goal (outcome) and develop your theory of change to achieve what you want. This theory of change will be composed of specific, measurable and short-term milestones or expected results (outputs) that will contribute to your goal.

In the campaign time-line chart, each peak represents a milestone or expected result. For each expected result a set of activities should be defined. The successful implementation of each set of activities will contribute to the achievement of each expected result. In a certain manner, there is also a small theory of change also in each "expected result-set of activities". At the end of the day, your general theory of change is composed of these milestones and their short-term theory of change.

Plan in detail your campaign integrating all these elements into the log frame, including also indicators to assess the progress and impact of your project; assumptions; costs and means; and the timeframe of your campaign.

**Image: Campaign chart with different peaks/milestones to achieve the specific goal*

Step 6 – Internal analysis and preparation: According to your specific goal, strategy and action plan, you have to prepare your people to start the campaign. An internal analysis based on two questions: what you need and what you have, should be undertake. From there you will identify the key strengthens but also weaknesses. Increase the capacities, incorporate new people, etc. to reduce these weaknesses. Also, in this preparatory moment before the campaign you can:

- **Develop the message:** Advocacy messages should be formulated in such a way that the target audience can be persuaded to offer its support to the network proposal. The message should therefore be tailored to fit the profile of the target audience and should clearly express what is expected.

- **Setting channels for communication:** Your target audience will determine the choice of communication channels. Different ways of passing on the advocacy message needs to be used when trying to reach decision makers, when educating the local community or when looking for support from like-minded groups and individuals. At a local level, the communication channels can include press releases in the local media, local debates, meetings with policy makers and fact sheets, etc.
- **Raising funds:** Advocacy initiatives need financial support to cover the costs of materials, travel (when attending meetings with decision makers, for example), meeting infrastructure (such as renting a meeting venue) and communication costs between the network members, etc. In order not to be reliant on only financial contributions from network members, the establishment of a fund-raising strategy early on in the advocacy process can also help generate external financial support.

Step 8 – Lights, camera, action: You are ready to launch the campaign through a kick-off activity (public event, social media action, etc). This is a key moment, because your movement and campaign will become visible to the general public and your target audience. It is like the first theater performance after months of rehearsals. After this kick-off meeting, follow your log frame and time-frame, implement the activities and pay attention to the indicators to assess objectively the impact and progress of your campaign. Maintain periodic meetings with your core group and hold assemblies with all your partners to reflect on the results. In the case of unforeseen events, prepare contingency plans to restructure the strategy so it will still advance towards your specific goal.

- **Participatory monitoring of the policy implementation:** There should be systematic control or examination of different aspects of the policy implementation (monitoring) in order to assess the progress being made in relation to specific objectives. Monitoring helps not only to check how efficiently the resources are being used, but also helps to identify success and problems at an early stage. It also ensures that a policy can be adapted in the event of changes in the situation in a community or society. Participatory monitoring means that the monitoring involves different local actors and young people in particular.
- **The call:** There will be a moment that policy-makers will call you to have a meeting to discuss together how to find solutions and develop public policies for youth in the field of peace and security. This is a key moment for your campaign, so you need to be ready:
  - Prepare the findings of your conflict analysis (why is this issue relevant). Have a, maximum, one page document or use an Ipad to show statistics, trends, testimonies, etc.
  - Prepare the alternatives: the solutions to the problem identified
  - Distribute the roles among your delegation: how will you present who you are, who are the results of the needs assessment for and the proposals. If there are proposals from policy-makers that you need to consult with all your people, take your time and ask for a second meeting.
  - Executive summary or policy briefings (1-2 pages): describing the main proposals, including the amount of resources to make the solution more operative and pragmatical.
  - Create a transparent relation and confidence: this channel of communication should be maintained.
  - In case the public authorities are hostile to your proposals be calm, use nonviolent communication techniques, appeal to your rights (resolution 2250) and if it is necessary send an “ultimatum” before you engage in direct nonviolent actions.

Achieving your milestones and specific goal: celebration

Step 9 – Celebration: A lot of efforts have been given to the campaign and its actions. Usually youth peacebuilders don't get any salary for their volunteer work, that is why we should appreciate their work at all moments. Celebration is a key moment of collective joy and appreciation for all the efforts from the members of the campaign. Prepare an "open mic" space where all the participants can share their anecdotes during the implementation of activities and emotions; remind them where we are coming from and where we are going; reinforce the sense of hope and the principles which are guiding your campaign. Celebration will reinforce the belonging of the people to the group.

Step 10 - Adopting the policy: A youth policy can have a different type of status at the local level. It might remain at the level of an agreement between different partners, but it might also be officially recognized by local authorities and adopted as one area of local public policy. In the latter case, the local authorities would take the political responsibility for implementing this policy and would be accountable for the whole community for the results.

Step 11 - Dissemination: The information about a local youth policy should be disseminated to the local community or region so that those who are interested in it, can get involved. Special attention should be given to informing young people about such a policy, as they will be the main beneficiaries of it.

CHAPTER 6 FINAL REMARKS

Listening to a symphony orchestra is without a doubt one of the most beautiful expressions of harmony. Violins, oboes, tenor drums, horns and other instruments are played in unison creating wonderful notes. The coordination between musicians, the well-organized scenario and the excited audience, creates an ideal space for creating music. But among these approximately 100 musicians, there is the conductor. The conductor is responsible of directing the simultaneous performance by use of gestures.

There are different styles of conducting, but it often looks like the conductor is just accompanying the orchestra and even sometimes, their gestures are imperceptible to the audience. However, the role of the conductor is crucial for the coordination of these players and their instruments.

Some people will consider that an orchestra is very hierarchical; a unique person providing instructions to the other 99 people and maybe they are right. But an orchestra is not a hierarchical per se, because everything depends on the group. Musicians are motivated by their self-development, desire to learn, enjoyment of their and others music, combining their different instruments to make beautiful sound. This approach means creating a horizontal structure where everybody has mutual interests (playing music) with different resources. In that sense, an orchestra creates "power with" through their collaboration. And in this framework, the conductor has the leadership role to organize the musicians with the aim of achieving a successful performance.

Each musician has individual motivations that they want to be fulfilled within the group. The symphony orchestra is the structure that allows this satisfaction. But also, each musician produces a story through music. Listening to 99 stories at the same time could be a mess and that is why the conductor has to be able to combine these stories in an unique shared dream with simple gestures.

To reach the point where one small gesture with an index finger can coordinate the strength of a trombone, the conductor and the rest of musicians needs to prepare themselves. A symphony orchestra dedicates hundreds of hours to preparing for a concert. Individual work, rehearsals, and meetings are 90% of the job for a musician in an orchestra. The public performance represents only 10%. But the concert is the defining moment where it will be considered a good or bad orchestra.

A social movement goes through a similar process. Before they decide to act publically, they must dedicate many of hours to their foundation. Through meetings, assemblies, trainings, etc, activists dedicate hours and hours to preparing themselves, defining their goals and strategies, and planning a campaign with a kick-off action that will publically present their demands to the society.

The task of youth peacebuilders is even harder for two reasons: On one hand, because they need to show that even though they are young, they are able to be active citizens, and on the other hand, because conflict situations require careful steps to improve the conditions to transforming a conflict. However, to support people to prevent violence and build peace, can provide an impact for the rest of their lives. The impact of our peace activism can change the life of many others.

You as youth peacebuilders now have one of the most exciting and necessary roles in our societies: building peace. And like an orchestra's conductor, you have to create the conditions within your group to enable others to make a change in society, collectively. Let the music of peace and nonviolence start.

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