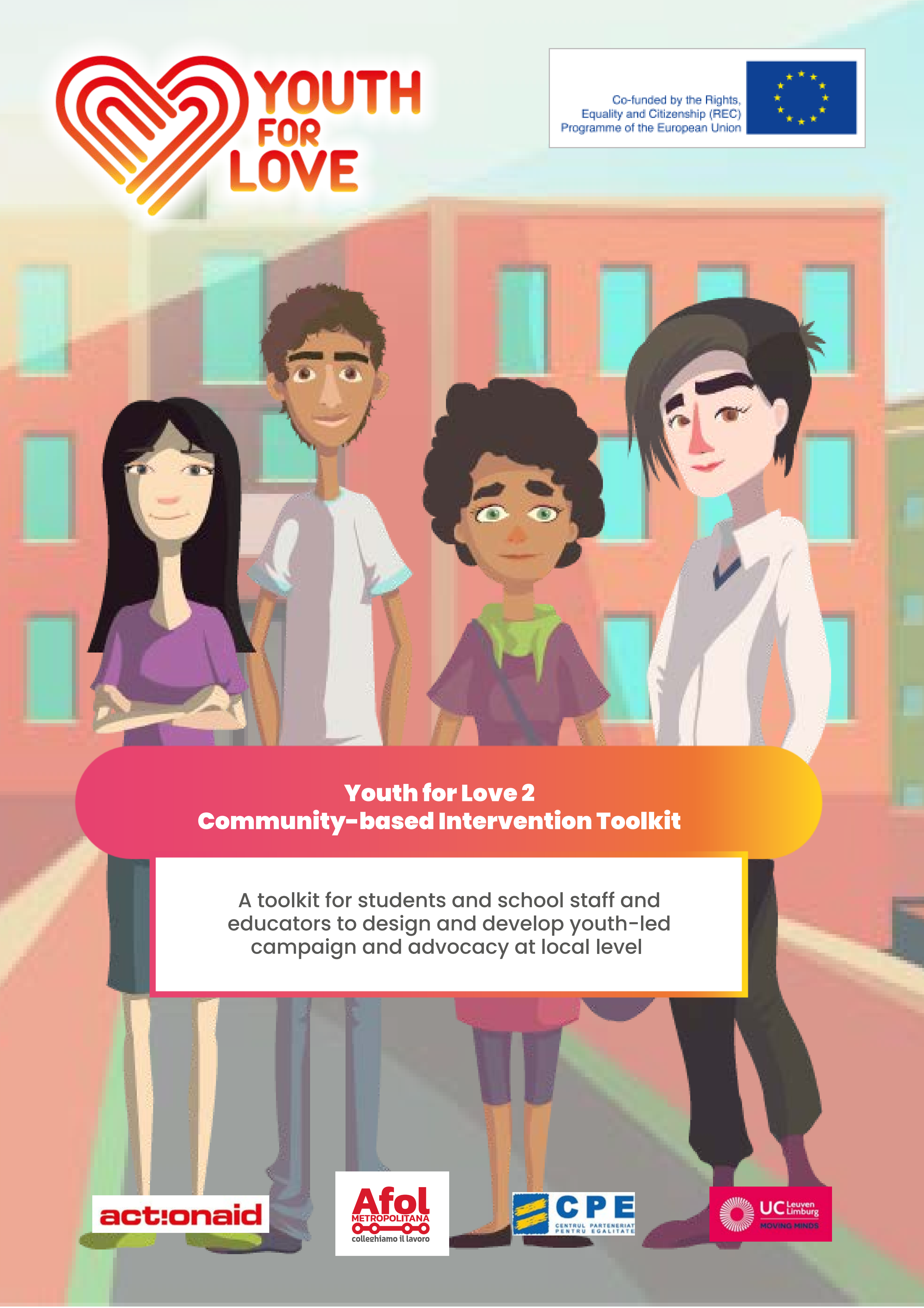

Youth for Love 2
Community-based Intervention Toolkit

A toolkit for students and school staff and educators to design and develop youth-led campaign and advocacy at local level

Co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union

This toolkit was co-funded by the **European Union's Rights, Equality and Citizenship Programme (2021-2026)**.

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EXECUTIVE SUMMARY

The **Youth for Love 2** project, co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union, aims to prevent, detect and address peer violence among adolescents (14-18 years) in 5 local communities in 4 European countries (Italy, Belgium, Greece, Romania), by promoting the adoption of positive behaviours and by involving youth, families, educational professionals and community members at large in community-based initiatives developed and led by youth to prevent and address the problem.

The project is the consequential continuation of the previous one, "**Youth for love**", realised between 2019 and 2021, that had a strong focus on gender-based violence and school related gender-based violence (SRGBV).

This toolkit aims at providing students and young people in general with concrete tools to understand and analyse the needs and resources of their local communities and based on that, develop youth-led advocacy and campaigning initiatives in their local communities.

It provides concrete tools and tactics that can be used to advocate for youth-led alternatives and campaigns to prevent and fight peer violence in their local communities. Youth both inside and outside the school context can be powerful agents of change and play a key role in making their communities more inclusive, safe and youth-friendly.

Other stakeholders, like educators or associations, could also take advantage of the toolkit, to promote and organize similar programs in other formal or informal education contexts

TABLE OF CONTENTS

INTRODUCTION

Overview of the Youth for Love project

Youth for Love 2 is implemented within the legal and conceptual framework provided by the Council of Europe Strategy on the Rights of the Child 2016 -2021 which has identified violence prevention as one of the five priority areas to guarantee the promotion of children's rights. Research shows that there are numerous risk factors strongly associated with youth violence that occur at different levels: individual level (i.e. personality and behavioural factors), family and close relationship level (i.e. negative peer influence, lack of social ties, poor parent-child relationships, parents' antisocial behaviours etc.) and community and society level (i.e. low social cohesion, inequality, insecurity, gender and cultural norms) (Center for Disease Control and Prevention, WHO, 2015).

The **Youth for Love 2** project, aims to prevent, detect and address peer violence among adolescents (14-18 years) in 5 local communities in 4 European countries (Italy, Belgium, Greece, Romania), by promoting the adoption of positive behaviors for preventing and addressing peer violence among youth, families, educational professionals and community members at large who will be involved in community-based initiatives developed and led by youth.

Whereas Youth for Love 1 had a more specific focus on School-Related Gender-Based Violence (SRGBV), in this second edition of the project partners have chosen to have a wider focus on peer violence by addressing violence and discrimination in their interdependencies through a strong community engagement approach for building collective power against different forms of discrimination and power inequality with an intersectional lens.

At European level, the project aims at:

- **Developing and testing an integrated educational program** for the prevention and management of peer violence **in 5 local communities** across Europe;
- **Informing and training 190 school professionals** to strengthen their competences in preventing and managing peer violence and become the school's focal point on peer violence;
- **Engaging 50 parents or tutors** in a specific training program to strengthen their role in the prevention and management of peer violence at school and community level and strengthen their skills to ensure support;

- **Providing 400 students** with a strong knowledge and understanding of peer violence through a **participatory educational program**;
- **Involving 200 youth in mapping the needs of their local communities** connected to peer violence, with particular attention to youth, and engaging the entire educational community in actions to prevent and fight it;
- **Advocacy at national and European level** through a participatory process to co-design the project's policy recommendations involving school professionals, students and parents, youth, civil society organizations and movements and policy makers;
- **Raising public awareness** of the problem of peer violence among young people and involving 1.5 million of them across Europe through communication activities (website campaign and webgame).

The project partnership is composed of the following European organizations: ActionAid Italia (Italy), ActionAid Hellas (Greece), UC Limburg (Belgium), AFOL Metropolitana - *Agenzia Metropolitana per la Formazione, l'Orientamento e il Lavoro* (Italy), and CPE – *Centrul Parteneriat pentru Egalitate* (Romania).

All the materials produced within the project are available for free download in the section "Learn more" of the project website: www.youthforlove.eu.
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YOUTH LEADERSHIP AND PARTICIPATION

The legal context

Participation is not just a word or a methodology, it is a right for everyone. Youth participation is recognized as essential element for the protection of all their rights, starting from the 1989 UN Convention on the Rights of the Child (CRC) where articles 12 and 15 state the right of children to be heard, to make their voices hear on matters that concern them and to have freedom of association. Also other international documents underline children's right to participation, such as the **report to UNESCO of the International Commission on Education for the Twenty-first Century (1996) and at European level the EU Strategy on the rights of the child (2021) and the Child Guarantee (2021), where the participation of minors is one of the 5 priority areas and also a crosscutting objective. Already in 2012, the Council of Europe, in the wake of the new Scottish youth policy guidelines, has not only developed a set of policy recommendations to foster child consultation and participation, but also suggested to EU Member States a framework of actions and a practical guide for a systemic approach to ensure consultation of children and adolescents at all levels of policy: national, local, school, community.**

Models of youth participation

The concept of participation is broad and complex and can be analysed in different ways, since there are different and crosscutting types of participation. In this toolkit with participation we mean a series of “individual and group activities, pertaining to the public and private sphere, in conventional and unconventional forms, to protect particular or general interests" (Sani, 1996).

One of the main models on partcipation of children and youth has been elaborated in 2007 by Lundy, which has also been integrated with the Irish National Strategy on the Participation of Children and Young People in Decision-Making (2015 - 2020). According to the Lundy Model, which represents a way of conceptualising article 12 of CRC, there are four elements which need to characterize a youth-led participatory process:

1. SPACE: children and adolescents must be given safe, inclusive opportunities to form and express their views. Space is intended both in a physical and figurative way;
2. VOICE: children and youth must be facilitated to express their views, adopting approaches and methodologies specific to their age and skills;
3. AUDIENCE: their views must be listened to by adults and especially decision makers;
4. INFLUENCE: their views must be acted upon, as appropriate.

Lundy was actually not the first to analyse and reflect on this issue. A point of reference in the literature and research on youth participation in different contexts (school, political, associative) is Roger Hart's model (1992), which is interesting because it introduces an alert to the existing risk of manipulation of young people in participatory processes. Hart's model presents a scale, where each step represents a different degree of youth participation in the decision-making process: the first level is "manipulation", the second "decoration", the third "tokenism". While in the first one, young people do not receive any basic information about the process in which they are almost forced to participate, in the second one they only act as a context scenario, in the third one they are part of the process but without any decision-making or co-designing role in it.

Hart’s model allows to clearly identify some further steps and thus the preconditions for a process to climb the other steps of the Ladder of Participation must necessarily involve children and adolescents in:

- Understanding the aims and objectives of the process;
- Know who decides what, why and in what phase of the process and obtaining clear feedbacks on it;
- Having a key role in the decision making process;
- Being involved on a voluntary basis and without any form of discrimination.

The following levels of the scale depend thus on the indensity of the above outlined elements:

- In the fourth level, young people are not only informed, but are given the task of managing certain activities independently, thus having the possibility to influence at least part of the process;
- In the fifth level, children and young people are consulted, although they do not have complete decision-making power;
- In the sixth level, they have the capacity to decide and influence all stages of the process, albeit through an adult decision;
- In the seventh level, they themselves propose and manage a process, with the support of adults;
- In the eighth and final level, they themselves conceive, plan and develop each stage of the project, and possibly decide how and when to involve the adults.

School participation and educational inequalities

In addition to the economic dimension, the inequalities that schools should eliminate from the outset take different forms and have multifactorial causes: inequalities of family of origin (of income but also of qualifications), territorial and contextual (economic-social characteristics of the context to which they belong and opportunities present), of physical and mental health, of origin and nationality (one's own or that of the family), and in some cases of gender. These inequalities in turn often contribute to certain problems, the most serious being early school leaving. The virtuous and transformative link that can be created between active participation and the fight against educational inequalities is still little explored, in the sense that if talents, individual or school community needs are supported by empowerment processes in their emergence and resolution, a policy or practice, responsible for a certain inequality, can also be changed.

Some interesting studies (Liche 2010; Unicef 2017) agree that around 20% of the responsibility for varying levels of engagement at school and early school leaving can be attributed to the characteristics of the school attended, which include the possibility for students to participate in its decision-making processes. Two macro-elements are to be considered fundamental: 1) the structures, economic and human resources of the school, 2) the democratic practices and culture that the school promotes and puts into practice.

Student engagement, a term defining the active involvement of students, comprises three main dimensions:

1. Behavioural involvement, i.e. the degree of participation in school and learning, extra-curricular or social/political activities related to school;
2. Emotional involvement, i.e. the student's willingness to learn, to invest in learning processes, including those that are not purely didactic;
3. Emotional involvement, i.e. feelings towards teachers, fellow students, subjects and the school environment.

If schools manage to create a positive and open contexts, builds trust in the educational institution, and supports student’s involvement in activities, even designed by themselves, better results preventing school failure and drop-out, will be achieved generating multiple positive effects and giving rise to a virtuous and positive spiral of enhancement of the individual and the community, on a social and educational level.

On the other hand, as studied by Finn (1989) in his participation-identification model, the reasons for failure are interrelated: if because of initial inequalities (of origin, family, social or gender) students arrive at school not predisposed to participation and are not supported at the level of the three dimensions identified above, they will become disaffected from the school environment and may fall into the risk of dropping out.

In the wake of these reflections, the international pedagogical movement of Student Voice has developed on an international level. The aim of the movement is to adopt a pedagogical perspective that considers the student as a co-leading actor in teaching and learning, but also as a 'political subject'. The movement's main guidelines are based on Freire's studies (1970) and his theoretical reference framework known as Principal Orientations for Critical Youth Educational Leadership (POCYEL).

In conclusion, we can affirm that school practices, values and ethics significantly influence the participation of students, as well as involvement in the educational process and educational success. Indeed, the recent focus on participation in both policy recommendations and national indications, but especially in the renewed youth activism also at school, invites every local and national educating community to question ourselves deeply on certain aspects of the educational practices promoted, on the democratic culture of our schools and communities. It is necessary to imagine new and renewed forms of the same, and to monitor that youth participation is not manipulated or merely decorative. There is an urgent need to devote time and energy to the enhancement of participatory governance at school and participatory teaching, so as to actively involve students who are more vulnerable or inequitable.

Schools can be the main actors in bringing about this 'revolution': widening the spaces for participation and promoting renewed democratic governance in schools, now more than ever a crucial challenge to counter educational inequalities and promote social justice. Practising conscious citizenship is an individual and collective act, and it is the lifeblood for renewing the quality of democracy and recovering the questioning of an immovable status quo.

PARTICIPATORY METHODOLOGIES FOR EMPOWERMENT: CASE STUDY YOUTH FOR LOVE

As the voices of the young people themselves reveal, the adoption of active and participative methodologies plays an important role in fostering their participation, both in and out of school, and their empowerment. Teaching, when set up in a frontal and notion-oriented manner, does not foster the development of a critical thinking in the students, who are relegated to the passive role of spectators without being able to truly influence the educational process that involves them in the first person. This exacerbates the risk of alienating students from the school and the educational process. Practising democracy at school every day means recognising the transformative potential and voice of students and young people not only in the moments of participation envisaged by the regulations but crosscutting to the various disciplines addressed as well as in the projects implemented at school in collaboration with actors from the local community.

Regardless of the specific objective of its educational interventions co-designed with schools, ActionAid focuses on youth leadership and the central role of students in every process. For example, within the **Youth for Love** project, which aims to prevent and combat violence among adolescents through an integrated approach involving all the actors of the educating community, the project is based on different levels according to the phases of Hart's participation scale:

- All project methdologies are designed and developed starting from a mapping and analysis of the intervention contexts, in order to take a snapshot of the existing and collect the needs and resources of the communities involved. This made it possible to integrate the needs and wishes of students into the materials and activities developed. (5th level, consultation and information);

- The Teen Support Programme is based on participatory methodologies and the sharing of decisions with the group. During the first meeting, for example, reflection on the elements that characterise a safe space guides the group in defining a collective pact with respect to the group's 'rules' (such as mutual respect, care, participation, confidentiality, consent, etc.). Throughout the process, the reference adult guides the group in activities of emergence and reflection as well as active elaboration of content and creative contributions, sharing operational decisions (6th level, adult proposal, decisions shared with young people);

- After acquiring tools and knowledge, students apply the acquired skills within peer education and the community-based intervention. In the former case, they design and implement awareness-raising and empowerment activities targeting their peers, while in the latter, they become active at the local level by formulating concrete proposals for change which they carry out in terms of advocacy and campaigning. The facilitator supports the young people and provides them with the tools and spaces to implement the actions they have planned (7th level, youth proposal and management, adult support).

FACILITATOR'S GUIDE - HOW TO USE THIS TOOLKIT

The present toolkit aims at providing teachers and educators who want to develop and implement youth-led territorial co-design programmes with a theoretical and legal framework on youth participation. It is structured in different sections, covering the different phases of the programme, namely:

- Youth-led needs assessment: during this phase participants will acquire a greater understanding of the needs and resources of their local community by interacting with local stakeholders and using action-research methodologies;
- Community lab: during this event, students will have the chance to present the results of their analysis and further deepen them with different actors from the local community to identify possible solutions;
- Campaigning and advocacy: based on the priorities identified during the community lab participants will develop specific advocacy and campaigning actions to promote youth-led solutions in their communities.

The toolkit can be either used directly by youth who will find a very practical guidance on how to prepare and implement the suggested activities they think are more relevant to their context or by teachers or educators who can select those who apply most to the needs and resources of the specific group.

Before starting the community-based intervention, it is advisable to engage participants and facilitators in an empowerment and awareness raising programme on peer violence, to provide them with the necessary tools and analytical lens to understand the phenomenon and take action to fight peer violence.

FEMINIST FACILITATION

The role of a facilitator is not to tell people what to do and how to do it but to create the conditions for a collaborative environment where all participants feel heard, respected, valued and safe. A facilitator should help participants to feel connected to themselves and to the rest of the group, for example by promoting active listening, safeguarding, flexibility and non-judgmental feedbacks.

Facilitators play thus a fundamental role in creating a safe space and an inclusive environment. This can be achieved by keeping in mind the following principles, which are the basis for a feminist facilitation:

Diversity: always value diversity within the group and try to create a safe space for all. Members of the group will feel safe what they also feel recognised and accepted as individuals.

Responsibility: responsibility should be shared among all members of the group and not be beard only by the teacher/facilitator. Keep in mind to always stimulate participants to do their best valuing their resources and encouraging openness but never demanding.

Collectively find solutions: before presenting solutions it is important to seek for a common ground and points of cohesion to collectively identify solutions

Make a step back so others can make one forward: don't make decisions on behalf of the group, check with participants how they feel and what they think with respect to a specific issue which affects them.

Flexibility: be flexible and aware of the needs of the group. If something doesn't work, try something else.

Mutual respect: Every individual carries in them their values, beliefs and experiences which form their identity. Don't assume that your view of the world necessarily is "the right one"

Communication: even when we don't speak we communicate something to people around us. As facilitators we need to be aware of what and how we are communicating to others.

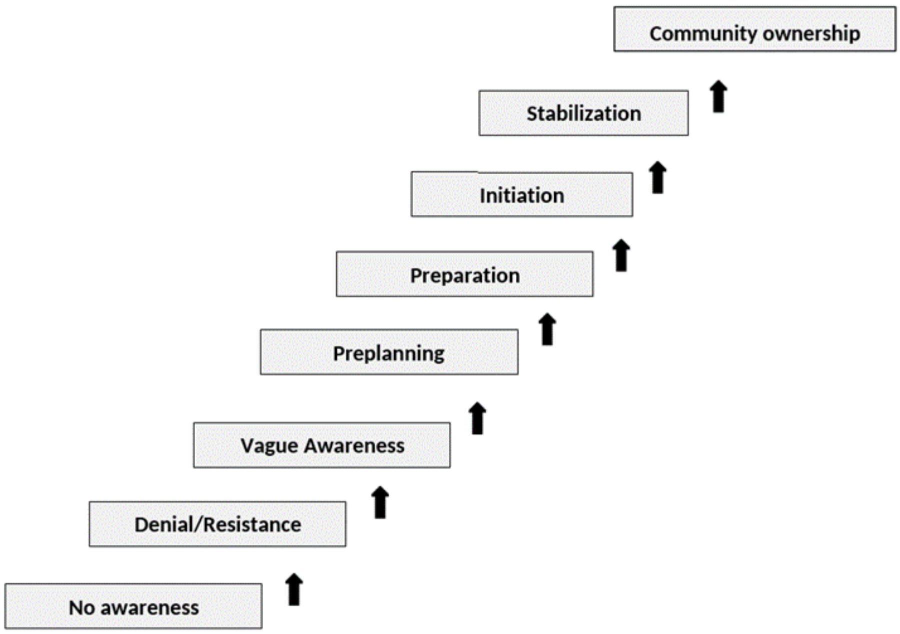
How to conduct an interview with a Key Stakeholder using the community readiness model

The present Toolkit adopts the Community Readiness Model (CRM) as the main framework for the Key Informant Interviews to be conducted as part of the overall youth led community needs assessment.

The Community Readiness Model was developed by researchers at the Tri-Ethnic Center for Prevention Research (Oetting, Donnermeyer, Plested, Edwards, Kelly, and Beauvais, 1995) to help communities be more successful in their efforts to address a variety of issues, such as drug and alcohol use and HIV/AIDs prevention.

The model foresees the conduct of a small number of interviews of key respondents within a community using a set of open-ended survey questions about the community's attitudes, knowledge, beliefs, etc. The interviews are then scored using scales provided for each dimension of community readiness and a readiness score on 5 dimensions is calculated. These final readiness scores are used to develop a plan for action.

Community readiness is the degree to which a community is willing and prepared to take action on an issue. According to the Model there are 9 stages of community readiness.



NOTES

Section 1

Partecipatory youth-led needs assessment

This is the first phase of the community-based intervention and aims at deepening your understanding and knowledge of the needs and resources of your local community through different tactics, from action-research practices to conducting surveys and questionnaires with stakeholders from the local community.

MODULE 1

Collaborative mapping

Type of activity: offline/online

What: collaborative mapping is a tool to trace, within a community, phenomena, services, spaces and organizations which focus on the prevention and fight to peer and gender-based violence. Collaborative refers to the participatory dimension of the mapping process, which is based on the cooperation and collaboration among different people.

Why: to create a map of the existing spaces and resources of the community, which can contribute to identifying the existing gaps and resources.

How:

1. Start from defining the boundaries of the area you want to map and choose the mapping tool you want to use. There are several alternatives, we suggest to use google maps which allows to create personal maps and add spots with different icons to it.
2. What are the aspects you want to collect with your mapping? Is it a map about the available spaces and services in your community? Or is it about safe and unsafe spaces? Is it to highlight the resources and problems of your community? Set a clear goal for your collaborative mapping, it will help all those involved to have a clear understanding about what to do.
3. Choose how you want to collect the data: is it going to be you creating the map and dividing tasks among the group? Or do you want to involve your peers and the community in general in this process through a call to action?
4. Once you have set the goal and how the mapping will be conducted you can create your map. We suggest to cluster the areas of inquiry and assign a specific symbol to each, this will help others to read and use the map.

This collaborative mapping process can contribute also to other activities of this tookit:

- Using your smartphones, you can do this mapping process (entirely or partially) during the Urban Exploration
- Also Photovoice can contribute to the creation of the map, indeed most mapping tools also allow to add text and pictures to the created spots.

MODULE 2

Urban exploration

Type of activity: offline

What: an urban exploration is a form of action-research where citizens (and also other relevant actors from the local community if relevant) take a walk to explore their community and document the needs and resources in different ways: interviews, photo/video documentation, leafleting to engage the local community etc.

Why: deepen your understanding of the local community around your school and collect relevant information about it.

How: to organize your urban exploration you can follow these steps

1. Discuss and define what kind of information you want to collect and set the goal of the urban exploration (for example you could focus on how safe/unsafe the spaces of your community are, collect the perception from community members with respect to the specific issue related to peer and gender-based violence or document what is done in your community to prevent and fight violence).
2. Define day/time of your urban exploration and set the day/time. If you want also other people to join the exploration define how you will engage them (social media posts, leafleting etc).
3. Explore your community! During the urban exploration pay attention to what is relevant according to you and take note. Use the tools and methods you consider most appropriate to do it (write on a notebook, use your smartphone to take photos and videos, ask by-passers...). Observe, listen.... Perceive your surroundings with your senses, for example: What do you see?
    a. With your eyes: what do you see? What are the signs of a neighbourhood that is communicating? What are the traces of its history and what are the multiple histories of the people living in it
    b. With your taste: discover the community through its flavours (a juice, something to eat, a juice...). What are the places where people meet and socialize? What are the meaningful places for your community?
    c. With your ears: noises, sounds, voices, music...what do they tell us?
    d. With your nose: smells and scents of the streets. What do they tell us?
    e. With your touch: “touch” your community, not only with your hands. What is “hot” and what is “cold”? What are the boundaries of your community? Where is it going and what could be the future scenarios?
    f. Feel your community: how do you feel and what are your emotions? What are your perceptions? What are the memories you get?
    g. Analyse the data and information you have collected

If you choose to integrate interviews with relevant stakeholders of your community you will need to prepare the questions for your interview, you can refer to MX of this toolkit to find out how to do it! On the other hand if you wish to use photos you can refer to MX to get some more inputs!

MODULE 3

Photovoice

Type of activity: offline

What: photovoice is a process through which people can identify, represent and engage the community through photography. It is a very flexible tool, generally aiming at 3 different objectives: allow people to document and reflect about the needs and resources of their community; promote a critical dialogue and knowledge with respect to issues important for a community though collective analysis and discussion; target decision makers and institutions.

Why: bring out the views of participants about the community through photography and reflect about its strengths and waknesses

How:
1. Select the group of photovoicers. It is preferrable not to have more than 10 people in the group, so feel free to create more than one if necessary
2. Make sure that each participant has a smartphone or a camera to take the pictures.
3. Choose the issue you want to document, it should be something meaningful for the group, and . Moreover, set a deadline for submitting the pictures.
4. When taking the pictures, you can use the following questions as a guide:
    a. What do you see?
    b. What is happening?
    c. How are the pictures we are taking connected with our lives?
    d. Why does this strength or weakness exist?
    e. What do we need to do related to this?
5. Collect all contributions and meet to select together the most meaningful pictures related to the issue you have chosen.

This activity can be strongly linked to other modules of this section, for example:
- The pictures can be integral part of the collaborative mapping process
- The urban exploration can be a moment where at least part of the pictures are taken

MODULE 4

How to conduct a survey

Type of activity: offline/online

What: surveys are a tool to collect information from people with respect to their perception and/or degree of information on a specific issue.

Why: surveys allow to reach a relatively high number of people to collect information from them in an unexpensive way. Moreover, many online tools for surveys and questionnaires already analyse most of the collected data.

How

1. Ask your self why you want to send the survey. What is your goal? Do you want to assess people's perception or their knowledge on a specific issue? This will also determine what kind of questions you are going to ask and who your target demographic is
2. After agreeing on the aim of the survey, define your demographics. Do you want to collect data from one target or from more? In many cases, when you are targeting different demographics it can be useful to prepare different questionnaires or different sections within the same questionnaire. Besides defining your target(s) you should also agree on how many answers you want to collect and from whom
3. Define your strategy in terms of dissemination of the survey: sending it out at the right moment can make a huge difference! For example if you are focusing on GBV in your community it could be a good idea to send out the questionnaire around the 25th of November, when people are more sensitive towards the topic. If your target is students you need to consider the best time of the day for them to fill in the questionnaire, so for example it might be challenging if they get it while at school.

- Design the survey: for designing the survey you might consider the following elements:
  - Choose the right way for administering it: it can be paper or online. For online questionnaires there are many free tools such as google forms, surveymonkey etc
  - Usually a questionnaire is composed of different types of questions, more specifically:
    - Demographics: these questions are usually at the beginning of the questionnaire and collect aspects like age, gender, education, socio-economic background, profession, ethnicity etc. Make sure you ask those questions in an inclusive way and that you provide a "prefer not to answer" option for those who might not feel comfortable in answering some of the questions. To make the analysis easier, usually this are closed-end questions (or questions where you already provide options between which to choose).
    - Open-ended questions: these are questions where people can freely answer and express themselves as they prefer. They are also the most difficult to analyse so it's advisable not to have too many in the questionnaire. Open-end questions can also ask for one or two words as an answer.
    - Closed- end questions: these are all the questions where people need to choose between already provided answers. It can be "yes or no", but also to choose between different options or provide a scale, for example using the Likert scale.

  - Before sending it out test the questionnaire you have prepared with a small group corresponding to your target audience: like this you will be able to make some last adjustments and make sure the questionnaire is engaging and all questions are clear and easily understandable.

5. Send out the survey: you can adopt different strategies, for example sending it out via email or publishing it on social media. Choose the best tool based on your target: if for example you are targeting high school students it might be better to use Instagram rather than Facebook. The survey should not be open eternally so define a timeframe during which people can participate

6. After you have collected all the data it's time to analyse it: many online tools already provide a visual analysis of the questions and you can download the answers as an excel table. The analysis can be shared in different ways: a report, infographics for social media, a power point presentation, a video…be creative and find an engaging way to share the most relevant information you have collected!

MODULE 5

Assessing Community Readiness through Key Stakeholder Interviews

Type of activity: in presence or on the phone. It can be evaluated on a case-by-case basis. Some people might feel freer to share more information and be more forthcoming when the interview is done over the telephone as opposed to in person. However, interviewees may provide less information when on the telephone than when in person; therefore, the interviewer needs to use probing and prompting.

What: Key respondent interviews are qualitative data collection methods that are used to collect information from a selected number of respondents—including community leaders, professionals, or residents—who have first-hand knowledge about the community. Relevant stakeholders are people with particular knowledge and understanding who can provide insight on the nature of the issue.

Why: Interviews can be used as a complementary method to quantitative data collection methods like surveys to gain deeper knowledge about specific issues or to interpret quantitative data. In addition, key informant interview provide flexibility to explore new ideas and issues that had not been anticipated in planning the study but that are relevant to its purpose.

How: The present toolkit adopts the Community Readiness Model as a framework for conducting the interviews. Thus, the main steps are as follows:

- **Clearly define the issue** that you want to collect information on with your interviews. You need to define terms within the issue to ensure that all respondents are on the same page. For example, in this case you need to be very specific about what you mean by peer violence among young adolescents by providing explanation on the different forms of violence you want to know about, the age of the adolescents etc.

- **Identify the community** that your stakeholders should represent. A community can be a geographic community (a city, a county, an area enclosed by certain boundaries, etc.), a subgroup of a population defined by ethnicity, age, etc.

- **Prepare your interview questions.** The community readiness interview can be found in Appendix A - Community Readiness Interview Sheet. You can add more questions to the ones proposed but always keep in mind that if some interviewees might stop before completing the interview if it is too long.

- **Choose your key respondents:** first identify the sectors (education, health, law enforcement etc) that should be represented given the issue to be analysed, then think about type of respondents per sector and collect information about them: name, role, contact details. Finally, contact each of your key respondents for permission to interview them. Instructions can be found in Appendix B- Choose your key respondents.

- **Conduct and transcribe the interviews.** First, ask the respondent for permission to record the interview. Second, prompt for more detail but never give your own opinion/influence the respondent. Third, keep them on track. Each interview should last not more than 45-50 minutes. Once you finish the interview, you should transcribe it asap to have fresh memories. Include also things like laughter, pauses etc.

- **Score the interviews.** Detail explanations on how to do the scoring can be found in Appendix C- Scoring the interviews.

Appendix A - Community Readiness Interview Sheet

Interview to identify the level of training of the community

Hello, my name is ____________________. I'm participating in a European funded project called Youth For Love 2 that is implemented in coordination with________________________(name of country organization).

Thank you so much for agreeing to be interviewed for this project. We are contacting key people to ask about **peer violence among young adolescents** as it occurs in _________________ (name community).

Just to be clear, when I refer to **peer violence among young adolescents**, I mean: any form of physical, verbal or psychological harassment or abuse with the purpose of inflicting damage or harm committed by a person in the age range (14-18yo) against another person in the same age range.

I would like to **record our interview**, so that we can get an accurate representation of what you've said. Would that be okay with you? The entire process, including individual names, will be kept confidential.

INFORMATION ON THE RESPONDENT

Name: (optional)
Surname: (optional)
What is your gender? (optional)
What is your work title?
How old are you? (optional)
Do you live in (name of community)? YES or NO
Do you work in (name of community)? YES or NO

For the following questions, please answer keeping in mind your perspective of what community members believe and not what you personally believe.

Q1: On a scale from 1-10, how much of a concern is peer violence among young adolescents to members of your community with 1 being "not a concern at all" and 10 being "a very great concern"?

....

....

Q2: Can you tell me why you think it's at that level?

....

....

COMMUNITY KNOWLEDGE OF EFFORTS

I'm going to ask you about current community actions to address **peer violence among young adolescents**. By efforts, I mean any programs, activities, or services in your community.

Q3: Are there actions/initiatives/efforts in your community that address peer violence among young adolescents?
If **Yes**, continue to question 4; if **No**, skip to question 8.

Q4: Can you briefly describe each of these? (Who is implementing them? How long have each of these efforts been going on? Who do each of these efforts serve (e.g., a certain age group, ethnicity, etc.) Are teenagers involved in any way in the design and implementation of these actions?)?

....

....

....

Q5: About how many community members are aware of each of the following aspects of the efforts - none, a few, some, many, or most?

- **Have heard of efforts?**
- **Can name efforts?**
- **Know the purpose of the efforts?**
- **Know who the efforts are for?**
- **Know how the efforts work (e.g. activities or how they're implemented)?**
- **Know the effectiveness of the efforts?**

Q6: Thinking back to your answers, why do you think members of your community have this amount of knowledge?

....

....

....

Q7: Are there misconceptions or incorrect information among community members about the current efforts? *If yes*: What are these?

....

....

....

Only ask the following question if the respondent answered "No" to Q3 or was unsure.
Q8: Is anyone in your community trying to get something started to address peer violence among young adolescents. Can you tell me about that?

....

....

....

LEADERSHIP

I'm going to ask you how the leadership in your community perceives the issue of peer violence among young adolescents. By leadership, we are referring to those who have the power, influence and/or responsibility to affect the outcome of this issue and/or who lead the community in helping it achieve its goals. They can be institutional leaders, community/traditional leaders, spiritual/religious leaders etc.

Q9a: Using a scale from 1-10, how much of a concern is the issue of peer violence among young adolescents to the leadership of this community, with 1 being "not a concern at all" and 10 being "a very great concern"?

....

....

....

Can you tell me why you say it's at this level?

....

....

....

Q9b: How much of a priority is addressing this issue to leadership?

....

....

....

Can you explain why you say this?

....

....

....

Q10: I'm going to read a list of ways that leadership might show its support or lack of support for efforts to address. Can you please tell me whether none, a few, some, many or most leaders would or do show support in this way? Also, feel free to explain your responses as we move through the list.

How many leaders...

- At least passively support efforts without necessarily being active in that support?

....

- Participate in developing, improving or implementing efforts, for example by being a member of a group that is working toward these efforts?

....

- Support allocating resources to fund community efforts?

....

- Play a key role as a leader or driving force in planning, developing or implementing efforts? (prompt: How do they do that?)

....

- Play a key role in ensuring the long-term viability of community efforts, for example by allocating long-term funding?

....

COMMUNITY CLIMATE

For the following questions, again please answer keeping in mind your perspective of what community members believe and not what you personally believe.

Q11: How much of a priority is addressing this issue to community members? Can you explain your answer?

....

Q12: I'm going to read a list of ways that community members might show their support or their lack of support for community efforts to address peer violence among young adolescents. Can you please tell me whether NONE, A FEW, SOME, MANY, MOST community members would or do show their support in this way? Also, feel free to explain your responses as we move through the list. *(After each item, have them answer.)*

....

How many community members...
- **At least passively support community efforts without being active in that support?**

....

- **Participate in developing, improving or implementing efforts, for example by attending group meetings that are working toward these efforts?**

....

- **Play a key role as a leader or driving force in planning, developing or implementing efforts?**

....

- **Are willing to pay more (for example, in taxes) to help fund community efforts?**

....

KNOWLEDGE ABOUT THE ISSUE

Q13: On a scale of 1 to 10 where a 1 is no knowledge and a 10 is detailed knowledge, how much do community members know about peer violence among young adolescents?

....

Why do you say it's at this level?

....

Q14: Would you say that community members know NOTHING, A LITTLE, SOME OR A LOT about each of the following item? *(After each item, have them answer.)*
- **peer violence among young adolescents, in general**
- **the signs and symptoms**
- **the causes**
- **the consequences**
- **how often/how frequently it happens**
- **what can be done to prevent or treat (issue)**
- **the effects of (issue) on family and friends?**

Q15: What are the misconceptions among community members about peer violence among young adolescents, e.g., why it occurs, how much it occurs locally, or what the consequences are?

....

RESOURCES FOR ACTIONS (time, money, people, space, etc.)

Q16: I'm now going to read you a list of resources that could be used to address peer violence among young adolescents in your community. For each of these, please indicate whether there is NONE, A LITTLE, SOME OR A LOT OF that resource available in your community that could be used.

- **Volunteers?**
- **Financial donations from organizations and/or businesses?**
- **Experts?**
- **Physical Spaces (services, public spaces..)?**

Q17: On a scale of 1 to 5, where 1 is no effort and 5 is a great effort, how much effort are community members and/or leadership putting into doing each of the following things to increase the resources going toward addressing peer violence among young adolescents in your community?

- **Seeking volunteers for current or future efforts**
- **Soliciting donations from businesses or other organizations to fund current or expanded community efforts**
- **Writing grant proposals to obtain funding**
- **Training community members to become experts**
- **Recruiting experts to the community**

Q18: Are you aware of any proposals or action plans that have been submitted for funding to address peer violence among young adolescents in your community)?
If Yes: Please explain.

....
....
....

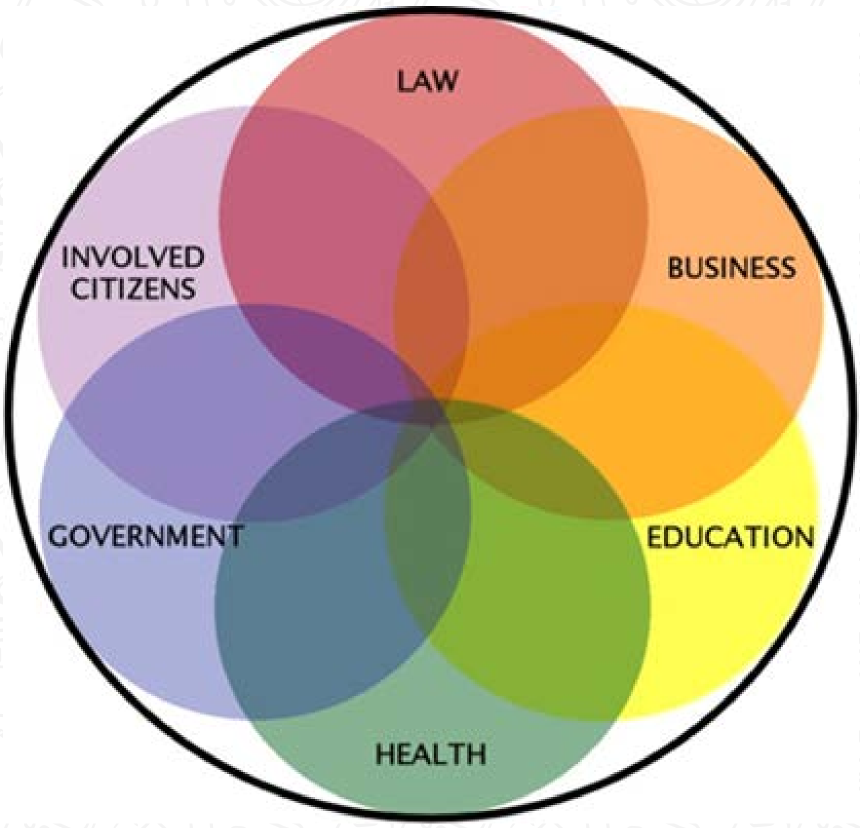
Is there anything you want to add on this issue?

....
....
....

Thank you for your time and invaluable insight.

Appendix B - Choose your key respondents

The Community Readiness Model uses key respondents to answer the interview questions and provide information about how the community views the issue. Key respondent interviews are qualitative interviews with people who know what is going on in the community. These individuals, with their knowledge and understanding, can provide insight on the nature of the issue.



Think of the large bold circle to the left as your community. It is made up of several different sectors (here are some examples of sectors – law, business, education, government, health, and other involved citizens). If we interview a key respondent from each sector that can answer for at least that sector, we should obtain a relatively accurate picture of our community's attitudes and knowledge, without having to survey many citizens.

Who should be chosen as a key respondent?

Key respondents should be involved in the community and know what is going on. They are likely to also have information about the issue. Thus, the choice of key respondents will depend on the identified issue and community.

Examples of key respondents include:
- School personnel
- Law enforcement
- Court system workers
- City/county/tribal government employees and leaders
- Health/medical professionals
- Community members at large
- Social services providers
- Spiritual/religious leaders
- Mental health and treatment service providers

Which **sectors of the community** should be represented given the issue? Think of at least 6 sectors from which you will choose key respondents.

Sector 1	
Sector 2	
Sector 3	
Sector 4	
Sector 5	
Sector 6	

Within each sector, what type of respondent can speak about the attitudes, beliefs, and knowledge of at least this sector? (e.g., school principal, community health representative, director of housing) List other sectors each type of respondent may be able to give information about.

#	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
Sector 1					
Sector 2					
Sector 3					
Sector 4					
Sector 5					
Sector 6					

Fill in the following table with your key respondent names, affiliation/title, and contact information. Contact each of your key respondents for permission to interview them. The Yes/No column tells whether the potential respondent has agreed to be interviewed.

Table - Potential Key Respondents					
Name and Surname	**Sector**	**Title/Position**	**Phone**	**Email**	**Yes/No**

Appendix C - Scoring the interviews

Each interview is scored to provide a readiness level for each dimension. Different persons score each interview independently. Interviews should be labeled #1, #2, etc. so that scorers always refer to the same interview. Make sure to remove all interviewee identifiers before scoring to avoid potential bias that may come from the interviewer knowing the key respondent or knowing information about them, such as their age or their employment.

PROCESS FOR SCORING:

- Have a blank scoring sheet available to keep track of your scores and the final consensus scores.
- There are five rating scales that you will use to score, one for each dimension.
- First, read through an interview in its entirety before scoring any of the dimensions. This will give you a general familiarity with the interview.
- Starting with Community Knowledge of Efforts, read the rating scale and then read through the entire interview and highlight statements that refer to aspects of this dimension.
- Start with the first statement on the rating scale and ask yourself if the community exceeds that statement. If they do, proceed to the next statement, and ask whether they exceed that statement. Continue like this until you cannot move on to the next statement in the rating scale, that is, the community has not reached that stage yet. The readiness level is then at the prior stage. To receive a score at a certain stage, the entire statement must be true.
- In the ―Community Readiness Scoring Sheet‖, fill in your score for the Interview #1- Community Knowledge of Efforts in the table titled ―Individual Scores‖.
- You do not have to use whole numbers. If you think that a community has exceeded one statement, but the next statement is not wholly true, then you can give a score in between the two levels.
- Move to the next dimension and follow the same steps. Continue like this until all dimensions are scored for that interview.

Here is an example of how the Individual Scores table might look once you have completed your individual scoring for 6 interviews:

	#1	#2	#	#4	#5	#6
Knowledge of Efforts	4	4.25	2	3.5	3	3.5
Leadership	3.5	3.5	2	3	2.5	4
Community Climate	3.5	2.5	1.5	3.25	4	3
Knowledge of Issue	2.5	2.5	3	2.5	3	3.5
Resources	2	3.5	2.5	3	4	3.5

Once you have completed scoring all the interviews for a community, you will meet with the other scorers to discuss your scores. Where your scores differ, you each need to discuss and explain how you arrived at your decision until you reach a consensus on what the score should be. **It is important that there be consensus on the scores by all scorers**, not an average. Enter your agreed upon scores for each dimension for all the interviews in the ―Consensus Scores‖ table.

IHere is an example of how the Consensus Scores table might look like:

	#1	#2	#	#4	#5	#6	Average
Knowledge of Efforts	4	4.25	2	3.5	3	3.5	
Leadership	3.5	3.5	2	3	2.5	4	
Community Climate	3.5	2.5	1.5	3.25	4	3	
Knowledge of Issue	2.5	2.5	3	2.5	3	3.5	
Resources	2	3.5	2.5	3	4	3.5	
Overall Community Readiness Score							

Calculate the average of the ―Consensus Scores‖ for each dimension across all the interviews.
For example, for Knowledge of Efforts, add the scores across for all the interviews and divide by the number of interviews ((3.0+4.25+2.0+3.5+3.0+3.5) / 6) to get the average - in this case, 3.04. Enter the average in the last column marked ―Average‖ in the ―Consensus Scores‖ chart.

To calculate the ―Overall Community Readiness Score‖, find the average of the 5 final dimension scores. (Add the 5-dimension scores and divide by 5). Enter that score next to ―Overall Community Readiness Score‖.

Thus, the final community readiness scores for this assessment are:

	#1	#2	#	#4	#5	#6	**Average**
Knowledge of Efforts	4	4.25	2	3.5	3	3.5	**3.04**
Leadership	3.5	3.5	2	3	2.5	4	**3.42**
Community Climate	3.5	2.5	1.5	3.25	4	3	**2.63**
Knowledge of Issue	2.5	2.5	3	2.5	3	3.5	**2.63**
Resources	2	3.5	2.5	3	4	3.5	**3.42**
Overall Community Readiness Score							**3.03**

	Readiness	**Readiness**
Dimension	**Level**	**Stage**
Knowledge of Efforts	3.04	Vague Awareness
Leadership	3.42	Vague Awareness
Community Climate	2.63	Denial/Resistance
Knowledge of Issue	2.63	Denial/Resistance
Resources	3.42	Vague Awareness
Overall Score	3.03	Vague Awareness

For this assessment, the scores are quite similar across dimensions, indicating a relatively low level of readiness for all dimensions.

Appendix D - Rating scales for scoring each dimension

#1 Community Knowledge of Efforts

Level	Description
1	Community members have **no knowledge** about local efforts addressing the issue.
2	**Only a few** community members have any knowledge about local efforts addressing the issue. Some community members **may have misconceptions or incorrect knowledge** about local efforts (e.g. their purpose or who they are for).
3	At least **some** community members **have heard of local efforts, but little else.**
4	At least some community members have heard of local efforts and **are familiar with the purpose of the efforts.**
5	At least some community members have heard of local efforts, are familiar with the purpose of the efforts, **who the efforts are for, and how the efforts work.**
6	**Many** community members have heard of local efforts and are familiar with the purpose of the effort. At least some community members know who the efforts are for and how the efforts work.
7	**Many** community members have heard of local efforts, are familiar with the purpose of the effort, **who the efforts are for, and how the efforts work. At least a few community members know the effectiveness of local efforts.**
8	Most community members have heard of local efforts and are familiar with the purpose of the effort. **Many** community members know who the efforts are for and how the efforts work. **Some** community members know the effectiveness of local efforts.
9	Most community members have **extensive** knowledge about local efforts, **knowing the purpose, who the efforts are for and how the efforts work. Many** community members know the effectiveness of the local efforts.

#2 Leadership

Level	Description
1	Leadership believes that the issue **is not** a concern.
2	Leadership believes that this issue may be a concern in this community, but **doesn't think it can or should be addressed.**
3	At least some of the leadership **believes that this issue may be a concern in this community.** It may not be seen as a priority. They show no immediate motivation to act.
4	At least some of the leadership believes that this issue **is** a concern in the community **and that some type of effort is needed to address it**. Although some may be at least passively supportive of current efforts, **only a few may be participating in developing, improving or implementing efforts.**
5	**At least some of the leadership is participating in developing, improving, or implementing efforts**, possibly being a member of a group that is working toward these efforts or being supportive of allocating resources to these efforts.
6	At least some of the leadership **plays a key role** in participating in current efforts and in developing, improving, and/or implementing efforts, possibly in **leading** groups or **speaking out publicly** in favor of the efforts, and/or as other types of **driving forces**.
7	At least some of the leadership plays a key role in **ensuring or improving the long- term viability** of the efforts to address this issue, for example by allocating long-term funding.
8	At least some of the leadership plays a key role in **expanding and improving efforts**, through **evaluating** and **modifying** efforts, **seeking new resources**, and/or helping develop and implement new efforts.
9	At least some of the leadership is continually **reviewing evaluation results** of the efforts and is **modifying financial support accordingly.**

#3 Atmosfera în comunitate

Level	Description
1	Community members believe that the issue **is not** a concern.
2	Community members believe that this issue may be a concern in this community, **but don't think it can or should be addressed.**
3	Some community members **believe that this issue may be a concern in the community, but it is not seen as a priority.** They show no motivation to act.
4	Some community members believe that this issue is a concern in the community and that **some type of effort is needed to address it**. Although some may be at least passively supportive of efforts, **only a few may be participating in developing, improving or implementing efforts.**
5	At least **some** community members are **participating in developing, improving, or implementing efforts**, possibly attending group meetings that are working toward these efforts
6	At least **some** community members **play a <u>key role</u>** in developing, improving, and/or implementing efforts, possibly being members of groups or speaking out publicly in favor of efforts, and/or as other types **of driving forces**.
7	At least some community members play a key role in **ensuring or improving the long- term viability** of efforts (e.g., example: supporting a tax increase). The attitude in the community is —We have taken responsibility.
8	The **majority** of the community **strongly** supports efforts or the need for efforts. **Participation level is high**. —We need to continue our efforts and make sure what we are doing is effective.
9	The majority of the community are **highly supportive** of efforts to address the issue. Community members **demand accountability.**

#4 Knowledge of the issue

Level	Description
1	Community members have **no** knowledge about the issue.
2	**Only a few** community members have **any knowledge** about the issue. Among **many** community members, **there are misconceptions** about the issue, (e.g., how and where it occurs, why it needs addressing, whether it occurs locally).
3	At least **some community members have heard of the issue, but little else.** Among some community members, **there may be misconceptions** about the issue. Community members **may be somewhat aware that the issue occurs locally.**
4	At least some community members **know a little about causes, consequences, signs and symptoms**. At least some community members **are** aware that the issue occurs locally.
5	At least some community members know **some** about causes, consequences, signs and symptoms. At least some community members are aware that the issue occurs locally.
6	At least some community members know some about causes, consequences, signs and symptoms. At least some community members have some knowledge about **how much it occurs locally and its effect on the community.**
7	At least some community members **know a lot** about causes, consequences, signs and symptoms. At least some community members have some knowledge about how much it occurs locally and its effect on the community.
8	**Most** community members know a lot about causes, consequences, signs and symptoms. At least some community members have **a lot** of knowledge about how much it occurs locally, its effect on the community, and how to address it locally.
9	Most community members have **detailed** knowledge about the issue, knowing **detailed information** about causes, consequences, signs and symptoms. **Most** community members have **detailed** knowledge about how much it occurs locally, its effect on the community, and how to address it locally.

#5 Resources

Level	Description
1	There are **no** resources available for (further) efforts.
2	There are very **limited** resources (such as one community room) available that could be used for further efforts. There is no action to allocate these resources to this issue. Funding for any current efforts is not stable or continuing.
3	There are **some** resources (such as a community room, volunteers, local professionals, or grant funding or other financial sources) that could be used for further efforts. There is **little** or no action to allocate these resources to this issue.
4	There are some resources identified that could be used for further efforts. **Some community members or leaders have looked into or are looking into using these resources** to address the issue.
5	There are some resources identified that could be used for further efforts to address the issue. Some community members or leaders are **actively working to secure these resources**; for example, they may be **soliciting donations, writing grant proposals, or seeking volunteers.**
6	**New resources** have been **obtained and/or allocated** to support further efforts to address this issue.
7	A **considerable part** of allocated resources for efforts **are from sources that are expected to provide stable or continuing support.**
8	A considerable part of allocated resources for efforts are from sources that are expected to provide continuous support. **Community members are looking into additional support to implement new efforts.**
9	Diversified resources and funds are secured, and efforts are expected to be ongoing. There is additional support for new efforts.

<table>
<tr><td colspan="8">Community Readiness Scoring Sheet</td></tr>
<tr><td colspan="8">Community:</td></tr>
<tr><td colspan="8">Date:</td></tr>
<tr><td colspan="8">Scorer:</td></tr>
<tr><td colspan="8"><u>Individual Scores</u></td></tr>
<tr><td colspan="8">Interviews</td></tr>
<tr><td><u>Dimensions</u></td><td>#1</td><td>#2</td><td>#3</td><td>#4</td><td>#5</td><td colspan="2">#6</td></tr>
<tr><td>Knowledge of Efforts</td><td></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Leadership</td><td></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Community Climate</td><td></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Knowledge of Issue</td><td></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Resources</td><td></td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="8"><u>Consensus Scores</u></td></tr>
<tr><td colspan="8">Interviews</td></tr>
<tr><td><u>Dimensions</u></td><td>#1</td><td>#2</td><td>#3</td><td>#4</td><td>#5</td><td>#6</td><td>Average</td></tr>
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<tr><td>Resources</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="7">Average CR Score</td><td></td></tr>
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NOTE

Section 2

Community Lab

The Community Lab represents a methodology to collectively discuss the problems, needs and resources of the local community related to peer violence. It is a fundamental step for then developing advocacy and campaigning actions to realize the change you want to see.

MODULE 1

How to organise a community lab

Type of activity: offline (if strictly necessary the community lab can be held also online but we suggest to have it in presence)

What: a community lab aims at finding solutions to the problems identified during the participatory needs assessment and transform them into concrete projects and campaigns. Usually a community lab is composed by different working groups/discussion tables and should not last more than 4 hours. It should involve different stakeholders, namely: institutions and decision makers, civil society, movements and youth groups, schools, parents, teachers and citizens in general.

Why: to discuss with different stakeholders from the local community possible solutions and alternatives to the identified gaps and set priorities for the following actions.

How: Before the community lab it is fundamental to acquire a good knowledge of your community and the issues related to peer and gender-based violence it is facing. To do so, you can refer to section 1 on Participatory Youth-led Needs Assessment. The collected information and data should then be presented at the beginning of the community lab to create a common knowledge for the following discussions.

Moreover, it is very important to involve all relevant stakeholders in the community lab, so set the date and location in advance and invite the stakeholders from the local community. Generally, a community lab involved different types of stakeholder: decision makers and representatives from institutions, civil society representatives, schools, parents and citizens in general but also students and young people. Each stakeholder is different, so you might have to define different engagement strategies according to the target.

During the community lab you can follow or readapt the suggested programme (appendix 1), where you can also find a more detailed description of the different phased which compose a community lab.

After the community lab it is important to prepare a report and share it with participants as a follow up. The involved stakeholders should also be invited to the following public events, for example the final event where to present your projects, campaigns and requests.

Appendix 1 – Example of community lab programme

4 hours

Approx. timing	What	Details
20 minutes	Welcome and introduction	Time to wait for the latecomers, welcome all participants and introduce the aims of the community lab and how work will be structured
30 minutes	Youth-led presentation of the results of the participatory youth-led needs assessment	Present the results of your research. You can for example use a Power Point but also more creative ways if you wish to do so.
10 minutes	Introduction to working tables	Explain the aim of the working tables and divide participants into them.
2 hours	Discussion tables	Each table should have a facilitator and before the discussion starts also a rapporteur should be identified. The discussion should follow the community lab matrix (handout 2). It is important to take note about everything that comes up, you can use post its and put them inside the matrix.
1 hour	Restitution of working groups and wrap up	Depending on the number of working groups, give them a maximum time for the restitution of their discussion in plenary. It can be either the facilitator or one or more participants who can do the presentation, it is advisable to decide it when the discussion tables start. In any case, each restitution should be synthetic in order to leave space for final wrap up. It is advisable to define the duration of the restitutions in advance and make sure that all are aware of it. Leave space for comments and inputs from the broader group of participants. For the final wrap up, decide in advance who will do it. During the wrap up you can do a synthesis of what has come up from the discussion tables and share the next steps of the process.
Celebrate!		You can foresee some food and drinks for participants at the end of the community lab (and why not also some music). This is a good way to have some informal discussions and strengthen the local network around you in an informal way.

Appendix 2 – Community Lab Matrix

This tool can be used during the discussion tables at the community lab. It aims at defining problems, possible solutions and priorities for the community.

It focuses on 4 different aspects which need to be considered:

- Identified problems/needs/issues: list the problems/needs/issues you have identified from your analysis. This is the space where participants can add new points of view and inputs.
- Possible solutions: here you will put the possible solutions to the identified problems
- Constraints and resources: identify the constraints and obstacles with respect to the possible solutions you have identified besides the necessary resources or the available ones (opportunities) to implement your solutions
- Synthesis and priorities: starting from the possible solutions and taking into account the constraints and resources, identify those who best address the problems and are feasible based on the specific context. Select maximum 2 solutions, which will be the top priority.

To guide the discussion, you can put the following matrix on a big paper and use it during the community lab and use the guiding questions as a basis for facilitation

Problems/needs/issues →	**Possible solutions** ↓
• What are the problems, needs and issues we want to tackle? • What data supports this? • What are the root causes?	• What is the change we want to see? • How can we realize it? • Are the solutions also addressing the root causes? • Who are the involved/relevant stakeholders?
Synthesis and priorities ↑	**Constraints and resources** ←
• Which solution best responds to the identified needs? • What are the main points? • What priorities to develop it in relation to the available resources (among which time)?	• What resources are needed (also not economic)? • Who can help us? What opportunities/skill di we have? • What are the constraints (also bureaucratic) and challenges? • Are there any negative effects? How can we avoid them?

NOTE

Section 3

Advocacy

Advocacy is the deliberate process of influencing those who make decisions about developing, changing and implementing policies. It is thus about influencing those who make policy decisions, so decision-makers who are generally those who have the ability to legislate, negotiate or set budgets relating to formal public policies. Decision makers are not necessarily always the 'power holders.' Their decisions can often be heavily influenced by those who hold formal and informal power in society including business, the media, religious leaders, and social movements amongst others. Advocacy can be done alone or in coalition. There is no one size fits all approach; each context will require different tactics.

So...why do we need advocacy? Advocacy is fundamental to solve specific problems, to strengthen and empower civil society, to promote and strengthen democracy and to mobilize people.

MODULE 1

Problem Tree

Type of activity: offline with the possibility of doing it also online if strictly necessary

What: the problem tree is a participatory reflection-action tool to explore cause and effect. It contributes to further deepen the issue you want to tackle and is the first step for developing a comprehensive advocacy and campaigning strategy.

Why: the problem tree is a tool to analyse cause and effect or problem and solution of an issue, with the different elements of the tree working as a metaphor. Generally, the trunk of the tree represents the issue to be analysed, the roots represent the causes and the branches are the consequences.

How:

1. Start with constructing your tree: you can either construct it using local materials (fallen leaves/tree branches) or draw it on a big paper.
2. Since the trunk represents the issue you are discussing, put a card or post it with the issue written on it. This helps to keep the discussion focused on the chosen topic
3. The roots represent the causes. Put there all the causes that come up from the discussion you agree on. Put the most important points on the thicker roots, and vice versa. This will help you in visualizing the priority points for the group.
4. The branches of the tree represent the effects. Similarly, to the causes, put the effects you have collectively identified on cards/post its and place them on the branches of the tree (with the most important ones on the thicker branches and vice versa).
5. If possible solutions come up from the discussion, feel free to add them as fruits to the tree.

MODULE 2

Smart objectives

Type of activity: offline with the possibility of doing it also online if strictly necessary

What: SMART objectives are a form of setting a goal which allows to create, track and also achieve short and long term goals.

Why: creating SMART (Specific, Measurable, Achievable, Relevant and Time-bound) objectives is the starting point of each process aiming at creating activities and actions. Reflecting about how "SMART" your objectives are will help you in delveoping a strong and impactful strategy or activity.

How:
After having analysed the problems, its causes and consequences it is time to agree upon the change you want to achieve and how. In order to identify the best strategy and actions to do so you will have to set one or more objectives that will guide you. When setting your objectives you should take into account the following elements:

1. Your objective needs to be SPECIFIC. Ask yourself: Whom does your goal target? What do you want to achieve? ie. Our goal is specific as we want to raise awareness on the issue of GBV among our parents.
2. Your objective needs to be MEASURABLE. Ask yourself: How will you track your progress? How will you measure your results? i.e. Our goal is measurable as we want to raise awareness among 50 parents of our school. To track the progress we can ask for the help of our parents in the organisation of our activities and keep a record of their participation. To measure the results we will count the number of parents involved in our activities (with or without an active role)
3. Your objective needs to be ACHIEVABLE. Ask yourself: Will it be possible to achieve your goal with the resources that you have? i.e. Our goal is achievable as we have decided to target our activities to a limited number of parents, and we will have the support of our school and of the school parents association in the implementation of our activities
4. Your objective needs to be RELEVANT. Ask yourself: is your goal related to the issue you want to tackle, for example GBV among adolescents? i.e. Our goal is related to GBV as we are aiming on raising awareness on the issue among our parents
5. Your objective needs to be TIME-BOUND. Ask yourself: When will you reach your goal? i.e. Our goal is time-bound as we have set a specific deadline for its achievement, the end of this school year

If you managed to answer all the questions, you can define your goals of your team and write it down!

MODULE 3

Stakeholder mapping

Type of activity: offline with the possibility of doing it also online if strictly necessary

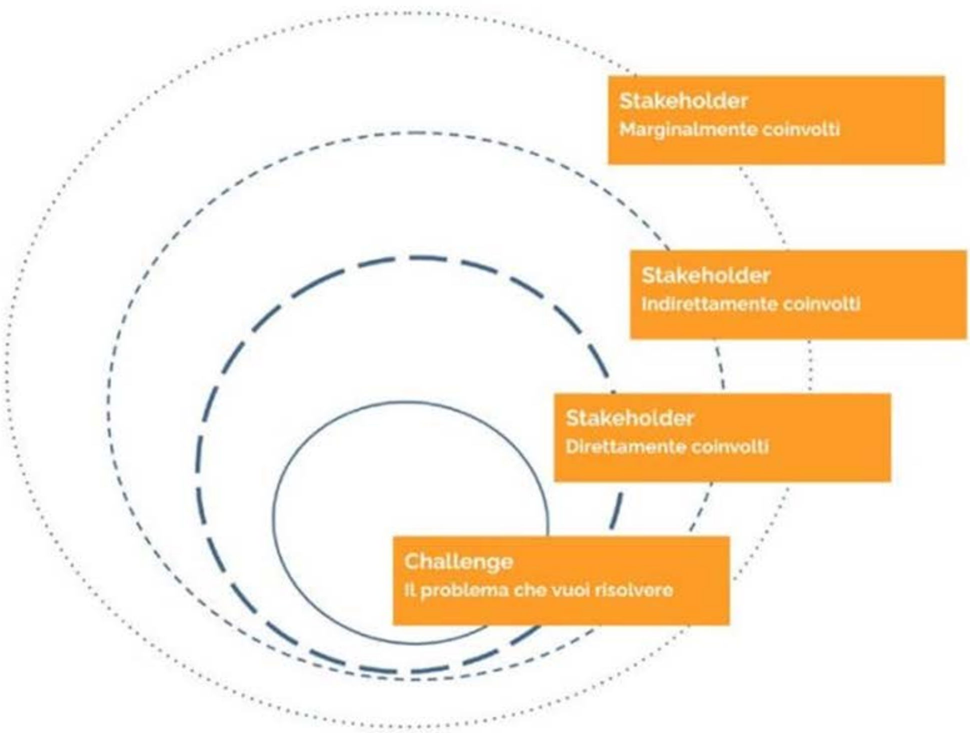
What: a stakeholder map is a tool to analyse and visualise all the stakeholders who have a active or passive role in the participatory process you are leading.

Why: When you need for example to start a new service or project, this kind of mapping helps us in identifying all the relevant stakeholders taking into account their expectations and relations and be more aware in the interactions with them.

How:
to develop a stakeholder map can follow 4 steps:
1. Describe the context in which you want to take action
2. Identify the problems you want to tackle within this context
3. Identify all the stakeholders within the specific context who have a role with respect to the issue you have identified
4. Define the level and type of engagement with respect to the issue you want to tackle.

Points 1 and 2 should already be covered by previous activities (namely the youth-led needs assessment and the community lab), though which you will have gained a greater understanding of the local context, its needs and resources.

For point 3, start with brainstorming on who those stakeholders are and put them on post its. Once all stakeholders have been identified put them on the stakeholder map (you can refer to the image below and draw it on a billboard) placing them there based on two elements: their power (in terms of influence and decision making) and their interest in the project.



MODULE 4

Power mapping/Chapati diagram

Type of activity: offline with the possibility of doing it also online if strictly necessary

What: The chapatti diagram uses circles of different sizes and distance to reflect on power relationships, contributing to identifying possible allies and opponents to your cause based on their power.

Why: To explore power relationships within a group or community, focusing on power structures.

How

1. Take a cardboard or some paper and cut out circles of three different sized (small, medium, big). Also, prepare a card where you put the target you will focus on your actions or write it down on a big piece of paper.
2. Now brainstorm on the people, groups and organizations who have a power relation with your target or influence it and write them down.
3. Define if the stakeholders from your list have a weak, medium or strong influence or power relation with your target and write those who have (small card = weak influence; medium card = medium influence; big card = strong influence).
4. Discuss collectively their importance and influence: those more important will be placed closer to the centre, while those less important more distant to highlight the nature of their relationship.
5. Reflect and discuss how the diagram has been created, the relation between the different stakeholders and the effect on your target if the shape of the diagram changes.
6. To conclude, classify each stakeolder as ally, neutral or opponent and add a symbol for the connected category on the card. This will help you in understanding what kind of strategies to put in place with respect to each different stakeholder to achieve your objective.

MODULE 5

Advocacy

Type of activity: offline with the possibility of doing it also online if strictly necessary

What: We are not always listened to as individuals, even when a cause seems right: the more voices are saying the same thing, the more what is said is taken into consideration. Moving public opinion is like trying to move a bus, if there are few of you it is more difficult, but if there are many you can do it.

Why: Not everyone is equally influential when they say something: when a message comes, for example, from a VIP or an influencer, its ability to reach an audience is much greater than when it comes from an ordinary person. That is why it is important, when we want to achieve a shared goal, to try to involve the people who will be most able to influence the target of our message. Moreover, we have to consider that not everyone will be equally willing to be involved in our intent, some will even try to hinder us, and therefore it is advisable to build, before launching an advocacy campaign, a map of those actors or groups who, in addition to being influential, might agree with our cause.

How
It is very important to convey the right message, because communication can change people's emotional state and level of involvement: for example, telling a person 'We can do it! "is very different from saying 'I have doubts about the success of this action', because in the first case many people will feel mobilised, in the second only the most convinced; in the same way, making the people who mobilise with us feel important is crucial, because it rewards them for the effort they have made to be there and participate; the perception of urgency can also be an engine of mobilisation and involvement, underlining how intolerable and unjust the current state of affairs is and how necessary and urgent it is to act for change. If you have to move people in a direction, you have to be clear about the direction: being specific is therefore very useful, otherwise people will only act half-heartedly if they are left in doubt. And using data and stories is a good way to indicate a clear direction.

The first question we must ask ourselves is: how do we choose who to involve? In order to direct our energies well, we first need to understand who holds power and who has influence, and how important this person is in the power relations, how many people they can mobilise.

The second question is: how do we involve the different subjects? We must consider that each subject has its own specificities, and therefore may have interests that must be understood: in fact, it is our task to understand why they might be interested in our cause.

There are a few strategies to mobilise the community:
1. focus on things that unite, such as local identity or food;
2. focus on things that excite, both positively and negatively;
3. focus on fun and play.

MODULE 6

How to write a policy memorandum

Type of activity: Online and Offline

What: A policy memorandum is a well-structured, straightforward statement to policymakers about a problem . The author identifies and analyses a problem, provides background information on the matter, and presents this information with recommendations and solutions to decision-makers, as to bring about change at policy level.

Why: Policy memos allow citizens to effect change at a higher level. By informing decision-makers about a certain problem, they can put the issue high on the agenda of those who have the power to change the policy.

How: A policy memo is short and specific. Each sentence should contribute to the point the writer wants to make. There should be a logical coherence between the background information, the evidence for the problem and the recommendations and conclusions. The reader should be able to get the main ideas of the memo in a quick scan of the document. This can be achieved by using clear section headings and topic sentences (the first sentence of a paragraph that also summarizes that paragraph). Each main idea should be in a different paragraph, starting with a topic sentence.

A policy memo can contain the following sections:
- Description of the issue
- Background information about the issue
- Evidence for and factors contribution to the issue
- Recommendations for the issue
- Alternatives
- Conclusion

The author should provide multiple perspectives on the matter, while the recommendations should also mention strengths and weaknesses.

Policy memos should always be objective and free from any personal or emotional observations. They should be concise and without pompous language or clichés. Use sentences that are relatively short and in the active voice. Avoid vague language: policy memos are straightforward documents: direct, specific and consistent.

Target
A policy memo can be directed at the school community: the school board, the parents' council, the teachers' council, … or it can be directed at the larger community: local, regional or national government. If you want to address policy makers at a higher level, conduct some research into your local, regional and national government. In the first place, try to map which policy domains are related to the problem of gender based violence, and who is responsible for this domain. For each policy maker, assess to what extent they are supportive of the topic and the demands. Your memorandum will be more successful if you address policymakers that are more inclined toward the topic.

Government	Policy domain	Policymaker	Level of support
Local			
Regional			
Național			

NOTE

Section 4

Campaigning

Campaigning is a way to do advocacy, so to define a political change strategy or to lobby, with a strong focus on communication, organizing and mobilizing. It's the moment of maximum mobilization (of people, energies, resources and media messages) within a broader and cmplex action for chang (especially advocacy). It is a powerful tool in the hands of movements and organizations for realizing change.

MODULE 1

Campaign strategy

"If a strategy is like a stairway that takes us from our present position to where we want to go, tactics are like the individual steps. They are the component part which together compose a plan of action. There are literally sources of tactics that a group can use. A few examples in ascending order of militancy are: letter writing, petition gathering, giving public testimony, marching, picketing, blocking access and sitting in."

Lee Staples, Roots to Power

Type of activity: offline/online

What: use the campaign canvas developed by MobilisationLab in order to define your campaign strategy. Using the canvas ensures to touch all the essentials of an effective campaign, from vision and strategy to storytelling and mobilizing.

Why: developing a campaign strategy helps us to define our vision (the change we want to see) and how to achieve it through different actions and tactics according to each target with a clear timeline.

How:
Print out or draw on a big piece of paper the campaign canvas (handout 1) and get some post its and pens/pencils.

Following the structure of the Canvas and putting there the post its with everything that comes up discuss and define the following elements:

1. **VISION.** What is the long term vision for what you want to achieve with this campaign?
2. **WHAT NEEDS TO CHANGE?** Based on the problems we've identified that contribute to the current situation, what needs to change?
3. **HOW CAN WE CREATE THAT CHANGE?** How can we disrupt and transform the current system? How can we create culture change on this issue? How can we disrupt or transform insititions? How can we support or amplify alternatives?
4. **WHO CAN HELP?** Who do we need to bring about this change? Who has influence? Who is affected? And who can we collaborate with?
5. **WHAT INFLUENCES?** What relationships, trends or events currently have influence/help sustain the current situation or could shift it?
6. **GOALS.** What is the specific goal for this project? **OBJECTIVES.** What do we need to do to bring this about?
7. **OUTCOMES.** What does success look like? **INDICATORS.** How will we know we're on the right path?
8. **WHAT'S THE STORY?** What are the key elements of the new narrative we want to create?
9. **WHAT DO PEOPLE NEED TO DO?** How can audiences and allies help bring about this change? What are our asks to them?
10. **WHAT DO WE NEED TO DO?** What are the key activities and tasks that we need to do to support people to take action and create a shift?
11. **ASSUMPTIONS.** What assumptions have we made about how the system will respond? Why do we believe this plan will succeed?
12. **RISKS.** Why might this plan fail? What resistance could we face? Are there risks to staff or the organisation?
13. **TRACKING AND MEASURING.** What will we track and measure to show we are making progress towards our objectives?

The process of developing the campaign strategy through the canvas should be structured in phases, for example foreseeing several meetings. For each point you can also refer to the modules of this toolkit which can guide you in reflecting and developing the different points.

Handout 1:
https://mobilisationlab.org/resources/campaign-canvas/

MODULE 2

Define your campaign message and goal

Type of activity: offline/online
What: define your campaign message and goal, as part of your campaign strategy.

Why: for effective campaigning it is fundamental to develop clear messages which describe the problem, the solution you propose (through the campaign goal) and what your target audience can do to reach this goal. To be effective, a message should catch the eye of your target, be easy to understand and remember.

How

1. The first thing you need to have clear when working on your campaign message is your target audience: who are you speaking to and why? Is it your peers? Decision makers? Your local community? Campaigns can have different target audiences, with specific messages for each of them, whereas others can have one specific target with only one message.
2. Now that you know who you are speaking to, brainstorm about possible messages and claims. In the first phase, just put down everything that comes up, be creative and disruptive! After the first brainstorming phase collectively reflect about what proposals convince you the most (remember that they need to be tailored to the target you are talking to, if it’s your peers you will use a different approach than for decision makers for example), and select them.
3. When developing a campaign message(s) a participatory approach can be the key for success: pre-test your draft message(s) with people who are part of your target audience and have not been involved in the creative phase. Thanks to their feedbacks and contributions you will be able to choose among your options and review them
4. Once you have defined your message(s) you’re ready to take action!

MODULE 3

Petition

Type of activity: Online

What: An online petition is a form of petition that can be signed online.

Why: With its online line format the online petition allows to mobilize people all over the world on an issue. So, if you need massive engagement to achieve your goals why not start an online petition to manage this?

How:
1. Choose a platform for your online petition. One example of a platform that can be used is Change.org
2. What will your petition be about. Go back to your goals to decide on a specific topic/ a specific ask/ a specific change you want to bring.
3. Gather data and facts on the problem you are trying to solve and the solution you will propose. Use this data and facts to create a strong headline and an informative and effective description for your petition.
4. Add a picture or video to your petition to make your message stronger and make your petition catch people's eyes.
5. You are ready to go! Think of creative ways to share your petition with the world. How could you promote it? The role of social media might be crucial here, but you can also use other channels (like the school's newspaper, a local newspaper, a local radio station) or even create a poster about it. It's time to get creative!

In 2019, Change.org has analyzed over 164.000 petitions on their website in order to highlight the main features of the most successful petition. you can read the report here: https://www.change.org/c/us/crafting-headlines-for-change

MODULE 4

Creative petition delivery

Type of activity: offline

What: when running a campaign that includes an online petition it can be strategic to imagine some creative ways of delivering it to decision-makers

Why: to make the invisible visible. Decision makers and institutions often don’t listen as long as a public outcry remains distant and exclusively online, so creative petition deliveries contribute to making an abstract and distant issue physical and visually present. It amplifies the effects of your online organizing efforts by making sure that the requests and voices are impossible to ignore by your target and the media.

How

1. Define the target and objectives of your action: do you want to get media attention or to get heard by decision makers? Or both?
2. Based on your target and objectives plan your action: when and where should the action take place and why? You could for example consider a flash mob, interrupting a meeting with relevant stakeholders to deliver the signatures of your petition or even some leafleting actions towards your target
3. Invite the media through your actions, often a short save the date with date/time/location and short description of what is going to happen is enough
4. Consider sending out a press release after your action to explain what you have done and why
5. Make sure you have all the necessary authorizations
6. Don’t put any limits to your creativity, you can find some inspiration about creative petition deliveries here: https://beautifultrouble.org/toolbox/tool/creative-petition-delivery/

MODULE 5

Flashmob

Type of activity: Offline

What: The word fashmob comes from flash, indicating a quick event and mob, that stands for a large crowd of people. A flashmob is a sudden gathering of a group of people in a public place, which is disbanded in a short time, with the common purpose of doing an unusual action. The gathering is usually organized via the internet. The rules of action are usually described to the participants a few minutes before the flashmob takes place, but if necessary participants can be notified early enough to be adequately prepared as the flashmob can either be announced or kept secret, depending on your objectives.

Why: You can organize a flashhmob and send a strong message on GBV to your target audiences or to the general public.

How:

1. Choose a place where your flashmob is going to happen. You could choose to organise it inside your school or in public place, if you want to raise awareness in the greater public. Take care of permits needed in each case.
2. Choose the message you want to convey and the content of your flashmob. It could be a human formation, a dance, a song or something else. The duration of your act should be just a few minutes.
3. Choose a time for your flashmob. If you want to make it more open and have also the participation of outsiders, think of creative ways to invite people.
4. At a predetermined time, the crowd will gather to be given a brief. Provide them with clear instructions.
5. It’s time for your flashmob!
6. After your flashmob the crowd will quickly disperse again.

Primary school pupils in Corfu, Greece formed the word Mila (Talk) with their bodies on the Pan-Hellenic Day against School Violence and Bullying (source https://enimerosi.com/details.php?id=19730)

On the 25th of november 2019 the feminist collective Las Tesis from Chile launched the powerful flash mob "un violador en tu camino, aimed at denouncing the structural violence women and the LGBT community face in their country.
their flashmob has spread to the rest of the world and many groups all over the world have been doing the flashmob in their communities
you can check out the flashmob by las tesis in Chile here: https://www.youtube.com/watch?v=aB7r6hdo3W4
(source of the picture: https://www.latercera.com/la-tercera-pm/noticia/violador-quienes-colectivo-lastesis-canto-feminista-se-volvio-viral/915643/)

MODULE 6

Demonstration

Type of activity : Offline

What: Youth-led campaign walks and demonstrations, are youth-organised events, where youngsters and adults join their forces and voices in the streets.

Why: Campaign walks and demonstrations can be used to publicly make your opinions heard in an attempt to influence public opinion or policy makers.

How:

1. Decide on the route that you are going to follow. You can organise a campaign walk or a demonstration inside your school or around your school, if you want to raise awareness among your peers or a walk or demonstration in your area/town, if you want to raise awareness of your local community. In the second case you could include in your route places in your area/city that are connected with the topic of GBV (like woman shelters, organisations etc). Take care of permits needed in each case.
2. Decide on the day and the time for your campaign walk or demonstration. You could choose for example a day that is symbolically connected with the GBV issue like for example the International Women's Day, the International Day of Non-Violence or the International Day of the Elimination of Violence Against Women.
3. Try to involve the wider school community, by inviting them to join you. These could be not only your peers, but also teachers and parents.
4. Work on your messages and create your placards, being creative and environmentally conscious. Also prepare songs or different slogans which you can also print out in some copies and share with participants at the beginning of the walk.
5. On the day of your walk/ demonstration don't forget to bring some water with you (a refillable bottle would do) and depending on the weather conditions a hat or a raincoat.

You 're ready to go!

Need some more inspiration?

"Reclaim the night", an annual campaign walk organized by the students of the University of Manchester (source: Wikipedia) Check out this video on https://www.youtube.com/watch?v=Fhv1y2PVVa8

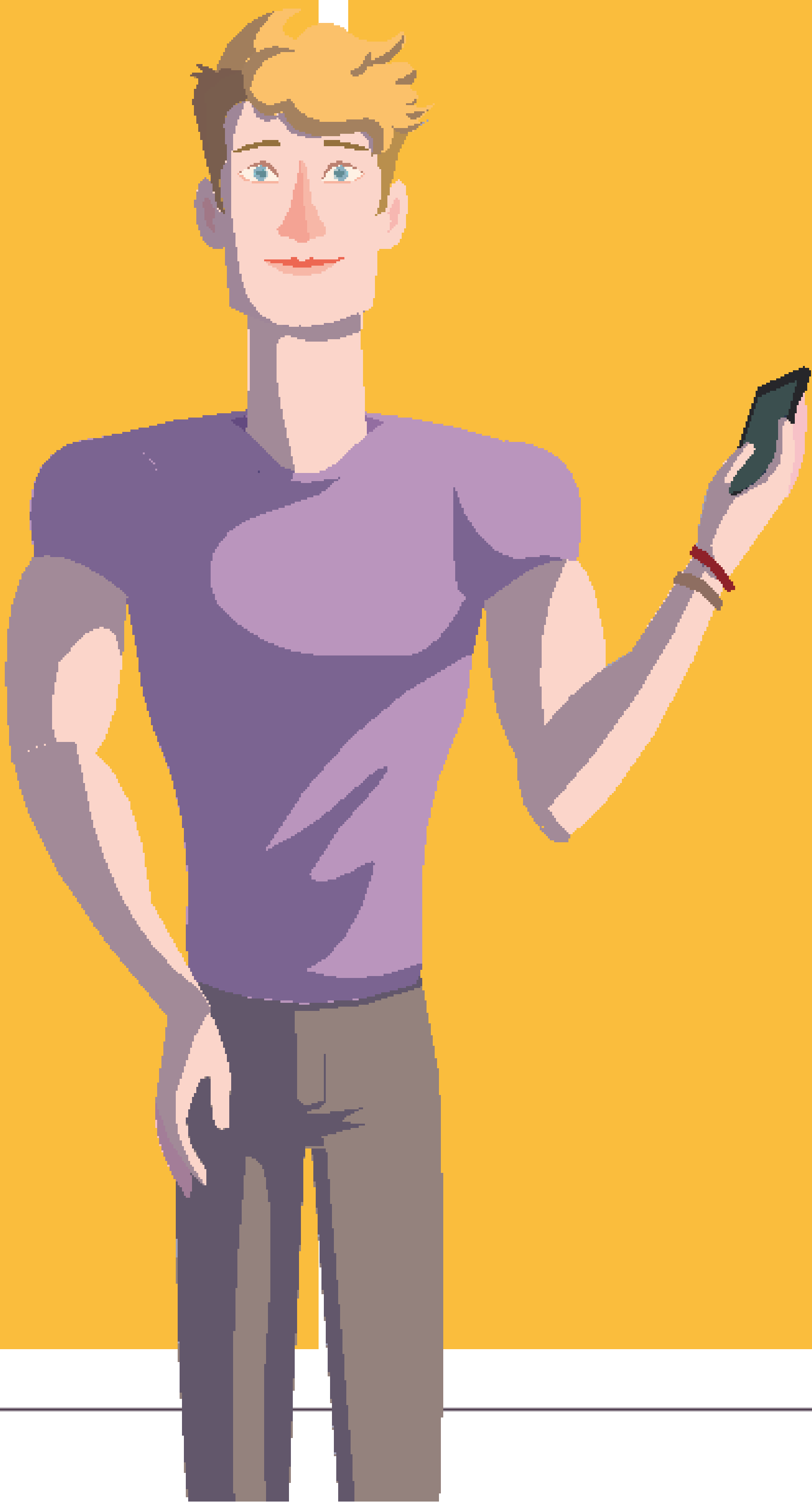
Silent protest in Kenya against GBV

A banner in the student gate during the Greek Cup Game with the message:
Bullying can destroy lives. I react: I say NO to school violence. I say YES to friendship (source: https://www.aekfc.gr/newsdetails/to-bullying-katastrefei-zoes-antidro-leo-ochi-sti-scholiki-via-leo-nai-sti-filia-44954.htm?lang=en&path=730933854)

Demonstration in Berlin in the times of COVID (source: Reuters)
Even when physical presence is not possible imagination can find a way..

MODULE 7

Stencils



Type of activity: offline

What: stencils are a tool for reproducing images and texts in an easy and cheap way through which you can spread your campaign messages.

Why: stencils are easy and cheap to produce, and you can get many images from just one stencil which can be used on different surfaces (fabric, walls, pavements etc).

How:

1. Find the right material to make your stencil: it should be something thin and not too difficult to cut. Thick paper works but the best material for your stencil is some thin plastic paper (for example laminated paper or plastic notebook covers), since it makes the stencil more resistant and allows to use it over and over again. Moreover, you will need a cutter.
2. Usually stencils use two colors (the one of the background and of your paint). When designing your stencil pay attention to leaving no islands, because if you cut all around it will fall off. So, foresee thin bridges to connect the text/image you want to use. If the bridges are very small you can reinforce them with some tape.
3. Once you have identified the design, you will need to transfer it on your stencil material. To do so you have different options: draw or trace it and then cut it out or you can print out the design and use it as a basis for cutting. Remember to check there are no islands
4. If your stencil is on a thin material, you can build a cardboard frame around it to make it more durable.
5. Choose the right paint: you can use spray paint or housepaint and a roller, remember it's important to get the right amount of paint. Recently more and more shops have started using eco-friendly paints. You can do some tests on a cardboard to practice and find out what works best for you and the image you have chosen
6. Now you're ready to take action: use your stencil(s) and have fun! When you use the same stencil for may images make sure you wipe off all the extra paint and never put something on a wet stencil, it will most probably break

MODULE 8

Guerrilla projection

Type of activity: offline

What: guerrilla projections consist in projecting a video, text, laser etc on a wall or building to share your message in an artful way.

Why: they are visually powerful and can deliver a clear political message. It's a versatile tool which is relatively safe and unexpensive.

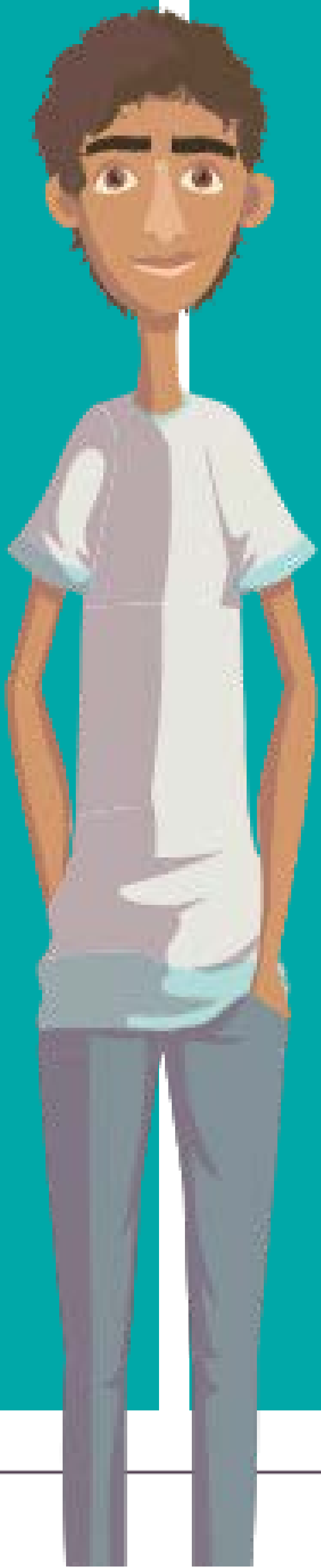
How

1. Guerrilla projections can be an action in itself or a tool to push for existing actions, frame tham or rebrand an existing structure. What is your case?
2. After deciding the aim of your guerrilla projection you will need to reflect about how to transform your political message in something artful. Is it going to be a video? Or a text? Do you want to rebrand some company or symbolic space?
3. Choose where you want to have your projection: when making your choice take into consideration that it should be a meaningful place with respect to what you're advocating for, that it needs to be technically possible to arrange the projection and that the surface of the building/wall should allow for your visuals to be clearly viewed.
4. Now it's time to concretely prepare for the projection: in some cases you might need to ask for official authorization for doing the projection, you will have to find a strong enough projector and also develop the visuals you are going to use.
5. Communicate what you have done: even if your message should be clear for itself after the projection it might be useful to send out a press release or do social media posts to share what you have been doing and why.

Here you can find some inspiration from the Occupy Wall Street movement, who projected the 99% Bat Signal in 2011 as part of their mobilizations against the economic crisis: https://beautifultrouble.org/toolbox/tool/99-bat-signal/

MODULE 9

Banner hang



Type of activity: offline

What: banner hang consists in producing a banner which can be attached somewhere in your community to raise the attention on a specific issue or campaign, for example alert people about injustices or risky situation) or to launch and publicize an upcoming action

Why: it makes great media coverage and can potentially reach many people. Depending on what you plan to do, it can be a low-complexity and low-risk tool

How:

1. There are mainly two types of banner hang: communicative, so aimed at raising the awareness on a specific issue and making it known to the broader public, or concrete, as for example banners used as blockade tools. Most banner hangs are communicative, what type of banner hang do you want to do?
2. What are you going to write on your banner? It should be a short, clear and concise message. Always take into account that your message on the banner should be seen also from quite far away.
3. For your banner hang to be successful you will have to choose the right place: it should be a space where many people pass by and have also a symbolic dimension (for example if you want to protest against the closure of a youth space in your community it makes sense to hang the banner from the building where the youth centre is or alternatively where those who have the responsibility of this closure are). When deciding upon where to hang the banner, make sure you are aware of the level of risk it implies
4. Once you know what you want to communicate and where it's time to actually make the banner, here are some suggestions:
    a. The banner should be big enough to be seen by people passing by
    b. You can either use spray paint or housepaint for the banner, depending on what you feel most comfortable working with. Banners can also be printed, but this is way more expensive than making them on your own
    c. You can use different colors, for example to highlight key words and in general to make the banner more artful

MODULE 10

Advanced leafleting

Type of activity: offline

What: advanced leafleting represents a creative, artistic and innovative way to deliver your leaflets and get people's attention

Why: standard leafleting can be boring and doesn't stick to people's minds. When you adopt creative strategies to deliver your leaflets if is more likely that people wil take it, read it and eventually also remember what it's all about.

How:
Leafleting is a basic of many campaigns and it is something many activists adopt in their campaigns. Even if it's a good tactic to tell passers-by what you're protesting for, it has proven to be not so effective when done in a standard way, namely just handing the leaflets to people passing by. Think about yourself, how often have you taken a leaflet and thrown it in the next trash bin? Or even if you have kept it because interested, did you actually read it? Doing standard leafleting can be a waste of time and resources (think about all the paper people throw away), so what is the solution? Advanced Leafleting can be! Here are the basic elements you need to take into account:

1. Be innovative: find original ways to deliver your leaflets, which attract people's attention and make them curious about your leaflet
2. Be creative: make your leaflets and their distribution fun, memorable and unique.
3. Be artistic: consider using for example theatre and costumes to leaflet

MODULE 11

Poster campaign

Type of activity: Online and Offline

What: In a poster campaign you can make an immediate, visual statement about a wide range of topics. Poster campaigns can be used for diverse purposes: events, advertising, movies, but also for education, science and politics. Posters can easily be adapted to various target groups and messages. They can also be combined with other forms of media, such as print, video or social media, so as to form a broad and extensive campaign.

Why: Because posters are visual, they have a lasting impact on the brain. A good poster can provoke several emotions, depending on the message. It is an easy way to make a lot of impact in a short time.

How: A poster needs to attract attention in the blink of an eye. Following these steps can help you to create an impactful poster with a powerful statement.

1. *Determine the goal of your poster and campaign.*

Your poster should help you realise that goal. For instance, if your goal is to attract an audience to an event, your poster design should be directed at getting people to attend your event. Emphasise the key information that your audience needs to know to attend.

2. *Define your target audience.*

Your design and your message should be adapted to your target. Try to speak the language of your audience and attract them with images that appeal to them specifically.

3. *Determine the message*

Your message should be short and powerful, and easy to understand by everyone. You can use humor, but pay attention to sensitivities around the subject. Create an eye catching headline that attracts the attention of anyone who walks by. Include a call to action: visit a website, attend an event, call a number, download an application, … Make this call to action stand out by placing it in a strategic place, and visually attract attention by using colors, images or frames.

4. *Decide where you will share your poster.*

Posters can be printed and shared in public spaces, or they can be shared online via social media. Make sure that in each case you adapt your design. If you opt for a printed poster, it needs to be readable from a distance, so pay attention to your colors and your font. When you share your poster in a public space, always check if it is legal to put your materials there. Most cities have certain spaces that are reserved to share your posters legally. Sharing them in other places can be illegal and might lead to a serious fine.

5. *Choose your design*

In general, the key is finding the right balance with headline, copy, images, and logos. Don't use too many fonts or colors in one design. Too much could take away from your message. Choosing for a pre-made poster template can spare you a lot of work. There are several websites that offer free poster templates, such as Canva.

The Brussels feminist collective 'Laisse Les Filles Tranquilles' has a simple message: leave women and girls alone. Their posters are as simple as their message: black block lettering on a white background. The collective started putting up their posters in public places in 2018, and two years later they have become recognisable for anyone living in the city and its message has even reached outside to the rest of the country. Their message has been expanded to also encompass other groups that might be the target of discrimination and harassment. Several cultural centres and nightclubs have collaborated with the collective to put up their posters.

Source: Facebook, Psst Mlle

NOTE

Section 5

Communication

Social media can be useful for our campaigns, because it is a public environment where you can meet anyone; it gives us the possibility of reach a wide audience, including an international one, and to create real relationships. Another strength of social media is that they are free, anyone can access them. People can talk about anything, about any subject. Online, one can convey ideas or models of behaviour, raise awareness, communicate and voice claims that can entice other people to support a certain cause or even change their opinion or conduct.

MODULE 1

Storytelling

Type of activity: Online and Offline

What: "Storytelling" means, literally, telling someone something: an event, a personal episode, a situation, a condition. It can be defined as the art of writing or telling stories while capturing the attention and interest of the audience. It is a way, in practice, to get an audience interested in a topic and to involve other people in something we care about. But storytelling is not just the pleasure of telling something, those who do it have a precise objective: to tell a story with the aim of raise awareness, to gain attention on a topic of common interest on which the attention of the public and institutions is not yet sufficient to generate change.

Why: Because stories are very powerful and are used to create a link with reality. What drives us towards stories is the desire for emotions: emotions engage us socially, economically and politically. That is why the most important thing is that our story emotionally involves peers, teachers, school community, local community, country and the web. This means raising awareness: thanks to emotions, storytelling and sharing, it is possible that our demands are shared, supported, considered and listened to.

How: There are always two aspects to every story: form and content. The form concerns the style, the way a story is told (which can be descriptive, funny, scientific, journalistic...); the content relates to the subject of the narrative, it is the fact we are talking about.
To achieve impactful and effective storytelling, here are five golden rules to follow:

1) *Study and choose the audience and speak in an authentic tone*
The tone and style of the narrative must be coherent with the characteristics of the object we focus on. For example, a light and frivolous tone is not ideal for talking about gender-based violence or peer violence, and a tone that is too serious and formal is not appropriate for communication between friends.

2) *Respect the 5 W*
We know it: *who, what, where, when and why,* are the five questions that can guide our mind in constructing a complete narrative, in which there are no important gaps.

3) *Create an experience and use data*
Emotion is like seasoning, it gives flavour to the story and the plot, which is enriched with details and sensory specifics; however, it is always better not to exaggerate, because richness of exposition does not mean omitting data and content.
4) *Show, don't tell!*
If the message is intuitable, clear, impactful and immediately understandable, its persuasive effectiveness will be greater. Speaking in images can be very useful, images have the power to communicate our idea much more instantly and maybe remain imprinted in the memory of the audience.

5) *Plan the story*
In order to seduce and impress the audience, it is necessary to be able to plan the story in every aspect: tie the events together logically, so that the story is exciting, reliable and credible; always ask oneself “Where does the story begin? Where do I want to go from here?", in order to follow a thread that the audience can also understand.

MODULE 2

Hashtag activism

Type of activity: Online

What: By choosing a strategic hashtag and curating the ensuing conversation, you can use the social media platforms to shift the debate and expand your support. An Hashtag combines a "#" symbol and a keyword that connect posts from different authors. Posts that share a hashtag can be viewed together in a single place, facilitating an ongoing public conversation. You can create your own brand new hashtag at any time.

Why: With hundreds of millions of people around the world participating in social networks, activist storytelling strategies increasingly rely on hashtag activism and campaigns to convene and drive conversations. The hashtag is a framing device that helps set the terms of the debate and clarify what's at stake. A well-chosen hashtag will positively define the values associated with your political position, your claim or political demand and draw more people to your side of the debate.

How: Let's create a hashtag that represents a cause and spread it on different channels (choosing the most appropriate ones for your audience), such as #NiUnaMenos, #BlackLivesMatter, which was used by thirty million users on Twitter and other social media, or #MeToo, which went from being a hashtag to being a real movement; finally, #FridaysForFuture, another example of how a hashtag went so viral that it became a real movement.

Here are some tips for creating your winning hashtag

1. Typically, the hashtag that organizes a conversation is a highly polarizing proper noun that inspires people to pick a position in a discussion about it. The role of the organizer practicing hashtag politics is to polarize a discussion effectively, and then curate the conversation to make your side more compelling.
2. Your hashtag could be any number of things. You could choose to polarize a discussion around a character in your story — either a sympathetic character
3. Hashtag campaigning has its limits. As a stand-alone action, a hashtag can't change the world. It can only supplement or draw attention to other actions you want to take to create more awareness.
4. Also, your online security is only as good as the measures you put in place. If you are working in a high-risk political environment, you can create a Twitter account using a pseudonym and make sure you don't put any of your personal information online.

MODULE 3

Guerrilla marketing

Type of activity: Offline and online

What: From posters to graffiti to sky-writing, there are many creative, grassroots ways to "market" your cause. Being both people-powered and unusual, they're usually inexpensive and often attract a lot of attention. Guerrilla marketing does not require large financial resources; indeed, it can be carried out with small budgets; what counts, however, is the message and the way it is graphically represented.

Why: It is an unconventional form of communication, aimed at capturing people's interest and stimulating conscious reflection on a socially and ethically relevant issue.

How: Creativity is the key element in such an action, in addition to identifying the right places to place our message: a square frequented by workers may be suitable for a message about working conditions in the Global South, a school about access to education, and so on. The definition of guerrilla implies unconventional, something possibly never seen before. There are however some tips that are useful to understand what and how it can be done.

2) *Offline or online?*
A good Guerrilla Marketing can be realised both online and offline. For online, you use the social media we all know by now, from Instagram to TikTok, from YouTube to blogs. What is crucial is that there is word of mouth, the curiosity that leads to your idea being spread. On the offline level, on the other hand, it is important to set up your action so that more people can see it, so choose locations where there is a good transit of people in relation to your target audience.

2) *Coherence*
any Guerrilla Marketing idea, even if it is basically unconventional, must be consistent with the message you want to communicate. The action must shock but remain in line with your identity, spread its mission. If you realise an offline action, make sure that there is the same imprinting online, and other way round!

3)*Unforeseen events? to be considered*
Especially for those activating an offline Guerrilla Marketing action, there are some unforeseen events that can happen: bad weather, local regulations to be observed, confusion in the chosen location. These are all variables to be considered, which could even blow up the action. But this is Guerrilla Marketing!

MODULE 4

How to write a press release

Type of activity: Online and Offline

What: A press release is a text about a topic or an event, addressed to journalists who can use this text to write an article or news item. The text should be written in such a way that it needs little editing before it is published in a newspaper or used in a reportage.

Why: If a press release is turned into a published article or a news item, it is an easy and cheap way to reach a large audience. You can write a press release when you want to spread the word about an event or a campaign, or when you want to raise awareness on a certain topic or issue.

How: The first and most important condition for a press release is its newsworthiness: is the item or event interesting for a large group of readers/viewers? Does it relate to current events? Whether a journalist will use the press release or not, depends on how newsworthy it is presented. It is therefore important to formulate your text in such a way that it appeals to a large audience, with a link to current events.

A press release should be an easy to read text, with a clear structure. The following elements should be respected in this order:

- Author/organisation
- Place and date
- Title
- Subtitle
- Introduction or lead (who, what, where, when?)
- Body (how, why?)
- 'Boilerplate': background information about the organisation/campaign/event
- Contact details

Journalists scan their messages quickly: your text should capture their attention immediately.

- Formulate a catchy title
- Include all essential information in your lead or introduction
- Be objective and to the point
- Limit your text to one page
- Check your text for spelling mistakes - and then check again.

Don't send your press release to just any journalist or news paper. First check which media address the target groups that you want to reach with your message. Share your press release with those media who are related to your topic: they will be more inclined to publish your text.

NOTE

Section 6

Self- Assestment

INITIAL SELF-ASSESSMENT TOOL

You are at the beginning of your journey and this is the right moment to take a little time to focus on what you want to personally gain from this experience. Everyone will have their own individual development while the process progresses; however, you may want to use this opportunity to explore, develop and exercise a certain skill (for example: public speaking, capacity to interact with others, leadership, capacity to work in a team etc.) Please take a moment to reflect on your individual development goal and, once you are ready, include it below.

During my experience I want to develop skills in the area of:

Communication skills

Leadership skills

Knowledge of the topic

Organization/Planning skills

Other skills

In order to develop these skills, I will (please be as specific as possible):

1) ....
2)..
3)..
4)..
5)..

In the Community based intervention, I will directly collaborate/team up with (please insert the names of the people in your team):
....
....
....

If I need to access more resources, information and support, the teachers/other adults I can refer to are:
....
....
....

At the beginning of the journey, my areas of concern are:
....
....
....
....
....
....

FINAL GROUP EVALUATION TOOL

Since the Community based intervention is a group work it is important to take some time to discuss lessons learnt, best practices and challenges with the whole team.

1. *(25 minutes)* **Please take the time to reflect individually and in group about the following points regarding the Program:**
    - How was the group cooperation? Did you feel a good cooperation during the implementation of the activities?
    - Were the tasks distributed equally among the educatorsyou? Did anyone take the lead and conduct the activity as a whole? Did anyone feel excluded? Did anyone withdraw?
    - What was the most difficult thing for you to do?
    - How did you overcome/solve it?
    - What was the easiest thing for you to do?
    - What did you enjoy most?
    - Who was your most important support during the activity implementation?
    - If you could go back and do it all over again, what would you change?
    - Which are three most important things that you learned during the implementation of the Program?

2. *(25 minutes)* **Think about the three most important personal objectives that you have achieved. Share your achievements with the rest of the group and ask them to provide their perspective on how well you have accomplished your individual goals.**

Attention! Remember that you are as successful as your team is, this is why is important to provide feedback with care and compassion and constantly keep in mind the following:
- Your feedback should not be given to hurt and/or make fun of the other person.
- Your feedback should be given to help the other person grow and become more confident in his or herself.
- Your feedback should be given to help the other person to contribute better to the work of a group.

3. *(10 minutes)* **Finally, it is important to thank the people you worked with. Think about a specific behavior/thing each member did and that you are grateful for. For example: when I lost focus for a second, you continued the conversation and supported me by providing me the time that I needed to recover my train of thought.**

NOTE

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https://mobilisationlab.org/

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