# Learn!
# Improve!
# Transform!

Capacity Building Toolkit
for Civil Society Organizations

# Introduction

The following toolkit has been developed following the implementation of a series of workshops that aimed to support the building of capacities for staff, volunteers and members of Civil Society Organisations (CSOs) in Cyprus, under the coordination of the **Cyprus Network of the Anna Lindh Foundation**.

The **Anna Lindh Foundation** is an international organisation that promotes intercultural exchanges and common projects among the civil societies of the Euro-Mediterranean region. The Cyprus Network of the Anna Lindh Foundation was established in 2005 and now counts more than 60 members.

The current publication comprises the methodology, aims and main activities of these workshops with the objective to provide support to CSOs in Cyprus and abroad to strengthen the capacity of their staff, volunteers, and members in the following areas: communication, leadership, positive peace, crisis management, advocacy, and CSO management. Five of the workshops contained in this toolkit were selected by the members of the Cyprus Network of the Anna Lindh Foundation, through an anonymous survey, from a series of submitted ideas for peer-to-peer capacity building activities to be delivered within the Cyprus Network. All of the workshops were implemented, physically or online, within the period of October 2020 to June 2021, by members and external collaborators of the Cyprus Network of the Anna Lindh Foundation.

We would like to warmly thank the contributing authors and organisations for being open to sharing their knowledge and expertise with a wider audience. We hope that this toolkit will support the development of capacities of CSOs in Cyprus and abroad, as well as stimulate the development of new ideas for capacity building of CSOs in the future.

NGO Support Centre

Rooftop Theatre

Co-Heads of the Cyprus Network of the Anna Lindh Foundation

March 2022

# Summary

**1.** Telling your story

**2.** Inspiring leadership

**3.** Building positive peace

**4.** Crisis management for trainers and youth workers

**5.** Management of an NGO and compliance with
The legal and regulatory framework

**6.** Introduction to advocacy for NGOs

Anna Lindh Foundation
Cyprus

Anna Lindh
Foundation
EUROMED

Co-funded by the
European Union

# Telling your story

## 1.

*Europolis Communications Consultant and Trainers*

*Author:* **Myria Antoniadou**
*Communication consultant - Trainer*

**Aim:** This workshop aims at giving you a good understanding of effective communication and possible tools. It will introduce you to the value of becoming proactive in telling your story and communicating achievements and also help you understand the importance of grabbing attention.

The workshop will serve as a refresher for those already doing communication, while building the capacity of others. Therefore it is addressed to a broader group of participants.

**Approach:** The trainer will be sharing her experiences as a communication consultant and journalist. It is an interactive workshop that requires your input.

**Deliverables:** At the end of the workshop you should have:

- A good understanding of clearly defined target audiences;

- Formed a clear, comprehensible and catchy message;

- Expressed an oral 1-minute presentation of what you do.

**Language:** English. (Exercises can also be in Greek).

## INTRO

We all communicate every day, with the lady on the street, the man at the shop, our family, our colleagues. In this workshop, however, we will talk about formal communication that aims to increase knowledge and awareness among your target audiences about your project, its cause, aims and results, through messages that are convincing.

Communication is about telling your story, via a tool that would help you reach your audiences and information that will attract their attention and make them react in the desired way.

In communication you should try to be simple, interesting and engaging. Leave the technical part of what you do at the side, that's not material you use to communicate.
Here is a key tip to always have in mind: Don't communicate about a meeting. It's the result of the meeting that is of interest. The impact it will have.
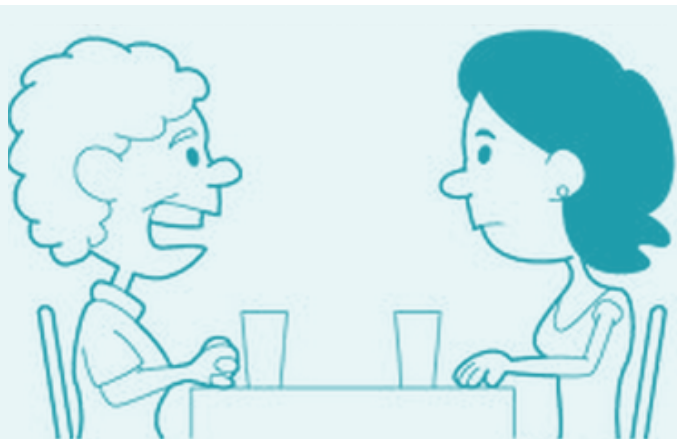


*Lady 1:* Members of the framework coordinating committee held their second JCFH meeting at the headquarters of the regional action team on Wednesday 27 September and discussed progress in implementing the project's strategy!

*Lady 2:* Our actions to clean up and gentrify the local park have been a spectacular success and we will recommend it is open to citizens for the first time in 5 years!

## COMMUNICATION PLAN ELEMENTS

There are six communication elements necessary to your communication plan.

We will look through all of them:

1. Why communicate
2. Who communicates
3. Target audiences
4. Messages + proof-points
5. Timing
6. Tools

Let's look at each separately.

**1) Why communicate:** Define why you want/need to communicate. This helps you get a better understanding of your goals and to have focus. The reason/s is something you will always look back on.

Summing up some reasons …
• To build awareness
• Create advocates
• Convince on need for change

- Bring about change
- Build an image within the community
- Show transparency
- Tell your story, support your cause

During the various phases of your project life cycle you may also communicate for a different reason. Therefore you can have your general communication objectives and then an exclusive one for each of your activities. So each time know what you want to achieve via your communication.

**Note:** For those projects that receive funding it will more than likely be a contractual obligation, therefore find out what the sponsors' requirements are.

Please do have in mind that your communication objective and your project objective are not the same. Her is a made
up example:

+ **Project objective:** to encourage more female pupils to choose science subjects.

+ **Communication objective**: to convince young girls aged between 10-12 in the main cities of how fascinating science is or the better paid job prospects they will have if they choose science subjects.

Exercise: Write down 2 reasons why you communicate and explain them

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*Tip:* *Through communication you create a standing within society that facilitates your sustainability. The better you communicate the more interest you will generate and the more funders you will attract.*

**2) Who communicates:** Even if you have a communication officer all colleagues, and in some cases also funders, could contribute towards a) finding the story (especially the people in the filed), and b) sending out the right messages so you increase your reach.

Communication requires teamwork:
- Colleagues should input to the effort and help you find the right angles, stories, people;
- Funders should support you with their presence and promoting what you do.



*Team Work required*

# Telling your story

You should speak with One Voice – You are all Ambassadors of your project.

So aims and messages should be made known in a clear manner and understood by all, and adopted when you are out in the public sphere.

*Tip: Assess your resources (money + human) at design stage... reassess when implementing if you see low effect.*

**3) Target audiences:** Define your target audiences so you can tailor your tools, messaging and tone, and increase your chances of reaching them. Profile your audience and break them down as much as possible so you have a clear understanding of who they are.



**Identify who you want to reach + why**
Defining target audiences determines:
- What to say
- How to say it
- The tools you use

*Tip: If you reach the right people, they will multiply your message.*
*That is a key aim.*

**Identify who you want to reach + why**
Defining target audiences determines:
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*That is a key aim.*

**General public is tricky...**
All organisations want to reach this vague "general public".

**Beware:** this is a very ambitious target and difficult to reach.

Even huge companies with a substantial budget define their target audiences in each campaign.

**Identify your general target groups**
**They can be:** students, academics, authorities/boards, education ministry, youth associations, media, local authorities, civil society working on environment, trade unions etc.

**Profile your target audience**
Then break them down as much as possible.
**Go into the detail, asking questions like:** Where do they live? Age groups? Education levels? Who influences them? Which social media do they use? Where do they get their information and news? Where do they hang out?

The more you know the target audience, the easier it is to tailor your message and decide on a tool to reach them. Brainstorm and create a list of questions to help you create a profile of your target audience.

Don't forget that the media and journalists a not only a communication tool, but also a target audience.

*Tip: Defining your specific target audience will help you decide how to reach them. Wide and generic products are low effective.*

**Exercise:** Target audience
Think of 1 of your target audiences.

Break it down and use it throughout workshop.

**For example:**
You want to convince young women in Larnaca to start their own business, producing and distributing traditional foodstuff. You want to encourage them to participate in workshops on how to set up your own business. So your target may be:

- Women between 25-35 – interested/ engaged in traditional foodstuff production.
- In 4 Larnaca district villages (Livadia, Kiti, Agios Theodoros, Lefkara).
- Have secondary/university education.
- Have a drive in creating their own business.
- They are on social media, but don't read newspapers.
- Etc.

**Exercise:** Write down your 1 main target audience and break it down

1
_____

_____

_____

**4) Messages and proof points:** You need to craft messages that resonate with your target audience and encourages them to act in the way you want. Usually you need more than one message. You could have a generic message and then different ones for each of your target audiences. Also, you must have proof-points, the facts necessary to support your claims if need be.

Defining a clear message allows you to:

- Communicate more easily and effectively
- Grab attention to your project
- Establish clear visibility
- Speak with one voice across the project/ organisation

Combine...

- What you want to say
- What your audience/s should know
- What interests your audience
- What will have the most effect

Messages must be **clear, factual, believable, purposeful, Comprehensible, positive, work for 1+ target** and **brief.**

They must stir emotions and make people want to act.

Therefore:

- Extract the essence / find the best angle
- Channel your vision, ambition, enthusiasm, purpose

Review and refresh messages if they don't work...nothing is static in communication.

*Tip: Test your message before going public - if you can organise a focus group that's great, otherwise ask friends, colleagues, people from your target group/s.*

## Maya Angelou

I've learned that
people will forget what you said,
people will forget what you did,
but people will never forget
how you made them feel.

InspirationBoost.com

**Exercise:** Let's start thinking and create your message

- What is important to your target audience?
- What do you do? What is your impact?
- Look for the human angle – how it affects citizens
- Narrow your focus: Strip it down to the bare essentials
- Consult with teammates and others (members?)
- KISS: **K**eep **I**t **S**hort and **S**imple

**Exercise:** Create 2 messages, 1 general, 1 for the target audience you chose

### 1.General

_____

_____

_____

### 2. Target audience chosen

_____

_____

_____

### 5. Timing in communication is often not seriously considered.

However it is very important for:
- Practical reasons, so that you follow your calendar and deliver in time.
- Real effect, for example in building relations with journalists.

For example:
- When creating products consider the time needed for related activities such as writing texts, having them validated, worked on by your graphic designer, dissemination etc.
- When organizing an event make sure you choose a date and time that can secure maximum participation.
- When reaching out to the media, make sure the hour you call them or day/time of your press conference is convenient.

_Tip: It's better to allocate more time so you are sure to have everything ready rather than miss your deadlines_

Do some research and find out in your society the...

**Dates to avoid:** important events (elections, world cup etc.), summer holidays (that may also be positive), public holidays, when public discourse isn't favourable etc.

**Dates to pursue:** when media looking for info/experts, international days (e.g. World Teachers day October 5 – Environment day June 5), when relevant activities will take place, media 'silly season' etc.

**Reaching out to the media?**
**Then Consider:** they have different pace & needs, e.g. News agency and radio are immediate, TV or print magazine need more organisation (photos, footage)

### 6. Communication tools: Having decided on your **aim, target audience** and **messages**, helps you now choose the **tool** you will use to reach your audience. This is based on your aim, as well as human and financial resources.

You will have some generic tools, like a Facebook page and a website, but then you need tailored tools for each of your target audience.

Why? It's simple. You wouldn't try to reach a farmer with the same tool you would use for a 20-year-old student.

In communication we have:

**Direct tools** - the message is sent directly to the receiver (publications, Infographics, website, social media, event etc., photos/photo stories.)

**Indirect tools** - the message is sent through another communication channel, mainly the media (press release, feature story, press conference, press pack, press visit)

*Tip:* Hook onto events organized by others and team up with other projects. Together you are stronger.

Let's have a closer look at some key tools:

**Publications** (covering anything printed): they need time, effort and money.
Consider issues like…
• Do you need a publication? Who is your target?
• What would your audience appreciate and understand most?
• Effectiveness –booklet, leaflet, flyer, bookmark, postcard, poster, infographic.
• Look around for what is out there, what's new and effective, what people prefer and follow that style.
• Your story or your beneficiaries' story or a combination?
• Do you have quotes and good photos?
• What writing style should it have - brief, engaging, to the point is what you should aim for.

Who will write it so it's professional and engaging?
• Electronic only or electronic and print? If only electronic it should work well when printed on a home printer.
• What does it look like when opened on a mobile phone or tablet?
• Graphic designer and printing costs.
• Dissemination (weight, size, cost) - Have a plan on sharing it.

*Tip: Don't forget we are living in the age of sms, what's up and twitter. People are reading less. Follow the attitude of: Less is more…*

**Infographics:** the effective, brief and more visual tool.

Information graphics or Infographics are graphic visual representations of information, data or knowledge:
• More likely to be read than text articles
• Better response to visual info than text
• Compelling content
• Good visuals
• Share - encourage others
• Promote - print and give

This is a tool that is now extremely popular and effective as they give good information in a simple and readable, engaging format. Or so it should be.

*Tip: Have in mind that writing texts for an infographic is not easy, as you have to say a lot in a few words. It's actually quite difficult and you need a professional writer either to write it or edit it.*

**Photos:** worth more than 1000 words
A good picture = a good story

Good photos are an extremely valuable tool - they can be used for press release, publications, website, social media, photo story,

presentations, videos, calendars, photo exhibition, post cards, posters, photo caption story.

It's worth investing in a professional photographer. You need to brief the photographer well and explain your needs, point him/her to the people you want, the angles, and the key elements.

*Tip: Consider the use of photos before appointing the photographer.*

There are many sources for free photos (Photo data bases, EC, EP, other projects), but don't forget to respect copyright!

Some key tips:
- Go for: Quality not quantity.
- Brief the photographer.
- Provide photos in high resolution, demonstrating activities and emotions - no passport photos.
- Photos should have captions if used in a news context.
- If you are only sending out a photo and caption, without an accompanying press release, reply to who, what, when, where, why.

Consider their different uses: photo stories, brochures, galleries, calendar, bookmarks, exhibition, e-cards, social media etc.

*Tip: Use good quality photos with captions. They are especially useful and effective in social media.*

**Indirect communication tools: the media and journalists**

The media and journalists are key to your communication effort and are both a target audience and a tool. Despite any possible challenges you should be consistent and persistent in building media relations.

Your first step is to know the media landscape in your country.

For this, undertake a small study and profile the media outlets and journalists.

Look into issues like:
- Creating a media landscape list (check Press and Info Office website).
- Who owns each media.
- What is their editorial line.
- What kind of subjects do they cover.
- Are they interested in your issues.
- Who are the journalists working at each media - name, issues they cover, contact details (email, phone).
- Are there any journalists working there who you could approach.
- Do you know someone who knows journalists and may introduce you.



**Journalists:** some useful info to know
- underpaid - overworked (situation worsening after economic crisis)
- often not specialised or don't cover one subject only
- given a word/time count
- work to strict deadlines
- story edited/aired on the day for news outlets

- must back up story – your info/claims should be corroborated
- conscious of editorial line that they follow
- looks for quotes to give human angle – find them quotes/people
- one, two arguments enough – avoid too much info
- may not know the subject, but know how/ obliged to report on it
- simple words – don't use your jargon, or if you do explain

**Some dos…**
- build personal relations – they are members of society after all
- invite them to your events – if interesting to them
- make journalists feel 'special' – exclusive news, praise
- try to become their reliable and quotable 'source'
- clarify whether you are speaking On Record, Off Record or Background…

**And some don't's…**
- hold a press conference if you have nothing to say
- expect them to know what you do - unless you explain
- suggest an interview  - without having news
- contact them often

*Tip: The magic words are "follow up" and "engagement" – if they cover your story, if they share your press release reach out and thank them. If they write something you liked praise them.*

**Questions and Tips on building media relations**

- **Find out:** How each media/journalist views NGOs/CSOs.
- Can you expect coverage? Yes if you can convince that what you do affects citizens.
- Create a "pitch", meaning a couple of paragraphs of what the story is and how you would present it – cut out the details.
- Know the different media, how they work, needs (print, TV, radio, internet/social media) & Journalists routine (working hours, peak hours, breaks, days off, tech savvy etc.).
- Create a database and update it at every opportunity.
- Know whom to contact in each media (editor, reporter etc.)
- They do copy – paste, so give them info electronically and written in a good, comprehensible language with most important info in lead.
- The more clear and straightforward info you give journalists the less possibility for mistakes!
- Remember: Less is more…

*Tip: Your aim with journalists is to provide well-written texts that they can use as is, with your messages as are.*

**Press Release: a key tool to reach the media and to disseminate news**

A press release is a very useful tool for you to know and master, whether it's to disseminate to the media or for your own usage, eg. data base contacts and website.

*Tip: Understanding the key elements of the press release and the ability of good writing are skills you will use for whatever you produce.*

# Telling your story

If your press release **story** captures a **journalist's attention**, is creative and the information is accurate, timely and factual it is likely to be covered. However, have in mind that **they receive dozens** every day so you need to make yours stand out.

The most important parts of a press release are the **headline** (title) and the **introduction**.

Equally important is **timing**.

Just think of what you do when you pick up a newspaper or listen to the news: if the headline and intro interest you then you go ahead and find out more, otherwise you just move on.

*Tips: When you write something distance yourself for a couple of days and then read it with a fresh mind. Also read it out loud as that helps you make your narrative smooth and comprehensible. You can also give it to someone else to read.*

**Headlines can...**

- **Tell a story** - "A good recipe for farming? Trading pesticides for owls"
- **Refer to facts -** "Border guards learn English to handle football fans"
- **Announce in figures** – "EIB promotes public transport in Egypt with €200m loan for Cairo Metro"
- **Be lively** – "For your wedding, get a trolleybus"
- **Ask questions** - "Does brain drain from poor to richer countries only have negative effects? The cases of Palestine and Tunisia"
- **Be playful with words** -  "The new trade routes of old natural soap"

**The skill of the introduction**

At journalism school you learn about the "five Ws and H" and this is the principle you should be following in your writing. Basically it's all about replying to these questions and getting this information in your lead.

Here is what the "five Ws and H" stand for:
- Who was involved
- What happened, your story
- Where - the place
- When - the time
- Why - the reason it took place
- How it happened

At journalism school, or in the field, you also learn about the inverted pyramid.
Here it is:
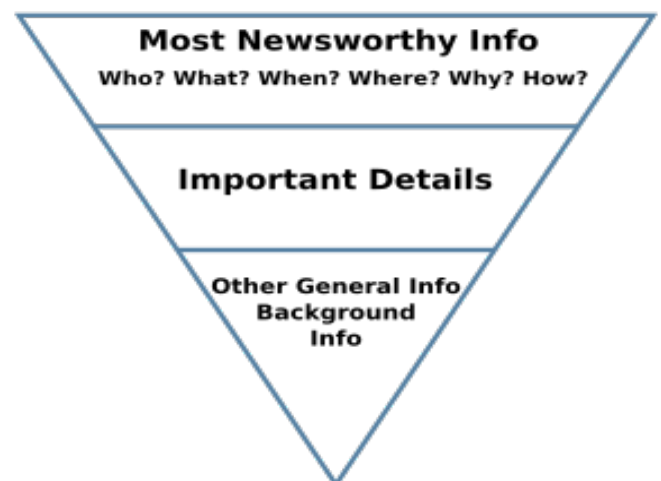


The reason journalists follow this principle is because your editor will start cutting from the bottom, considering that is the information that can be redundant if you don't have space.

Therefore, when preparing a press release or another text for public use, have this in mind.

## Key writing tips

- Step outside your world and **find the point of attraction**.
- What do people really want to know, **what is useful for them**, what will stimulate emotions?
- **Do not communicate the meeting, but the result** - the impact on people's lives.
- Do not communicate your processes, **but the results**.
- **Avoid jargon and complicated concepts** – simplify them for people beyond your project.
- **You don't have to say it all.** What people don't know they won't miss!
- **KISS** – Keep it short and simple.

One challenge projects always face is wanting to say too much. This is confusing to the people you want to engage with and especially the media. What you need to do is attract their attention and interest, and then guide them to where they can find out more. That's why websites are important, as they are your information hub.
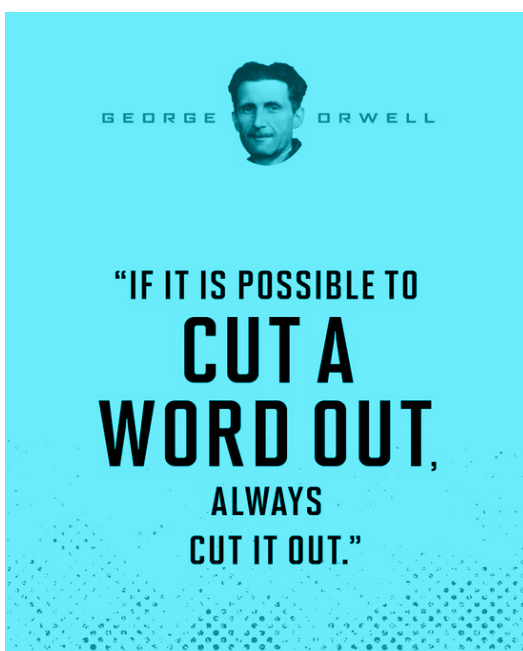
## SOCIAL MEDIA: NO LONGER A MATTER OF CHOICE...

Social media is today more than necessary for any project or organisation that wants to reach the public as all ages and social groups are there, albeit on different social media.

There are so many social media tools that we can get lost, therefore you need to know on which you find your target audiences. You need to to some research and find out what your target audience uses.

Do look for as much info as possible to establish what social media tools your target audience use. Here is something useful that I have found on social media usage in Cyprus:

*Tip: Are there any reports or other info from which you can collect info about Cyprus and Social media usage? Do an online search. Ask around.*

## Know your social media

Before you do anything else, you should get to know the different social media and their usage, at least the most popular.
Here is something fun to start you off:



GEORGE ORWELL

"IF IT IS POSSIBLE TO **CUT A WORD OUT**, ALWAYS CUT IT OUT."



SOCIAL MEDIA EXPLAINED WITH coffee

I Like Coffee

Here is a collection of pictures & recipes of coffee drinks.

I am drinking #Coffee

Watch me as I drink coffee.

I am a Google employee who drinks coffee

Here is where I drink coffee. I come here a lot, I am the Mayor.

I am good at drinking coffee

Here is a vintage picture of me drinking coffee.

socialab

## Telling your story

You need to establish:
- Who do you want to reach – target audience?
- What social media do they use?
- What posts are more likely to interest them, engage them
- What language/s should you use
- What's the best time to post

**A few more tips...**

- Use simple language – be conversational
- Tailor your message to the audience
- Avoid jargon
- Keep it short – to the point
- Make it relevant
- Go for visual contents – photos, videos
- Think before posting, but...worry less, update more – create a calendar
- Don't waste with official info/titles
- Be interactive
- Vary your content (online you can find cheat sheets with ideas)
- Prepare some posts in advance

**TRAINER COMMENTS AND MORE**

After looking at your websites and social media feeds (Facebook and Twitter) I collected some general comments that all may find useful. Here they are:

- Don't use jargon or complicated explanations:
    - Language should be simple, comprehensible – minimum jargon
    - Step back or ask a third person to read what you write
    - You can't be vague in what you do – Be very clear
- Have consistency and interlink your Social Media.

- Leave out info like non-governmental, independent, non-profit, date set up, etc. from your first sentence – say what you do – reply to why would someone be interested in you?
- Aim is to show what you do at outset – on any medium - attract attention, and then send them to where they get more.
- Visual presence is important, but your messages should be more prominent and clearer.
- Make your contact details/ info very visible.
- Add links where one can find out more everywhere.
- Visually you should break up texts, use bullets and boxes etc. in all communication material.
- Make sure links work, information is updated and be innovative in how to make info not look old.
- Put your Facebook feed on your websites, if you use it regularly as that's your news.
- Find sources for information, photos, videos, opportunities etc. of interest to your audience.
- Many orgs have a very satisfactory Facebook following but little engagement (likes, shares, comments) – Ask people, remind them.

**CLOSING EXERCISE: THE ELEVATOR PITCH**

This exercise is to help you define what it is you do that is important and to present it in a way that is both factual and engaging.

We have been talking about your project, organization, activities and communication goals. Now take a minute and think:
*You have met a journalist.*
*You want to impress him/her.*
*You want to grab attention.*

*Your aim is to get this person interested in your story, your project.*

They are ready to enter the lift.

So you rush up and say

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**Example:**

• Who you are (name)
• Something interesting you do – your message

*You can ask the journalist a question: For example - Did you know that our organisation, the Civil Society Advocates, actually inputted to writing and designing the new law for NGOs in Cyprus - so we are the independent leaders in this field.*

*If you need information and news about NGOs in Cyprus, do reach out to us. We as Civil Society Advocates need the media's support in order to clarify and promote the role of civil society locally and internationally.*

*Can we arrange a meeting to present our positions and proposals?*

*Here's my card, or even better, can I please have your card so I can contact you...*
• Mention the name of your project (not necessarily the formal name, something more catchy)
• No jargon – no terms of reference – no acronyms...

**WRAPPING UP...**

If you didn't have a story, you wouldn't have a project.

Your project exists for a very specific reason and seeks to have an impact in society. Find that impact. Find the people affected and benefitting.

Share your results and how you make a difference.

**FINAL REMARK**

An average project with good communication may shine, whereas a great project with bad communication may go unnoticed!

**Go out there and shine with your stories... convince of your value!**

# Inspiring leadership

2.

*Cross Culture International Foundation Cyprus*

*Authors:*
*Marina Aristodimou*
*Pan Michaels*

## INTRODUCTION

**Who are we?**

In CCIF Cyprus, we believe in the transformative power of non-formal education and its ability to simplify the way we teach, learn, perform and elevate experiences.

Our Mission is to support education for social inclusion.

Our Vision is to empower youth irrespective of gender, social, cultural or educational background.

Our Purpose is to equip youth from local and surrounding communities with artistic, digital, soft, life and employability skills.

Our Mandate is to contact research, develop learning and training tools, organize workshops, informative training seminars, cultural, sport and dance events. The continuous dialogue with young people has given us the opportunity to grasp their strengths, detect their needs, and develop targeted activities that could satisfy their training needs.

## SUMMARY

### a. Aim of the workshop

The workshop focuses on Leadership through volunteerism lens. Volunteer Leadership is an effective model to inspire action. It is addressed to administrators when dealing with community partners, mentors, volunteers and youth workers when working with youth. The volunteerism provides a valuable opportunity for young persons to develop themselves as future leaders.

### b. Objectives

Gain insights on:

- How to build higher performing teams

- Motivate individuals and greater commitment

- Develop mentoring skills

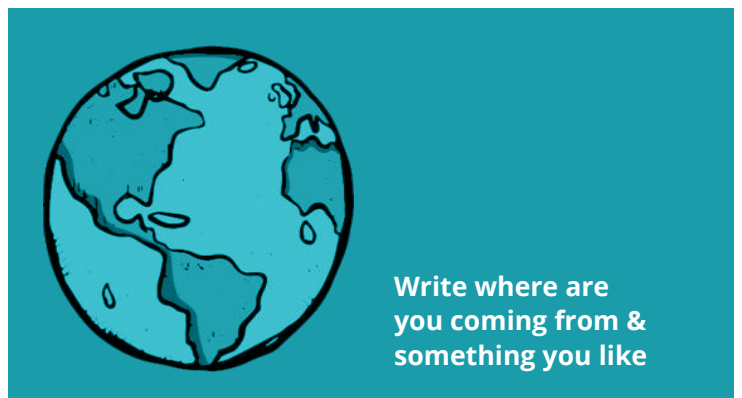- Improve communication skills

### c. Methodology

The workshop analyzes information about Leadership, provides opportunities for the participants to actively engage, to learn from each other and apply what they have learned to their own situations.

### d. Icebreaking

**Let's get to know each other**

**Write where are you coming from & something you like**

## ACTIVITIES

**What are the main challengers for a team leader in a Youth Group?**

Write your ideas in the chat

*Communication between stakeholders

*Arguments within the team

*Different visions and ideas

*Competition among members

*Lack of passion in the team

*Age Gaps

*Different Locations & Distance

**The role of the leader in an NGO**

**To** lead

**To** identify issues to be solved

**To** discover opportunities

**To** become the bridge stakeholders & Community

**To** Visualize and communicate the vision of the NGO

**To** make a change with the involvement of participants

**To** Inspire participants, stakeholders & the community

**To** organize participants to make things happened

**Definition of a Team**

A Team answers to the **GAP** analysis:

**G**oal, that is shared (What are we doing and why?)

**A**ffinity, positive relations between team members (Who?)

**P**rocess, achieving the goals (How?)

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## Robert Greenleaf "servant leadership" 1970

For making the world a better place (based on the needs of the community)
Jesus Christ, Nelson Mandela, Ghandi, Martin Luther King
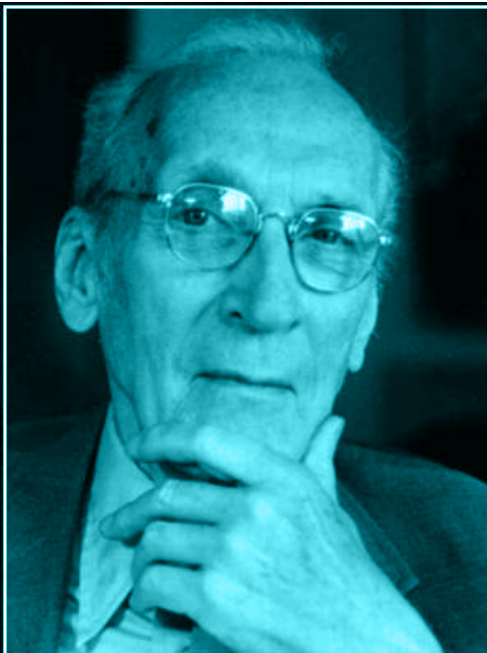
**SERVE** - Vision & Implementation

**S** = See and shape the Future

**E** = Engage and Develop Others

**R** = Reinvent Continuously

**V** = Value Results & Relationships

**E** = Embody the Values



The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first.

— Robert K. Greenleaf —

AZ QUOTES

## HPTs - High-performance teams



Teams, organizations, or virtual groups that are **highly focused** on **their goals** and that achieve **superior** business **results**.

## PERFORM - Characteristics of High Performance Teams

**P** = Purpose & Values

**E** = Empowerment

**R** = Relationships & Communication

**F** = Flexibility

**O** = Optimal Productivity

**R** = Recognition & Appreciation

**M** = Morale

## SCORES - Practices for high performing orgs

**S** = Share information & Open communication

**C** = Compelling Vision

**O** = Ongoing Learning

**R** = Relentless Focus on Customer Results

**E** = Energizing Systems & Structures

**S** = Shared Power and High Involvement

*(Blanchard 2008)*
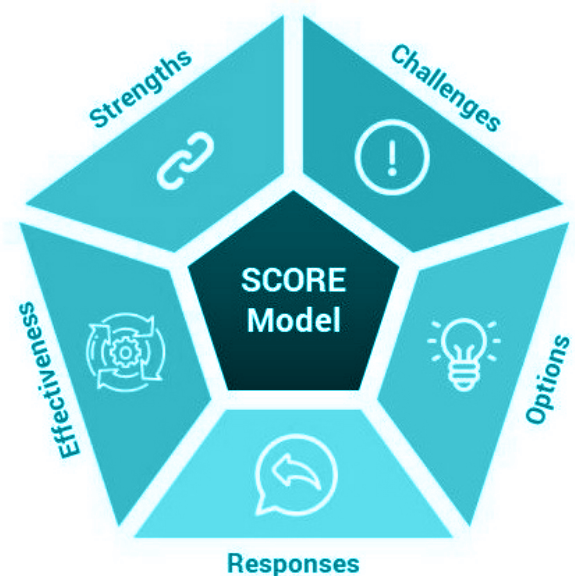
## ANALYSIS

### Hersey and Blanchard tool

The right leadership style depends on the follower:

1. **DIRECTING:** *Low Competence, High Commitment*

Lack required skills but want to learn and happy to take direction

1. **COACHING**: *Some Competence, Low Commitment*

May have some relevant skills, but can't do the job without help

1. **SUPPORTING:** *High Competence, Variable Commitment*

Experienced and capable, but may lack confidence to work alone, or the motivation to do it well or quickly

1. **DELEGATING:** *High Competence, High Commitment*

Experienced and comfortable with their ability. They may even be more skilled than the leader.

| | SUPPORTIVE BEHAVIOR ↑ | |
|---|---|---|
| | **3 SUPPORTING** | **2 COACHING** |
| | **4 DELEGATING** | **1 DIRECTING** |
| | DIRECTIVE BEHAVIOR → | |

## Team's Stages of Development

1. Orientation
2. Some people may leave
3. Inclusion
4. Production
5. The End (for 1 project teams)

| FORMING | STORMING | NORMING | PERFORMING |
|---|---|---|---|
| The team meets and learns about the opportunities and challenges. | The group starts to sort itself out and gain each other's trust. | All team members take the responsibility and want to work for the success. | The team members are now competent. Making decisions on their own. |

### Everyone's role is important in the group

**Roles in projects**

the maverick

the leader

the bully

the workaholic

the team player

This character does things their own way. They may be effective, but they're difficult to control.

This person has a natural ability to encourage others and take a project though to success.

This person imposes their personality on others, making other people feel bad in the workplace.

This person doesn't know when to stop, and they often believe the office would collapse without them.

This person has a natural ability to fit in. They make positive contributions and build good relationships.

**Which of the following activities are used in your organisation - Checklist Activity**

- Ice breakers
- Team building Activities
- Sharing Common Vision
- Goal Setting

- Taking Initiatives
- Fun & Enjoyment
- Partnerships

---

**Goal Setting**

Why is goal setting related to high performance?
**Goals affect the performance of the team (Blanchard 2008)**

Realistic Goals
**Are goals possible in realistic time limit?**

On the Right Direction
**Are goals aligned with the vision & culture of the team?**

---

**The Power of Vision**

Creating a vision: creating an inspiring project

- Futuristic, do *not* talk about the poast
- Positive description of the projecto
- Do *not* mention problems
- Talk about individuals (avoid words like 'the population', 'locals')

- Tell a story about a future user
- Use imagery
- Be enthusiastic
- Express your personal motivation
- Follow the what/why/how structure
- Do not talk about 'how' in terms of project organisation; just express the priority

---

**SMART Goals**

**S** = Specific & Measurable

**M** = Motivating

**A** = Attainable

**R** = Relevant

**T** = Trackable & Time-bound

---

# Inspiring leadership

**How as a leader to inspire Team members' Empowerment**

Share information with all members & build trust

Promote Inclusion & autonomy by making clear freedom with limits

Honour people for their good job and say "Thank you"

Support team members to understand:

**1. The importance of their role in the Team**

**2. The value of the content of their work**

**3. The importance of their results for the community**

**4. The Choices Available to them**

---

**Motivation**

A leader attracts followers towards a goal.

If you're in charge of a project, you're also responsible for the people who work with you, that means:

1. Safety

2. Well-being: your team needs to know that you care about them

3. Ethics and legal: is what we are doing is ethical? Legal?

4. Responsibility for the project

---

**Attract people to your project**

How can we attract people to our project ?

4 ways:

1. Personal qualities

2. Group: you need to know your audience and you adapt your speech to it.

3. Situational: ppl will listen to you if they think you're an expert.

4. Personal influence : charisma, positive energy.

*The group approach is by far the most important.*

---

**Bear in Mind!**

The 3 "A":

**A**nalyse your followers

**A**dapt your message to them

**A**chieve your project goals

---

**The Maslow Pyramid**

Self -actulisation

Success

Social Belonging

Security

Survival

---

**Mentoring**

Different types of mentoring:

1. One to one
2. Group Mentoring
3. Peer Mentoring
4. E-mentoring

**Support Participants to their role Give**

**Direction**

**Become the bridge between team members**

# Inspiring leadership

**Useful tips for Mentors**

1. Set realistic expectations based on the skills and abilities of your mentees
2. Ask them what the,ir expectations are from you as a mentor
3. Set realistic goals and agree with them about their commitment to the program
4. Schedule your next meetings in advance
5. Listen to them carefully
6. Let them to go through a decision-making process to come up with their, own decisions
7. Be accountable to each other
8. Provide opportunities to your mentees
9. Keep a healthy communication between the two sides
10. Establish limits to protect both parties' personal spaces

*(Monster.ca)*

**Communication  for leaders**

Speak to the hearts of people with passion about the vision of the Organisation

...and to their brains with figures and possibilities

Listen to people carefully -

Take the time to "see" their feelings behind their words

The importance of the words Use positive & motivational language

Speak at the style of their Language to build trust

**Inspiring Advert**

**Example**

**Activity**

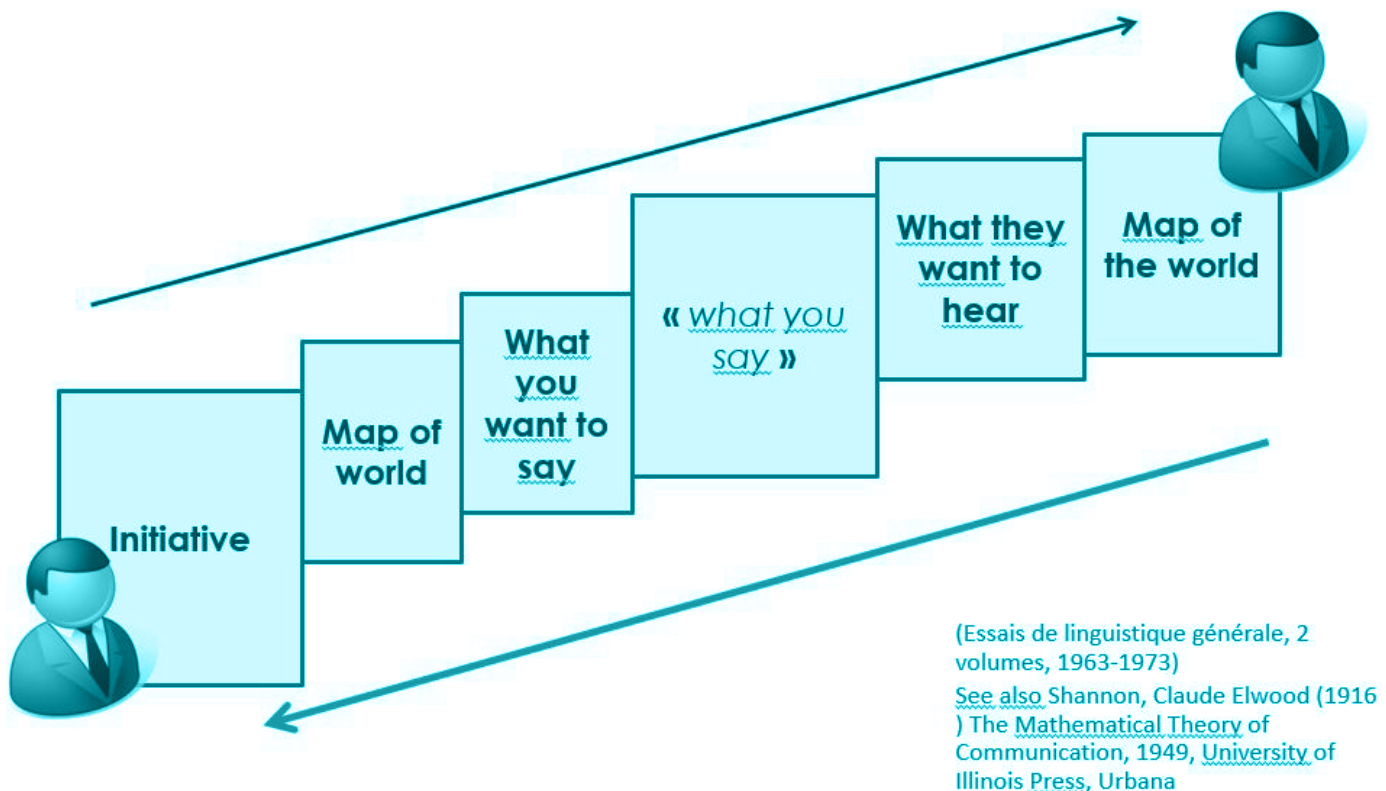**Create a slogan to share the vision of your organization / or a project**

**Tips:**

Keep it short to the point

Words create feelings & images

"Listen" to the sound of the words

**Homework**

Find an image to match the slogan which will empower the message



Initiative — Map of world — What you want to say — « *what you say* » — What they want to hear — Map of the world

(Essais de linguistique générale, 2 volumes, 1963-1973)
See also Shannon, Claude Elwood (1916) The Mathematical Theory of Communication, 1949, University of Illinois Press, Urbana

# Building positive peace

**3.**

*Visual Voices*

*Author:* **Alden Jacobs**
    *Director of program development*

## SUMMARY

The workshop 'Building Positive Peace: Examining positive peace within the framework of the IEP' was designed by Visual Voices and based on the research of the Institute for Economics and Peace.

The workshop focuses on building a deeper understanding of positive peace and an introduction to the Global Peace Index. It recognizes positive peace as an important concept for civil society representatives to understand when seeking to promote positive social change and that the concept as a whole is relevant to all social issues. This workshop builds a strong foundational understanding of the concept through activities and conversation. Deeper learning is supported though participants having the opportunity to explore how this relates to their work and how to apply it in practice. Opportunities for continued learning are included for those who seek to explore this and similar concepts in greater detail.

## OBJECTIVES

The overall objective of the 'Building Positive Peace: Examining positive peace within the framework of the IEP' is to support civil society organizations to integrate positive peace both into their practices and structures.

Within this overall objective, sub-objectives include:
- Establish a deeper understanding of positive peace.

- Establish a deeper understanding of how to activate positive peace in their communities.

- Develop ideas on how to incorporate positive peace into an organization's programs and project proposals.

- Establish an understanding of existing research and resources.

- Establish and understand opportunities for continued learning.

## METHODOLOGY

The workshop methodology has been designed to be extremely adaptable in regards to implementation and outreach. This section will outline how it was designed and best used.

To begin, this methodology was designed around supporting civil society representatives or individuals seeking to make change within their community. Still, the content and structure make the workshop extremely versatile and relevant to any target group with minor adjustments. For example, the content may be used with policy makers seeking to establish the basis for positive social change in their communities.

The nature of the project also allows for flexible implementation. It was initially designed to be implemented online but can easily be done in person as well. To make the project as interactive as possible, you can use mentimeter.com and build a Miro board. For in person implementation, paper cutouts can be prepared for participants.

As a whole, the methodology focuses on bringing learning through presentation of concepts, group discussion and interactive processes. Duration can be adjusted but it is estimated to take approximately 2.5 hours. Discussions should take the form of open conversation between practitioners in direct relation to their personal and professional experiences.

## ACTIVITIES

The following section outlines the conversation structure and activities of the workshop. It is very important for the methodology that the sequence of conversations build upon each other in a way that gives all participants the conceptual foundation to contribute comfortably.

**Builting Positive Peace:**
Examining positive peace within the framework of the IEP

Welcome the participants to the workshop and introduce that it will focus on positive peace within the framework of the Institute for Economics and Peace.

If the session is online, introduce the platforms being used. Mentimeter and Miro will help organize everyone's thoughts.

Participant introduction. Everyone say their name and the thematic focus of their work or the kind of social change they are interested in working on.

Apart from getting to know each other, it is also important to help us create links between our work, especially within the context of positive peace.

Always opportunities for working together!

Rank these countries from
highest level of +Peace (1) to lowest +Peace (12)

France        Sri Lanka        North Korea        Israel        Rwanda

Saudi Arabia        South Korea        Cyprus        Japan

USA        Portugal        Palestine

**Activity 1**

Make a selection of countries from the IEP Positive Peace Report (example above).

Ask everyone to rank these countries according to their perceived levels of positive peace. With 1 as having the highest levels of positive peace and 12 being the lowest levels of positive peace.

## Let's see what you said…

## Go to mentimeter

If online, create a poll on mentimeter beforehand. Send link to participants and have them fill in their rankings. Is there general agreement in the ranking?

## Let's break that down a bit more

## Everyone please share their order

If online, create a Miro beforehand with the necessary space for the number of participants. Record each participants ranking.

If in person, write down on a whiteboard or paper.

# Institute for Economics and Peace

The Institute for Economics and Peace is the framework of the workshop. Give a brief introduction to the IEP, PPR and GPI

The Institute for Economics and Peace (IEP) is an independent, non-partisan, non-profit think tank dedicated to promoting a better understanding of the social and economic factors that develop a more peaceful society. IEP achieves its goals by developing new conceptual frameworks to define peace; providing metrics for measuring peace; and uncovering the relationship between peace, business and prosperity.

## *The Global Peace Index*

- Ranks **163 countries and territories** on their relative states of peace

- Is a composite index that uses **23 indicators** weighed on a 1-5 scale

- Developed by the **Institute of Economics and Peace**

- Guided and overseen by a **panel of international experts**

- Includes data collected and collated by the **Economist Intelligence Unit**

- Is now in its twelfth year

The GPI is the leading objective measure of the relative peacefulness of the world's nation states. It ranks 163 countries and territories according to their levels of peace (defined, for this purpose, as the absence of violence) and provides several unique data metrics for identifying the presence of peace. The GPI is guided by an independent international panel of experts of scholars from leading academic and non-government institutions. It was launched in 2007 and is published annually.

The Global Peace Index Indicators

**6** measures of ongoing domestic and international conflict

*Including: intensity of organized internal conflicts, relations with neighbouring countries and number of deaths from conflict*

**10** measures of societal safety and security

*Including: number of refugees and IDPs, impact of terrorism, homicide and incarceration rates*

**7** measures of militarisation

*Including: military expenditure, number of armed service personnel, ease of access to small weapons*

GLOBAL PEACE INDEX 2019

Explain the Global Peace Index indicators in detail.

**What does Positive Peace means to you??**

Back to mentimeter

After explaining the Global Peace Index, transition into positive peace.

To get started, go to menti-meter to share some ideas on what positive peace means to the participants. Here you can use the function of sharing key words.

## Building positive peace



Structural Violence

Cultural Violence
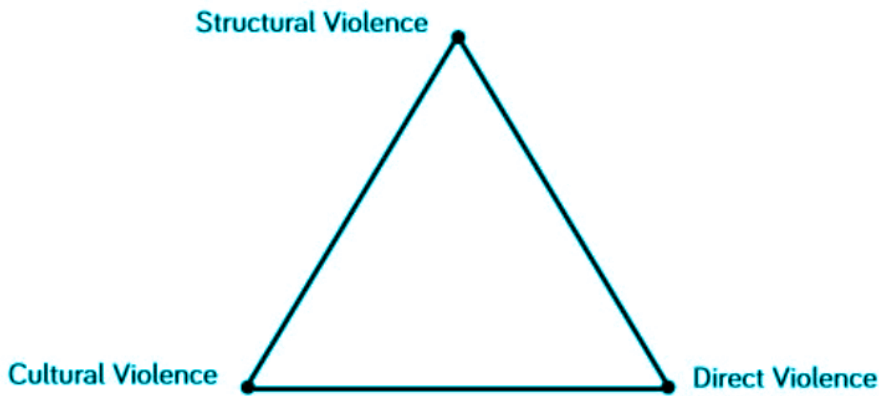
Direct Violence

**Diving into Positive peace**

Starting with Galtung's triangle. What is...

Structural violence?

Cultural violence?

Direct violence?

Diving into positive peace with a discussion Galtung's Triangle.

- **Structural violence:** Structural violence refers to systematic ways in which social structures harm or otherwise disadvantage individuals. Structural violence is subtle, often invisible, and often has no one specific person who can (or will) be held responsible (in contrast to behavioral violence). (structuralviolence.org)

- **Cultural violence:** Cultural violence' is defined as any aspect of a culture that can be used to legitimize violence in its direct or structural form. (Johan Galtung)

- **Direct violence:** this would be actual physical violence.

Example from Contemporary Conflict Resolution- direct violence (children are murdered), structural violence (children die through poverty), and cultural violence (whatever blinds us to this or seeks to justify it)

Ask for reflections on these three types of violence.

**Can you define Negative peace?**

**And Positive Peace?**

Before the group shared some ideas about positive peace. Now try making some simple definitions.

Ask participants to share a definition for **Negative Peace?**

Ask participants to share a definition for **Positive Peace?**

What if they were to define these terms as related to **Galtung's triangle?**



Share definitions of negative peace and positive peace from the IEP.

## Positive Peace

Ask participants to read the IEP pillars of positive peace. This is how the IEP is measuring levels of positive peace within their research.

**Results of the 2019 Positive Peace Index**

| Country | Rank | PP overall score | Well-Functioning Government | Low Levels of Corruption | Sound Business Environment | Equitable Distribution of Resources | Acceptance of the Rights of Others | Free Flow of Information | High Levels of Human Capital | Good Relations with Neighbours |
|---|---|---|---|---|---|---|---|---|---|---|
|  | 1 | 1.17 | 1.08 | 1.09 | 1 | 1.01 | 1.35 | 1.26 | 1.19 | 1.48 |
|  | 2 | 1.21 | 1.2 | 1.06 | 1 | 1.16 | 1.11 | 1.15 | 1.33 | 1.83 |
|  | 3 | 1.23 | 1.17 | 1.13 | 1 | 1.05 | 1.45 | 1.15 | 1.2 | 1.8 |
|  | 3 | 1.23 | 1.2 | 1.28 | 1.05 | 1.22 | 1.17 | 1.05 | 1.24 | 1.73 |
|  | 5 | 1.26 | 1.26 | 1.11 | 1 | 1.11 | 1.49 | 1.05 | 1.28 | 1.88 |
|  | 6 | 1.28 | 1.42 | 1.27 | 1.13 | 1.04 | 1.1 | 1.47 | 1.19 | 1.68 |
|  | 7 | 1.29 | 1.3 | 1.57 | 1.06 | 1.08 | 1.52 | 1.1 | 1.2 | 1.44 |
|  | 8 | 1.34 | 1.57 | 1.42 | 1.12 | 1.19 | 1.23 | 1.45 | 1.36 | 1.38 |
|  | 9 | 1.4 | 1.24 | 1.07 | 1 | 1.15 | 1.87 | 1.34 | 1.38 | 2.35 |
|  | 10 | 1.41 | 1.27 | 1.47 | 1.01 | 1.12 | 1.53 | 1.46 | 1.4 | 2.2 |
|  | 11 | 1.42 | 1.44 | 1.6 | 1.08 | 1.14 | 1.62 | 1.28 | 1.27 | 1.93 |
|  | 12 | 1.47 | 1.48 | 1.73 | 1.26 | 1.1 | 1.64 | 1.83 | 1.26 | 1.38 |
|  | 13 | 1.51 | 1.43 | 1.34 | 1.04 | 1.25 | 1.5 | 1.7 | 1.3 | 2.73 |
|  | 14 | 1.53 | 1.81 | 1.93 | 1.26 | 1.13 | 1.62 | 1.39 | 1.35 | 1.7 |
|  | 14 | 1.53 | 1.5 | 1.48 | 1.2 | 1.09 | 1.32 | 2.62 | 1.11 | 2.09 |
|  | 16 | 1.55 | 1.71 | 1.68 | 1.32 | 1.07 | 2.01 | 1.82 | 1.34 | 1.38 |
|  | 17 | 1.56 | 1.57 | 1.6 | 1.4 | 1.04 | 1.47 | 1.65 | 1.08 | 2.84 |
|  | 18 | 1.57 | 1.82 | 1.99 | 1.84 | 1.17 | 1.38 | 1.48 | 1.32 | 1.38 |
|  | 19 | 1.59 | 1.55 | 1.85 | 1.01 | 1.22 | 2.17 | 1.69 | 1.38 | 1.84 |
|  | 20 | 1.63 | 1.95 | 1.94 | 1.7 | 1.16 | 1.69 | 1.69 | 1.33 | 1.38 |
|  | 21 | 1.69 | 1.84 | 2.19 | 1.79 | 1.21 | 2.08 | 1.27 | 1.51 | 1.38 |
|  | 22 | 1.77 | 1.9 | 2.86 | 1.57 | 1.16 | 1.88 | 1.56 | 1.62 | 1.38 |
|  | 23 | 1.79 | 1.93 | 2.6 | 1.81 | 1.15 | 1.78 | 1.93 | 1.34 | 1.55 |
|  | 24 | 1.83 | 1.88 | 2.42 | 1.71 | 1.06 | 1.43 | 1.58 | 1.32 | 3.32 |
|  | 25 | 1.84 | 2.03 | 2.19 | 2.3 | 1.45 | 1.7 | 1.56 | 1.69 | 1.57 |
|  | 26 | 1.85 | 1.57 | 2.28 | 1.12 | 1.67 | 2.21 | 2.02 | 1.58 | 2.47 |
|  | 27 | 1.96 | 2.33 | 2.73 | 1.85 | 1.18 | 1.7 | 2.07 | 2.08 | 1.54 |
| Cyprus | 28 | 2.01 | 2.06 | 2.91 | 1.73 | 1.13 | 2.04 | 1.88 | 2.4 | 1.74 |
|  | 28 | 2.01 | 1.84 | 2.72 | 1.59 | 1.36 | 2.71 | 2.01 | 1.46 | 2.33 |

Now ask about a context in which they are familiar, in this case it is Cyprus, but it could be any country.

Do these seem like fair ratings?

Any predictions for the next report?

## Let's talk

**What do think about positive vs. negative peace?**

**Where do you see positive peace?**

**Where do you see negative peace?**

**What is the relationship between positive peace and negetive peace?**

**Is positive peace achievable?**

Discussion around positive peace. Let these questions guide the conversation.

The point being that peace isn't such an obvious measurement. Peace is not only the lack of violence AND this is really important because not addressing these issues actually helps the continuation of violence and conflict. BUT this structural/ cultural violence are very hard to address, they are less obvious than violence and that subtlety makes it harder for people.

## Why is this important for civil society?

So why is this important for civil society?

Direct violence and negative peace may have more to do with the political level although civil society has a major role to play in this BUT Civil society is often very integrated in addressing structural and cultural violence.

Therefore, a better understanding of these concepts is a way understanding the role of civil society from another perspective, giving greater value to the work of CSO's and hopefully helping identify tools that can strengthen their work.

## Back to the rankings!

## Has your ranking changed?

Ask participants to take a few minutes to rearrange their rankings (or keep them the same if they want).

As they present their updated list, make changes directly to Miro board or whiteboard/ paper as well. Note any significant changes from participants.

| RANK | COUNTRY | SCORE | RANK | COUNTRY | SCORE | RANK | COUNTRY | SCORE |
|---|---|---|---|---|---|---|---|---|
| 1 | Norway | 1.17 | 28 | Israel | 2.01 | 57 | Trinidad & Tobago | 2.74 |
| 2 | Finland | 1.21 | 30 | Uruguay | 2.02 | 58 | Belarus | 2.76 |
| 3 | Switzerland | 1.23 | 31 | Latvia | 2.03 | 59 | Bahrain | 2.77 |
| 3 | Sweden | 1.23 | 32 | United Arab Emirates | 2.06 | 60 | Bhutan | 2.79 |
| 5 | Denmark | 1.26 | 33 | Taiwan | 2.09 | 61 | Saudi Arabia | 2.81 |
| 6 | Iceland | 1.28 | 34 | Poland | 2.1 | 62 | Tunisia | 2.82 |
| 7 | Netherlands | 1.29 | 35 | Slovakia | 2.11 | 63 | Namibia | 2.87 |
| 8 | Ireland | 1.34 | 36 | Chile | 2.13 | 64 | Jordan | 2.92 |
| 9 | New Zealand | 1.4 | 37 | Costa Rica | 2.18 | 65 | Bosnia & Herzegovina | 2.94 |
| 10 | Canada | 1.41 | 37 | Greece | 2.18 | 66 | China | 2.96 |
| 11 | Germany | 1.42 | 39 | Qatar | 2.2 | 67 | Mexico | 3 |
| 12 | Austria | 1.47 | 40 | Hungary | 2.24 | 68 | Armenia | 3.01 |
| 13 | Australia | 1.51 | 41 | Mauritius | 2.26 | 68 | Kazakhstan | 3.01 |
| 14 | Belgium | 1.53 | 42 | Croatia | 2.29 | 70 | Morocco | 3.03 |
| 14 | Singapore | 1.53 | 43 | Bulgaria | 2.36 | 70 | Moldova | 3.03 |
| 16 | France | 1.55 | 44 | Malaysia | 2.37 | 72 | Cuba | 3.04 |
| 17 | Japan | 1.56 | 45 | Romania | 2.55 | 72 | Peru | 3.04 |
| 18 | Portugal | 1.57 | 46 | Jamaica | 2.56 | 74 | Brazil | 3.05 |
| 19 | United Kingdom | 1.59 | 47 | Montenegro | 2.6 | 74 | Ghana | 3.05 |
| 20 | Slovenia | 1.63 | 47 | Oman | 2.6 | 74 | Mongolia | 3.05 |
| 21 | Estonia | 1.69 | 49 | Panama | 2.61 | 77 | Thailand | 3.06 |
| 22 | Spain | 1.77 | 50 | Argentina | 2.66 | 78 | Dominican Republic | 3.08 |
| 23 | Czechia | 1.79 | 50 | Kuwait | 2.66 | 79 | Russia | 3.09 |
| 24 | South Korea | 1.83 | 52 | Albania | 2.68 | 80 | Colombia | 3.1 |
| 25 | Lithuania | 1.84 | 53 | Botswana | 2.69 | 81 | Vietnam | 3.11 |
| 26 | United States | 1.85 | 54 | Georgia | 2.7 | 82 | Ecuador | 3.13 |
| 27 | Italy | 1.96 | 55 | Serbia | 2.71 | 83 | Indonesia | 3.15 |
| 28 | Cyprus | 2.01 | 56 | Macedonia | 2.73 | 83 | Ukraine | 3.15 |

Go through the actual order within the positive peace report.

Some potentially surprising examples:
USA constantly engaged in international wars. South Korea in frozen conflict and still running military exercises with allies. BUT both with relatively high positive peace.

# Building positive peace

| RANK | COUNTRY | SCORE | RANK | COUNTRY | SCORE | RANK | COUNTRY | SCORE |
|---|---|---|---|---|---|---|---|---|
| 83 | South Africa | 3.15 | 113 | Zambia | 3.56 | 141 | Cameroon | 3.89 |
| 86 | Sri Lanka | 3.18 | 114 | Djibouti | 3.57 | 141 | North Korea | 3.89 |
| 86 | Palestinian Territories | 3.18 | 115 | Iran | 3.58 | 143 | Nigeria | 3.9 |
| 88 | Turkey | 3.2 | 115 | Uganda | 3.58 | 144 | Congo - Brazzaville | 3.93 |
| 89 | Senegal | 3.22 | 117 | Cambodia | 3.59 | 145 | Angola | 3.99 |
| 90 | Guyana | 3.23 | 117 | Timor-Leste | 3.59 | 146 | Haiti | 4 |
| 90 | El Salvador | 3.23 | 119 | Kenya | 3.6 | 146 | Mauritania | 4 |
| 92 | India | 3.25 | 120 | Côte d'Ivoire | 3.63 | 148 | Iraq | 4.01 |
| 93 | Nicaragua | 3.27 | 120 | Egypt | 3.63 | 149 | Burundi | 4.03 |
| 94 | Lebanon | 3.28 | 120 | Nepal | 3.63 | 150 | Guinea | 4.04 |
| 94 | Rwanda | 3.28 | 123 | Mozambique | 3.64 | 150 | Zimbabwe | 4.04 |
| 96 | Gabon | 3.34 | 124 | Laos | 3.67 | 152 | Guinea-Bissau | 4.15 |
| 96 | Kyrgyzstan | 3.34 | 125 | Madagascar | 3.69 | 153 | Equatorial Guinea | 4.21 |
| 98 | Lesotho | 3.36 | 125 | Togo | 3.69 | 154 | Afghanistan | 4.25 |
| 99 | Azerbaijan | 3.37 | 127 | Sierra Leone | 3.7 | 154 | Sudan | 4.25 |
| 99 | Paraguay | 3.37 | 128 | Liberia | 3.71 | 154 | Syria | 4.25 |
| 99 | Tanzania | 3.37 | 129 | Bangladesh | 3.73 | 157 | Congo - Kinshasa | 4.28 |
| 102 | Bolivia | 3.38 | 130 | Ethiopia | 3.75 | 157 | Eritrea | 4.28 |
| 103 | Benin | 3.39 | 131 | Myanmar (Burma) | 3.77 | 159 | Chad | 4.33 |
| 103 | Algeria | 3.39 | 132 | Libya | 3.78 | 160 | Central African Republic | 4.47 |
| 103 | Honduras | 3.39 | 132 | Papua New Guinea | 3.78 | 161 | South Sudan | 4.53 |
| 106 | Philippines | 3.4 | 132 | Venezuela | 3.78 | 162 | Yemen | 4.61 |
| 107 | Swaziland | 3.42 | 135 | Mali | 3.81 | 163 | Somalia | 4.65 |
| 108 | Gambia | 3.46 | 135 | Turkmenistan | 3.81 | | | |
| 109 | Burkina Faso | 3.48 | 137 | Tajikistan | 3.84 | | | |
| 110 | Guatemala | 3.49 | 138 | Kosovo | 3.87 | | | |
| 111 | Uzbekistan | 3.52 | 138 | Niger | 3.87 | | | |
| 112 | Malawi | 3.54 | 138 | Pakistan | 3.87 | | | |

Continue going through the rankings.

Note that this is also different to rankings in the Global Peace Index.

## Conclusion on Positive Peace

How can this be useful tool?

What are the limitations of positive peace?

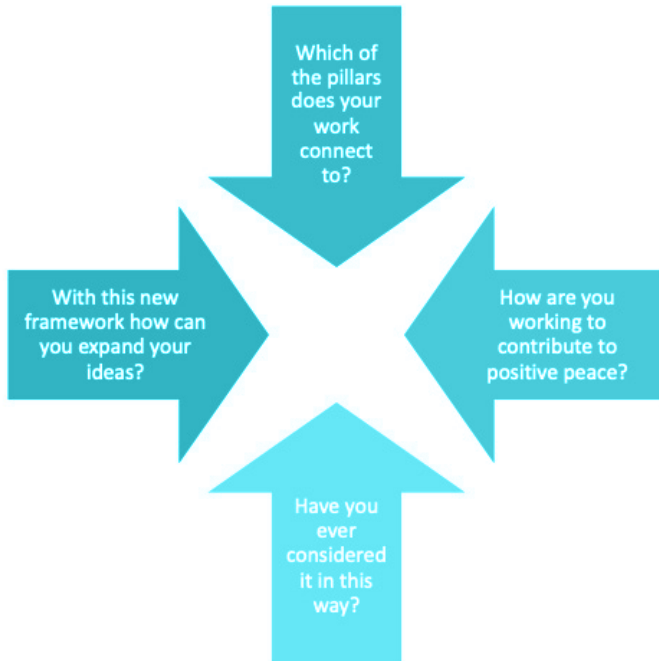Do you have any critique / criticisms of positive peace?

Ask for conclusions on positive peace. How can this be a useful tool? What are the limitations of positive peace? Are there any criticisms of positive peace?

## How to activate positive peace in our communities?
Break out rooms

- **How do these ideas / pillars / etc. show up in practice?**
- **Where do you see these priciples reflected more specifically?**
- **How do you see them being applied?**

Introduce the topic of discussion. Go into breakout rooms or small groups for 7 minutes to discuss.

# Discussion!

Which of the pillars does your work connect to?

With this new framework how can you expand your ideas?

How are you working to contribute to positive peace?

Have you ever considered it in this way?

Ask participants to share what they have discussed. Also introduce these new questions to consider during group discussion.

## Discussion:
## How can we use these ideas in proposals?

1   The ALF is international so we can use this to emphasize key areas of need across multiple countries, compare between countries, etc.

2   We can use this as a reference to give legitimacy to our action.

3   As a reference to deepen the meaning or expected impact of our work. i.e. not just a project about the arts / youth but also how that contributes to positive peace a well.

Ask for their ideas on how this can be used in.

Write the ideas down on the Miro board or whiteboard/ paper.

**Breakout rooms**

Discuss how you might have strengthened a previous proposal or how you think you might introduce it in the future

- **Can these topics help us create a stronger marrative around the actions we want to take?**

- **Get specific if possible!**

Introduce the discussion topic and return to breakout rooms or small groups for 7 minutes.

Get specific if possible!

## Opportunities for continued learning

- Positive Peace Academy
- With this you can go deeper and also become a member of a larger community working for positive peace
- https://www.positivepeace.academy/about-the-course

**What is it?**

The IEP Peace Academy is a 2-hour online course with 5 modules, quizzes, a Facebook group and post-completion opportunities.

**Who is it for?**

The Academy is for anybody who wants to learn about peace and its implications for humanity. It is accessible for anybody.

**Where does it happen?**

The IEP Peace Academy course is online and consists of training videos, text and infographics, and a Facebook community.

**How does it work?**

You watch the videos, complete the reading, use the provided tools, and take quizzes. Once signed up, you get lifetime access.

**When does it start?**

The IEP Academy is an online course, it starts the moment you enroll. You can complete it in your own time.

**Why does it exist?**

We created the IEP Peace Academy to provide free, world-class peace education to more than 1 million people globally.

## Can also download the reports online

https://www.economicsandpeace.org/reports/

## Continued learning, contineud

USIP Academy

USIP offers twelve online introductory courses for free a very good selection of topics. It's Around 3 hours per course and you get a certificate.

Good to learn about the ones of interest but the others as well because together they build a greater theoretical foundation for future actions.

Why: these courses will help build the academic foundation for work in peacebuilding and civil society work.

This is important for proposals, project design, achieving greater impact and 'legitimacy' in the sense that have a deeper understanding of issues.

https://www.usip.org/academy/catalog/online-micro-courses

**Closing up and reflection**

- Take **5 mins** in breakout rooms to discuss your 3 takeways from the session

- Identify one action you will take

Introduce the conversation and return to breakout rooms or small groups for 5 minutes.

We all play a role in positive peace! Personally, and professionally

Keep up the good work!

# Crisis management for trainers and youth workers

**4.**

# THEORETICAL FRAMEWORK

*Center for Social Innovation – CSI Cyprus*

*Author:* **Glykeria Kalamata**
*EU Project manager and researcher at CSI*

## Definition of 'crisis'

A crisis is defined as a temporary state of **disorder** and **disorganisation**, characterised by the inability of the individual or group to deal with it with methods they are familiar with, as well as the possibility of having a radical outcome, either negative or positive (Slaikeu, 1990). According to Roberts (1990), a crisis is usually the result of an incident which is perceived as **stressful** or **threatening**. A reaction to a crisis is, in fact, an individual's or a group's **normal reaction** to an **abnormal situation** (Brock, Sandoval & Lewis, 2001).

## Types of crises

Most academics and researchers have identified two main types of crises, the developmental and the occasional one (Aguilera, 1998; Slaikeu, 1990; Smith et al., 2001). A developmental crisis usually occurs during the transition from one stage to another, such as going through adolescence or coming of age. An ooccasional crisis, on the other hand, is unexpected, can occur at any time and place, and needs to be addressed immediately. Some examples of occasional crises are:

a) Serious illness or injury

b) Violent or unexpected death

c) Threat of injury or death

d) Terrorist actions, crimes

e) Natural disasters

f) Industrial disasters

Apart from the above, a crisis can be categorised as an **individual** or **a group crisis** (Smith et al., 2001). The most common individual crises include:

- A **Temper crisis:** a personal difficulty, combined with lack of information or support, which may lead to *a temper tantrum*, an unplanned outburst of anger and frustration.

- A **Post-trauma** crisis: a crisis following a traumatic event.

- A crisis due to **general psychopathology**, such as depression, phobia, anxiety disorders etc.

On the other hand, the crises which concern a group or a community of people may include:

- A Financial crisis

- A Social and/ or political crisis

- An Epidemic, or a Pandemic

For this reason, the recognition of a crisis is the first step for its effective management.

## Causes of Crisis in non-formal educational activities and settings

When it comes to non-formal settings, different types of crises may occur, due to different factors. For instance, an **individual** crisis may occur due to the participants' different backgrounds, characters and personalities, their different motives for participation, their different needs (learning, social, psychologi-

cal), as well as their different learning modes, different skills and competences (e.g. leadership, taking initiatives).

On the flip side of the coin, a **group** crisis may occur due to an urgent threat or situation, an accident or dispute, a conflict etc.

## Signs and symptoms of a Crisis

Although a crisis usually has different effects on different people, some of the most common signs and symptoms include the following (Roberts, 1990; Smith, 1990):

- Disorganisation

- Lack of control

- Shock, panic

- Denial

- Negativity, resistance

- Aggression, anger

- Offensive comments and hate speech

- Anxiety and stress

- Physical or emotional withdrawal from activities

It should be noted that the signs and symptoms of a crisis **vary among individuals and groups**, and therefore it is very important for a trainer or youth worker to be prepared for any of the above types of behaviour.

## Dealing with a crisis

Dealing with a crisis in a non-formal environment can be difficult and requires high levels of preparedness (Brock et al., 2001; Slaikeu, 1990). Some of the most important points that trainers and youth workers should note are the following:

- **Prevention is better than cure:** it is good to have a crisis management plan before carrying out an educational activity, either face-to-face or online.

- **Risk analysis is required before the activity takes place:** regardless of the type of the activity, it is good to evaluate any possible factors that are likely to cause any type of crisis.

- **Gathering of information about the participants, establishing contact:** an integral part of a successful activity is getting to know each other and creating a good cooperation climate. In this way, it is also possible to detect any possible negativity and prevent some types of behaviour like anger, anxiety, sadness etc.

- **Preparedness, allocation of tasks and responsibilities** related to crisis intervention is the best way to address any crisis that may occur.

- **A person or a group with good communicational and organisational skills** should be appointed in advance (e.g. a facilitator), so that they can intervene if a crisis occurs.

- **Awareness of rules, laws and regulations, emergency numbers, services** etc. are essential for all members of the organization which is carrying out an educational activity.

- **First aid kit, medicines, and supplies** are essential at any time, regardless of the activity.

- **Individual and group support, as well as human contact** should be preserved at all stages of an activity.

- **Encouragement and empowerment of participants** should take place

constantly, both in face-to-face and in online activities.

It should be noted, of course, that the above should be adapted to each organisation and activity, according to the capacity, objectives etc.

**Steps of crisis management**

Since a crisis is likely to occur at any time and place, several steps have been identified for its effective management. Some of the most common are (Aguilera, 1998; Smith, 1990):

1. **Recognition of the crisis and its type:** the first step of crisis management is to identify the crisis and recognise what type of crisis it is.

2. **Evaluation of the extent, impact and consequences** of the crisis, which can be different among participants.

3. **Talking about the crisis, revealing the reasons behind it, understanding the reactions** of the participants.

4. **Sharing of emotions** that occur with the crisis: this will help trainers and youth workers support and empower the participants, as well as rationalise the crisis and its effects.

5. **Gaining control of the situation, developing coping strategies:** it is important to involve participants in the effort to address a crisis and build possible strategies together with them.

6. **Planning the next steps:** it is important to remember that after a crisis is over, the participants have to carry on with the activity and -possibly- incorporate their experience in their learning process.

7. **Ensuring that all participants have restored their positive feelings and are in good mental health** after the crisis.

8. **Evaluating the intervention:** it is very important to estimate the extent of the crisis and its outcomes, including the lessons learned from it.

Thus, it is evident that a crisis of any type can be successfully managed, with the right preparation and effective follow-up.

**Possible positive outcomes of a crisis**

Apart from the negative outcomes of a crisis, it is always possible to have some positive ones, so it is important for a trainer or youth worker to be able to identify them and communicate them to the participants. Some possible positive outcomes are (Slaikeu, 1990):

- **Adaptability to change:** although a crisis is a negative development in the flow of an activity, a good trainer or youth worker can guide participants to adapt to it and develop adaptability as a new skill.

- **Courage and optimism:** along with adaptability, people who have experienced a crisis are more likely to grow courage and face future challenges more optimistically.

- **Acquisition of emotional strength, resilience, maturity:** people who have experienced a crisis as part of a group are more likely to grow stronger and mature.

- **Acquisition of new coping strategies and defence mechanisms:** with the right guidance of the trainer or youth worker, participants can develop new strategies and face future challenges effectively.

- **Solidarity, empowerment, and support:** members of a group who experience a crisis are more likely to bond and overcome difficulties together.

- **New goals, values, priorities:** it is common to re-evaluate our priorities after a crisis and set new goals.

- **Preparedness for future crisis:** a very important aspect of effective crisis management is taking into consideration the lessons learned from it and preparing to face similar situations in the future.

- **Acquisition of social skills:** one of the objectives of non-formal educational activities is socialising and gaining social skills, which can be enhanced through crisis management.

Overall, trainers and youth workers should bear in mind that a crisis can be seen as an opportunity for personal -and professional- development.

**Lessons learned from a crisis**

Alon with the possible positive outcomes of a crisis, a trainer or youth worker should bear in mind the following:

- **A crisis can happen to everyone, everywhere:** the trainer's or youth worker's responsibility is not to prevent a crisis, but to manage it.

- **It is normal to react to a crisis and try different ways of dealing with it:** individual differences play an important role in crisis management.

- **Crisis management is an opportunity to test our reactions, feelings, behaviour:** and this includes the trainer or youth worker as well.

# Crisis management for trainers and youth workers

- **A crisis is a means to learn and let others learn:** for this reason, it is mportant not to forget the possible positive outcomes of the crisis.

- **A crisis management promotes, support, empowerment, and solidarity:** thus, any help from the participants is welcome.

- **A crisis increases responsiveness, adaptability to change and preparedness:** thus, it should be seen as a learning process itself.

- **A crisis is a situation when you can think outside of the box and be creative:** thus, it can be integrated in training material for future use.

- **A crisis will eventually be over!**

It should be noted that crisis management is an ability which can be acquired, developed or taught; adult trainers and youth workers are not obliged to know how to manage a crisis, but it is good for them to be open to learn how to deal with an unexpected situation.

**Always bear in mind**

In general, the management of each type of crisis is different and requires different actions. At any case, trainers and youth workers should keep in mind the following:

- Participation in a non-formal educational activity is voluntary and it is the participants' choice to join.

- The participants can always quit; it is a non-formal learning context!

- A crisis is part of a trainer's or youth worker's job; they shouldn't take it personally!

- Most of the times, a crisis is a result of an individual's personal issues; the trainer or youth worker is not to blame!

- In case of an accident or a natural disaster, it is not the trainer's or youth worker's fault!

- A trainer or youth worker is not able to help, teach, influence or have an impact on everyone, anywhere, anytime; and that's OK!

- If the trainer or youth worker can't deal with the emotions of guilt, sadness etc., they should ask for support and help!

In a nutshell, a crisis is part of life, and can occur during any activity. The better the trainer or youth worker is prepared, the better they will be able to deal with the situation effectively and use it as a means of learning and letting others learn.

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# WORKSHOP IMPLEMENTATION

## 1. Summary

Working in the field of adult learning, and especially working with young adults, means that the trainer or youth worker has to deal with people with different backgrounds, needs and motives. Thus, it is not so uncommon for a trainer or youth worker to come up with a small –or big- crisis during a training activity, a seminar, or a workshop. Such crises may include negativity, resistance, or even aggression from some participants, offensive comments and hate speech, as well as anxiety symptoms and stress crisis. No matter how good a trainer or youth worker is at what they are doing, and no matter how experienced and well-prepared they are, there is always room for improvement when it comes to crisis management skills. Especially after the outburst of COVID-19 and the adoption of alternative ways of training, new challenges have arisen, that need to be addressed. Therefore, an experiential workshop entitled 'Crisis Management for trainers and youth workers' was carried out on the 24th of April 2021, during which adult trainers and youth workers had the opportunity to exchange good practices and gain new skills and competences.

## 2. Objectives

The aim of the workshop entitled 'Crisis Management for trainers and youth workers' was to offer adult trainers and youth workers the opportunity to learn what crisis management is and how they can possibly enhance their corresponding skills and capacities. The character of the workshop was experiential, and the participants were able to share their experiences, knowledge and skills, and exchange ideas and suggestions for addressing possible types of crises that may occur during a training activity, a seminar, or a workshop. Special emphasis was given to the effect of COVID-19 on people's everyday behaviour and motivation to attend a seminar or a workshop, and, consequently, on the possible types of crises that are likely to arise during an online activity. Furthermore, the participants learned useful tips and received advice on the recognition of a crisis, the steps that they should follow in order to deal with it, and the lessons that they can learn and let others learn from it.

## 3. Methodology

The experiential workshop 'Crisis Management for trainers and youth workers' started with a theoretical presentation of what a crisis is, what types of crises there are, what are the possible causes of a crisis, and which are the most common signs and symptoms. Then, the participants had the opportunity to learn some useful ways of dealing with a crisis, as well as some practical steps to crisis management. In turn, the participants were randomly allocated to four groups and each group was given a real crisis case to work on, accompanied by questions which were guiding them to take potential steps of crisis management. On completion of this task, each group presented their case and discussed it with the rest of the groups. In the end, the participants had the opportunity to discuss the possible positive outcomes of a crisis, as well as the possible lessons learned from it.

## 4. Activities

The four cases on which the participants of the experiential workshop 'Crisis Management for trainers and youth workers' had to work on were the following:

## Case 1

- Your organisation is hosting a short-term volunteering activity (1 month) which aims at raising awareness and promoting multiculturalism and diversity.

- 24 volunteers from 6 countries are being hosted. They are between 18 and 30 years old.

- In general, there is a good climate, and the volunteers are cooperating effectively.

- However, some volunteers seem to be more committed to the project, while some others have other interests as well (e.g. visiting other places, doing sports etc.)

- There is a 30-year-old volunteer from Ukraine, with a strong academic background, with remarkable leadership skills, who takes many initiatives for events, campaigns, trainings etc.

- On the other hand, there is a 19-year-old volunteer from Morocco, also with excellent leadership skills, who is more interested in getting to know the other volunteers and the local community, and takes initiatives for intercultural nights, festivals etc.

- All volunteers are requested to work together on an upcoming youth event.

- The Ukrainian volunteer asks the organisation for facilities and equipment for the event which they cannot afford and tries to contact local stakeholders to ask for their support.

- The Moroccan volunteer tries to motivate each volunteer to contribute every way they can, but without pushing anyone. He asks the organisation for emotional support.

- The Ukrainian volunteer feels that he is doing most of the work, that the other volunteers are not giving enough help, and that the Moroccan volunteer has a bad influence on them.

- The two volunteers are arguing for two days, with the Moroccan supporting that it is a volunteering project, and that everyone's contribution is welcome, and the Ukrainian supporting that the organisation should punish the volunteers who are not active enough.

- The rest of the volunteers are influenced by the argument, and they start arguing with each other, delaying the preparation of the event, and creating a bad working climate.

- The Ukrainian volunteer threatens that, if the organisation does not punish the volunteers, especially the Moroccan, he will leave for his country and report the organisation.

## Questions:

- What kind of crisis is it?

- How do you recognise it? What are the signs and symptoms of it?

- Which are the possible causes of the crisis?

- Which actions are required?

- Who can be involved in the management of the crisis?

- Which steps should be taken?

- Which are the goals of the intervention?

- How can the outcomes of the crisis management be evaluated?

- What are the possible lessons learned from the crisis?

## Case 2

- You are carrying out an online workshop about LGBTQI+ rights and you have invited people of different ages, fields and backgrounds (members of relevant associations, university professors, students, NGO members etc.)

- It is evident right from the start that some participants are more active, ask a lot of questions and make more comments, while others are shyer and just watch.

- You have prepared both theoretical approaches and practical activities.

- After a group activity, a member of an LGBTQI+ organisation monopolises the discussion, and even though they have a lot of interesting things to say, the rest of the participants seem to be bothered, and try to take the floor as well.

- You try to give the floor to as many articipants as possible, and you keep saying that everyone should have the opportunity to speak and that all voices are welcome.

- However, the person mentioned above keeps interrupting others and taking the floor again.

- You try to be kind and say that all input is appreciated, but it is important to let all people speak.

- The person keeps talking, and you kindly ask them to stop. They do not stop, and you kindly say that you might put them on mute for a while, so that others can speak too.

- The person doesn't stop, and once you mute them, they start writing in the chat how offensive your move was, and that you are violating their freedom of speech. You reply kindly that the workshop needs to move on and that you will let them speak again soon.

- The person keeps writing in the chat and accuses you of suppressing the voices that are different, for being prejudiced against LGBTQI+ people and for organising a workshop that is such fraud.

- You kindly reply that you will give them time to speak at the end of the workshop and set things clear, but they keep writing furiously and they threaten to report you and write about your workshop on the social media.

## Questions:

- What kind of crisis is it?

- How do you recognise it? What are the signs and symptoms of it?

- Which are the possible causes of the crisis?

- Which actions are required?

- Who can be involved in the management of the crisis?

- Which steps should be taken?

- Which are the goals of the intervention?

- How can the outcomes of the crisis management be evaluated?

- What are the possible lessons learned from the crisis?

## Case 3

- Your organisation is hosting a youth exchange about healthy living, in which 30 people from 5 countries are participating.

- There is a good climate, and most of the participants are socializing, learning, and having a good time.

- Apart from the educational activities, you have also planned two daily trips to other cities.

- The first daily trip has gone very well, and on the way back the participants are tired and most of them are sleeping on the bus.

- The weather is very windy, and the bus starts making creaking noises. The driver assures you that everything is OK.

- The noises continue, and suddenly, the ventilation cover falls off the roof of the bus to the aisle and slightly hits two participants.

- You immediately stop the bus to take care of the participants, although it looks like they are not seriously hurt.

- Once you arrive, you take them directly to the hospital. The doctors ensure you that there is no trauma, just a scratch one of the participants' face.

- Although the first participant is cool, the other one with the scratch over-reacts and starts screaming to you, saying that they were almost killed.

- The participant spends the rest of the day complaining about the accident, saying that they are in pain, and keeps yelling at you and everyone.

- You and your colleagues try to talk to the participant in private and offer them support, but they keep having the same aggressive attitude.

- The next morning, the participant has packed and threatens that they are going to leave immediately and that they are going to report the organisation.

## Questions:

- What kind of crisis is it?

- How do you recognise it? What are the signs and symptoms of it?

- Which are the possible causes of the crisis?

- Which actions are required?

- Who can be involved in the management of the crisis?

- Which steps should be taken?

- Which are the goals of the intervention?

- How can the outcomes of the crisis management be evaluated?

- What are the possible lessons learned from the crisis?

## Case 4

- You work at a facility for vulnerable groups, and you deal with many different cases every day.

- You and your colleagues are a very bonded team and support each other a lot.

- There is big heterogeneity among the people who are hosted at the facility and there are everyday arguments, usually about minor staff, such as the common room, the food, the leisure time activities etc.

- One day, a newcomer arrives, and you are warned that they have demonstrated bad behaviour before and that you need to keep an eye on them.

- A couple of days later, you try to approach that person and ask how they are doing. They tell you that they feel that they have nothing in common with the other people and that they don't belong there.

- You organise group activities to help that person integrate.

- However, the person becomes bossy and aggressive during the group activities, and you eventually have to stop.

- A few days later, you receive complains that the person bullies others and refuses to follow the rules of the facility.

- You try to organize alternative group activities, but it is evident that the person cannot work with others and keeps bullying them verbally or pushing them.

- The same day, you hear that the person hit their younger roommate and stole something from them.

- You and your colleagues have a meeting to decide how to deal with the situation. You and some others try to talk to the person, but they refuse everything and send you away. They threaten you that they will escape from the facility and report you.

- You put that person in another room, and you seek for internal or external help.

## Questions:

- What kind of crisis is it?

- How do you recognise it? What are the signs and symptoms of it?

- Which are the possible causes of the crisis?

- Which actions are required?

- Who can be involved in the management of the crisis?

- Which steps should be taken?

- Which are the goals of the intervention?

- How can the outcomes of the crisis management be evaluated?

- What are the possible lessons learned from the crisis?

Discussion

- How did the cases differ?

- What did the cases have in common? What steps were taken to manage each crisis?

- Who was involved in the crisis management?

- What were the main challenges in each case?

- Have you encountered similar types of crises before?

- How did you manage them?

- Is there one single way to manage all types of crises?

- Which are the common elements of the management of different types of crises?

# Management of an NGO and compliance with the legal and regulatory framework

**5.**

# Management of an NGO and compliance with the legal and regulatory framework

*Civil Society Advocates*

*Author:* **Eleni Karaoli**
        *Chair of the Organization*

The chapter will address the issue of management of NGOs and compliance with legal and regulatory framework.

Improved governance practices and management by NGOs are required by laws, funders, the public, but also by civil society itself. The workshop will provide an overview and practical guidance and advise to NGOs on key issues.

We will try to give you an overview of the activities and actions that you need to do as NGOs in order to be in compliance with the new law and the new various information that we need to send to the Registrar. To be in line with the new Law, we need to be better organize and pay more attention to how we handle administration and management of our NGO, our members (if we are an association) as well as how we keep records of our decisions.

The main objective of the legislator when preparing the new law was to increase transparency and accountability, as well as to lay down better managing procedures. This is something that in my opinion will also help civil society in countering the mistrust and "the bad name" CSOs have in Cyprus.

Mistrust and bad name that was created without any actual case. More likely from words of the bureaucrats and others.

However, the ministry of interior, the authority that is implementing the new law, has move a step towards AUTHORITATIVE CONTROL and not self control and accountability to the members and the society and funders.

Thus, many of the process that we will see today are part of what the Ministry interprets it's right, but we consider many of these processes to be controlling rather than monitor-

ing, advising and helping NGOs to be petter and adopt good managing practices and processes on transparency and accountability.

In the slide you can see the main obligations that the new law sets for NGOs. Some of them apply only for associations, some only for foundations.

Thus, we will first explain the differences between an association – SOMATIO and a foundation – IDRYMA

1. Definitions

2. Management of an NGO

3. Compliance with legal and regulatory framework

## A. DEFINITIONS
**Categories of Organizations**

We have 4 categories of nonprofit organizations in the law and at the same these are 4 different ways of forming a nongovernment organization.

- **Associations** means an organized association consisting of at least **twenty individuals** in order to achieve a non-profit-making purpose. Does not include political parties or trade unions. **Association**, therefore, has members and the ultimate power lays to the General Assembly of the members.

- Foundations means the total of a property intended for the purpose of serving a non-profit-making purpose and, for its establishment, the allocated property may not be less than one

thousand Euros (€ 1000). **Foundation**, on the other hand, is incorporated from the will of one or more people, and is administrated and controlled by the board of administration.

- Federations and or Union of NGOs means the framework of cooperation of **five or more** associations, foundations, non-profit companies or other similar non-profit legal entities with common objectives. A **federation** or union, is like an association with the exception that its members are not physical persons but legal entities, meaning other NGOs.

- Organizations registered abroad

The new Law has abolished clubs' law, therefore, all organizations that had been registered as clubs had to re established as associations or foundations, or non-for-profit companies or even companies.

The 2 new categories are the federations and the organizations that are registered abroad, and they want to registered an office in Cyprus.

The main difference between an association and a foundation is the fact that an association is based on its members, where as the foundation is based on its founder/s will.

- **«Non for Profit»** in relation to an association or a foundation, it means that an association or foundation does not distribute any profits that may arise from its activities to its members, founders, administration or its officers, but invests or uses it for the continuation and achievement of its objectives.

It is not forbidden for an NGO to have a surplus in its accounts, but it is not allowed to distribute profits. What is important is that a non-for-profit organization can make and have profits. **HOWEVER**, the profits cannot be given or distributed to the members or members of the board. The surplus is going back to the organization.

## B. Management of an NGO

### 1. Management practices

Codes of conduct and procedures NGOs are obliged to have and/or should consider according to their needs, personal data etc.

Our Statutes, the Articles of Association of our organization, is our Bible. The most important thing when you are involved in the management of an NGO is your statute. No matter of the legal entity you are, your statute, or articles of associations, are the ones you need to know very well, and from time-to-time revisit and be reminded of. A good statute has very clear guidelines as to the powers of each organizational structure as well as the way certain actions should take place.

The statute gives us the general guidance and principles and not the details, basically as to the HOW TO? In some cases it's good to have internal rules on how to run specific process for our general assembly for example or for the meetings of the board or for employing personnel/staff, or for handling and managing personal data, ect.

The internal rules, don't need to follow the very strict processes of a General Assembly in order to be voted or amended – they can be agreed by the Board for example or in practice by staff members. Thus, it's easier to amend them, in accordance with the needs of the organization.

THIS does not mean that the Internal rules can say or have something that is in direct difference with the Statutes. Internal rules expand/develop/ enlarge in more detail the issues that are set in the Statute.

a.  Management practices
b.  General Assembly (Annual or extraordinary)
    i.   Convening a General Assembly (deadlines)
    ii.  In person/ Online/ Written decisions
    iii. Quorum /Participation
    iv.  Minutes
c.  Board of Administration meetings
d.  Decisions - majority

We will go through the process needed to have a legitimate GA; How to prepare minutes. We can hold physical or online GA. The minutes of the GA should be kept in a registrar, together with he attendance /participants lists (with signatures, form S.. of the Registrar). Copy of the minutes and all relevant documents are send to the registrar if we have electoral GA and or statutory GA.

**2. General Assembly. Art 19 of the law. The highest body of the association. Decides on all matters in its jurisdiction**

**Type of General Assembly (GA)**
- Annual /General / Electoral/ Statutory
- Extraordinary (only discuss the matter for which it has been called for)
- In person, Online, Written form

**Before the GA**
- Board decides on the day, time, form (in person, online, written) and agenda.
- Board sends invitation via any mean mentioned in the Statute.

**Attention\*\*:** Deadline as to how many days **before** the GA you should inform/ invite members.
- Board confirms the number of full members that have paid their membership fees and can participate in the GA. Depending on the Statute:
- Members can pay their fees at the GA, or
- Only the members that have paid before their fees can participate and vote/be voted.

**Invitation to the GA**
In the information that we will sent to our members we need to include:

Day, time, place of the GA. If this will be online then we need to provide them with all information as to the application that we will use (ZOOM, TEAMS, SKYPE, GOOGLE MEET, or any other application), as well as to provide technical assistance and support.

**Agenda items**
Unless otherwise provided by the statute the GA:

- Approves the report of the board for the previous year
- Approves the accounts of previous year
- Elects the members of the board (if a year of elections)
- Appoints the Auditors (unless the power lays with the board)
- Decides on the admission or expulsion of members
- Discuss and approve new strategy
- Discuss and approve changes in the Statute (sometimes we need different quorum and majority).
- AOB (Any Other Business)

**During the GA**

- Presidency of Assembly
- Quorum
- Agenda /AOB
- Elections
- Minutes
- Decisions – on majority
- **PRESIDENCY / PROEDREIO**

The statute usually mentions who oversees the GA. The person or committee in charge are responsible of handling the discussion and going through all agenda items. They are elected by the participants in the GA, sometimes there are conditions as to who they can be, (not member of the board, not candidates) and they are responsible for keeping notes and minutes as well.

## Quorum

Is very important to know the number of members that are eligible to pay because we need to show that we have met the quorum as mentioned in our statute in order to legally hold the GA. Usually in the statute says that the GA can be held if we have 50% plus one of our members that can vote present at the time of the GA. If we do not have quorum, then the GA is postponed for half hour (or 15 minutes) or whatever the statute says, and after that time passes then the members present are consider to be a quorum.

## AGENDA

Minimum agenda items in the Law are approve of previous years activities, approval of accounts, elections (if its an election year), amendment of statute, approval of members dismissal.

## ELECTIONS

In case we will have elections, is a good practice, even if there is no reference in the statute to appoint /elect an electoral committee responsible for the elections, with 3 members that are not candidates.
Attention we also need to pay as to the fact when the candidates can send and how their interest to be members of the board. Sometimes is few days before the GA some other times is at the GA. IF we have electoral committee (EFOREFTIKH EPITROPI), the in the minutes they will sing the part with the elections. If we will not hold elections cos the candidates are no more that the needed seeds in the board then we register this in the minutes and we do not appoint electoral committee

## Online

The new Law provides that we can have online General Assemblies, as long as it's provided in the Statute. The GA needs to be accessible to ALL members. During the GA we need to make sure that the rights of the members are met, and they can participate, debate, speak freely and vote in secret if asked.

## Written decision

Written decisions are allowed, without a GA per se, if this is provided in our Statute. Another way of taking a decision is via a written process.

### Requirements

The process needs to be clearly stated in your statutes. There may be a case of an urgency, for a matter that is upon the power of the GA to decide. Instead of holding a F2F GA, and or online, you send a question to the members as follow:

We ask your approval in order to proceed with a written process decision in order for the members to decide if we will accept money from xx donor, or in order to dismiss a member of the board who has been convicted of a criminal offence.

### What do we ask?

Do you agree to have a written process in order to decide the above matter?

### YES / NO

If the answer is yes, then you send a 2nd information with the following.

As per decision of the members to have a written process in order to decide the matter of..... We ask you to vote on the following

Do you agree to accept the money from xxx donor?

Do you agree to dismiss the board member who has been convicted of criminal offence?

YES / NO

All the above, with the internet and the technology and google forms can be done easily, as long as your members are literate in these applications.

**Online - Declaration**

When we have an online GA then the participants are requested to send an email to the organization with the following text

I, .......................... declare responsibly that on the [DD/MM/YY], I participated in the Annual General Assembly of the association [....................] that took place via the ZOOM online platform.

Full name ...............

## 3. Board of Administration
How it should operate

- Always be in line and know the Statute well and the powers vested to it.

- Conflict of interest when discussing and or deciding certain topics.

- Legally representing the Organization to 3rd parties (Gov, Banks, ect).

- Written minutes of the meetings and decisions.

- No remuneration for being a Board member.

- If a member is convicted for a criminal offence, then she/he can't be in the board.

In cases of very big organizations and or federations, we strongly suggest that you create Internal process on how the Board of Administration is working.

### Obligation to the Registrar
- When new Board members are elected, they need to submit to the Registrar a Certificate of Criminal Record and or the form D1.[1]

- Board members that have members who are minors and/or are working with minors need to have a certificate stating they are not in the list of persons convicted of sexual abuse and child sexual exploitation.

- Staff members of organizations working with minors also need to have BOTH certificates.

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[1] http://www.moi.gov.cy/moi/moi.nsf/pagede3_gr/pagede3_gr?OpenDocument

The certificate of criminal records costs 20 euros, you can obtain from any policy station, however, it is better if you go at the headquarters in each district, since this will be faster. The other certificate is free of charge and you follow the same process to obtain. There are applications in the web page of the police.[2] They can also be obtained be a representative as long the person holds the application, a copy of the ID of the applicant and a written authorization.

The certificate of criminal record is valid for 3 months. The certificate of sexual offenders is valid for 6 months.

Other question I get: if the board members can be residing outside of Cyprus? Yes, as long as you are ready to provide with the above certificates form the country of residence and then (oficialy) translate them to Greek.

- Meetings (possible also online)

- Minutes

- Decisions

- Financial Issues

The BoA is responsible to execute the decisions of the GA and for the everyday work of the organization. In some cases, there is another structural body the executive committee, or bureau, which usually consist of the president, vice president, secretary and treasurer. The Board needs to hold meetings on a regular basis, record the meetings in minutes. The Board is responsible to maintain the reg-

istry of the members, and or any other registry. Depending on the Statute, 2 members of the board are responsible for the payments.

## NOTE. - Very important

When you will have to make any payment, you need to record it in the minutes. If you have monthly obligations (rent, electricity, salaries, ect) then in the 1st or 2nd meeting of the new board you record the decision that these payments will be taking place every month by the treasurer and the president.

You may also want to note in the board minutes, that every 3 months there is a report by the treasurer on the financial issues. These are very good practices especially if the NGO is bigger and have staff and expenses.

## 4. Decisions

Special attention we should paid on the decisions of the GA and of Board and the process.

- Decisions for amending the statute, the name or the aims/purpose of the organization need higher majority than the 50%+1, which is the usual majority.

- If the General Assembly/Meeting of the Board is online, then the voting process we should be able to include and count the votes from members that participated online.

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[2] https://www.police.gov.cy/police/police.nsf/All/53BA51CBDCD9CA68C22583F90028477B?OpenDocument

## 5. Managing and communicating with members

i.   Application form το become member.
ii.  Members Registrar.
iii. Disclaimer for the use of personal data, including Internal rules of managing the personal data.
iv.  Minors members/board members

## 6. Application form for membership

* NAME/ SURNAME

* CONTACT DETAILS

* Academic background/ Profession/ Health related issues/Age

### Declarations on personal data

* Permission to use data

* Agreement on the purposes and aims of the organization

What do you believe we should ask from a potential member? Only needed data should be asked and kept in the organization.

In the members registry we keep only data that we need and the information of the membership fee payments.

* Adhere to the Law on the Protection of Personal data of our members

Information such as

* Telephone number,

* Email address

* Postal address

* ID number

* Date of birth

* And other sensitive data

### ARE PERSONAL DATA AND ARE PROTECTED

If you do not need the ID number do not collect it

If you do not need the date of birth do not collect it

We are obliged to keep those data safe, WE CANNOT give them to any 3rd party for any reason. Its safer if we have a hard copy and a digital one, however, better on a USB rather than a computer than can be hacked.

### Disclaimer on the membership application form

* I give my consent for the use of my personal data from [name of organization] for the purposes of the [NAME Org].

* I allow [....] to process the above contact details, solely for the purposes of the Association / Organisation

* [NAME OF ORGANIZATION] will not use any of the personal data of the members, will not share and or give to 3rd parties. The personal data are collected, filed and will be used only for the purpose of communication with the members.

- I solely declare that I agree with the aims/ purposes of the Organization and I will work towards the implementation of those.

**Minors**
*Can minors be members of the organization?*

**Yes, under conditions**

*Can minors be Board members of an organization?*

**No**

**Note:** Added obligations if the NGO is working with minors

The so-called capacity to act, or otherwise legal capacity, of a natural person in the context of civil law is the ability of a natural person to draw up legal acts in person and in his name. However, since the preparation of legal acts entails not only the acquisition of rights but also commitments, the law, with a view to protecting the party, recognizes full legal capacity to the natural person only when he comes of age, i.e. at the age of 18, whereas up to that point the capacity in question is either not recognised at all or is only limited to him/ her. The legal capacity of the natural person, i.e. there is a progressive classification that is in line with his solar progress and consequently with his mental and physical ability to be able to self-edit his personal affairs.

## C. Compliance with legal and regulatory framework

**1. Legal and financial obligations to the government and banks**

**Obligations for NGOs**

- Converge ONE General Assembly every year (Art.8(f)) (associations. Federations)
- Hold the minimum number of annual Board meetings, as per the Statute of the Foundation.
- Informing the Registrar annually by the end of March on article 10 (associations. Federations)
- Maintain a registry of members (art.18(5)) (associations. Federations)
- No remuneration to board members, unless otherwise provided in the statute (Art.18A) (associations. Federations)
- Conflict of interest of Board member (Art.17, 33)
- Conviction for a criminal offence of a Board Member (art.16(1), 32(2)).
- Keep accounts and send them to the Registrar the latest within seven (7) months from the end of the financial year of the organization. (No. 49).

**Art.10: Only for Associations and Federations forms S5, S7[3]**

Inform the Registrar **annually**, by the end of March, **annually**, on the following:

- Any changes in the postal address of the Organization,

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3 http://www.moi.gov.cy/moi/moi.nsf/pagede3_gr/pagede3_gr?OpenDocument

- Names and contact details of the board of administration
- The number of the ordinary members (those with voting rights)
- The day the AMG of the previous year was held

NON compliance can lead to the dissolution of the NGO. The above info need to be provided for the previous year.

Obligations: Financial Issues (Article 49)(2)[4]

- **Associations and Federations must send their accounts to the Registrar, within 7 months from the end of the financial year:**
- a gross income account
- a credit balance account and an account of all the amounts received during the year
- an account of all the amounts due and an account of all the payments made during the year

- **If an organization's income is more than forty thousand euros (€40,000), then it is also necessary to submit audited accounts from a certified accountant (Article 49 (2&3)).**

**ATTENTION**

- Foundations are obliged to prepare annually audited accounts.

- Those accounts need to be submitted to the Registrar **within 7 months from the end of the financial year**.

2. **Deadlines**

- Art.10: yearly before 31/03 (Associations, Federations)

- Art.49: yearly within 7 months from the end of the fiscal year (Associations, Federations, Foundations)

- After statutory amendments: within a month of the GA. (Associations, Federations)

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[4] http://www.moi.gov.cy/moi/moi.nsf/pagede3_gr/pagede3_gr?OpenDocument

# Introduction to advocacy for NGOs

**6.**

*Civil Society Advocates*

*Author:* **Eleni Karaoli**
   *Chair of the Organization*

## OVERALL COURSE OBJECTIVES

- A solid understanding of the importance of advocacy and how this works in a local/ regional/ international level.

- Basic skills that will empower them to start and/or improve their advocacy actions and/or campaigns.

In a 4 hour workshop we cannot do an advocacy training. Rather, as the title of the workshop, this is an introduction to Advocacy for NGOs. We will try to Offer you

- A solid understanding of the importance of advocacy and how this works in a local/ regional/ international level, and

- Basic skills that will empower them to start and/or improve their advocacy actions and/or campaigns

In all democratic societies, civil society plays an important role in terms of advocating for better policies, practices and laws. Most NGOs have immense expertise in their area of work, but do not have the necessary skills and more often, time, for advocacy. This workshop will introduce participants to the basic steps of advocacy, empowering them to start and/or improve their advocacy actions. The workshop will be interactive and will allow participants to identify and prioritize their main advocacy goals, map the stakeholders they should reach out to and help them design an advocacy action and/or campaign.

The interests pursued through civil society vary enormously. They can range from cultural to social, from environmental to scientific, from ethical to sporting, from local to the international and from self improving to socially beneficial.

The pursuit of these interests is an important contribution to the well-being of society.

**We will try to go through the following issues**

- WHAT IN YOUR OPINION CONSTITUTES "ADVOCACY"?
- Advocacy
- Role of CSOs in Policy-making Policies : influence/ change
- The advocacy toolbox
- advocacy campaign
- Advocacy Goals vs Objectives
- How to create an advocacy campaign
- Setting the Scene for Advocacy
- Problem and Issue Analysis
- How will change happen? Understanding the context for change
- Stakeholder analysis
- Setting Objectives for Advocacy
- Lobbying

## WHAT IN YOUR OPINION CONSTITUTES "ADVOCACY"?

*"At its core, advocacy is "the exercise of power by the citizenry in the face of the government's power."*

When you hear the word advocacy, or that an organization is doing an advocacy campaign, what is the 1st thing in your mind?

- Activity
- Systematic Activity
- Influence
- Policy change

- Decisions at Political /economic/ social institutions
- Laws changing

We can identify the advocacy towards two distinctive areas

- Public advocacy campaign that we identify that we need in order to mobilize the people and have the support of the people as a means to push for the change

OR

- As a very targeted advocacy campaign not for the public but for specific stakeholders. (change of a very specific legislation).

## Advocacy

At its core, advocacy is *"the exercise of **power** by the **citizenry** in the face of the government's power."*

- Advocacy is a **tool** for real participation by citizens in **decision-making** by government and other powerful bodies.
- Advocacy is an **activity** by an individual or group that aims to **influence** decisions within political, **economic and social institutions.**
- Advocacy is a **systematic** and **strategic** approach to **influencing** governmental and institutional policy and practice change.

*"Advocacy can be defined as **action** aimed at **changing** the **policies**, position and programs of governments, institutions or organizations involving an organized, systematic influencing process on matters of public interest. In addition, advocacy can be a **social change** process affecting attitudes, social relationships and power relations, which strengthens civil society and opens up democratic spaces."*

Advocacy describes a method or approach used to:

- change policies and practices
- reform institutions
- alter power relations
- change attitudes and behaviours
- give project work a broader impact

## Role of CSOs in Policy-making Policies: influence/ change

Civil Society and Non-governmental organizations are actively involved in combating challenges related to the environment, education, health, poverty, women empowerment, child protection, social justice, and human rights. They work **to promote social or political change** on a broad scale or very locally.

CSOs play a critical part in developing society, improving communities, and promoting citizen participation.

In a macro **role, CSOs** can influence the **policy** making about **social** of other issues , resource transfers, and further **democratic** process.

These are even more crucial when **policy** discussions are dominated by **policy** elites, CSOs and NGOs bring an outside voice to broad policy discussions and the policy environment.

**The role of our organizations,** some being grass routs and have direct access to people, some others being research centers and institutes and have the capacity for research, **in promoting social rights, social security and social policies towards a common goal is priceless**.

- **CSOs** work **to promote social or political change** on a broad scale or very locally.

- **CSOs** play a critical part in developing society, improving communities, and promoting citizen participation.

- In a macro **role, CSOs** can influence the **policy** making about **social** or other issues, resource transfers, and further **democratic** process.

- These are even more crucial when **policy** discussions are dominated by policy elites, CSOs and NGOs bring an outside voice to broad policy discussions and the **policy** environment.

## Roles of Coalitions and Networks

### Unity brings strength

The collective interests pursued through civil society have a common factor, namely, that they all contribute to the development and well-being of society, through, amongst other, advocating changes in law and policy.

What is most important is the fact that the power lays with the more.

I always have in mind the Aesop fairy tales and the story where the father tries to explain to his children that many branches together do not break easily but a branch alone is easy to break.

The moral lesson being that if they stand united then they cannot break.

The **collective interests** pursued through civil society organizations have **a common factor**, they all contribute to the **development and well-being of society as a whole**,

through contributing to the development and realisation of democracy, securing social objectives, resolving challenges or promoting well-being, providing assistance to those in need, **advocating changes in law and policy,** acting as a vehicle of communication between the different segments of society themselves and between those segments and public authorities.

## Civil Society Organizations - 3rd Sector



- Market Sector
- Government Sector
- Civil Sector – The 3rd Sector

Jeremy Rifkin, political advisor, and activist says that

*"While politicians traditionally divide society into a polar spectrum running from the marketplace, on one side, to the government, on the other, it is more accurate to think of the society as a three-legged stool made up of the **market sector, government sector, and civil sector.***

*The first leg creates market capital, the second leg creates public capital, and the third leg cre-*

*ates social capital. Of the three legs, the oldest and most important, but least acknowledged, is the Third Sector [...]*

***The point to emphasize is that the primary resource that makes up social capital is human energy extended to others to create a social good."***

Jeremy Rifkin, political advisor, and activist speech to Strasbourg Parliamentarians/NGO

## Why CSOs - NGOs need advocacy?

The benefits of advocacy can be understood to include both an increased impact for beneficiaries through

- Creating sustainable change anchored in institutional policies or law not in service delivery by organisations.
- Challenging the structural underpinnings of disadvantage (transforming power relations, increasing people's awareness of their rights and government's responsibilities).

Therefore, we need advocacy in order to

- To achieve widespread, sustainable **change,** (in institutional policies or law not in service delivery by organizations),
- to create a bigger **impact** than is possible with grassroots programs alone,
- to try to make program impacts more **sustainable,**
- to **defend** communities and programs from adverse policy changes.

Further, Through developing an advocacy, it is most likely that we will have wider benefits, and not just an advocacy campaign, since

In the process we will

- Increased awareness of the issues that an organisation is working on.

- Better informed and enabled supporters and citizens.

- Involvement in civil society, acting on values by encouraging action.

- A more informed and committed donor constituency.

- Opening up of new sources of funding.

-  Increased profile of the organisation.

- Improved links with other organisations through networks and coalitions.

- Wider relations and improved dialogue with decision-making bodies

**Benefits**

The benefits of advocacy can be understood to include both an increased impact for beneficiaries through

- Creating sustainable change anchored in institutional policies or law not in service delivery by organisations.

- Challenging the structural underpinnings of disadvantage (transforming power relations, increasing people's awareness of their rights and government's responsibilities).

## The advocacy toolbox

Advocacy is an activity to influence public policy, laws and budgets by using various tools and methods in the effort to bring the change we  want, influence, both the policy makers and the people.

Advocacy can include many activities that a person or organization undertakes including

- facts, research, reports, briefings

- relationships, networking, alliance building

- media, media campaigns, social media campaigns

- messaging to educate government officials and the public

- public speaking, conferences, seminars,

- Commissioning,

- Lobbying is a **form of advocacy** where a **direct** approach is made to legislators on a specific issue or specific piece of legislation.

- Using social media to facilitate civic engagement and collective action

Within the advocacy toolbox we have various strategies, tools and methods of working. Any of these is by its own a complete tool that we can use for our cause.

In an Advocacy campaign and or strategy, if we really want to see the change and or have an impact, it is wise to use more that one of those tools.

IN an advocacy camping you do not have to use all the tools listed here. It always depend on the type of campaign you want to do, what the objective is and the stakeholders that you want to target and approach.

**Advocacy campaign**

An advocacy campaign is a **set** of actions **targeted** to create support from the public or the legislators or the government for a policy or proposal.

Developing and running an effort to force a specific change: **advocacy campaigning** starts with a general assumption that the target decision makers need both the rationale

and the encouragement (sometime relentless pressure) to take the right action.

Boiled down, an **advocacy campaign** is a methodical and strategic approach to reach a specific, time-sensitive goal.

## Advocacy Goals vs Objectives

We need to be very clear and have understanding of our goal in advocacy campaign and our objectives.

**Advocacy Overall Change we want to see in the world:**

**Objectives (how):**

To ensure the support of policy makers who hold key positions in decision making, for the promotion of a legislative framework on ...

To develop possible synergies and to secure the support of other groups, stakeholders, and the media to obtain promotion and implementation of our goal.

To encourage the active involvement of other groups, or individuals, in advocacy for the same goals based on addressing their own needs and expectations.

**How to create an advocacy campaign....**

Developing an advocacy strategy.

There are five key questions to ask when thinking about advocacy and developing an advocacy strategy:

1. What do we want to **change**? Identify the problem. SET A GOAL, be SMART= SPECIFIC, measurable, actionable, realistic time-bound.

2. **How** will change happen?

Who are involved? Understand them (allies, opponents, all those that may influence your effort).

And then what is the context? POLITICAL, ECONOMIC, SOCIAL, TECHNOLOGICAL, LEGAL, ENVIRONMENT, INTERNATIONAL. pestel

3. What is our **core** argument/message? Choose one strategic issue. Prepare your message, arguments, counter arguments.

4. How are we going to win the argument or deliver the message?

5. How will we know if you are making progress or have succeeded?

**Example of an overall change**

The **overall change** EAPN wants to see is:

- *"A sustainable Europe free of poverty and social exclusion, with high levels of equality, where political, economic, social and cultural rights are respected".*

## Setting the Scene for Advocacy

- Analyse the problem - Clearly define what it is you want to see change.

- Understand policy making processes - Analyse the decision-making space.

- Think about the opportunities that exist to influence the issue?

- Who are your potential allies for this work? Prioritise amongst **allies** and begin networking.

- Who are your potential **opponents**? What arguments will they make, how can these arguments be dealt with?

- Analyse your **institutional capacity.**

- Develop a strategy for influencing the primary and secondary targets, using components from the advocacy toolbox.

- Estimate the costs involved and make a budget.

- Plan and implement all specific activities and individual responsibilities.

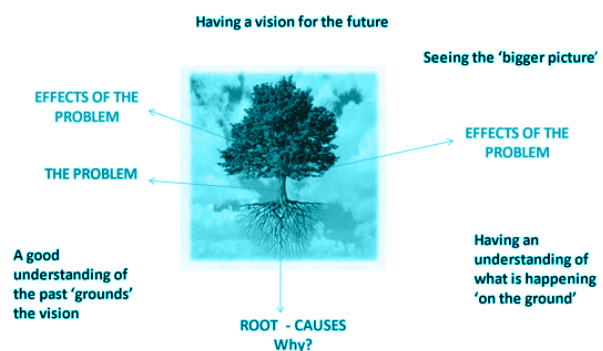- Periodically stop to reflect on any changes in the local context.

## Problem and Issue Analysis

**What are "root causes?"**

- Root causes are the basic reasons behind the problem or issue you are seeing. It helps you to focus on the causes instead of the symptoms of problems. Trying to work out why the problem exists is an essential part of finding the right solution and helps to guarantee the right responses.

- Why should you identify root causes?

- Identifying genuine solutions to a problem means knowing what the real causes of the problem are.

- Taking action without identifying what factors contribute to the problem can result in misdirected efforts. This wastes time and resources.

- It will uncover multiple solutions for a certain problem and allow the user to see alternatives that he or she might not have seen before. It increases the chances of choosing the right solution, because many aspects of the problem are explored during the "But why?" exercise.

- When should you identify root causes?

- When there is support for a "solution" that does not seem to get at the real causes of the problem.

- For example, if there's hunger in community, let's distribute free meals.

- When there is ignorance or denial of why a community problem exists.

- Whenever you are planning advocacy on an issue.

- Of course, the "But why?" technique is not perfect but it is an efficient way of exploring a variety of solutions to a problem. And it is a quick and inexpensive technique that can be used by anyone, at any time, anywhere.

### Problem and Issue Analysis



Having a vision for the future

Seeing the 'bigger picture'

EFFECTS OF THE PROBLEM

EFFECTS OF THE PROBLEM

THE PROBLEM

A good understanding of the past 'grounds' the vision

Having an understanding of what is happening 'on the ground'

ROOT - CAUSES Why?

**Step 1:** write the main problem/concern in the centre of a large sheet of flip chart paper.

**Step 2:** using arrows, as in a flow chart, add the causes of the main problem onto the chart below the main problem, with arrows leading to the problem.

**Step 3:** for each of the causes, write the factors that lead to them, again using arrows to show how each one contributes.

**Step 4:** draw arrows leading upwards from the main problem to the various results/consequences of that problem.

**Step 5:** for each of these results, add any further consequences.

**Step 6:** keep adding causes and results, with arrows showing how they contribute to each set until you can think of no more.

This exercise helps participants to visualise the links between the main issue, the resultant problems, and the root causes.

An alternative if you are working through the analysis on your own or with a smaller group, is to use a simple grid or problem analysis framework.

### Problem –…………………….– Root Causes



**Example:**

The immediate problem

Women are not equal/ Women are not represented equally in public life

Ask why?

Stereotypes/ patriarchy

Possible response:

Ask why?

legislation

Possible response:

Ask why?

Not Equal pay

Possible response:

Ask why?

culture/ attitudes

Possible response:

Ask why?

Possible response:

### Problem –……………..– Effects/Solutions
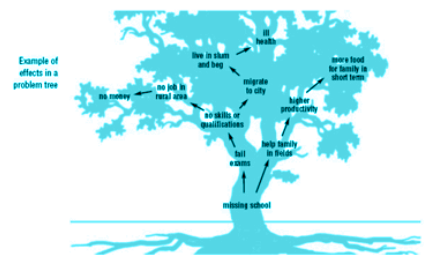


### Key questions it can be useful to ask are:

- Is your solution/recommendation realistic?

- Can it be implemented without much expense?

- Is your solution simple and easy to understand?

- Could your solution/recommendation achieve tangible results in a short period of time?

- Who will oppose your solution/ recommendation or be sceptical about it? Why?

- Will decision-makers like your solution/ recommendation? Why? Why not?

- Are there other solutions to the problem that are more practical than your initial idea, and that will be more appealing to the decision makers? What are these solutions?

## How will change happen? Understanding the context for change

### PESTLE (I) ANALYSIS

- (P)olitical,

- (E)conomic,

- (S)ocial,

- (T)echnological,

- (L)egal

- (E)nvironmental context,

- (I) international Context.

Knowing and understanding the context and the environment that we will have to work in order for the change to be materialized is very important.

**How** change happens is context (and issue) specific so it is important to think about **what you know about the context for change** (whether at the international, national or local level).

Key to understanding **how** change will happen is knowing **who** has the power to **make**

**decisions** in relation to your issue and who influences them.

It is also important to reflect on the role that your individual organization can play in influencing change.

A very simple way to think through your context and make sure you are taking it into consideration in relation to your advocacy strategy is to use the PESTLE framework.

This is often used in strategic planning processes AS WELL.

## How will change happen? Understanding who will be involved in change – Stake holder analysis

First list all of the potential stakeholders that are involved your issue currently and would need to be involved in the change you want to see. The types of organizations/institutions you may want to include are:

- National Government

- Local Government

- Business and the private sector

- Civil society organizations

- Professional bodies

- Religious or community leaders

- Media

- International donors and international organizations

### Stakeholder analysis

**Targets:**
- decision-makers; people who have the power to make the

- necessary changes; people with influence over decision-makers

**Constituents:**
- the people you work with and for; those who are expected
- benefit from your advocacy

**Allies:**
- those who share your aims and can help to influence or put
- pressure on the decision-makers

**Opponents:**
- those who are opposed to what you want to achieve and will try to
- block the changes you want to see

## Stakeholders Analysis exercise

| Allies | Opponents | Neutral |
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## An example of a stakeholder analysis:

| Institution/Individual | Status | Analysis |
|------------------------|--------|----------|
| **Ministry of Health** Minister of Public Health Mrs Helen Santos | Decision-maker | Has made speeches on reproductive health issues. Is opposed to contraception as she is a Catholic. Ambitious and wants to be promoted to the cabinet. May be interested in engaging in an issue/cause that will increase her profile and popularity. |
| **Association of Midwives** Mrs Eva Pinto | Potential ally | The Association of Midwives primarily focuses on pay and conditions (recognition of midwives) but would be supportive of our agenda (especially if we include advocacy for improved pay and benefits for health professionals) |
| **The New Times** Health correspondent Mr Juan Lopez | Potential ally or opponent | He writes a weekly column but it is difficult to know what his position will be on this issue. He likes to write articles with a strong example and case study so we could provide him with these. |

Having the stakeholder analysis can be useful but it is difficult to visualize and understand how the various stakeholders relate to each other and also how your organization or you as an individual can actually influence the decision-maker either directly or indirectly.

For example, there could be a range of different ways to influence the decision-maker - Mrs Santos at the Ministry of Public Health (above).

**Understanding multiple paths to influence:**

- You could request a meeting with the public health minister directly.

- You could focus on increasing press coverage that will influence the Minister.

- You could engage with the parliamentary committee on health who would produce a report that would be sent to the Minister.

- You could engage religious leaders within the Catholic Church who may be able to influence the Minister.

- You could form an alliance with the professional association (midwives, nurses and obstetricians and gynaecologists).

The most effective advocacy strategy might be to use a combination of all the above approaches in order to develop momentum and pressure for change.

## Setting Objectives for Advocacy

When preparing your advocacy campaign, is very important to know your primary objective and the secondary ones.

You may need the support of the people thus you need to create pressure from the public and other organized civil society organizations, or it might be that you only work with specific stakeholders and allies and you do not need the public.

- Primary Objectives for Advocacy

- Changes in laws and policies

- Implementation of laws and policies

- Reform of institutions

- Changes in attitudes and behaviors

- Increasing democratic space – legitimacy of civil groups, freedom of information and space to speak out

- Civil society gains – increased cooperation, solidarity,

- South – North partnership gains – reduced dependence

- Secondary Objectives for Advocacy

- Getting the issue on the agenda for public debate

- Increasing support and active membership

- Fundraising

- Developing the profile and reputation of your organization.

## Check list or best practices when preparing an advocacy campaign…

1. **Eight questions that will guide your advocacy strategy.**

We will see them in the next slide

## 2. Remember the relationship between online and offline activities.

The best advocacy campaigns combine the power of online activities with the potential of offline activities. **Both are critical to the success of your organization's efforts.**

## 3. Consider the impact.

If you don't know the impact you're aiming for, how can you expect supporters to get on board? Think through the mission of your campaign, and if you're asking for a specific action, make sure you know what that act will hopefully accomplish.

## 4. Ensure your action step is front and center.

Providing background information and context is important, but you also need to make sure you aren't burying the lead, so to speak. Give people a step to take.

## 5. Contact in the best way possible.

Part of cutting through the clutter is contacting in the best way possible. Make a go of reaching your supporters in the exact manner that they prefer to be reached, which is when they're most likely to be responsive.

You can reach out:

- Through email

- On social media

- In person

- On the phone

- Through direct mail

## 6. Keep your friends close.

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## 7. Be crystal clear. = Transparency is key.

- Emphasize exactly what the action will accomplish
- Draft direct messaging
- Give a concrete direction
- Keep people updated

## 8. Continuously grow your supporter list

Supporters are the lifeblood of any organization, and one way to get folks actively engaged in your cause is through online actions such as petitions and targeted actions.

Check list or best practices when preparing an advocacy campaign …

| Eight questions that will guide your advocacy strategy. | Remember the relationship between online and offline activities. | Consider the impact. | Ensure your action step is front and center. |
| --- | --- | --- | --- |
| Contact in the best way possible. | Keep your friends close. | Be crystal clear. | Continuously grow your supporter list. |

## Eight questions that will guide your advocacy strategy.

**1. What is your campaign's or organization's theory of change?**

A theory of change is bigger than an action plan: it's a logic model that maps your process of change from beginning to end. The map works backwards from the outcomes you're seeking, stepping back to name the building blocks that will be essential to get you from here to there, and being explicit with your assumptions about how you think change is going to happen.

**2. What is your campaign's "superpower"**

Defining a superpower is about the campaign's value proposition – the quality or characteristic that is going to compel people to join you. What unique skill/perspective/asset does the campaign bring to your advocacy space that no one else does?

**3. What is your campaign's overarching goal?**

A campaign goal must be selective, strategic, focused and winnable.

**4. What incremental objectives support your goal?**

Objectives are the stepping stones on the path to achieving your goal. They should be more bite-sized and more specific than your goal, and they should be instrumentally relevant to winning.

**5. What are your campaign's core strategies?**

Strategies answer the question "how." They show how you're going to approach the targets of the campaign, what levers need to be pushed to win, and how you're going to push them.

## 6. Who do you need to power your campaign?

"Anybody who cares about my issue" is generally not a good answer to this question. Examine the interests, positions and conflicts of your stakeholders and targets. Think strategically about which constituencies could be most instrumental to achieving some or all of your objectives, or who could have the greatest multiplier effect.

## 7. How will the campaign engage its supporters? How will the tactics get executed?

What kinds of action opportunities is the campaign offering constituents, members, or volunteers? The era of one-size-fits-all campaigns is over – your campaign tactics should be customized and meet your people where they are in order to offer them meaningful ways to get involved.

## 8. How will you measure effectiveness?

What does success look like for each of your objectives? How will you know if you were successful?



Eight questions that will guide your advocacy strategy.

## Lobbying

Is a tool to advocate. Lobbying, influencing and making your voice heard. All the work we have done until know will eventually lead us to the people that we have to reach out and lobby in order to pass our message and make the change we want possible.

We know the **change** we want to achieve. This is very important. We need to be able to describe this in a sentence. We need to be passionate about it and believe in this.

We know and we have identified the problems that are causing the problem and the effects. We know the solutions. AND we have identify whom we have to target. **NOW** we have to **act.** We need to find a way to approach them.

- **Lobby =** A group, organization or association engaged in trying to influence legislators or other public officials in favour of a specific cause

- **Lobbying =** direct attempts to influence policy makers, public officials or other decision makers through personal interviews and persuasion.

- **However,** some people use the term inter-changeably with advocacy and for them it covers all attempts to influence directly or indirectly any policy, practice or government activity, and includes any attempt to influence legislators, their staff, civil servants, and members of regulatory agencies



Lobbying Ethics

What ethical dilemmas does lobbying present?   Fairness   Transparency

## What ethical dilemmas does lobbying present?

**Fairness/ Transparency**

EU law on lobbying and lobbyists and a list of the professional lobbyist and their clients. If a top official in EU has a meeting it has to be declared

## Top Tips for Successful lobbying

Top Tips for Successful lobbying

CIVIL SOCIETY ADVOCATES

| PREPARE, PREPARE, PREPARE! | Develop your messages | Plan and rehearse | Use negotiating techniques | Build relationships: the messenger can be as important as the message |

### PREPARE, PREPARE, PREPARE!

- Be clear what you want
- Know the views of the people to be lobbied
- What's in it for them – why should they change their views

**Develop your messages**

- Be simple and explicit
- What is the issue
- What do you want them to do about it
- Use examples that will engage their interest
- Prepare a short brief – large type

**Plan and rehearse**

- Consider the best time and place for a meeting
- Be sure you know the venue
- Arrive on time; be prepared to leave before time
- Dress appropriately
- Be polite, acknowledge status
- Give name cards

**Use negotiating techniques**

- Be conscious of your body language
- Relax, keep your voice calm
- Listen actively – don't interrupt, demonstrate empathy
- Ask questions
- Keep to time – brief is best; don't get distracted, stick to your plan

**Build relationships: the messenger can be as important as the message**

- Consistency of personnel builds trust and transparency
- Being a credible and reliable source of information makes people listen
- Consider involving someone who is directly effected by the issue
- Be friendly, use social skills
- Keep in regular contact
- Always finish a meeting by suggesting another one would be useful

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