Alliance proMOTION HANDBOOK

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In the framework of

PRO MOTION

Coordinated by

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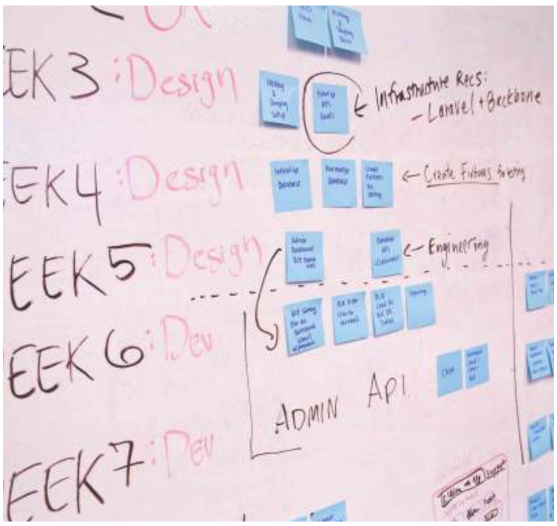
OBJECTIVES OF THE HANDBOOK: WHY AND FOR WHOM



This Handbook is addressed to activists, trainers, project managers, organisations and networks interested in developing a training course on promotion, communication and advocacy.

After our experience with the “proMOTION project”, we would like to share tips, ideas, best practices, procedures and inspirations that can be used to replicate the training course at different levels: online, offline, in a hybrid format, at local, national or international level.

The Handbook tries to provide answers to the following questions:

- How can I structure a training on communication, promotion and advocacy?
- How and where can I find participants? And what about their profile?
- What learning sessions can I include in the training course?
- What methods and resources can I use, for the online and for a face-to-face format?
- How can I keep participants engaged, before, during and after the training?

We think that proposing a learning experience in this field can be fruitful for any network and organisation: in the times we are living, communication plays a pivotal role for NGOs, especially for those active in the international scenario. Volunteers, activists, staff and board members need updated skills, knowledge and instruments to clearly illustrate elements such as vision, missions and values of their organisations, networks and movements. The members belonging to the International Voluntary Service (IVS) movement share the need to bring forward the methods of non-formal education and their core activities (short and long term voluntary projects), to increase their visibility and to show their impact. This Handbook is specifically dedicated to these organisations, but we hope that it will reach readers beyond the IVS movement.

The contents of this digital publication are the results of a participatory process. The trainers and the participants developed the sections in a common effort to share their learning experience on behalf of the Alliance network and of all the voluntary organisations and NGOs interested in boosting their communication, promotion and advocacy skills. We hope that you will find the material interesting and useful, but most of all we wish that it will be a source of inspiration for your future training.

Have a nice learning journey!

THANKS TO

We would like to thank the European Youth Foundation of the Council of Europe for the financial support towards the project activities and towards creating this publication. We are grateful to the Alliance network for the additional support, especially to former Treasurer Anthony Crochu, former Vice President on External Relations (and new Treasurer) Simon Geraart and former Secretary Serena Verlato for their constant guidance throughout the project. We would also like to thank Javva for its availability to host the residential format of the training course, which unfortunately we were not able to implement due to the Covid-19 pandemic. Furthermore, we thank all the participants for joining the online activities and for successfully organising the Advocacy Event. Finally, we would like to thank the participants' supporting organisations: DeAmicitia and COCAT (Spain), Lunaria and Legambiente (Italy), Association des Compagnons Bâtisseurs (Belgium), Young Researcher of Serbia (Serbia), Union Forum (Ukraine), Concordia France, Egyesek (Hungary), Estyes (Estonia), GSM (Turkey), ICYE Kenya, Subir al Sur (Argentina).

TRAINER CORNER

Mauro Carta

Alliance Course Director from 2020 to 2021, designed the project and coordinated the trainer team. He is a free-lance trainer and project manager, with a long experience of cooperation with IVS organisations. He designed and implemented several youth projects and led workcamps in three different continents. Mauro has a degree in European Studies and Education Science.

Giada Martin

discovered the IVS movement thanks to her life changing experience in Barcelona, hosted by COCAT after being a scout for more than 15 years. Active member of the External Relations Committee of the Alliance since 2019, she has a wide set of skills in communication and advocacy. Giada is now working both as a project manager/trainer in youth projects and as a fundraiser in the field of international cooperation and has an academic background in Public and Political Communication and a Master's degree in Fundraising.

Isabel McLean

is a trainer and educator, active in the field of international volunteering and non-formal education since the year 2017 when she did her ESC year in northern Germany. She has worked with DeAmicitia as a mentor, project coordinator and trainer for the last three years. In the past years she has led a series of workcamps, youth exchanges and trainings inside and outside of Spain and online. Isabel is also an active member of the 'Training Needs working group" of the Alliance network since 2018.

Tilemachos Boni (or Tile)

holds a bachelor's degree in computer science and currently works for the World Organisation of Scout Movement as Grant-Making Processes Manager. A member of the Advisory Council on Youth of the Council of Europe and elected member of the Programming Committee on Youth, Tile has a solid experience in the youth policy and youth work field, non-profit organisation management, institutional fundraising, youth advocacy and international voluntary service.

IVS AND ALLIANCE

Since 1920 International Voluntary Service (IVS) has fought to find solutions to the issues of society at a local and global level. It aims to pursue peace and promotes non violence through international understanding, mutual respect, friendship, exchange and cooperation among the people of the world. IVS can be defined as an internationally based non-profit human activity that is done for the betterment of the society. It gives people the chance to participate in meaningful, productive and socially useful work as active members of society, by being a vehicle for non-formal and informal education and acts as a catalyst for change within individuals and in communities. IVS promotes social and climate justice, human rights, sustainability, critical thinking, active participation, democracy, global citizenship, shared and intercultural learning and helps to break down prejudice and stereotypes. It promotes the participation of all regardless of gender, skin colour, religion, nationality, age, ability, sexual orientation, social status or political views and any other possible grounds for discrimination, in a spirit of true equality and the recognition of the right of others to dignity and respect. It contributes to the Implementation of the United Nations Sustainable Development Goals.

The IVS movement is based on the non-profit organisations that are members of networks such as The Alliance of European Voluntary Service Organisations. Alliance is an International Non-Governmental Youth Organisation that represents national organisations which promote intercultural education, understanding and peace through voluntary service. Since the foundation of the Alliance of European Voluntary Service Organizations in 1982, the network developed from a technical platform of volunteer exchange towards a cooperative network.

The Alliance's objectives are:

- To provide voluntary service organisations with opportunities to discuss and exchange experience and information within Europe.
- To facilitate and improve the cooperation between voluntary service organisations.
- To look after the interests of its members through exercising influence on international bodies involved in voluntary service, youth policy, youth training and youth exchange, as an initiative for the furtherance of youth exchange and voluntary service.
- To inform members about debates and developments at a European and non-European level which are of relevance to the members.
- The Alliance aims at the widest possible cooperation at a European and a non-European level.
- The EC ensures that the functioning of the Alliance is in accordance with the common interest of its members.

As of 2021, Alliance consists of 43 full members, 5 associate members and 3 candidate members. Every year member organisations arrange international voluntary projects and exchange volunteers all over the world. In the Alliance, participation is a fundamental principle. Within the Alliance participation means:

» Participating volunteers (volunteers are actors of the project) in workcamps, long term voluntary services and educational activities (Study Visits, Training for Trainers, General Conferences, Evaluation meetings)

» Active participation in community life: voluntary work as a tool to improve active citizenship and democratic, political participation.

» Active membership within the network: Members voluntarily take responsibilities for relevant tasks, working groups, NAGs or COIs (every year) and can be elected to executive positions (every 2 years).

» Active cooperation with other networks on IVS related issues.

» The Alliance also encourages participation on a political and organizational level by building up or improving the skills of its members.

As the Preamble of the Universal Charter of International Voluntary Service says, "IVS by people with different skills and high ideals is a practical demonstration of the commitment, solidarity and cooperation, which our world so urgently needs. It is our aim to promote these ideals both locally and globally".

EXTERNAL RELATIONS IN THE ALLIANCE

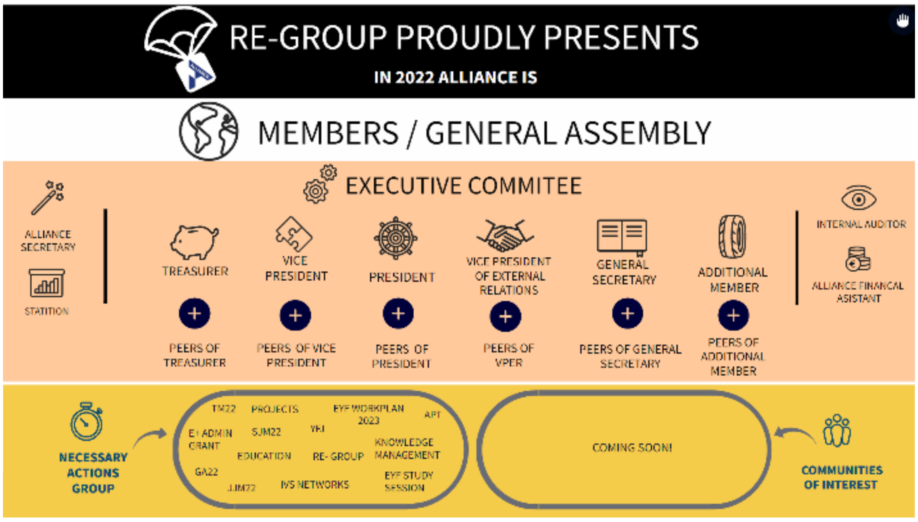
2022 represents a crucial year for the Alliance that changed its structure at the end of 2021 after an intense and fruitful work started in 2019.

Following the decisions taken during the General Assembly of the network (November 2021), two new kinds of bodies are established according to the restructuring plan: Necessary Action Groups (NAGs) and Communities of Interest (COIs). Many projects and tasks of the past Committees, Working Groups and Task Forces are being transferred to NAGs and COIs.

Also within this new structure, External Affairs play a key role for the network promoting actions in the field of advocacy and communication including the management of relevant memberships (such as YFJ and CCIVS) and the connected activities.

A specific NAG, NAG YFJ, was created with the aim to ensure an active and effective representation of the Alliance and its member organisations in the European Youth Forum's activity (including constitutional meetings, expert groups and coalitions).

The new structure.



THE DEVELOPMENT OF THE PROMOTION PROJECT

Needs and context

The Alliance network started developing the idea to design an international training course focused on communication and advocacy in 2019. The initiative was based on specific needs shared by the member organisations and highlighted by an analysis carried out by the network in the previous years. The internal research had revealed a weakness in the capacity of members to implement effective advocacy actions, due to lack of human resources and related knowledge. Specifically, the analysis identified three main elements that needed to be improved:

- lack of a clear shared strategy and steps for advocacy actions;
- lack of clarity concerning by whom Alliance would like to be recognized;
- lack of human resources for promotion, advocacy and lobbying.

Was it possible to face these issues and propose solutions? And how? This was the first strategy proposed in 2019:

- To propose an international training course on advocacy and promotion
- To include a one-day "Advocacy and Lobbying Event" in the final days of the meeting, to provide opportunities to practice the skills learned during the sessions;
- To involve the participants in the creation of an output (this Handbook) to encourage a replication of the training at national and local level
- To provide the participants of the training with opportunities for further engagement, through the creation of the "Pool of Ambassadors", a group of young people willing to support the network with communication, advocacy and lobbying tasks.

All this and more information (specific objectives, contents, methods, timelines, budget) were included in an application form, which was approved by the European Youth Foundation in 2020. The venue chosen by the network for the 6-day training course was Brussels, Belgium (is there any better place for a training on advocacy?). Unfortunately, in the autumn of 2021, international mobility was still hampered by Covid-19, therefore the face-to-face format had to be replaced by online sessions... what a pity! But every cloud has a silver lining: the new digital format allowed a wider participation, including young people from Latin America and Africa. The training team, after a preparatory in-presence gathering in August followed by several Zoom appointments, conducted 4 weekly meetings in October and November 2021, plus a final evaluation session in December. And the Advocacy Event was successfully organised and held by the participants in November.

Moving forward

In the strategic and statutory meetings held by the Alliance network in 2019 (Congressino, General Assembly), the members identified the need to focus more convincingly on advocacy, promotion, recognition of the IVS movement and its educational instruments. The IVS values, activities and methods are well known by the thousands of volunteers joining short-term and long-term projects, training courses and events every year; however, young people, professionals and institutions not belonging to the IVS movement are not familiar enough with these actions and their impact. Advocacy and promotion are essential to attract more participants, to improve partnership with external stakeholders and to identify new funding opportunities. In this perspective, Alliance and its organisations need young activists available to take leadership roles, to contribute at national and international level, to act as trainers and volunteers. In short, to keep the network and its members alive.

Alliance intends to focus on advocacy because its members have concrete proofs that their educational tools (and most of all workcamps) are the ideal instruments to tackle many current challenges affecting young people in Europe: social inclusion, environmental sustainability, intercultural dialogue, gender equality, fight of racism and xenophobia, promotion of peace.

Furthermore, the Covid-19 outbreak has had a strong negative impact on the Alliance network and on each workcamp organisation belonging to the IVS movement, whose activities yearly host over 30.000 participants. In 2020 and 2021, this number plummeted dramatically. It is therefore essential to design and implement new promotional actions, aimed at bringing workcamps and NFE activities to the forefront, as they will be the main instrument to nurture active participation, involvement in the organisations and sharing of the IVS values. Last but not least, the Alliance network and the IVS movement need to establish new synergies and partnerships, not only to let its voice be heard, but also to develop new approaches, reach new target groups and expand its horizons.

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The online version of the proMOTION project started on the 13th October and ended on the 15th December 2021. It consisted of the following modules:

- Training Course: 4 online meetings (13th, 20th, 27th October and 3rd November), lasting 2 hours / 2 hours and 30 minutes;
- An online "Advocacy Event", entirely planned, conducted and evaluated by the participants, to put into practice the skills gained during the training module (29th November);
- An Evaluation Meeting to collect feedback on the activities (15 December).

The results of the project included two outputs:

- The creation of the "Pool of Ambassadors", a group of activists willing to engage further in communication, promotion, advocacy and lobbying activities and tasks within the Alliance in 2022;
- A digital publication containing ideas on contents and methods to organise a training course on communication and advocacy (this handbook)

DEFINE THE PROFILE OF THE PARTICIPANTS, CREATE THE CALL

Defining the profile of the participants is one of the milestones in each preparation process so it would be really useful to brainstorm about it, within the trainers, and to agree on a list of basic skills or requirements needed.

In the case of our project, we were looking for 20 activists based in CoE countries interested in learning more and improving their communication, promotional and advocacy skills on behalf of the Alliance and their member organisations. They should have a good command of English, a strong interest in the topics of the project and be members of an Alliance organisation, and have taken part in at least 1 workcamp or 1 training course coordinated by the network or its members.

We developed a structured call for participants trying to provide as much information as possible beside the profile desired, such as a clear schedule of the meetings (date) and asking them to express their preference about the starting time that was chosen depending on the opinion of the majority. This is a good practice in order to listen to the needs of the group, even in the distance, as well as dedicate a specific section of the call to a presentation of the trainers (short bio + photo). Don't forget to add a contact email address!

In addition to the call, a registration form with targeted questions must be created. We recommend you to add specific questions about the previous experience in the field, their motivation and expectations and to create space for them to express doubts about the event.

As well as a way to collect the enrollments, it is a great way to know more about the participants and what they expect from the training!

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CREATE VISUAL CONTENTS AND SPREAD THE CALL

Once the call for participants is ready, it is fundamental to spread it using different channels.

In our case, during the kick-off meeting, as trainers we decided to send emails to member organisations, but also to disseminate specific content for Alliance's social media (Facebook and Instagram): we created an editorial plan using visual elements like photos and videos and a strategy to make them viral within our network, choosing to post a couple of times a week.

An easy tip to increase the engagement is to tag people directly (e.g. within pro-MOTION, for the main posts, we added a tag to every member's page thus increasing the number of shares, comments and consequently the visibility of the content). But as with any digital content, just publishing it is not enough to see applications arrive: hence, the fundamental role of the "word-of-mouth" as a strategic way to broaden the potential audience.

Another sensitive issue is the deadline that can be postponed in case you do not reach the number of participants you wish/need: in this case, we suggest you give them one extra week or 10 days but not to get too close to the start of the training.

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CONFIRM THE PARTICIPANTS, ESTABLISH CONTACT AND ASSIGN THE FIRST TASKS

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After you send the call, we suggest that you start establishing contact with the participants. If you set a deadline that is distant in time, it is better to provide feedback to the "early birds" by confirming that you have received their application or by accepting them before the deadline expires. Keep in mind that participants who register well in advance should be kept updated about the selection procedure, otherwise you risk "losing" them, especially if you propose online meetings. Here you have two options: you can either decide to select the candidates after the deadline, or to start confirming them as they register.

During our experience with the pro-MOTION project, we chose the second option, as we gave a month's time to apply since we launched the call. We realised that the majority of the participants applied in the last week before the extended deadline, and for this reason we decided to postpone it as we had not reached the expected number of participants. Nevertheless, after we "granted" a one-week extension, the training course was overbooked! So do not lose your spirit if the number of applications is lower than you expected: keep on sharing and disseminating the call and you will see that results will come!

When you finalise the confirmation of the participants, it is wise to verify some important elements:

- be sure that the profile of the accepted participants is in line with the donor's requirements. An advantage of online training is the possibility to enlarge the geographical scope of the beneficiaries to a global level. However, specific grants demand to be addressed to participants belonging to a certain profile (for example: European, younger than 30 or 25) or they might require gender balance in the group;
- if you accept participants from different continents, make sure that the starting hours of the online sessions are suitable with their time zones. For example, starting a session in the early morning in Europe can be uncomfortable for participants based in the Americas, whereas to begin in the late afternoon means forcing Asian participants to stay up after midnight.
- if you are running a face-to-face meeting, it is essential to provide assistance to the participants who need a visa, providing them with an invitation letter and monitoring the process with their sending organisation.

- It will be essential to obtain updated information about the international rules and procedures concerning Covid-19, to share them with the participants and their sending organisations and to plan a protocol in case of infection.

When you are sure about the final selection, you can share the good news with the selected participants. If you're not under pressure, we suggest sending individual emails, both to the accepted and to the rejected participants. In the acceptance email, you can add additional details, such as links, attachments and instructions for preparatory tasks. It is advisable to give homework or tasks no later than 7 days before the beginning of the course, especially if you invite participants to prepare digital productions that might require time for editing.

PREPARATORY TASKS

The majority of the participants performed the task and shared brilliant, creative and original digital productions. It was much fun to watch them and to learn more about their cultures and lives. -Mauro

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Advocacy, communication, promotion and lobbying are not easy topics. Especially if they are not familiar with them, participants will need time to gain new knowledge, to digest it and to put into practice what they learn. Before starting the training course, we suggest to propose preparatory tasks, for the following reasons:

- if you plan to conduct an online training, your time will be limited. You can use the preparatory tasks to do "advanced work" in terms of group dynamics, by proposing getting-to-know-each-other activities;
- you can start sharing in advance introductory material concerning the training: its programme, its objectives, details about its development. This will facilitate participants' understanding when you are going to present the sessions;
- you can appoint some light research tasks related to the topics that you are going to address during the training, for example: look for the "mission & vision" in the website of your organisation.

Before starting our first meeting, we invited our participants to make 2 easy tasks using "Padlet", an online platform that allows you to display, share and store contents with your group. We used the "pro" version, which was quite cheap and met our needs in an effective way.

1) The Map

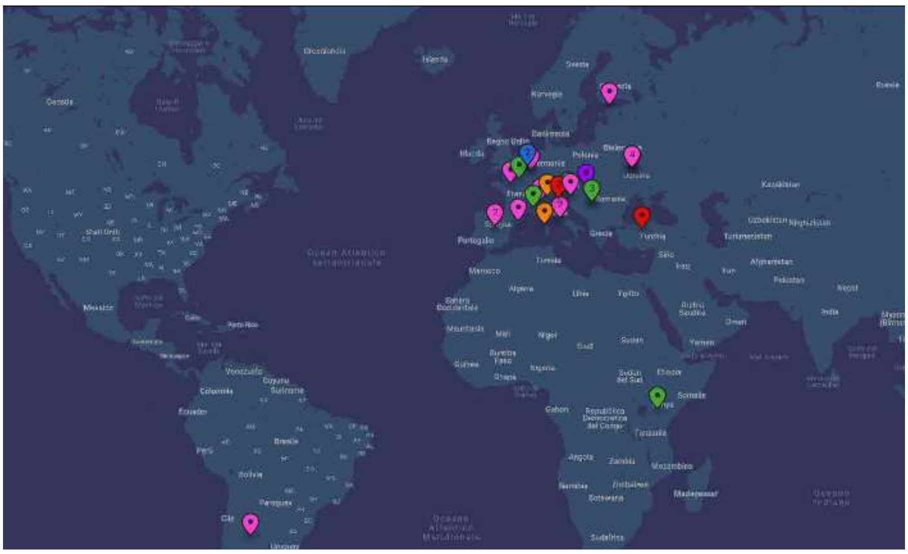
As we expected participants from different corners in Europe (and some from other continents), we were curious to know where they were based. For this reason, when we informed them about their acceptance, we provided them with a link to the "Padlet" and asked them to pinpoint their position on a map. Some participants added extra details to their mark, like a picture of their city or landscapes. We displayed the map at the beginning of the first meeting, and it was a nice way to break the ice and to share information about the group.

2) The proMOTIONal clip

The second task consisted in preparing a short video, lasting between 30 seconds and 2 minutes. We invited participants to introduce themselves using a promotional style, imagining they were a service or a brand. This task had a double purpose: it aimed at sharing interesting details about the participants (where they live, what they like, what they do and why) and to trigger their curiosity about one another; and it was the first "homework" on "strategic communication" and video editing.

Later, the same "Padlet" was used to upload additional creations, therefore you should take into account that this task can be useful to make the group familiar with the uploading-and-sharing procedure.

During the training, we used padlet to create a map. We were able to personalise it and share more than our locations.



TIP: if you want to use Padlet for similar tasks, the most efficient way is to create a link and to share it with the participants. By clicking on it, participants will be able to access the Padlet without registering. However, their entries will be anonymous and they won't be able to create more sections. For this reason, the administrators need to create in advance a personalised column/section for each participant (as you can see in the picture above). After receiving the link, participants will be able to add their contents by clicking on the "plus" below the section with their name.

IN-PERSON MEETINGS

	Day 1: introduction
1st morning session	- Official welcome; -Getting to know each other activities; - Team building session
2nd morning session	- Sharing expectations; presentations: project objectives, ERC, Alliance and its campaigns, programme
1st afternoon session	- General Framework I: definition of advocacy
2nd afternoon session	- General Framework II: why do we need Advocacy in IVS and Alliance? - Creation of Reflection groups

This is the programme we designed for the in-person meeting (which was replaced by the online format). You will find more details on the sessions mentioned in this programme in the next sections of this handbook. Keep in mind that there might be many other valuable programmes, and this is just our idea, that can be of course customised and improved according to your needs and resources.

The topics of promotion, communication, advocacy and lobbying require ample space to be discussed, illustrated and practiced. If you intend to propose a face-to-face meeting, take into account that you will probably need no less than 6 full working days to address the different themes. The following inputs refer to a 6-day format (the one that we planned before converting the sessions into digital activities): it should have involved around 20 participants in 4 daily non-formal education sessions lasting each 90 minutes, coordinated by a team of 3 facilitators and featuring the presence of an expert. Regarding the venue, we identified a youth hostel in Brussels, Belgium, with large working rooms and a private space for the Advocacy/Lobbying event.

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Day 2: skills and knowledge	Day 3: strategy	Day 4: Pool of Ambassadors, PoA	Day 5: Advocacy in practice	Day 6: evaluation and finalisation
- Communication skills and advocacy	- Factors contributing to the success of advocacy Initiatives (expert session)	- Creation of the "Pool of Ambassadors" and thematic groups	- Digital communication and visibility actions	- Feedback session on Lobbying Event. SWOT analysis
- How communicating effectively on the impact of NFE and workcamps (with qualitative and quantitative data)	- Steps in planning an advocacy Initiative (expert session)	- Design of 2022 advocacy activities (group work)	- Handbook design	- Finalisation of the PoA Plan of Action; Finalisation of the Handbook structure
- Defining the decision-making space in Europe	- Analysing previous advocacy experiences in Alliance: strengths and weaknesses, best practice	- Continuation: expected results and indicators assessment	- Preparation for the lobbying event	Final Evaluation
- Analysing the channel of influence; - Reflection groups	- Defining the actions: what we want to advocate, how, when, where; - Reflection groups	- Presentation of results, feedback, draft of Plan of Action - Reflection groups	Lobbying event	(optional) Start working on Plan of Action tasks

Day 1: Introduction

In order to ensure the development of a constructive atmosphere, it is essential to include specific sessions focused on group dynamics in your meeting, especially when you are conducting face-to-face events. For this reason, we strongly suggest planning name games, team building sessions, getting-to-know-each-other activities and spaces to discuss expectations, fears and contributions in the first part of the day. After lunch, you can start presenting the programme and clarifying the objectives, to bring all participants on the same page. You can use the final session to set the general framework of the meeting: for example, you can propose a quiz, aimed at presenting the key-concepts and most important definitions, which will be used along the working days. Finally, you can conclude the day with a session to create the reflection groups, small teams who will meet every evening to provide feedback on the learning activities. Keep in mind that usually participants are very tired during the first day due to the long travel to reach the venue, therefore it is advisable to plan light and interactive tasks, punctuated by constant breaks, energisers and entertaining ice-breakers.

Day 2: Skills and Knowledge

The second day can feature "technical" sessions aimed at practising effective communication and at providing specific knowledge on advocacy. Concerning the competences, you can involve the participants in role-play games to improve their public speaking skills, whereas the second part of the day can focus on defining concepts such as the "decision-making space" and the "channel of influence".

Day 3: Strategy

After the first two days dedicated to clarifying the framework of the training, you can start addressing more "advanced" topics starting from day 3, proposing an "analytical mode". In our offline format, we planned to include two sessions to be held in the morning, conducted by an expert on advocacy: here you can analyse the factors which contribute to the success of an advocacy action, and you can present the necessary steps to ensure effective results. In the afternoon, you can invite participants to share best practices, former experiences and the lessons they learnt in the field of advocacy work and promotion.

Day 4 and Day 5: Preparation and Advocacy/Lobbying Event

In our model, we planned to provide participants with a concrete learning opportunity, by proposing an "Advocacy/Lobbying Event" on day 5. If you want to replicate this structure, be aware that this event needs two levels of preparation: one day of the training should be entirely centered on the organisation of the meeting (definition of roles, interventions, speeches), but the planning of the event should start at least 6 months earlier, as you will need to decide the main topic of the meeting, contact, invite and properly inform your guests and organise the logistics (you should hire and arrange a proper room, order the catering, provide clear instructions on how to reach the place, create a communication plan etc). These steps cannot be improvised and require effective cooperation between the hosting organisation and the team. On day 4, the trainer can distribute different roles and collect contributions from participants. During the event, they can be engaged in different roles, including logistics, communication, public relations, creation of digital productions and many more. If well planned and implemented, the event can boost participants' skills and motivation.

Day 6: Evaluation and follow-up

During the last day you can propose sessions to wrap-up the training course. At the beginning, you can collect feedback on the Advocacy/Lobbying event held on the previous day, through a plenary session to highlight the most successful and the most challenging moments of the meeting. In the second part of the morning, you can concentrate your effort on the outputs and follow-up of your training, depending on the features of your project and on the agreement with our funders: outputs can include toolkits, video production, the creation of working groups, the development of further projects etc. Finally, you will end the working day with a final evaluation and with a nice farewell party!

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ONLINE VERSION

The development of online tools and the availability of devices and internet connection allow trainers to propose their learning module without leaving their homes. On the one hand, these resources help organisations overcome the mobility restrictions, such as those caused by the Covid-19 pandemic, and enlarge the geographical scope of the participants; on the other hand, the online format is not always a perfect replacement for non-formal education sessions, which might require physical contact, longer duration, material like flipcharts, markers and paper to be effective.

The good news is that activities for a training on communication and advocacy can be held online, and our project proves that. However, we had to cancel some ideas we had originally planned (as they were no more feasible) and we were forced to adapt or shorten certain sessions, thus reducing their impact. Nevertheless, we managed to run non-formal education sessions like a role-play game to improve communication and public speaking skills, and we kept on proposing energisers and ice-breakers. The group work was ensured by the creation of break out rooms, but we had to reduce the time available for these interactive spaces. As it is not possible to propose 6 or 8 consecutive working hours in an online format, the working group duration should be proportionally adapted to the whole duration of a meeting, which usually doesn't exceed 3 hours. For this reason, we tended to provide a maximum of 20 minutes for the break out rooms, even if we realised that participants felt sometimes under pressure and there was not enough time for us to properly monitor the development of the group work, as it happens quite easily face-to-face. Regarding the Advocacy/Lobbying Event, we had to change the original idea, too, which consisted of an in-person meeting with guests, representatives of institutions, member of NGOs, bloggers and journalists. This concept was replaced by a digital event, totally planned, coordinated, held and evaluated by the participants. You will find more details in the next pages.

To sum up: when we decided to "go online", we chose to prepare 5 meetings lasting between 2 and 3 hours, featuring sessions from 10 to 45 minutes. We could propose neither a blended format, nor a hybrid one (see definitions in the box). Thanks to Padlet, we proposed a combination of "synchronous" and "asynchronous" learning approach: the sessions were held on Zoom and were integrated by contents, material, instructions for tasks and recordings that were accessible online anytime by the participants. This way, they were able to build their competences during the online meetings, but also individually through the resources shared in the Padlets and accessible anytime they wish.

In the following sections of this handbook, you will find the descriptions of the sessions that we held online. Our experience taught us that, in order to propose high-quality learning modules, it is imperative to invest time and energy in the preparation of the sessions. Therefore, we suggest not to underestimate the challenges of online training and to define with your time an efficient time plan: you will need time to become familiar with the online tools, to adapt the non-formal education methods to the online module, to create the digital contents and to test everything before conducting the meeting.

This is the programme of our online meetings: 4 training days, 1 Advocacy Event, 1 evaluation meeting

Meetings	Contents	Dates	Duration
Online meeting 1	Introduction, general framework	13 October 2021	2 hours
Online meeting 2	Communication, analysing the context	20 October 2021	2 hours and a half
Online meeting 3	Expert session	27 October 2021	2 hours and a half
Online meeting 4	Outputs development	3 November 2021	3 hours
Online Advocacy Event	Networking, advocacy, promotion	29 November 2021	90 minutes
Online evaluation and monitoring meeting	Evaluation Advocacy Event, monitoring outputs, final evaluation	15 December 2021	90 minutes

TRAINING APPROACHES

In-person

trainers and participants meet physically in a venue and take part in a residential training or seminar together.

Blended

a combination of in-person instructions with online learning activities. For example, participants meet online one week before joining an in-presence training, to start getting to know one another and to arrange preparatory tasks.

Hybrid

an approach where some individuals participate in person and some take part online. For example, a group of participants meet in-presence with the trainers, while individual participants who cannot be present in the event attend to the sessions online with their laptop.

Synchronous

choosing this approach, meetings run in real time, with trainers and participants attending together (online or in-presence).

Asynchronous

this option allows participants to access learning resources and materials during different hours and from different locations.

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THEMATIC ENERGISERS, ICEBREAKERS AND TEAM BUILDING SESSIONS

Energisers are a key part to any session with groups that might require attention from the audience/participants and, of course, energy! One could say that during an online session, even more so. Precisely because it is often more challenging to keep the energy levels high, it can be even more challenging to even start that energy on the online format than during any session with participants in person, as there is not much option for movement.

During this training, as the sessions lasted an hour and a half tops, they were extremely complete, and often quite interactive and energetic anyways, we chose to use the energy flow of the dynamics in a balanced way. Doing so, energisers were only necessary at the beginning of our encounters and not more, not even after the breaks. This meant, we used in total four different energisers: on the second, third and fourth meeting and on the evaluation meeting - with the exception of the first day, as this session was already shorter than the following ones, and we had a longer ice-breaker / team building session plan that worked for the same purpose in this case (developed below). We will share three of those with you presenting the purpose that each one had:

The energisers chosen for this particular online training were very much focused on exploring some fun online tools available – this also being part of the knowledge and tools acquisition process for the participants. In the case of the first energiser used, we went for cards! Using a digital deck of cards, participants take turns to not guess the next card that will appear on the screen when the facilitator clicks on the deck. The fun is in trying to remember the cards that the other peers revealed and trying to not say the number that will come up but another one, and manage to do this till everyone in the group has said a number at least once. The game leads to higher levels of concentration, which is why we decided to use it on that precise day, before a certain precise type of activity. It also encourages a certain demand of inclusion, and definitely team support.

Bringing the participants to the right mind set is not the only useful alternative aspect to putting energisers into use. We also find the benefit in an energiser acting as the introducer of a topic. For this reason, in the fourth session we used a very creative tool as an energiser: an online slot machine. Having the chance to edit and create your own slot machine, you can actually use this idea for any type of creative session. We wanted them to quickly design a promo-slogan using the 3 elements of the slots, and post it on jamboard asap. You can even make it a competition if you wish and have the time. This way we also reminded them of and encouraged them to put in practice the theory on promotion and communication previously dealt with.

Finally, during the evaluation meeting, as the focus was very much on them, their efforts and the experiences acquired, we went for the '7 second' game. This can be a very fast and funny energiser. The game consists of the facilitator asking a question and the participants answering by drawing – using the tools on zoom for example, such as sharing the screen and editing the whiteboard by everyone at the same time - in maximum 7 seconds; there can be debriefing of the scribbles or not. We decided to ask question more in relation to their final feelings about the previous session and the possible follow-up, questions like: 'how was my day?', 'how do I feel to be back with us here?', 'how do I feel about this being the end of our adventure together?', etc etc. Furthermore, we decided to extend the time to 20 seconds and have a brief debriefing afterwards as the intention was on sharing and opening the door to the final evaluation of the whole training.

The first meeting was really dynamic and conducted in a really smooth way, showing and learning information and skills while we interacted -Julieta

1 ©Pexels stock

2 ©ANEC

GETTING TO KNOW EACH OTHER, NAME GAMES

This is the best way to work in online sessions, it gives you the opportunity to connect more with the other participants making it feel less distant -Alvaro

©Adrienn Pexels

During this training, as mentioned, we focused a third of the first session around getting to know each other with one main activity. This classic getting-to-know-each-other game is a simple but fun way for the participants to easily start-up a conversation and it can be done in person too without a problem. However, it is not so simple to do online, there are some logistics to take into account. All in all, we chose for the activity to last 35minutes in total, including 10 minutes at the beginning for the explanation and a five minute debriefing for the participants to share; meaning, they had 20 minutes exactly for the activity itself. The objective(s) and learning outcomes should be basically to actively get to know other participants.

How do we get to that objective: participants receive a list of statements - for example 'I sleep with my socks on' or 'I speak more than five languages' - and they must find a different person that fits each statement on the bingo sheet (the same person cannot be used twice). When finding someone who fits, they must ask further questions (why / when / what / where / why), our aim with these extra conversation starters was to give them the space to actually get to know some information from each other, as, being a bingo, participants can tend to focus on the competitive aspect and simply try to finish the first. However, when someone manages to call bingo, they must come back to the main room and prove it to the trainers who will decide if this is enough info about the other person's experience! Once the judges decide someone is the winner, the space is open, with all of the participants back in the main virtual room, to share funny anecdotes, stories that were shared in smaller groups or anything that they might have shared with the ones they were talking to. This activity always works very well and participants always want to talk and share much more than there is time for in the end!

TIP #1

As the aim is to encourage closer or intimate conversation among pax, online is of course more of a challenge, so smaller virtual rooms are needed. In the case of *zoom*, for example, it is necessary to create 'breakout rooms', and not only that, it is very important to create open breakout rooms - meaning the participants can choose to move in and out of the rooms as they please and they get to see who is where. We faced this issue and the solutions are either in choosing this possibility before creating the rooms (not only opening them) and not after, or, another option would be to make all of the participants also 'co-hosts' on zoom, just for that session.

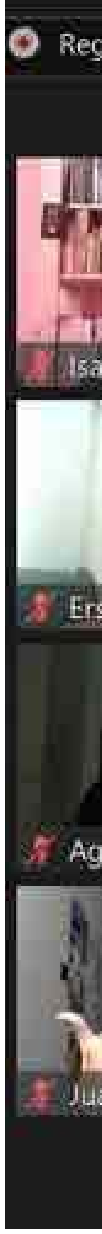
TIP #2

Be sure, during preparation, that these options are in fact either activated on your zoom account – try it out with a group of friends before – or that your tool has similar options. Along the same lines, make sure during the explanation that the participants know how to change from room to room, or that with their device it is possible. You might need to take some time to present this and help yourself with some visual aid.

TIP#3

Remember to share the bingo document in the chat of the main room of zoom before participants are divided into smaller virtual rooms, and ask them to download it and give you the green light to send them to the rooms.

INTRODUCING THE TOPIC: SELF-ASSESSMENT, EXPECTATIONS



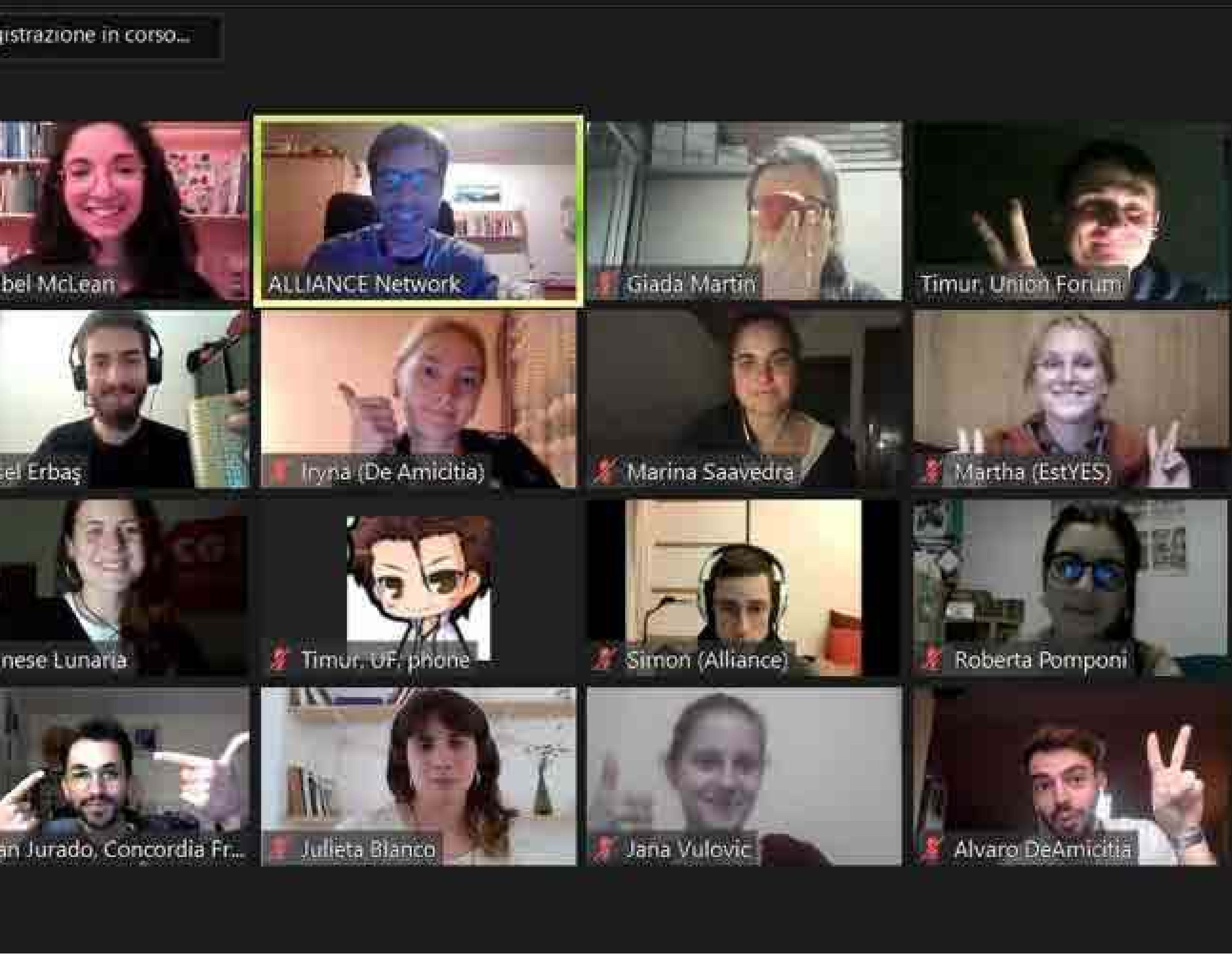
©Alliance.
Screenshot of participants and trainers during one of the sessions.

As in most training we began the process with the participants by dedicating a session to their expectations of what the learning experience would bring them. However, before asking them the participants under-went a self-assessment we had prepared in relation to the skills we planned to work on with them during the entire process.

The objective was for the participants to reflect on their skills and rank them according to their personal assessment. For this, we used the online tool ´Survey Lab` where the participants had to drag the items into three "baskets": Comfort zone, learning zone and panic zone. We explained the ‚comfort zone' as them feeling confident and not needing any help for that topic; the ‚learning zone' as an area on which they felt they needed more knowledge and skills, but they felt they could perform well if supported beforehand; and the ‚panic zone' as the area where they did not feel confident, were scared and needed help. At the end, Survey Lab shows the results, highlighting those skills that scored the most in each basket.

The items we chose related to proMOTION topics to self-assess were:

- Using social media to communicate
- Public speaking in your own language (standing on a podium, delivering a speech in-presence)
- Public speaking in English
- Speaking online on representation of your organisation / network
- Replying constructively to critics and accusations expressed towards your organisation / network
- Creating a press release
- Replying to hate speech on social media
- Designing a campaign
- Cooperation with representatives from other MOs and/or sister networks (CCIVS, SCI...)
- Working on a position paper
- Planning and development of a campaign on IVS values
- Ability to adapt information to the receiver
- Designing visual material as support



After the debriefing of the results in plenary, we saved the file in order to re-do the test in December during the evaluation meeting, after the project, and compare. We highly recommend doing this process, as it is not only key and very enriching to the learning process of the participants as they gain self-confidence when being aware of their improvement and new knowledge thanks to the project; but also because it is a good way of deciding on what to focus the attention on in regards to more specific contents of the training in the following sessions.

With a similar purpose to the latter, we then moved on to the sessions of dealing with the expectations. This session is simple, it can last in total around 15minutes, including the brief explanation, connecting to the results of the previous exercise, and the brief feedback from the trainers. As the objective(s) and learning outcomes are to create space for participants to share with trainers and other participants their expectations and bring everyone to a common ground, the most important part of this session is giving them at least five minutes to reflect on their expectations and represent them visually and anonymously (recommended) in any given format (we chose to use the online tool ‚jamboard'). During the brief feedback, trainer(s) can ask any inputs from pax that might not be clear or could point out what will not be dealt with (if needed). It is advisable to group notes of the same topic while participants fill-in the jamboard, in order to ease the debriefing process.

Notes for technical support:

share link to mentimeter and jamboard (if used) on the chat only after explanation, for the participants to not be distracted during the explanation

Ø you can always also re-read the pax application forms one more time before this session for a more in depth awareness of their expectations

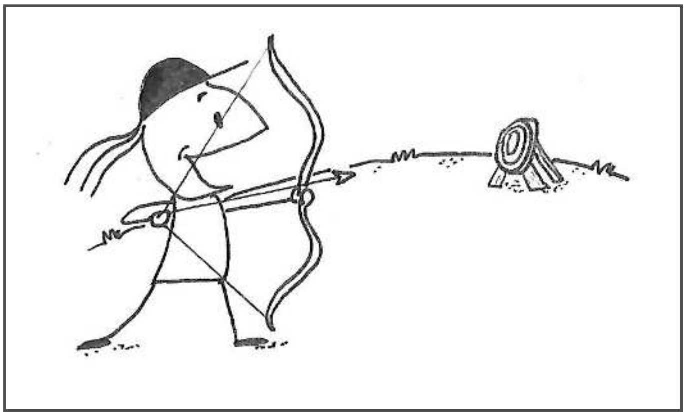
PRESENTATION OF THE PROJECT OBJECTIVES

The presentation of the project, its general aim and its objective should be tackled carefully. Usually, participants receive these details before joining the first meeting (both in-person or online), but it is a mistake to take for granted that they will start the sessions with a clear idea about the purposes of the sessions and a full understanding of the whole project. For this reason, it is worth planning a session to illustrate the project objectives, in order to bring all the members of your group on the same page.

If you are conducting an online meeting, you will probably include this information in a PowerPoint presentation, or you can choose to inform your participants orally. However, keep in mind that, if you are running a residential training, you can turn this activity into an interactive session or even into a team building activity or energizer!

How to present your project in a dynamic way

Participants	from 12 to 30
Setting	indoors and outdoors
Material	flipcharts, markers, colored A4 sheets, glue
Time	30/45 minutes
Preparation time	around 1 hour
Preparation	if you plan to create 4 groups, you will need a set of six A4 sheets with 4 different colours. Place the six A4 sheets close to one another (they should cover a standard flipchart) and write the information on your project on them. For example, on the "pink" set you can describe the partnership, on the "yellow" set you can illustrate the aim and objectives", in the "white" set you can share information on the funders etc. (see picture). Fold each sheet and hide them around the room and outdoors.
Activity	Split your group into teams of 3 or 4 members. Associate each team to one of the colours of the A4 sheets and appoint a limited time (we suggest 10 minutes) to find the hidden sheets. After finding the 6 pieces, each team will glue them on a flipchart, placing them in the correct position. When all flipcharts are complete, you can start presenting the details of your project, by showing the 4 colored compositions.



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DEFINITION OF KEYWORDS AND KEY CONCEPT: QUIZZES AND SURVEYS

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Ideally, you can ask the group to retake the quiz at the end of the learning process in order to reflect on what they learn and plan the follow-up (which is what we did!)

Another tool that fits with the online format is the quiz (in the case of proMOTION, we used Mentimeter, but other options are available and free of charge for the basic version - e.g. Kahoot!, Aha Slides, etc). Set a bunch of questions (up to 10) about the essentials and let your audience learn in a fun and participative way!

In the direction of providing background materials, you can create a glossary to collect the fundamental vocabulary from each session of your training which will be left to the activists.

During the training, we offered participants sessions on the fundamentals of advocacy work and promotion, delivered in a "light" and interactive way.

We opened up the first meeting with a self assessment activity to check the level of comprehension on the topic, and previous skills and experiences in the field of advocacy; we also identified the learning needs (ranking survey). The aim was to let them reflect on the core concepts of advocacy to create a common level of knowledge before starting the in-depth sessions.

SESSION ON COMMUNICATION: ROLE PLAY GAME AND DEBRIEFING ON EFFECTIVE COMMUNICATION

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As we know, communication is a key aspect of advocacy and promotion work that needs to be highly considered, so, we thought that participants should gain knowledge on different features of it. In order to transmit that knowledge effectively we decided to follow more of an inductive learning process. Meaning we dealt with the practice of communication use and misuse first, and through the participants' own observations and feedback we led their reflection towards the theoretical background. The main learning outcomes of this session were:

- to improve communication, promotional and advocacy skills through a practical exercise;
- to plan and adapt a proper communication strategy according to the audience;
- to understand the importance of supporting the message with data, research and impact measurement
- to practice assertiveness and non-violent communication

I really enjoyed the role play game, it's a great way to learn how to act in the future in this kind of scenarios, moreover it showed us the importance of strategic communication -Roberta

FIRST PRACTICAL PART

Role Play Game

Duration

45 minutes in total
- Group work: 20 minutes
- Performances: 5 minutes per group (4 groups in our case) = 20 minutes
- Plus 5/10 minutes buffertime, either for clarifying the instructions, possible tech issues or for a small final reflection at the end.

How we did it

Short explanation of the main objectives of the RPG: -to improve communication skills (effective communication, design a strategy); -to learn how to adapt the message to the audience and task; -to use properly the data to support a position (impact measurement, statistics, documents)

TIP: since it is an "experiential learning" session, we suggest not to reveal too much about it during the instructions.

Participants work in groups, in other virtual rooms, they have to prepare an effective communication strategy for a certain situation that they are assigned. They should appoint a speaker and decide the "communication style" they want to use (the "how") and the contents they want to share (the "what").

Intentionally, the trainers hand out reading material to only three of the four groups - the idea is to have a post-activity reflection on the importance of supporting a message with data, by comparing the performances of the groups during the roleplay. TIP#1: the set of instructions, and supporting data should be shared in the separate room on the group's chat, not in the main room with everyone, as they will be different.

TIP: remind them they are not allowed to use any other external material, if they do, part of the point of the game will be lost.

Trainers and participants roleplay and interact according to their tasks and scripts (in the case of the trainers). Nothing that they say has to be taken personally! The Role Play Game lasts 5 minutes in total per group.

Be aware that emotions can set in. Far from being a problem, this factor will be part of the learning process, as the session is aimed at improving our constructive communication and non-violent communication skills. TIP: Inform pax that this activity can be "strong", as the character played by the trainers might be hostile, provocative, or sarcastic. This is just a simulation! However, reactions, roles and profiles are inspired by REAL situations that can happen often in public relation, promotion and advocacy work.

TIP: We decided that these sessions should not be recorded for the participants to feel less pressured.

Roles

Our 4 roles were:
1) Scary parent of a young volunteer
2) Right-wing anti-EU pro-Brexit politician
3) Conservative board member of the network
4) Profit-oriented partner

TIP: in order to distribute a role to deal with for each group in a fun way, we came up with the idea of using the online tool 'the wheel of fortune'

SECOND MORE THEORETICAL PART: DEBRIEFING SESSION

The initial idea was to have the debriefing session divided into two parts - (1) participants exchanging best practices that they had observed in other participants' performances, possibly referring to the reading material provided, and (2) the trainer explaining some more developed theoretical background. Unfortunately, due to a lack of time, we focused on the latter. We highly recommend creating extra time for participants to actively participate in the debriefing!

The theoretical background we provided after the activity consisted of the following reading material on communication about strategic communication, assertiveness, non-violent communication or non-verbal communication:

When looking to use strategic and effective communication in advocacy work we can focus on two aspects: the contents you want to share (the "what") and what you want to use as communicational tools (the "how") to transmit that content.

TIP: in order for this to flow better, we created a feedback criteria template and handed it out to each participant to take their personal notes.

©De Amicitia

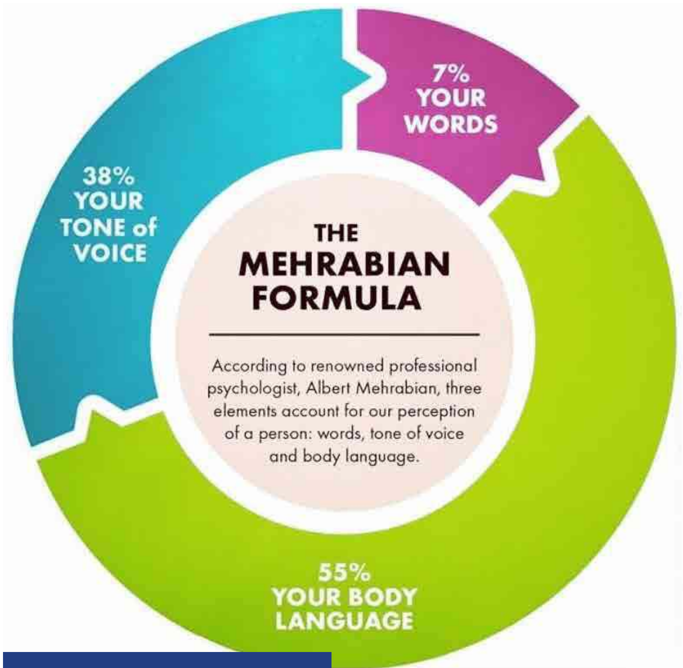
WHAT

Characteristics of the content of an effective message:

- Single-minded and focused: Conveying just one idea at a time.
- Meaningful: Connect with your audience.
- Important: Useful and significant.
- Direct: Be straightforward, don't cover the main message with other 'unnecessary' information.
- Clear: Written in simple, non-technical language, avoid using jargon.
- Brief
- Inspiring: Be clear on what will be the difference
- Credible: Honest and supported with evidence.
- Giving people something to do: The message should not only persuade through valid data and sound logic, but should also describe the action the audience is being encouraged to take.

Messages that 'stick' - Principles of persuasion and being memorable:

- Make use of analogies (a comparison between one thing and another);
- Do something unexpected;
- Use specific and concrete language and details;
- Tap into positive or negative emotions;
- Feature real people in your stories, especially those from affected communities



HOW

Communication Styles and Assertiveness

Saying no, is not impolite, being assertive is not being aggressive or submissive or passive. Assertiveness is based on balance, it requires being forthright about your wants and needs while still considering the right needs and wants of others. When you're assertive you are self assured and draw power from this to get your point across firmly, fairly and with empathy. Assertiveness helps to clarify each individual's limits without infringing on the boundaries of others. Assertive communication is clear, honest, firm.

How to follow an assertive communication style:

- be respectful, also taking into account body language
- don't assume people already know your need
- don't allow differences to make you angry
- do an active listening to their position
- speak simply and directly and not making accusations to the second party
- exercise the power of 'I': never language like 'you never' 'you always'
- stay calm
- set boundaries

Importance of non-violent communication

The concept of Non-violent Communication was founded by Marshall Rosenberg, an American clinical psy-chologist in 1984. Many cases of misunderstanding and conflict in voluntary projects could be prevented or better dealt with if communication was more constructive. NVC is based on the assumption that all humans share the same needs, and these needs can be met without violating others and their needs. The key to doing this is through connecting with each other. NVC contributes to connection through encouraging us to express our own needs and to listen to others.

The NVC model consists of four steps:

1. First step: Observation
2. Second step: Feelings (What do I feel?)
3. Third step: Needs (What are my needs?)
4. Fourth step: Request

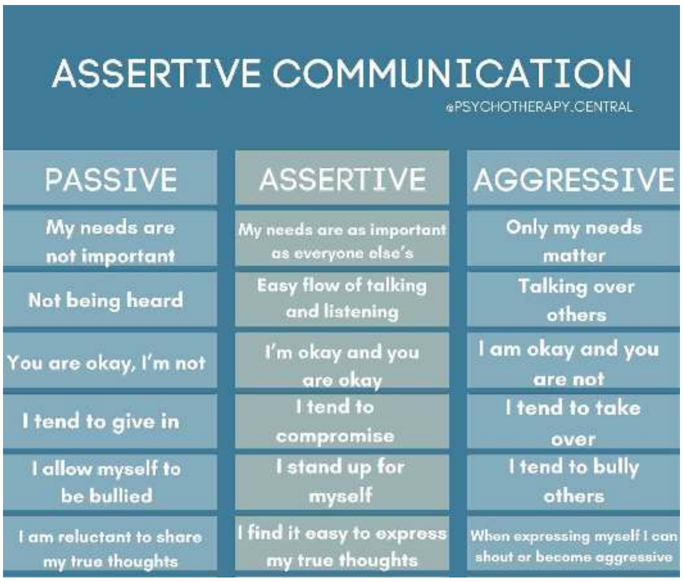
Non-verbal communication

The *way* you speak sometimes contains more information about how you feel and what you want to communicate than the actual words you are using. As stated above, if you really want to find a solution to a delicate situation, or be sure you convey the correct message, it is useful to separate the "what" and the "how". According to the Mehrabian model, only 7% of personal communication relies on verbal communication or the actual words that are spoken. The remaining 93% lies in non-verbal communication, with 38% comprising tone of voice and 55% concerned with body language.

Some good non-verbal communication for advocacy work is:

- Making eye contact with the audience as much as possible
- Gesturing to stimulate curiosity and interest in the audience, like raising the eyebrows or nodding
- Smiling whenever appropriate implies positivity
- Mirroring or imitating the postures or mannerisms of the other person (without mimicking)
- Avoiding eccentric or confusing gestures, grimaces and poker-faced expressions
- Hands moving freely and relaxed and not folded or near your face
- Standing upright, inclining the body forward
- Including extra visual presentations always helps of course

Pay attention also to your listener's non-verbal cues when you are speaking — are they eager, reluctant, impatient?


ASSERTIVE COMMUNICATION
@PSYCHOTHERAPY.CENTRAL

PASSIVE	ASSERTIVE	AGGRESSIVE
My needs are not important	My needs are as important as everyone else's	Only my needs matter
Not being heard	Easy flow of talking and listening	Talking over others
You are okay, I'm not	I'm okay and you are okay	I am okay and you are not
I tend to give in	I tend to compromise	I tend to take over
I allow myself to be bullied	I stand up for myself	I tend to bully others
I am reluctant to share my true thoughts	I find it easy to express my true thoughts	When expressing myself I can shout or become aggressive

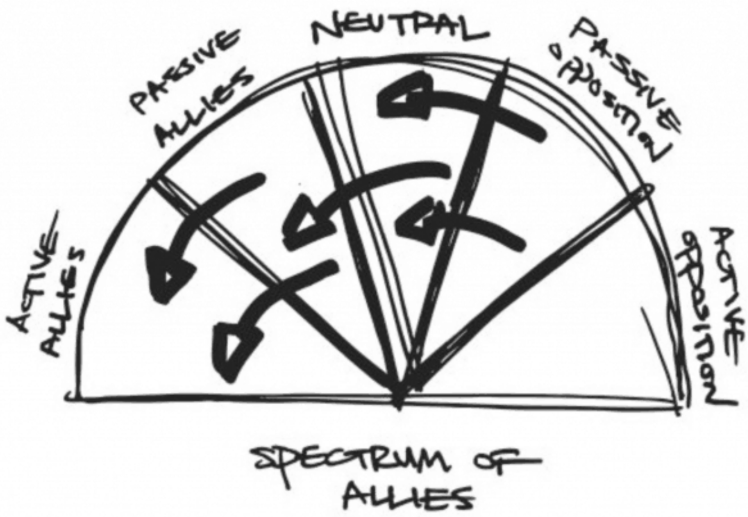
SESSION ON ADVOCACY: THE DECISION-MAKING SPACE

The session "Defining the decision-making space: theory and exercise in groups" was the first in-depth session on the field of advocacy.

Its aim was to sum up the main concepts from Meeting 1 - especially regarding the "umbrella" of advocacy work - to understand the advocacy as a complex ongoing process that needs proper strategy and planning in order to be effective - and to put in practice the theory with a specific task on the Spectrum of Allies. Provided by George Lakey (Training for Change), it can be used to map out a local campaign or to develop strategies for a whole social movement by identifying the social groups/networks affected by your issue, from active opposition to active allies and putting them in a spectrum.

It is fundamental to spend a significant amount of time brainstorming about the groups and individuals that belong in each of the sections and to be specific: list them with as many identifying characteristics as possible and make sure to cover every section. Strategic planning will increase your potential effectiveness.

During our sessions, divided in small groups, we created different spectrums related to the IVS mission of promoting international volunteering worldwide and then we debrified together on the results of the analysis.



SESSION ON INSTITUTIONAL ADVOCACY

Advocacy can be split in 2 concrete fields, institutional and non-institutional. In this chapter we will focus on institutional advocacy, the types of rhetorics used towards institutions and the different ways of persuasion and monitoring.

Going back in history
Do you know what the photo on the right depicts?
Its Brookes, a 18th century slave ship. This sketch was the evidence given to the House of Commons by Alexander Falconbridge in 1789.
William Wilberforce, member of the House of Commons and an abolitionist, in his 1789 speech concluded by saying:
“Having heard all of this you may choose to look the other way but you can never again say you did not know.”
It is considered to be the world's first social justice and advocacy campaign.
But what were the important elements of persuasion used by the abolitionists?

1. Rational Appeal, that touches the logic/brain,
2. Moral Appeal, that touches upon the ethics,
3. Emotional Appeal, that touches upon the feelings/heart.

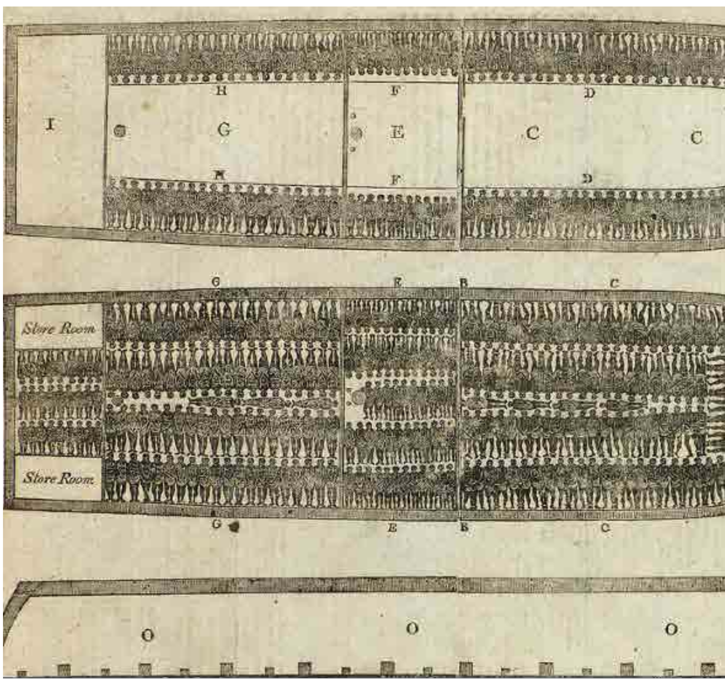
Those 3 elements are the center of any advocacy action.

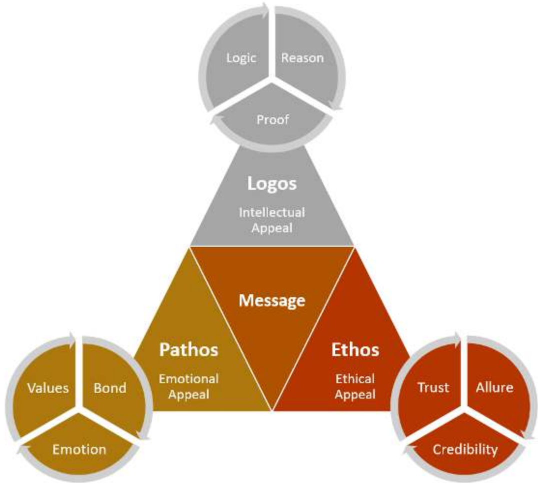
What is advocacy?
Coming from the Latin Ad vocare it means “to speak to”.
Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social institutions.

Advocacy action includes activities and publications to make a change in public policy, laws and budgets, by using facts, their relationships, the media, and messaging, in order to influence government officials and the public.
It is separated into two concrete types, institutional and non-institutional.
The non-institutional includes the following sub-types:

- Interruption: Questioning the domi-

Ebis cuptiaspit, quat. Ihillor eptur? Quia por reius deris alictiur solenes simoluptio quas dit, quidebit, aut a quam voluptat et atumquiat.
Mus, nonsequate vellori



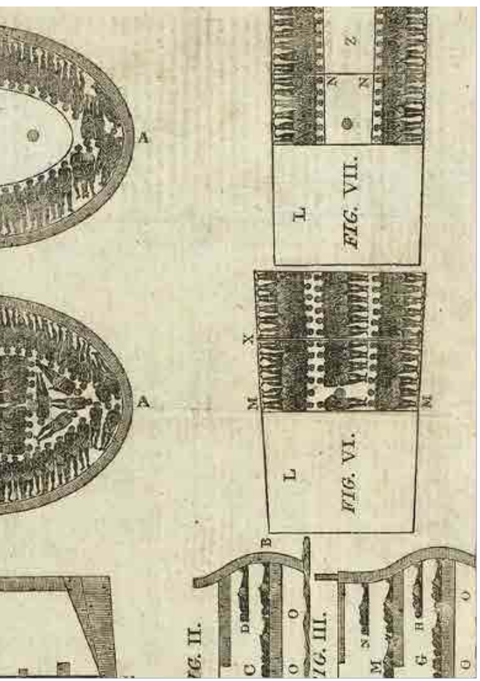


nant narrative
- Education: Shifting the dominant narrative
- Coercion: Challenging the dominant narrative.

On the other hand, the institutional includes the following sub-types:
- Monitoring: Following and checking present practices
- Recommendation: Suggesting new practices
- Pressure: Demanding a certain change in practices

A must in any advocacy effort is collaboration and partnership. One cannot achieve results alone and requires to build a solid foundation of allies that will support their cause.

How do we conduct advocacy?
As already hinted, advocacy is purely about persuasion, as you may recall from the example of Brookes.
Based on Aristotle's theory and the Rhetoric triangle, the classical discourse has three components: 1-Rhetoric, the art of persuasion; 2-Grammar, the art of speaking and writing clearly, and 3-Logic (or analytics), the art of thought and reason. Rhetoric explores the ability to inform, persuade, or motivate a particular audience.



Aristotle defines rhetoric as "the faculty of observing, in any given case, the available means of persuasion."

Rhetoric Triangle
Logos, ethos, and pathos are three central components of rhetoric. All good arguments, written, spoken or debated depend on them. Don't worry if you have never heard of them before, they are easily learned. In themselves they are not new concepts, it was Aristotle who educated his students to appeal to their audience on three distinct levels: logos, ethos, and pathos. When taken together they are the three angles of the rhetorical triangle.
- 'Logos' is the intellectual appeal. Consider the fundamental text of your argument and think about your use of logic and reason and ask yourself if you have proved your point
- 'Ethos' is the ethical appeal. Consider your role as the proponent of the argument or the writer of text. Do you exude credibility, engender trust and hold allure?
- 'Pathos' is the emotional appeal. Consider the role of your audience in the argument. You want to bond to their sympathetic imagination, as well as to their beliefs and values.

Art of Rhetoric[1]
The art of rhetoric is persuasion or the innate ability to recognise, use and then fully embrace logos, ethos, and pathos in writing, particularly when constructing an argument. The more you appeal to them on all three levels, the more you lure them. When constructing your argument or editing your work the probes below will help you think about how logos, ethos, and pathos permeate it.
Logos
- Is your argument logical?
- Does it contain credible evidence?
- Does it have a clear structure?
- Is your argument clear and specific?

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

Pathos
- Are you using vivid examples?
- Have you revealed engaging details?
- Have you created images to capture the imagination?
- Is your argument imbued with values and beliefs?
- Are there examples that the listener can relate to or care about

[1]Source: https://thesecretprofessor.com/aristotle-rhetoric-triangle/

How is persuasion used and assessed in advocacy campaigns?

Frames are schemata of interpretation that enable us to locate, perceive, identify, and label our experiences in our everyday lives.

Three types of frames are used in advocacy campaigns:

- Diagnostic frames
- Prognostic frames
- Motivational frames

Let's analyse them one by one:

Diagnostic frame is mainly focusing on the Logos part of the message. It describes the issue and provides facts and figures to create the argument. It usually also holds a stakeholder accountable by showcasing reality and putting out the facts.

Prognostic frame is addressing the moral appeal of advocacy. It seeks to establish credibility while presenting an alternative that is better than the status quo. It usually provides a promise and a hope for a better future.

Motivational frame is, as its name reveals, the motivational appeal of advocacy. It invites people to participate in a movement, in a change. It has a can-do attitude element that gives hope that the change requested is feasible.

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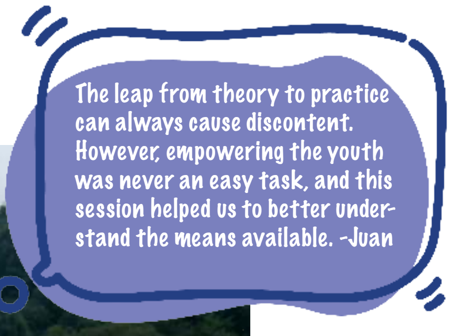

PRACTICE YOUR FRAMING SKILLS

Considering the above, try to analyse the following 2 campaign posters and identify the elements of each frame.
We are providing you the different elements under every frame category to help you identify them in the posters. You can try to do the same exercise with campaign materials of your own organisation in order to assess their impact and potentially improve them for better results.

DIAGNOSTIC FRAME	
LOGOS, THE RATIONAL ARGUMENT OF ADVOCACY	
DESCRIPTION OF THE ISSUE	
FACTS AND FIGURES (IF POSSIBLE)	
BLAMING AND HOLDING ACCOUNTABLE	
PROGNOSTIC FRAME	
ETHOS, THE MORAL APPEAL OF ADVOCACY	
ESTABLISHMENT OF CREDIBILITY	
PRESENTATION OF AN ALTERNATIVE	
PROMISE AND HOPE FOR THE FUTURE	
MOTIVATIONAL FRAME	
PATHOS, THE MOTIVATIONAL APPEAL OF ADVOCACY	
INVITATION TO PARTICIPATE TO A MOVEMENT	
CAN-DO ATTITUDE	
CALL TO ARMS	


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DIGITAL TOOLS

As trainers in various projects we have been working online for the past two years, we were quite familiar with new possibilities online. However, there are a great number of tools out there and it always helps to have an overview of some before using them, that way, you can choose each for it's best purpose. So, here it goes!:

Padlet

Short description	provides a cloud-based software-as-a-service, hosting a real-time collaborative web platform in which users can upload, organize, and share content to virtual bulletin boards called «padlets».
How we use it	as mentioned earlier in this handbook, we used it before the training as an interactive platform for the participants to become familiar with the contents of the training and the other participants. During the training we uploaded the programme of each session some days before it happened (with zoom link and, if any, preparatory tasks for the participants)

Zoom meetings

Short description	is a proprietary video teleconferencing software program. The free plan allows up to 100 concurrent participants, with a 40-minute time restriction. Users have the option to upgrade by subscribing to a paid plan. The highest plan supports up to 1,000 concurrent participants for meetings lasting up to 30 hours.
How we use it	We used zoom as our main conference tool, we used the paid version, as we wanted to work with sessions longer than 40minutes. You can pay 15$ for 30 hours, this version holds up to 100 participants. We also used the features that this app offers, such as the digital whiteboard or the use of virtual separate rooms.

Mentimeter

Short description	focuses on online collaboration for the education sector allowing students or public members to answer questions anonymously. The app enables users to share knowledge and real-time feedback on mobile with presentations, polls or brainstorming sessions in classes, meetings, gatherings, conferences and other group activities.
How we use it	we used mentimeter a number of times and for different purposes. We recommend using this tool as an interactive way of giving a presentation including polls and interactive questions inside of the presentation. We do, however, want to highlight the need for the participants to have both the monitor of their computers and the screens of their phone ready and synced to the app to make use of the tool in the best way.

SurveyLab

Short description	Online survey tool & questionnaire software, with professional features and easy to use. SurveyLab enables you to manage survey appearance and behavior. Adjust the questionnaire colors to your needs, add a logo and decide on which page respondents will be redirected after the survey completion, etc.
How we use it	we used 'survey lab' for exceptional cases simply to have a variety of tools that the participants also experience and learn from, we find it important to keep the use of tools diverse.

Genially

Short description	also known as Genial.ly, is an online tool used to create all kinds of visual and interactive content easily and quickly, for individual or team use. This all-in-one software allows you to create presentations, infographics, gamifications , interactive images and more interactive content.
How we use it	in this case, we did not use this tool for interactive images or gamifications, however, it was a great tool to create the infographics backing up part of our theoretical framework.

Jamboard

Short description	is a digital interactive whiteboard developed by Google. It has a 55» 4K touchscreen display and can be used for online collaboration using Google Workspace. The display can also be mounted onto a wall or be configured into a stand.
How we use it	this is a great tool for participants to take notes of their ideas/brainstorm/debates while working in smaller groups, for the trainers to see and debrief easily in plenary

Jotform

Short description	is a full-featured online form builder that makes it easy to create robust forms and gather important data. Preferred worldwide: including non-profits, educational institutions, small businesses, and corporations, Jotform is a gateway to gathering better information.
How we use it	we used jotform to create the final evaluation form of the entire project. The form builder has a great variety of question types, and you can also edit the final visual result to your preference. Plus, you get the chance to download the answers of the form as different charts.

I loved how Tile managed to involve us in the presentation by adding Mentimeter questions during the explanations. It was easier to follow and connect with the theoretical input -Marina

It's great to meet like-minded and active people across the world through the Alliance. I hope we'll be able to work together and fight for our shared values in the future many times -Martha

EVALUATION

We held the evaluation meeting of the project two weeks after the event that the participants hosted and created, and more or less a month after the last session. We aimed for it to last an hour and a half and to include five sections: -the introduction to the new vice-president for external relations of the Alliance, -a reflection on their lobbying event, -collecting their feedback for this handbook, -the possible next steps for them within the Alliance and -the evaluation of the training as a whole. It is important to note, that a lot less participants than expected attended this last evaluations meeting, meaning that the dynamic in the following evaluation activities changed a little.

TIP: A suggestion to avoid this, could be to do this meeting earlier, closer to the main sessions. Or, following a proposal from one of the participants (as part of the evaluation), another way could be to do two evaluations: one for their lobbying event and a previous one for the main sessions delivered by the trainers.

Feedback on the Advocacy Event: we dedicated half an hour for participants to reflect on the challenges and achievements they faced during the preparation and implementation of the online lobbying event they were in charge of. We first gave them ten minutes to reflect in subgroups on the different areas of involvement (coordination, communication, promotion, content, facilitation and reporting) that they chose before the preparation and implementation of the event. Through a jamboard, they debated and wrote their learnings, suggestions and questions (to their peers). Finally, back in the main room on zoom, each group shared their reflection process and anything that they saw important to point out. We saw it important for them to have a space also to ask each other about the experience in those other tasks and areas that they were not involved in, in order to encourage them to maybe repeat the experience in the future, but trying out other responsibilities.

Possible next steps: we spoke about how to finalise the pool of ambassadors and we presented the current opportunities within the Alliance. This session lasted around 25 minutes and was more unilateral and less interactive. The trainers presented the new structure of Alliance: COIs (Communities of Interest), NAGs (Necessary Action Groups) and Pool of Ambassadors (formed by "proMOTION participants") through a classic presentation and the participants were invited to join Alliance communication, representation and advocacy tasks as members of the Pool of Ambassadors. Finally the floor was open for questions from the participants to the trainers and the trainers had a round to share some of their personal inputs from their own experience and their 'involvement path' in the Alliance. In the next few months the Pool will be a resource for Alliance, to be better "shaped" and redirected.

TIP: when debriefing the jamboard, we advise you to finalise the session with question number 1, in order to close with more of a positive note.

General evaluation of whole training: In this final part of the final evaluation, the focus was on skills and knowledge, and the achievements of the original objectives by the participants and trainers, and it took 30minutes. We started with a warm-up jamboard, where participants had to share (written and spoken if they wished) 1.what they are taking with them, 2.what they still need to process and 3.what they did not need from the training.

This is a good space for participants to ask any question they would like to ask the trainers in regards to the structure or the content or to express any suggestion for improvement. We recommend giving this space, as it will encourage the more curious ones to become more active. However, in order for those more shy participants to also receive the information they would like to ask, it is highly recommended to carry out a second (and preferably more detailed) written anonymous evaluation. We used the tool jotform to create it and sent it to the participants to fill-in

In this written form we asked them once again the same questions we did during one of the first sessions (self-assessment) in reference to their knowledge and skills on the topics dealt with throughout the training - below you can see a picture of the final responses - many topics that were previous to the training in the panic zone, are now, post-training, in the learning zone, we consider this a success. Having a written evaluation also helps for any future reporting or referencing.

TIP: we suggest, if time permits, to ask the participants to fill this written online evaluation form during ten minutes of the session, this way you make sure that most participants complete it.

THE ADVOCACY EVENT

After the training course, participants had the opportunity to put into practice what they learned through a proMOTIONal digital event, planned around 3 weeks after the end of the last meeting. This experience gave them a chance not only to consolidate their learning about advocacy and communication, but it also provided them with the possibility to understand what it takes to organise international meetings (although in a digital version) starting from the scratch.

In the last meeting of the training, participants received all instructions on how to proceed and chose the topic to be addressed. The name of the event was "Curriculum Voluntae" and it took the format of a 2-hour digital meeting held with Zoom, aimed to advocate and promote better recognition of the skills acquired by participating in IVS projects. Volunteers, activists, students and people interested in NFE were invited to join. A total of 19 participants, including the team, took part in the meeting.

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After the creation of the team, the roles were appointed: coordinator, graphic designers, communication team, host, facilitators / speakers, technical support persons. The group used Google Documents to share the learning and promotional material and Masterwerk to coordinate the tasks.

Content of the programme included the following sessions:

18:00-18:05 - Waiting for the participants, welcome;

18:05-18:20 -Introduction;

18:20-18:30 - Energiser: Human Bingo;

18:30-18:33 - Questions session;

18:33-18:53 - Experiences shared by team members;

18:53-18:58 – Break;

18:58-19:20 - Group discussion;

19:20-19:50 - Plenary and Debriefing;

20:00 – Greetings, end of the meeting.

According to their internal evaluation, which was also shared during the last Evaluation Meeting of the project, the team agreed that everything was accomplished according to the plans, even if the event took more time than expected. The feedback gathered by the participants pointed out that the Group discussion was the most appreciated session of the event, but also the games proposed at the beginning of the meeting were considered useful. Team members reported that teamwork, learning from each other and sharing volunteering experiences were valuable parts of the event itself. Time management and communication during the meeting were recognized as areas that can be improved. In a 0 – 10 range, the rate of appreciation shared by the participants was 8.

This experience proves that it is worthwhile to provide participants with spaces to learn in an autonomous and independent way. During the preparation phase, the trainers acted simply as "observers" and provided suggestions when asked. The team had the chance to meet challenges, to create communication strategies, to make mistakes in a "protected" learning environment and to understand the work, time and energy which are required to organise NFE activities within a network.

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