

AI Index: ACT 10/2003/2015

AI INTERNAL

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**ENABLING THE
ACTIVE
PARTICIPATION OF
RIGHTS HOLDERS,
PARTNERS AND
ACTIVISTS IN
CAMPAIGNING &
ACTIVISM**

**AMNESTY
INTERNATIONAL**



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1. INTRODUCTION

The aim of this document is to provide AI staff, particularly campaigners, with useful information and tools to enable the active participation of rights holders, partners and activists in the different stages of a campaign (including planning, implementation, monitoring and evaluation of the campaign as a whole) and its key moments.

The document starts by looking at what AI means by active participation, why it is important in our campaigning work and whose participation we need to consider.

It then looks at facilitation of participatory process, common barriers to participation (including tips on how to deal with those) and ethical issues we must consider when working with others.

A section on campaign planning, implementation and evaluation follows, where specific tools, approaches and opportunities for participation of rights holders, partners and activists are outlined.

Finally, a section on learning and development explores monitoring and impact assessment of participatory approaches and describes an AI experience of enabling the participation and empowerment of rights holders.

A list of internal and external resources with relevant links can be found at the end.

If you have any questions or would like support in using this manual, don't hesitate to contact the Activism & Youth Unit at the International Secretariat at AYU@amnesty.org.

2. WHAT WE MEAN BY ACTIVE PARTICIPATION IN CAMPAIGNING

As AI continues its journey to increasingly work **with** people rather than only **for** people, it is important to consider active participation throughout the whole campaign cycle. Enabling the active participation of rights holders, partners and activists from the planning stages of campaigns is the most meaningful way to engage with them and to make campaigns more accessible, relevant, impactful and sustainable.

By its simplest definition, *participation* is “the action of *taking part* in something”¹. This does not necessarily mean that the participant or individual has any *influence* on the relevant process or activity or is empowered by it. For this reason AI uses the concept of **active participation**, which is defined as “an **empowering** and **enabling** process through which rights holders participate in and **influence** the processes and decisions which affect their lives in order to gain recognition and attainment of their human rights”².

¹ Oxford Dictionaries definition: <http://www.oxforddictionaries.com/definition/english/participation>

² See [AI's Active Participation Working Definition \(ACT 10/009/2011\)](#) See the diagram and definition of terms below. To download the document search AIDAN by its index number: <https://intranet.amnesty.org/isearch/>

AI's participation diagram (horizontal ladder) below illustrates the different levels of rights holder participation. The diagram shows increasing rights holder participation from the right to the left. Operating towards the left of the spectrum indicates increasing transfer of power to rights holders. The diagram clearly identifies a threshold for **active participation** (as defined above). Involving, for example, as defined in AI's definition, is not considered *active* participation because the participation is restricted to the implementation of a decision.

Empowerment is a process through which rights holders develop the necessary skills, knowledge, experience and confidence to know their rights and to influence decisions and processes that affect their rights. This means that through participatory processes, including in the context of AI's campaigning and activism, rights holders have the possibility to empower themselves to claim their own rights.

Please refer to the diagram and definition of terms below for more details on AI's definition of active participation. Although this definition was originally developed in relation to rights holders' participation, it has also be interpreted and used regarding to the participation of partners and activists in AI's campaigns.

While this document focuses on campaigning, it is important to note that active participation and the processes and methodologies to enable it are relevant for a number of areas within AI's work: research, human rights education, the participation of AI members and supporters in decision-making at the governance level, and the participation of internal stakeholders in organizational change processes.

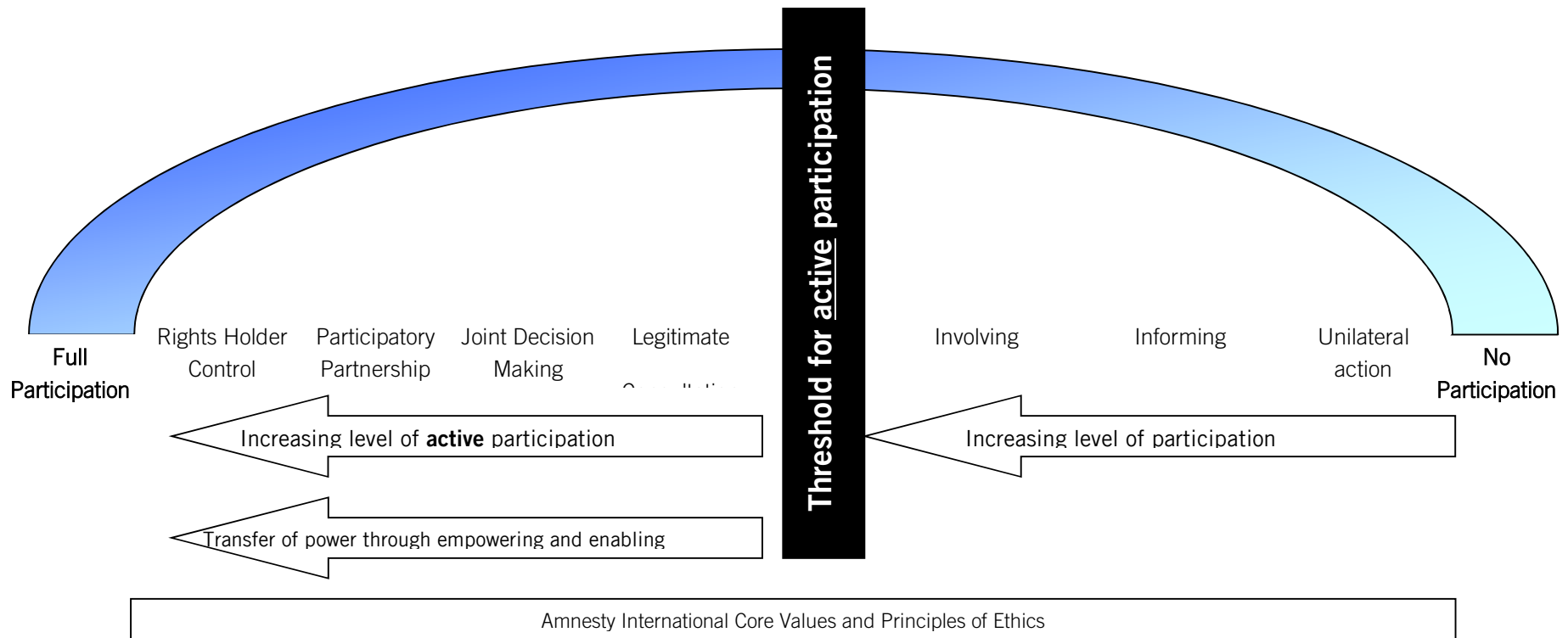
Any organization needs to be participatory within itself in order for the information and knowledge generated through participatory processes on the ground to truly inform the organization's directions. In addition to that, active participation within organizations contributes to the empowerment of staff and improves organizational learning, which in turn contributes to greater impact. We must therefore practice our own declared values internally. *"Only brave organisations can be true learning organisations, but only these organisations will support truly empowering participatory processes at the grassroots."*³

³ From *Are INGOs brave enough to become learning organisations?*, by Ashley Raeside in *Participatory Learning and Action*, issue 63. Available: <http://pubs.iied.org/14606IIED.html>

What is understood as Active Participation within AI?

Active Participation is an empowering and enabling process through which Rights Holders participate in and influence the processes and decisions which affect their lives in order to gain recognition and attainment of their Human Rights

Participation Ladder: Levels of Rights Holder Participation



Definition of Terms

You can find below the definition of key terms used in the active participation diagram above:

Rights holders: All people (individuals and groups) whose human rights have been or are at risk of being violated, upon whom a decision or process may impact.

Empowerment: A process through which rights holders develop the necessary skills, knowledge, experience and confidence to know their rights and to influence decisions and processes that affect their rights.

Enabling: Identifying and removing the barriers that prevent (disable) meaningful participation in order to help create the space for rights holders' active participation, such as power imbalances, gender inequality, practical barriers and financial barriers (e.g. transport, child care)

Unilateral decision making: Not informing, involving or consulting rights holders before making a decision or designing a process.

Informing: Informing rights holders of a decision or process. Information flows in only one direction.

Involving: Involving rights holders in the *implementation* of a decision or process in which they did not take part e.g. requesting rights holders to take action.

Legitimate consultation: Prior to making a decision or designing a process rights holders are offered options and then enabled to assert their views in order that their views inform and influence the direction of the work.

Joint decision making: Processes are designed and decisions made together with rights holders and steps are taken to overcome the influence of power imbalance between rights holders and AI.

Participatory Partnership: A cooperative relationship with rights holder(s) where there is an agreement to share responsibility and leadership for the designing and achieving of a goal.

Rights holder control: Through progressive empowerment, rights holders are in a position to self-mobilize and initiate change

3. WHY IS ACTIVE PARTICIPATION IMPORTANT IN AI'S CAMPAIGNING?

KEY DIRECTION IN THE CURRENT INTEGRATED STRATEGIC PLAN (ISP) AND GLOBAL TRANSITION PROGRAMME

While AI has historically worked **for** victims of human rights violators the movement has decided that AI must also work **with** individuals. Promoting the active participation of rights holders, partners and activists in AI's work is at the heart of AI's Integrated Strategic Plan (ORG 52/004/2009). The importance of active participation in AI's work has also been highlighted under proposition five in the draft strategic goals sent to the movement for consultation in August 2014 (POL 50/016/2014).

By moving closer to the ground, AI staff will have more closer and consistent contact with rights holders and partners. This will offer an invaluable opportunity to facilitate and promote rights holder participation. At the International Secretariat (IS) level, one of the key principles of the IS global function outlined in the *draft consultation document for initial Africa and Asia Regional Offices* (one of the consultation documents by the Global Transition Program) is that "The international secretariat works in a participative and inclusive way with rights-holders, partners and communities and will act in their interest at all times, in line with the principle to 'do no harm'."

BENEFITS OF PARTICIPATION

Through participatory processes, including in the context of AI's campaigning and activism, rights holders have the possibility to empower themselves to claim their own rights. Rights holder agency leads to the development of ownership and leadership. Thus strengthening the knowledge, skills and confidence of rights holders to claim their own rights makes the work more sustainable beyond the life of AI's campaigns.

Active participation in AI campaigns goes beyond implementing campaigns and activism activities designed by AI staff. It means active engagement by rights holders at different stages of the campaign - from planning to evaluation and impact assessment. Their active participation in the development of our theory of change will ensure that our campaigns are more relevant for rights holders and more effective. By including their experience of the problems in our situation analysis and campaign strategies we should be able to developed more effective and contextualised tactics for change. Ultimately this will lead to greater impact as well as increased legitimacy of AI's work.

The same principles apply to the active participation of activists in AI campaigns. Their participation in different stages of the campaigning process offers opportunities to develop the necessary skills, knowledge, experience and confidence to participate and lead on campaigns. Their experiences, perspectives and creativity will make our campaign strategies and our choice of tactics and tools much more relevant to our activist constituencies. This contributes to ownership, growth and increased effectiveness.

In some AI campaigns rights holders and activists will largely overlap. For example, in the context of the My Body My Rights campaign sections/structures/other AI entities may be engaging young people in their own countries through human rights education (so they are aware of their rights and empowered to claim them) and, at the same time, engaging them in campaigning and activism for change. There will also be an overlap between partners and rights holders, as sections/structures/other AI entities may be working with civil society and community based organisations or groups largely comprised of rights holders (e.g. women's groups, youth organizations). While participatory processes often require more time and financial resources (for example, if participants need to be compensated for expenses or loss of income), participatory approaches can also be applied to a number of activities that sections/structures/other AI entities already hold. For example, meetings and workshops can be substantially changed by altering the methodology used and the attitudes and behaviours of the facilitator.

4. WHOSE PARTICIPATION COUNTS?

As we have seen above, the benefits of participation apply to a wide range of stakeholders, including partners, rights holders and activists (including young people). Participation is in fact one of the principles of see [AI's International Youth Strategy \(ACT 76/001/2011\)](#).⁴ The principles of the strategy (focusing on Engagement, Activism, Active Participation and Protection) underpin the approach AI will take to enable the involvement of young people⁵ in our campaigns.

In addition to contributing to the empowerment of staff and improving organizational learning, participation *within* AI has a direct impact on our ability to use participatory approaches when working with others. Therefore the participation of AI staff at different levels of the organization and within its several entities is also paramount.

FACILITATED BY WHOM?

Facilitation is the role assumed by a person or team of people who create and support spaces for active engagement and participation. Participatory processes can be facilitated by a wide range of AI actors: activists, activist leaders, activism/campaign staff, managers including

⁴ To download the document search AIDAN (the official repository of the electronic archives of the IS) by its index number: <https://intranet.amnesty.org/isearch/>

⁵ AI's International Youth Strategy defines youth as those aged 14-25

senior leadership (both from the International Secretariat and sections/structures/other AI entities) and Boards (including on resource allocation and prioritisation).

All the above actors work with a range of internal and external stakeholders, including partners and rights holders and should apply participatory approaches and tools when engaging with others. The approaches and tools outlined in the following sections will be useful in several dimensions of their work.

It is also important that managers at international, regional and national levels take the lead in creating conditions for their staff to work with others in a participatory manner and to access training on participatory approaches and tools.

5. HOW TO FACILITATE PARTICIPATION?

Too often AI campaigners are the ones speaking out, explaining what human rights are, and taking the lead on processes and activities. We need to think about creating the space for activists, rights holders and partners we work with to progressively take up this role when appropriate. Their meaningful engagement can be enabled through a participatory approach to facilitation.

As seen above, facilitation is the role assumed by a person or team of people who create and support spaces for active engagement and participation. When facilitating participatory processes it is imperative that the facilitator has enabling **attitudes and behaviours**. It is vital that the attitudes and behaviours employed in the process are constructive and inclusive and create enough space for people to meaningfully participate.

As the diagram below shows, attitudes and behaviours are the foundation for good participatory facilitation. While it is important that the facilitator has the relevant skills and knowledge and is able to choose and use appropriate tools, the critical aspects are attitudes and behaviours. Tools are just useful means to stimulate participation.

What makes a good participatory facilitator?



The facilitator cannot “empower” participants, as this contradicts the very concept of empowerment, by substituting a person’s individual role or a group’s role and implicitly reinforcing the idea that they lack the sufficient capacity to act for themselves. Empowerment means “taking on one’s own power” and as such this must come from within each person and group through a process of self-awareness and confidence in their own capacities.

It is, however, the role of the facilitator to act as a careful ally of participants in positions of disadvantage within the group process, by designing or improvising accessible methodological techniques, help gently shift habits, and flag up or counteract structural power imbalances, in order to guarantee fairness and offer equal conditions and opportunities for all participants. This does not mean “taking sides” (care should be taken not to alienate some of the participants), but ensuring people listen to each other, respect the pre-established ground rules and put into practice ethical non-discriminatory behaviour.

The facilitator must also be aware of the power they hold and are seen to hold by participants and take steps to ensure that their presence or actions do not dominate the process. The facilitator’s power to facilitate comes from the recognition given by the participants and this recognition should be a two-way horizontal process: given back by the facilitator to the participants collectively in emphasising the diverse contributions to the process and the efforts being made by all. Care is needed to ensure relationships are developed on trust, respect and with genuine collaboration. It is important to develop equitable relationships with rights holders, activists and partners, whereby power imbalances are considered and addressed in the early stages of engagement.

Additional Information and tips on facilitation can be found in the [Facilitation Manual - A Guide to Using Participatory Methodologies for Human Rights Education \(ACT 35/020/2011\)](#), which is available in Arabic, Chinese, English, French, German, Italian, Polish, Slovenian and Spanish. While the manual focuses on human rights education, the sections below apply to the facilitation of any group or activities:

- Participation and power (page 15)
- Tips for managing group dynamics (page 16 & 17)
- The role of the facilitator (pages 20 & 21)
- Qualities of a good facilitator (page 22)
- Personal checklists for facilitators (page 23)
- Facilitating participatory methodologies (pages 24 to 31)

Facilitating sensitive issues

When facilitating discussions around sensitive issues (e.g. sexual and reproductive rights, domestic violence, etc.), it is important that at least one of the co-facilitators has experience facilitating such discussions and is able to deal with the complexity of the topic and the potential crises that can emerge for individuals or even for groups. When deep emotional experiences come to the surface at least one of the facilitators should have experience and training in processes that enable participants to achieve some level of containment or closure before leaving and returning to everyday life. Partnering with organizations experienced on the issue could be a good approach.

It is also important that facilitators have the opportunity to process and internalize issues for themselves before facilitating others.

Participatory processes should be designed in a way that match the level of skill of the majority of facilitators in order not to undermine the facilitators and risk causing more harm than good.

Participants should feel compelled to talk about themselves. Nobody should be pressured to disclose personal experiences or feelings unless they feel comfortable in doing so. It is sometimes possible to talk about controversial and sensitive issues by, for example, asking people to talk about indirect experiences (experience of other people).

Top tips on participatory facilitation:

Planning & methodology:

- When working with rights holders, always **check with partners** before planning sessions. They will have useful advice on location, who to invite, etc.
- **Take time to design and think through the process and workshop plans.** A sensitive process can be like peeling an onion, layer by layer.
- **Ensure space and rhythm in methodology for different types of participation and dynamics:** individual work, pairs, groups, plenaries, faster response, slower more reflective moments, etc.
- **Make use of different techniques to draw out diverse aptitudes:** drawing, role playing, games, etc.
- **Think of some key questions** to help members of the group discuss the main points related to the issue. It is important to ask open (rather than closed - i.e. “yes or no”) questions, as this encourages participants to communicate their thoughts freely.
- Create a **safe space** for people to disagree and ask questions. At the outset of the workshop/meeting, establish with the group the contract (ground rules) for how the group will work. The safer the space, the more people will feel ownership of the process.
- **Value humour and informal time** in workshops (breaks, meals, overnight) as spaces for discussion and reflection.

Local context:

- **Be aware of the local context:** e.g. languages used, dress code, ethnic and religious diversity, and plan accordingly. Where necessary, ensure there are interpreters. If possible have interpreters who know the local context and issues well.
- **Be sensitive to culture and to individuals:** It’s important to be aware and respectful of other cultures and personal beliefs. While culture and personal beliefs can sometimes be disrespectful of human rights norms and standards (such as stereotypes against women and children), don’t be judgemental or aggressive.

Power dynamics

- Pay attention to the **group and power dynamics** that can stem from different communication styles, personalities and cultural backgrounds and try to address issues.
- Be mindful of the power dynamics stemming from **your own role as facilitator** of the workshop/meeting and outline the nature and purpose of your role at the outset. Participants may be used to more didactic learning sessions, thereby potentially perceiving the facilitator as a teacher who has “all the answers.” Try to emphasize that participants can learn as much from each other (if not more) than they can from the facilitator, and that the facilitator is there more as a guide, rather than as a formal “instructor.”
- **“Hand over the stick”** (or pointer, baton, marker pen, chalk, power point clicker, microphone, etc). Whenever possible, let participants lead the process.

Attitudes & behaviours

- **Be transparent.** Be clear (and realistic) about what you can commit to doing with a group or community and ensure that expectations and objectives are discussed and agreed.
- The talent of a facilitator lies in their ability to **ask the right questions at the right moment in the right way** (to offer another angle or ask why, to provoke responses with a sense of humour, to take the discussion into more depth, etc).
- Remember that there are **no right or wrong answers** and that **we are there to listen**, rather than advise on what the appropriate responses are. Do not “take sides”.
- When something is not being well communicated or understood, **put the onus on the explainer** with a question (“Should I/she explain myself/herself more?”), not on the ability of the listener.
- **Ask them!** Do not make assumptions on behalf of the group. Whenever possible ask them! This can apply to logistical issues (e.g. when to finish a meeting, how long to break for lunch, whether to work on the floor or on chairs) as well as the process (e.g. if and how to split people into groups, how to follow up from a meeting, etc.)
- **“Suffer” the silence!** This is about the empowering power of silence, which can be surprisingly difficult to practice. Facilitators are often tempted to give answers and intervene when participants are able to find answers themselves.
- **Respect people’s right not to participate.** Some people may not want to speak or have the confidence to do so. Respect people’s personal limits and do not put them on the spotlight.
- **If you can’t improve things, don’t make them worse.** It is better to keep the status quo than to cause harm. Sometimes your intervention (or a certain kind of intervention) could have a negative impact on individuals or communities. For example, you may decide not to work with a group if you know you will not be able to support them once issues surface. It is important to assess the risks that your intervention can bring to a group or community and have a plan to mitigate them.

See also the *tips on facilitating participatory tools* at the end of the section on planning below.

OVERCOMING BARRIERS

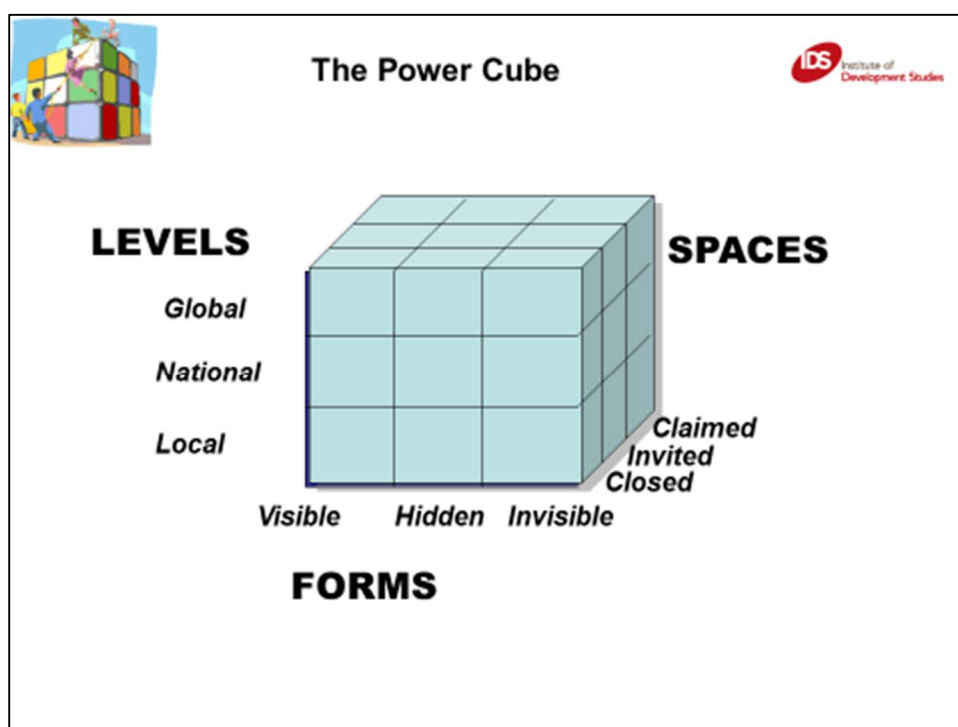
Barriers to the participation of individuals, groups or communities in campaigning can take many forms and can often be overlooked by campaigners. From the start of any campaign planning process to the end of the campaign those barriers must be considered and overcome to the extent possible. Those who coordinate or lead on campaigns can help to address these barriers in the way they organize their campaigning and use campaign tactics such as activism. When they collaborate with rights holders and activists to overcome those barriers they help to break open the back rooms where decisions are made, power is concentrated and often voices are silenced.

Campaigners must ensure that they are aware of the local dynamics and issues that may impact on the ability of individuals, groups or communities to engage with their campaigns and that they have the necessary tools and systems in place to deal with them. Tools that map relationships and power within a group or community can be helpful in identifying those local dynamics and planning counter measures.

The issue of power

At the centre of exclusion of people from full participation is the issue of power, be it perceived or real. The more barriers people face to participating the more excluded from processes they will be and more powerless they will feel. It is therefore imperative to analyse power relations in any given situation in order to understand how it prevents people from participating and how to remove those barriers.

The Power Cube is a useful tool for analysing the levels, spaces and forms of power, and their interrelationship. The results of the analysis can then be used to look at possibilities for movement, mobilization and change. The diagram below summarises the Power Cube framework.



“The levels, spaces and forms of power constantly interact with one another. At any level there are multiple spaces for engagement. Every space is filled with forms of power that affect the dynamics within it, and is also shaped by the levels which surround it. The forms of power are constantly shaped and re-shaped by what happens in spaces at various levels.”⁶ The Power Cube is therefore a useful tool to visualise and understand these interactions and to build strategies around them. You can find the definition of the forms, spaces and levels of power, and further information and resources on the Power Cube on the Active Participation wiki⁷ and the Power Cube website.⁸

⁶ Institute for Development Studies (IDS), Power Cube website: http://www.powercube.net/wp-content/uploads/2010/01/powercube_004.swf

⁷ Available: <https://intranet.amnesty.org/wiki/display/AP/The+Power+Cube> For definitions, see *The Power Cube summary* document.

⁸ Institute for Development Studies (IDS), Power Cube website: <http://www.powercube.net>

Expressions of power: Power over; power to, with, within⁹

Another useful way to understand power is to analyse its different expressions. Power is often thought to be exercised in a negative and coercive manner ('power over'). However, there are alternative expressions of power that pave the way for more positive thinking and action. The table below summarises the expressions of power.

<i>Expression</i>	<i>What does it mean in practice?</i>
'power over': domination or control of one over another	Involves using power to dominate and prevent others from gaining it. In politics, those who control resources and decision making have power over those without.
'power to': individual ability to act	Citizen education and leadership development is rooted in the belief that every individual has the power to make a difference.
'power with': collective action, the ability to act together	Power with helps build bridges across different interests, multiplies talents and knowledge.
'power within': individual or collective sense of self-worth, value, dignity	Enhancing the power within individuals builds their capacities to imagine, raise aspirations about change.

It is important to note that any group of people or community will have a complex mesh of power relations, and other social interrelationships and histories that may not be visible until well into the process. Other barriers may have to do with individual histories and personalities. Making room for diversity in the methodology and the recognition of, and sensitivity to these differences is key.

While one may be tempted to look at barriers and exclusion mostly in terms of AI's engagement with rights holders, they can equally apply to our partners and activists. Moreover, as previously noted the line between rights holders and activists is becoming increasingly blurred in the mobilization and organising work of some AI entities and in relation to some campaigns, such as the My Body My Rights campaign.

The following are some of the examples of barriers to engaging rights holders, partners and activists in AI's campaigns that are as much an issue for sections, structures and other AI entities in the Global North as in the Global South. These barriers relate to institutionalised structures of unequal power relations, exclusion and discrimination based on (amongst others) gender, sexual orientation, age, communications, cost, location, language, class or caste, educational attainment and religion. These intersect with each other, making it important for facilitators to be mindful of these cross-cutting issues, as well as the resulting degrees of heterogeneity of any group of participants.

⁹ This framework was developed through the work of Just Associates - see VeneKlasen, L. and Miller, V. (eds) (2002) *A New Weave of Power, People & Politics: The Action Guide for Advocacy and Citizen Participation*, Practical Action Publishing. Available: <http://www.justassociates.org/en/resources/new-weave-power-people-politics-action-guide-advocacy-and-citizen-participation>

– and the work of Jo Rowlands(1997) 'Questioning Empowerment: Working with Women in Honduras'. Available: <http://policy-practice.oxfam.org.uk/publications/questioning-empowerment-working-with-women-in-honduras-121185>

Gender

When it comes to the participation of women and girls in campaigning, gender considerations need to go much further than simply having a woman on a panel or as a speaker at an event. Women and girls may not be able to participate because they may not have the time due to other responsibilities, such as care giving.

In some circumstances girls and women may face opposition from male partners or relatives in order to attend meetings or workshops. The particular space chosen as the meeting place may influence this. For example, if women-only meetings are held in spaces already seen as permissible by men (local religious or community meeting places, etc.) it might be less likely that women will face opposition to attend. If meetings or workshops are gender-mixed they may face more opposition in some societies.

Sometimes even when women have more freedom to participate they may feel restricted by the presence of men. They may not have the confidence to speak, particularly if there are men in the group who tend to dominate the discussion.

While men and boys may not face the same structural inequalities and barriers as women, they may feel unwelcome or reluctant to engage in an activity or campaign which at the surface is often associated mostly with women's rights and 'women's issues'. They may also feel embarrassed, ashamed or even threatened when talking about specific issues, especially personal ones, in front of others, women or men.

Transgender people also face substantial barriers to participation due to societal prejudices and discrimination. In many places transgender people are persecuted for their identity. It is therefore important to think about how to best enable their participation. Resource people within or outside the transgender community could be helpful with that.

Tips!

* If you are organizing an activity through or in collaboration with a group or organisation, remember to discuss representation and participation by different gender groups at the outset, so that their specific needs can be considered when activities are planned.

* Considerations when looking at how best to engage women include:

- Contributing to child care costs, organising onsite childcare and making it possible for women to nurse infants during meetings
- Holding meetings at times when women with children are available and at locations where they are more likely to attend/face fewer barriers

* Other considerations regarding gender:

- Consider splitting the group in smaller groups by gender, as men and women, boys and girls, may feel more comfortable to talk about certain issues amongst themselves
- Make spaces for people to work in peer groups (as above) as well as to come together in open sessions. Presentations from peer groups in open sessions can act as a powerful tool for change at local level.
- Consider having facilitators from the same gender as the groups, especially when discussing more personal issues

- Don't put people in 'boxes' and label them as heterosexual, homosexual, transgender, etc. Work with their own self-definitions and identities. For example, if there are transgender people in the group and you are splitting people in smaller groups by gender, you can suggest to the group that they themselves decide how to split into groups and each person can decide the group they want to join.

* One simple tool to ensure more equal participation in a group discussion is to use an object (baton/stick, ball, anything) that should be passed on alternating between persons of different genders to ensure that people of all genders have an equal opportunity to speak (e.g. women speaks after a man and vice-versa)

Marginalised and vulnerable groups or communities

Specific groups and communities could be marginalised due to a number of factors, such as age, race, ethnicity, religion or belief, health, disability, sexual orientation, gender identity, class, caste or other status. This could include people from ethnic minorities, religious minorities, indigenous groups, refugees and migrants, etc., as well as people with certain health conditions (e.g. fistula, uterine prolapse, HIV/AIDS), mental health conditions or learning difficulties.

We should therefore carefully examine how to best enable the participation of different groups in our activities, so that they feel they are being considered and are encouraged to participate.

Tips!

* Be sensitive to the challenges specific groups may face in participating in your activities and any specific needs they may have. Talk to people in advance and ask what would help make them feel comfortable (e.g. meeting facilities, duration of meetings, group size, how activities are run, etc.).

*Take care around issues of naming others. It is generally better to ask people how their identity or group would like to be named.

* Avoid emphasising people's victimisation over their sense of empowerment. While it is important to recognise experiences of discrimination, emphasise people's individual and collective resilience, capacities and autonomous actions in resisting or transcending imposed norms and stereotypes and the violation of their rights.

Age

In all cultures and countries, young people are often seen as inexperienced, immature, not serious or responsible and lacking in knowledge and experience. They are often excluded from decision making at several levels. In some cultures where age hierarchy is highly prevalent, the older one is, the more legitimacy and credibility they have.

Understanding the power dynamics of the group or community concerned and where young people fit is key to removing barriers to their participation. It is important to explore and challenge these barriers. It is also important to analyse the profile of the young people you are working with, as different groups (e.g. 14 year olds, 25 year olds) will have different needs and require different approaches, including the use of more appropriate activities and language.

Exclusion and discrimination based on age can also be experienced by older people and their needs should also be considered when planning group activities.

Tips!

- * If you are organizing an activity through or in collaboration with a group or organisation, remember to discuss representation and participation of people from different age groups, so that this can be considered as activities are planned.
- * Be mindful of the local customs whereby participants may be accustomed to giving the floor over to older participants (even when there are just small differences in age between participants). Try to account for this in your session to enable balanced participation. This can be done, for example, by separating the larger group into smaller ones in order to ensure safer and more equal spaces to speak. At the same time, aim to enhance intergenerational communication and two-way learning.
- * Just as you may want to split groups by gender, you may also want to split them by age (or both: gender and age), as people may feel more comfortable to talk about certain issues amongst their peers
- * Always adapt your activities, materials and language to the age group you are working with to ensure real engagement and participation. Use a language they can clearly understand (e.g. simple words and expressions, pictures, representations, etc.)
- * Try to use more active and dynamic methodologies and facilitation, geared to the interests and knowledge of the group and their own forms of expression and communication (e.g. writing and performing songs, rehearsing possible radio programmes, theatre games for reflection, etc.)
- * Young people are usually proactive in using digital communication. This can be an empowering tool for them (e.g. social media, digital forums, etc.)
- * Make sure that you check any legal restrictions in the country and ensure you are complying with child protection legislation and policies. See the section on *Ethical Considerations* below for further information.
- * For further information on young people's participation, see [AI's International Youth Strategy \(ACT 76/001/2011\)](#).¹⁰

Self-confidence

Often people don't participate because they lack the confidence to speak or even attend a meeting or activity. They may feel that they do not belong or that others know more than they do. The issue of power (and the perception of power) is extremely important here. In these situations the facilitator has an important role to play in creating an enabling space and building people's confidence to fully participate.

¹⁰ To download the document search AIDAN by its index number: <https://intranet.amnesty.org/isearch/>
AI Internal Index: ACT 10/2003/2015 – June 2015

Tip!!

- * Think about what makes people uncomfortable and what you can do to create a non-threatening environment (e.g. Where will people feel most comfortable meeting? What can you do to make the space more inclusive and friendly?)
- * If participants lack the confidence to speak in big groups, you can split them into smaller groups for at least part of the activity.
- * Set the scene by conveying the message that there are no stupid questions, people bring different perspectives and experiences, everyone has something to contribute, so everyone can learn something from each other.
- * Whenever possible begin a session with an informal icebreaker or two to help make everyone at ease, rather than diving right into the subject matter. See [100 ways to energise groups: Games to use in workshops, meetings and the community](#)¹¹

Social-economic status

People's social-economic background may undermine their self-confidence, their access to information and resources and their access to specific locations (either because they do not feel that they belong in a given setting or because they cannot afford the cost to reach the location). Moreover, they may not be used to mixing with groups from outside their own socio-economic background.

Tips!

- * Always bear in mind the social-economic status of the people involved in your activities and the impact this can have in their ability to participate. For example, if some participants do not read or write, you can use visuals and drawings in your discussions rather than written words, so that everyone has the opportunity to participate equally.
- * Try to relate with the participants in accordance with their level of education attainment (e.g. unpack campaign messages and objectives in a manner that participants can comprehend).

Communication

The way campaigners communicate with their activists, rights holders and partners is a key factor for enabling their participation. For example, if activities are publicised only through written leaflets or via online fora then people who struggle with reading, who are not computer literate or do not have regular access to the internet may be left out. This also goes for communications that is distributed in only one language to multilingual communities. People communicating in a second language may find it harder to participate, so measures to create more equal opportunities for participation should be taken.

¹¹ Available: <https://intranet.amnesty.org/wiki/pages/viewpage.action?pageId=52529805>

Tips!

- * Always make sure that your message/communication is reaching the different people/groups you should be engaging with and that no one is being excluded. You can do this by either using a communication channel that can reach everyone or by creating different options for engagement (e.g. written and verbal, online and offline, in different languages, etc.).
- * Communicate in clear language; avoid jargon, abbreviations and any language that may intimidate participants. Use accessible/familiar/colloquial language.
- * As much as possible, communicate with the group in their native language, especially if not everyone speaks your language. For example, rather than holding a discussion in your language (and having it translated for those who don't understand it), hold the discussion in their language and have it translated for you. Individuals should be allowed to express themselves in the language they are most comfortable with.
- * When participants don't speak a common language, you may want to split the group in smaller groups by language or provide interpretation if possible. Outcomes of the discussions could be expressed with images (e.g. drawings) rather than words, or in two different languages.
- * Be aware of the literacy level of participants and make sure that your communication is inclusive (e.g. use images and drawings if there are illiterate people in the group)
- * Use terms that are familiar to the group's culture. Make sure that the language you use does not offend or alienate anyone.
- * Try to use language that is neutral and unbiased regarding gender and sexuality (e.g. in English, you can say "partner" rather than "boyfriend/girlfriend")

Timing

The timing of meetings and activities needs to take into account other commitments by the constituency you are aiming to engage. Careful consideration should be given to the times when people are working, studying, attending religious activities, caring for others, etc. When working with a diverse group it is important to bear in mind the commitments different people have (e.g. young people attending school, working hours of those in employment, etc.) and find the best arrangement to ensure equal opportunities for participation.

Location and accessibility

Location can have an impact on people reliant on public transportation or for whom travelling out of their local community is not often done. When organizing meetings and activities, it is important to think about the most central or accessible location for the constituency, rather than for ourselves. In addition to easing transportation problems, people may feel more comfortable in their own environment than in an office or venue outside their immediate area.

Another aspect of location is accessibility. If the venue chosen for an activity is on an upper floor or if there is no ramp or lift then people in wheelchairs or with reduced mobility may not be able to access the venue.

Tips!

- * Consider the perspective of the group when deciding the best location for your activity. Make sure that the location is easy and safe to reach, not too expensive for people to access (eg. linked to public transport) and accessible to everyone (e.g. think about people with disabilities). You may also want to arrange for people to travel together to where the activity is taking place, if they are not familiar with the location.
- * Ensure that the location is safe and people can reach it without putting themselves at risk.
- * Avoid venues that may be inappropriate from the groups' perspective (e.g. places of worship if the majority of activists or rights holders are from a different religion)
- * If children are brought to the space, try to organise childcare or children's activities in a separate space, thus giving their parents (frequently women) more possibilities for concentrating on the activity. In cases where children will be present in the same space, they could also be incorporated in the activity plan if appropriate (i.e. with specific activities and methodology to work with children) so that they can be included and participate/contribute to planned outcomes.

Financial barriers

There may be costs incurred by people when they engage in AI campaigns, such as transport fares, childcare costs or lost wages because of missing work to attend activities. People working in the informal sector, for themselves or in hourly waged positions may lose earnings as a result of their participation. Some people will not be able to participate at all because of those costs mentioned.

Tips!

- * Try to organize your activities in a way that they will not have financial implications for participants (e.g. coming to them rather than asking them to come to you, at a time when they are not engaged in other activities). However, if that is not possible, we should compensate participants for any financial losses they may have. While we do not want to remunerate people for their participation, we do not want to cause them financial losses either.
- * Be aware that some people may be used to forms of participation in exchange for some benefit (e.g. through experiences with development organizations that offer some sort of benefit)

As a final point, it is important that as campaigners plan and implement campaigns they keep on asking themselves some key questions about inclusiveness and participation, such as:

- Am I being inclusive?
- Who within my constituencies are likely to be excluded?
- What barriers might prevent their participation?
- What can I do or how can I work with that particular constituency to dismantle these barriers?

6. ETHICAL CONSIDERATIONS

The ethical principles below are central to AI's work and should also apply to our work with partners, activists and rights holders during every stage of our campaigns and guide each action that we take.

Do no harm:

This is the duty to protect the **physical, social and psychological well-being** of those we engage with in campaigns. We should bear this in mind when planning any activities. The social implications for individuals, such as stigma associated with activities related to AI, human rights in general or an issue in particular, should be considered and assessed from the outset and appropriate and reasonable steps to mitigate any risks should be taken at all times.

Discussions on some human rights issues may bring up strong emotions, both positive and negative, or trigger difficult memories for survivors. It is important to understand and face your own fears of emotions, and how you handle your own trauma, pain, and vulnerability and those of others. Make sure that you are prepared to respond to these situations. If someone discloses personal experiences be prepared to deal with it and make sure you have information of organizations you can refer them to.

In some instances the participation of rights holders or activists in campaigning activities can put their **personal safety** at risk (e.g. persecution or retaliation from governments). It is always important that we consider whether to encourage people's participation or not by assessing the risks involved and, when relevant, ensure that safety plans are in place. No engagement is worth putting peoples' lives or safety at risk.

In this context it is also important to understand the law and its application in your country/jurisdiction. In some countries, promoting or campaigning on some issues or with some groups (such as minors) may be considered unlawful and subject to punishment or a fine. **It is important that you and individuals know what risks they may be taking in their society when they decide to talk with others, and take action in order to prevent putting themselves or others in danger.** Make sure that you are not asking anyone to do anything that is against the law.

We should also think carefully about whether it is appropriate to work with specific individuals and groups considering all the issues above.

Respect – autonomy, dignity, privacy

All individuals are independent people who have the right to make choices about their lives. We should respect this right along with their privacy. Care is needed to ensure individuals do not feel compelled to disclose information about themselves and are aware that they should only share what they feel comfortable sharing.

Confidentiality

Where relevant, individuals should be assured that AI will not disclose, share or publish their views or the information they provide unless they give their informed consent for specific purposes. This includes consent to be filmed, recorded, photographed or identified by name in any internal or external output.

Informed Consent

Informed consent allows individuals to express their own wishes within AI's research and campaigning processes, rather than being treated as 'subjects' upon whom research and campaigning activities are 'done'. Informed consent is generally regarded as being composed of four elements: disclosure, voluntariness, comprehension and competence. Therefore, it is the knowledgeable and voluntary agreement by a competent individual to engage with AI and/or have AI publish their information and/or act on their behalf.

AI staff have a responsibility to explain as fully as possible, and in terms meaningful to the individuals, AI's research and campaigning activities, who funds the activities, how their information and image will be shared and for what purposes. AI staff and individuals should negotiate the terms of any ongoing campaigning relationship, ensuring AI adheres to individuals' wishes for the use of the information they provide, including consent to be filmed, recorded, photographed or identified by name in any output.

AI will normally only take action where it is confident that it has informed consent (from the individual or a representative of the individual, such as a family member or lawyer) and where AI action will not put the individual at significant risk. Exceptions could include situations of urgency, or when it is not possible to get consent (when the individual is being held incommunicado, has disappeared or is dead). Even in these exceptional situations AI will only take action, publish or otherwise share the individual's information, when doing so will not further endanger the individual, anyone associated with the individual and/or there is an overriding social interest.

Informed consent is crucial in the context of all work on/with individuals, including by sections/structures/other AI entities in the Global North who work with asylum seekers, nationals from other countries detained abroad and individuals held in detention under various legislation (e.g. security).

For more information please see [AI Checklist for Informed Consent \(POL 41/001/2010\)](#).

[Sharing Your Story with Amnesty International \(Index: POL 41/001/2008\)](#) can be given to interviewees in the appropriate language.¹²

See AI's *general photographic principles and photo guidelines*¹³ for information and guidance on how AI staff and activists should work with photos.

Other ethical principles include active participation; non-exploitation; equity and non-discrimination; impartiality, integrity and transparency; and accountability. For further information on this, please see [The Ethics of Accountability](#).¹⁴ While this two-page document focuses primarily on research, the principles can be equally applied to campaigning where relevant.

A note on expectations & exit strategies

It is important that rights holders and partners are clear about what AI can offer (or not) and for how long. You should make sure that they know how long AI's campaign will last and what support they can expect from you once the campaign has ended.

¹² To download the documents search AIDAN by their index numbers: <https://intranet.amnesty.org/isearch/>

¹³ Available: <https://adam.amnesty.org/asset-bank/action/viewContent?index=1&showTitle=true#Photoguidelines>

¹⁴ Available: <https://intranet.amnesty.org/wiki/display/Research/3.7.+Ethical+human+rights+research>

A note on working with young people

If working with young people, you should check any legal restrictions in the county and ensure you are complying with child protection legislation and policies. For example, during discussions on some sensitive issues (e.g. sexual and gender-based violence, assault, or other rights violations), young people who have faced similar situations may decide to share their experiences with you or others in a group. When they are under the age of majority, you need to be aware of the limitations of the confidentiality you can offer to them. If a young person shares an experience of violence or abuse in a home or school setting, what is your legal obligation to disclose that information to law or medical health professionals? Who can you turn to for advice in a situation where this may be in question? Before embarking on these activities, you need to be sure of the legal and ethical requirements and where young people can find support. You need to be able to communicate the limits of confidentiality to them and be prepared to provide them with information about where they can find help and support.

You may also want to look at the two-page [*Ethics Checklist*](#) developed by Praxis-Institute for Participatory Practices.

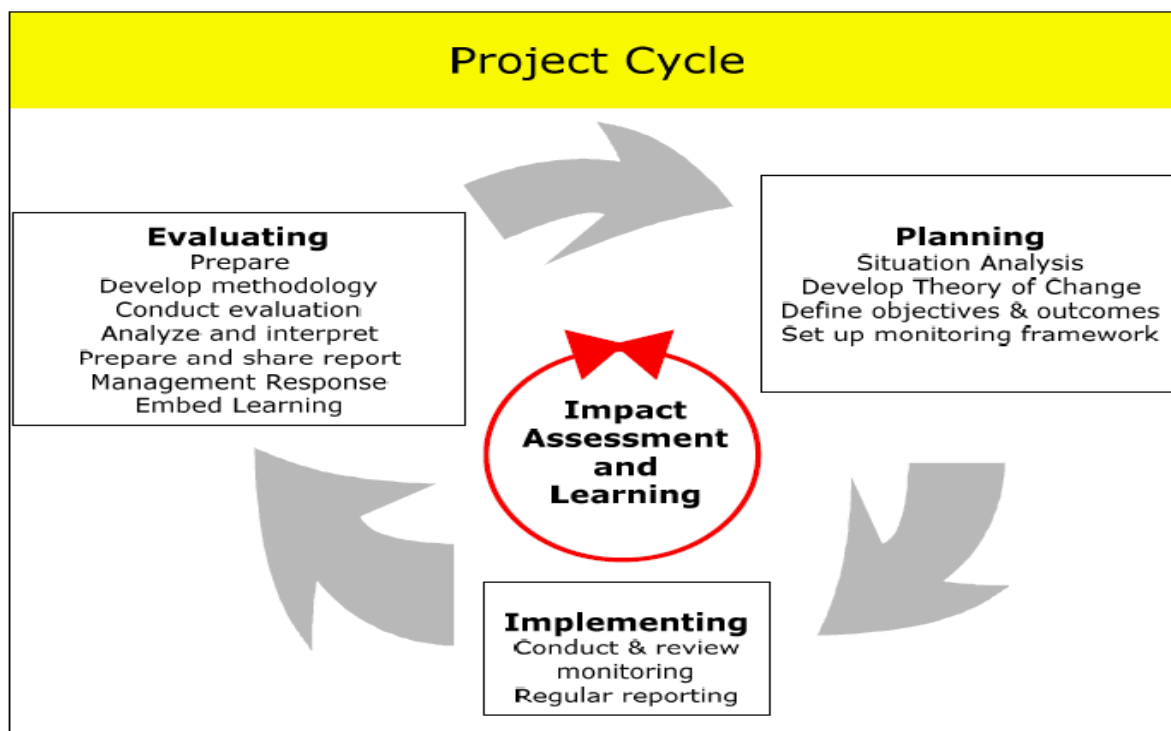
7. CAMPAIGN PLANNING, IMPLEMENTATION, MONITORING AND EVALUATION: ACTIVE PARTICIPATION IN PRACTICE

Facilitating the active participation of rights holders, partners and activists from the early stages of the campaign planning process is the most meaningful way to engage with them. Where there are limits to active participation at the first stages, given campaign parameters, it may still be possible to introduce increased participation as you progress through the campaign. In any case, it is important to consider active participation from the outset, because a plan for when and how you will adopt participatory approaches can help strengthen the campaign and its impact.

The diagram below shows that every project or campaign has a cycle with distinct but closely linked stages: planning, implementation and evaluation. Activities can only be implemented effectively when plans are clear and relevant and good planning is informed by lessons learned from evaluations.

Monitoring, assessing impact and learning are core components of each of these stages. Planning, monitoring and evaluation should be seen as dynamic and ongoing processes, flexible enough to adapt to changing external and internal contexts.

Exit strategies should be considered at the planning stage and throughout the campaign.



Source: [Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International \(ACT 10/020/2011\)](#)

PLANNING

Rights holders, activists and partners can be involved in the campaign planning process in a number of ways, ranging from the situation analysis to developing the campaign monitoring framework.¹⁵ Participation in the situation analysis in itself can be a learning and empowering experience as it offers rights holders, partners and activists the opportunity to discuss and reflect about the campaign issues. The same applies to their participation in the development of the theory of change. Not only it is a learning experience in itself, but it also brings different perspectives and leads to more effective campaign and activism strategies.

Participation in campaign planning also builds ownership and strengthens people's commitment and motivation towards the campaign. The planning process is however only the beginning of the engagement. Sustained participation will depend on how the engagement is facilitated throughout the campaign.

It is also important to note that rights holders and activists can also participate in the planning of specific activities, even when they have not been involved in the initial campaign planning process.

¹⁵ See [Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International \(ACT 10/020/2011\)](#) for further information on the campaign planning process, implementation and evaluation of campaigns. Available: <https://intranet.amnesty.org/wiki/display/SPI/3.2+IMPACT+TOOLKIT>

Indigenous Peoples in Paraguay- Sawhoyamaya indigenous community

The IS South America Team and AI Paraguay used a participatory approach in their campaign with indigenous peoples in Paraguay from the outset of their work. They have been working with the Sawhoyamaya community for a number of years now. The community had been forced to live in temporary homes on a narrow strip of land alongside a highway because their traditional lands are in the hands of private owners. In 2006 the Inter-American Court of Human Rights ordered Paraguay to return the traditional lands to the members of the community and gave the State a three year deadline to achieve this.

In 2008 the IS team held a number of meetings and workshops with the community and they themselves suggested what AI's campaigning priorities on their case should be.

Working in partnership with a local NGO and legal representative of the community (Tierraviva), the implementation of the campaign has been carried out with broad input and participation of the community. (See box below on the Photovoice project, under *Participatory uses of media*).

In May 2014 the Paraguayan Congress finally passed a bill to expropriate 14,404 hectares of their traditional land, so the Sawhoyamaya could effectively access it. Community members were directly involved in the lobby and campaign activities with the support of Tierraviva and AI. This was a great victory for the community, after more than two decades fighting for their land. Since then the community has been waiting for the titling of the land.



Above: Members of the Sawhoyamaya community taking part in a workshop with AI in 2008

The table below outlines different steps in campaign planning, tools that can be used in each step, what they can be used for and why it is important to engage rights holders and activists in the relevant planning activities (rather than using tools with a small group of people in an office, for example). It also indicates where each tool can be found. Please note that while we have used [Tools Together Now: 100 participatory tools to mobilise communities for HIV/AIDS](#)

¹⁶ and the [Appendix of Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International \(ACT 10/020/2011\)](#) ¹⁷in most instances, many of these tools are featured in a number of other publications and in different languages, such as [80 herramientas para el desarrollo participativo: Diagnóstico, Planificación Monitoreo y Evaluación](#),¹⁸ published by the Instituto Interamericano de Cooperación para la Agricultura and also available in [English](#).¹⁹

¹⁶ Available: <https://intranet.amnesty.org/wiki/pages/viewpage.action?pageId=52529805>

¹⁷ Available: <https://intranet.amnesty.org/wiki/display/SPI/3.2+IMPACT+TOOLKIT>

¹⁸ Available: <http://www.iica.int/Esp/prensa/IICAConexion/IICAConexion/2009/N10/secundaria09.aspx>

¹⁹ Available:

<http://www.iica.int/Esp/regiones/central/cr/Publicaciones%20Oficina%20Costa%20Rica/80tools.pdf>


	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
1	Identifying issues/problems in a region, country, community or group.	Card sorting: A simple way to sort issues when there is a lot of information and cluster them into key categories. This can be the starting point for a discussion on which core issue/problem the group should focus on.	<p>If you are planning to work with groups of rights holders it is important to discuss what issues are most relevant to them. This can also contribute to bringing the group together, build trust and ownership.</p> <p>While you may be restricted by AI's campaigning priorities, there can still be opportunities for rights holders to shape the focus of the campaign.</p>	<p>Tools Together Now ²⁰(tool 61, page 160)</p> <p>Tip!</p> <p>- If activists and rights holders are not familiar with the issues being discussed, groups may need to have more than one session/meeting for this discussion.</p>
2	Scoring and comparing different issues/problems against agreed criteria (e.g. what impact can AI have on this problem? How prevalent is it?). This is to inform a discussion on the prioritization of campaigning issues.	Matrix scoring and Weighted Matrix Ranking: Scores and compares different things against the same criteria	<p>It is important that rights holders, partners and activists participate in the discussions and decisions about the prioritization of campaigning issues. Their participation will make the campaign more relevant and will contribute to identifying campaigning and activism tactics that will both lead to change in the given context and generate interest from the audiences we want to engage in the campaign. This is also a learning and empowering process for participants.</p>	<p>Tools Together Now (Matrix scoring: tool 63, page 164) Tools Together Now (Weight Matrix Ranking: tool 67, page 172)</p> <p>Tip!</p> <p>- More often than not, the different criteria for comparing things have different levels of importance. This must be considered when analysing the results of the matrix. While the <i>Matrix scoring</i> tool gives equal weight to all criteria, the <i>Weighted Matrix Ranking</i> gives each criteria a specific level of importance (weight).</p> <p>- Matrix scoring can be used at several stages of the campaign planning process, such as for comparing different campaigning tactics or activities (see below)</p>


²⁰ Available: <https://intranet.amnesty.org/wiki/pages/viewpage.action?pagelid=52529805>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
3	Analysing the issue/problem	A number of tools can be used for analysing the problem, including focus groups and a range of participatory tools.	Analysing the issue with a group of rights holders can generate information on human rights violations while creating awareness within the group about the issue. This in itself is usually part of their empowerment process.	<p>Tools Together Now (see the following sections):</p> <ul style="list-style-type: none"> - Linkages and relationships tools - Experiential tools - Mapping tools - Time analysis tools <p>Tip!</p> <ul style="list-style-type: none"> - As some issues are often viewed and experienced differently according to gender and age, it may be important to divide the group into separate subgroups (women, men, young women, young men, etc.). See tips under <i>gender barriers</i> above on division of groups by gender.
4	Exploring the political, economic, social and technological contexts around the issue in a country or community	PEST (Political, Economic, Social and Technological) analysis: Helps identify important trends surrounding the issue and the context around it. A PESTLE analysis can also be used. It includes legal and environmental aspects.	Groups of rights holders, activists and partners can add valuable insight to the external context and its links with the campaign issue.	Appendix of Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International (ACT 10/020/2011) ²¹ in the Strategy, Planning and Impact wiki (tool 5). Also available on the wiki's Tools & Techniques page ²²
5	Exploring the strengths, weaknesses, opportunities and threats faced by AI or a specific AI entity, a group of rights holders or activists in relation to the issue	SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis: Helps identify the specific position of an organisation or group in relation to the issue. This includes the organisation's resources and capacities.	Same as above. In addition to that, when it comes to identifying the strengths and weakness of AI entities, the perspective of activists from the environment in which they operate can be very valuable.	Appendix of Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International (ACT 10/020/2011) in the Strategy, Planning and Impact wiki (tool 6) Also available on the wiki's Tools & Techniques page

²¹ Available: <https://intranet.amnesty.org/wiki/display/SPI/3.2+IMPACT+TOOLKIT>

²² Available: <https://intranet.amnesty.org/wiki/display/SPI/3.4+TOOLS+AND+TECHNIQUES>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
6	<p>Identifying the campaign goal and the specific changes we want to see in our campaign (objectives)</p>	<p>Problem/Solution Tree: Analyses the root causes of a problem and outlines possible solutions. It is also a good way to understand the links between the various dimensions and manifestations of complex problems.</p> <p>Selecting and framing objectives: Once the problem & solution tree is completed, specific campaign objectives must be selected. They are usually chosen from the solutions to the most direct causes (<i>roots</i> closest to the surface), but the campaign objective (and focus) could also be around more indirect causes. Objectives should be framed as “who does what by when” and should be SMART!</p>	<p>Rights holders, activists and partners can add valuable insight into the causes and effects of a given problem, ensuring that we have properly understood the issues from their perspective. Moreover the discussion around the root causes of rights violation is in itself a learning/empowering process.</p>  <p><i>Problem tree made by Romani mothers</i></p>	<p>Appendix of Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International (ACT 10/020/2011) in the Strategy, Planning and Impact wiki (tools 1 and 2)</p> <p>Also available on the wiki’s Tools & Techniques page</p> <p>- At this stage you could also discuss AI’s policy on the issue under discussion and the policies of any other organizations involved in the work. It is also important to clarify from the outset what the parameters of AI’s work are.</p> <div style="border: 1px solid #4F81BD; border-radius: 15px; padding: 10px; margin-top: 20px;"> <p>The IS EU team worked with a group of Romani mothers in Slovakia who had started a local initiative against class segregation of Romani children in schools. During a workshop the group developed a problem tree and stakeholder mapping. See further information here: https://intranet.amnesty.org/wiki/display/AP/Ending+School+Segregation+of+Roma+in+Slovakia (2011)</p> </div>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
7	<p>Identifying the main players in relation to an issue, what their position is and their level of power, in order to develop an influencing strategy.</p>	<p>Stakeholder Mapping/Analysis: Analyses who the key stakeholders are in relation to an issue.</p>  <p><i>Stakeholder mapping by Romani mothers</i></p>	<p>Rights holders, activists and partners can provide very useful insight into key stakeholders, particularly at the local or national levels. This includes their position, their level of power and who can influence change.</p> <p>This tool can be used to analyse stakeholders in the country of concern. It can also be used by AI entities in other countries to identify the key stakeholders in their own country which can influence the country of concern (e.g. donors, government authorities, diaspora, religious leaders, young people through mass social media action, etc.)</p>	<p>Appendix of Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International (ACT 10/020/2011) in the Strategy, Planning and Impact Wiki (tool 3)</p> <p>Also available on the wiki's Tools & Techniques page</p> <p>Tip!! Additional questions to ask ourselves: Knowing your constituencies</p> <ul style="list-style-type: none"> - Who are the rights holders? - Who cares about the issue- rights holders, members of the community, activists? - How engaged are they? - What power do they have? - What do people gain if they win on the issue?
8	<p>Identifying suitable channels of influence to put pressure on the target</p>	<p>Influence map: This tool complements the stakeholder mapping/analysis. Once the key stakeholders have been identified and analysed, this tool is useful in identifying how to reach the target based on who can influence them.</p>	<p>Same as above. When it comes to national or local targets and audiences, it is usually rights holders and partners who have the best knowledge about the target and other key stakeholders, what “makes them tick” and who can influence them.</p>	<p>Influence map tool²³ in the <i>Activism database</i> under the category <i>Active Participation</i></p>

²³ Available: <https://intranet.amnesty.org/cp/activism.nsf/Category>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
9	Identifying the people, organisations and other stakeholders that are important in relation to an issue , exploring their position and level of interest on the issue and the relationships between stakeholders	Circles diagram (also known as Venn diagram): This tool can be used as an alternative to the stakeholder mapping and influence maps, as it helps to identify stakeholders as well as the relationships between them. Some groups may prefer working with circles rather than matrix diagrams (which are used in stakeholder mapping)	Same as above	Tools Together Now (tool 23, page 84)
10	Understanding our different audiences	Personas : Represents different audience subgroups that an organisation wants to reach out for. By exploring the different preferences, routines and motivations that these different <i>Personas</i> have, activities, materials and messages can be tailored to these specific subgroups.	Same as above	DYI Toolkit ²⁴
11	Exploring various aspects of power and how they interact with each other	The Power Cube : Analyses the levels, spaces and forms of power, and their interrelationship. This tool lets us visually map ourselves and our situation, including other actors, relationships and forces, and then looks at possibilities for movement, mobilization and change.	Analysing and mapping the different forms, spaces and levels of power is in itself a learning and empowering exercise. This tool can be used by rights holders, partners and activists for a deeper analysis of power in the context of the campaign they are working on, which will then inform strategies at different levels.	Power Cube website ²⁵

²⁴ Available: <http://diytoolkit.org/tools/personas-2/>

²⁵ Available: <http://www.powercube.net/>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
12	Identifying the steps needed to achieve the changes you want to see (objectives)	Path to Change: Identifies sub-objectives for each specific objective in a visual way.	Rights holders and partners can add valuable insight into the steps needed to achieve change, particularly at the national and local levels. The same can be said for activists when it comes to identifying the path to change at a level where they have knowledge of the context and stakeholders. This process also creates understanding of the campaign and ownership.	<i>Path to Change</i> ²⁶ in the <i>Activism database</i> under the category <i>Active Participation</i>
13	Identifying the core campaign message (campaign proposition) and tailoring it to specific audiences	Messaging development: This involves identifies the campaign proposition, analysing key audiences and developing tailored messages to them.	Those who best understand the campaign targets and specific audiences are best placed to identify the messages they will listen to. Hence the importance of engaging rights holders, partners and activists in tailoring the campaign messages.	Tips! <ul style="list-style-type: none"> - Make sure that the group is clear and comfortable with the campaign message and the policies of the organizations involved. This will be useful when engaging with others, both to make the campaign message clear and to respond to those who oppose the campaign. - Check if relevant messaging materials are already available on the campaign, such as communication strategies, action circulars, Q&As, etc. Tailored messages to your audiences can then be developed as needed.

²⁶ Available: <https://intranet.amnesty.org/cp/activism.nsf/Category>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
14	Identifying tactics and activities to achieve specific objectives or sub-objectives	Creative brainstorming techniques	Rights holders and activists are key in identifying what tactics and tools will work in their contexts, both in terms of influencing the campaign targets (e.g. rights holders knowledge about local targets) and in terms of engaging different audiences (e.g. activists' knowledge about what their peers are interested in, what it would take to engage different audiences in the campaign, etc.). We should create space for them to plan their own activities and lead on their implementation.	Creative brainstorming techniques ²⁷ in the <i>Activism database</i> under the category <i>Active Participation</i>
15	Scoring and comparing different campaigning tactics or activities (e.g. letter-writing, media work, radio programs, online action) against agreed criteria (e.g. How much impact will this have? How feasible is it? How viable is it in terms of cost?) to inform a discussion on the prioritization of tactics and activities.	Matrix scoring and Weighted Matrix Ranking : Scores and compares different things against the same criteria (note: these tools can also be used in step 2 above)	Same as above	Tools Together Now (Matrix scoring: tool 63, page 164) Tools Together Now (Weight Matrix Ranking: tool 67, page 172) Tip! - More often than not, the different criteria for comparing things have different levels of importance. This must be considered when analysing the results of the matrix. While the <i>Matrix scoring</i> tool gives equal weight to all criteria, the <i>Weighted Matrix Ranking</i> gives each criteria a specific level of importance (weight).

²⁷ Available: <https://intranet.amnesty.org/cp/activism.nsf/Category>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
	<p>Developing a framework for measuring progress in the campaign</p>	<p>Monitoring framework Identifies indicators (signs of success/progress), the information that is needed to assess progress and where and how you would get this information.</p> <p>This tool can not only be used to assess change in policy or practice by decision-makers and other stakeholders but also change in the level of empowerment of rights holders and the level of engagement of activists.</p>	<p>It is important that rights holders, partners and activists take part in identifying indicators and in monitoring progress, particularly in the areas they are more closely involved. They are often best placed for assessing progress, which can be both in terms of planned activities/outputs or results (change/impact).</p>	<p>Monitoring Framework ²⁸ in the <i>Activism database</i> under the category <i>Active Participation</i></p> <p>See AI's impact monitoring framework ²⁹ for further information and examples of indicators.</p>
	<p>Assessing physical, social and psychological risk to individuals as well as organizational risks and planning the management of risks</p>	<p>Risk Assessment Considers what risks an organisation, community, individual or campaign faces, how likely they are to happen and what the impact of them happening would be.</p> <p>Risk assessments can be used as the basis for plans to mitigate risks by AI staff, activists, partners and rights holders.</p>	<p>It is important that rights holders, partners and activists explore the potential risks they may face when campaigning on a specific issue in their own context, so that they can make informed choices when engaging in campaigning and activism activities and mitigate any potential risks to themselves and AI.</p>	<p>Tools Together Now (tool 84, page 206)</p>

²⁸ Available: <https://intranet.amnesty.org/cp/activism.nsf/Category>

²⁹ Available: <https://intranet.amnesty.org/wiki/display/SPI/Amnesty+International%27s+Impact+Monitoring+Framework>

	Steps in campaign planning	Tool	Why engage rights holders, partners & activists	Where to find the tool & tips!
	Developing an exit strategy	Exit strategy Outlines the steps to be taken if the campaign objectives are not achieved by the end of the planned campaign cycle, including a plan to transfer ownership and control where needed to partners and rights holders so that they can continue the work	It is important that partners and rights holders have the opportunity to discuss what should happen at the end of the planned campaign cycle, so that from the outset they are aware of how long AI will work on the issue and can make plans for any follow up work.	

Tips on facilitating participatory tools

By participatory tools we mean tools that enable and empower people to present, share, analyse and enhance their knowledge of life and conditions, and to plan, act, monitor, evaluate, reflect and scale up action. A number of participatory tools have been highlighted in the table above. However, most tools can be used in a participatory manner if the attitudes and behaviors of the facilitator enable meaningful participation. By the same token, “participatory tools” will not be truly participatory if facilitated in a directive fashion.

In conclusion, the main ingredients for facilitating participatory process are attitudes and behaviours that create the space for people to fully participate. You can find below some concrete tips regarding the facilitation of participatory tools:

- **Give clear instructions** about how to use the tool. It may be useful to provide an example.
- **Make the tools unthreatening** by using local materials and encouraging people to work in their own ways.
- **Let the participants draw or write** themselves. Your role is to facilitate the discussions.
- Remind people that the **quality of the drawing is less important** than the quality of the discussion that the drawing stimulates.
- Encourage people to **make their diagrams or drawings large** so that they can fit in as much detail as possible and so everyone can see what is being writing or drawn.
- **Encourage participants to share responsibility** for creating the drawing or diagram, for example, by sharing the pen.
- **Avoid the “tyranny of the pen”!** Often one participant will hold on to the pen for the entire exercise. You can avoid that by bringing several pens.
- **Use local materials** when appropriate (e.g. sticks to draw on the ground, seeds, stones, etc.).
- **Allow enough time:** Most of the exercises take an hour or two to complete.
- **Remember to be flexible.** If a tool does not work very well, use your own best judgment and adapt it to suit the circumstances. If it’s not working, change it!
- **Tools which involve very detailed analysis, or deal with sensitive issues,** are best used in small and/or peer groups. For example, you may divide people by age and gender.
- Use several tools one after the other to build an empowering sequence.

IMPLEMENTATION

Activists, partners and rights holders are the driving force of AI campaigns. They contribute to achieving the campaign objectives through a number of tactics and activities: activism, lobbying, media work, human rights education, amongst others.

By actively engaging in the campaign implementation those individuals will build their own capacity for campaigning with AI and beyond. They will develop the necessary skills, knowledge, experience and confidence to participate and lead on campaigns, using a range of tactics. Their participation in the planning of specific activities will contribute to campaign ownership and will make the activities more relevant to their specific constituencies.

You can find below examples of what the active participation of rights holders, partners and activists can look like in specific areas of work (tactics and activities). While their level of participation will depend on the context of each campaign, it is important to think about how much AI can enable their participation in different tactics and activities.

Media work

Media work is a central part of AI's campaigning. AI's media work is often planned and delivered by media staff. However partners and rights holders have been increasingly collaborating with AI on media work. There are a number of ways in which they can be involved:

Planning & delivering media events:

- **Partners** will add value to the communications strategies and could be a good link with rights holders. They can also advise on who to invite for press conferences, which media to focus on, etc. Media work can also be done jointly with partners, through joint press statement and media events. Collaborative media work with partners can increase our reach, as through the partner organizations audiences who we may not normally reach can be exposed to AI's campaigns.
- **Activists** can be trained to do media work at the local level (e.g. local press, radio, etc.) and link it with social media, which is important for the dissemination of the campaign message and for engaging new activists.

Telling their stories to the media:

- **Rights holders** can promote the campaign by telling their stories to the media. This will make our message more powerful, add legitimacy to the campaign and build their confidence and capacity to speak out. It is however important to follow ethical principles when individuals share their stories. See the section on *ethical principles* above for further information.

Two survivors of uterine prolapse from rural communities in Nepal were invited by AI Nepal partners to tell their stories at the launch of the report entitled "Unnecessary Burden: Gender Discrimination and Uterine Prolapse in Nepal" (2014)

Lobbying

Lobbying includes face to face meetings, presenting before committees, making submission to relevant government departments, responding to proposed legislation, etc. It could be targeted at members of parliament, diplomatic representatives, political parties, local councillors, among many others at the international, regional and local levels.

Lobbying activities are usually led by the IS and section staff, especially at the international and national levels. However, activists and rights holders can be trained and supported to carry out a range of lobbying activities on behalf of AI in certain situations.

- At different levels (local, national and international) lobbying can be carried out jointly with **rights holders** and **partners**, including **young people**, for example, by including them in AI's delegations for international and national lobbying initiatives.
- Lobbying can also be done by **rights holders** directly, whereby they convey their own compelling stories and messages directly to decision-makers. This kind of lobbying is more powerful and it gives voice to people and the confidence to speak truth to power. It promotes active citizenry and contributes to making the campaign sustainable. The skills acquired can be transferred to other campaigning issues.
- **Activists** can be asked to meet with their own members of parliament or representatives at different levels. The same applies to **young people** who can also play an important role in engaging with other young people (e.g. youth wing of political parties)
- There are often national, regional, or international advocacy opportunities, where there are spaces dedicated for **young people**, for example, the International Conference on Population and Development (ICPD) Global Youth Forum. These spaces are dedicated to young people for them to make their demands and to claim their rights. These are also great opportunities to develop youth activists' advocacy skills.

In AI Zimbabwe's *Stop forced evictions* and *Human rights live here* campaigns, rights holders talked directly to the Prime Minister and Mayor of Harare and handed over a petition to the Prime Minister themselves, which was much more effective than AI Zimbabwe doing all the talking. This was the first time rights holders had been able to meet a local and national government representatives since 2005.

Before the lobbying meeting AI Zimbabwe asked rights holders what were the key issues they wanted to convey at the meeting, and encouraged them to talk to the authorities in the Shona language rather than English so that they could express themselves easily.

"Rights holders are at the heart of the issue and can speak about their feelings passionately. It's easier to convince the authorities when a rights holder is explaining eloquently the issues affecting them – the authorities can't ignore it. The involvement of the survivor groups in AI Zimbabwe's campaigning work gives meaning to the campaign; otherwise the question the authorities ask is 'who are you representing?'"



Above: Morgan Tsvangirai receives a petition in 2010 from representatives of Operation Murambatsvina survivor groups, who were among thousands of people forcibly evicted from their homes in Zimbabwe in 2005.

Rights holders now know which government offices to target for lobbying. Their mobilisation for action has significantly improved and they now request meetings with different local and national government representatives. Their mobilisation has helped in creating unity of purpose and having one voice on a particular issue. (2010)



Above: Sabrina Frydman speaking at the 47th session of the UN Commission on Population and Development in 2014

Sabrina Frydman, a youth activist from Argentina, spoke on behalf of AI at the 47th session of the UN Commission on Population and Development in 2014, which was a crucial stage of the ICPD + 20 review (a process to review the ICPD programme of action agreed in Cairo in 1994). See further information in the links below:

<https://www.amnesty.org/en/articles/blogs/2014/04/youth-voices-rising-at-international-meeting-in-new-york/>

<http://www.un.org/press/en/2014/pop1028.doc.htm>

Activism

Activism includes a wide range of activities, such as public campaigning events, demonstrations, petitions, speaking to communities about human rights, street theatre, forum theatre, stunts and other forms of creative mobilization.

- In addition to their role in taking action, **activists** can play an invaluable role in designing, planning and coordinating activities (e.g. brainstorming ideas for action, influencing how activities are carried out, developing materials, organizing events, etc.)
- It is important that **activists** working at the local level are given the space to decide what activities they want to carry out within the parameters and message of the campaign. This will make campaigns more creative and effective and contribute to activist empowerment and more activist ownership in the campaign.
- The above also applies to **rights holders**, who can not only contribute to more impactful activism but also empower themselves through this process.

It is critical to keep in communication with people who have shown interest or taken action and provide them with further opportunities to get involved and participate in this or other relevant campaigns. You may consider developing a supporter journey, which may lead to people who are taking action becoming AI activists/members or participating in human rights activism in a sustained way.



Above: Amnesty activists send an S.O.S to Europe from the Greek island of Lesbos, during the 2013 Human Rights Action Camp

In the last three years the AI European Institutions Office and the IS EU team, with support from AI Italy, have jointly been organizing Human Rights Action Camps as part of the S.O.S. Europe campaign on the rights of migrants, refugees and asylum seekers along the borders of Europe. The camp immerses activists in the campaign topic, in a country where human rights violations are happening. Participatory approaches are at the heart of the camp's methodology, which aims to develop the knowledge and skills of activists while allowing them to lead on the development and implementation of real actions.

During the camp activists spend time with refugees and migrants (including some who take part in the camp), local activists and organisations and the local community. They are trained on issues related to the campaign and participate in workshops to develop their skills to carry out campaign activities. As part of the camp, activists themselves plan an action to take place at the end of the camp. Under the supervision of AI staff, they develop the action idea and plan its implementation, including all logistics and communications (media work, social media, activism, etc.). This is an empowering experience which motivates activists to become campaign ambassadors, to be at the heart of a growing group of loyal activists and supporters for the campaign and the movement in general.

Here is a link to an article on the *Wire* about the camps:

http://issuu.com/amnestywire/docs/wire_mayjune14/20

You can see below some short videos of the actions carried out in recent camps: 2014 action in Sofia, Bulgaria:

Lampedusa (in 2012): <http://www.youtube.com/watch?v=DvS39K24I5A>

Lesvos (2013): <http://www.youtube.com/watch?v=vLpggM6axmw>

Sofia border action (2014): http://www.youtube.com/watch?v=8v1NAi_Mz8o

New media: Use of technology for campaigning and activism

New media, defined as the means of mass communication using digital technologies, offer innumerable opportunities for active participation, as it allows people to dialogue with AI and each other, and the possibility to create their own responses or campaign related content. It also makes it possible to spread useful information for the campaign (e.g. what targets/key stakeholders are doing/thinking, latest development on the campaign issues, etc.)

- **Activists** can make use of social media (e.g. Facebook, twitter, etc.) to promote campaign content and initiate conversations on campaign issues. Blogs can also be used by activists to express their views, share their experiences and generate deeper discussions.
- Certain platforms also make it possible to create safe spaces for **activists and rights holders** to learn and share information about sensitive issues (e.g. online spaces where contributors remain anonymous).
- Mobile phones can also be used by **activists and rights holders** for a number of purposes, such as sharing information, signing petitions, joining a campaign (including through missed calls), reporting human rights violations, etc.

According to [Map Kibera](http://mapkibera.org/), a Kenyan organization which uses information to support community goals in a number of locations, “Kibera in Nairobi, Kenya, was a blank spot on the map until November 2009, when young Kiberans created the first free and open digital map of their own community. Map Kibera has now grown into a complete interactive community information project” in the Kibera, Mathare and Mukuru slums. (<http://mapkibera.org/>)

The mapping is done by young community members, residents in the slums of Nairobi. They collect data with GPS devices, edit the data and upload it to the map. This may include surveys of the general features of the slum (e.g. pathways, clinics, water points and markets – or may focus on detailed information on a specific subject (e.g. health mapping). The projects also use other tools, such as blogging and participatory video. See further information here: <http://mapkibera.org/work/tools/> (2014)

While new media offers a wealth of opportunities for engagement and participation, it is also important to bear in mind the risk of excluding people who do not have adequate access to certain types of technology (e.g. no access to the internet, poor internet connection, no access to mobile phones). It is therefore crucial to analyse the profile of the audiences we are planning to engage in the campaign in order to create possibilities for participation for all.

Development of campaigning and communications materials

AI campaigning and communications materials are usually developed by staff in the International Secretariat or sections/structures/other AI entities. However, a number of them engage rights holders, partners and activists in the development of materials.

- The participation of **rights holders, partners and activists** in the development of the content, messaging and design of campaign materials could make these materials

much more relevant for specific constituencies. For examples, **young people** are in the best position to development materials that will appeal and engage their peers. Likewise, when working with a specific group of **rights holders**, they will have the best knowledge about what messages will be listened to by others in their group or community, who may have different levels of literacy and different cultural backgrounds.

A team of activists specializing in women's rights in AI Spain participated in and led the My Body My Rights (MBMR) campaign at different levels from the outset of the campaign. They organized a workshop for the whole section, decided on actions and materials (such as thematic leaflets, messages for social media, articles for the media, etc.), prepared materials for trainings and talks and organized discussions about abortion in Spain. They also took part in discussions with section staff and managers on issues relevant to the campaign. (2014)

AI Nepal consulted youth members on effective campaigning materials for the MBMR campaign. Based on their suggestions stickers and leaflets were developed in Nepali for mass distribution. Rights holders and partners were involved in field testing of leaflets on uterine prolapse before final printing to ensure that the materials were understandable to local communities. (2014)

Human Rights Education

Human rights education is a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes consistent with internationally recognized human rights principles. By its nature human rights education should be participatory and enable the active participation of individuals. It is therefore much more than the transfer of knowledge about rights. It aims to empower individuals to claim their own rights and the rights of others. In order to have the most impact it is crucial that human rights education activities are carried out in a participatory manner.

- **Rights holders, activists and partners** can also participate in the development of human rights education resources and materials which are relevant to them and their groups/communities.
- **Partners and activists**, including **young people** can be trained to facilitate workshops with other activists and young people, taking them through a process that will empower them to claim their own rights and the rights of others.

AI Burkina Faso developed campaign and HRE materials focusing on the MBMR campaign with the participation of young people through artistic, creative and literary competitions organized in their HRE Friendly schools. The creative works of these young people were collected and produced as campaign and awareness rising materials by AI Burkina Faso. (2014)

Participatory uses of media

This is where media work, activism and human rights education often overlap. Partners, activists and rights holders can engage in a number of participatory initiatives, as below:

- Participatory radio programming where a group of **activists** or **rights holders** are train to do specific programming packages or act as people's reporters in local radio stations. This can also involve community radios and Information and Communication Technologies (ICTs). See the publication [*The One to Watch: Radio, New ICTs and Interactivity*](#)³⁰ for examples.
- Short radio drama series and cinema-forums
- Participatory photography and video projects

Indigenous Peoples in Paraguay – Photovoice Project

(See the box under *Planning* above for background information on this campaign, including its participatory nature)

In 2010 Amnesty International reached an agreement with the NGO Photovoice to run a participatory photography project with the Yakye Axe and Sawhoyamaxa communities. Photovoice trained and supported the local NGO Tierraviva, Paraguayan photographers and community members – mainly young members of the communities - to build photo based campaigning tools that could be used to support their campaigning and advocacy work. A body of powerful photographic work was produced by the communities documenting their struggle, their culture and their situation and was used for campaigning purposes. The images were part of an exhibition organised in Asunción and have been used in different campaigning opportunities by the communities and internationally.



Above: Photograph taken by a community member as part of the project. Members of the communities who took part in the project selected a number of images to tell the story of their daily lives and of their struggle for the return of their traditional land.

³⁰ Available: <http://www.fao.org/docrep/006/y4721e/y4721e00.htm>

AI Burkina Faso's youth members use "slam contests" (a poetry/music contest in which entrants compete with each other by reciting their work and are awarded points by the audience) as a way to promote and protect human rights in universities and schools. They plan and organize the contests entitled 'Slam for human rights' with the support of the section office. Slammers are very popular singers in Burkina Faso and slams can be used as an effective communication and awareness medium for young people. (2014)

Partnerships Building and Outreach to New Constituencies

Mobilizing in partnership with other organizations and civil society groups plays a fundamental role in many AI campaigns, as this allows us to work more effectively, mobilize new constituencies and increase the impact of our campaigns. See some examples of partnerships that can be forged by activists and rights holder below:

- **Activists** can do outreach to organizations working on the same campaign issue and establish partnerships with them. This could include local organizations, youth organizations, etc.
- **Rights holders** engaged in the campaign can also reach out to other groups or organizations. This will strengthen the campaign and contribute to its sustainability beyond the time when it officially ends.
- **Partner organisations and networks** can also help to enable the empowerment and participation of rights holders where AI is constrained by resources or lack of presence.

Making AI's Policies Clear

It is important to make it clear to partners, as well as activists and rights holders engaged in the campaign what the boundaries of AI's policies are. This will help them identify any policy issues which may prevent them from campaigning in partnership with others. They should also be aware of who to contact in the section/structure/entity in case of doubt. For general advice on working with partners, please refer to [Partnering for Change: A Guide to Working Effectively with Others in Campaigning \(ACT 10/005/2012\)](#).³¹

Capacity Building

Capacity building is an area that can refer to all of the above tactics and approaches. Building the capacity of national and local **partners**, **rights holders** and **activists** is a key strategy for collective empowerment, for ensuring the legitimacy of individual human rights activists, and for contributing to sustainability.

Capacity building initiatives themselves can and should be carried out in a participatory manner. Enabling the input of participants in the content and design of capacity building initiatives will create ownership and make the initiative more relevant to their needs. If participatory approaches and tools are used in capacity building events participants will "live" participation and learn about participatory approaches by experience.

³¹ To download the document search AIDAN by its index number: <https://intranet.amnesty.org/isearch/>

MONITORING, EVALUATION AND IMPACT ASSESSMENT

Monitoring, evaluation and impact assessment is a critical reflection process not only at the end of the campaign but at its every stage that should include in particular those who are directly involved or affected by the campaign, rather than being an expert-led process. Rights holders and activists can play an active role in monitoring campaign progress as well as in processes to agree new actions and adjust plans. The process should include getting feedback from all relevant stakeholders and giving them an opportunity to express their views on the campaign and any resulting changes. This process should also consider assessing the nature and levels of participation of activists, rights holders and partners.

Participatory evaluations actively involve key stakeholders, including rights holders, activists and partners, throughout the process. A number of participatory techniques can be used to engage with different groups to ensure different views are fairly represented. In participatory evaluations the role of the facilitator is to enable the stakeholders to make their own assessment.

- Even when evaluations are carried out by internal or external experts or by the project leader, participatory elements can also be built into the evaluations. A combination of a number of methodologies can be used. See [Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International \(ACT 10/020/2011\)](#)³² for a list of tools (table 7, page 55). The tools are available in the document's appendix and in the [Tools & Techniques page](#)³³ in the Strategy & Evaluation Unit's intranet space. Monitoring Framework, Timeline, Rich Picture, Impact Grid, Most Significant Change and Stop-Continue-Start are examples of simple tools which can be easily used with groups in participatory exercises.

The *3 universal evaluation questions* below is another simple tool which can be used with different stakeholders. They can be used in the past or present tense.

- Are we doing what we said we would do? (Relates to monitoring)
- Are we making any difference? (Relates to impact assessment)
- Are we doing the right things? (Relates to learning/strategic relevance)

³² Available: <https://intranet.amnesty.org/wiki/display/SPI/3.2+IMPACT+TOOLKIT>

³³ Available: <https://intranet.amnesty.org/wiki/display/SPI/3.4+TOOLS+AND+TECHNIQUES>

In 2011 the impact assessment of two micro-projects within the Africa Human Rights Education project in Ghana incorporated a participatory approach to a large extent. The first micro-project focused on women's rights and the second on girl-child education.

A participatory stakeholder engagement methodology was used, which meant engaging with diverse stakeholders (particularly the rights holders) using various methods and tools in order to understand and assess change and to capture lessons from both successes and shortcomings. Facilitated group discussions, focus groups and semi-structured interviews were the key methods used for understanding and assessing change.

An adaptation of the *Most Significant Change* tool mentioned above was used as a key tool in facilitating participatory discussions with various groups. This tool, which builds on simple stories of change, was chosen because of its simplicity and because it provides a space for participants to understand and analyse change from their own perspectives. During group discussions, participants first explored the key areas of change; then, depending on the size and diversity of the group, different sub-groups were asked to discuss separately and identify the most significant change. These areas of change were then shared with the larger group to initiate further reflections. This approach helped to understand change from different perspectives.

See the document [Africa Human Rights Education Micro-Projects in Ghana: An Impact Assessment Case Study \(ACT 70/002/2011\)](#) for further information. You search for the document by its index number on AIDAN: <https://intranet.amnesty.org/isearch/>

8. LEARNING AND DEVELOPMENT

While participatory approaches are somewhat new to some in the AI movement, many IS, section/structure/other AI entities' staff and activists have been using participatory approaches in their campaigning work.

It is important that we learn from our experiences and share the learnings with movement. Several formal and informal mechanisms already exist to share those experiences and learnings. For example, the Activism & Youth Unit regularly integrate participatory approaches and tools in its learning events, including international, regional and national workshops and skillshares. Case studies have been developed and discussed in virtual webinars available to the movement.

Learning and sharing on participatory approaches also happens directly between sections/structures/other AI entities and within the context of other (interlinked) areas of work, such as human rights education, and monitoring, evaluation and impact assessment.

MONITORING, IMPACT ASSESSMENT AND KPIS

It is therefore crucial that we monitor the level of participation of different stakeholders within AI's campaigning work and assess the impact of their participation in campaigning outcomes. This has already been embedded in some of AI's monitoring mechanisms.

For example, the Standard Action Report (SAR), which is submitted by all AI sections/structures/other entities yearly with information on human Rights impact and adherence to internal and external accountability standards (including on engagement and participation), includes questions on the level of participation of activists, rights holders and partners. The Activism Survey, which collects information on AI's activism also explores our level of engagement with the above stakeholders.

At the IS level, the IS Projects Database (<https://projectsdb-op3.amnesty.org/>), a web-based tool where all IS detailed project plans and updates on delivery are captured, includes the following questions, which project leads need to report on every six months.

- Which rights holders are key to this project/ongoing work? Why? When? How and when will you ensure their active participation?
- Which partners are key to this project/ongoing work? How and at which stage will you work with them?

This data is used to develop aggregated reports on our work to help us learn, as well as to be accountable for our work.

CASE STUDY: ACTIVE PARTICIPATION IN PRACTICE

AI Burkina Faso's Engagement with Women Leaders in Communities: Campaigning for Maternal Health and Sexual and Reproductive Rights

AI Burkina Faso has been working at the local level with women leaders to analyse how to strengthen social mobilization and support communities to claim their right to maternal health and sexual and reproductive rights.

In 2013/2014 the section facilitated a number of participatory workshops in different locations. The workshops engaged almost ninety women leaders in a process which included information, education and communication with rights holders as well as the development of a campaign strategy targeting decision-makers.

During the workshops, the groups were asked to analyse and prioritize issues related to barriers to access to sexual and reproductive rights faced by women. In one group, for example, women leaders identified the following as their main issues or problems: lack of access to information and education on sexual and reproductive rights; geographical and financial barriers to sexual and reproductive services; and the lack of empowerment of women concerning sexuality and reproduction.

In the city of Kaya women leaders agreed that lack of information and education on sexual and reproductive rights was the top priority issue and therefore what they have to tackle firstly. In Mogtédou the group considered the low level of women's empowerment regarding their sexuality and reproduction as the key issue for action. At another workshop, which was attended by women from many places in the country, the group agreed to prioritize lobbying for the removal of financial and geographical barriers to sexual and reproductive at the national level.

At the workshops a prioritization exercise was followed by a *stakeholder analysis* used to identify all stakeholders in the promotion of maternal health and sexual and reproductive rights, as well as links which may exist between them. Through this exercise, the group first identified the stakeholders with whom they can build alliances (strategic partnerships). This was followed by an analysis of stakeholders with whom there is a need to organize information, education and communication activities in order to generate more social mobilization. Finally, the group looked at decision-makers which could be the targets of campaigning activities for the adoption of measures to fulfil sexual and reproductive rights.

At the end of each workshop, a *role play* allowed women to practice lobbying activities to help them become more confident when approaching decision-makers and interact effectively with them.

This women leaders' engagement process has fostered the development of a plan (roadmap/strategy) for the implementation of campaigning activities at the local and national levels for the right to maternal health and sexual and reproductive rights.

Other case studies of active participation in practice can be found in the [Active Participation wiki](#).³⁴

³⁴ Available: <https://intranet.amnesty.org/wiki/display/AP/Active+Participation>

9. RESOURCES

INTERNAL RESOURCES

Please note that if the links below do not take you directly to the relevant document, you can search for the document by its index number on AIDAN: <https://intranet.amnesty.org/isearch/>

- Active Participation wiki: <https://intranet.amnesty.org/wiki/display/AP/Active+Participation>
- [AI's Active Participation Working Definition \(ACT 10/009/2011\)](#)
- [Introducing Active Participation into Project Planning at Amnesty International \(ACT 10/024/2011\)](#)
- [Facilitation Manual - A Guide to Using Participatory Methodologies for Human Rights Education \(ACT 35/020/2011\)](#), available in Arabic, English, French, German, Italian, Polish, Slovenian and Spanish
- [Proving and Improving Our Impact: An Impact Assessment Toolkit for Amnesty International \(ACT 10/020/2011\) and its Appendix](#)
- [Partnering for Change: A Guide to Working Effectively with Others in Campaigning Partnering for Change \(ACT 10/005/2012\)](#)
- [Seven action points for effective activism: Lessons from the impact assessment of Amnesty International's Activism \(ACT 10/011/2011\)](#)
- [AI's International Youth Strategy \(ACT 76/001/2011\)](#)
- [AI Checklist for Informed Consent \(POL 41/001/2010\)](#)
- [Sharing Your Story with Amnesty International \(Index: POL 41/001/2008\)](#)
- [Literature Review on Active Participation and Human Rights Research and Advocacy \(POL 40/001/2010\)](#)

EXTERNAL RESOURCES

- Tools Together Now - 100 participatory tools to mobilise communities for HIV/AIDS: <https://intranet.amnesty.org/wiki/pages/viewpage.action?pageId=52529805>
- 80 herramientas para el desarrollo participativo: Diagnóstico, Planificación Monitoreo y Evaluación:

<http://www.iica.int/Esp/prensa/IICAConexion/IICAConexion/2009/N10/secundaria09.aspx>

- 80 tools for participatory development:
<http://www.iica.int/Esp/regiones/central/cr/Publicaciones%20Oficina%20Costa%20Rica/80tools.pdf>
- 100 ways to energise groups: Games to use in workshops, meetings and the community:
<https://intranet.amnesty.org/wiki/pages/viewpage.action?pageId=52529805>
- Robert Chambers on the Fifth Power: the power to empower:
http://oxfamblogs.org/fp2p/robert-chambers-on-the-fifth-power-the-power-to-empower/?_sm_au=iVVsvTZJ5rHPf3D7
- Institute for Development Studies (IDS), Power Cube website:
<http://www.powercube.net/>
- Participation Models: Citizens, Youth, Online http://www.youthpolicy.org/wp-content/uploads/library/Participation_Models_20121118.pdf