Youth Advocacy for a culture of Peace

A Reflective Guide for Action in Europe

United Network of Young Peacebuilders

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Introduction

The following tool-guide is a tribute to the role of youth in peace advocacy. It is about youth coming together and helping each other to understand how to carry out efforts towards achieving a culture of peace. It is a space for youth to share their advocacy experiences with other youth in order to give them the encouragement and guidance to push for their cause not just to the wider public, but to policy-makers as well. Where youth have participated in advocacy campaigns, this tool-guide is a way to sustain those efforts and to keep youth empowered.

Youths' difficulties and experiences in advocacy must be shared with others who may follow the same road in order to help them avoid those difficulties and failures and to enable them to work off of one's successes - Edgar

Why Develop a Tool-Guide for Youth in Peace Advocacy?

There are several reasons behind developing a tool-guide for youth in peacebuilding advocacy. The need for this publication has its origins in the specific necessity of the United Network of Young Peacebuilders (UNOY) to effectively follow-up on their advocacy work for a Culture of Peace at the United Nations and within Europe. The idea for the publication soon became a part of a campaign for a Culture of Peace by the UNOY Peacebuilders whose aims are to bring youth together and share their knowledge in the field of peacebuilding. Thus, the publication brings the need to follow-up on youth advocacy work together with the need to motivate and inform youth on how to advocate for a Culture of Peace and to strengthen the efforts of UNOY in advocacy and campaigning.

1) To Motivate and Inform Youth

"Youth Advocacy for a Culture of Peace: A Reflective Guide for Action in Europe" is a part of the Peace-It-Together Campaign, a "global campaign with local emphasis, carried out by a network of enthusiastic youth and youth organisations who believe that a Culture of Peace and Non-Violence is not only necessary but possible…if we work for it together." [1]

1. Del Felice, Celina, Jeune, Hilary, Kooijman, Maria, "Peace-It-Together Kit." The Hague: UNOY Peacebuilders, 2004.

The long-term objective of this publication is to promote peacebuilding and conflict transformation among youth. Likewise, the focus of the publication is to empower youth to take action towards this objective.

The short-term objective of this publication is to promote the recognition and visibility of youth who are active in peacebuilding. It also strives to encourage a partnership between young peacebuilders and other stakeholders[2], and provide a space for youth to voice their experiences, opinions and concerns in relation to peacebuilding. Most importantly, this publication aims to bring youth advocacy for peace into focus, by evaluating current youth peace advocacy practices and providing a guide for youth who want to engage in peace advocacy in the future.

2) To Strengthen the Efforts of UNOY Peacebuilders in Advocacy & Campaigning

The need for this publication is a result of the Youth Advocacy Projects of the United Network of Young Peacebuilders, which fall in the context of the 2001-2010 United Nations International Decade for a Culture of Peace and Non-violence and the All-Equal All-Different Campaign[3].

UNOY Peacebuilders[4] was founded in 1989 with an aim to unite and organise voices and actions of youth around the world so as to contribute towards saving "succeeding gener-

2. Stakeholders in this context are for instance other NGOs, academics, policy makers and other actions relevant to furthering the culture of peace.
3. The UNOY has organised various training seminars in the context of the All Equal All Different Campaign from 1996 onwards.
4. UNOY Foundation changed the name to UNOY Peacebuilders in 2003.

ations from the scourge of war"[5]. In 1993, the UNOY transformed itself into a global network of young peacebuilders and convened the International Conference of Young Peacebuilders on Axes of Conflict and the Role of Youth in Non-Violent Conflict Resolution and Reconciliation, in the Peace Palace in The Hague, the Netherlands. The aim of this conference was to explore the possibilities for youth to play a more dynamic role in conflict regions in the prevention, transformation and solution of conflicts and train the participants as Peacebuilders. One of the outcomes and recommendations was for UNOY to carry out projects and action plans in support of a culture of peace. As early as January 2004, UNOY Adviser and Nobel Prize Winner, the late Jan Tinbergen handed a UNOY Draft Action Plan for a Culture of Peace to the UN Secretary General Boutros Boutros Ghali. In 1999, UNOY organised a second Global Youth Peace Conference/ training seminar, entitled Empowering Youth in Non-Violent Conflict Resolution, Reconciliation and Building a Culture of Peace, which strongly promoted a culture of peace. The UNOY, being a member of the Organising Committee for the Hague Appeal for Peace (HAP 99) organised a workshop on the role of youth in promoting a culture of peace. The workshop was attended by over a hundred young participants at the Hague Appeal for Peace Conference. In 2000, UNOY Peacebuilders organised various actions in support of the UN International Year for a Culture of Peace and was subsequently acknowledged by UNESCO as a Messenger of the

5. Quote from the Preamble of the Charter of the United Nations, 1945.

Manifesto in the same year. One year later, the All African Youth Peace Conference for a Culture of Peace in South Africa received the following welcome message from former UN Secretary General Kofi Annan:

> "… Gatherings, such as those of the United Nations of Youth Foundation, help to create a culture of peace by addressing its requirements in an open, honest, and sensitive manner. Only by approaching the demands of peace in this way can we ever hope to overcome the many challenges of achieving a peaceful world and, ultimately, secure for ourselves a lasting, global peace…"

This very successful all African training seminar was followed by regional, national and local seminars and activities promoting a culture of peace.

In 2005 UNOY Peacebuilders worked closely with Fundación Cultura de Paz[6] in coordinating and developing the World Civil Society Mid-Term Report on a Culture of Peace[7]. The same year, a Youth Advocacy Team was formed to lobby for a Culture of Peace at the United Nations and present the report. On 20th October 2005 the British delegate Adam Thomson, representing the 25 member countries of the European Union, stated in the UN General Assembly:

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6. Founded by the former Director General of UNESCO, Dr. Frederico Mayor.
7. Adams, D., ed., "World Report on the Culture of Peace: Civil Society Report at Midpoint of the Culture of Peace Decade in Accordance to the Invitation in Operative paragraph 10 of the General Assembly Resolution A/59/143", Fundacion Cultura de Paz, Barcelona, November 2005. http://decade-culture-of-peace.org/report/wrcpx.pdf

> "The European Union pays particular tribute to the United Network of Young Peacebuilders. Their work is an example to us all and evidence of the role that civil society can play in advancing a culture of peace."[8]

Between 2005 and 2007, the Youth Advocacy Teams advocated for the promotion of the Culture of Peace and the implementation of its Programme of Action at the international, regional, national and local level. The team, consisting largely of youth from diverse backgrounds across Europe, lobbied the Permanent Mission of the United Nations, and its organs and agencies; the European Commission; Members of the European Parliament; Dutch Members of Parliament; and Embassies in The Hague. Having engaged actively at the international level, it was felt that to thoroughly follow-up on the work of the Youth Advocacy Teams, and to sustain a youth movement for the Culture of Peace, it was necessary to now focus advocacy and campaigning at the regional, national and local level. There was therefore the need to develop regional and national Advocacy Teams, and to train other youth to take action and carry out their own advocacy initiatives for the Culture of Peace. Additionally, there was a need identified by the UNOY Advocacy Team for a guide specifically tailored for youth to carry out effective advocacy for peace. In general, the efforts from 2005-2007 led to the

8. General Assembly Official Records of the 35 Plenary Meeting of the Sixtieth General Assembly, A/60/PV.35, United Nations General Assembly, 20 October 2005.
http://documents-dds-ny.un.org/doc/UNDOC/GEN/N05/564/01/pdf/N0556401.pdf?OpenElement

need for the strengthening of advocacy and campaigning techniques carried out by youth. This comes at the same time that civil society organisations are evaluating their own practice of advocacy, its effectiveness and legitimacy. The following section will highlight these and some of the other challenges in advocacy as identified by popular practitioners.

What are the Challenges to Advocacy?

Current literature in advocacy[9] has demonstrated that civil society groups engaged in advocacy face several challenges, namely in areas such as 1) evaluating effectiveness and impact and 2) ensuring the involvement of all stakeholders.

1) Evaluating Effectiveness and Impact

Literature shows that: *"Groups are eager to improve the quality and impact of their work. However they have also encountered serious challenges that NGOs and peoples organisations face when they are trying to monitor and evaluate their advocacy and change efforts, some of which are common to assessment and evaluation experiences beyond advocacy."* [10] In other words, it is a good idea to identify what these serious challenges are in order to prepare for a comprehensive evaluation process.

To begin with, it is not easy to evaluate the effectiveness of advocacy efforts. Likewise, Paul Nelson has pointed out that *"NGO advocates have little record of critically assessing their own impact"* and when it does occur, *"the results are*

9. This section is based on studies of popular practitioners in the field of NGO advocacy. The following section is meant to help familiarise youth with important concepts within NGO advocacy as it is presented by those who are practicing it rather than being an academic literature review.
10. Chapman, Jennifer, Miller, Valerie, eds., "Working Paper 1 - Action Research on Planning Assessing and Learning in People-Centred Advocacy: Summary of Learning," Department for International Development, Action Aid International, November 2005: pp. 4-5.

usually ambiguous and debatable." [11] This means that effective advocacy is intimately connected with a critical evaluation of the impact of advocacy efforts. Youth have an important contribution to make in peace advocacy by learning how to evaluate the effectiveness of their efforts throughout the entire course of the project.

Secondly, it is important to demonstrate that the impact made through advocacy efforts justifies the amount of invested finances and resources. According to Ian Anderson, one of the major flaws in NGO advocacy *"is the failure of NGOs to demonstrate to themselves and their stakeholders, through evaluation, the effectiveness of their advocacy as justification for the financial and human resources dedicated to it."*[12] Knowing that many NGOs run on project-based finances, it is obvious that there are many important reasons for a more thorough way to do a review of advocacy projects to examine how the finances contributed to your efforts.

2) Ensuring the Involvement of All Stakeholders

Another particular challenge that has been identified in research that requires special attention is the sidelining and non-involvement of stakeholders. A telling fact in the process of advocacy is that it is often given to *"lawyers and highly educated professionals who can craft well-turned arguments and lobby those in power with diplomacy and skill. While*

11. Nelson, Paul. "Heroism and Ambiguity - NGO Advocacy in International Policy" in Debating Development: NGOs and the Future, Oxford: Oxfam Publishing, 2000, p. 269.

12. Anderson, Ian. "Northern NGO Advocacy: perceptions, reality, and the challenge." Debating Development, NGOs and the Future, Oxford: Oxfam Publishing, 2000, p. 229.

these capacities are useful and important, the professionalisation of advocacy has also contributed to a depoliticisation of the work by marginalising the [stakeholders] from the process and sidelining efforts to transform power relations beyond policy changes." [13]

This is particularly relevant in situations where the stakeholders are youth. Advocacy professionals who are no longer youth, but speak on behalf of youth, can have their legitimacy questioned. It is difficult to be legitimate in the eyes of stakeholders, if youth are not fully included in advocacy efforts for youth.

Furthermore, this exclusion of the stakeholders extends beyond mere principles and questions of legitimacy. It is important that all those involved in advocacy efforts are also empowered and given leadership opportunities. The impact and strength of the entire campaign behind advocacy efforts is considerably weaker when the advocacy work is left entirely to professionals. A social movement is dependent on numbers and variety, especially if the objective of many NGOs is to represent the needs of all stakeholders. Jennifer Chapman and Valerie Miller are practitioners in the field who make the case for people-centred advocacy.

13. Chapman, Jennifer, Miller Valerie, eds., "Working Paper 1," p.4.

"If we allow advocacy to become purely the domain of a professional elite of NGOs policy experts - as well-intentioned and committed as they might be - it will become yet another dynamic that undermines the empowerment and leadership of the [stakeholders]. The challenge is how to combine the joint power of NGOs, community groups, and social movements. How to bring together their different knowledge, perspectives and strengths so collectively they can become ever more powerful voice to change. This involves a willingness to question, listen and share power and, where possible, set mutual and complementary agendas and strategies…These experiences can help us to explore how to share power and can challenge us to further deepen our understanding of strategy, change and power." [14]

It is therefore important that the practice of advocacy becomes more widespread and that the stakeholders are trained to carry out their own advocacy to compliment the work of the advocacy specialists, with each carrying out advocacy at the levels where their influence might have the greatest impact. Subsequently, it is logical that youth are involved in the advocacy process. However, the continuous questioning of their ability for participation in any potential decision-making is linked with the idea that they are under-equipped and lack training in advocacy skills.

14. Chapman, Jennifer, Miller, Valerie, eds., "Working Paper 1," p.9.

Likewise, knowledge, experiences, and lessons-learned do not always filter through to all those who are engaged in advocacy, thereby excluding certain stakeholders even further. *"Lack of knowledge and experience limit peoples understanding of change, power and advocacy. […] They undermine their ability to develop effective strategies that support the empowerment and leadership of [stakeholders]. The knowledge and lessons gained from these experiences need to be applied, where appropriate to thinking and action."* [15] On a related point, another challenge is to make such knowledge "accessible or useful to others" if it is to be truly effective.[16] As such, this knowledge should be shared not only on the basis of empowerment and leadership opportunities for stakeholders that are typically marginalised, but they should be made available to all stakeholders.

How do Case Studies Help in Facing these Challenges?

There are multiple ways in which the challenges to youth advocacy can be addressed. The following section chooses to address the importance of case studies, as a key tool, in evaluating effectiveness and identifying lessons learnt and good practices. Case studies are an essential component to developing this tool-guide for youth peace advocacy.

First of all, the publication presents case studies of youth advocacy work. Youth and youth organisations are sharing

15. Chapman, Jennifer, Miller, Valerie, eds., "Working Paper 1," p.9.
16. Ibid, p.5.

their advocacy experiences through stories that outline how they went through the process from beginning to end. Such an approach is important because some advocacy practitioners have suggested *"a more rigorous and candid review of advocacy strategies and impact would benefit NGOs, by helping them to identify effective strategies, and by demonstrating their commitment to the principles of transparency and accountability."* [17] Put simply, the more detail you apply in your assessment of what you have done, the better able you are to understand the impact that you have made. When youth have a better understanding of the impact of their advocacy efforts, it helps to strengthen the relevance and legitimacy of youth peace advocacy because they are able to demonstrate the extent of impact they have had in advocacy for peace.

1) Show Evidence of Effectiveness and Impact

It has been indicated that NGOs find it difficult to determine whether or not advocacy efforts have been effective, not just for themselves, but for the donors that provide financial assistance for those projects. In response to this, some literature on advocacy has emphasised the importance of evidence. *"Evidence can be used to make CSOs[18] work more effective. Gathering evidence can be a tool for CSOs to evaluate and improve the impact of their work, share lessons with others, and capture the institutional memory and knowledge held within organisations."*[19] Case studies are evidence

17. Nelson, Paul. "Heroism and Ambiguity," p. 284.
18. CSO is the abbreviation for the term Civil Society Organisations.
19. Pollard, Amy, Court, Julius, "How Civil Society Organisations Use Evidence to Influence Policy Processes: A Literature Review", ODI Working Paper 249, London: Overseas Development Institute, 2005, p. 26.

and indicators of all the challenges and successes that contribute to the impact of advocacy efforts by NGOs.

Gathering evidence through case studies of advocacy experiences equate to a deeper understanding of the way an advocacy initiative has developed. According to Chapman and Fisher, *"[r]eviewing the way in which campaigns developed over time, and the different levels and arenas in which they were engaged, we can form a better understanding of the factors that have contributed to their effectiveness".*[20] Again, it is not just about gathering evidence, but pinpointing the various moments and advocacy approaches in the campaign that brought about positive outcomes.

2) The Narrative Form can be Qualitative

Advocacy efforts will be reviewed in a narrative form. This has its basis in the suggestion that, *"long detailed narrative accounts could actually be more effective in measuring effectiveness than trying to come up with quantitative indicators for change."*[21] Additionally, numbers are sometimes inadequate in measuring impact and effectiveness. In this case, the narrative form would be a good supplement, or alternative to understand and learn from advocacy experiences.

Some practitioners argue that narratives produce much more interest. Similarly, motivation arises out of advocacy

20. Chapman Jennifer, Fisher, Thomas. "The Effectiveness of NGO Campaigning - Lessons from Practice," in Development and Advocacy, 113-131. Oxford: Oxfam Publishing, 2002, p. 118.
21. "NGO Accountability Discussion Series: How to Evaluate Project Effectiveness". London: One World Trust, 02 December 2004, p. 2.

initiatives that activists and advocates can relate to and learn from. Campaigns based on stories of people who are successful in pushing for a cause motivates supporters.[22] Although this applies towards a campaigning strategy, the objectives of such a strategy also make it relevant to the general approach to the assessment of advocacy. Advocacy experiences as told by youth have the potential to encourage other youth who want to build experiences in peace advocacy.

3) The Narrative Form Can Involve Stakeholders

One of the challenges mentioned earlier was the lack of attention to youth as stakeholders. It is argued that *"[i]f the desire is to focus on the opinions of the traditionally voiceless, then their voice must be clearly heard before their message can be clearly articulated."*[23] These narratives provide a clear channel through which youth can reveal the important role they play in peace advocacy. They also provide a space in which youth can share their experiences for the benefit of all youth engaged in advocacy.

4) Helps to Build Confidence

Youth in peace advocacy should also keep in mind the importance of building up confidence by acknowledging the successes of their advocacy work. *"Until NGOs themselves have sufficient confidence in the effectiveness of their advo-*

22. Chapman, Jennifer, Fisher, Thomas. "The Effectiveness of NGO Campaigning," p. 118.
23. Nyamugasira, Warren. "NGOs and Advocacy: How well are the poor represented?" in Development and Advocacy, edited by Deborah Eade, 7-22. Oxford: Oxfam Publishing, 2002, p.13.

cacy both to communicate and demonstrate their advocacy achievements, advocacy will surely remain a relatively minor component of NGO strategy, notwithstanding its potential contribution to their stated missions."[24] The effectiveness of advocacy efforts is also dependent on the level of confidence youth have in their own activities. Communicating and demonstrating advocacy achievements through case studies is a helpful way to build confidence.

Featured Organisations

The United Network of Young Peacebuilders, The Netherlands

The United Network of Young Peacebuilders (UNOY Peacebuilders) is a network of youth peace organisations, groups and activists established in 1989 for educational and exchange purposes. UNOY Peacebuilders as a network organisation contributes to the work of its members and affiliates in two fundamental ways: capacity building and advocacy. It also engages in a range of additional activities to support these two key functions: networking, sharing of information, advice and support through a pool of resource persons, research, fundraising and administrative support. In 2000, UNOY

24. Anderson, Ian. "Northern NGO Advocacy: Perceptions, Reality and the Challenge" in Debating Development, edited by Deborah Eade and Ernst Ligteringen, 222-32. London: Oxfam Publishing, 2001, p. 230.

Peacebuilders developed its first campaign, and in 2005, its first advocacy project was carried out. Presently, the network has 34 member organisations in 24 countries and hundreds of affiliated individuals and organisations. At the time in which the advocacy described here was carried out, it was a looser network of individual youths and youth-led or youth-serving organisations involved in peacebuilding, but has since developed and consolidated its advocacy programme. Member organisations of the network undertake advocacy efforts in various policy arenas: mostly local, national and regional, and as a global network, at global level.

Helsinki Citizens Assembly Vanadzor, Armenia

HCA Vanadzor is a non-political, non-religious, non-profit NGO, which unites individuals who admit the supremacy principles of democracy, tolerance, pluralism and human rights as values. The mission of HCA Vanadzor is to promote and provide support for civil initiatives, strengthening right-protective and peace-building activities on local, national and regional levels. The vision of HCA Vanadzor is to form a society where

supreme values of human rights, democracy and peace are respected. In order to achieve its mission, HCA Vanadzor works in three main directions: the defence of human rights, promotion of civil initiatives, and peacebuilding.

Hague Appeal for Peace,
United States

The Hague Appeal for Peace is an international network of organisations and individuals dedicated to the abolition of war and making peace a human right. The Global Campaign for Peace Education was launched at the Hague Appeal for Peace conference in May 1999. After the conference, Hague Appeal for Peace took the responsibility of coordinating the Campaign.

Human Rights Information and Documentation Centre (HRIDC), Georgia

The HRIDC was founded in 1996 as a non-profit NGO in Tbilisi, Georgia. The purpose of the organisation is to defend human rights and basic freedoms in Georgia. The main priorities of HRIDC are the promotion of civil education and

support the victims of human rights violations; cooperation with local human rights organisations by organising training seminars for the empowerment of the NGO sector, and monitoring human rights violations by studying the facts in cases of violations and spreading this information. The HRIDC also has a corresponding database and provides impartial information on human rights in Georgia to the Council of Europe, European Union, OSCE, and the UN. The HRIDC has established a Georgian-English online magazine and database at www.HumanRights.ge and www.hridc.org, which is updated daily and highlights the human rights situation in Georgia.

YERITAC,
Armenia

YERITAC is an Armenian youth organisation. Its mission is regional and international youth collaboration, implementation of youth projects in various aspects of social life, including democratisation, civil society formation, human rights, peacebuilding, cultural heritage, ethnic relations, youth integration and development, social conflicts, etc. The organisation is also involved in the sphere of scientific research and assistance of young scholars. Its mission is the organisation of local and international youth conferences for

students, Ph.D. researchers and young scholars enrolled in social and behavioural sciences, making scientific publication resources (e.g. on the Internet, in libraries) more available for young scholars. It is currently organising the second round of YERITAC Discussions. For more info about the previous one, please visit: http://www.yeritac-am.org/index_files/projects.htm#discussions.

U Move 4 Peace,
Belgium

U Move 4 Peace (UM4P) is the youth movement of Pax Christi Flanders. The main activities of the organisation are encounters and exchanges, such as international exchanges with youth from conflict areas such as Palestine, Chechnya, Northern-Ireland, Burundi and Congo, where participants are trained on different peace topics like social change through art, systems of conflict analysis, mediation, advocacy, and so on. There are also encounters between different communities and groups in Belgium. This can vary from a weekend of educational games and exchange with asylum-seekers to activities involving both Walloons and Flemish youth. The next major project of U Move 4 Peace is a summer exchange in Israel in cooperation with Sadaka Reut from Jaffa, Tel Aviv.

Youth Advocacy for Peace:

Definitions and Concepts

Youth Advocacy for Peace: Definitions and Concepts

Advocacy

Advocacy is the act of pleading or arguing in favour of something, such as a cause, idea, or policy. It is an ongoing dynamic process, which seeks a progressive change in actions. Advocacy is distinct from campaigning, which is raising awareness through gatherings, public activities and public-relations campaigns amongst the general public on issues of concern to the members of the network. Advocacy and campaigning are complementary and cannot succeed without each other[25].

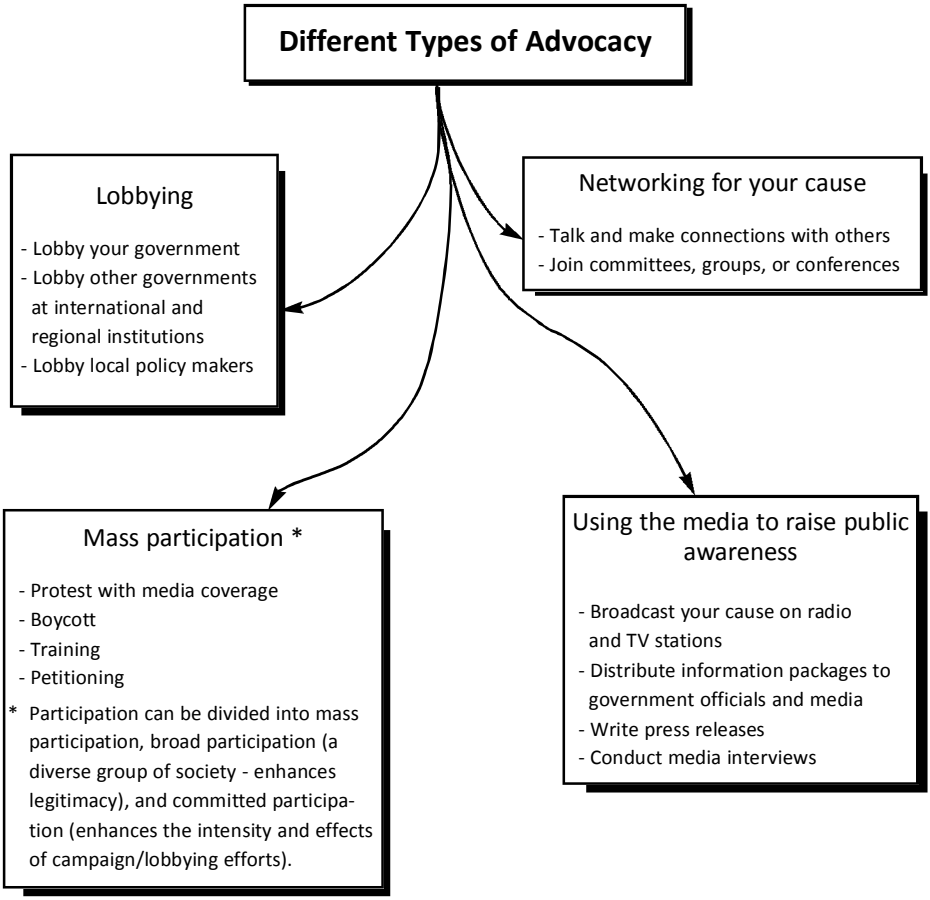
Advocacy: Project or Process?

An advocacy project should always fit within the bigger picture of an advocacy and campaigning process. Advocacy carried out over a short period of time would be a project, while advocacy that is carried out over a longer term would be a process. An advocacy project is something that rides on existing campaign, consisting of a more concrete message and recommendations. It is important that participants know

25. United Network of Young Peacebuilders Policy Paper, February 2008.

very well what that message is. On the other hand, an advocacy process is when the general campaign becomes more important. It has a more general message, in which the goal of advocacy is to increase public awareness of the issue.

Different Types of Advocacy



Role of Youth

YOUth are a force for change in this world, but the role of youth in decision-making for their own futures and livelihoods needs to be better understood and strengthened. The fact is that youth represent almost a third of the world's population[26]. Moreover, the population of youth is growing, but not complemented with full representation; their voices should be heard.

YOUth are also a group most affected by violence, both as victims and perpetrators. More importantly, the United Nations Study on Violence against Children indicated that "[v]iolence against children exacts extraordinary costs to society, and is linked to lifelong social and health problems."[27] For these reasons, youth are major stakeholders. They are a crucial force in the betterment of their own livelihoods and their futures.

YOUth are agents of social change! For decades, youth have shown that they have been actively engaged in transforming the world that they will inherit on a mass scale. For instance, many of the social movements of the 1960s were taking place on college campuses, such as the Civil Rights

26. The actual figure is 27% for youth aged 10-24 in 2006 based on the The World's Youth 2006 Data Sheet (p.6). Our own definition of youth includes those up to 30 (based on regional sensitivities to the age range of youth).
27. "Key Findings of the Study" NGO Advisory Panel, 10/2/2006. London: Child Rights Information Network (CRIN), 2005. http://www.crin.org/violence/search/closeup.asp?infoID=10478. Accessed on 13 December 2007.

Movement and the Anti-War Movement. Nowadays, we have live global concerts campaigning for the eradication of poverty and raising public awareness of climate change. These concerts target a worldwide youth audience, in realisation of their potential to address issues that are important to their futures. Through the advocacy stories of youth in this tool-guide, we see even more specific examples of the potential of youth impacting the policy-making world. Youth and youth NGOs around the world are supporting youth participation in decision-making and direct action for change[28].

Peace, Peacebuilding and Culture of Peace: A Reflection on Peace Terminology

Peace is a broad concept. The term is used throughout this guide in variations like a ***Culture of Peace***, the ***Culture of Peace resolution***, ***peace-related issues***, and ***peacebuilding***. It is important to briefly note the distinction between them, whilst examining why it seems like they are used at times interchangeably. Firstly, there are stories that focus on advocacy for the resolution "Declaration and Programme of Action on a Culture of Peace." Yet, youth advocates for peace are aware that it is not merely about lobbying policy-makers for more signatures and support for the resolution, but broader advocacy for a culture of peace as a movement. Moreover, youth have been making the most of the Decade for a Culture of Peace[29] by campaigning and raising aware-

28. Please see the section in this tool-guide on Resources for Youth Advocacy for more information about youth organisations that support youth participation and action for change.

29. The Culture of Peace is capitalized when it is in reference to the United Nations Decade and/or Resolution. The term is written in lower case letters in cases where it is conveyed as an idea or general cause.

ness for the resolution, the ideas and the actions that support the Decade, but also the greater objective of mainstreaming the culture of peace with individuals, communities, and nations.

Youth actions advocating and campaigning for the Culture of Peace resolution are also related to peacebuilding efforts. Originating in the United Nation's Report ***An Agenda for Peace*** by Boutros Boutros-Ghali[30] the term peacebuilding was popularised as a process of reconciliation and transformation of society in a post-conflict context. Other scholars[31] elaborated on the idea of peacebuilding by arguing that it is a step further from peacemaking or peacekeeping because it does not just end a conflict between two parties, but aims to prevent the reoccurrence of violent conflict by tackling the underlying causes and creating positive peace. It is a long-term process of building sustainable peace that involves a process of transforming governmental, legal and human rights institutions and structures into fair and effective systems for resolving disputes and fostering peaceful relationships. Moreover, it takes conscientious democratic participation and commitment for peacebuilding efforts to be most effective[32].

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30. Ghali, Boutros Boutros. An Agenda for Peace. New York: United Nations, 1992.

31. See Maiese, Michelle. "Peacebuilding." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: September 2003 <http://www.beyondintractability.org/essay/peacebuilding/> and Galtung, Johan. "Violence, Peace and Peace Research" in the Journal of Peace Research, Vol. 3,1969.

32. Morris, Catherine. "What is Peacebuilding? One Definition", Peacemakers Trust, 2000. http://www.peacemakers.ca/publications/peacebuildingdefinition.html. Accessed on 28/11/2007.

The Culture of Peace resolution embraces the basic assumptions about peacebuilding. Its framework and programme of action contain references to supporting a kind of environment that contributes to peace such as the integration of peace education in schools, actions to promote sustainable economic and environmental development and human rights.[33] Similarly, these actions are also examples of what has been referred to in the guide as peace-related issues. They will be further explained in the section containing youth advocacy stories. In creating and raising awareness for a Culture of Peace, youth are thus involved in peacebuilding.

To a degree, it is important to maintain these distinctions regarding the Culture of Peace as a resolution, the Culture of Peace as a UN Decade, and the concept of peacebuilding to understand what role they play in peace advocacy. By including these terminologies together in the tool-guide, it was a conscious choice in order to apply an all-inclusive approach to all the different actions that youth are taking for peace, whether it is for the resolution in itself or to take charge of a movement that will continue even after the Decade for a Culture of Peace has passed.

33. "Declaration and Programme of Action on a Culture of Peace", United Nations General Assembly Resolution A/RES/52/243 of 1998. http://daccessdds.un.org/doc/UNDOC/GEN/N99/774/43/PDF/N9977443.pdf?OpenElement. Accessed on 28/11/2007

Five Stories from Youth in Peace Advocacy

Five Stories from Youth in Peace Advocacy

There are many stories of youth advocating for a culture of peace. Whether it is about the United Nations resolution on a 'Culture of Peace', or focusing on aspects that generally foster a culture of peace, youth are actively engaging in the cause. The following chapter highlights the efforts of five European youth, Hélène Leneveu, Edgar Khachatryan, Nino Togonidze, Joris van Walt van Praag and Jessica van der Kamp, in promoting a culture of peace through various campaigning and advocacy efforts[34]. By opening up with their own experiences in advocacy and different degrees of campaigning, these youth personally gain from reflection and evaluation, all the while giving insight to other youth advocates about the general challenges they may face in advocacy for peace. More importantly, these experiences help to identify better advocacy strategies for youth and serve as a testimony to the vast potential of youth in advocacy for peace. The lessons that youth advocates have drawn from their stories are dispersed throughout the next chapter on advocacy tools.

34. Please note that these are personal accounts of the advocacy experiences of individual youth and that they do not represent the official standpoint of UNOY Peacebuilders, or any of the other organisations mentioned.

The Hague Appeal for Peace: Global Campaign for Peace Education

Authored by: Hélène Leneveu

Introduction:

Birth of a New Concept - Culture of Peace [35]

The idea of a 'culture of peace' was inspired by the 1986 Seville Statement on violence, where it was established that "war is not a fatality determined by genes, violent brains, human nature or instincts, but is rather a social invention."[36] Likewise, "the same species who invented war is capable of inventing peace."[37] Three years later, the concept of a 'culture of peace' was formulated at the International Congress on Peace in the Minds of Men, held in Cote d'Ivoire, which paralleled a transformation in the international context with the fall of the Berlin wall.

35. This part was exclusively written upon UNESCO's website resources.
36. "Mainstreaming the Culture of Peace," UNESCO, 2002: p. 4.
37. Extracted from the last paragraph of the Seville Statement on Violence, Spain, 1986.

In 1992, UNESCO's Executive Board requested a specific programme for a Culture of Peace as a contribution to the United Nations (UN) peacekeeping efforts. After undertaking national programmes in El Salvador, Mozambique, Burundi and the Philippines, the first international forum on the Culture of Peace was held in San Salvador in 1994. The following year the concept of a Culture of Peace was introduced during the 28th General Conference of UNESCO, in the midterm strategy for 1996-2001, the period of the transdisciplinary project "Towards a Culture of Peace".

As a result, the 52nd session of the UN General Assembly in 1997 established a separate agenda item entitled, "Towards a Culture of Peace" and proclaimed 2000 as the International Year for the Culture of Peace. The next year they announced the decade of 2001-2010 as the "International Decade for a Culture of Peace and Non-violence for the Children of the World", based on a proposal made by Nobel Prize laureates. Accordingly, they adopted the Declaration and Programme of Action on a Culture of Peace (Resolution A/53/243) defining eight action areas, which was the result of the relentless efforts of NGOs, scholars, the media, and other civil society actors.

Global Campaign for Peace Education:
Background and Framework

The Global Campaign for Peace Education is directly related to the first area of action in the Culture of Peace, stating that countries should be "fostering a culture of peace through education by promoting education for all, focusing especially on girls; revising curricula to promote qualitative values, attitudes, and behaviour inherent in a culture of peace; training for conflict prevention and resolution, dialogue, consensus building and active non-violence…"

The GCPE was launched at the Hague Appeal for Peace conference in 1999. It is a campaign by the Hague Appeal for Peace, which is an international network of organisations and individuals dedicated to the abolition of war and making peace a human right. The 1999 conference was the largest international civil society peace conference in history, exactly one centenary after the First Hague Peace Conference in 1899. Each GCPE initiative is framed by the Hague Agenda for Peace and Justice for the 21st Century. The Agenda is the result of the intensive process of consultation of all those who have participated in the Hague Appeal for Peace and consists of 50 points that are divided into four strands that include the following: 1) root causes of war/culture of peace; 2) international humanitarian and human rights law and institutions; 3) prevention, resolution and transformation of violent conflict; 4) disarmament and human security.

More specifically, what is the GCPE? It took over the first challenge listed on The Hague Agenda, which is to "Educate for peace, human rights and democracy." Similarly, the GCPE's goal is to help educators face the biggest challenges of today's society, such as armed conflicts between states and ethnic groups, the spread of racism, gender inequality and community violence, by "building public awareness and political support for the introduction of peace education into all spheres of education - formal, non-formal and informal" to foster a culture of peace. Peace education is also defined by the GCPE as a "participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender inequality, environmental sustainability, disarmament, traditional peace practices, international law, and human security." Nevertheless, the basic campaign message of GCPE is "To Reach Peace, Teach Peace!" To spread the message required campaigning, but advocacy provides the GCPE with political support.

Working Towards Transforming a Culture of Violence into a Culture of Peace

For the GCPE, conferences were essential to awareness-raising, building partnerships, and making important steps to gaining political support for peace education. To begin with, the basis of the GCPE network was formed through the Hague Conference in 1999, which brought together 10,000

individuals and organisations that launched various campaigns around the world to advance non-violent alternatives to war. The GCPE developed on this network foundation by increasing its partnerships to disseminate information and resources to over 15,000 people. A website was created to provide peace education curricula, translations of curricula in various languages, and channels of communication for international networking. It can also assist advocates for peace education and a culture of peace. Additionally, teacher training manuals in peace education were published and made available for free download on the internet. The GCPE has also conducted over 200 workshops and presentations in classrooms, communities, national and international fora. To inform the wider public, the GCPE sent a monthly newsletter reporting on peace education activities around the world, highlighting events to encourage active participation, and providing updates on opportunities in the field of peace education.[38]

Annual conferences were also held to bring together international peace educators. The result of the 2004 Tirana conference in Albania was the Tirana Call for Peace Education, which was a pledge for the integration of peace education into all forms of education and a commitment to various related international declarations and resolutions. More importantly, it was endorsed by the Ministries of Education of Palestine, Peru, Niger, Sierra Leone and Cambodia, as well as various representatives of the UN. These international

38. Publications available for download include: Learning to Abolish War: Teaching toward a Culture of Peace, Peace Lessons from around the World, and Peace and Disarmament Education: Changing Mindsets in Niger, Albania, Peru and Cambodia.

meetings with all the different actors provided a great opportunity to advocate for the integration of peace education in school curricula. Subsequently, the GCPE built partnerships with the Ministries of Education from different regions all over the world. In fact, the GCPE was able to push for the adoption of integrating disarmament and peace education programmes within the formal and informal settings of Albania, Cambodia, Niger and Peru through a unique three-year partnership with the UN Department for Disarmament Affairs and the agreement of the respective Ministries of Education.

Nevertheless, the GCPE did face some challenges, namely in funding and overcoming misperceptions of peace and peace education. The campaign was able to gain some financial support through the leadership of Cora Weiss because she had already built an extensive network and established herself as an important figure within Civil Society. Furthermore, advocating for peace education is challenging because there are feelings of confusion and misperceptions about what peace education is. Through my own experience in coordinating the GCPE, it seemed difficult in the beginning to find convincing arguments for peace education because the provisions of the 'Culture of Peace' are somehow broad and outcomes we want to achieve appear too idealistic, especially in facing international political circles. When I joined the GCPE, I also had no clear idea of what advocacy was nor did I have a clear understanding of

the concept of peace education. When I started advocating for a culture of peace, I was not so persuaded about the potential successes of such advocacy, even though I was convinced by its objective - reaching peace by transforming a 'culture of violence' to a 'culture of peace.' Yet, having been talked into the efforts myself, I realised others could be convinced too. It is important to know that in a campaign that aims at challenging the status quo, to be subversive within political circles is a delicate aspect and a good advocate needs certain diplomatic speaking skills. I was better able to formulate my reasoning and adapt my discourse to the institutions and individuals I was addressing over the course of time.

Helsinki Citizens' Assembly - Vanadzor: The Yellow Tulips Project

Authored by: Edgar Khachatryan

"Peace building is often presented as something heroic or something pompous, or exclusively the affair of Heads of States. In fact, peace building very rarely looks like an exciting vivid event; it is a long process demanding courage, knowledge and patience. Real peace building is a long way in establishing justice and security."

"PeaceWomen Across the Globe", Zhenshini Dona, 2007.

Introduction

Helsinki Citizens Assembly (HCA) is a network of organisations and one of the earliest to push for the peaceful resolution of the conflicts plaguing the South Caucasus, having begun in 1992. During the time of open military conflict, HCA national committees of Azerbaijan, Armenia and Helsinki Initiative '92[39] opened up peace dialogues to prevent the escalation of military actions by introducing concepts of non-violent conflict resolution to the

39. NGO in Nagorno Karabakh, HCA member organisation.

public. They also focused on humanitarian issues, such as the release of prisoners of war (POW) and hostages, and to find missing persons. The HCA have specifically focused on the issue of missing persons from the conflict over the Nagorno-Karabakh region, in which 7,643 persons remain missing, including 4,604 Azerbaijanis and 947 Armenians.[40] *The international network of HCA also provided support in the establishment of special state commissions on hostages, POWs, and missing persons. This helped HCA expand its capacity to lobby on a national level, resulting in the release of over 500 hundred persons.*

The HCAs of Azerbaijan and Armenia have implemented joint projects on the problems of missing persons of the Karabakh war, on the formation of mutual trust between the societies involved in the conflict, and on cross-border cooperation. One of the most important tools that Helsinki Citizens Assembly-Vanadzor Office used to improve the situation of missing persons was advocacy, which is highly evident in the 2002 "Yellow Tulips" Project. It was implemented by the HCA-Vanadzor (HCAV) in cooperative with the HCA South Caucasus network and supported by the Interchurch Peace Council (IKV). The project aimed to monitor the situation of present and returned POWs and hostages; to support those who have returned in rebuilding their lives and in speaking out against war; and to support their relatives in their struggles for their rights.

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40. "Missing persons in Armenia, Azerbaijan and Georgia from the Conflicts over the Nagorno-Karabakh, Abkhazia and South Ossetia regions." Report of the Committee on Migration, Refugees and Population, Rapporteur: Mr. Leo Platvoet, Netherlands, Group of the European Left.

The "Yellow Tulips" Project - Preparation and Implementation

In order to prepare for the implementation of the "Yellow Tulips" Project, we first had to determine the needs of the target group, missing persons and their relatives. Beginning in 2003, employees of the HCAV organised numerous interviews and meetings with the families of missing persons in Northern Armenia. During these visits and interviews, we found out from 23 families what problems they face on a day-to-day basis, where these problems come from, and what the current situation is (as a result of these unresolved problems).

Next, we studied the legislation that could regulate the problems of missing persons and the approaches of state structures to these problems. We discovered that there is no law on missing persons in the Republic of Armenia, the government does not have a "missing" status for its citizens, and the problems of their families are not addressed in any way. We had also monitored how the press covered POWs and hostage-taking incidents, and the plight of the families, and how they were interviewed about their time in custody and after. This helped us familiarise ourselves with victims' problems during captivity. As a result, we identified those structures which have a stake in finding solutions to these problems, recorded how previous POWs have been returned, and developed a list of stakeholders and partners.

As a result of this research and preparation, we decided that it was important to increase public awareness on the issue and the involvement of society. The media were present during round-table discussions and similar events. We also used the mass media to keep in touch with the citizens, inform them of the problems of missing persons and their families, and stress the importance of these problems. We organised a number of campaigns such as a commemoration day in all three South Caucasus countries, TV programmes, and a website (http://www.yellowtulips.hcav.am) in order to present the issues to different groups in society and take account of their suggestions.

HCAV also dealt with the legal frameworks present for the protection of the rights of the missing and their families. We provided legal support for former POWs and the relatives of missing persons in order to restore the rights of the target group and to find out what kind of legal problems they encountered. By this point in the project, we had determined that there was no law to provide redress for the problems of missing persons and their families. In order to fill the legislative gap, we drafted the law "On Missing Persons" within the framework of the project and consistently lobbied to get it adopted. We presented the draft law to NGOs, political parties, international organisations, and we held discussions with members of Parliament. Moreover, it was especially helpful to receive support from a Parliamentary Assembly

Council of Europe (PACE) reporter [41] *on missing persons, an international representative who made suggestions to the government and stressed the importance of the law. The draft law has already been presented to the National Assembly of Armenia.*

Simultaneously, we held campaigns and aired social advertisements in which we presented the importance of that law. All these discussions and the work with society enabled us to gradually improve the draft law, and to learn from experiences and successes in this field. It was important for us to continue involving the target group in the advocacy campaign. We organised a number of events with the families of missing persons, such as a training session with trainers from the organisation "Expectation" from Georgia, which has great experience in working with state structures, in post-mortem data collection, and in organising public action. As a result of this training, the participants prepared a message to send to the Secretary-General of the Council of Europe and to the International Committee of the Red Cross asking for consistence in tracing the missing and in working on the problems of their families.

Other important factors in the implementation of the project included understanding the gender peculiarities of the target group. The relatives of the missing persons were mainly women (mothers or wives). We had come to understand

41. Throughout the visit to the region by Leo Platvoet (the Netherlands), the dangers of politicisation of the issue of missing persons has been highlighted and the importance of treating the issue of missing persons as a humanitarian and human rights matter has been stressed. Source: http://assembly.coe.int/ASP/APFeaturesManager/defaultArtView.asp?Artid=470

them to be able to work with them and to empower them. They were capable of breaking free of the cultural stereotype that they are not to interfere in the affairs of men because they had taken the initiative and made demands from the authorities that they must fulfil their responsibilities towards the return of their loved ones. Besides being aware of the gender issue, we also attached importance to transparency. We presented our successes and failures to the wider public and other organisations dealing with advocacy. In fact, the report of the entire project was distributed to many stakeholders, international organisations, NGOs, and it is currently available on our website, www.hcav.am. Finally, our advocacy campaign also focused on the prevention of disappearances, which consisted of the publication and dissemination of a booklet on how to treat POWs to youth, and the study and analysis of the law on alternative service and the monitoring of the application of the law.

Looking Back on Our Project

In preparing for our work, it was difficult to get clarification on a lot of the information concerning missing persons because it was nearly impossible to establish contact with the Ministry of Defence. The situation changed however at the end of 2005, when HCAV had drafted the law "On Missing Persons". After our consistent work and many requests for organising meetings or getting information, we finally got the lawyer of the Ministry of Defence to cooperate with us. The

situation also improved with pressure from international organisations such as the Council of Europe and the International Committee of the Red Cross (ICRC). Relatives' awareness of their rights was a decisive factor in this respect: it is a good sign when relatives no longer 'ask' for information, but demand it. So the state structures had been pressured to be more open about their information, but to keep the information available to the public, it is important to stay consistent.

During our first few discussions, meetings and talks with different target groups, we also found out that they knew little to nothing about the problem and they did not even consider the topic as current. Thanks to diligence and the involvement of various NGOs, the mass media and state structures, wider society was informed about the issue, especially through the public TV programme and the social ad.

The law "On Missing Persons" has not been adopted yet, but representatives from state structures are working with our organisation to get it adopted. Additionally, state structures were increasingly pressured to adopt the law as the public awareness increased concerning the legal issues on missing persons and the rights of the target groups for redress.

Understanding whether the government has been more active on the issue is directly linked to legal improvements on the topic of missing persons. The government may not be

completely active on the issue of missing persons, but the fact that they are more willing to work with us is a significant step. One of those steps was the establishment of a Working Group in 2006, which together with the State Commission on Missing Persons, POWs and Hostages (established in 2000), work to actively address the issue of missing persons. They also cooperated with a similar working group in Azerbaijan. Although there is still relatively weak cooperation across borders, especially on a state level, it is important to note that the role of international organisations is helpful in maintaining some level of cooperation. Regarding the prevention of disappearances, HCAV has been looking into several areas in which the government needs to take more action in, such as implementing regulations in the army, increasing the level to which commanders are called to responsibility, raising awareness among soldiers, and establishing dialogue with the conflicting side. It is obvious that the "Yellow Tulips" Project has had to face many obstacles in its advocacy campaign for the rights missing persons and their relatives, but there is also a significant amount of progress made in that area that can be strengthened with further advocacy.

Dialogues of Peace in the Tsalka Region Project

Authored by: Nino Togonidze

Introduction

Since its independence, Georgia has been confronting ethnically-based tension and conflict. One of the regions that might be defined as a "problem" area is Tsalka in the Kvemo-Kartli province. This area is made up of ethnic Armenians, Greeks, Georgians, Azeris and Russians. There have reportedly been disputes between the earliest inhabitants, Greeks and Armenians, and recent Georgian migrants that are taking the place of Greeks who have emigrated from the region. In recent years, the inter-group tensions seem to be most articulate in the Tsalka region than in other areas in Kvemo-Kartli, which also seems to be a place 'forgotten' by civil society and governmental organisations.

It can be said that the Greek community feels particularly under pressure as most are elderly and unprotected, and therefore feels threatened by the influx of newcomers. Elderly Greek residents in one village have claimed that new settlers from Adjara had been occupying their houses, stealing their land and livestock, and even physically assaulting them. Furthermore, there is a general fear from the side of the Greeks and Armenians of a directed policy of 'Georgianization' of the region through the instrument of resettlement (a popular policy in Soviet times). Nonetheless, the incoming Georgians claim that they are experiencing difficulties in adapting to the new surroundings and circumstances. Several outbursts of violence between the various groups have been reported over the preceding years. In the beginning of March 2006, a fight took place between Armenian and Georgian inhabitants of the region. The unfortunate event resulted in several injuries and the death of a young Armenian man [42].

The Project

The primary aim of the project was to raise community awareness on education, the culture of peace and dialogue. In order to do so, a peace education project was developed to promote the interaction of children from different ethnic communities, simultaneously fostering greater understanding and the integration of ethnic communities into basic social and educational services. Broad participation was

42. This section is based on the internal project description, background and justification of "Dialogues of Peace in Tsalka Region", written by Maura Morandi and Nikolai Pushkarev.

integral to this project. As a result, the beneficiaries were comprised not only of the children from different ethnic communities, but their parents, educators, administrative officials and the civil society of the region. The focus was on 3 schools in the Tsalka region, with a total of 94 students divied into several groups participating in the project.

After getting approval of the project from local government officials and administrators of the three schools in the Tsalka region, the project was also discussed with the educators and parents of the children. The project took place from 10 April to 10 July 2006. Educators were trained prior to each of the children's activity sessions on the topic of new learning methodologies and educational exercises that would teach children to express their feelings, increase their participation in school and promote peaceful interaction between the students of different nationalities and ethnicities. The sessions covered such topics as "The Rainbow of Rights," "I am a Human," "I Understand You" etc.

Partner organisations developed a comprehensive monitoring system of the expected results of the project implementation. Educators and coordinators submitted reports on a daily and weekly basis, which were summarised in the intermediary report that was submitted to donor and supporting organisations. Midway through the implementation of the project, there was also a monitoring and evaluation mission conducted by the two project coordinators of "Dialogues of

Peace in Tsalka Region," involving all the stakeholders. They also planned the location of the last event that would take place on 29 June. Prior to the final event, educators participated in training on such topics as conflict resolution and peaceful coexistence which would prepare them for the last student activity sessions on issues such as "Different but Equal" and "Let Us Negotiate."

The final intercultural event, "Children for Peace", took place in the Tsalka administration building on the 29th of June, consisting of a drawing exhibition, traditional dances, theatre sketches, poetry reading and traditional music which were performed by the children of various ethnic and cultural groups. It represented an opportunity for people from different backgrounds to get a deeper understanding and respect for each other's traditions. More importantly, the students played the role of the educators in the preparation for the event, displaying their knowledge of the issues that were covered during the 7 weeks while the educators and parents observed and assisted with basic preparations.

Reflections on the Project

The coordinators of the project, from the Human Rights Information and Documentation Centre, Tbilisi, Georgia and Civilian Defence Research Centre, Rome, Italy, organised meetings in Darakov and Tsalka town with the educators, school administrators, governors of the respective region,

and the parents of the children for feedback on project-related issues. An evaluation of the entire project, its outcomes, its future sustainability, and a discussion of the pros and cons of the project took place on the 5th of July. Generally, the project had very clear and positive results in the local community of Tsalka and Darakov.

Through the participative approach, the activities that were implemented had facilitated the creation of genuine interaction between the different ethnic groups, civil society groups and educational institutions of the Tsalka region. This can be seen in the development of the relationships within the local staff, groups of children and their parents throughout the duration of the project. In addition, local educators will be able to use the methodologies that they learned during the project in future activities. It is noteworthy that the attitudes of the parents had changed, as initially they doubted the benefits of the activities that were implemented, but finally they ended up giving full support to the local staff and built up more confidence in cooperation and interaction with other ethnic groups in the community. Thanks to the activities implemented and the involvement of several actors from the local community, the people in the Tsalka region became aware of the importance of dialogue as a positive tool in the daily conflict management and peaceful coexistence.

The "Dialogues of Peace in Tsalka Region" project was a youth project, written and run by youth and the direct bene-

ficiaries of the project were also youth, - children of the three schools of Tsalka region. The project was important in lobbying efforts for peace education in that region and strengthening the role of civil society through concrete action in the field of peace education, conflict resolution and reconciliation of those living together in the region. Most of all, it is a real and positive example of youth peace advocacy in the development of the communities in such a problematic area as the Tsalka region in Georgia.

The UNOY Peacebuilders Youth Advocacy Team: Advocacy Efforts for a Culture of Peace at the Dutch National Level

Authored by: Joris van Walt van Praag

Introduction

In June 2007, I was involved in the UNOY advocacy campaign for a Culture of Peace in the Netherlands. This campaign fell within the framework of the advocacy project under the 2001-2010 United Nations International Decade for a Culture of Peace and Non-violence and the All-Equal All-Different Campaign. This project took place between 2005 and 2007. During the project, a Youth Advocacy Team advocated for the promotion of the Culture of Peace and the implementation of the UN

Programme of Action for a Culture of Peace at the international, regional, national and local level.

I participated in the forum and the youth advocacy team together with the UNOY Peacebuilders European Advocacy intern, who coordinated the advocacy campaign in the UNOY Peacebuilders office. We had two advocacy meetings with members of the Dutch parliament; one with a representative of the Green Left Party and one with a representative of the Socialist Party (SP).

To prepare for my participation in the campaign, I mainly had to read all the materials that had already been prepared by the UNOY Peacebuilders team. This concerned background information on the UN resolutions on a Culture of Peace and the way the UNOY Peacebuilders campaign was set up. Furthermore, there were some guidelines on how to prepare for an advocacy meeting. We collected the contact information of the MPs, which included information on their involvement in different organisations as well as their focus on different issues over time within, and outside of, Dutch society.

The Advocacy Meetings

The advocacy meetings with the members of parliament (MPs) were fairly productive. It was very interesting to meet with parliamentarians, mainly because it was my first time. What was also interesting was the difference between the

two politicians, in style and in the way they approached the problems we presented. The MP from the first advocacy meeting looked at our position in a more theoretical way, and the MP from the second advocacy meeting approached it much more practically. These advocacy meetings provided me with a lot of knowledge, not only about the position of the MPs with regard to the subjects we discussed, but also lessons to learn for any future advocacy meetings.

Our first interview was with a member of parliament of the Green Left party. She was quite enthusiastic about the existence of UNOY and even a bit touched because, as she said, what we were doing - advocating a culture of peace - was all so different from the everyday political business. She explained that she had been in conflict areas several times in her life and that she had been very impressed by the tense situations in which civil initiatives are sometimes carried out. She mentioned as an example the human shields a Christian organisation organised in Hebron to put a stop to the hostilities between Palestinian school children and Jewish settler children.

The MP agreed with our observation that there is a gap between what happens on a political level and what is set up by civil initiatives. On the other hand, she suggested that maybe the power of civil initiatives is that they do not need governmental interference to be able to develop activities. Because civil initiatives are usually very small and fractured,

it is difficult for the government to stimulate them, let alone to initiate them. Because of the great diversity among civil society organisations, it is also difficult to change civil initiatives into governmental policy. Furthermore, she emphasised the importance of an organisation proving its own right to existence before the government can take action. As an organisation you have to be able to enforce cooperation with the government, maybe through cooperation with other organisations.

The second Member of Parliament we had a meeting with was from the Socialist Party. Soon after we started our talk she asked us what kind of help Dutch organisations would like to have concretely? "Come with concrete things that go wrong in the Netherlands and where help is needed". One of the suggestions was that there is not enough government support for NGOs.

Contrary to the MP of the Green Party, the Socialist Party MP came up with a clear follow-up request. It was not long after we started mentioning UNOY's aims and objectives that she made it quite clear that she did not like all the talk if it would not result in any action. So she preferred us to come up with something practical. Of course she could go to the Parliament and advocate, as an example, for the integration peace education in the curriculum of secondary schools. However, her speech would be much more powerful if she would be able to hold something in her hand, if she could

actually show a peace education program. She was happy when we subsequently introduced an education pack about peacebuilding, which she was very interested in. She said we could be using that as an alternative to the Defence Ministry recruiting youth at Regional Educational Centres in the Netherlands, an issue on which there would be a discussion in Parliament soon. She also asked for names of organisations that could give lessons in schools. This would enable her to take action on this subject. This led to the agreement that we would do some research on the existence of such a program, and contact the people who would be able to put this in practice.

No time for eloquence, we just needed to give her something that would enable her to take action. So after the interview we not only sent her a thank-you note, but also a couple of links to websites of organisations that provided peace education programs. Unfortunately, we did not do long-term follow-up afterwards, so I don't know if the action we took was sufficient for the MP to be able to take action in Parliament.

Reflections

The fact that I did not have to set up a campaign myself made it easy for me to decide to participate and contribute. I agree with the ideals of the Culture of Peace, so I was happy to have received the opportunity to spread them.

Looking back, it would probably have been better to come up with a more practical list of suggestions or at least a list of examples of how a Culture of Peace could be implemented practically in governmental policies. Furthermore, referring to something that the member of the Green Party mentioned, it is very hard for politicians to understand their role in spreading a culture of peace. Most of the focus points in the Program of Action for a Culture of Peace, do not involve politicians, but NGOs. After all, they are also the ones that usually take the initiative of addressing problems. The question is what is left for the politicians to do? After all, for politicians of all strata, it is fairly easy to agree on the importance of most of the focus points. The question is more about the best way to implement them, and this is especially difficult for them to agree upon.

Looking at this from another side, the problem with the Culture of Peace seems to be exactly this: politicians' first need to have proof that a Culture of Peace will yield positive results. Civil society organisations have to inspire the government before they will take action. This is because governments do not take initiatives themselves to organise peace education or non-violent peace forces. As of now, the amount of material that proves the effectiveness of the procedures for peaceful conflict resolution seems to be still fairly limited, let alone the amount of people that are able to convince politicians of the importance of this. Until then, imple-

menting peace education is probably the most realistic initiative, for which politicians can take responsibility. Indeed, the question might be whether a Culture of Peace should be forced upon the population from above. One would rather see a Culture of Peace emerge organically from the people instead of the government. However, in the end the people need the government to organise their ideals on a larger scale. But first the government needs to be convinced, and as long as there is no governmental support, organisations might not be able to gather enough resources to organise peace education or peace forces on the scale that allows them to prove their effectiveness.

Depending on the aim of the advocacy campaign - how many people you want to reach and how much you want to try to convince them - you have to realise in advance how long you know you will be responsible for it. If this is not long enough, it might be more difficult to keep people convinced of your opinion. The sooner you stop the communication with them the more likely the chance that they will lose interest in your cause. This is, for example, the case when you are trying to get things done from politicians. Even when you have someone else taking over the communication, it might be hard to keep it going because the politicians and the new people are not familiar with each other. You need to be able to follow-up afterwards, not only telling them about your

ideas as an individual or an organisation, but also to provide them with the proof that there is truth in your standpoint, and with tools that you provide they can use them to spread your opinion.

I would like to summarise my experience in advocacy as follows. If you are very well-prepared, meaning you have a very good overview of your organisation, its aims and its objectives, you can get to some kind of cooperation with the person you interview. In addition, it can be very valuable to speak with government representatives. Nevertheless, all this depends on how far you intend your target to reach, only if there is a follow-up, and only if something is actually done with the ideas exchanged.

The UNOY Peacebuilders Youth Advocacy Team - Advocacy Efforts for the Campaign for a Culture of Peace at the International Level

Authored by: Jessica van der Kamp

The United Network of Young Peacebuilders (UNOY Peacebuilders) campaigns for and engages in peacebuilding advocacy. In 2005, UNOY carried out its first advocacy project at the United Nations, in relation to the International Decade for a Culture of Peace and Non-Violence. Subsequent advocacy projects followed at the United Nations in 2006 and the European Commission in 2007. The experiences reflected upon here will focus on the UN Advocacy Project of 2006.

Introduction: The Culture of Peace, the International Decade, & Initial Efforts in Advocacy

The United Nations declared in 1999 the International Decade for a Culture of Peace and Non-violence for the Children of the World. At the mid-point of the Decade in 2005, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) was asked to write a Mid-Decade Report on the Culture of Peace. At the same time, under the direction of Fundacion Cultura de Paz, the efforts of over seven hundred Civil Society Organisations in over one hundred countries were compiled into the World Report on the Culture of Peace: Civil Society at the Midpoint of the Decade (the World Civil Society Mid-Term Report)[43] *. The intention of the report was to raise awareness about the efforts taken towards building a Culture of Peace, and the need to revive the Decade and its goals amongst policy-making institutions and individuals.*

The UNESCO Mid-Decade Report, however, gave very little space to the efforts of these Civil Society Organisations, who had voluntarily taken upon themselves the task of implementing the Programme of Action for the decade. One and a half pages were given to summarise the efforts of thirty-five International Non-governmental Organisations who had been selected for a survey, and only a summary of the sum-

43. Adams, D., ed., "World Report on the Culture of Peace: Civil Society Report at Midpoint of the Culture of Peace Decade in Accordance to the Invitation in Operative paragraph 10 of the General Assembly Resolution A/59/143", Fundacion Cultura de Paz, Barcelona, November 2005. http://decade-culture-of-peace.org/report/wrcpx.pdf

mary version of the World Civil Society Mid-Decade Report was included in the UNESCO Mid-Decade Report[44]. This response and recognition of civil society, whose efforts for the Culture of Peace had overwhelmingly surpassed the efforts of governmental and intergovernmental organisations, was discouraging.

The Beginnings of the First Youth Advocacy Team for a Culture of Peace

Upon the initiative of the United Network of Young Peacebuilders and Fundacion Cultura de Paz, a Youth Advocacy Team was formed. It was decided that each Member State of the United Nations would be approached for a meeting and presented a copy of the World Civil Society Mid-Term Report, ahead of the evaluation session of the Decade at the General Assembly. The concrete objective of the Advocacy Team was to gain recognition of the efforts of Civil Society for the Culture of Peace, through acceptance of the World Civil-Society Mid-Term Report. The more general aim was to raise awareness amongst policy makers at the UN about the Culture of Peace and the International Decade, and gain support for the Programme of Action.

The advocacy efforts of the Team eventually led to the increase in the number of co-sponsors to the annual resolution, from 66 in 2004 to 104 in 2005. More significantly, however, the World Civil Society Mid-Decade Report was recog-

44. United Nations Scientific, Education and Cultural Organisation, "Midterm global review of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010", A/60/279, 19 August 2005. http://www3.unesco.org/icyp/Report/A%2060%20279%20ENG.pdf

nised in the resolution, and a new amendment was added, at the recommendation of the Advocacy Team, in which the role of youth and civil society in further promoting and raising awareness for a Culture of Peace was acknowledged:

> *"Commends civil society, including non-governmental organisations and young people, for their activities in further promoting a culture of peace and non-violence, including through their campaign to raise awareness on a culture of peace, and takes note of the progress achieved by more than several hundred organisations in more than one hundred countries"* [45].

Additionally, to the credit of the Advocacy Team, the efforts of both UNOY Peacebuilders and Fundacion Cultura de Paz were explicitly recognised by the European Union and Bangladesh in the General Assembly Debate[46].

Following-Up: The Efforts of the Second Youth Advocacy Team

Although the first Youth Advocacy Team succeeded raising awareness on the Culture of Peace and gaining the recognition for the role of youth and civil society, there remained several challenges for the objectives of the Decade being met, and the realisation of a Culture of Peace.

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45. "International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010", Resolution A/RES/60/3, United Nations General Assembly, 1 December 2005. http://daccessdds.un.org/doc/UNDOC/GEN/N05/487/72/PDF/N0548772.pdf?
46. General Assembly Official Records of the 36 Plenary Meeting of the Sixtieth General Assembly, A/60/PV.36, United Nations General Assembly, 20 October 2005. http://daccessdds.un.org/doc/UNDOC/GEN/N05/564/41/PDF/N0556441.pdf?OpenElement

While the co-sponsorship of the European Union and "JUS CANZ"[47] countries of the annual resolution was noticeably absent, the actual significance of co-sponsorship of the resolution was minimal. The resolution fell under the General Assembly, whose actions were not binding; and many of the co-sponsors were well known to have taken action contrary to the Culture of Peace. Furthermore, co-sponsorship made little difference to the adoption of a resolution when co-sponsorship numbers were beyond the number required for adoption, and particularly so when the resolution was traditionally adopted by consensus. Nevertheless, this served to highlight the fundamental challenge that there was a lack of commitment to the implementation of the Programme of Action, and furthering the objectives of the Decade.

During the summer of 2006, Fundacion Cultura de Paz initiated the compilation of a second report, collecting the responses of 475 youth and youth organisations in 125 countries, presenting the challenges they were facing in their peacebuilding efforts. This resulted in the document Youth for a Culture of Peace: Survey Results and Proposals (Global Youth Report for a Culture of Peace), which identified areas for further action in the context of the Decade and its Programme of Action[48].

A second Youth Advocacy Team was formed in 2006, to address these challenges faced. Using the same approach

47. The group of countries consisting of Japan, United States, Canada, Australia and New Zealand.

48. Adams, D., and Lofgren, J., eds., "Youth for Culture of Peace: Survey Results and Proposals", Global Youth Solidarity Fund and Programme, September 2006 http://www.unoy.org/downloads/RC_060531/UNOY/2006_YouthReport.pdf

as its predecessors, of approaching the Permanent Missions and Organs of the United Nations, the Advocacy Team aimed for "greater cooperation between civil society and members states and the organs of the United Nations for the Programme of Action for the Culture of Peace, with a particular focus on youth, the inclusion of the Culture of Peace as a concept present in the documents and resolution of the United Nations and its organs, as well as the national policies of Member States, and the inclusion of the Programme of Action for the Culture of Peace within the Peacebuilding Commission, including youth and civil society within that body."[49]

As was with the first Advocacy Team, there was also the general aim to raise awareness amongst policy makers at the UN about the Culture of Peace and the International Decade, and gain support for the Programme of Action. The second Youth Advocacy Team contacted 112 Permanent Missions, of which 67 they were able to successfully meet with, in addition to other relevant actors and organisations.

As in the previous year, during the General Assembly Debate, the Advocacy Team was recognised for their efforts in promoting the Culture of Peace, by Bangladesh directly[50]*, and the European Union indirectly*[51]*. Also noticeable was not*

49. "Proposals and Background to the Youth Advocacy Team", Policy Paper of the Youth Advocacy Team for a Culture of Peace, October 2006.
50. Chowdhury, Dr., Ambassador of Bangladesh, HE., I.A., General Assembly Official Records of the 64 Plenary Meeting of the Sixty-first General Assembly, A/61/PV.64, United Nations General Assembly, 4 December 2006. http://daccessdds.un.org/doc/UNDOC/GEN/N06/639/74/PDF/N0663974.pdf?OpenElement
51. Thornudd, Ambassador. HE., K., Speech at the General Assembly of the United Nations, ibid.

so much the increase of ten countries in the co-sponsorship of the annual resolution, but instead the countries that had offered their co-sponsorship in 2006. Portugal was the only European country to co-sponsor, breaking the European tradition of voting in blocs. More relevant for the significance, however, was the upcoming Portuguese presidency of the European Union. This co-sponsorship thus formed an opening for future Advocacy Team that wished to focus on Culture of Peace Advocacy at the European Level.

Most significant of the achievements however, was the inclusion of an amendment to the 2006 resolution, in which the Peacebuilding Commission was encouraged to include the Culture of Peace in its activities:

> *"Encourages the Peacebuilding Commission to promote culture of peace and non-violence for children in its activities"*[52]*.*

This amendment had come at the recommendation of the Youth Advocacy Team, and was particularly significant, as the Peacebuilding Commission was involved in post-conflict matters only, and the wider concepts of positive sustaining peace through peacebuilding, as embraced by the Culture of Peace, was not part of the mandate of the Commission.

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52. Last preambulatory paragraph, and operative paragraph 5, "International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010", A/RES/61/45 of 2006, United Nations General Assembly, 14 December 2006.
http://daccessdds.un.org/doc/UNDOC/GEN/N06/497/13/PDF/N0649713.pdf?OpenElement

One final achievement for the Global Youth Report for a Culture of Peace was its inclusion in the recommendation of the High Level Group Report of the Alliance of Civilizations, as one of its recommendations for actions regarding youth.

Turning the Experiences of Youth Peace Advocacy into Effective Tools

It has been made clear that youth are actively involved in the advocacy of issues related to the 'culture of peace'.

Hélène participated in the Global Campaign for Peace Education through the Hague Appeal for Peace where she campaigned for peace education by raising general public awareness and pushing for the integration of peace education in school curricula with policy-makers all over the world.

Edgar participated in a project to address the position of missing persons from a former post-conflict region, Nagorno-Karabakh. This project involved an understanding of the benefits of peace dialogue and non-violent conflict resolution, which helped to develop the idea that there needed to be cooperation between former conflicting parties in order to resolve the issue of missing persons in that region, through awareness-raising and pushing for legislation that addresses the rights of missing persons and relatives.

Nino also worked on the issue of peace dialogue that focuses on school children and local communities, bringing together diverse and once antagonistic ethnic groups.

Although this story may seem to not fit into the same format as the other stories on advocacy and campaigning, it is to a large extent an important aspect of the two. It addresses a need to show the effectiveness and realistic outcome of implementing peace education as evidence for policy-makers and the wider public to seriously take into consideration the benefits of peace education in the curricula and community.

Joris had participated with the UNOY Peacebuilders advocacy efforts for a Culture of Peace at the national level. To be effective, UNOY wanted to reach out to Dutch politicians in addition to policy-makers at the EU and UN level. As a volunteer, Joris joined the UNOY Advocacy Team specifically to participate in the campaign at a national level and meet with Dutch policy-makers. Although he was not able to participate in the entire process, he gained many fresh insights into the challenges young peacebuilders face when engaging in an advocacy project for the first time.

Jessica also advocated for a culture of peace, but on the international level at the United Nations. Youth in civil society organisations, and on their own, played a key role in raising awareness of a Culture of Peace among policy-makers convening at the General Assembly. In all the years of the UNOY Peacebuilders-led Youth Advocacy Teams, there were successes in increasing awareness of the Culture of

Peace and gaining recognition for those efforts. Yet, there was always the lingering difficulty in receiving political commitments from many of the most influential countries in the world. In addition to the difficulty of lobbying countries to sign the resolution for a Culture of Peace, there are other challenges that the Youth Advocacy Teams experienced that needed to be assessed, addressed and shared among other youth advocates for peace. The tool guide in the following section attempts to address challenges for youth in advocacy such as how to effectively lobby policy-makers at various political levels, the importance of pushing concrete initiatives to support your case and how broad-based participation of stakeholders can be a key to reinforcing the legitimacy of your advocacy.

Generally, all five stories in youth advocacy for peace provide a good starting point by which to develop more effective advocacy tools and strategies. To begin with these experiences shed light on the relationship between advocacy and campaigning, including broader awareness raising efforts among the general public and/or policy-makers to a more focused advocacy that is typically associated with lobbying policy-makers. In many cases, there is some combination of the two. It is one thing to raise awareness on a culture of peace, but it is another to actually impact a change in policies that would foster a culture of peace.

Hélène attempted to get political support for peace education and that required engaging in lobbying and partnerships with the Ministries of Education all over the world. So a part of the Global Campaign for Peace Education was dedicated to influencing policy-makers to implement peace education in their school programmes, not just to raise awareness on the necessity of peace education. Edgar also had to combine awareness-raising with advocacy because it was important to get massive support from the general public. In doing so, it would place more pressure on national policy-makers to pass legislation that recognises a status for missing persons and the needs of their families. Interestingly, this project also shows how important it is to get stakeholders involved in campaigning and advocacy.

Nino's experience is not exactly directly related to advocacy, but it is nevertheless an important component to a successful advocacy strategy with policy-makers. It was important for the peace dialogue project and the general advocacy project to get broad and fair representation of all the stakeholders, or various parts of the local ethnic communities to participate. Another key strategy to advocacy is a concrete proposal or recommendation for policy-makers to commit to and implement. Yet, to be more effective in advocating for peace education, for example, it also helps to push for a policy change that has been proven to work or is realistic to implement. Nino's experience would most likely have helped Joris in his advocacy effort at the Dutch national level.

Joris, in partnership with the UNOY Advocacy intern, lobbied Dutch members of Parliament to raise awareness for a culture of peace and to ask for Dutch policies to foster a culture of peace, such as peace education. In participating in advocacy meetings for the first time, Joris learned many things. The chief concern was with better preparation. This included better knowledge of the level that they were trying to convey their message, which means better knowledge of policies at the Dutch national level concerning aspects to a culture of peace. He also noted that it would have been a good idea to bring clear examples of how peace education can work before pushing for it to be implemented by policy-makers. Using Nino's example would have been helpful, but again the message and recommendations should always be formulated to take into consideration the level at which the message is being conveyed. In this case, it would have been nice to identify a peace education training session or programme held in the Netherlands has helped Dutch youth.

Jessica's experiences with the Youth Advocacy Teams at the international level also add some relevant points to be addressed in more effective advocacy tools. The experiences of the Youth Advocacy Teams show the importance of following up, in the sense that when the previous experiences in advocacy are properly evaluated, there is better preparation for the next advocacy project and better awareness of the obstacles that have to be overcome. Jessica's

story also highlights the problems involving partnership, legitimacy and proper representation of the interests of stakeholders, in addition to the general difficulties of getting political commitments from policy-makers.

All of these stories represent successes in youth peace advocacy. On the one hand, these advocacy efforts produced their own successes in such causes as peace education, prisoners of war, or raising the awareness of policy-makers and the general public about establishing an overall culture of peace. On the other hand, in writing about these experiences and sharing with other youth the challenges they have faced in advocacy, there is a solid foundation for developing more effective advocacy tools for youth.

Tools for Effective Youth Advocacy

Tools for Effective Youth Advocacy

A Tool-guide for Advocacy Projects

The focus of this tool-guide is on advocacy projects that have been conducted at one particular time as *part* of the larger process of the advocacy campaign[53]. This section contains valuable tips and specific tools for you to use when you are lobbying politicians and key persons to convey and gain support for the message of your advocacy campaign, but also to push for the relevant policy changes that support your cause.

Steps to Planning an Advocacy Project

There are several steps to keep in mind when planning an advocacy project. An advocacy project relies on a cause or an idea that is behind the efforts to effect change. So the first step is to develop a message. Once a message has been developed, it is important to come up with the right approach

53. For more information on the larger process of advocacy campaigns, please refer to the UNOY Peacebuilders brochure by Hilary Jeune and Marte Hellema, " Your Campaigning and Advocacy Toolkit," The Hague: UNOY Peacebuilders, 2005. Also available online at http://www.unoy.org.

to make that message be conducive to change. In order to spread the message and cause that change, it is obvious that there needs to be a clear idea of who to contact and to involve. Lastly, it is important to follow-up on those you have contacted and involved in this project in order to remind them of the commitments they have agreed to. In addition to the follow-up, it is always helpful to evaluate your advocacy project as you go through it and in the end, so that there is always a fresh opportunity to learn from the advocacy experience.

This was just a basic introduction into planning an advocacy project. The following sections detail the various steps of advocacy projects, give useful advice through examples, and provide an introduction to resources for more effective advocacy.

SWOT yourself and your team

Prior to starting an advocacy project, or campaign, it is important to assess your strengths, weaknesses, opportunities, and threats, through the so-called "SWOT analysis". Such an analysis will help you identify your organisational strengths and weaknesses.

SWOT Analysis		
S	Strength	External
W	Weakness	
O	Opportunity	Internal
T	Threat	

Ask yourself:

What are your strengths and weaknesses?

What are the external threats and opportunities?

Usually you are part of a group/team and thus, need to distribute roles. Plan it smart; maybe someone is more knowledgeable in certain fields; maybe some already have contacts here or there.

Once you have done an analysis of everyone participating in your advocacy project and distributed the roles, you can carry out the basic steps to an advocacy project.

It was a pity that time and resources to organise advocacy visits with Dutch policy makers were limited. It would be more effective if more people would work together on the campaign and would start much earlier with the preparation of the advocacy visits, so that not only more interviews with members of the Dutch parliament could have been organised, but maybe also interviews with ministers, officials of the different ministries and of municipalities, leaders of companies, etc - Joris

In the work towards peace building, one should always have patience and remember one's ultimate goal, and one should never deviate from that goal despite encountering obstacles along the way… - Edgar

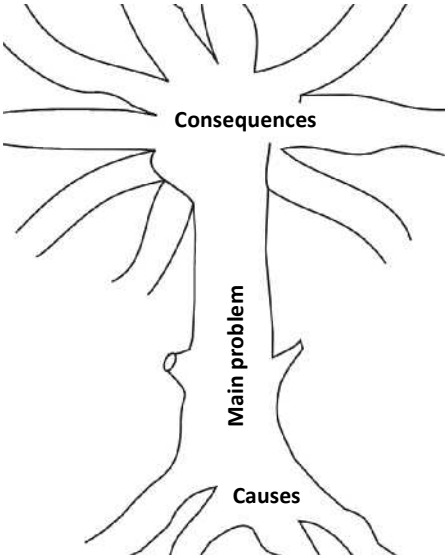
STEP 1: Create a Message

Be clear about your issue and your facts

Analyse the issue and identify related policies, as well as the key actors and institutions. You need to gather as much information as you can.

The Problem Tree

The Problem Tree is a popular approach for identifying the core issues and causes of a problem. Start by identifying the main problem, followed by the effects and the causes. The Problem Tree will then help you see the causal link between the causes and the consequences. This exercise can either be done either individually or as part of a group.



For more information on the Problem Tree, please see "Logical Framework Approach: handbook for objectives-oriented planning," Norad, Norway, 4th edition, 1999 http://www.norad.no/default.asp?V_ITEM_ID=1069

Understand that the historical, geographical, political, and cultural contexts can be very significant for success because new elements will inevitably affect your argumentation, as well as the way other people perceive the issues at stake. Also make sure your facts are true and justifiable.

The goal:
To be able to defend and explain yourself.
Why is this important? It is more important because we are youth trying to influence adult decision-makers and this will strengthen our role and credibility.

The broadness of the message of the Youth Advocacy Team made covering all the points of discussion very difficult in meetings that were short. Furthermore, some of the proposals were more controversial and the Team found much resistance to these proposals. Consequently, it was the most concrete and least controversial that was eventually adopted - Jessica

Short messages are easier to remember! - Hélène

Set a policy goal and be clear about your position

In addition to having a message, it is important to have clear objectives to centre your advocacy efforts around. In other words, ask yourself what policies you want to see changed that will support your cause.

The aim of the three-month long project, "Dialogues of Peace in the Tsalka Region," was to carry out peace education activities in order to stimulate children from different ethnic communities to interact, work and cooperate in groups and to achieve an improving atmosphere of understanding and confidence towards diversities. The short term goal was to contribute to increased community awareness on the importance of education, a culture of peace and dialogue as a positive tool in conflict prevention. The long term goal was confidence-building and the successful integration of ethnic minority communities into social life and basic educational services - Nino

Moreover, make sure that the policies you would like to see being implemented by policy-makers are realistic. For instance, when advocating for something like a 'culture of peace' it may seem too broad and 'idealistic' for policy-makers, so it is important to develop concrete initiatives, like peace education, that in certain cases has been proven to be effective, and support your argument with examples.

Politicians also like to have examples in order to tell ministers "this is how it works, this is effective" - Joris

If you work on a team, make sure everyone is sending out the same message. For example, if your organisation is advocating for a culture of peace and for the integration of the recommendations from the UN resolution into regional and national institutions, then a policy goal could be integrating peace education in school curricula. Everyone on the team should agree with and be able to clearly convey a unified message.

Be compelling - Be innovative - Be creative

A creative advocacy project or campaign can generate additional attention and publicity. Creative use of media can also ensure that your message reaches as many as possible. Make sure to be compelling, innovative and creative. The fact that we are youth should also be reflected in the type of strategy we make and tools we choose.

To spread your message, you should use various kinds of media and communication tools. Advocacy has existed for many decades, but we are particularly lucky today to be able to utilize technologies that allow us to reach thousands or millions of people in a simple "click!" - Hélène

During our first few discussions, meetings and talks with different target groups, we also found out that they knew little to nothing about the problem and they did not even consider the topic as current. Thanks to diligence and the involvement of various NGOs, the mass media and state structures, wider society was informed about the issue, especially through the public TV program and the social ad - Edgar

As a result of research and preparation, we decided that it was important to increase public awareness on the issue and the involvement of society. The media were present during round-table discussions and similar events. We also used the mass media to keep in touch with the citizens, inform them of the problems of missing persons and their families, and stress the importance of these problems - Edgar

One of the problems faced by the team in New York was the absence of an office to operate from. This meant there were no phones or faxes for contacting those with whom meetings were desired. The team adapted to their environment and creative solutions were devised. It was discovered that the Vienna Cafe at the basement of the UN had free wireless internet. Additionally, it was discovered that the phones at the basement of the UN were available free of charge, which promptly led to its permanent occupation by members of the Advocacy Team - Jessica

Presenting your Message: A Position Paper

Why? It's one thing to have a position, but it's another thing to have to present it. So prepare a short presentation in a clear and logical order. Remember: there are decision-makers who may not have detailed knowledge or a specific interest in your issue. You can also try to relate you issue to broader issues that the policy maker can relate to.

Looking back, it would probably have been better to come up with a more practical list of suggestions or a list of examples of how a culture of peace could be implemented practically in government policies. I realise that this is very difficult because a culture of peace is a vague concept in itself - Joris

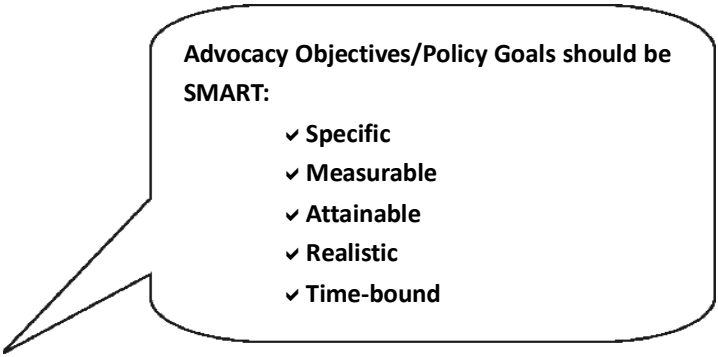
In presenting your position or cause to a policy-maker, the following must be prepared:

1) Brief overview of the organisation you may be representing;
2) Short and concise background information on your cause and its relevance, which includes having written a position paper;
3) Before pointing where policy-makers are lack ing action on the cause you are advocating, be aware, acknowledgeable and appreciative of

the initiatives that policy-makers have implemented in support of your cause! Try to link your initiative to projects that the policy-maker may have previously backed to create relevance to the policy-maker's agenda.

How to write a two-page position paper:

- ✔ Define the issue and actors - Provide background information on the cause
- ✔ Your organisation's aims - Provide information about what your organisation has done or intends to do on the cause
- ✔ The challenges to the cause - Outline areas where action on the issue/cause has been lacking, otherwise known as challenges (tailored specifically to the whether you are lobbying at the international, regional, national or local level). It would be wise to write the challenges and recommendations in a bullet-point format, so that it is straightforward and stands out to policy-makers.
- ✔ Recommendations for your policy-maker - Make SMART recommendations that policy-makers can realistically implement



STEP 2: Create a Strategy for Approach & Carry It Out

Be aware of timing

It is important to be aware of what is going on and of the discussions taking place on the political stage or in your local community. You need to identify the right time to push your points across; otherwise they will get lost on the agendas. For example, if there is a World Summit at the United Nations, a national conference in your country or even a local council meeting, you should give yourself the time to find out whether the issue you are advocating will be covered on the agenda. Then try to build networks/coalitions with other organisations in preparation for advocacy at that event.

Additionally, take into consideration the changing environment and use the present context, for instance, the latest news, to support your arguments.

Outbursts of violence between the ethnic groups in the Tsalka region have been reported in recent years. In the beginning of March 2006, a fight took place between Armenian and Georgian inhabitants of the region. This unfortunate event resulted in several injuries and in the death of a young man. The project, "Dialogues of Peace in the Tsalka Region," therefore took place in the summer of that same year - Nino

Who to Speak to: Different Levels at which a Message can be Conveyed

You should observe the policy environment and be aware of its operational functioning. Recognise that there are different levels at which you will need to pass your message on to: local, national, regional and international. It is also important to understand how these different levels are connected to each other.

For example, when advocating for a 'Culture of Peace' and peace education, you will find lots of existing laws and resolutions at the international or regional levels, but the implementation ultimately depends on national or even local mechanisms. So that is why you need to have a clear picture of the whole system.

A crucial component to your advocacy project is to know what you are advocating and whether you need to reach a policy-maker working at the international, regional, national or local level in order to make these policy changes.

Identify whom to contact

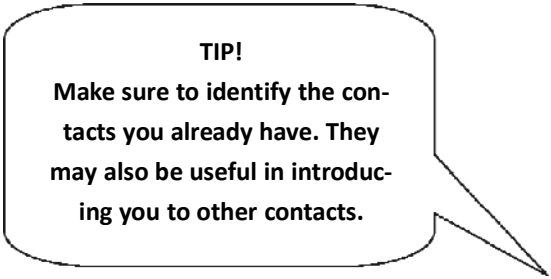
Mapping is a good method to use in identifying who you need to contact, or key figures, in your advocacy efforts.

Mapping Activity

- Identify relevant policy makers, for instance government officials, local politicians etc.
- Identify other NGOs and organisations working in the same field as you
- Identify possible opponents to your campaign

Find out if the person(s) you want to contact will help or oppose you. This means that it is important to be aware of the decision-makers' existing alliances and partnerships,

what particular interest groups influence them, their weaknesses and their opponents. If you have done meticulous research, you may even be able to gauge their near future position.



The strategy of the Advocacy Team was to meet with as many policy makers, and other "agents" who had influence over policy makers. Almost every Permanent Mission was contacted and called repeatedly until a meeting could be arranged. A particular emphasis was given to the "strategic missions", who were likely to exert influence over other countries, or was likely to be supportive of the proposals and put them forward. Additionally, strategic agencies, commissions and relevant departments of the UN Secretariat were contacted for meetings with representatives. These representatives, as experts on the issue, could potentially influence the policy of countries, and eventually the collective decision of the states. Meetings were also held with the Youth Delegates to the United Nations, in the attempt to exert youth-to-youth influence - Jessica

Communication: With Who and How?

There are many ways in which you can communicate your cause. In the case of lobbying, you may want to make an appointment with the appropriate policy-maker for a face-to-face meeting. You can also get your message across to policy-makers, organisations and people who may have an interest in your cause through one, or a combination, of the following methods:

A good advocate needs certain diplomatic and speaking skills. Only with time, was I able to better formulate my reasoning and adapt my discourse to the institutions or individuals I was addressing - Hélène

In a Formal Setting

Written Correspondence

Sending a letter or e-mail indicating your intentions, can be effective, especially in combination with getting an appointment or arranging a conference call, as it allows you to organise your views and information in a form that legislators can keep and refer to later.

TIP!
Make sure to identify the contacts you already have. They may also be useful in introducing you to other contacts.

How?

Be concise and clear by stating the specific issue of concern, why you support or oppose it, and what action you would like the decision-maker to take.

Example of an invitation letter:

[City], [Day Month Year]

Dear [Formal Title and Name of the Policy-Maker]

We would like to ask your attention for a [your issue, e.g. Culture of Peace] within Europe and for the importance of active youth participation. Therefore we hope to set a meeting with you for 10-15 minutes, if possible between the dates of [Day, Month and Year].

We are the [Name of your Organisation], a [one sentence description of your organisation]. We are currently actively working to raise special attention [your message and/or policy goal].

Please allow us to present to you, as the [insert the formal position of the policy-maker in the international, regional, national, local institution], or to one of your policy officers, the conclusions and recommendations of our [stakeholders/target group, e.g. young peacebuilders]. This would mean another important step forward towards a safer, more tolerant and more peaceful Europe!

We look forward to your reply.

Yours faithfully,

[Signature]

[First and last name]
[Title of your supervisor's position]

[Signature]

[First and last name]
[Title of your position]

[Name of Organisation]
[Organisation Address]
[Telephone, including Country Code]
[Fax, including Country Code]
[E-mail address for Advocacy]
[Web Address]

[Tagline: associated with the issue you are supporting]

Written correspondence/documentation is important, because it is easy to refer to them when you need it again later, as well as for archival purposes and others to use.

Personal/Face-to-Face

A personal meeting is more effective than written communication so make an appointment where possible.

Before the meeting:

- ✔ Confirm your appointment.
- ✔ Be on time! Double-check the directions to the place where you are going to meet that person. Plan for suffi cient time, plus a little extra time, to get there. Being late does not make a good impression.
- ✔ Be well-dressed.
- ✔ Be confident when speaking with policy-makers. To help boost your confidence, practice role-playing before the appointment and go there knowing the basic points of your position.

Beginning of the meeting:

- ✔ Do not be disappointed if your appointment is with a different person than expected. Decision-makers are often busy and staff members will pass on the information they receive to their superiors. By developing a good relationship with a staff member, you can open up an 'important line of communication' to an office.

- ✔ Thank him/her for taking the time to see you.
- ✔ Introduce yourself, the organisation you represent and the issues you are interested concisely, and briefly explain your position.
- ✔ Present a clear message. Choose one person to speak for your group - limit yourself to a few (3-5) points, depending on the topic you are discussing and the amount of time you have for a meeting.
- ✔ Tell the decision-maker what action you would like to take and why, state the effects you think your position will have, and why the decision-maker should support you.

During the meeting:

- ✔ Use facts to support your arguments and bring supporting documents - especially your position paper.
- ✔ Be aware and quick to adapt to cultural and communication differences.
- ✔ Stay polite and do not intimidate a decision-maker or staff member when s/he expresses opposition to your viewpoint, stay friendly so you will have access to them in the future.
- ✔ Establish that they understand clearly your objectives.
- ✔ Give the decision-maker or staff member a chance to express her/his point of view.
- ✔ Be prepared to negotiate or compromise where possible.

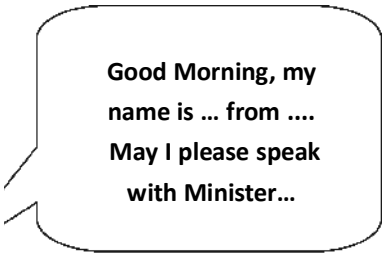
- Mention exemplary and concrete cases of actions supporting your cause or position when they are not convinced of your recommendations.
- Be prepared for rejection. If your efforts are rejected, try dividing the issue into sub-issues and approach decision-makers with these different elements.
- Give special recognition to decision-makers who you know are on your side. Ask them for advice and help in reaching other decision-makers, suggestions for ways to communicate the issue to their col leagues.
- Ask for firm commitments for action from decision-makers. What will they do? When?
- Thank the decision-maker again for their time with a firm hand-shake. Give them an informational brochure about your organisation and your business card.
- If the meeting ended on a generally positive tone, remind the policy-maker of the initiative that you look forward to cooperating with him/her on, set a follow-up date.
- If it seems as though the decision-maker was unreceptive to the issues you brought up during the meeting, you do not have to set up a follow-up date and do stay polite to keep the channel for communications open.

If you are to achieve general and broad objectives, you would require more time with the policy makers, which could means several meetings over a long time period. This would also help in the development of a relationship between the advocate and policy-maker, leading to the development of trust, which could later be the linchpin that affects the desired change - Jessica

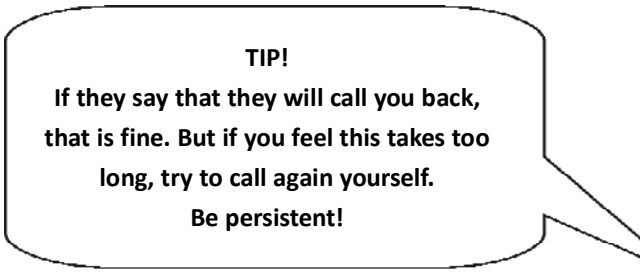
It is crucial to observe the rules, procedures and customs of the institution we are lobbying - Edgar

Telephone Communication

The points made in the previous section on face-to-face contact apply in a telephone communication. It is important to be brief, clear, polite and well-prepared. When making a call, it can also be useful to have an overview of points to discuss to structure the conversation.



Make sure to keep notes of everything, such as the date and time of your calls and the name of your contact person. You will rarely talk directly to the person you are trying to reach. If you have to call back (most likely you will), it's good to refer to previous exchanges, for example "I talked with Mr(s) X on Monday morning..." - Hélène



Professionalism is a strong advantage for success - Hélène

Think about your Resources

You need to evaluate the costs of your advocacy project, such as travelling expenses, meeting with policy-makers to basic administration costs and office supplies. In order to do this, you will need to set up your advocacy project budget. In cases where your resources may be limited, prioritise to

focus your resources on the most important parts of your advocacy efforts. Be creative in gaining cheap supplies and resources. For example, you can ask your contacts for some of the resources that you may need.

During the campaign, it was apparent that gathering adequate financial resources become more and more difficult over time and slows down the actual campaign. The reality is that grant-seeking is time-consuming and the results are, unfortunately, limited - Hélène

Legitimacy

When advocating for the role of youth who are involved in peacebuilding, it significantly adds to your credibility if you support a setting in which youth can demonstrate the actions they have taken on behalf of peacebuilding. It also adds to your legitimacy of you involve the stakeholders.

Legitimacy is a difficult issue that those in the advocacy business are challenged with, and it was one which the Youth Advocacy Team was unable to escape from. The youth did not completely represent those who had experiences in conflict and could speak directly about the immediate need for a Culture of Peace. Furthermore, only a few had directly participated in the process leading up to the advocacy projects. This therefore created the impression amongst the policy makers of the youth team being "mouth-pieces" for the partner organisations, which undermined their advocacy credibility - Jessica

In order to conduct these peace education activities, we had to involved children from different ethnic communities, their parents, educators, and administrative officials of the region - the stakeholders. The main focus was on the children of the three schools, a Georgian secondary school, a Russian secondary school and a Darakov Armenian secondary school, who were between the age of 9 or 10, as this is the age when the world-view of a person is just starting to form and also, we believe that it is always easy to reach the rest of society (i.e. the children's parents, educators and administrative officials of the region) by working with children. We first held meetings with the local government officials within the region and the administrators of the three schools to discuss the project, its importance and benefits, the target groups and other relevant aspects. After getting their approval, we moved on with more concrete steps - Nino

In order to present and advocate the rights of a target group one should study their needs deeply. Also, the most active source of power can be the target group itself, which has realised its needs and is standing behind the implementing organisation protecting their right - Edgar

Important factors in the implementation of the project included understanding the gender peculiarities of the target group. The gender aspect of peacebuilding cannot be underestimated. The relatives of the missing persons were mainly women (mothers or wives). We had come to understand them to be able to work with them and to empower them. They were capable of breaking free of the cultural stereotype that they are not to interfere in the affairs of men because they had taken the initiative and made demands from the authorities that they must fulfil their responsibilities towards the return of their loved ones - Edgar

How to do Advocacy in an Informal Setting

Be optimistic about working outside formal settings; experience proves that it could be beneficial and often lead to unexpected opportunities. Considering the limited access that civil society members have, there are at times no other options than lobbying in informal settings. Every bit of advocacy helps.

Some people think it is a waste of time to work outside existing negotiating forums but my experience proved that it could be beneficial - Hélène

Informal settings include conferences, lectures/seminars, workshops, hallways and even the Vienna Cafe at the United Nations, where as a youth delegate you could rub elbows with the relevant policy-makers to help further your cause.

The advocacy team at the UN were involved in ad-hoc lobbying in the corridors of the UN Headquarters, where representatives of the Permanent Missions would often frequent. Where one representative was spotted by a member of the team and appeared not to be preoccupied with other matters, they were pounced upon - Jessica

Informal advocacy should be more subtle than formal advocacy. Don't come across as too overwhelming. Make sure your advocacy efforts are more that of casual conversation than overwhelming the person with more explicit advocacy methods, such as giving that person a policy paper.

In these situations:

- ✔ Participate in as many relevant events as possible
- ✔ Check in advance the list of participants, if possible, to determine who you would like to speak to
- ✔ Make sure you've brought your business cards with you
- ✔ A good way to start a discussion with speakers etc is to complement them on the lecture
- ✔ Use the breaks efficiently to make contacts

- Introduce yourself during conferences, especially to your neighbour; you never know who might be sit ting next to you
- Explain in no more than three sentences the organ isation you represent and your cause
- After receiving the business card, you can follow-up by sending more information on your advocacy efforts by email, if the person seemed interested during your brief conversation.

Advocacy Simulation Game

Practicing advocacy by arranging an advocacy simulation game prior to meeting politicians is a good way to get comfortable with presenting your organisation, stating your viewpoint and making convincing arguments.

UNOY Peacebuilders has developed an advocacy simulation game for youth wanting to engage in advocacy. The simulation game will give you a chance to experiment and practice advocacy in safe surroundings - and it is fun!

You need a group of motivated youth advocates plus 5 facilitators to play the different roles. First, the group receives an advocacy and campaigning tutorial together with the instructions for the simulation game. After this introduction, the participants are assigned roles and will then have to lobby the various policy makers, played by the facilitators. These roles include a UN Under-Secretary

General, faith-based representative, executive director, secretary, foreign minister etc. In between trying to convince the policy maker, NGOs also have to make strategic partnership with each others. A press conference ends the role play.

If you have limited numbers of participants or time it is also possible to enact only parts of the game or with less players. It is also a good idea to sit in pairs and practice.

To download the instructions, background information, please visit the resource centre of UNOY Peacebuilders:
www.unoy.org

STEP 3: Follow-Up - Always!

Send a Thank-You Note

It's important to respond to decision-makers shortly after a visit or telephone contact, emphasising your appreciation for their time and attention. It is also an opportunity to restate your case briefly and provide any information you may have promised during the meeting.

Example of a Thank-You Letter

[City], [Day Month Year]

Dear [Formal Name of the Policy-maker]

We would like to express our sincere gratitude for the meeting that we were granted with you last [day of the week, day, month, and year].

During the meeting, we discussed the activities of [Name of your Organisation]. [Insert a one sentence description of your organisation, activities and successes in the recent past, this year's advocacy objective etc].

We very much appreciate the fact that you recognise the importance of long-lasting peace and especially the role of youth peace organisations in this area. As a result of this meeting, we had the opportunity to explore our possible involvement in the EU programmes and activities even further. Your comments gave us some very interesting insights. Your reference to [formal name and title of position] gave us the chance to discuss this topic even further.

Again, we are very grateful to have been granted this meeting with you and to be invited to stay in touch. We are now even more motivated to empower youth peace initiatives and to work on a more peaceful future. We wish you all the best in your work.

Yours faithfully,

Signature

First and Last Name
Title of your Supervisor's Position

Signature

First and Last Name
Title of your Position

[Name of Organisation]
[Organisation Address]
[Telephone, including Country Code]
[Fax, including Country Code]
[E-mail address for Advocacy]
[Web Address]

[Tagline: associated with the issue you are supporting]

It may also be more useful to follow-up, not just with a note of appreciation and links to information on the issue that you presented, but make a link between people who are involved in implementing your cause and the policy-makers themselves. It is easy to leave documents for policy-makers to read, but another thing to obligate them to talk with someone experienced in implementing the policy goals you are advocating.

Basically, a follow-up in the form of a thank-you note is a valuable tool to encourage decision-makers once again to keep to any commitments they have made.

And Thank Them Again

There are times when you will be unable to obtain commitment of support. When you are faced with this, don't hesitate to just follow-up later. Policies and personalities change!

In the Long-Term

Make sure you have a long-term follow-up by staying in touch with policy-makers you have worked with. Perhaps there are other issues they can support in some way. Keep contacts updated on recent developments and/or achievements related to the issue you are advocating. This also helps in building trust and a personal relationship with these policy-makers.

One very important aspect to advocacy is the follow-up. The policy maker must be followed-up, to be reminded to keep to their commitments. Additionally, it is important to keep the relationship with the policy maker, as they have the potential for bringing further desired developments. With the stakeholder of the projects it is also important to follow-up. The stakeholders are those who are directly or indirectly affected by the change brought by the advocacy. It is important that these stakeholders are aware of the change, so they can benefit from the changes that you have affected. Additionally, these stakeholders are important for highlight the need for further change. The general public is also important in the campaign that supports the advocacy. If the are aware of the changes (or lack of changes), they can help put pressure on the next aspects that need changes - Jessica

Evaluation

Your work can be improved through evaluation. An evaluation is not just a critical assessment of the impact of your advocacy efforts, but a process occurring from the start of the project to the end. This process entails asking critical questions about the quality and effectiveness of your advocacy efforts AND about how your and your team has approached the project. It is a reflection on your advocacy experiences to identify the lessons learned from the challenges you have faced and to build upon your achievements[54].

54. For more information about how to evaluate your peacebuilding work, please refer to UNOY Peacebuilder's "What is Good Youth Peace Work?" by Lenka Chludova & Celina Del Felice, Den Haag: UNOY Peacebuilders, 2007 or the Council of Europe and European Commission's T-Kit "Educational Evaluation in Youth Work" by Kloosterman et al, Strasbourg: Council of Europe Publishing.

The coordinators of the "Dialogues of Peace" project organised meetings in Tsalka region with the educators involved in the project, the three school directors, governors from the respective regions, and the parents of the children for feedback on project-related issues. The meetings were dedicated to the evaluation of the whole project, its outcomes, its future sustainability, and answering the question of what the above mentioned representatives of the target groups think were the pros and cons of the project - Nino

Always evaluate your actions in order not to reproduce mistakes and be aware of outside factors, which are not under your control. Also, what helped me the most in strategising and gain confidence was studying previous successes. Making time for reading evaluation of other campaigns is important. One of the things I learnt was to never minimise the impacts. What seems to be a small success might become your main strength. Don't be discouraged when impacts are not visible, results will show over time. What I always tell myself is, even if I only convinced one person out of an hundred, this person might convince another one, and so on. It is impossible to foresee how fast your message will spread out - Hélène

Your Advocacy Project Checklist

- ❑ Have you identified the stakeholders?
- ❑ Have you defined your issue?
- ❑ Have you searched for related policies?
- ❑ Do you know your target group?
- ❑ Do you know your overall message?
- ❑ Do you have a policy goal?
- ❑ Have you outlined the sub-goals that also form your recommendations to policy-makers?

If you've checked off all of the above, you've completed Step One!

- ❑ Is it the right time to advocate for your cause?
- ❑ Have you determined whether you have enough resources?
- ❑ Are you including the target group in your advocacy efforts?
- ❑ Have you mapped your contacts, partners and stakeholders?
- ❑ Have you made an appointment?
- ❑ Are you prepared to meet face-to-face (Formally/Informally)?

If you've check off all of the above, you've completed Step Two!

- ❑ Have you written an e-mail or formal thank-you letter?
- ❑ Have you followed up on your meeting by sending requested information to the policy-maker?
- ❑ Have you kept the policy-maker updated about developments and successes concerning the issue you are advocating?
- ❑ Have you evaluated your advocacy project?

If you've checked off all of the above, you've completed Step Three!

THANKS!

THANKS!

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In the framework of the "All Different -All Equal" European youth Campaign for Diversity, Human Rights and Participation

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Finally, thanks to all the youth around the world that are taking action for peace!

Meet the Editors, Authors and Contributors

Meet the Editors, Authors and Contributors

Editors

Angelique Been (25) comes from the US/The Netherlands and is of Dutch/Vietnamese origins. Having completed her Bachelor Degrees in Global Studies and Sociology at the University of California, Santa Barbara in 2005, she returned to The Netherlands to pursue her MA in International Relations and International Organisations at the Rijksuniversiteit Groningen. She has studied abroad in Viet Nam and lived in Germany. Her field of interest is Human Rights, which is reflected in her Master Thesis, "Dutch Asylum Policy vis a vis the Development of a Common European Asylum System." She is a member of the UNOY Peacebuilders Advocacy Team, leading the publication of this tool-guide.

Lillian Solheim (28) is from Norway and currently working as the Advocacy. Coordinator at UNOY Peacebuilders. She has an MA in International Relations and Peacebuilding from the University of Kent at Brussels. After her studies she completed internships at Search for Common Ground, the North Atlantic Treaty Organisation and the United Nations Regional Information Centre in Belgium. She was also work-

ing as an election observer during the presidential election in Sri Lanka. Before moving to the Netherlands she worked as a community coordinator for an association management company while volunteering for a charity called Children are the Future.

Anika May (28) is from Germany. She has a degree in International Development Studies from the University of Amsterdam. For almost 2 years, she supported UNOY's campaign and advocacy work and has been a member of the 2005 and 2006 UNOY Youth Advocacy Teams at the United Nations. Her field experience includes internships and consultancy work in Indonesia, Venezuela, and Uganda. Anika is currently working for a development consultancy in Utrecht, The Netherlands.

Authors

Hélène Leneveu (28) has worked on numerous international peace and disarmament projects worldwide. During 2005-2006, she coordinated the Global Campaign for Peace Education (GCPE), launched at the Hague Appeal for Peace Conference in 1999. She currently lives in Paris and works for REAL Exhibition Development, a newly established non-profit association that advocate and educate for peace and human security through the production and organisation of events such as exhibitions, films, books and websites.

Edgar Khachatryan (also Layout Designer) (32) is from Vanadzor, Armenia. He graduated from Vanadzor State Pedagogical Institute in the faculty of biology. He works as a biology teacher and has been involved in the activities of HCA Vanadzor as a volunteer since 2002. He began at HCAV as an assistant in the publication of the organisation's newspaper Civil Initiative and is now coordinating the peace-building department of the organisation. He is also pursuing a specialisation in gender issues and peace-building at the Mobile Academy of Peace and Gender Democracy.

Nino Togonidze (27) is from Georgia. She is a lawyer, social worker and youth worker. She holds an MA degree in Law. In the past, she was an EVS volunteer in Cork Young Men's Christian Association (Cork YMCA) in Cork, Co. Cork, Ireland, and was involved in different youth projects there. She also worked in Kutaisi YMCA and later on in Human Rights Information and Documentation Centre (HRIDC) Tbilisi, Georgia, focusing on youth-related, human rights, conflict resolution and peace educational projects, - one of them is "Dialogues of Peace in Tsalka Region". Later on she moved to Tbilisi YMCA, and worked as the "Life Skills" project manager there, - a social project for deprived children of Kodjori Pedagogical Institution, and up to present she has been the secretary of the board of Tbilisi YMCA as well. Currently, she is a social research manager at the Institute for Polling and Marketing (IPM), Tbilisi Georgia. She is a member of Georgian Young Lawyers' Association (GYLA)

and Synergy Group. After taking part in the "Building Peace Skills 2006" training in August 2006, she has been cooperating with United Network of Young Peacebuilders (UNOY Peacebuilders) and was a member of the UNOY Peacebuilders Youth Advocacy Team 2007.

Joris van Walt van Praag (25) is from The Netherlands. He has been studying History at the Radboud University in Nijmegen, the Netherlands since 2001. He has been involved with "Samen in Zee," a youth exchange in the Netherlands with youth from the Netherlands, Belgium (Flemish and Walloon), Israel (Jewish and Arab) and the Palestinian territories. He also did an internship at the Unrepresented Nations and Peoples Organisation (UNPO) in 2005, and through that network, became aware of the "Building Peace Skills" training of the United Network of Young Peacebuilders (UNOY) in 2006. Throughout the year 2007, he has participated in several UNOY activities. Recently, he has been involved in Cross Your Borders, which is an organisation in which students give lessons at secondary schools about development issues.

Jessica Sien Wai van der Kamp (23) is from Hong Kong, but completed her undergraduate studies in the Netherlands at University College Utrecht. She is now pursuing an LLM in International Law at the London School of Economics. Jessica was involved with the UNOY Advocacy Programme from 2005 until 2007, and particularly with the United

Nations Advocacy. While she has a general interest in peacebuilding and conflict transformation, Jessica intends to use her advocacy skills that she developed, and apply it to the context of current discussions on the future of Hong Kong and China.

Contributors

Saskia van der Kooy (23) is from the Netherlands. She holds an MA degree in Cultural Anthropology and is working on her second MA in International Relations. She used to work as a trainer in communication skills. Saskia was in charge of the European Advocacy Team 2007 at UNOY Peacebuilders, for which she has had several meetings with policy makers, both at the national level and at the European Commission.

Aleksandr Hakobyan (24) is from Armenia. He holds MA in Philosophy from Yerevan State University (YSU) in Armenia, and studied East and Central European Studies at Charles University in Prague, the Czech Republic. He worked at International Research and Exchanges Board (IREX) as a Trainer and at Japan International Cooperation Agency (JICA) as a workshop facilitator. He is currently the Co-president of YERITAC Youth NGO (www.yeritac-am.org) from Armenia and the Administrative Director of the Armenian International Policy Research Group (www.aiprg.net), and working on his PhD in the History of Psychology at YSU.

Olivier Forges (27) is from Belgium. He studied for a Bachelor's Degree in Social-Cultural Work at the Karel de Grote Hogeschool and is now mastering in Social Work at the University of Antwerp. In the last 5 years, he has been active in the international peace youth work. Since 2006, he has been involved with Pax Christi Flanders as staff member. He was co-writer of the book Youth Building Peace - Voices from Conflict Areas (2007). He is board member of 'Jeugd en vrede' an NGO specialised in peace education through informal youth work. His areas of interest, next to youth and peace, are the Israeli/Palestinian conflict, the issue of bullying, ecology and methods of activism in general.

Resources for Youth Advocacy

Resources for Youth Advocacy

Organisations involved in advocacy

United Network of Young Peacebuilders
Javastraat 58
2585 AR The Hague
The Netherlands
Tel. +31 70-36 47799
Fax +31 70-362 2633
www.unoy.org

Helsinki Citizens' Assembly - Vanadzor
Tigran Mets 59
Vanadzor City 2001
Armenia
Tel. +374 322 4 22 68
www.hcav.am

Hague Appeal for Peace
777 United Nations Plaza
New York, NY 10027
U.S.A.
Tel. +1 212 - 697 - 8945
Fax +1 212 - 682 - 0886
www.haguepeace.org

U Move 4 Peace/Pax Christi
Flanders
Italielei 98a
2000 Antwerp
Belgium
Tel. +32 3 225-10-00
Fax +32 3 225-07-99
www.um4p.be

YERITAC
24d Baghramyan Ave
Yerevan 0019
Armenia
Fundamental Scientific Library, suite 606
Tel. +374 10 647 263
Fax +374 91 374 505
www.yeritac-am.org

Human Rights Information and Documentation Centre
3-A, Kazbegi Ave., Entrance 2, 4th floor,
Apt. 22. Tbilisi 0160, Georgia.
Tel.: (+995 32) 37 69 50
Fax: (+995 32) 45 45 33
E-mail: hridc@hridc.org
hridc@internet.ge
Web: http://www.hridc.org/

European Peacebuilding Liaison Office (EPLO)
Rue Belliard 205, Box 12
B-1040 Brussels
Belgium
Tel: +32 (0)2 233 37 37
Fax: +32 (0)2 233 37 38
www.eplo.org

Global Youth Action Network - Parisian Bureau
Numero 27
70, Rue Pere Corentin
75014 Paris
France
Tel. +33 6 66 37 73 02
http://france.youthlink.org

European Youth Forum
Street Joseph II, 120
1000 Brussels
Belgium
Phone: +32.2.230.64.90
Fax: +32.2.230.21.23
www.youthforum.org

Support Center for Associations and Foundations (SCAF) Youth Center
16-425 Korolia Street
Minsk
Belarus
Tel. +31 375 172 10 5751
http://scaf.int.by

Life Youth Foundation
Cuza Voda Street 17
Oradea
Romania
Tel. +40 259427973
www.life.org.ro

Service Civil International - International Secretariat
St-Jacobsmarkt 82
B-2000 Antwerpen
Belgium
Tel. +32.3.2265727
Fax +32.3.2320344
www.sciint.org

South East European Youth Network
Kemala Kapetanovica 17
71000 Sarajevo
Bosnia and Herzegovina
tel: +38733522896
www.seeyn.org

World Youth Alliance-Europe
Rue Belliard 23 A, bte 6
B-1040 Brussels
Belgium
tel: +32 27327605
europe@wya.net

National Youth Advocacy Service
Egerton House
Tower Road, Birkenhead
Wirral, CH 41 1FN
United Kingdom
tel: 0151 6498700
www.nyas.net

Peace Action Training and Research Institute - Romania
(PATRIR)
Bd. 1 Decembrie Nr. 26
Cluj-Napoca, CJ 400699
Romania
Tel. +40 264 420 298
Fax +40 264 420 298
www.patrir.ro

Initiative for Peace - Kosovo
Fatmir Ukaj Street, No. 73
Peje 30000
Kosovo
Tel. +377 44 252 303
www.ifp-ngo.org

Youth Diplomacy for Democracy
14/20 Vul. Armeiska
Odessa 65063
Ukraine

Websites related to youth, peacebuilding, advocacy & toolkits/training

Advocacy and Campaigning
www.unoy.org

European Youth Campaign for Diversity, Human Rights and Participation
http://www.alldifferent-allequal.info/

Youth & Conflict, World Youth Report 2003
http://www.un.org/esa/socdev/unyin/documents/ch14.pdf

Making Commitments Matter: A Toolkit for Young People to Evaluate National Youth Policy
http://www.un.org/esa/socdev/unyin/documents/toolkit.pdf

How to Lobby at Intergovernmental Meetings; Dodds and Strauss
www.unedforum.org/publications/books/lobby.php

Navigating International Meetings
www.un.org/esa/socdev/unyin/documents/intl_meetings_eng.pdf

Freechild Reading list on Young People and Social Change
http://www.freechild.org/ReadingList/socialchange.htm

Communicate your Case
http://www.youthactionnet.org/toolkit/communicate.cfm

Guide to the Global Youth Movement
http://www.youthlink.org/globalguide.pdf

Activist Toolkit 2007-2008
http://www.amnestyusa.org/What_You_Can_Do/Activist_Toolkit/page.do?id=1031046&n1=4&n2=63

Voices of Youth - Make a Difference!
http://www.unicef.org/voy/takeaction/takeaction_350.html

Advocacy Center at the Institute for Sustainable Communities - Messages in Advocacy Campaigns
http://www.advocacy.org/communicate/messages.htm

Advocacy and Campaigning - OECD Informal Experts' Workshop, Bonn 2007
http://www.oecd.org/dataoecd/43/31/38406274.pps

Youth Action for Change
http://www.youthactionforchange.org

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Additional Youth Advocacy Resources

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With this tool-guide, UNOY Peacebuilders aims to bring together European youth to pool their knowledge of peace advocacy and motivate youth new to advocacy to take their own action.

United Network of Young Peacebuilders is a global network of young people and youth organisations active in the field of peacebuilding and conflict transformation. UNOY aims to empower youth and increase the effectiveness of their actions.

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