

DIGITAL DISRUPTORS

**AMNESTY
INTERNATIONAL'S
YOUTH-LED
DIGITAL
CAMPAIGNING PROJECT**
A TOOLKIT FOR THE MOVEMENT

**AMNESTY
INTERNATIONAL**



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This toolkit will guide you through the set up and delivery of a Digital Disruptors project. It follows a linear order, but as with most campaigns and projects, things are often a little messier in practice!



Look out for the egg emoji to learn about the pilot project



For additional learning resources, look out for the spanner symbol

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INTRODUCTION TO THE DIGITAL DISRUPTORS PROJECT

Digital Disruptors is Amnesty International's project to empower young activists to design and deliver their own creative, impactful digital campaigns.

This toolkit is designed for Amnesty staff members across the movement who want to learn more about Digital Disruptors. It lays out the key elements of the model and methodology and will help guide you if you go on to run your own project.

The guidance and recommendations are based on learnings from the pilot project, which took place in Puerto Rico across 2018 and 2019. It includes examples from the pilot to

illustrate the model. When you see a fried egg, this is what this means!



There is a wealth of knowledge in the Amnesty movement about youth-led campaigning. We would love your feedback on this toolkit and the Digital Disruptors project methodology, especially if you go on to run your own Digital Disruptors project.

If you would like to run your own Digital Disruptors project, please get in touch with us, we would love to support you.

Email Georgia Rigg at digital.campaigning@amnesty.org



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INTRODUCING THE PILOT PROJECT... **LA CLARA: DIGITAL DISRUPTORS, PUERTO RICO**



The pilot worked with three Digital Disruptors – young , digital activists from one Section – in this case Amnesty Puerto Rico. The young leaders and Section received £8,000 funding, a week long in-person training and over six months of remote guidance to support them to carry out their disruptive digital campaign.

In 2019, the Digital Disruptors Puerto Rico team launched **La Clara***, a campaign tackling the stigma and criminalization of activism in Puerto Rico. It is now live across various channels and successfully engaging young Puerto Ricans (including the diaspora in the US) to take action online, as well as driving substantial offline activism.

Within two months of launch of the campaign, Amnesty Puerto Rico saw a 600% growth across their digital channels, from being affiliated with the La Clara campaign and its youth activist leaders.



“ I had very little knowledge about digital campaigning before Digital Disruptors, so it was a completely new learning experience... creating a theory of change, defining campaign objectives, copywriting, testing, KPI's. I've gained the skills and tools to organize and campaign effectively.”

Digital Disruptor,
Puerto Rico

*La Clara means 'clarity', and also the 'white of the egg' in Spanish. Hence the egg imagery!



SETTING UP A DIGITAL DISRUPTORS PROJECT

WHAT DOES THE AMNESTY ENTITY NEED IN PLACE FOR SUCCESS?

Digital Disruptors is a six to 12 month-long project that supports a group of young activists to devise and deliver their own digital campaign. Key parts of a Digital Disruptors project are provided by Amnesty International staff:

- ➔ Financially resourcing the young people's campaign
- ➔ Delivering a week-long campaign development workshop
- ➔ Giving ongoing support to young people throughout the duration of the project
- ➔ Evaluating the project
- ➔ Building a sustainable exit plan as Amnesty from the project

The ingredients needed for success are:



A willingness to take a youth-led approach

Are you willing to truly let young people lead? This means trusting young people and empowering them to make decisions. This may mean adapting systems and ways of working.



Capacity in your Amnesty entity, including:



A balanced staff team

Do you have the right staff members on board to support the project? This includes people who can commit to supporting the young people, as well as those with the right skills to help their campaign fly.



Time

Do you have from six months to a year to dedicate to the project? Do you have time to deliver a week-long workshop and provide regular, ongoing support?



Budget

Do you have the budget to give to the young people for their campaign? And budget to cover other costs to support a youth-led campaigning project?

We break these down in more detail in the following pages.



A WILLINGNESS TO TAKE A YOUTH-LED APPROACH

Why should we put young people in the driving seat of our campaigns?

There are more young people today than ever before in human history – about 1.8 billion. Despite being disproportionately affected by human rights abuses, young people are at the forefront of social change. All over the world, young people are **campaigning**, **mobilizing** and **organizing** for a more just world – and using digital technology to great effect and impact.

We shouldn't invest in young people because they are the 'leaders of tomorrow'. They are the leaders of today and they often have creative, radical solutions needed to tackle society's most complex issues. This is why it is essential that we not only **engage** young people, but that we equip them with the skills, resources and power to **lead and effectively create change**.

Adopting a youth-led methodology is not always easy for organizations which are not youth-led, such as Amnesty International. It takes time, resources and a willingness of staff to 'let go' and work differently. But by trusting and believing in young people, listening to them closely and allowing them to think critically and to campaign authentically, we are building a movement that puts young people firmly at the centre of our campaigns and activism.



© Carla Margherita, 2018

What do we mean by a youth-led campaign?

A "youth-led" campaign is one that is created, planned, implemented, and evaluated by young people. As staff members supporting young people, our role is to advise, guide and support throughout - but final decisions are to be made by the young people.

The aim of a Digital Disruptors project is to enable youth-led campaigns that will eventually be sustainable and run by young people without the support of staff. This might be a short- or long-term aim, dependant on what you agree with the young people. This goal should be kept in mind, and the methodology of working with the young people throughout the project should reflect this.



A WILLINGNESS TO TAKE A YOUTH-LED APPROACH

The practicalities of a youth-led campaign

An important conversation to have as a staff team while setting up the project, and then with the young people, is around control, autonomy and systems. How integrated will the young people's campaign be with Amnesty International's systems and infrastructure? Some key questions to discuss could include:

Will the campaign be Amnesty branded or not? If it is Amnesty branded, will the young people need to go through the same review processes as other Amnesty campaigns or can there be more flexibility due to the nature of the project?

Have a conversation with key internal stakeholders (e.g. Law and Policy staff, or other staff who are part of review processes) to discuss how processes could be adapted for a youth-led campaign. You may also want to talk to communications or brand colleagues.



Will the campaign have its own platforms such as social media channels or a website? What about systems that manage donations or a CRM database?

Speak to internal stakeholders; such as social media staff, email marketers or the web team to explore options around this. For example, could the young people manage the supporters that they recruit in their campaign, and have control over the emails that are sent out?

The outcomes of these conversations will vary across Amnesty contexts, but they will help inform decision making around the logistics of hosting a youth-led campaign.

Once you've discussed this with internal stakeholders, have an open conversation with the young people about their options – explaining the pros of being more integrated with Amnesty systems (more support, less complicated set up for them) and the cons (potentially less autonomy) and support them to make an informed choice.

You may want to take a phased approach, starting with the campaign being more integrated with Amnesty systems (e.g. by hosting their petition on an Amnesty website and holding supporter data) and slowly supporting them to set up their own systems.





IN THE PILOT PROJECT...



At the time of writing, La Clara has its own social media channels, which have their own distinct branding, look and feel. La Clara’s petition is hosted on Amnesty Puerto Rico’s website and their supporter database is held by the section.



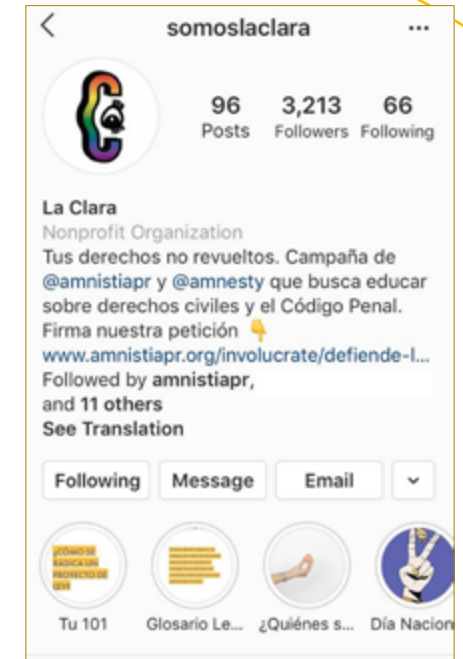
La Clara’s messaging is not signed off by Amnesty Puerto Rico, but they work closely with section staff who support them on strategy, planning and campaign content.



As the campaign evolves and grows, La Clara and Amnesty Puerto Rico are having ongoing conversations about how they can best work together, including around autonomy, systems and sign off processes.



Follow La Clara (@somoslaclara) on [Twitter](#) / [Instagram](#) / [Facebook](#)





CAPACITY



CREATING A BALANCED STAFF TEAM

We have outlined why everyone working on the project needs to champion and deliver a youth-led approach. It's also important that collectively, the staff team represents a variety of skills, knowledge and expertise so that the young people are supported with the best chance of delivering a successful campaign.

In addition to the youth activists, the Digital Disruptors project needs:

- A core staff team
- A steering group
- Additional stakeholders to give input when needed.

The core staff team

The core team directly supports the young people. Recommended roles for your core team:

- A staff member with a youth brief, such as a youth coordinator, a digital campaigner or digital staff member (this may vary depending on your entity)
- A campaigner
- An issue expert relevant to the project (this may also be the campaigner, or a researcher)

The steering group

A steering group of more senior staff can provide ongoing guidance and support throughout the project, review progress and feedback on a regular basis. You could experiment with who is part of this steering group, perhaps by including a young person who is not part of the project.

Other stakeholders

Identify and engage other stakeholders, such as issue-specific experts or specialist communications roles, from the outset of your project. Then you can consider and plan with them what capacity and support you can offer the young people, and note any gaps.

DIGITAL CAMPAIGNING EXPERTISE

A fundamental part of the Digital Disruptors project is upskilling young people in digital campaigning, to ensure they deliver successful, creative and impactful digital campaigns.

Your Section/structure currently may have lots or little knowledge of digital campaigning. If you don't have a digital campaigner in your core team, try to ensure you have somebody with campaigning expertise as well as somebody with digital expertise.

The International Secretariat Digital Campaigning team can also provide support, so please get in touch by emailing Georgia at digital.campaigning@amnesty.org to discuss.

This toolkit covers Digital Campaigning in more detail from page 25 including useful resources.



TOP TIP: PICKING YOUR CAMPAIGN THEME

Setting a theme for the young people's campaigns will ensure that their campaign fits within Amnesty's broader work and that you have the thematic expertise to support the young people appropriately. Your theme may influence who the key stakeholders on your project might be.

Current examples:

- Sexual and reproductive rights
- Human rights impact of climate change
- Economic, Cultural and Social Rights
- A global campaign, such as BRAVE

When setting up the project, explore how are you linking it to existing plans. Is there a priority campaign for your team, country or region that you could link with? Is there a specific human rights issue that would benefit from an additional push right now? Or is there an issue that young people in your country are particularly passionate about? You may want to check the chosen thematic area with young people before you make a final decision.



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IN THE PILOT PROJECT...

“ We decided to go with the BRAVE campaign as the theme, as it was broad enough to allow a huge range of campaign ideas, but specific enough to give the young people structure to work within. This also fit under the BRAVE campaigns strategy to support and enable young HRDs.”

BRAVE Campaigner



IN THE PILOT PROJECT...

WHO WAS IN THE PILOT PROJECT'S TEAM?

The pilot project was a collaboration between colleagues from across the International Secretariat, including global and regional teams, as well as with a Section, in this case Amnesty International Puerto Rico.

Here is the how the pilot project's team was structured, which may help you think about how to structure your team.



DIGITAL DISRUPTORS (PUERTO RICO)

3 x youth activists



Roles and responsibilities

The Digital Disruptors committed to 15-25 hours of (voluntary) hours a month to the project. They led on the strategy, implementation, monitoring and evaluation of the digital campaign.



They worked primarily with the Section to collaborate, plan meetings, give updates and ask for support and guidance as needed. They also worked with IS team during the training and in monthly meetings.



SECTION TEAM (AMNESTY INTERNATIONAL PUERTO RICO)

Activism & Campaign Coordinator
Support from: Section Director

Roles and responsibilities

The Section team committed to at least 10 hours per month, to work closely with the Digital Disruptors throughout the project.

The Section team also worked closely with the International Secretariat (IS) team: collaborating to plan meetings and trainings, providing feedback on the project's development and ways of working, and asking for additional support as needed.

THE INTERNATIONAL SECRETARIAT TEAM (IS, LONDON)

Project Lead –Digital Campaigner,
Global Youth Coordinator, BRAVE Campaigner

Roles and responsibilities

The core IS team oversaw the pilot project, coordinating and providing guidance and support around digital campaigning, thematic issues and project planning. This team, which comprised of a project lead and two supporting roles, committed to at least 10 hours per month on the project.

The team's primary role was to support the Section team and ensure they had everything they needed in order to support the Digital Disruptors. The team were also on hand to work directly with the young people throughout the project, including in a monthly meeting. They also worked closely with relevant other stakeholders such as regional colleagues.



IN THE PILOT PROJECT...



THE STEERING GROUP (IS LONDON)

Head of Digital Campaigns, Global Youth Manager, Head of Global Campaigns

Roles and responsibilities

The steering group at the IS committed to 2 to 4 hours per month, including monthly meetings and support between meetings, such as reviewing documents. Their role was to primarily support the core team, to ensure they had everything they need in order to deliver the project.



REGIONAL OFFICE (IS, AMERICAS)

Regional Digital Campaigner, Regional Activism & Youth Coordinator

Roles and responsibilities

The Regional Team were close collaborators throughout the project, meeting with the IS London team on a monthly basis. Their regional expertise and perspectives were invaluable for linking the young people's campaign with broader work in the region.

This team went on to support Amnesty International Puerto Rico and the Digital Disruptors after the end of the pilot pilot, and so became increasingly involved throughout the duration of the project.



OTHER STAKEHOLDERS (IS LONDON)

Colleagues from communications e.g. social media manager, graphic designers, media team

Roles and responsibilities

Colleagues from communications including those from social media, graphic designers, media team. We brought in various other stakeholders throughout the project, such as in brainstorm meetings, or to give feedback on content created by the Digital Disruptors.



TIME

When designing your timeline, factor in enough time to ensure young people are supported, not rushed. This will also help resist the temptation to step in and take control in order to “speed up the process”.

Young people may also be juggling multiple responsibilities as well as of the campaign, such as school, work, caring for family members. They may have additional needs, learning or otherwise. They might be personally affected by the issue they’re campaigning on, which means they might need breaks or time off from the campaign. Make sure you factor this in, and build in time for participatory approaches and creative methods of working together.

As staff members, our roles are to support the young people, not to manage their campaign. We cover more tips on facilitating a youth-led approach in the ‘working with young people’ section from page 17.



IN THE PILOT PROJECT...

The pilot project spanned 11 months in total, from the call for applications to the project wrap up. This was our timeline:

Month 1

Call for applications (beginning of month)

Month 2

Deadline for applications (end of month)

Month 3

Follow up interviews + notification of successful application

Month 4

Set up a Memorandum of Understanding (MOU)
Began working together
Planning workshop

Month 5

Digital Campaigning Workshop

Month 6-8

Further campaign development (see Campaign Development for more detail)

Month 9

Campaign soft launch

Month 10

Campaign hard launch
Project wrap up

Month 11

Evaluations





BUDGET

Financially resourcing the young people's campaign is an essential part of the Digital Disruptors model. Young people often have the skills and passion to campaign and do so on little to no budget. They often lack the financial means to bring their campaign ideas to their full potential. Youth-led projects struggle to get access to funds due to prejudiced views that young people lack the experience and skills to lead. This is why the young activists themselves having access to funds and managing a budget is crucial to this project.



In addition to funding the young people's campaign, you will also need to factor in other project costs such as:

- ➔ Workshop, venue, accommodation, per diems (daily expenses allowance) for young people and staff
- ➔ Travel, food and other reimbursements for the young people and other project stakeholders
- ➔ Staff costs, such as safeguarding clearance for staff (cost and process for this will vary depending on country)



IN THE PILOT PROJECT....

The funds you allocate to the young people's campaign may vary, depending on your available budget and the young people's campaign idea.

In the pilot project, £8,000 was given to fund the young people's campaign. This funding was unrestricted – and could be spent on whatever resources were needed for the digital campaign, whether it was focus groups, Facebook adverts, video production, merchandise, etc. It could not be used to pay the young people or staff members a salary.

SELECTING YOUTH ACTIVISTS

THE APPLICATION AND SELECTION PROCESS

Even if you already have young people in mind who you think would be perfect for this project, an application process is still recommended.

An application process can help you reach out to young people you may not have worked with before. It also sets expectations for the project; that this is a big opportunity for young people which involves training, funding, and requires significant commitment and responsibility.



When designing your application process, think about what you are looking for and ensure that you are transparent about that criteria with applicants. For example, if you want young people to have campaigning or activism experience, state that clearly to avoid disappointment or wasted time. Also consider what else you want to learn about the young people and their campaign.

You may want to tailor your selection process for young people, for example, you could conduct interviews or informal chats with some or all of the candidates to help get to know them better.



IN THE PILOT PROJECT....

Our application was designed with the following aims in mind:

- ➔ To learn more about the young activists and staff members who would be working on the campaign, including their interests and expertise
- ➔ To understand the initial ideas for the digital campaign, which would be developed further throughout the rest of the project
- ➔ To understand how they might spend the budget

Our application process for the initial pilot in 2018 can be in the resource section below.

We received 20 fantastic applications and shortlisted five applicants, which were invited to an interview/informal chat. We gave feedback to all applicants.

DIVERSITY OF APPLICANTS

What do we mean by 'diversity' and why is it important?

By 'diverse' young people, we mean young people who may not usually hold positions of power and privilege within society, including within civil society spaces. Try your best to reach out to young people who are not 'the dominant' norm – middle class, heterosexual, cis-gendered, able bodied, etc.

In your outreach, try to give life experience as much weight as qualifications or professional experience. The young person whose parent works at the UN may be able to use technical human rights language, but are they the person to lead our activism?

How can you create an application process that is accessible to a diverse range of young people? Some things to consider include:

Language and tone of voice: Is the type of language used accessible to young people in all their diversity? Have you avoided jargon?

Translation: Can you deliver the project with young people who speak different languages? Do you have multilingual staff members, or translators who could support?

Application type: Could the application process include more creative or digital elements than completing a form, such as including the option to apply in video format?

Expertise: Is your application focusing solely on education or professional experience? Does it also give space for other forms of life experience to come through?

Timeline: Has enough time been given to reach out to young people and for campaign development not to be rushed?

Collaborative application process: Can you offer support to young people in their application through informal chats, feedback on drafts?

Reimbursing young people: Can you offer to cover any costs incurred during the application process (for those who need it), for example internet costs or child care?



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RESOURCES ON APPLICATION AND SELECTION PROCESSES

Read more about [intersectionality and dismantling oppression](#)

Read more about [diversity in Amnesty's Guide on Building Youth Inclusive Spaces](#)

Read [the application form for the pilot project](#)

WORKING WITH YOUNG PEOPLE

THE FUNDAMENTALS OF A YOUTH-LED APPROACH

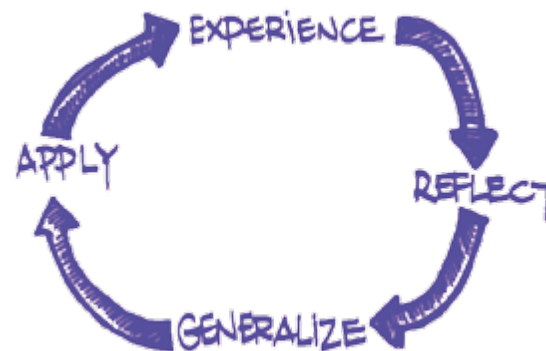
The goal of The Digital Disruptors project is for young people to lead their own campaign. In order to lead, young people must be recognized as knowledgeable experts themselves, rather than as recipients of knowledge that is solely “passed on” to them by external experts.

In many traditional settings, an “expert” stands in front of the room and delivers information to passive participants. In his famous book, *The Pedagogy of the Oppressed*, Paulo Friere calls this the “Banking Model of Education”, where the teacher is the active participant and the students are passive objects.

The Experiential Learning Cycle is different. It starts the learning process by reflecting on people’s lived experiences and using those to create new lessons and then immediately applying them. Using this methodology supports the empowerment of young people, rather than depending on staff as campaigning “experts”.

350.org gives a useful example of the experiential learning cycle

- ➔ **Experience:** In groups, discuss, a time you successfully stood up to someone in authority. (This broad experience question allows everyone to participate and bring their expertise.)
- ➔ **Reflection:** What happened? What enabled you to be successful despite their authority over you? (Reflecting specifically on that past experience.)
- ➔ **Generalization:** What are some key principles for standing up to authority? Make a list entitled: “What works when standing up to authority?” Ask: How can we apply these principles in our next campaign action?
- ➔ **Application:** Role-play the next campaign, strengthened with these new principles and insights.



Youth-led work takes a willingness to be flexible and adaptable with your ways of working and levels of support. Get comfortable with having honest conversations. Check in with the young people regularly, and ask for feedback on if or how you are supporting them. Be ready to listen and adapt your behaviour if necessary. Also be ready to communicate any needs or concerns you may have.

“Knowledge emerges through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other” Paulo Friere

ESTABLISHING WAYS OF WORKING

This project should be tailored to the young people working on it. They might learn best by writing things down on paper and discussing them in meetings. They may prefer to read and reflect by themselves before discussing things as a group, or they may want to share ideas via Whatsapp or Google docs.



Get to know the young people and try to create a way of working that feels good and delivers for them and for you. Here are some things to consider when setting up your project and ways of working with young people.

MEMORANDUM OF UNDERSTANDING

Set up a Memorandum of Understanding (MOU) between yourself and the young people. This helps to establish roles and responsibilities from the outset, manage expectations and provide a clear outline of who is doing what and when. Your MOU could outline:

- ➔ Roles and responsibilities
- ➔ Ways of working and communicating (for example: frequency of meetings, preferred communication platforms)
- ➔ Time commitment
- ➔ Budget management and reporting
- ➔ Timeline of project
- ➔ Approach for evaluations and reporting

Discuss what happens if the MOU breaks down, or if staff or young people leave the project.

See the pilot project MOU in the resources box on the next page.

WELCOME PACK

Prepare a welcome pack with useful Amnesty International documents in preparation for the project. Think about what the needs of the group of young people are and tailor the content of the welcome pack accordingly.

Materials that you could include:

- ➔ Digital Campaigning terms 101
- ➔ Strategy documents; such as Amnesty's strategic goals
- ➔ Models of campaigning
- ➔ Thematic campaign background documents
- ➔ Schedule sheet for them to fill in with their availability

MEETINGS

At the beginning, discuss with the young activists how often they'll meet, and how much of that will be with or without staff.

Meeting tips

- ➔ Check preferred timings for meetings:
 - ➔ Are the young people working on this around study or work commitments?
 - ➔ Are there certain days or times that they would prefer to have "off" from the project each week?
 - ➔ What are staff working hours?
- ➔ Be responsive to the levels of engagement, knowledge and experience. This may vary from session to session or at different stages of campaigning planning or implementation.
- ➔ Be mindful of the balance in meetings. Who is speaking the most? Why is this? Tune into group dynamics and find creative ways to create balance and shared leadership.
 - ➔ Move towards young activists designing agendas for catch-ups:

- ➔ Begin by setting agendas for initial meetings, hand over this responsibility once the project is up and running
- ➔ If you have items that you would like to include, send these across to the young people to incorporate into the agenda they are building
- ➔ Rotate responsibility for developing and sharing agendas. Be prepared to support on agenda development if young people request help or do not have time, among other things.

Support for young people between meetings could include:

- ➔ Catching up, sharing ideas or a quick check-in via Whatsapp, email or calls (as agreed with young people)
- ➔ Share templates for planning, such as timelines, budget sheets, strategy documents, when it might be useful, so that young people can develop frameworks and ways of working that are useful to them
- ➔ Getting feedback on their campaign concepts, for example sharing documents with other stakeholders for input, if wanted.



IN THE PILOT PROJECT...

“The Skype meetings really helped – especially when we were developing the campaign idea.” Digital Disruptor, Puerto Rico



RESOURCES ON YOUTH-LED APPROACHES

[See Woodcraft's A-Z of facilitating a good, youth-led discussion \(created by a group of young people\)](#)

[Restless Development is famous for its youth-led approach, see their toolkits](#)

[Training 350.org also has a range of great resources about participatory approaches](#)

[Read more about facilitating effective meetings with activists.](#)

[Read Amnesty's Guide on Building Youth Inclusive Spaces](#)

[Read the MOU from the pilot project](#)

EXIT STRATEGY

It's essential that you have a clear exit strategy as Amnesty from the project right from the beginning of the project, and to be upfront with young people about that. Discuss with them how you plan to support the young activists throughout the scheduled timeline, and step back slowly throughout the process. Be clear about what support you will be able to give after the end of the project, or who else you could connect the young people with.

- ➔ Ensure the exit plan is phased. It should not feel like the project has suddenly come to an end and that all relationships with and support from Amnesty staff have ended abruptly.
- ➔ Be clear at the start of the project with regards to timeline. How long will the campaign be? In what other ways can you continue to engage with the young people? Is there anything that you could offer them in terms of involvement with your work, trainings, and meetings.



- ➔ If the campaign has been designed to have a longer lifespan that the time that staff will be supporting it, what measures have been put in place to enable this? Make a plan with young people to address any further required support. For example:
 - ➔ Staff support on a less frequent basis
 - ➔ Any relevant resources are shared
- ➔ Ongoing plan on how the campaign will remain integrated in Amnesty systems or help to set up own systems and platforms (e.g. website, CRM system)
- ➔ Introduction to other individuals, projects or funds they could connect with

WELLBEING OF YOUNG PEOPLE

Campaigning can be stressful for a number of reasons: deadlines, public response, pressure for campaign to be successful or managing a budget which may be larger than the amount of money they have been responsible for before. How can staff support young people's wellbeing?

Safeguarding: when working with young people, both International Secretariat staff and national entity staff should put in place relevant safeguarding procedures throughout the project. For more information around this, contact youth@amnesty.org

Triggering content: be aware of the relationship young people may have to the issues they are working on and give space for discussion around this. Even if they are not directly affected by the issue they are campaigning on, they may be exposed to serious or upsetting content or situations which may affect them in the process of developing and leading their campaign. Build in time for recognition and support of this.

Personal lives: young people's lives might be fast-changing, with shifting responsibilities, work and study pressures. Keep these in mind when setting meetings and deadlines.

Digital safety and self-care: social media burnout and online harassment are possible side effects of a digital campaign. Make sure you discuss this with the team and help them make informed choices about using personal identities, certain channels etc. Resources around this are included in the Digital Campaigning section.

Financial situations: young people should not be out of pocket from participating in Digital Disruptors. Ensure that expenses are covered, and make sure there is space to discuss any additional financial matters, if needed.

Recognition of leadership: valuing and commending young people's contribution of time and energy to the project is important. What this looks like may vary in different geographical contexts, but a letter of recommendation, certificate or reference could work well.



CAMPAIGN DEVELOPMENT

SYSTEMIC CAMPAIGNING

When we talk about a world where everyone has food, clothing, shelter, quality education – a world free of human rights violations, white supremacy, patriarchy, capitalism, heterosexism – we are talking about a world that doesn't currently exist. Most campaigners and activists would agree that to create this world, we need radical, transformative systems change.

In **Re-Imagining Activism**, the Smart CSOs argue that although the *belief* that radical systems change is needed is common, translating this theory into campaigning practice can be difficult. For example, most activists would agree that neo-liberal capitalism is a root causes to many social issues. But actually addressing such a complex, deeply embedded and seemingly inescapable power can feel impossible. Instead, many campaigns focus on tangible, “achievable” campaign goals and objectives. But these often put a temporary plaster on an ever-worsening wound.

For the Digital Disruptors project bring a systems-change approach into the project from the beginning.

- ➔ Discuss the root causes of the campaign issue the young people want to address
- ➔ Discuss how their campaign will contribute to long-term systemic change.



“ We live in capitalism. Its power seems inescapable. So did the divine right of kings. Any human power can be resisted and changed by human beings. ” Ursula K. Le Guin



To help young people think about whether their campaign is systemic, here are some questions taken from NEON's useful systemic campaign framework document.

Does the campaign...

Challenge prevailing power relations and systems of oppression: either by tackling the most powerful political, social and economic forces, or by building a new power base?

Benefit the people most affected by the issue: working in solidarity with marginalized groups that are directly affected by the issue and helping these groups get what they need?

Act as a carrier for new cultural stories: either by weakening the damaging stories (like gender is binary, humans must control nature, migrants are dangerous, and others), strengthening alternative stories (we are nature, no-one is illegal) or creating new ones (gender is a spectrum, we are the 99%)?

Organize in alignment with the values you want to strengthen: does it reproduce and internalize the oppressions that we want to overcome,

or does it actively give power to marginalized voices and communities?

Give people a feeling for an alternative: as well as calling out the problem, does it point to possible alternatives and inspire hope for change?

Allow you to do something tomorrow that you can't do today: because there are more of us, we have new skills and we have momentum?

Build the movement: does it support the causes of other systemic campaigns, put the voices of those most affected by the issue in the foreground, build the movement's capacity and its collective story?

It's important to stress that their campaign doesn't need to achieve all of these points. These are just guiding questions to help you explore systemic campaigning. In fact, some of these points stand in tension with one another, for example a campaign that seeks to radically shift narratives around an issue may be in tension with a campaign that seeks more immediate reform.

“Radical simply means to grasp something at the root.” Angela Davis



© Michelle VIGNES/Gamma-Rapho via Getty Images



TOP TIP: THE POWER OF THE IMAGINATION

“For all of our ability to analyze and critique, we often become rooted in what is. We often forget to envision what could be. We must be utterly unrealistic in our organizing, because it is only through imagining the so-called impossible that we can begin to concretely build it. When we free our imaginations, we question everything. We recognize none of this is fixed... other worlds are not only possible, but are on their way—and we can already hear them breathing.”

Walidah Imarisha



We often get so tied up in daily challenges of campaigning that we don't allow time to think about the world we are fighting to create. Ensure you make time for the young people get creative and collectively “dream up” the world they wish to create, so they can begin to build it with their campaign.

“There is no such thing as a single-issue struggle because we do not live single-issue lives.”

Audre Lorde

RESOURCES SYSTEMIC CAMPAIGNING

[How Change Happens](#), Angela Davis video

[The Smart CSOs Lab Reimagining Activism](#) explains Systems thinking

NEON's [reading list on Systemic Campaigning](#)

NEON's [Forces for change on power building](#)

[Rewriting the Future: Using Science Fiction to Re-Envision Justice](#)

NEON's [Systemic Movement Primer](#)

DIGITAL CAMPAIGNING

Digital campaigning is more central than ever to disrupting systems and creating social change. Misuses of power, repression and human rights violations are playing out in new ways, every day, in digital spaces across the world.

- Digital platforms are being used for the rapid spread of disinformation, discrimination and hate speech.
- Activists are being criminalized, targeted and kept under surveillance in digital spaces.
- States are shutting down internet access during elections and protests.
- Governments and companies are buying our personal data and using it to manipulate us.

Disruptive digital tactics are needed to interrupt, expose and hold governments, companies and others to account.



© Jimmy Lam @everydayphoto

For the campaigner, closed digital networks are key to organizing and mobilizing. These days, digital channels play a crucial role around the world in spreading information, enabling conversations and driving offline action. They can then enable people to spread the activity on the ground to people beyond that location, which kickstarts this cycle of online-offline engagement and action over again.

Young people are at the forefront of social change movements, and often heavily rely on digital to both organize and mobilize. The Digital Disruptors project should support the development of young people's digital campaigning and activism skills, enabling them to effectively – and safely – rally participation in innovative, strategic campaigns.

Digital campaigning is the perfect field to experiment with new and unconventional ideas. Young people's ideas for digital campaigns include so many different creative ideas, channels, and calls to action. To cover a comprehensive guide to digital campaigning in this pack would take a hundred pages, but we've included some useful resources to start. Get in touch if you'd like to learn more about digital campaigning.



© Anaid de Dieuleveuil/Hans Lucas

RESOURCES ON DIGITAL CAMPAIGNING

[Amnesty International's 10 Principles to Digital Campaigning](#) breaks down some fundamental principles underpinning digital campaigning

Amnesty International's [Digital Campaigns Checklist top level checklist](#) will help guide you through the stages of a digital campaign.

Amnesty International's [Digital Campaigning Terms 101](#) will help define key digital campaigning terms and concepts

Read our [2019 report on Macro Trends and their Implications for Digital Campaigning](#)

RESOURCES ON ONLINE SAFETY

[Tactical Tech offer helpful resources on digital security for activists](#)

[Security in-a-box](#) gives basic digital security principles, including advice on how to use social media and mobile phones more safely. It is designed with frontline defenders.

[XYZ for practical tools](#) to navigate digital security and privacy from a gender perspective

CAMPAIGN DEVELOPMENT

Campaigns can take many shapes. A national mass mobilization campaign will look very different from a grassroots organizing campaign. The campaign idea that the young people develop will dictate how you support the campaign design, development and delivery.

As campaign concepts can be so varied, we won't recommend a 'one size fits all' campaign development process that lists how and when various elements of the young people's campaign should unfold. However, you can find some useful guides in the resources section that will help support you through this.



© Nichol Francis Anduyan

RESOURCES ON CAMPAIGNING

[MobLab's Campaign Accelerator Handbook](#)

[Amnesty International's Campaign Strategy Development Guide](#)



“One of the most challenging things about the campaign development process was trying to strike the right balance between providing structure to the young people's campaign ideas, without imposing an 'Amnesty' way of campaigning onto them.

” Staff member

IN THE PILOT PROJECT...

We found that some of the most useful ways to support the young people through their campaign development included:

- ➔ Helping to plan the campaign timeline, including covering personal life commitments
- ➔ Helping with project management, including providing useful tools and templates
- ➔ Roles and responsibilities
- ➔ Budget planning
- ➔ Feeding back on strategy documents
- ➔ Facilitating creative ideation sessions
- ➔ Linking up with experts for further advice
- ➔ Bringing the focus back to campaign objectives and theory of change.

WORKSHOP DESIGN AND DELIVERY

WHAT THE WORKSHOP WILL DO

An “in-person workshop” (meaning a face-to-face process with participants) is an essential part of the Digital Disruptors project. A workshop allows young people to get to know each other as well as the core project team staff, strengthening your ways of working.

It will also bring momentum to your campaign development process, giving it a tight timeframe with intensive training and discussion time to strengthen the young people’s campaigning skills.

The content of the workshop should be tailored to the campaign proposal put forward by the young people, as well as to the skills and experience the young people bring to the campaign. It should be adapted to what is most needed to further develop the campaign proposal, and aim for the young people to leave the workshop confident and excited about leading it.





IN THE PILOT PROJECT...



The workshop aimed to support young people in three ways:

- a) **To develop their campaign strategy**
- b) **Boost key digital campaigning skills**
- c) **Connect with each other and build relationships**

Before the workshop, we assessed the needs of the campaign and the young people leading it, and tailored the workshop accordingly. The content focused on:

- ➔ Where the campaign strategy needed further work and development, for example campaign objectives and theory of change
- ➔ Skills the young people wanted and needed to strengthen in order to feel confident in developing and delivering the campaign.
- ➔ Getting to know each other, establishing ways of working and creating team bonds and resilience.

See [Pilot Project workshop agenda here](#)



“The atmosphere of the workshop was great. A safe space to learn, ask questions and work on a campaign we wholeheartedly believe in. Will be forever grateful for this experience, it was wonderful.”

Digital Disruptor, Puerto Rico

“Meeting the London team in person and having that week-long workshop helped a lot. It was essential in our understanding of what digital campaigning is and how it works.”

Digital Disruptor, Puerto Rico

WORKSHOP PLANNING AND DELIVERY

In this section, we'll break down the workshop planning and delivery into stages:

- ➔ Logistics
- ➔ Planning content
- ➔ Facilitation
- ➔ Post workshop follow up

LOGISTICS OF WORKSHOP PLANNING

Logistics can sometimes be overlooked in workshop planning, but getting this right can be a deal-breaker in the success of your workshop. We've all been to workshops where we've been stuck in hot rooms with no windows, air conditioning or coffee, or where timings have run over and you don't get a break. Deliver the workshop somewhere that the young people, facilitators and any guests are comfortable, relaxed and well fed.

Here are some questions to guide your planning:

Timing

- ➔ When works best for the young people? 9-5, Monday – Friday might not suit them if they have other commitments during the week
- ➔ You could deliver the workshop in two or more phases, as opposed to one week. It's recommended to deliver at least a few days at a time, however, to ensure all the young people can attend and that you accelerate the campaign development over a short period of time
- ➔ Have you built in enough breaks? Even if the workshop sessions are not be all day, the young people may have had a long day with school/studies/work, so building in breaks for young people to reflect and relax will be worthwhile.
- ➔ Have you scheduled enough time for staff to debrief, and re-work the agenda if need be?
- ➔ Have you allowed time for young people to build rapport with one another and with you, perhaps time for a welcome meal and a celebration meal at the end of the week?

IN THE PILOT PROJECT...

“One of our biggest learnings was that we, as facilitators, were left with little to no free time to relax between sessions, as we were spending time adapting the agenda. Next time we'd factor this time into our planning.”

Workshop Facilitator



Get the right venue

- ➔ Do any of the young people, facilitators or guests have physical access needs that need to be taken into account when selecting the venue?
- ➔ Do any of young people find certain spaces harder to work in than others, for example are they sensitive to strip lighting, or do they like to have access to outside space?
- ➔ What activities do you plan to do and how do you want to work within this space? Do you need a large wall to put things up on? Do you need space for getting creative with paint / pens etc?
- ➔ Does your venue have access to a kitchen? Or is it close to food places? Check in with the young people as to whether they would like food to be arranged for them, or for them to have a flexible lunch hour.

RESOURCES ON ACCESSIBILITY

[General tips on making your event as accessible as possible](#)

[Training for change's Empowering transgender and disabled participants](#)

[Making in person events more inclusive for non-binary people](#)

[NEON's guide to Power and Privilege](#)



La Clara

IN THE PILOT PROJECT...

“We had a good physical space – Liza’s [AI Puerto Rico’s section Director] apartment to deliver the workshop, which felt safe and comfortable. The girls often cooked their lunch there, there was coffee on tap. There were comfortable sofas, a big table. We put up our work on the walls, played music and it became our cosy little campaign HQ for the week.”

Workshop facilitator

PLANNING THE WORKSHOP CONTENT

Before designing the workshop content...

Learn about the young people! Do they already know each other well? How much time do you want to factor team building and get to know you exercises? What are their interests? How are they feeling about the workshop, are they excited, nervous? What are their hopes and expectations? All this will help shape the workshop to their needs.

What skills/knowledge do the young people already have? One of the biggest mistakes facilitators make is assuming that participants don't know anything about the topic/issue. What knowledge do the young people already have, and how can you build on that? You could use the Experiential Learning Cycle from page 17 to help.

Create clear and achievable objectives for the week, and break them up day by day, session by session. Where does their campaign strategy/idea need strengthening so far? For example, is there a strong theory of change or does it need development? Is the campaign target already defined? Based on their skillset, their needs and what they want to get out of the session, what are your goals for the week? Where do you want to be by the end of it?



“The facilitators came super prepared and it meant that the training was more effective and focused on our campaign and the context of the problems we wanted to tackle.”

Digital Disruptors,
Puerto Rico





Brainstorm activities/exercises: Having different type of sessions, allow for a variety of learning styles; drawing, crafting, creative logical thinking exercises, discussions, worksheets. Large and small group work, work in pairs, threes, etc. Does the whole group time come when most needed (for example, at the end of the day)? Is there some individual time for the introverts?

Incorporate a **mixed methodology:**

- ➔ Digital campaigning training
- ➔ Campaign strategizing
- ➔ Activist/grassroots exercises

Prepare for the unexpected. Which bits of the workshop are absolutely essential? And which bits can be put on hold if other things come up which need to take precedence.

Let young people lead. Young people may want to deliver some of the workshop themselves. Ask them about this in advance and help them prep for any sessions.



IN THE PILOT PROJECT...

“ We found the ‘linear’ process of campaign strategizing can be quite restrictive - for example having to nail your campaign goal and objectives before moving on to tactics. When that became a bit ‘sticky’, we moved on to creative exercises, and that meant we were able to come back to the theory of change with fresh minds.”

Workshop facilitator

GETTING THE RIGHT PEOPLE IN THE ROOM

To deliver a workshop that is agile, flexible and responsive to the young people's needs, ensure you have a strong facilitation team, with a mix of skills. Consider bringing in other staff members, external experts, activists or youth organizers to in certain parts of the workshop. Having a diverse group of people in the room, tailored to the young people's needs and campaign idea, will help ensure the campaign strategy's development. As facilitator Adrienne Maree Brown says, "There is a conversation in the room that only these people at this moment can have. Find it."



Pre-workshop prep for young people

Your time in the workshop needs to be as productive as possible, and some pre-work is a good way to ensure this. You may want to ask young people to do further research on the issue prior to the session so that the workshop can focus more around finding the solution. This could include:

- ➔ A focus group with stakeholders related to their campaign issues
- ➔ A survey
- ➔ Map out potential campaign targets
- ➔ Further background reading on the issue
- ➔ Team building



“The workshop was delivered by three people, and we found this to work well. We would swap roles between lead facilitator, supporting facilitator (taking notes, picking up on themes), and a third person who is doing logistical support such as getting food, prepping for the next exercise, seeing to any additional needs.”

Workshop facilitator

“Before the session, we developed a survey for our target audience, to get a better idea of their understanding of the campaign issues we wanted to address. This was valuable information that informed our campaign development.”

Digital Disruptor,
Puerto Rico



TOP FACILITATION TIPS FOR DIGITAL DISRUPTORS

WORKSHOP FACILITATION

The role of the facilitator is to help make things easier, to make connections and to help the young people make connections, too. The facilitator helps the young people feel comfortable, safe and ready to participate.



In advance, discuss your facilitation style with your staff team and how you can best support one another, the young people and any external guests to get the most out of the workshop.

Try to create more than a safe space, create a “Brave Space” as described by Micky Jones (see link in resources below) by using inclusive facilitation techniques. These include tailoring to different learning needs, access requirements, checking and using people’s gender pronouns.

Start sessions with a “check in” and finish with a “check out”, giving everyone who wants a chance to talk about how they’re feeling, and reflect on the process so far.

Don’t feel too attached to the agenda – be ready to switch things up if needs change during the workshop.

Be aware of the energy levels in the room and keep a range of energizers ready

Don’t be afraid to use humour/fun, if appropriate, such as [Digital Campaigning Bingo](#).

Keep self-care of young people (and staff!) in mind throughout process

Be ready to give and receive feedback, and to amend your facilitation style to the needs of participants.



FOLLOW UP TO WORKSHOP

At the end of the workshop:

- ➔ Make sure next steps are clear:
 - ➔ Develop a plan for next steps
 - ➔ Schedule when you'll meet next
 - ➔ Evaluate
 - ➔ Keep time to give young people the opportunity to feedback on the workshop, and asking for anything that needs follow-up
- ➔ Pause, reflect and relax!
 - ➔ Schedule in a debrief meeting with the staff team
 - ➔ Plan in a little break between the workshop and resuming "activity" / campaign planning / development

“Once the campaign was launched the Digital Disruptors were able to use digital tools to assess how the campaign was going, engagement rates with audiences. This helped inform them about what they needed to tweak and how they could make it even more successful.”

Digital Campaigner



CONTINUING YOUR CAMPAIGN DEVELOPMENT...

Hopefully your workshop will have propelled the campaign strategy in the right direction. Don't worry if you didn't achieve everything you set out to in the workshop.

Dependant on your project timeline, you should have at least a few months until campaign launch. After the workshop, pick up all the campaign elements with the young people and map out plan from here to the campaign launch.



RESOURCES ON WORKSHOPS

[A workshop agenda template based on the pilot project](#)

[A “Brave Space” by Micky Jones](#)

[The Systems Thinker article on Facilitative Leadership](#)

[Trainings 350’s Tips on facilitating cross-cultural trainings](#)

[Training for Change’s Facilitation tools and exercises](#)

[Training 350’s resource on How to build safety in a group](#)

[Session Lab’s resources on Energizers](#)

[Sample Digital Campaigning Bingo cards](#)



IN THE PILOT PROJECT...

“Y’all did an amazing job not only with organizing the 6-day training, but also being flexible, kind, aware and candid. It was a great space where I felt we all felt comfortable and at ease to speak our minds.”

Section staff, Puerto Rico

“The young people we were working with love twitter and they referenced memes constantly, so we adapted the agenda to give them more opportunity to be creative around this – we asked them to make a meme related to their campaign issue.”

Workshop facilitator



EVALUATION

Even though we've put this as the "last stage" – don't wait until the end of the project to ask the young people what they think!

Ensure you are checking in regularly throughout the project to understand how you can adapt as necessary. Ensure that staff members are regularly reflecting, together and individually, throughout the process. Here are some methods to help with ongoing evaluation:

TEAM CHECK INS AND REFLECTIONS

Regular team check ins are a space where you can check in on how the project is going, can make sure you understand perspectives on how the working relationship is going, and consider any adjustments that could be made.

LEARNING LOGS

You could consider setting up a learning log, to capture anything you have learnt along the way and to refer back to for your final evaluation of the project

HONEST FEEDBACK

Encourage honest feedback throughout the project, especially from young people, to ensure that you develop trust and can effectively make any changes to the project as you go along or in the future if you were to repeat a Digital Disruptors programme.

During the week of training make sure that you build spaces for honest feedback and reflections so that it is more natural throughout the project. Refer to workshop section on this. At the end of the workshop it's good practice to circulate a survey to evaluate how the workshop went and any next steps to address.

Throughout the project, have mid-way check in points, where young people and staff can discuss how things are going, referring back to the Memorandum of Understanding if necessary.

For the evaluation of the whole project, consider a neutral facilitator to ensure that feedback can be as open and honest as possible.



© Christoph Liebenritt



Evaluating the campaign

This is a youth-led campaign so the evaluation should be youth-led too!

Support young people by presenting different monitoring and evaluation tools to consider. Share how to set up realistic indicators and KPIs for the campaign. Highlight the importance of keeping track of this information throughout their campaign in order to optimize it based on user behaviour and audience feeling.

Remember to ask:

- What are you evaluating within the project?
- Are there any tools that we can share to help make this a more fun / interesting process?
- How do you want to present the evaluation? Does it have to be a report, or can you do something more creative?

You may wish to do two evaluations, one (youth-led) evaluation of the campaign, and another (staff-led) evaluation of the whole project. Open up the option for the young people to lead on both if they wish – but make them aware this may be a lot of work.



WHAT NEXT?

If you would like to run your own Digital Disruptors project, please get in touch with us and we can discuss how we can support you.

Email Georgia Rigg at digital.campaigning@amnesty.org with Digital Disruptors in the subject line.





APPENDIX OF RESOURCES



RESOURCES ON APPLICATION AND SELECTION PROCESS

Read more about [intersectionality and dismantling oppression](#)

Read more about [diversity in Amnesty's Guide on Building Youth Inclusive Spaces](#)

Read the [application form for the pilot project](#)

RESOURCES ON YOUTH-LED APPROACHES

See Woodcraft's [A-Z of facilitating a good, youth-led discussion](#) (created by a group of young people)

[Restless Development is famous for its youth-led approach, see their toolkits](#)

[Training 350.org also has a range of great resources about participatory approaches](#)

Read more about [facilitating effective meetings with activists](#).

Read [Amnesty's Guide on Building Youth Inclusive Spaces](#)

Read the [MOU from the pilot project](#)

RESOURCES ON SYSTEMIC CAMPAIGNING

[How Change Happens](#), Angela Davis video

[The Smart CSOs Lab Reimagining Activism](#) explains Systems thinking

[NEON's reading list on Systemic Campaigning](#)

[NEON's Forces for change on power building](#)

[Rewriting the Future: Using Science Fiction to Re-Envision Justice](#)

[NEON's Systemic Movement Primer](#)

RESOURCES ON DIGITAL CAMPAIGNING

Amnesty International's [10 Principles to Digital Campaigning](#)

Amnesty International's [Digital Campaigns Checklist](#)

Amnesty International's [Digital Campaigning Terms 101](#) will help define key digital campaigning terms and concepts

Read our [2019 report on Macro Trends and their Implications for Digital Campaigning](#)



RESOURCES ON ONLINE SAFETY

[Tactical Tech offer helpful resources on digital security for activists](#)

[Security in-a-box](#) gives basic digital security principles, including advice on how to use social media and mobile phones more safely. It is designed with frontline defenders.

[XYZ for practical tools](#) to navigate digital security and privacy from a gender perspective

RESOURCES ON CAMPAIGNING

[MobLab's Campaign Accelerator Handbook](#)

Amnesty International's [Campaign Strategy Development Guide](#)

See [Pilot Project workshop agenda](#)

RESOURCES ON ACCESSIBILITY

[General tips on making your event as accessible as possible](#)

[Training for change's Empowering transgender and disabled participants](#)

[Making in person events more inclusive for non-binary people](#)

[NEON's guide to Power and Privilege](#)

RESOURCES ON WORKSHOPS

[A workshop agenda template](#)

[A "Brave Space" by Micky Jones](#)

[The Systems Thinker article on Facilitative Leadership](#) by Jeffrey Cufaude

[Trainings 350's Tips on facilitating cross-cultural trainings](#)

[Training for Change's Facilitation tools and exercises](#)

[Training 350's resource on How to build safety in a group](#)

[Session Lab's resources on Energizers](#)

Sample [Digital Campaigning Bingo cards](#)

See [Pilot Project workshop agenda](#)



NOTES

DIGITAL DISRUPTORS

AMNESTY INTERNATIONAL'S YOUTH-LED DIGITAL CAMPAIGNING PROJECT A TOOLKIT FOR THE MOVEMENT

We shouldn't invest in young people because they are the 'leaders of tomorrow'. They are the leaders of today and they often have creative, radical solutions needed to tackle society's most complex issues.

Digital Disruptors is Amnesty International's project to empower young activists to design and deliver their own creative, impactful digital campaigns.



First published in 2019
by Amnesty International Ltd
Peter Benenson House,
1 Easton Street
London WC1X 0DW, UK
Index: ACT 10/1276/2019
Original language: English

amnesty.org

