



ON THINK TANKS EXCHANGE



COMMUNICATING SENSITIVE ISSUES: THE CHALLENGES FACING THINK TANKS

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Communicating Sensitive Issues: The Challenges Facing Think Tanks

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Introduction

This document is the result of a collaboration amongst four think tanks from four countries: the Centre for European and North Atlantic Affairs (CENAA) from Slovakia; the Centre for Political and Legal Reforms (CPLR) from Ukraine; the Institute of Peruvian Studies (IEP) from Peru; and Article 33 from Indonesia.

The aim of this collaborative study is to exchange information and reflections from the participating organisations and their external communication practices, with a focus on the challenges faced when communicating research results about sensitive issues. The study intends to systematize, analyse and compare how think tanks disseminate information on topics that usually divide and polarize society, while reflecting on how think tanks' communication traditions and experiences are used to influence changes in society.

To achieve our goal, we developed case studies of each organisation and used an *on-the-go-design*. During the exchange process, participants had the opportunity to reflect on their own organisations, its communication practices, and compare them with organisations of different sizes and practices and who work in different political contexts.

Despite the differences amongst organisations, there are similarities in the challenges each organisation faces when communicating sensitive issues, and the way they choose to deal with those. All four think tanks address research topics that somehow affect power relations and challenge the way society is organized. The communication choices – on what, how, when, and for whom – is usually led by the research expert, with the communicator's perspective as a complementary role. Through this exercise, we found that the four think tanks disseminate their work through the same activities and target groups: (i) Organizing a meeting with policymakers, (ii) Publishing written outcomes, (iii) Organizing and participating in conferences, seminars, round tables, educational events, workshops, and trainings, and (iv) through traditional media and social media. The exercise showed the main differences to be amongst the research content and the specific strategies and activities that each organisation uses. For example, the scale and combination of activities depends mainly on institutional traditions and budget constraints.

Context and methodology

This section presents the context in which this document was developed, how participants met, and the methodology used for this collaborative work.

About the context

The On Think Tanks Exchange is an initiative co-supported by the Think Tank Initiative, the Think Tank Fund, The Knowledge Sector Initiative and On Think Tanks. The intention of this initiative is to: “encourage and support exchanges amongst think tanks for the purpose of developing new relationships, facilitating collaboration in research projects, institutional development, and policy influencing efforts”¹.

After an open call for submissions closing at the end of 2013, ten participants were selected from nine countries: Argentina, Brazil, Ecuador, Peru, Hungary, Georgia, Slovakia, Ukraine and Indonesia. The participants organised themselves into three teams to carry out collaborative research on three different areas: Performance Self-Assessments, Communication Strategies, and Business Models.

About the participants

The Communication Strategies team was formed by researchers from four different organisations from three continents²: Radka Vicenová from the Centre for European and North Atlantic Affairs (CENAA – Slovak Republic); Mykola Stepanov³ from the Centre for Political and Legal Reforms (CPLR – Ukraine); Francesca Uccelli from the Institute of Peruvian Studies (IEP – Perú); and Ermy Ardhyanti from Article 33 Indonesia.⁴

These four think tanks shared similar research concerns related to democracy building in developing countries. The group agreed that these shared concerns would serve as motivation to exchange information about the organisation, along with the challenges they face when

¹ <http://exchange.onthinktanks.org/>

² To know more about the process of grouping see: learning by doing section.

³ Mykola Stepanov replaced Nadia Dobryanska as CPLR's representative

⁴ See Annex for participants profile

communicating their research results. After a lot of exchanges and reflections, the group decided to focus on communication strategies when dealing with sensitive issues.

The first intention, and the main motivation, of this research project was to learn what can be done in everyday practice to do better communications on complex issues. How do other organisations manage to disseminate information about research topics that have social and political resistance?

As think tanks, our work focuses on similar research areas, but we work in different contexts and face unique challenges. Specific topics, policy, advocacy, and target audiences also vary. To fulfill our communication needs, each organisation has developed a variety of communication tools and practices over time, which respond to specific contexts and challenges. However, inspiration from other parts of the world are welcome and refreshing.

Since we all are researchers and not experts on the field of communications, we first had to map and systematize our own organisations' practice, consulting with our colleagues on the importance of institutional communications. This was necessary to understand our own organisations from a new perspective, be able to share this knowledge with others, and to compare our communication activities across countries and regions.

The participants in the pilot project included researchers from different countries, who had not met before and in some cases we had not heard about each other's organisations. Learning about each other and the organisations' work was an important starting point for the project.

About the methodology

The project was designed as a self case-study for each think tank, allowing time for reflection and analysis on the origins of its communication strategies. The group wanted to understand what it means to communicate for a think tank, rather than evaluate their communication strategies and practices based on an existing standard communications model.

For this, the group adopted a basic method of analysis, where the main categories came from the data collection. It aimed to tackle the following questions:

- What are the communication strategies and practices of each organisation?
- How do the organisations do what they are meant to do?
- Why do the organisations do what they do?

The project was purposefully started without a solid framework, which required a constant process of reflection on the notion, strategies, and the role of communications at each organisation. The *on-the-go-design* approach, allowed for better understanding of each case study.

For the purpose of this project, the group assumed that:

- Peer learning amongst think tanks from different regions and backgrounds could complement and enrich their knowledge, experiences, and practices;
- Peer learning on an institutional topic, such as communication strategies, would be more motivating for researchers if they shared a topic of interest in which they are experts; and
- The main motivation was a shared interest to learn how other think tanks deal with their communication challenges, and how they could learn from their approaches and apply them to their own practices.

The case study analyses undertaken with the *on-the-go-design* approach was appropriate and enriched the experience of collaboration. It was worthwhile, even though it is more time consuming than using a standard model for all organisations.

Furthermore, two important results were gathered from this approach: First, the institutional description was more important than expected and, second, the analyses, comparison and reflection process was rich enough to be the core component of the study. With these results, the initial idea to create an innovative communications tool was abandoned, and the group changed its focus.

Here is a brief history of the project and the changes it underwent. The project's proposal was designed based on four main components:

- **Mapping:** each think tank would map the relevant aspects of its communication practices over the period 2012–2014;
- **Case study:** based on this mapping, participants would agree on appropriate case studies to explore their communication activities;
- **Learning through reflection:** exchange and reflect on the case studies and lessons learned; and
- **Learning by doing:** the group would design a new communications activity for each think tank on a topic of shared interest.

During the process, two important components had to be changed: first, the group understood that they needed to know more about each other's institutional work, the culture of each organisation, and their communications departments (which became an important element). Second, at the start of the project the group had planned to design a new communications activity for each think tank on a topic of shared interest. However, during the process of exchange they realized that this was far beyond the time availability and resources available, re-defining the component of "learning by doing" as the exchange and reflection undertaken at multiples phases of the project.

The final four components are:

- **Institutional description and communications department background:** Initially, this component was meant as a first step to get to know each other. However, the team quickly realized this was a core component. It was indispensable to understand each organisation's culture, dynamic, governance, and fields of work. This knowledge was crucial to understand and contextualize the local challenges and practices in terms of communications.
- **Internal mapping:** This component maps the communication practices of each participating think tank within the selected areas of activity and timeframes. Since the participating think tanks differed in areas of policy research and structure, the choice of areas of activities to map was left to each participant.
- **Case studies:** This component selects and elaborates an in-depth case study for each participating think tank on a communications activity.
- **Exchange and reflection:** This component shows the on-going process of exchange and reflection through the whole project, focusing mainly on the reflection on the case studies and lessons learned.

The following table resumes the timeframe of the project:

Year	2014												2015								
MONTH	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9		
Activities																					
1st On Think Tanks Exchange Meeting in Lima, Peru	●																				
Developing the draft proposal of the communications project	●	●	●	●																	
Communications team meeting in Budapest, Hungary					●																
Finishing the proposal and start of the project					●	●															
2nd On Think Tanks Exchange Meeting in Jakarta, Indonesia							●														
Working on the institutional description and communications office analysis							●	●	●	●											
Commenting on institutional descriptions of others and drafting the list of activities for case studies											●	●	●								
3rd On Think Tanks Exchange Meeting in Quito, Ecuador														●							
Case studies elaboration and writing the synthesis document														●	●	●	●	●			
4th On Think Tanks Exchange Meeting																			●		
Finalization of the outcome document in Rio de Janeiro, Brazil																			●		

Institutional description and communications department

This section analyses the similarities and differences in organisational structures and communication departments between the four participating think tanks. The think tanks are located in Indonesia, Peru, Slovakia and Ukraine, where they focus on problems and issues that respond to their own contexts. Notwithstanding their geographical and contextual differences, they are similar in many ways.

To start, this study compares relevant institutional aspects such as the history of the organisations, their research traditions, and researchers' profiles. The study analyses the communication departments of each organisation, focusing on how communication departments are funded, what is their capacity building process, and how they evaluate their activities.

An important part of this component was a series of interviews with colleagues from each organisation. Through these interviews, the group intended to find out how basic terms used in relation to think tanks' communication strategies are understood by people who work there. Each team member conducted short interviews with their colleagues, including the Director, researchers, and members of the communications department. The interviewees were asked about a set of terms used in research communication strategies. Their responses reflected the similarities and the points of comparison on the terms across the four organisations.

Organisations: differences & similarities

There are significant differences in the organisations. For example: IEP is the oldest think tank, with 50 years since its foundation, while the others were established not more than 20 years ago. CPLR was established nineteen years ago, CENAA twelve years ago, and Article 33 six years ago. However, Article 33 is a spin-off of PATTIRO, an organisation established in 1998, which would make its roots certainly older. Furthermore, IEP is also significantly different from the others in its size, with 105 full-time employees. The other organisations have much smaller full-time staff teams: CPLR — 19, Article 33 — 15, CENAA — 8.

As for the researchers' profiles, we found similarities between CPLR/Article 33 and IEP/Article 33. Some of the researchers at CPLR and Article 33 have public administration backgrounds, and some IEP and Article 33 researchers have similar profiles in economics. By contrast, all researchers at CPLR have a law degree and, according to CENAA's organisational profile, its researchers predominantly have backgrounds in security, defense and international relations. IEP's researchers come from a variety of disciplines from the social sciences: anthropology, sociology, psychology, history, political science, linguistics, cultural studies, archeology and ethno-history. Some of Article 33's researchers have natural resource and environmental backgrounds. The profiles of investigators are related to the research area of each organisation. While some think tanks have a specialised focus (CENAA, CPLR, Article 33), IEP engages in a much broader research agenda.

Something all organisations have in common is that their research areas are relevant to human rights, democracy, and rule of law. However, looking closely at the areas of activity, we can see significant differences. IEP's research concerns democratic governance, inequality and poverty, and cultural diversity. CENAA focuses on external and internal security and defense issues. Article 33 works on social development, climate change and the extractive industry. And CPLR advocates for reforms in the areas of constitutionalism, public administration, judiciary, criminal justice and anti-corruption. This shows that the organisations studied have a wide range of research areas.

Communications departments: differences & similarities

This section focuses on the similarities and differences within communication departments. The study compared 9 criteria for this section: specialised communications department, job descriptions, monitoring, evaluation and key performance indicators, communications policy and communications strategy, decision making process, capacity building, influence of donors, and budget available.

The basic criteria for this assessment is whether the organisation has a communications department in the organisational structure or not.

Three out of the four organisations (Article 33, CENAA, and CPLR) do not have a communications department with full-time staff in the organisational structure; they have consultants or media managers who do not work full-time or who work as volunteers. IEP does have a communications department with employees working on a permanent basis. Excluding CENAA, all organisations have clearly defined job descriptions for staff involved in communications, even though not all of them have an established communications department.

Two of the four organisations, CENAA and IEP, have defined monitoring, evaluation and key performance indicators for communication activities, while Article 33 and CPLR do not have such mechanisms in place. Additionally, CENAA has launched an internal process of evaluation and improvement for their communications strategy.

Another common feature is that none of the organisations involved have a communications policy. IEP is the only organisation from the group that has a clearly defined communications strategy. The four organisations are similar in their decision making process, although this is part of internal processes that are not standardised in a particular document.

The organisations are similar when it comes to the process of capacity building — workshops, trainings and seminars for staff, conducted either internally or externally, are common practice in the four think tanks.

Influence of donors is also an important characteristic amongst the four think tanks. Donors encourage them to develop and improve their communications work, although each organisation has different budget availability for these practices. Article 33 receives financial support for communication activities as part of their funding for organisational development (their core funding comes from the Knowledge Sector Initiative). IEP currently supports its own communication efforts, but they had external support from the Think Tank Initiative (TTI), which enabled the foundation of the communications department. CENAA does not have any budget availability, and the external communications expert works on an unpaid volunteer basis. CPLR's communications budget is mostly project-based or in cooperation with other organisations or civil society partnerships.

Conclusion

It is possible to compare the organisational structures and communications departments of Article 33, CENAA, and CPLR, as they have roughly the same resources and institutional development. The IEP stands aside, as it is more established institutionally and has broader experience in communication activities.

Donor support is important to establish a communications department with full-time staff; it helps demonstrate what such a department is capable of in a context where their role is not often understood. However, it is important to consider how to maintain the communications department when such support comes to an end. The IEP was able to maintain their communications department through its institutional budget, but this proves that regardless of the scope and the size of the organisations, they all face the challenge of sustainability.

Having a communications strategy and policies are important to have a clear vision of the expectation from communication activities, and how communication goals can be achieved. Through the process of learning from each other, the group realized that it is easier to implement strategies and policies when an organisation has a communications department with full-time staff that is responsible for these implementations.

Another important finding is that organisations must have defined key performance indicators (KPI) for communication activities. For this, there are two types of KPIs: The first one involves quantitative data; i.e. the number of participants attending an event, the number of issued and distributed publications, the number of online visitors to the institutional webpage, the number of “likes” and “shares” on social media, or the number of media statements and interviews. The second one involves qualitative data; i.e. how messages are delivered to the public, what the public’s response to the work and outcomes of an organisation is, whether the organisation was successful in bringing certain topics to the attention of media and general public, and by stimulating the public discussion on key topics.

Communication case studies

The section on institutional frameworks and communication departments is necessary to understand how communication activities are held and the context in which they are organized. Following the outline of the basic characteristics of the participating organisations, the similarities and differences of the selected communication activities are analysed.

The mapping process of communication activities and the elaboration of the case studies had several phases, which the group then systematized to compare the results. First, a topic of work was chosen. After realizing that all 4 organisations deal with controversial social issues, the group led its focus from “democratisation” issues to “sensitive topics”. It then proceeded to define the policy aims at the centre of their focus, basing these on the compatibility and comparability of their outcomes. The selected policy aims take into the account not only the interest of other participants, but also reflect those that can be useful and beneficial for other practices.

To systematise the various activities the organisations undertake on the selected policy aims, the group identified the shared features and activities and divided them into seven categories:

- Policymakers meeting;
- Publishing – written outcomes;
- Conferences and seminars;
- Round tables;
- Educational events, workshops, trainings;
- Traditional Media; and
- Social media.

Regardless of the differences in their backgrounds, the four think tanks carry out the same type of activities. To carry out the study, two groups of activities per organisation were selected. The selection reflects the interest of participants to learn about practices they consider adaptable to their own organisations. At the same time, the selection reflects the interest to compare how similar activities are carried out in different contexts. The participants also wanted to learn about the similarities and differences in categories such as budgets and decision-making processes. After finding common ground and narrowing down the topic from democratisation issues to sensitive issues, to specific policy aims, to specific groups of activities, the group developed a system to elaborate case studies that are comparable across the countries and regions.

In the following section presents the similarities and differences of communication practices based on four case studies elaborated during the mapping process. The full case studies can be found in the following sections.

Policy aims

The policy aims selected for these case studies vary by organisation, although they share the sensitivity to particular social and political contexts. These also depend on the overall aims of each think tank and their research agenda.

- For IEP, the policy aim is to provide information and recommendations to address the subject of armed conflict and the collective memory of secondary schools in distinct contexts, with a focus on Human Rights and cultural integration.
- For CENAA, the policy aim is to provide strategies to stop the tendency to radicalise mainstream political parties’ rhetoric as a response to increased demand for radical solutions from society.
- For CPLR, the policy aim is to reform the system of administrative services provided by the state and municipalities to citizens to make it more citizen-friendly.
- For Article 33, the policy aim is to improve transparency and accountability in managing mining resources at the sub-national level in Philippines, Indonesia and Vietnam.

On one hand, the policy aims are not only thematically different but also focus on slightly different goals. Based on the verbs used in the formulations of the aims, we can see that there are substantial differences in primary target groups, spheres of public life in which the organisations are active, and the policy levels on which the activities take place.

On the other hand, the selected policy aims share some very important features. They are all focused on improving policies and increasing the level of knowledge amongst policy actors on certain issues. They also aim to change and improve the policy strategies on these issues, so they can be dealt with in a way that stops dividing society. Last but not least, they all include the relationship between government and non-government actors, and thus address the issue of establishing cooperation between different stakeholders to achieve policy change.

Institutional vs. project based

Another interesting distinction relates to the funding frameworks in which the activities are implemented. CENAA and Article 33 refer to a project-based framework and organize their activities by project. IEP and CPLR work with a combination of both project and institutional initiative, mainly because these organisations are devoted to traditional areas of research.

Justification and context

The justification and context for each organisation's project is based on each country's situation and background, as well as the specific areas of research of each think tank. The organisations' aims share the challenge of being based on a sensitive subject, making its communication difficult. Article 33 focuses on natural resources management related to the process of decentralisation, CPLR focuses on administrative reforms and good governance, CENAA focuses on the radicalisation of the public opinion in relation to minorities, and IEP focuses on collective memory in relation to traumatic historical events during internal armed conflict. Although the thematic and contextual differences are extensive, there are many similarities in terms of specific communication activities amongst the four think tanks.

Groups of activities

After defining the seven categories where each communications activity could be grouped into, each organisation had to choose up to eight activities they engaged in. IEP chose 8, CPLR chose 8, CENAA chose 6 and Article 33 chose 3. Three of the four organisations (IEP, CPLR, CENAA) highlighted their work with policymakers, such as meetings, consultations, workshops, and seminars. IEP additionally focused on publishing working documents for policymakers. CPLR and CENAA chose educational events, trainings, and workshops. Article 33 chose different activities: formal transparency, institution influence and creative media (mural presentation). As a result, the final list of activities contains similar activities in different contexts, which serve for comparison, as well as unique activities, which serve for inspiration.

Activities

Organized into clear categories, the comparison of activities and their background is much easier. First, communication with policy-makers is common in the IEP, CPLR, Article 33 and CENAA, but it occurs in different ways. For instance, IEP focuses on the presentation of study results and research papers to officials as a channel to communicate research results to that target audience, along with TV and radio interviews. CENAA engages in face-to-face consultations and meetings with politicians and municipal representatives, and also work with young political leaders through workshops and lectures designed specifically for young politicians. CPLR concentrates its efforts on targeted educational lectures and workshops for civil servants and civil society. They also facilitate work sessions between state agencies which provide administrative services and prominent municipal one-stop-shops, in an effort to develop the strategy to implement a new legislation on administrative services. CPLR also participates in the working groups of the Ministry of Regional Development. Article 33 concentrates its activities on EITI (Extractive Industries Transparency Initiative), a global standard for transparency in the extractive sector (including oil, gas, minerals and coal), and a main platform through which they pursue their specific policy aim. Moreover, they are also trying to reach a wider audience through new methods, such as mural presentations prepared in cooperation with local artists. Compared to more formal ways of communicating research results, this approach may serve as inspiration for others as a way of choosing new and attractive visual methods to communicate an important message to various audiences.

Target groups

Although the policy aims are different, the comparison of the four organisations and their communication activities show that the target audiences are the same. As expected, the four organisations target their activities primarily at policymakers and state authorities, as well as national and local politicians. The general public, civil society activists, and others NGOs are other important target audiences for their communication activities.

However, due to the specificities of each organisation's policy aims, some unique target groups can also be identified. For instance, IEP emphasized education policymakers and teachers as an important target audience, given their focus on educational processes. CENAA's specific target group involves students, young political party leaders, and young professionals who could be potential future policymakers. Finally, given the local context, Article 33 also targets rural community members and indigenous people.

Conclusion

At the start of the project, the comparison of four think tanks from different countries and regions seemed to be an exercise of differentiation rather than association. However, the results of this exercise reveal that the differences are less than expected. The policy aims, the justifications, and the contexts are indeed different. They respond to each country's current situation and background and also to each organisation's profiles. Nevertheless, the results show that the target audiences, as well as certain communication activities produced to reach these audiences, are shared by all organisations. Studying them in a different context can be enriching and inspiring for our own practices.

Final Reflection

Institutional and communications departments

This section evaluates the experience of studying the organisations and their communications departments, allowing for an informed comparison of the organisations.

Sharing experiences is an important exercise. Using best practices and tools gained from the experience of other think tankers make organisations stronger, and provides new skills to put ideas into practice. The four think tanks in this project believe that the exchange has made them better at their jobs, enabling them to organize and run their think tanks more effectively, consequently contributing more to society.

At the start of the project, the team members assumed the organisations were very different. They come from different places: Peru, Slovakia, Ukraine and Indonesia and work in different areas: human rights, democracy, rule of law, security, defense and international relations, social dialogue, public policy, and environmental and natural resources. However, all of these issues are sensitive topics in their countries, and they all face similar challenges when communicating research on them.

During this exchange, the team discovered new information about the organisations (including the issues they work on), the countries they operate in, their political situations, and the challenges for civil societies and think tanks' organisation.

Whilst conducting the case studies, the team members found they had many things in common, and learned of new tools and media for communication outputs.

The study used three key criteria to study the organisations' institutional development:

- Year of founding and history of the organisation;
- Number of staff and researchers' profiles; and
- Research areas and organisational structure.

IEP from Peru has been established for longer than the other three organisations, it has more employees and has undertaken more projects. The organisation has been working for more than 50 years, so it was a useful experience to learn from for the other think tanks in the project. The other three think tanks (from Slovakia, Indonesia and Ukraine) are roughly comparable by number of staff and the years practice.

In analysing Communications Departments, the study took into account nine criteria:

1. A specialized communications department;
2. Job description of the person or team that does communications at the organisation;
3. Influence of donors;
4. Communications strategy;
5. Communication policies;
6. Decision-making process for communications;
7. Budget availability for communications;
8. Capacity building for communications; and
9. Monitoring, evaluation and key performance indicators (KPI).

The analysis of these indicators shows that the IEP is the only think tank with a full-time communications team. This is the main difference with the other organisations. Financial support from the TTI between 2011 and 2014 allowed for the foundation of the communications department. Long-term donor support is crucial for think tanks' institutional development, as it is difficult to allocate funds from project budgets. For example, the KSI (Knowledge Sector Initiative) provides long-term support (core funding) for Article 33 in Indonesia, including a budget to strengthen their communications department.

It is also very important to have an organisational development and communications strategy which can help secure funds for organisational development. None of the participating organisations have a communications policy. This indicates that think tanks do not have established procedures for communications staff and each process is designed on a case-by-case basis or by activity. This is a weakness that reduces the ability for organisations to communicate and disseminate research on sensitive topics. This was also reflected in the discussion on what each organisation understands by "communications". When members of the organisations were interviewed on key communication aspects, many of them did not know what a communications policy means. However, the study showed that a solid communications strategy, along with communication policies, also serve to raise funds to establish a strong communications department. It is important to integrate communication policies into the strategic planning of each organisation, so they become an integral part of the organisation.

To implement strategies and policies a clear decision-making process must exist, along with monitoring, evaluation and key performance indicators for communication activities. This will build the communications process, track performance, and monitor key performance indicators.

Three out of the four organisations have clear job descriptions for the person or team that does communications. Studying these job descriptions was very helpful for all think tanks.

CENAA's experience with volunteer work shows that this cooperation can be used with institutional support or without it. In the absence of sustainable funding, volunteer work can greatly help think tanks.

It was very useful to interview colleagues on how they understand concepts such as communications strategy, communication policies, external and internal communications, channels of communication, messages, target audience, who are the organisation's beneficiaries, and speakers. After this survey, the team had a better understanding of their organisations.

This internal learning process provided the team and their colleagues with the opportunity to strengthen their organisations and make communication activities more effective. For example, one of the improvements was the development of a SOP (Standard Operation Procedure) as part of the organisation's strategic plan. The SOP on communications will be included in the new Article 33 strategic plan,

due at the end of 2015. The exchange of experiences on communication activities provided new tools to implement a communications vision for all organisations.

The most important conclusions and findings about organisations and communications departments are:

- Having a communications strategy and communication policies is essential to have clear vision of what an organisation wants to achieve from communication activities and how communication goals can be reached;
- For better and more efficient performance, organisations need to have key performance indicators (KPI) for communication activities;
- Donor support is important to establish a communications department with full-time staff. However, it is important to evaluate how this department will be sustained once the donor's support is over; and
- Effective internal communications are a source for effective external communications.

Communications activities

This section evaluates the experience of studying the participating organisations' communication activities. The choice of communication activities is related to the chosen policy aim, the kind of projects the organisations engage in, and the context in which they operate. Each think tank chose a key policy aim, which corresponds to the general aim of their organisation. The period of analysis was from 2012 to 2014.

Sharing the sensitive issues the think tanks work on was very useful for this collaboration. Some countries have experienced processes of democratisation that others are yet to experience, so sharing experiences has given them new tools to face new challenges.

IEP's presentation of research results is interesting; they use different outputs for different audiences. CENAA, does informal educational programmes, like workshops for young political leaders and summer school for young professionals. CENAA also has an interesting experience in communicating with representatives of parliamentary political parties on their research in the fields of political extremism, radicalisation of the public opinion, and minority-majority tensions. CPLR has a history of participating in working groups with Ministry representatives and workshops for civil servants and civil society. Through this participation, they gain influence in their programme focus. Article 33's experience shows that by participating in global (or local) initiatives and incentivising representatives to become members of these initiatives, they can be more influential. It was also interesting to hear about Article 33's communication through murals, which helps them communicate complex information in a clear and simple way.

The cooperation was a great sharing experience which taught participants how to best communicate difficult and sensitive issues.

The most important conclusions and findings about communication activities:

- Policy aims, the justifications, and the contexts are different and relate to each country's situation and background, and to each organisation's profile; and
- Target audiences, as well as certain communication activities, are similar. Studying them in different contexts can be enriching and inspiring for other organisations' practices.

Learning by doing

This document is a result of more than a year-long process of exploring and understanding the communication practices of four think tanks from four different countries. The implementation of the project has brought several lessons to be learned. At the same time, the process itself led to a deeper understanding not only of each other's practice in terms of communication strategies, but also of the contexts in which they work, including the political and socio-economic situation of the four countries.

This section presents the challenges divided into six major groups:

- General challenges;
- Putting together the project team and getting to know each other ;
- Change of the central focus of the study;
- Development of the mapping process;
- Development of the methodology; and
- Looking for a topic / area that is shared by all think tanks.

These are presented to provide a detailed reflection on the major challenges and achievements of the collaboration, which are accompanied by interesting and fruitful outcomes and a further understanding of the think tanks' strengths and weaknesses.

General challenges

Although they may seem obvious, it is important to mention many of the basic challenges faced from the beginning which had to be incorporated into the work throughout the projects. First of all, it must be noted that although all team members have a good English proficiency, it is still a foreign language for all of them, which inevitably leads to the need for clarifications. However, the constant and open discussions on every bit of work, along with the patience and dedication from all team members, proved to be the best way to face this challenge.

Moreover, since they all live in different countries and continents, the time difference was very difficult to overcome. It meant that the group had limited time to meet for a group chat, and also caused delayed e-mail communication. In addition, the technical challenges due to problems with internet connections occurred often, which led to replacing conference calls with conference chats. This also made it easier to revisit the most important points of the discussion and arguments of the team members, since it is simple to archive transcripts of the group chats. This change in communication saved a lot of time by avoiding constantly backtracking in conversations. By looking for ways how to overcome these obstacles, the team found more efficient ways to work.

In a collaboration project like this, it is important to understand that all team members have a lot of other responsibilities within their jobs and the projects they are engaged in. Not being in daily contact with each other made it easy to forget or lose track of the status of the project. To avoid this, several measures to ensure that everyone regularly worked on the project and did not leave it on the side were agreed on. These were:

- Acknowledging the importance of face-to-face meetings over online work, resulting in the team making the most of personal meetings and trying to do the majority of the work together;
- Acknowledging the importance of constant and open discussion to ensure that all team members were in line with the focus and aims of the project to ensure equal dedication to the project;
- Regular assignments to ensure the elaboration of the final document and also to be able to revise the work of others continuously and gradually, so that amendments could be done during the process; and
- Keeping track of discussions and conference calls by writing reports on the main points of the discussions and agreements, so they could revisit important decisions later on.

The most important milestones were:

- Team meeting in Lima – meeting each other for the first time and forming the teams;
- Team meeting in Budapest (July 2014) – changes in the project team and choosing face-to-face meetings over conference calls for the sake of higher efficiency; and
- First and second phases of the project – agreement on elaboration of summaries and reports from each conference call and gradual transition from calls to chats due to technical difficulties.

Putting together the project team and getting to know each other

Putting together the project team was not straightforward and easy. During the project's implementation, there were three major changes in the team: first, the departure of Bambang Hudaena (IRE) from the project; second, the arrival of a new team member, Ermy Ardhyanti (Article 33) to the project; and third, a change of the representative from CPLR – Mykola Stepanov replaced Nadia Dobryanska. Following the challenges presented previously, practice proved that the most effective ways of communication were personal meetings (where time and place for proper discussion were ensured) or conference chats.

Most importantly, everyone had to be on the same page when it came to decisions on the project. Although aiming for unanimity may seem time consuming given the necessary discussion required to reach consensus, it proved to be more efficient in the long run as it ensured everyone was in agreement on how to move forward.

The most important milestones for this aspect:

- Team meeting in Lima – formation of the team and the basic idea of the proposal;
- Team meeting in Budapest (July 2014) – introduction of Ermy into the team and working on the proposal;
- Team meeting in Jakarta (September 2014) – agreement on substantial changes in the methodology; and
- Team meeting in Quito (April 2015) – introduction of Mykola into the team and final changes in the case studies methodology.

Change of the central focus of the study

One of the major adjustments made during the process of implementation was changing the primary focus of the research. Even before the proposal was written, the main motivation of the team was to learn something new, something which had not been applied in the organisations and they could take back to improve their work. The first idea was built on the transfer of practices and implementing a new practice or activity that had been tried by other organisations before. This idea faced an obvious problem from the start: limited time and resources. Therefore, the group decided that instead of implementing an innovative communications practice in each organisation, they would design one together.

The second major change on the focus of the project was a reaction to the developments in the project. As discussions on communication practices that could be adapted to all took place, it became clear that the understanding of basic terms was very different across the team. These discussions led to the realization that it is difficult to adopt new practices without a clear definition of each term. The team also realized that to learn about each other's organisations, they had to understand the context in which the work. This includes the organisational framework along with the social, economic and political situation of the home country. With these realizations, it was decided to focus the work on understanding each other's contexts rather than designing a new communications activity.

The final document emphasizes institutional descriptions, choosing communications departments, budgets and internal procedures as points of comparison between the four participating think tanks. The case studies are based on these comparisons.

The most important milestones for this aspect:

- Team meeting in Budapest (July 2014) – process of drafting the project proposal; and
- Second phase of the project implementation – process of elaborating the institutional description of organisations.

Development of the mapping process

As mentioned before, one of the most important lessons learned is that it is necessary to understand the context in which specific communication activities take place. Understanding each other's work and the context in which this work is carried out was a crucial part of this project, allowing the group to understand the core of our communication activities.

Along with this realization, the depth of analysis was inconsistent across the team. The group defined communication activities and categorized them into broader groups. They also identified policy aims for each of the four think tanks. These allowed them to develop the study's methodology to compare results and achieve a higher quality in the outputs.

The process of mapping also highlighted the need to define the terms to ensure everybody was on the same page. Each think tank conducted a short survey on terminology within their organisation. The results of this survey showed the differences and similarities on the perceptions of certain terms. Agreeing on standardized definitions for these terms prevented inaccuracies and inconsistencies when developing the final document.

The most important milestones for this aspect:

- Team meeting in Jakarta (September 2014) – process of development of the comparative strategy and individual presentations of research projects and their policy aims; and
- First phase of the project's implementation – research on the notions of communications.

Developing the methodology

The methodology was partly elaborated before the official start of the project and it was adjusted during the research and implementation stages.

Recognising the importance of context in the activities was the first trigger to adjust the methodology. The team started by dividing their communication activities into different categories. This allowed them to compare these activities and understand the context in which they are carried out. After this categorization, each think tank selected two activities to develop case studies on. The activities were selected based on the interest of their peers or the members' own assessment on the value of the activities for the group.

The research focused on both defined communication strategies and practices, and on informal activities and decision-making processes. The latter are especially relevant for think tanks that do not have official guidelines for communication activities. The organisations that did have official guidelines vary greatly, making it difficult to compare them adequately. Another challenge was how to include informal practices into the project. To address this barrier, the team agreed on an specific outline to use for all the case studies and institutional descriptions. This ensured uniformity in the materials, and allowed them to compare the organisations by each point in the outline.

The most important milestones for this aspect:

- Team meeting in Budapest (July 2014) – process of drafting the project proposal and first outline of aspects that will be analysed and compared in the implementation phase; and
- Team meeting in Quito (April 2015) – process of developing and defining the group activities and deciding upon the selected activities for case studies

Looking for topics or areas or research shared by all think tanks

Although the think tanks involved in this project have very different research agendas, there is a common goal in all their practices: building democracy. The group realized that they all struggled to communicate on sensitive issues, and agreed that discussing the specific challenges each of them face and how they overcome them would give them new ideas on how to approach their own difficulties. By comparing the organisations and their communication practices, the strengths and weaknesses of their efforts would be identified.

The most important milestones for this aspect:

- Team meeting in Jakarta (September 2014) – process of setting the policy aims that will be followed in the elaboration of case studies

Reflection on collaboration: milestones

This section shares the highlights from the collaboration, reflecting on the face-to-face opportunities.

The very beginning: #TheExchangeLima

When this collaboration project began, it was obvious that teams had to be formed. This was a complicated task, as the think tanks

participating in The Exchange represented a diverse group of organisations. The diversity existed not only on what each organisations focused their work on, but also on each of their backgrounds and the complexities of their countries' histories.

The communications group was initially formed with the following members:

- Radka Vicensová from the Centre for European and North Atlantic Affairs (CENAA – Slovak Republic);
- Nadia Dobryanska from Centre for Political and Legal Reforms (CPLR – Ukrainian);
- Francesca Uccelli (IEP–Perú); and
- Bambam from Institute for Research and Empowerment (IRE) (Jakarta).

The first task was to find a common issue of interest to build a project on, and the group decided on “democracy building.” In its draft proposal, the group intended to “systemize our communication strategies and have an exchange of ideas and best practices to develop a small intervention on “democracy building” issues within our existing projects.”

Developing a proposal at Budapest

Starting the project was really difficult. The team members knew little about each other, yet they had to work together to create an outline for the project. After struggling to accomplish this through online communication, they decided to meet in Budapest and work together on their draft proposal.

Bambam, one of the original team members, could not attend the meeting in Budapest. We were also joined by Ermy Ardhyanti from Article 33 Indonesia. These two changes in the team were a minor setback.

At this point in the project, the team was still working on the topic of “building democracy,” and they set 4 tasks for their project:

- Each think tank was to map the relevant aspects of its communication practices over the period 2012–2014;
- Based on this mapping, the participants would agree on appropriate case studies to explore their communication activities;
- They would then exchange and reflect on the case studies and lessons learnt from them; and
- Learning by doing – designing a new communications activity for each think tank on a topic of shared interest.

Main shift regarding our collaborative work #TheExchangeJakarta

Between the meeting Budapest and the meeting in Jakarta, they worked on their first task: mapping the relevant communication aspects of their organisations. The team then met in Jakarta, ready to share and reflect on this information.

Based on this mapping and the exchange of each other's information, each think tank picked specific policy aims to work on.

However, at this point the team members were aware that they needed to know more about each other. The mapping activity left them with a list of things that did not make a lot of sense. It was decided that the organisational description and the history of their communications departments had to take relevance.

The mapping exercise was not one of their products anymore; instead it became an important exercise to identify the many possible topics to work on, and choose one amongst them. What they had first seen as an outcome became a very useful tool.

The next task was to specify the level of policy aim they wanted to develop. It was here that they realized that “democracy building” is too a broad topic, and that “sensitive issues” was a more appropriate topic for the project. All the organisations work on controversial topics that require specialised communications. The nature of these topics poses particular difficulties when trying to build a communications campaign around them, demanding a larger effort from the researchers. Communicating on social sciences is difficult as it is, and when the topic is controversial, the challenge is greater.

During the meeting in Jakarta the group realized that in order to understand communication practices, they had to understand their organisations, their communication departments and what communications mean to them. This helped them define their case studies, although there were important changes in our initial proposal that took place during this meeting.

Making an interesting balance on the work process #TheExchangeQuito

Between meeting in Jakarta and meeting in Quito, the group worked intensely on the description of their organisations and their communication departments. They also began working on the first drafts of their case studies, and were prepared to share and receive feedback from team members.

It was during this meeting that they understood that the main value of this process lies in getting to know one another. This process was enriching, and allowed them to make fair comparisons between their organisations.

The team also became aware that the terms used had different significance for them and their organisations. These needed to be defined in a manner that took into account the diversity and plurality of the group, but that also allowed to standardize the terminology.

Finally, at the Quito meeting the group designed a work plan for their final document.

Lessons learned

Two years of working together taught the group a lot about international collaboration, the structures of their organisations, and each other.

About the organisations and each other

During the design and implementation stages of the project, team members learned how think tanks work in other countries. For instance, how think tanks operate in different political and socio-economic environments and about their work in different scientific disciplines. To understand institutional challenges and how organisations overcome them, it was important to understand each country's background and the most pressing policy issues that are stake. Being privy to how social and policy research is conducted in other countries allowed for the comparison of work practices and to pinpoint the strengths and the areas that need improvement of each participating think tank.

About international think tanks' collaboration

The project was developed by a group of think tankers who work predominantly on the national level in their home countries. Although they had some experience collaborating with other institutions, this was a unique experience. They all had ownership and shared the same responsibilities on the project, which was developed and implemented with equal cooperation from everyone. Being based in different regions of the world and working in different time zones was a challenge. This shows that to develop a successful collaborative project with a larger group of international researchers, it is imperative that all team members are included in each phase of the project. The group achieved this by having constant online communication, face-to-face meetings scattered throughout the length of the project, and by maintaining an open discussion on every important matter.

About the institutional framework of the organisations

All the team members are researchers who predominantly deal with policy issues and advocacy, rather than institutional frameworks. This project showed the structure of the organisations, and how decisions that influence the success or failure of communication activities are made. Learning about the communications department and sharing new knowledge with team members allowed the group to learn from each other, and empowered them with new communication tools and platforms for their own research.

About similarities

At first sight, it seemed like the organisations were significantly different, especially in terms of size and years in operations. Taking a closer look, it is evident that they all face the same organisational challenges, regardless of scale or age.

Regarding communication strategies, all four think tanks struggle to find sustainable funding for communication departments, and struggle equally when formulating solid communication strategies and with reaching consensus on the definition and significance of key terminology.

About working in cooperation

Perhaps the most important take-away from this experience is that the group wants to expand the cooperation into policy issues. This was a great and successful experience, and team members look forward to further collaboration amongst their organisations.

Differences and similarities of the organisations and their communications offices

ORGANISATIONAL DESCRIPTION				
Organisation	IEP	CENAA	CPLR	Article 33
Year of Foundation	50 years of foundation	12 years of foundation	19 years of foundation	6 years of foundation
Number of Staff	105	8	19	15
Researchers' profiles	Anthropology, sociology, psychology, history, political science, economics, linguistics, cultural studies, archeology and ethno-history	Security, defense and international relations	Economic development, sociology, marine environment, forestry, public administration, law	Public administration, sociology, marine, forestry, economy, and environment
Research areas	<ul style="list-style-type: none"> • democratic governance • inequality and poverty • cultural diversity 	<ul style="list-style-type: none"> • Security and defense • Human rights, democracy, rule of law 	<ul style="list-style-type: none"> • Human rights, democracy, rule of law • Public policy 	<ul style="list-style-type: none"> • Environmental and natural resources • Public policy • Economics • Community based • Human rights, democracy, rule of law
COMMUNICATIONS DEPARTMENT				
Organisation	IEP	CENAA	CPLR	Article 33
A specialized communications office	Full-time	Part time /consultant	Part time /consultant	Part time /consultant
Job Description	Clearly defined	Not clearly defined	Clearly defined	Not clearly defined
Influence of Donors	Doesn't have constant support, part of the project at present but had external support from TTI for its first 4 years, which allowed for the foundation of the communications department	Doesn't have constant support, part of the project	Doesn't have constant support, part of the project	Continuous support as core funding
Communications Strategy	Clearly defined	Not clearly defined	Not clearly defined	Not clearly defined
Communications Policy	Not defined	Not defined	Not defined	Not defined
Decision Making Process	Standardized process	Non-standardized process	Non-standardized process	Non-standardized process
Budget Support	Organisation's budget	Unpaid (volunteer)	Project budget	Project budget
Capacity Building	External training, workshop, etc.	<ul style="list-style-type: none"> • External training, workshop, etc. • Internal process of improvement 	External training, workshop, etc.	External training, workshop, etc.
MonEv and Key Performance Indicator (KPI)	KPIs are defined	KPIs are defined	KPIs are not defined	KPIs are not defined

Differences and similarities of the selected communication activities⁵

	IEP	CENAA	CPLR	Article 33
Policy Aim	“To provide information and recommendations to address the subject of armed conflict and collective memory in secondary schools in distinct contexts, with a focus on human rights and interculturality.”	“To create strategies to stop the tendency to radicalise mainstream political parties’ rhetoric as a response to an increasing demand for radical solutions from society.”	“To reform the system of administrative services (granting permits, certificates, passports, etc.) provided by the state and municipalities to citizens to make it more citizen-friendly (comfortable, easy, transparent).”	“To improve transparency and accountability in managing mining resources at the sub-national level in Philippines, Indonesia and Vietnam.”
Activities	<p>Policy meetings and events Presentation of the study results to the Municipality of Lima</p> <p>Presentation of the study results and recommendations at a small reunion with ministry of education officials</p> <p>Presentation of the study at Ministry of Education (MINEDU)</p> <p>Publish a work document Present the results in partnership with the teachers that participated in the study</p> <p>Present the results at IEP’s green table</p> <p>Present the document at the British Embassy</p> <p>Present the document at Lima and Ayacucho</p> <p>Put out a press release</p> <p>TV and radio interviews in Lima and Ayacucho, as well as publish articles about the study in newspapers and in social science magazines (Revista Poder, la República).</p>	<p>Policy meetings and consultations Face-to-face consultations with representatives of parliamentary political parties</p> <p>Consultations with candidates in European Elections</p> <p>Face-to-face meetings with representatives of municipalities</p> <p>Educational events, workshops and trainings Informal educational programme; workshops for young political leaders</p> <p>Summer School for Young Professionals; lectures</p>	<p>Engaging with the policy-makers Work session, initiated by CPLR between state agencies which provide administrative services, and prominent municipal one-stop-shops to develop the strategy to implement the new legislation on administrative services</p> <p>Participation in the working groups of the Ministry of Regional Development to draft the law on the decentralisation of administrative services</p> <p>Educational events, workshops Workshops on administrative services for civil society (theory of administrative services, practice of monitoring one-stop-shops)</p>	<p>Engaging with policy-makers Endorsing a representative to become a stakeholder on Extractive Industry Transparency Initiative (EITI) in Indonesia</p> <p>Hold two peer-learning events between local leaders from resource-rich districts/provinces in Southeast Asia</p> <p>Publishing research outcome Produce and present visual and audio visual outputs from the research and advocate for the desired outcome in the form of video, mural and infographics</p> <p>Present in the two international conferences</p> <p>Be part of collaborative writing on a book about South East Asia Mining Governance experiences</p> <p>Educational events, workshops and trainings Facilitate a training event and workshop on mining governance, i.e. transparency & accountability for government officials, Indigenous Peoples Group, CSO in Philippines Indonesia and inter-countries</p> <p>Serve as a facilitator and channel the exchange on sub-national’s learning on extractive industries’ transparency and accountability</p>
Kind	Project based: “Education and collective memory: a proposal for remembering the past and constructing a democratic future in Peruvian schools”. However it is a traditional area of research and advocacy at IEP, so it is also institutional.	It is one of the key aims within the thematically-focused programme, cross cutting through several projects that are designed in line with the aim. However the costs for particular activities within the aim are covered by different grant-based projects.	Overall, the policy aim is institutional. As a rule and within the period of the case-study, the policy aim was fitted into number of grant-based projects.	These activities are financed under the IKAT-US USAID Project : South East Asia, Better Governance on Extractive Industry. They are fully funded as a grant for Article 33 for Sub-national project with , Bantay Kita of Philippines and Pan Nature of Vietnam
Target Group	<p>National and local policymakers: all areas of the Ministry of Education, The Board for Development and Wellbeing of the Municipality of Lima</p> <p>Researchers, education policymakers, teachers, human rights activists and the general public.</p>	<p>National and local policymakers, representatives of parliamentary political parties, representatives of municipalities, candidates in European Elections</p> <p>Students, young political party leaders, policymakers, young professionals, future policymakers</p>	<p>Ministries, State services, members of the parliament, government, President Ministries, state services and municipalities</p> <p>Members of civil society organisations</p> <p>Officials of municipalities and local state administrations</p>	<p>Sub-national government from South East Asia Countries</p> <p>Mayor/Leaders from Philippines and Indonesia</p> <p>Mining companies</p> <p>NGOs and CSOs from South East Asia Countries</p>

⁵ To see a more complete chart with the context, justification, activities and target group, see the Annex

Communicating Sensitive Issues: The Challenges Facing Think Tanks

Case Study: Article 33

by Ermy Ardhyanti

Brief description of the organisation

Article 33 Indonesia (www.article33.or.id) is a research-based advocacy organisation founded in 2009. However, the organisation's roots go further back. In 1998, an organisation dedicated to strengthening local policy and decentralisation in Indonesia was founded under the name of PATTIRO Institute. In 2012, the name was officially changed to Article 33 Indonesia. The organisation currently has 15 full-time staff, and externally works with 10 research associates, 6 research consultants and 4 mentors. The researchers' background include economic development, sociology, marine environment, forestry, public administration, law, politics, metalurgy, green economics and public finance.

The organisation's name, Article 33, came from a desire to uphold the noble ideals of article 33 of the 1945 Constitution of the Republic of Indonesia, specifically verse 3: "The earth and water and natural resources contained therein shall be controlled by the State and be utilised for the greatest prosperity of the people." The organisation is divided into three sections: Social Development, Extractive Governance and Forestry/Climate Change.

Article 33 works in three areas. The first is the production of knowledge. It has produced many studies that have resulted in policy recommendations on three main issues: basic services (education and health), extractive sectors (especially mining) and climate change/forestry.

The second area of work is engaging in policymaking processes. Based on the knowledge produced, Article 33 Indonesia develops policy recommendations and assists the government on reforming critical policies.

The third area of work involves working with other NGOs and supporting social movements to ensure the implementation of the check-and-balances of the policy process. On extractive industries, for instance, Article 33 Indonesia works with the Publish What You Pay Indonesia Coalition and also maintains relationships with local-NGOs.

Overview of the communications office and communications strategy

Staffing structure and job description

In 2014 Article 33 was awarded core funding from the Knowledge Sector Initiative (KSI), which allowed them to create the communications advisor position. This position was first filled by Agustanto Suprayogi (April-September 2014) and then by Nenden Tjahjadi (from October 2014). The funding also allowed them to include communication strategies as part of researchers' and project officers' tasks.

Principal duties and responsibilities of the communications advisor

This is a part-time position, and it is meant to provide advice and technical input to project officers through the following activities:

- Plan, write and/or edit documents related to organisational information (including the organisation's profile, leaflet, annual report, and other written material);
- Design the deliverables intended for publication, including working papers, policy briefs, reports, presentations, and other publications. The communications advisor is also responsible for creating dissemination plans for these documents to reach their intended audience;
- Assist in the development of an institutional newsletter and the strategy to reach the target audience;
- Design and implement outreach activities through various channels; and
- Design & monitor the implementation of the institutional website re-design and the development of the resource centre. Also, writing and editing content for the site along with opinion pieces and blog posts.

Decision making process in the communications department

- The process includes discussions at scheduled meetings, where the participants are the programme officer and staff from the different departments.
- Final decisions are made by the Executive Director and the communications advisor, and are carried out by each department's project officer.

History and functions of the communications department

The former director of Pattiro Institute, Dini Mentari, describes the history of the communications department between 2009 and 2013. Pattiro Institute began with 5 staff and grew to 7 by the first year (2010).

Communications, as understood at Article 33, is to deliver messages on the organisation's research-based advocacy efforts. Communications also encompass fundraising.

At Article 33, research and advocacy activities are both carried out by the researchers. Fundraising activities are the responsibility of the Director and the current Executive Director. Initially, fundraising was also carried out by the researchers. This, however, proved to be an unsuccessful approach, as researchers were not only overloaded with responsibilities, but also lacked the necessary skills for fundraising.

The organisation's focus on research and policy advocacy was changed after the organisation was renamed as Article 33 in 2013 and it increased its budget and staff.

In 2014, Article 33 received funding from the Knowledge Sector Initiative (KSI). The KSI supports knowledge production by supporting research organisations to improve the quality and relevance of their research. They also support organisations to strengthen their core capacities by adopting strategic management models, sound financial planning, and sustainable human resource management. Their support made possible the recruitment of a communications advisor, and with that establishing a communications department.

The communications advisor role is funded by the KSI grant, but individual communication activities are funded by each project, which is limited. Without communication strategies, it is difficult to estimate a working budget for our activities. Since financial support comes from various donors, it is also difficult to identify what funds are available for communication activities.

Article 33 operates with two different types of funding:

- **Organisational development funding from the KSI.** This is the core funding, which ensures that Article 33 runs as an organisation; and
- **Individual project funding.** Through these funds, donors such as ProRep, CIDA, and TIFA Foundation support specific research and advocacy activities at project level, either in a collaborative or co-funders scheme.

The KSI has also provided capacity building on the topic of communications through a series of Communication Workshops. These include: "Clarity is the Remedy", held in Yogyakarta in April 2014; "Promoting Research Result through Popular Writing" held in Bandung in June 2014; and a workshop on developing press releases, held in Bogor in October 2014. 5 staff from Article 33 participated in the workshops.

For Article 33, the establishment of the communications department was driven by a key donor, the KSI, as part of its organisational development support. Other projects have specific communication requirements. For instance, ProRep-USAD expected Article 33 to engage with the media to disseminate the results of a project, particularly regarding advocacy.

Meaning of communications: understanding of notions within Article 33

Eight employees of Article 33 were interviewed on this topic: the Director, the former Director, 3 members of the advocacy team, 1 project manager, 1 project officer, and an M&E specialist.

The themes addressed in the interviews were: internal communications, external communications, communications strategy, communication policies, message, channels of communication, target audience, beneficiaries, and speakers.

Internal communications:

All respondents provided a similar answer: Internal communications represent communications amongst the members of an organisation, either formal or informal, depending on the purpose, level or hierarchy, and communication channels. Internal communications are also related to the decision making process. For example, the Director manages a Whatsapp Group and a Yahoo group for the senior management team (SMT), the office manager for all staff, and the project officers for their departments. This is related to decision making processes as the office manager manages monthly meetings, the director manages SMT meetings, and the project officer manages department meetings.

External communications:

Respondents understand these as communications between the organisation and its external audiences, including: NGO networks, donors, policymakers (both local and national), experts, targeted community, and the general public. At the start, the relationship and communications with the donors were the Director's responsibility.

Communications strategy:

Article 33 is currently developing a communications strategy, where job descriptions along with details of communication activities will be included.

In terms of strategic planning, Article 33 has 3 objectives:

- **Research:** to produce knowledge to influence policy in the fields of public finance and governance of basic services, extractive resources, and mitigation/adaption of climate change. The key activity to accomplish this is publishing research through conferences, seminars, journals and books. In 2014, the organisation presented 4 papers in international

conferences and had 1 paper selected and presented at an International Seminar and Call for Papers on the Extractive Industry in South East Asia. It also participated in the Forum Kajian Pembangunan (Forum for Development Discourse) and hosted a forum for scholars.

- **Policy Advocacy:** Using evidence from research to influence major policies in the fields of public finance and governance of basic services, extractive resources, and mitigation/adaptation to climate change. In 2013, in partnership with the World Bank and at the request of the Ministry of Finance, Article 33 conducted a study on non-taxed mining revenue to produce policy recommendations to improve their non-tax collection system. The organisation also worked with the President's Special Unit (UKP4) to conduct a study on mining licenses and produce recommendations for a roadmap to improve the procedure and resolve overlapping mining licenses.
- **Networking:** encourage improvements in the research processes of public policy-making organisations in the fields of public finance and governance of basic services, extractive resources and mitigation/adaptation to climate change. Article 33 works with the Publish What You Pay (PWYP) Indonesia Coalition, and also keeps relationships with local-NGOs. Article 33 sees as its role to increase the knowledge on the extractive sector of local NGOs, along with strengthening their capacity to engage the policy-making process and bridge the wide gap in capacity between Java-based and non-Java based NGOs. In 2011 Article 33 conducted a training for PWYP members on EITI and the extractive resources governance. In 2012, it held a series of workshops through its Citizen School of Governance (CSoG) Programme, with extractive issues as one of its curricula.

Communications policy:

The meaning of a “communications policy” was clear to our colleagues, but there were discrepancies on the distribution of the work attached to it. Respondents said “communications policy” refers to the “communications strategy” document. Some different answers were also offered:

- The project officer defined communication activities as part of communication strategies, including both the internal and external communications of an organisation.
- The three members of the advocacy team think the activities (i.e. statements in the media and policy statements) should be carried out by the “face of organisation”.
- The Director defined the communications policy as decisions made by the organisation in each step of decision making process (based on its organisational strategy): who decides what, why, and when.

The reality is that, currently, the communications policy falls under the scope of the work of the Executive Director and the communications advisor. Decisions on it are made by the Executive Director, the communications advisor, and departmental project officers.

Message:

All respondents agreed that messages are communicated through activities that reflect Article 33's mission and research strategy. Additionally, all messages should reflect this mission and strategy, indicated in the tagline of the organisation: “Strengthening Evidence-Based and Progressive Policy Reform”.

Channels of communication:

The channels of communication are divided internally and externally. Article 33's internal communications strategy is intended to ease the exchange of ideas. This is done through chat and video platforms (Whatsapp, Skype and Google Hangouts), Yahoo groups and by sharing documents (through Google Drive and Dropbox). To reach a wide external audience, Article 33 uses social media platforms such as fan pages on Facebook, Twitter, Youtube and Slideshare. It also uses the organisation's website and print and digital media for this purpose. Article 33 also participates in forums, such as Tebet School and Local Leaders Forum, and presents in national, regional and international seminars and conferences.

Target audience:

Based on the three strategic objectives mentioned above, Article 33's audiences are the general public, policymakers, NGO networks, and other think tanks.

Beneficiaries:

Beneficiaries are defined as the persons or organisations who benefit from Article 33's activities, policy influence, knowledge generation, and partnerships. These include:

- Policymakers (national and subnational)
- Researchers and scholars
- NGO and CSO network
- General public
- other think tanks (KSI alliance and others)

Speakers:

There were different responses to this from the members of Article 33. The Director feels that speakers should be experts on the topics they are talking about, and can present the findings of their research to an audience or an institution knowledgeable on the topic of discussion (be it parliament, a ministry or an expert-panel).

The member of senior management interviewed feels that a speaker represents the organisation, and should be selected from each department. For instance, to present on mining issues, the speaker should come from the Extractive Industry Governance department, and to present on education issues, the speaker be a representative from the Social Development department.

Conclusion

After conducting the interviews and analysing the responses, we can see that the staff at Article 33 have similar opinions on the meaning of communications, since they all partake in communication activities. The variations in responses were found on the meaning of a “communications policy”. This is probably due to the fact that the organisation is still developing its communications strategy, so the definition of some of the policies are still in discussion.

Part two: the case study

Policy goal: Improve transparency and accountability in managing mining resources at the sub-national level in the Philippines, Indonesia and Vietnam.

Period: 2012–2014

Type : Project based

Justification: The decentralisation process in Indonesia is tied strongly to the issue of natural resource management, distribution of natural resources benefit, and regional development. The experience of a decentralised political system has been a negative experience for many regions in Indonesia. An example of this is the governance of natural resources. The decentralised political system has put this sector at risk of becoming a shadow state, where rent-seeking behavior, illegal mining, and community conflicts are becoming the norm.

However, not all the regions in Indonesia have experienced a negative impact from the decentralisation of the political system. Two regions in Indonesia, Bojonegoro and Blora, have had a positive experience. The decentralised political system enabled these two regions to improve good governance, transparency, accountability and community participation. Lessons learned from them show that strong leadership who initiate innovative policies was one of the factors that made it possible to improve transparency and revenue management in the oil and gas sector. The leadership factor is also influential towards the making of a good public policy process.

In some ASEAN country members, mining is frequently associated with various environmental damages and pollution, intra-governmental disputes, violent conflicts that involve the state apparatus, corporation and communities, as well as a range of human rights violations. The opportunities to adopt transparency in the extractive industry at the sub-national level are greater in countries with decentralised political systems such as in Indonesia, Vietnam and Philippines.

Context: The concept of transparency and accountability demands that corporations and governments be held accountable and that the use of authority and resources from the extractive industry should be extended to a broader range of stakeholders, including the affected communities. A country with a democratic government and a strong civil society is more receptive towards adopting the concept of transparency. Apart from the opportunity provided by the political system, the mining sector is also prone to create rent-seeking behavior, corruption and conflict, which mostly happen in countries with rich mining-resources. One of the main causes of such problems is the imbalance of information, especially in the three major value chains of the mining industry: decision of extraction, revenue collection, and revenue expenditure.

This project shares how relationships with local leaders are good practice. In a decentralised government, it is they who can decide to approve and sign-off policies.

Project learning process during advocacy: Transparency is a very sensitive issue across all political systems. For example, The Socialist Republic of Vietnam remains a communist dictatorship characterized by political repression and an absence of civil liberties and lack of accountability.

Despite having a more democratic and decentralised government, the Philippines manages its mining sector with the heavy involvement of military and with little consideration for environmental concerns. Hence, transparency in the mining sector is a challenging and sensitive issue in the Philippines.

Describing communication activities

Engaging with policymakers by endorsing a CSO representative in the multi-stakeholder group of extractive industry transparency initiative (EITI) Indonesia

What:

Article 33 endorsed Chitra Retna's (Executive Director of Article 33) candidacy to become a representative in the Multi-stakeholder Forum from the Secretariat of Extractive Industry Transparency Initiative (EITI) Indonesia.

EITI (Extractive Industries Transparency Initiative) is a global standard for transparency in the extractive sector (including oil, gas, minerals and coal). The initiative's main activity is a process that compares the companies working in the extractive industry to the government's revenues. (<http://eiti.ekon.go.id/>)

By implementing the EITI, the Government of Indonesia has committed to disclose all taxes, royalties and fees received from oil, gas and mining. Companies operating in this sector will publish what they have paid to the government. These figures will be reconciled by an independent consultant in a process overseen by representatives from the government, industry, and civil society organisations.

EITI requires active participation from a broad range of stakeholders. These are defined as “individuals, communities, groups, and organisations that have an interest in the outcome of EITI, and those who can influence it”.

When:

May 13 – June 3 of 2014 (starting on the day of announcement¹ and closing when the elected candidate is announced²)

Where:

The coordinator of the Extractive Governance team (Ermy) was responsible for the communications and for campaigning to NGOs nation-wide, both members and non-members of the Publish What You Pay Coalition. Moreover collecting the letter of support from the leader of organisation as voters.

What was the starting position of the activity?

The period of the 1st CSO representative for the multi-stakeholder group EITI will end on 2 April 2014. The committee Publish What You Pay announced the 2nd term of MSG to select 3 representatives from CSO's.

What is it for?

We wanted to participate in a formal effort that met our mission to promote transparency and accountability in the extractive industry by sponsoring a CSO representative to the multi-stakeholders forum.

For whom?

Publish What You Pay Indonesia Coalition and the Secretariat of EITI Indonesia

Why were these target groups selected?

These target groups are the main voters and decision makers for this campaign which are the leader of NGOs and CSOs group both members of Publish What You Pay (PWYP) Indonesia or outside this coalition.

What did you want to say?

We wanted to share why the candidate we were sponsoring (Chitra Retna) was the right person for the job. She has the right experience in EITI, has participated in mining, oil, and gas transparency movements, and has covered the issues faced by the extractive industry within the CSO, the government, and within a company. To achieve this, we shared her values, vision and mission through email campaigns.

What did you want to achieve?

We wanted to reach our target groups so they would vote for our candidate, along with other qualified candidates. Each organisation was able to choose 3 candidates.

Who?

The speakers were the candidate herself and the Extractive Industry Division coordinator.

Who made the decision to make the activity?

This decision was made at the SMT meeting. It was then followed by actions from the Executive Director and the Extractive Industry Division coordinator.

How was the decision made?

The decisions were made at the SMT meeting with participation from the Executive Director, the division coordinator, and the finance manager.

Output of the activity:

The multi-stakeholder Group (MSG) includes representatives from government, civil society and the private sector. Publish What You Pay (PWYP) Indonesia held elections on May 21, 2014 for the Civil Society Representative in the EITI Team for the period of 2014 to 2016. The Candidate Selection Committee selected the following candidates as Deputy Civil Society Representative in EITI Implementation Team, period 2014–2016:

- Chitra Retna S, Executive Director of Article 33 Indonesia (with the highest votes)
- Yenni Sucipto, General Secretary of FITRA
- Joko Purwanto, Chairman of Board of the Bojonegoro Institute

The Civil Society Organisations representative for the EITI Implementation Team was selected in accordance with the Presidential Decree Number 26 Year 2010 on Transparency of National and Local Revenue Provided by Extractive Industries. The tasks of the EITI Implementation Team Indonesia are:

¹ Announcement of EITI-CSO Representative Election- <http://pwyp-indonesia.org/1069/pemungutan-suara-pemilihan-wakil-cso-dalam-eiti-indonesia/>

² Announcement of election results- <http://pwyp-indonesia.org/1087/pengumuman-hasil-pemungutan-suara-wakil-cso-dalam-eiti/>

- To prepare a 3 year work plan;
- To develop EITI reporting templates;
- To appoint a reconciler; and
- To conduct other necessary activities to ensure the implementation of national and local transparency measures on revenues from extractive industries

Mural presentation

What:

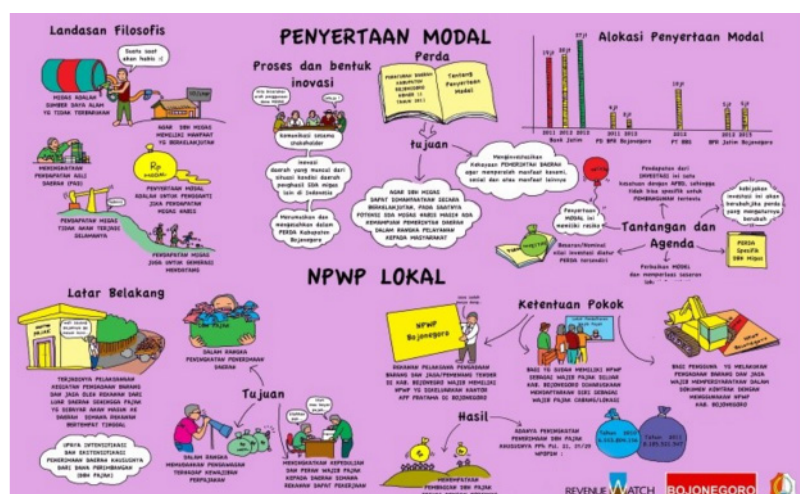
The mural is a pictorial representation used as an innovative form of communication by some resource-rich areas in Indonesia. Through these, they intend to show the research and project outcomes in a way that is attractive and informative to the viewer. This idea was used in several parts of Indonesia and it was also adopted by other countries.

The painters represented these four themes³ :

Oil Fund Regulation from Bojonegoro Regency



Participating Interest and Local Tax Policy from Bojonegoro Regency



3 These presentations are available at <http://www.slideshare.net/Article33/presentations>

Local Content Policy in Bojonegoro Regency

People's participations in the Development Process of Blora and Bojonegoro⁴

When:

The murals were launched at the Seminar of Extractive Industry Governance at Sub-National Level: Challenge and Opportunity, on 22–23 May 2012. The event was hosted by Pattiro Institute (now Article 33) and supported by Revenue Watch Institute (RWI), Bojonegoro Institute and LPAW Blora. The latter were invited to participate because of their experience in the districts of Bojonegoro and Blora. The event used the “A World Cafe Approach”⁵, structured around a conversational process intended to facilitate open discussion and link ideas within a larger group, as a way to access the “collective intelligence” in the room. In this set-up, participants move between tables where they discuss on a set of predetermined questions focused on the specific goals of each World Café.

Since that event, some partners have requested to use the presentation at an RWI Sub-National Conference in London in 2012 and for a training in Sub-National Project in the Philippines during the IKAT Project 2012–2014.

Where:

- Seminar of Extractive Industry Governance at Sub-National Level: Challenge and Opportunity, 22–23 May 2012;
- RWI Sub-National Conference in London, 2012;
- A training in Sub-National Project in the Philippines during the IKAT Project, 2012–2014; and
- Online by Article 33’s Slideshare account and Facebook page.

⁴ This presentation is the second most viewed presentation amongst all presentations in Article 33’s slideshare account, with 1024 viewers.

⁵ Slocum, Nikki. Participatory Methods Toolkit: A Practitioner’s Manual Section: “Method: The World Café”. A joint publication of the King Baudouin Foundation and the Flemish Institute for Science and Technology Assessment (viwta). ISBN 90-5130-506-0

What was the starting position of the activity?

Presentations and research papers do not often focus on being visually appealing, which means only a highly educated audience is engaged. We used more creative ways to present the information, in an effort to reach a wider audience. For instance, we used murals and video graphics to communicate the information.

What is it for?

The aim is to include images as part of the presentation, to capture the idea and the core of the content in a way that is easier for various audiences to grasp.

For whom?

- Sub-national government;
- NGOs and donors;
- Community and Indigenous Peoples; and
- Public

Why was this target group selected?

All the groups selected were chosen from the beneficiaries of activities (seminars, conferences, and trainings)

What did you want to say?

- There are innovative techniques to manage local revenue from the extractive industry in Blora and Bojonegoro District Governments; and
- We wanted to share creative ways to present these ideas through different media.

What did you want to achieve?

We wanted to deliver the message to various target groups; including Indigenous Peoples Group, Local Government Officials, and the general public. We expected to share them broadly through events, and reach out many countries (translated into international languages) through online platforms.

Who?

Representatives from Article 33 invited partners, or selected others internally.

Who made the decision to make the activity?

The programme manager made the decision, whilst the actions were carried out by the researcher, the programme manager, and the coalition's member.


How was the decision made?

The decisions were made in the programme meeting and the coalition's coordination meeting.

Output of the activity:

- Article 33's Slideshare: the highest viewing is on Mural 4- People's Participation in the Development Process of Blora and Bojonegoro. It had 1,024 viewers; and
- After the 1st event, at least 2 regional trainings in the Philippines and 1 International Conference used this presentation translated into English.

Table 1: List of communication activities

Type of Activity	Activities	Target Group
Publishing Research Outcomes	<p>Produce and present the visual and audio visual form of research and advocacy outcome in the video, mural and info graphic.</p> <p>Video graphic: Posted on youtube and was distributed to the Southeast Asia Partner countries. The video graphic was translated into each country's local language such as Visayan and Tagalog dialect Philippines, Vietnam, Cambodia, Malaysia and Timor Leste</p> <p>Infographic: This infographic presented the transparency and accountability initiative in Compostela Province of the Philippines through the creation of a provincial multistakeholder council for extractive industry transparency and accountability. The council consisted of representatives from the mining industry and all parties in the mining industry. The infographic presented policy and programme recommendations, developed guidelines for the implementation of transparency and accountability, and introduced FPIC standard reporting template.</p> <p>Mural Presentation: A mural is a painting – style presentation to describe the innovative ways introduced by some resource-rich areas in Indonesia. The mural presentation was also shared to other areas in Indonesia, as well as other countries.</p>  <p>http://www.slideshare.net/Article33/presentations</p> <p>Present in conferences</p> <p>Indonesia Regional Science Association (IRSA): International Conference in Makassar and Europe Regional Science Association (ERSA) in St Petersburg, Russia, was inspired by Bojonegoro's good practice and innovation.</p> <p>Be part of collaborative writing in a book of South East Asia Mining Governance experiences.</p> <p>Contributed two chapters in "Governance of Extractive Industries in Southeast Asia: Any regional framework for ASEAN?". This book was published by ASEAN Study Centre University of Indonesia in IESR in 2014.</p>	<ul style="list-style-type: none"> • Online audiences • NGOs and donors • Community including Indigenous People • Sub-national government
Educational Event, Workshop and Training	<p>Facilitating trainings and workshops on mining governance, i.e. transparency and accountability for government officials, Indigenous Peoples Group, CSO in Indonesia, the Philippines, and between countries.</p> <p>Serve as a facilitator and channel the exchange on subnational's learning on EI transparency and accountability</p>	<ul style="list-style-type: none"> • Local government of Vietnam • NGO • Academia • Mining companies

continued

continued

Engaging with Policymakers	<p>Endorsing a representative to become a member of multi-stakeholder on Extractive Industry Transparency Initiative (EITI) Indonesia.</p> <p>Article 33 endorsed a representative to become a member of multi-stakeholder on Extractive Industry Transparency Initiative (EITI) Indonesia. In 2014, Article 33 nominated Chitra Retna, who is currently the member of the multi-stakeholder group on EITI.</p> <p>Hold two peer/learning opportunities between local leaders from resource-rich districts & provinces in Southeast Asia.</p> <p>Southeast Asia Subnational Conference on Extractive Industry Transparency and Accountability, Davao City of Philippines, 22-23 August 2013: The agenda of this event was to share the experience of the SEA subnational governments in managing the extractive industry sector in SEA countries. The agenda of this event was also to discuss future inter-country collaboration. The Mayor of Bojonegoro district of Indonesia was one of the keynote speakers in this event. This event also received media coverage in Mindanao and in Indonesia. The media coverage featured an interview with the Mayor of Bojonegoro and with the governor Arturo Uy of Comval Province in the Philippines, on the management of industries and the innovation that they made.</p> <p>Southeast Asia Local Leaders Forum: The event took place in the Yogyakarta province of Indonesia on 13 October 2014. Several leaders from resource-rich regencies such as from Bojonegoro, Banyuwangi, North Aceh, west Sumbawa, West Lombok, Kolaka, Indrag, Hulu, and from East Kalimantan province attended this event.</p> <p>This Conference was covered by national mainstream media and local media. The national media mostly covered the issue on mining and the oil sector in the ASEAN Economic Community 2015. The local media covered the presentation by their local leader on the innovation that they introduced. In addition, we also made a live report on Twitter.</p>	<ul style="list-style-type: none"> • EITI secretariat • NGO coalition on the extractive industry • Sub-national government • South East Asia countries • Mayor / leader from the Philippines and Indonesia • Mining companies • NGOs from South East Asia countries <p>Leaders from SEA countries including, Members of Parliament</p>
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Communicating Sensitive Issues: The Challenges Facing Think Tanks

Case Study: CENAA

by Radka Vicenová

Brief description of the organisation

Centre for European and North Atlantic Affairs (CENAA) is an independent think tank based in Bratislava, Slovakia, and focused mainly on topics in the fields of foreign and security policy. Within this framework, CENAA accomplishes a diverse number of research, training, educational and publication projects, all in cooperation with partners in Slovakia and abroad.

CENAA was established in 2003 by group of experts previously involved in the Ministry of Defence of the Slovak Republic. Since its founding, it has remained as one of the most important and influential think-tanks within its field in Slovakia, bringing together experts with interest in the topics within foreign, security and defence policy. Amongst the founding members is the current Director, who has been the director of the organisation from its start, with the exception of two years (2010–2012), when he served as State Secretary of the Ministry of Defence of the Slovak Republic. CENAA is a small organisation, composed of 8 internal team members and approximately 20 external members, working to varying extent on different research topics.

The scope of CENAA's activities has always extended beyond the Slovak Republic, to countries in the V4 region, Eastern Europe, the Balkans, the South Caucasus, etc. In its start, almost exclusive attention was given to defence issues, particularly those related to the Slovak defense strategy: Armed Forces reform, priorities of Slovak foreign and defence policy and the future of NATO and European security architecture. With time, transition projects became equally important for the organisation. These projects included those aimed at knowledge and experience sharing in the field of security sector reform in third world countries, such as those in the Balkan region, the South Caucasus or in the middle east, like Afghanistan.

Since 2012, the scope of the thematic focus has broadened to include those referred to as “emerging threats”, including topics that fall under the broader definition of the security policy such as extremism, radicalisation, energy security, and cybersecurity. The inclusion of these topics has diversified CENAA's thematic focus, resulting in a change in the way topics are processed and communicated. All the information on the activities of the organisation, including basic information on past and current projects, along with a database of all published articles, books, policy or research papers, is available on www.cenaa.org.

CENAA's aims can be characterised within five pillars.

- First, CENAA aims to contribute to shape security and foreign policies, to encourage the strategic level discussion in Slovakia and the Euro-Atlantic area, to shape comprehensive policies, and to bring new ideas and recommendations to decision-makers.
- Second, research activities form a key component of the organisation. These are focused on pressing issues of international relations, internal and external security, emerging threats, and Slovak foreign, security and defense policies.
- Third, the goal of our transition projects is to contribute to the transition, stability, and sustainable development in regions and countries outside the EU and NATO area through capacity building, institutional development, educational, and training programmes.
- Fourth, through a wide variety of publication outputs, aimed at different target groups, we deliver our results and recommendations to a broad range of policy-makers, academics, think tanks, and the general public in Slovakia and abroad.
- Finally, we actively participate in education and training processes of prospective young leaders to prepare them for a career in the field of foreign affairs and security.

Our projects are organized according to theme into different programmes, each pertaining to the following areas of foreign and security policy:

- **Transatlantic Security Programme** – including the future of NATO and European security architecture.
- **Slovak Security and Defence Policy** – including the reform of the Slovak Armed Forces and the Strategic Defence Review.
- **South Caucasus Transition Programme** – including institutional capacity-building of South Caucasus' countries in the field of security sector reform and adapting central European experiences in the Security Sector Reform.
- **Emerging Threats Programme** – including extremism and radicalism as internal security threat for countries in Central Europe, energy security, and multi-spectral and cross-cutting issues of national and international cyber security.

Overview of the communications office and communications strategy

Staffing structure and job description

CENAA is a small organisation, with 8 internal full-time employees which include senior and junior researchers and 2 administrative employees. It does not have a specialized communications office, nor specific staff assigned to develop a communications strategy and/or external communications. Given the small size of the team, shared responsibility is sustainable and strategic issues, including communications, are discussed and decided on during team meetings. In terms of specific research programmes, it is the responsibility of researchers and programme directors to design and implement a communications strategy within their programmes and research projects.

During its ten years of existence, CENAA has developed a network of contacts with all relevant media and press agencies, with the intention to reach the general public through these channels. Moreover, in the event of a special occasion, interviews and debates on relevant TV channels are a regular part of the dissemination strategy.

Even though CENAA does not have a specialised communications office, it has been working on the improvement of its external communications with external experts, although the core responsibility for communication activities is still the project managers'. There have been two attempts to cooperate with a communications expert:

- In 2012, we hired an external communications adviser to help us communicate on the annual NATO 2020 conference and its outcomes. The adviser had been working for CENAA for several months as a contact person for the media, in the event the media contacted the organisation for statements and opinions on current issues of foreign and security policies. As a former journalist, and later press secretary, he was valuable for his contacts with journalist. However, he was not the right fit for the organisation on a permanent basis, so it was mutually decided to end the cooperation. These expenses were project-based and ad-hoc, since CENAA does not have institutional funding for a communications office.
- In a second attempt to deal with the communications issues in a systematic way, the organisation hired an external communications expert to help define and improve its communications strategy. However, more than an attempt to establish a communications office, it is an exercise on internal reflection and discussion about the direction of the organisation and members' expectations.

Communications strategy – History, main principles and key points

CENAA does not have an official communications strategy, although with the help of the external consultant, it is working on its development. An important push for this came from one of the organisation's main donors (the Think Tank Fund – Open Society Foundations (OSF) and International Visegrad Fund), who encouraged CENAA's members to change the way they think about the programmes and how to communicate project goals, based on the theory of change. In line with this theory, each outcome or set of outcomes is/are perceived as milestones on the road to the expected change, which exceeds the length of one project, and therefore automatically assumes the need to follow-up.

OSF encouraged us to think less project-based and more in long-term, where each project proposal is thought of not as a project by itself, but rather as part of a broader design. CENAA's flagship projects, along with their communication strategies, are therefore designed to fit within the bigger picture.

However, given the diversity of our activities, it is not always possible nor effective to have one universal communications strategy. This strategy has to inevitably vary according to the topic, the message that should be delivered, and the target audience. Nevertheless, CENAA has well-established tools of communications and presentation of project results and outcomes, which are strategically chosen and used in all projects to disseminate results and to reach target audiences. These tools can be classified into three categories:

- Experts and educational/training events;
- Media outcomes and social networks; and
- Publications.

SHAPING OF SECURITY AND DEFENCE POLICY: EXPERTS AND EDUCATIONAL/TRAINING EVENTS

NATO 2020

Annually organized military-political forum with the aim to discuss the most important topics related to European and Trans-Atlantic security.

Slovak Strategic Forum (SSF)

An exclusive round-table discussion of researchers, experts, academics, parliament and government representatives. The forum takes place twice a year.

South Caucasus Security Forum

The conference has the ambition to be the most prestigious foreign policy and security forum in the South Caucasus region, co-organized by GFSIS and CENAA and in cooperation with leading think-tanks in Central Europe.

continued

Round Table Regional Meetings

Regional round table meetings in Southern Slovakia with the participation of representatives from the NGO sector, local municipalities, police staff, and local elementary and high school representatives. The meetings are focused on the issue of extremism as a security issue.

Summer School for Young Professionals (SSYP)

A broader international event with an aim to assist in professional development of young professionals, experts and representatives of political parties in the field of international relations, security and foreign policies.

Discussion clubs

Informal “coffee” meetings with a guest speaker on a specific topic, organized approximately 5 times per semester at selected Slovak Universities.

MEDIA OUTCOMES AND SOCIAL NETWORKS

Regularly updated list of media outcomes: <http://cenaa.org/cenaa-v-mediach/>

CENAA Facebook page: <https://www.facebook.com/cenaanf>

CENAA Twitter channel: https://twitter.com/CENAA_

PUBLICATION ACTIVITIES

Panorama of global security environment

The most prestigious publication on Central European foreign policy and security community. One of the most important publications in Europe in its field.

Transatlantic Files

An electronic journal on international relations and security policy, issued twice a year, in the spring and the autumn.

Policy Papers

CENAA Policy Papers are aimed for a broad spectrum of professionals, decision-makers and the general public interested in contemporary policy and security questions.

Newsletters

Newsletters are used monthly for different projects and topics. The newsletter provides a regular overview of the most recent and discussed issues within specific topics of security, defence and foreign policies.

Summaries and Conclusion of Events

A short document containing the main points and ideas discussed during an event. These documents are issued after every event organized by CENAA.

CENAA Analysis Database

CENAA Analysis Database is freely accessible and contains analyses on various topics published in our publications and journals.

Communication policies

Communications policy is understood as the set of rules or guidelines defining the way in which communications are ran within an organisation. The communications policy is therefore considered the basis for the formulation of a communications strategy.

CENAA does not have an official communications policy. A universally applicable communications policy is not possible given the diversification of CENAA’s activities, especially given the substantial difference in the way to approach and communicate on particular issues. The decision on how to approach a topic is the responsibility of programme directors or programme managers, who formulate and design communication activities on a project basis. However, there are some common principles and communication channels that are commonly used, although they vary from project to project.

Generally, the communications vision is to open and promote public discussion on topics that are problematic, sensitive, and sometimes even controversial. Nevertheless, different approaches are chosen when dealing with particular topics, based on project and programme goals. For instance:

- Regarding the issue of Slovak security and defence policies, the “problem” might be the waste of public resources in the modernization process of the army, or the evaluation of the process of modernization of Armed Forces. This often means that the criticism of the government is the main communications aim;
- In another example, regarding the issues of extremism and radicalism, the “problem” lies in how to communicate the topic sensitively and carefully, given the current moods and opinions in society, especially with regards to minorities; and
- In a final example, regarding cyber security, the biggest “problem” is how to raise the issue to generate interest in the topic across society.

Decision making process

When it comes to the decision making process, there is not a general standard procedure, but rather each project or programme has its own procedure. The overall vision for each project is designed individually, and its implementation is strictly observed by donors and project partners. The final decision, adjustments, and approval for every project proposal is in the hands of the Director. The project manager is the main communicator for the project, and is in charge of the fulfilment of communication tasks.

In relation to media as one of the main tools to reach policy-makers, the situation in the Slovak Republic is quite unique. Given the fact that it's a small country, there is a small number of journalist dealing the specific topics within the scope of CENAA's work. This allows for personal relationships to develop, which make it easier and more accessible to communicate to the media when necessary.

Budget support

CENAA does not have financial support for communication activities. When possible, these costs are included within specific support budgets. However, this applies only to the costs of presentation, promotion or distribution of our outcomes, not to the salary of a communications manager.

Our external communications expert is an unpaid position, where she does the work as a volunteer. She is a media expert who currently works in the private sector, but she has an NGO background, so she volunteers as the work is tied to her personal interests. Moreover, the cooperation is largely influenced by personal relations.

Capacity building

With the help of the external communications expert, CENAA launched an internal process to evaluate and improve its communications strategy. The organisation has completed an internal exercise on perceptions of how the performance of the organisation is seen and how CENAA is seen by its audiences. The exercise has also helped identify what the strengths, uniqueness, and weaknesses are, along with how the organisational identity is perceived and what's the vision CENAA should embrace. The aim of this exercise was not only to define the communications strategy, but also to redefine the organisation's vision and ensure that it is in accordance with the perceptions and expectations of all team members. This activity is currently in the evaluation process.

In addition, team members regularly attend trainings focused on issues related to the improvement of communication strategies for think tanks and NGOs. Many of them are organized by our donors, such as the Think Tank Fund, International Visegrad Fund, etc.

Monitoring, evaluation, and key performance indicators

There are two types of key performance indicators:

- **Quantitative data**, such as the number of participants attending our events, the number of issued and distributed publications, the number of online visitors to the institutional website, the number of "likes" and "shares" on social media, or the number of media statements and interviews.
- **Qualitative data**, such as the way messages are delivered to the public, what the public response to the work and outcomes is, the success in bringing certain topics to the attention of the media and general public, and stimulating the public debate on the key topics or research.

Indicators are used for both types of evaluation. This is important to be able to evaluate the success and mistakes encountered during an activity, so these can be taken into account in future practice. Also, these indicators are important when creating donor reports, and especially important to track the evolution of long-term projects, follow-ups, and annual reports.

Meaning of communications: understanding of notions within CENAA

Interview CENAA's staff on the issues of the "Framework to study the meaning of communication": For this, 8 employees of CENAA were interviewed (the director, 2 long-term employees, 3 junior research fellows, 1 new employee and 1 trainee). The concepts within the umbrella of the question are: internal communications, external communications, communications strategy, communications policy, message, channels of communication, target audience, beneficiaries and speakers.

Internal communications

All respondents answered similarly. It is important that everyone understands that internal communications represent communications amongst the members of an organisation. It can be either formal or informal, depending on the context, purpose and communication channels. Internal communications are also determined by the hierarchical and interpersonal relations within an organisation which, amongst other things, relates to the dynamics of decision-making processes, effectiveness and productivity.

External communications

Everybody perceives external communications as communication between the organisation and the external environment (partners, donors, target audience, experts, professionals, and the general public). Only one respondent indicated that external communications should not be understood only at the organisational level, but also at individual employee level. This is because everyone is an integral part of the communications strategy of his or her particular project and agenda.

Communications strategy

We agreed that it is the approach of an organisation to convey its message and build its internal dynamics, and external reputation. The nature of a communications strategy is determined by the purpose and the type of target audience meant to be the recipient of the

message. Almost all respondents agreed with this definition. One of the long-term employees thinks that it is not about the approach of the organisation as a whole, but rather each product should have its own strategy. For instance, books should have a different communications strategy than a conference.

Communications policy

The term “communications policy” proved to be less clear and more problematic. Respondents differed in their answers when asked about this; some think that a communications strategy and a communications policy are the same. Here are the most differing views:

- The new employee defined communications policy as the sum of communication strategies, including both internal and external communications of an organisation. Basically, he defined the communications policy as the set of rules or guidelines of how a company/organisation is ran with regards to communications.
- One of the long-term employees thinks that it should be the way activities are communicated or presented.
- The Director of CENAA defined the communications policy in reverse. He understands it as a decision made by the leader of each project (based on the overall organisational strategy), on which channels are appropriate to present the outcomes and products.
- One of the Junior Research Fellows pointed out that the communications policy has never been defined in CENAA.

Message

All respondents agreed that a message is the information through which CENAA shares and disseminates its activities.

One of the Junior Research Fellows referred to CENAA’s slogan, “Your platform for foreign and security policy”, a phrase from our promotional materials. However, according to him, this message does not represent CENAA thoroughly. The “communications message” should be the first word or sentence which comes to mind when someone hears the name of the organisation.

Channels of communication

Almost all respondents agreed that the main channels of communication are social media (fan pages on Facebook, Twitter, Linked-in, and Youtube), the institutional website, and peer-to-peer communication.

One of the respondents (the long-term employee) had a different opinion on the channels of communication: rather than only social media, he referred to them as “specific forms of communication to disseminate our messages to the beneficiaries. We have different kinds of channels – publications, digital media, events and media (TV and radio), but not all channels are suitable for all target audiences, and their selection is a part of the communications policy and communications strategy.”

Target audience

Everyone agreed that the target audience is the recipient of our outputs – this can be academia (universities, academies, professors, and students), media, NGOs, as well as government representatives, parliament, and the expert community.

Beneficiaries

One of the respondents (the Junior Research Fellow), did not understand this point – he thought it had to do with financial or material benefits.

The others agreed that beneficiaries are the recipients of our messages.

Speakers

There were different views on this concept through the different positions in CENAA. The Director perceives the speakers as experts on a given topic. This can include presenting the audience with the most relevant outcomes of their research, or presenting to an specific institution such as a ministry or a university.

One of the long-term employees thinks of the speaker as a PR person who deals with PR communications on a daily basis.

One of the Junior Research Fellows thinks that the Director is CENAA’s speaker.

Conclusion

After short interviews and an analysis of the responses, we can conclude that, amongst CENAA’s members, there are different opinions on some of the communication concepts. The most varying views are on communications policy, because respondents do not fully understand the difference between a communications policy and a communications strategy.

Speakers are also perceived differently, which might be due to the different levels of professional experience amongst the staff.

Part Two: the case study

Policy aim: To provide strategies to stop the tendency of radicalizing mainstream political parties’ rhetoric as a response to increasing demand for radical solutions from society.

Period: 2012–present

Kind: It is one of the key aims within the thematically-focused programme, cross cutting across several projects that are designed in line with the aim. However, the costs for particular activities within the aim are covered by several grant-based projects:

- “Addressing the growing extremist tendencies – implications for internal security and offering solutions“ (May 2012 – October 2013, supported by the Think Tank Fund)
- “Mitigating the Radicalisation of Slovak Society: Research and Shaping of Counter-Extremist Strategies” (January 2014 – December 2015, supported by the Think Tank Fund)
- “Extremist Breakthrough in the Low Turnout Elections: A Lasting Momentum?” (May 2014 – October 2015, supported by the Think Tank Fund)
- “Training Programme for Journalists“ (March 2015 – June 2015, supported by the Embassy of the United States in Slovakia)

Justification: Extremism as the new security threat is one of CENAA’s main research topics, and it is a response to new trends in security policy and the growing interconnection between external and internal security of states. In general, CENAA’s projects within this programme focus on four elements, each covering one aspect of the issue of radicalisation in Slovak society:

- Cooperation with front-line practitioners and people in daily contact with manifestations of extremism on the local level. The main goal is to provide a platform for local actors to discuss their experience and opinions of the most pressing issues of the region, and to share best practices on how to counter extremist actions.
- Strengthening the importance of the topic of extremism and radicalisation in political discourse to contribute to “politicize“ the problem. By enforcing the discussion with representatives of major political parties in the Slovak Republic, as well as with representatives of municipalities in target regions, the aim is to turn the attention of major political actors on the issue of extremism and radicalisation in society. This also aims to formulate strategies to deal with the security problem on the national and local levels.
- Turning the attention towards the issue of extremism and radicalisation trends in relation to security forces, along with the analysis of factors related to increased tensions in majority-minority and the potential rise of violent actions.
- As a reaction to the election of the right-wing extremist political party leader, CENAA also focuses on the in-depth analysis of voting behaviour in the Central Slovakia region, with the goal to design interventions to shape people’s perceptions.

The policy aim of this topic is country-specific. This is especially true for the third and second points, which may lead to the question of applicability and comparability in other countries, especially when the target groups of particular communication activities are taken into the account. However, communications with policymakers around the second point offers the opportunity to compare across countries and research topics. For this reason, activities within the second point will be analysed for this case study.

Context: “Radicalisation“ is understood as the gradual process of increasing acceptance of extremist ideas and stances in society. This includes pushing the boundaries of what is considered acceptable and legitimate with regards to minorities and immigrants, and accepting violent intimidation as a justified part of the political agenda or strategy. Amongst the characteristic features of right-wing extremist parties and groups in the Central Europe region are: strong anti-establishment and anti-democratic attitudes, strong and at times aggressive nationalism, xenophobia stances against minorities, and references to past totalitarian regimes¹.

Moreover, there is a difference between what is considered as “extremist“, i.e. on the edge of the political spectrum, outside the constitutional framework and mostly anti-establishment; and “radical“, i.e. on the boundary of the democratic and antidemocratic, or pursuing ideas that are on the edge of what is considered as democratic, but still within its boundaries. Another distinction, although a little bit simplified, is that radicals manifest mostly through nonviolent acts, while extremists include violent acts as a part of their strategy.

In the Slovak Republic, the main topics that in which right-wing extremist parties engage are:

- The Roma minority, including several widespread prejudices and stereotypes about the supposed abuse of welfare system;
- Anti-Hungarian attitudes²; and
- The glorification of historical figures from the clero-fascist World War II era.

Although legally these groups are banned by law, the past years have seen a trend in the gradual softening of the rhetoric and appearance of the group in the public, as a strategy to get rid of the “extremist” label and enter the mainstream political space.

Due to the State’s failure to address burning issues in society, including an alarmingly increasing tendency of tensions between majority population and minority groups, extremist groups are finding more sympathizers amongst the population. This could also be accompanied by more active participation in their activities from their sympathizers. This threat has rising potential and can possibly result in further violent actions. Although the right-wing extremist party does not have representation in the national parliament of the current government, there is a risk that preference for such parties will increase, especially following the unexpected electoral victory in 2013 of right-wing extremist leader in gubernatorial elections in Central Slovakia.

The capacity of policymakers to address such a sensitive issue is very limited, as is the level of awareness about specific radicalizing factors and effective responses. This is especially true when it comes to topics that are crucial in the right-wing extremist groups’ agenda, such as Roma minority, Hungarian minority, European Union or social system. For politicians, it is difficult to take an opposing position, as for the past few years the majority of the population is increasingly in favour of radical ideas and solutions. This leads to a constant influence of right-wing extremist ideas on the agenda of mainstream political parties³. Therefore, the goal is to address this issue by informing

¹ Especially Nazi symbols of the World War II period and the era of Slovak clero-fascist War State from the same period.

² Hungary is neighbour of Slovakia and they share a significant part of the history, Slovak territory being the part of Hungarian Empire.

politicians in charge of countering extremist agenda and rhetoric, and encourage the formulation of systematic solutions at policy level. The activities for this goal include constant dialogue with policymakers at national and regional level, informal educational activities targeted at young political leaders, analysis and evaluation of election proposals of political parties, monitoring their fulfilment, and communicating recommendations via different platforms.

Describing communication activities

POLICY MEETINGS AND EVENTS

Series of face-to-face consultations with representatives of parliamentary political parties on the topic of their strategies and programme priorities in the field of political extremism, radicalisation of the public opinion, and minority-majority tensions

What:

Parliamentary political parties were asked to nominate their representatives, who are working with issues related to growing radicalisation tendencies in Slovak society. The consultations with 5 representatives took place from May to June 2013 and sought to answer 3 important questions:

- Their views on the efficiency of the current country strategy to combat extremism;
- Their past efforts and success in this field, including initiated measures or involvement in the issue on official programme documents; and
- Their plans and visions for the future, along with the priority that is given to the issue by leaders of the party, reflected in the official programme documents.

Moreover, the representatives were asked to share their opinions on the topics that CENAA is dealing with within the priority projects, such as:

- International cooperation and exchange between extremist groups in the region of Central Europe
- Extremist and radical tendencies in security forces
- The danger of extremism in Hungary to destabilize the region from the security point of view; and
- Attitudes and strategies of political parties to address the current situation in Slovakia.

Only political parties, which met two conditions, were selected for the sample. First, they had to have been present at the National Council of the Slovak Republic after the 2012 parliamentary elections. Second, they participated in the government at least one time in previous terms, and thus had the opportunity to influence the policymaking process. Each party received a request for cooperation along with a request for the nomination of one member of the party who specialized in anti-extremist policies and counter-radicalisation strategies.

When:

Face-to-face meetings and consultations took place between April and June of 2013. The concluding report and related analysis of parties' manifestos was published in October 2013.

Where:

The activity took place at the national level. Four consultations were done through two-hour personal meetings. The consultation with the ruling party representative was through written form, as his busy schedule did not allow for a face to face meeting.

What was the starting position of the activity?

The need to conduct this activity was driven by two aspects:

- The issues of countering extremism and radicalisation in society are not sufficiently addressed in the official programme priorities of Slovak political parties. This was proven by the fact that it was very difficult to persuade political leaders to take part in the project, and was particularly evident during the interview as it was on a topic they do not specialize in. Based on this experience, it evident there is an absence of political experts on extremism. This might be one of the reasons why the efficiency and success of the official strategy to combat extremism is criticized and questioned – the official policy and strategic documents from the relevant ministries lack expert direction.
- Following the first minor electoral win of right-wing extremist political party People's Party Our Slovakia (Ľudová strana Naše Slovensko, ĽSNS) in the parliamentary elections in 2010, and after they proved their social mobilization skills to strengthen anti-Roma attitudes, some mainstream political parties began adopting more radical positions on the issues they addressed. This was more evident after the unexpected electoral success of ĽSNS' leader in regional elections in 2013. This reflects a lack of understanding of an appropriate strategy to communicate on sensitive topics; a strategy which does not encourage radical attitudes in the public, but also does not lose a voter.

Cost of the activity:

This project activity did not generate any costs. All meetings took place in the offices of nominated representatives in Bratislava, avoiding travel expenses. The only budgetary item was the standard salary to process acquired data and elaborate a final published report.

3 Currently, there is six political parties in the National Parliament of the Slovak Republic, all from moderate right to moderate left

What is it for?

The main goal of the activity is to define the role of political parties in preserving the democratic state of the Slovak Republic. The main research question was: “What is a suitable place for political parties to debate on the fight against extremism, and how should political parties be engaged in these activities?” We then launched the activity with the long-term goal to establish a discussion with the most significant political parties in the country. We sought to learn about their priorities, and at the same time stress the importance of this topic in the political discourse. We wanted to contribute to “politicize” the problem, and turn the attention of major political parties to the issue of extremism and radicalisation in society. Finally, we wanted to jointly formulate strategies to deal with this security problem at the policy level, preferably with the cooperation of civil society as well.

For whom?

The main target group are representatives of mainstream and relevant political parties in the Slovak Republic, predominantly those which are (or have the potential to be) in the national parliament, and thus also have the possibility to influence policymaking.

Why was this target group selected?

Political parties are actors in the political system whose main role is to protect all citizens. Representatives of political parties have the possibility not only to influence policies, laws and country’s strategies, but also to influence the opinion of the general public. This is especially important when right-wing extremist groups are adopting positions against minorities to gain support from the population.

What did you want to say?

It is not enough to say that the party is against the ideas promoted by right-wing extremist groups, while anti-minority or radical ideas, populist in their nature, appear in their public statements. Rather, more specific counter-extremist strategies should be present in political parties’ agendas and manifestos.

What did you want to achieve?

This was a pilot activity which had as its main goal to start a dialogue with relevant political parties to discuss their strengths and weaknesses in the communication of the topic. The long-term goals are to change the way politicians communicate sensitive topics, and to force them to pay more attention to countering extremism in their programme documents and in their practice. It is necessary to put a stronger emphasis on preventive rather than repressive measures; a comprehensive approach and systemic changes are necessary. These changes include better conditions for the nonprofit sector working in the fields of education and advocacy, and on changes in the social policy of the country. It also includes those organisations working to address other aspects that are considered to be radicalizing the public opinion, where efforts include providing in-depth knowledge of the issue. CENAA is working on this by strengthening the dialogue on its research activities and findings.

Who?

The activity was conducted by two CENAA researchers (Radka Vicenová and Barbora Bodnárová).

Who made the decision to make the activity?

The project manager in charge of this specific project held the responsibility for this activity.

How was the activity made?

Both participating researchers had experience in this type of activity. They prepared the agenda for meetings, attended the consultations, and drafted the concluding report and analysis of the manifestos.

Output of the activity:

A report from the meetings, including the analysis of the political parties’ programme documents and programme priorities, was published after the meetings with the target group concluded. This written output serves as a basis for further activities such as: consultations prior to European or municipal elections, monitoring the challenges and policy-makers’ responses on the local level, and advocacy activities focused on how to deal with sensitive issues in the society. The outcome was disseminated amongst the participating political parties, and amongst the expert, academic and NGO community as well.

Consultations with candidates in European Parliament elections on counter-extremist strategies at European level

What:

European Parliament (EP) elections provide us with a unique opportunity to reflect on the attitudes of major political parties on issues at the regional level. They also give us the opportunity to observe the consistency of their messages through the election period.

In an attempt to obtain high-quality and comparable data on foreign and security policies from all the political parties represented at the EP, CENAA designed a questionnaire on the positions and strategies of the country and the EU on pressing issues. The questionnaire put particular emphasis on current security challenges. The questionnaire was designed based on Parties’ manifestos, as well as complementary material and sources of information for the concluding analysis. The questions also referred to official statements from party representatives in the media.

Questionnaires were distributed in the pre-election period amongst the political parties that stood the best chance to enter to EP, according to pre-election polls. In the final report, only parties which were successful in the EP Elections held in May 2014 are included⁴. The main goal was to learn of the priorities and ambitions of political parties and their candidates, and analyse them against commitments and plans for the following parliamentary term in 2014–2019.

⁴ They are as follows: SMER-SD (SMER – Social Democracy, with 24.09% and four seats in EP), KDH (Christian Democratic Movement, with 13.21% and two seats in EP), SDKÚ-DS (Slovak Democratic and Christian Union – Democratic Party, with 7.75% and two seats in EP), OĽaNO (Ordinary People and Independent Personalities, with 7.46% and one seat in EP), NOVA (New Majority, with 6.83% and one seat in EP), SaS (Freedom and Solidarity, with 6.66% and one seat in EP), SMK (Party of the Hungarian Community, with 6.53% and one seat in EP) and Most-Híd (Bridge, with 5.83% and one seat in EP).

When:

Online consultations took place during the election campaign of EP Elections in May 2014. The report was published in June 2014.

Where:

The activity was carried through the electronic distribution of questionnaires amongst candidates. The activity was conducted at the national level, since only Slovak candidates were targeted.

What was the starting point of the activity?

During research amongst representatives of parliamentary political parties, we came across a worryingly low level of interest and attention to extremism and radicalisation at all policy levels. Not only is the topic almost entirely absent in the parties' official documents, but there is also an evident lack of experts on the issue within the parties. However, on the European level, the issue is highly relevant. The region as a whole finds it necessary to address the growing extremist tendencies, which are tied with strong feelings of nationalism, fear, and hatred that spreads across the whole of Europe.

Cost of the activity:

This project activity did not have any cost, since all the data was gathered via e-mail. The only budgetary item was the standard payment to process data and elaborate the final published report.

What is it for?

The main goal of the activity is to assess the expertise and qualification of political parties' representatives meant to work in the EP on foreign and security policies. The main questions address the role of successful candidates to the EP on the issues of foreign and security policies of the European Union (EU). Other main questions address the candidates' ideas for solutions at the regional level. The questionnaire places special emphasis on strategies to deal with right-wing extremism, radicalisation of the public opinion, and the rise of nationalism in several EU countries. These questions are important because they reflect the importance the party attributes to foreign and security policies. We focused on 4 basic areas: integration and enlargement of the EU, security and defence policies, internal security (particularly extremism and radicalisation), and regional cooperation. Election programmes of political parties were analysed and used to develop the questions on these four areas. The activity was not only meant for data collection, it also provided the opportunity to consult with policymakers on the issue.

For whom?

The main target group are representatives of mainstream and relevant political parties in the Slovak Republic which had successful candidates in the 2015 EP Elections. These candidates are supposed to actively pursue their position and have the possibility to influence the policy-making process at European level.

Why was this target group selected?

This activity was complementary to the consultations with policymakers on the national and regional levels: the European level is another level at which counter-extremist strategies should be formed. Members of the EP are supposed to be actively involved in discussions on how to address the issue at the international level, and are therefore supposed to be familiar with the situation in Slovakia and other EU countries.

What did you want to say?

We want to point out to the topics that should be addressed more carefully and precisely at all levels of policymaking. We wanted to show that these issues are not covered enough, and also conduct regular monitoring. For this, we would like to have an ongoing discussion with the target group to promote cooperation between policymakers and the expert community.

What did you want to achieve?

As a pilot activity, its main aim is to start a dialogue with relevant political parties at different levels of policy-making. The long-term goals are to change the way politicians communicate on sensitive topics, and force them to include strategies to counter extremism on their agendas and their practice. This considers the affairs of other EU countries as well, given the mutual interference and influence between certain countries in the region.

Who?

The activity was conducted by a CENAA research team consisting of 5 researchers, who were responsible for the communication with political parties and for the analysis and comparison of acquired data and available election manifestos.

Who made the decision to make the activity?

The main responsibility was on the project manager in charge of this specific project.

How was the activity made?

All participating researchers had experience in this type of activity. They worked together on the design of the research, the design of the questionnaire, communication with the target candidates, and the elaboration of the final document.

Output of the activity:

The final report was published shortly after EU Elections in June 2015. This report was based on the analysis and comparison of data gathered from questionnaires within the context of programme priorities, election manifestos, and official statements on the topic of discussion. The report was meant not only to evaluate the level of attention and awareness on the topic, but it was also meant to serve as the basis for further monitoring and evaluation of the performance of elected representatives in the EP. The report is intended for journalists, and as a contribution to the expert discussion on counter-extremist strategies in Slovakia.

Face-to-face meetings with representatives of municipalities on counter-extremist strategies at local level

What:

The third level of policy-making that is addressed within the stated policy aim is the regional level. This includes the strategies to counter extremism and deal with majority-minority relations on the local level. Special emphasis is given on the regions where this relationship is most strained, such as certain areas of Central and Eastern Slovakia. Within this activity, we approached representatives of selected municipalities with a request for consultation on the situation in the region. During the face-to-face consultations, we evaluated the most pressing issues in relation to the most serious majority-minority conflicts in the region. We also evaluated good and bad practices of the municipality in dealing with the situation, as well as the level of cooperation with civil society in counter-extremist and counter-radicalisation strategies.

In the first phase, 5 municipalities were visited. In the plan for the second phase of the activity, more municipalities will be included. There is also a plan to monitor the development of the first phase cases.

When:

The first phase of face-to-face meetings took place from November 2014 to March 2015, with additional time spent on the elaboration of the report.

Where:

The activity took place at the regional level, through personal meetings in several cities and villages in different regions of Slovak Republic.

What was the starting position of the activity?

The local level is the third level of policymaking that needs to be addressed in order to understand the complexity of the problem, and to be able to formulate a comprehensive counter-extremism strategy.

The situation at the local level is a result of the same circumstances as the national level (anti-Roma attitudes, socio-economic problems and frustration resulting from these, corruption and other political scandals, and a decreasing level of trust and confidence in politicians). In addition to the lack of knowledge on how to communicate sensitive topics without encouraging radical attitudes or losing voters, policymakers at local level experience much more practical and specific problems. For instance, they experience individual conflicts and violent incidents amongst citizens, isolated Roma communities and their inappropriate hygienic and socio-economic conditions, and increasing tensions amongst cultural, ethnical or social groups within the town or village.

Cost of the activity:

Apart from the standard payment to process data and elaborate the final published report, there were additional costs related to the travel and accommodation expenses of researchers (approximately 400 EUR in total).

What is it for?

The main aim of the activity is to provide an in-depth analysis of selected regions with different radicalizing factors, which have at times resulted in conflict between majority and minority groups. Moreover, the analysis of good and bad practices in dealing with social conflicts will help provide specific recommendations for other municipalities to tackle extremist tendencies in their regions. The main intentions of the activity are to gather which can help understand the causes of the current situation, and to establish discussions with municipality representatives to help them formulate strategies and practices in their regions.

For whom?

The main target group are mayors and municipality representatives of selected regions in the Slovak Republic, where the situation of right-wing extremism support is the most critical.

Why was this target group selected?

The selection of municipalities that were targeted in the first phase was based on several criteria. The most important amongst these were socio-economic indicators, the level of support for right-wing extremist parties or candidates in previous elections, the incidents of conflict between majority and minority, and good or bad practices the municipality could share with others.

What did you want to say?

Our intention was to encourage policy-makers at local level to pay more attention to the different causes of the situation, and to develop more complex counter-extremist strategies in their municipalities.

What did you want to achieve?

This pilot activity has as its main goal to start dialogue with representatives at local level on policy-making. The activity also seeks to establish further cooperation and channels through which better recommendations can be formulated to tackle right-wing extremism on all policy levels. The long-term goals are to change the way sensitive topics are communicated in the public discourse, and to adopt a comprehensive approach which includes better and more favourable conditions for the nonprofit sector. This includes better conditions for nonprofits working in the field of education and advocacy, changes in the social policy of the country, and those addressing other aspects that are considered as radicalizing the public opinion. The ultimate goal is the better and deeper understanding of the issue, which we are trying to strengthen by sharing our research activities and findings, as well as increased knowledge on good or bad practices that could be adopted by different regions.

Who?

The research was conducted by a research team comprised of 3 CENAA researchers.

Who made the decision to make the activity?

The project manager in charge of this specific project held the main responsibility for this activity.

How was the activity made?

The researchers involved had experience with this type of activity. Together, they prepared the agenda for meetings, designed the research, and drafted the concluding report and analysis.

Output of the activity:

The final report is currently under preparation. Aside from good and bad practices, the report will include an in-depth analysis of varying combinations of radicalizing factors and possible counter-actions. It will also allow us to follow the implementation of these activities during the whole electoral term and track their development. The outcome will be disseminated amongst the representatives of major political parties in the country, the academic and expert community, NGOs, the media, etc.

Informal educational programme/Interactive workshops for young political parties leaders**What:**

An educational workshop for young leaders called "NO TO EXTREMISM!" took place near Bratislava on April 2015. The event was held as a pilot meeting for the representatives of youth political organisations and was organized as part of the project focused on mitigating extremism and radical tendencies in Slovak society. The 14 participants represented 5 youth political organisations (New Generation, Young Social Democrats, Young Europeans, Christian Democratic Youth of Slovakia, IUVEN), and 3 universities (Comenius University, Economic University in Bratislava and Masaryk University in Brno). The two-day workshop consisted of a series of lectures delivered by experts from different fields from three different countries. Amongst the lectures were representatives of academia, think tanks, NGOs, civil society, and state authorities.

When:

The first workshop took place on April 2015.

Where:

The activity took place in a small town near Bratislava and was conducted at the national level. The participants came from different regions in the country, and were all active in politics at the national level.

What was the starting position of the activity?

Apart from the growing acceptance of right-wing extremist narrative amongst the public, the radicalisation of the political scene is another aspect of the problem. Following the success of right-wing extremist parties and candidates as well as their ability to mobilize citizens, the public support for this type of rhetoric is evident. As a result, topics and ideas that are usually brought to the public discussion by extremists have found their way into the speech of mainstream political parties. This is done in an effort to succeed in the political competition and gain public support and, consequently, voters. Therefore, it is necessary to discuss this with major political parties', and to provide them with information on how these sensitive issues should be communicated and framed in a way to prevent further radicalisation of the public opinion.

Cost of the activity:

The total cost of the project was approximately 2500 EUR, including travel expenses, honoraria and accommodation for lecturers, catering for lecturers and participants, and venue rental.

What is it for?

It is necessary to provide policymakers with a broader image and information in order to raise awareness and contribute to better designed counter-extremist measures. As we have mentioned before, not enough political attention is devoted to the issue of extremism at the national level. However, it is necessary to achieve a broader and more open discussion at the national level. Focusing on young members of political parties is a way to influence the next generation of political leaders. The aim of the activity is to stimulate the interest of young political parties' members and provide them with advice on how to address these issues more effectively, properly and respectfully. It is also necessary to draw their attention to the possible consequences on public presentations of controversial issues.

For whom?

The main target group are youth organisations affiliated to major political parties in Slovakia. These organisations are official parts of the political parties. They usually serve as a starting point for political activities and gather future politicians and leaders.

Why was this target group selected?

Youth political parties' organisations are associations of young and ambitious politicians, and are usually the starting point for young leaders on their way to high politics. To work with youth organisations therefore means to educate future leaders and policymakers. Education of prospective young leaders has a preventive character, and aims to prepare future political representatives to address the issue of extremism in an objective and informed manner.

What did you want to say?

The main message to be delivered through the workshop is that it is important to be more aware of the growing support for the far-right movements and extremist groups in Slovakia and other European countries. The lectures promoted the discussion on the current research findings in the field of extremism and militant democracy. These discussions were intended to create a stimulating environment for cooperation where the participants can understand and discuss the formulation of counter-measures and strategies to combat extremism.

What did you want to achieve?

We wanted to attract the interest of young members of political parties to the most pressing issues of internal security: extremism, the activities of paramilitary extremist groups, and the radicalisation of society. The cooperation will also provide us with insight to different perceptions on the issue, varying according to political affiliation as well as regions. Our goal is to change the perception of young political leaders on the topics on which extremists build their agenda, by providing them with in-depth knowledge of the issues. In the longer term, we expect to raise the level of attention that is devoted to the problem, as well as to strengthen the capacities to suggest and adopt better and more suitable policies to fight extremism and the radicalisation of society.

Who?

The activity was organized by CENAA's team, by hosting lecturers which included members of academia, state authorities, civil society, and think tanks.

Who made the decision to make the activity?

The project manager in charge of this specific project was responsible for this activity.

How was the activity made?

The workshop was organized by CENAA's team, whose members designed the event, drafted the agenda, ensured organisational and logistic support for the event, and communicated with participants. However, the activity was conducted in close cooperation with external collaborators, including project partners such as lecturers during the workshop sessions.

Output of the activity?

Apart from the brief report from the event, containing main points and ideas from the presentations of hosting lecturers on the workshop, we recorded several reactions and statements of participants, evaluating their interest in the topic as well as contributions of the event and suggestions for the future workshops. We plan to use the video of edited statements as an invitation for future events aimed at this target group. Moreover, selected participants were asked to deliver their observations and commentaries in the form of short policy papers, that will be published in following weeks.

Summer School for Young Professionals

What:

Summer School for Young Professionals (SSYP) is an annual international event organized by CENAA. The main objective of this international project is to assist in the professional development of young professionals, future experts, and representatives of political parties in the field of international relations, security and foreign policy. The Summer School has around 30 participants every year, and is aimed at young professionals from the V4 countries, Eastern Europe, the Balkan countries, and the South Caucasus.

SSYP is one of CENAA's flagship projects, and all the research topics which the organisation works on are represented amongst the lecturers of the workshop.

When:

SSYP is organized annually at the end of the July in Central Slovakia. The agenda of SSYP consists of all topics in CENAA's research agenda.

Where:

The activity is international. Apart from Slovak participants and participants from Visegrad Four countries, other regions are represented during the event, including the Balkan countries, the South Caucasus, and Eastern Europe. SSYP is traditionally organized on the premises of the Slovak Academy of Armed Forces in Central Slovakia.

What was the starting position of the activity?

It is important to motivate and educate young researchers and students to deal with the pressing issues from the expert or academic point of view. It is also important to facilitate the dialogue amongst international participants. Sharing experiences and knowledge from different contextual backgrounds broadens our horizons, and can also lead to the implementation of best practices in the participants' home countries.

Cost of the activity:

The approximate budget for SSYP is 12,000 EUR, which include travel expenses for all participants and lecturers, accommodation expenses, rent of premises, catering for the whole week and standard honoraria for lecturers.

What is it for?

The main goal of SSYP's lectures is to familiarize participants with current research findings in the field of extremism and militant democracy. The activity also seeks to encourage participation on the discussion of similarities and differences across participating countries, along with reflection on the causes and consequences. It is also meant to motivate potential future experts in the field.

For whom?

The main target group are young professionals who are interested in foreign, security and defence policies issues.

Why was this target group selected?

The main aim is to raise awareness amongst young professionals on current issues, and to encourage and train young prospective experts interested in research and formulating strategies and recommendations for policymakers. The opportunity to share experiences from different countries and contexts is an added value of this event.

What did you want to say?

With different content every year, the lectures are built as an overview of the most recent research activities of CENAA in the given field, and as an introduction to the most recent challenges and the possible solutions.

What did you want to achieve?

One of the main objectives of SSYP is the preparation of young professionals –future leaders– to act in foreign and security policies. Interactive discussions and lectures led by top speakers from various international and Slovak organisations focus on an open exchange of ideas and interaction of participants from different backgrounds. The classroom lectures and discussions are accompanied by side activities.

Who?

The event is organized by CENAA's team by hosting external collaborators from different countries as lecturers.

Who made the decision to make the activity?

The project manager of this specific project holds the main responsibility. The Director of CENAA supervises the activity, since SSYP is one of CENAA's flagship projects and it is cross-cutting across several of CENAA's research topics.

How was the activity made?

SSYP is organized by CENAA's team, led by the project manager of the event, with the help of other researchers from the organisation helping with formulating the agenda and targeting speakers within their topics. The organisational team of SSYP works together to design the event, formulate the agenda, provide organisational and logistic support for the event, and to communicate with participants.

Output of the activity:

The most important result of SSYP is the alumni network of past participants, which has resulted in extensive network of experts and professionals. Moreover, chosen participants are given the chance to prove their expertise and interest, and are given the opportunity to cooperate on some CENAA projects, depending on the topics and current options.

Table 1: List of communication activities

Kind of activity	Activities	Target group
Policy meetings and consultations	Face-to-face consultations with representatives of parliamentary political parties; Consultations with candidates in European Parliament Elections; and Face-to-face meetings with representatives of municipalities.	National and local policymakers, representatives of parliamentary political parties, representatives of municipalities, and candidates in European Elections.
Publishing – written outcomes	Research Papers and Analysis, such as: Research papers on the anti-extremist strategies of political parties; Research papers on evaluations of the proposal documents and priorities in elections; and Research papers on the situation at local level in selected regions of Slovakia. Policy Papers (as reactions to the most current issues); and Reports and conclusions of meetings with policymakers.	National and local policymakers, representatives of parliamentary political parties, representatives of municipalities, candidates in European Elections, experts, researchers, academics, students, policymakers, journalists, state authority representatives, and the general public
Conferences, seminars, and discussions	Expert roundtables Public discussions	Experts, researchers, academics, students, policymakers, journalists, and state authority representatives
Educational events, workshops, and trainings	Informal educational programme: workshops for young political leaders; and Summer School for Young Professionals: lecture	Students, young political party leaders, policymakers, young professionals, and future policymakers
Media	Press briefings on the web page; TV appearances (in national TV channels) and official statements; Blog and video posts (to be finished); and Promotional materials for journalists (to be finished).	Journalists and public
Social Media	Facebook posts; Twitter posts; and LinkedIn posts.	The general public.

Communicating Sensitive Issues: The Challenges Facing Think Tanks

Case Study: CPLR

by Mykola Stepanov

Brief description of the organisation

Centre for Political and Legal Reforms (CPLR) is a non-profit non-governmental think tank based funded in 1996 in Kyiv, Ukraine. The mission of CPLR is to promote local institutional reforms which support development of democracy, rule of law, good governance, human rights and European values in Ukraine.

Main areas of CPLR's work are legal policy research, policy advising, monitoring of public decision making, and civic education. The work of CPLR is conducted in the following policy areas: constitutionalism, public administration, judiciary, and criminal justice. The issues of human rights, combating corruption and adaption of the Ukrainian legal system to the standards of the European Union and Council of Europe are cross-cutting throughout all policy areas.

The number of staff at CPLR is 19: fourteen legal experts and five support staff. All legal experts have a M.A. in law, seven have PhDs in law and one is a professor of law.

Experts of CPLR are often invited to serve as members of advisory committees and working groups for the government, ministries, and agencies which develop reforms and draft legislation in the area of CPLR's expertise: constitutionalism, administrative reforms, judiciary and criminal justice. The Constitutional Court requests opinions from CPLR's experts on constitutionalism in cases of interpretation of the laws and the Constitution.

Experts from CPLR were engaged in drafting and advocating a number of important reforms for Ukraine:

- Code of Administrative Justice (adopted in 2005) — introducing the system of administrative courts and administrative procedures;
- Law "On access to judicial decisions" (adopted in 2005) — introducing the free national portal where most decisions from domestic courts are available to the public (this is unique in Europe);
- Law "On access to public information" (adopted in 2011) — introducing the rights and guarantees for citizens to request public information from public authorities;
- Code of Criminal Procedure (adopted in 2012) — replacing the soviet criminal procedure by the contemporary human-rights-oriented approach to criminal investigation;
- Law "On administrative services" (adopted in 2012) — starting the client-oriented approach in administrative services (granting licenses, permits, certificates) from public authorities to individuals and companies; and
- Law "On prosecution office" (adopted in 2014) — introducing European standards of criminal prosecution and the status of attorney general, contrasting the former soviet system of prokuratura.

CPLR's expertise in administrative justice and administrative offences is considered by international organisations such as OSCE/ODIHR and UNDP of very high quality, such that we have been consulted on for their work in other post-Soviet countries. The experts in the areas of administrative justice and administrative offences are involved in projects in a number of post-Soviet countries, especially in Kazakhstan and Kyrgyzstan.

Overview of the communications office and communications strategy

Communications office and strategy — brief history

External communications has always been important for CPLR. Since its founding in 1996, until 2012, there were attempts to make it systematic by hiring part-time or full-time journalists to promote CPLR's research and ideas in media. However, until 2010, communication through media was not a top-priority, since the organisation had direct access to their target audiences without the need for intermediaries. On one hand, this contributed to the use of CPLR's research by decision-makers, and the achievement of our aims as a think tank. On the other hand, however, this also resulted in slow institutionalisation of communication processes. This became apparent when contact with decision-makers were almost lost due to the shift of the political situation in Ukraine.

Under advice of CPLR's founder (Ihor Koliushko) and other experts, the organisation had been working closely with its main target groups — members of the parliament, government and ministries, since its founding in 1996 and up to 2010.

In between their work with decision-makers, experts published academic articles in specialized legal journals and wrote academic books on legal research in the topics of their specialization, thus reaching CPLR's other main target audiences: researchers in law and law school professors. They were chosen as a target audience because their opinions were recognised by decision-makers in Ukraine, and they were often requested to give recommendations on the course of policy development and implementation. Therefore, promoting CPLR's ideas amongst them would contribute to the propagation of our ideas through their opinions and recommendations. Over time, this group has ceased to be a priority target audience for CPLR.

Experts also appeared in media. They published analytical articles in specialized legal journals as well as analytical newspapers for the general public. They also spoke on radio and in television programmes. However, these type of activities were not a priority, as our focus was on working directly with decision-makers.

Victor Yanukovych came into office after the Presidential elections in 2010. The new government did not engage with experts from CPLR to develop reforms. This new government was controlled by a kleptocratic oligarchic group from the Party of Regions, and the state of democracy started to significantly deteriorate (eventually leading to the Revolution of Dignity in 2013–2014). In order to create a broad demand for democratic reforms from society, CPLR had to focus on new target groups — civil society, local governments and the general public. Therefore, new approaches to communicate CPLR's research and ideas were required.

As mentioned before, CPLR had previously hired part-time and full-time journalists to write articles and edit CPLR researchers' articles for popular media. However, these positions were temporary. As an experiment, CPLR hired its first media relations manager in 2011. Although he had experience in communications and PR, he did not have a deep understanding of the legal matters CPLR deals with. After he left in 2012 to pursue his own project, a journalist with background in human rights was hired as media relations manager.

The comprehensive approach to manage communications started only in 2012, with the arrival of the second media relations manager. She drafted a communications strategy which envisaged basic areas of external communications for CPLR. The implementation of the strategy was hampered by the lack of a full-time internal communications manager who could push researchers to think on how to communicate their policy research papers to the general public.

So far, the involvement of the media relations manager has increased the organisation's media presence, although CPLR still lacks a comprehensive communications strategy. Hiring a long-term full-time communications manager has been postponed indefinitely due to CPLR's current project-based funding model, where project grants do not allow to fund the salary of a communications manager.

In 2013 CPLR applied for core funding from the Think Tank Fund to improve its external communications. With this funding, an expert from CPLR has visited several think tanks in Czech Republic and Slovakia to learn about their best practices in communications. CPLR's researchers have received training on communications with the media, writing press-releases, and giving interviews for television. Experts have also started to use data visualization to make their publications more attractive.

In the autumn of 2014, a part-time journalist was engaged to write articles in popular online-media to increase the presence of CPLR's opinions. The aim was to produce articles on hot policy topics based on the organisation's research that would be easy to understand for non-professional readers. Researchers at CPLR often use a complicated academic style in their writing, which is understandable for their peers, but too complex for target audiences without legal backgrounds. So far, only two articles have been published, so it is hard to estimate the impact on CPLR's presence in the media.

Staffing structure and job description

CPLR does not have a traditional internal communications department, a formalised communications strategy, job-descriptions for communications staff or formalised communication processes. All strategic decisions regarding communications are made ad hoc by professional staff, mostly project managers and, when necessary, members of the Board. There are three part-time positions in CPLR that are filled by communications professionals:

Two part-time media relations managers. Functions:

- arranging press-events,
- writing and disseminating press-releases,
- editing researchers' publications for printed and internet-media,
- liaising with internet-media regarding the publication of researchers' articles,
- managing the Facebook and Twitter accounts of the organisation,
- occasionally — moderating or taking pictures during the organisation's public events.

Part-time journalist. Functions:

- to write popular style articles based on research and advocacy opinions of CPLR's researchers.

Communication policies

CPLR does not have official communication policies, since there is not an official communications strategy for the organisation. Therefore, all communication activities are guided by ad hoc vision of project managers and their fair judgment.

However, there is at least one unofficial policy. Whenever we are dealing with sensitive issues, especially if there is a need to criticize existing policies, we adhere to the practice of providing both criticism and suggested solutions to the discussed problems. It gives room for

constructive policy discussions on the topic and for educating the public in the subject matter. Unfortunately, the Ukrainian government is not open to public policy discussions, so it sometimes feels like the same topics and arguments are discussed time after time and the government disregards the issues.

Decision making process

Decisions on communications are ultimately made by project managers, in consultation with junior researchers and media-relations managers. If there is a sensitive policy issue (i.e. whether to criticize a newly appointed government) or if the statements to be made at a press-event or published in an article may cause strong negative reaction from policy-makers, project manager consult with the Head of the Board and members of the Board. However, this is an informal procedure.

Budget support

CPLR has to work with a project-based funding model due to the current lack of demand for policy research and advice from the government and the business community. Communication activities are usually incorporated into projects and are funded from project grants, which suffices for specific communication activities for individual projects. At the moment, CPLR has a small core-funding project from TTF for capacity building in communications. It provides funds for data visualization projects that are tied to specific research projects, which gives us more flexibility.

Regardless of the current project-based funding, CPLR has its own research and advocacy agenda, which is not dependent on projects. Our projects are construed based on our mission, strategy and policy priorities. If there is no grant to fund activities within the topic of interest, we pursue our usual activities without funding, looking for alternative opportunities for communications. We also use opportunities to collaborate with other think tanks and NGOs in communication events when possible. For instance, in December 2014 CPLR and the Ukrainian Association of Monitors of Human Rights in Police Activities had to arrange final conferences on administrative services, both funded by the European Union. We decided to launch a joint conference, because the conferences shared the same audience, the topics were similar, and the impact of a bigger conference would be stronger.

CPLR also collaborates with the communications-focused civic platform “Reanimation Package of Reforms” which promotes reforms in critical areas: judiciary, civil service, administrative services, police and public prosecution. The platform emerged spontaneously from the think tank and journalist community during the Revolution of Dignity in 2013–2014, and was further supported by grants from the European Union and International Renaissance Foundation (OSI fund in Ukraine). The platform consists of experts in relevant areas (represented by key think-tankers, including experts from CPLR), PR-professionals, and journalists. It has a set budget for data visualization and funds for press-events and roundtables to advocate for reforms. CPLR used communication opportunities proposed by this platform to promote its own events and to arrange joint events with other participants on the platform.

Donors’ activity has a significant impact on CPLR’s communications, as on other think tanks in Ukraine. Their activity can be divided in:

Institutional support for communications:

- Core funding for communications development — CPLR received a grant from TTF for this purpose, but this core funding ends on July 2015.

Project-based support of communications:

- Requirement of significant communications component in a supported project. This is now a common requirement from all donors working with Ukrainian think tanks. It sometimes leads to pro forma approaches, like a mandatory kick-off press conference without real information cause or pro forma press-releases without significant information;
- Requirement of a communications strategy for the project. The European Commission requires one at the kick-off stage of a funded project. This is a challenge for think tanks like CPLR who do not have a strong internal communications department and/or communications professionals; and
- Project-based training on communications for grantees and special staff to support communications of grantees. The European Commission has this component.

Capacity building

There are no official policies on capacity building. The unofficial practice is to send all staff to workshops and seminars offered by donors or capacity building programmes for civil society on various issues, including communication practices such as data visualization, writing press-releases, dealing with media, etc. It is understood that it is important for all researchers to grasp the notions of communications, as working with the media and targeting stakeholders is crucial to ensure the success think tanks’ work.

Monitoring, evaluation and key performance indicators

We do not have key performance indicators for communication activities. Our part-time media-relations manager conducts brief media monitoring after press-events and roundtables to see how the media reacts to our events, and whether they did. We also check numbers of views, likes and shares of our posts in social media and our web-page. However, there are no formalised procedures on analysis of these indicators yet.

Meaning of communications: understanding of notions within CPLR

In order to understand the principles of communications in a selected area of activity of the organisation — public administration reform—the survey was taken among selected researchers of the CPLR:

- **Victor Tymoshchuk** — Deputy Head of the Board, manager of the public administration department
- **Mykola Stepanov** — Executive Director
- **Nadia Dobryanska** — Researcher of the Public Administration Department
- **Yaryna Zhurba** — Researcher of the Constitutionalism Department and manager of the Communications Capacity Building project
- **Tetiana Pechonchyk** — Media relations manager

Respondents gave their answers on their understanding of the terms in communications. Their answers are summarized to give a brief picture of the approach to communications within CPLR.

Internal communications

All five respondents answered the same: Internal communications are very important for the organisation to achieve the purposes of CPLR. Internal communications are divided as:

- Hierarchical type: horizontal (expert-expert, manager-manager, expert-media manager) and vertical (boss-subordinate);
- Formal and non-formal; and
- Type of channel: e-mail, verbal, phone, Skype, Google Hangouts, Facebook etc.

The media relations manager mentioned that the purpose of internal communications is to set effective and loyal relationships between employees and management.

Since November 2014, CPLR used the online project management platform www.worksection.com (a project management and time planning online collaborative system) to plan, set targets, and monitor. Not all live projects are implemented in the system yet, but all the new projects are implemented into Worksection. This helps for internal communications — tasks, terms, and responsibilities are clear now, and performance can be tracked through this platform. Each of the team members are able to see the status of the project online — what has been done, what is planned, and who is in charge. This has increased the effectiveness of internal communications.

External communications

The Executive Director and the media relations manager defined external communications as contacting our external audiences to deliver the results of our research. The Deputy Head of the Board mentioned that external communications also include receiving information from external subjects, not only delivering information to them.

Younger researchers defined external communications as calling upon our target audiences for action based on results of our research and ideas. This is explained by influence of the workshop on communications by Dmytro Simansky in autumn 2014. This approach is not common for other researchers.

Communications strategy

The understanding of what a communications strategy is was different amongst respondents. Some respondents defined it as a step-by-step algorithm to achieve our communication aims from beginning to end.

The Executive Director defined it as a subsection of the organisation's strategy that defines our target audiences and the channels selected to reach our ultimate aims.

The media relations manager defined it as a system of activities to uphold presence of the organisation in the information field and to build partnerships with target audiences.

Communication policies

Respondents unanimously agreed that communication policies are principles or rules in communications: who, how, when, in which form communicate, about what, what are quality-checking mechanisms, etc. Junior researchers emphasized that policies should be used by junior staff to communicate independently when there are no supervisors to consult or make a decision.

Target audiences

All respondents defined target audiences as groups joined by certain needs or interests related to our research and promoted ideas: consumers of our policy research, our allies, and our opponents. More generally — those whose activities, support, and decisions matter in the implementation of our ideas. Respondents gave non-exhaustive lists of our target audiences: decision-makers (politicians, government, members of parliament, state agencies, local governments), civil society, businesses, and media as generators of news and opinions.

Beneficiaries

Most respondents agreed that the beneficiaries of our communication activities were either the whole of society or any member of society who is affected by our policy proposals. The media relations manager responded differently: those who receive benefits or preferences as a result of our communication activities.

Channels of communication

Channels of communication were defined as the means used to deliver our messages to our target audiences. Some respondents listed them while others gave the above definition. The listed channels included direct personal contact with stakeholders and their surroundings, various types of media (classical media — printed media, TV, radio, digital media, social media), and web-pages.

Messages

Messages were defined differently. The differences varied between condensed ideas that we want to communicate and conclusions we want our target audiences to reach.

Speakers

CPLR's team generally understands speakers as researchers or experts from CPRL. The researchers who responded had concerns as to whether any researcher could have a right to be a speaker or only those who are professionally independent and do not rely on their supervisors. No policies on this matter exist in CPLR.

The Executive Director included in the definition of "speakers" support staff who has contact with people outside the organisation. This could include the office manager who receives calls from stakeholders, journalists, partners, etc.

Part two: the case study

Policy aim: To reform the system of administrative services (granting permits, certificates, passports etc) provided by the state and municipalities to citizens to make it more citizen-friendly (comfortable, easy, transparent).

Period: 2012–2014

Kind: Overall, the policy aim is institutional. As a rule and within the period of the case-study, the policy aim was fitted into a number of grant-based projects:

- "Improving the quality of administrative services through strengthening of the civil society's influence on this area" in 2013–2014, funded by the European Union;
- "Assistance to the Ministry of Economy of Ukraine with the development of the sub-legislation draft to implement the Law "On administrative services"" at the end of 2012–beginning of 2013, funded by the PRISM project of the Government of Canada;
- "Monitoring of one-stop-shops in the cities of Ukraine" in the first half of 2014, funded by the International Renaissance Foundation (from the Open Society network);
- Workshops for public servants in cities of Ukraine on administrative services throughout 2012–2014, funded by the Friedrich Naumann Foundation "For freedom";
- "Public administration reform in Visegrad countries: lessons learnt for Ukraine" in 2012–2014, funded by the International Visegrad Fund.

Justification: This policy aim is one of the core aims within CPLR's strategy: strengthening good governance and rule of law in Ukraine. The Department of Public Administration of CPLR has spent more than 80% of working time on this topic in the period of 2012–2014. CPLR is renowned in Ukraine for its legal expertise on good governance in the area of administrative services.

Context: Obtaining administrative services for citizens and businesses in Ukraine is complicated and non-transparent, where individual state and municipal agencies barely communicate with each other. Establishing digital databases and registries of public agencies is subject to corruption, and they hardly provide assistance to civil servants. As a result, citizens and businesses have to take long bureaucratic paths, obtaining permits and legal papers one at a time, visiting each agency in order to obtain their basic needs: a passport, real estate registration, registering or closing a business, and documenting a child.

This problem is not unique to Ukraine. Initially, the system of public administration was official-oriented, where citizens had duties before them and had to comply with regulations. Policies were construed in the way that obliged citizens to collect documents and businesses. State and municipal agencies did not have to be proactive and seek for ways to better communicate with each other. To illustrate this inefficiency, there is a popular joke about a Ukrainian civil servant who says that he likes his work at the state agency, except when citizens come and spoil it with their complaints and requests.

Gradual client-oriented approach in public administration in other countries started only in the 1970s. This approach incorporated business principles into public administration and turned public functions into public services. Citizens gained rights before the officials and became clients who could demand being treated fairly and professionally.

Some countries have evolved further since 1970s. For example, Canada has a unified system "Service Canada" for all public administrative services (permits, passports, registrations). In Europe, client-oriented administrative services are a general standard. However, in the post-soviet European countries, the evolution from an official-oriented approach to a client-oriented approach started only after the Soviet Union was dissolved in 1991. As a result, the quality of administrative services and policies in this region does not meet the expectations of the public, who are aware of how other European countries have a client-focused approach and demand better customer services.

There is not an effective "central policy-maker" within the government in the area of administrative services in Ukraine. Meanwhile, individual policy-makers do not strive to make their services transparent and citizen-friendly. This applies particularly to the Ministry of Justice in the area of registration of businesses and real estate, and the Ministry of Interior in the area of passports. They even impose additional fees for their services, forcing citizens to pay them without legal justification.

CPLR advocates for reforms in administrative services amongst policy-makers, along with the education of the media, the general public, and civil society, and civil servants on these reforms.

Kind of communication activities implemented

In the 2012–2014 period, CPLR has a lot of activities according to this policy aim. We have 8 groups of activities. Each group has specific activities and target groups (see in Chart 1).

Describing communication activities

During the 2012–2014 period, CPLR carried out the communication activities listed in Table 1. We identified 8 groups of activities and selected 2 from those:

- Educational events and workshops, and
- Engaging with policy-makers.

We believe that these are the activities that bring us closer to our policy aim.

EDUCATIONAL EVENTS AND WORKSHOPS

Workshops on administrative services for civil servants (theory of administrative services, practice of setting up an effective one-stop-shop)

What:

Dozens of workshops on “Improvement of the work of one-stop-shops” for municipal officials of municipalities and local state administrations on improvement of one-stop-shops for administrative services.

When:

2012–2014

Where:

National level. Big Ukrainian cities — Kyiv, Myrgorod, Kherson, Uzhgorod, Stryi, Zhytomyr, Rivne, Khmelnytsky, Mykolaiv, Cherkasy, Kirovohrad, Zaporizhia.

What was the starting position of the activity?

Since 2008 CPLR was initiator of the creation of one-stop-shops and promoted the idea among politicians, local officials, members of local councils and so on. Trainings were conducting each year by experts CPLR and involved experts for the specified target audience. In some regions after our trainings local authorities began to create one-stop-shops on his own initiative.

Thus, the task CPLR experts were divided into 2 areas:

- The first is to encourage local authorities to create one-stop-shops to provide services in a “single window” and to improve the quality of these services; and
- The second area was the training of employees of existing one-stop-shops to spread best practices.

On September 6, 2012 parliament adopted the Law “On Administrative Services” which in particular imposes a duty on local authorities and district administrations on the creation of one-stop-shops.

Since that time the numbers of trainings for civil servants increases. For these trainings we also involved managers of the best one-stop-shops.

Cost of the activity:

Expenditures were covered:

- From project “Improvement of the administrative services quality through strengthening of civil society impact on public policy in this sphere” supported by European Commission; and
- Directly by the Friedrich Naumann Fund “For freedom”.

Why is it for?

To teach officials of municipalities, local state administrations, politicians and employees of one-stop-shops to proper implementation of the Law “On administrative services” and best practices of existing one-stop-shops.

For whom?

Officials of municipalities and local state administrations, politicians and employees of one-stop-shops.

Why was this target group selected?

This group is chosen because it can influence on the creation of one-stop-shops and on the proper implementation of the Law “On administrative services”.

What did you want to say?

We want to teach them how implement the Law “On administrative services” and show them the best practices of existing one-stop-

shops. The workshop raised the question of correct application of the Law, some features of the Law. Experts provide explanations of articles of the Law. Representatives of the best one-stop-shops share their experience, best practices and features of the Law in practice.

What did you want to achieve?

We want that municipalities and local state administrations can properly implement the Law “On administrative services” and employees of one-stop-shops can give the best service to the individuals and companies. We want that group will have client-oriented approach in administrative services.

Who?

Experts of CPLR:

- **Ihor Koliushko** — the Head of the Board
- **Victor Tymoshchuk** — Deputy Head of the Board, manager of the public administration department

Involved experts:

- **Ihor Brygilevych** — expert in public administration from West region
- **Managers of the best one-stop-shops**

Workshops on administrative services for civil society (theory of administrative services, practice of monitoring of one-stop-shops for administrative services)

What:

Two workshops for civil society organisations with the topic “Role of civil society in improving quality of administrative services” were arranged. These trainings were arranged for civil society to increase public awareness in the area of administrative services.

When:

2012–2014

Where:

National level. Big Ukrainian cities: Kyiv, Lviv, Odessa, Kharkiv, Donetsk, Luhansk, Dnipropetrovsk.

What was the starting position of the activity?

On September 6, 2012 parliament adopted the Law “On Administrative Services” which in particular imposes a duty on local authorities and district administrations on the creation of one-stop-shops.

Since that moment it is very important to arrange trainings not only for the civil servants but for the civil society members too.

After the adoption of the Law “On Administrative Services” trainings for the civil society become very important. Thus members of civil society will have the ability to monitor and control how the one-stop-shops adopting the law. Perhaps some of these participants will be politician or trainer for others in the future. CPLR experts were ready for such challenge because they already had experience and knowledge how to provide such kind of trainings.

Cost of the activity:

Expenditures were covered:

- From project “Improvement of the administrative services quality through strengthening of civil society impact on public policy in this sphere” supported by European Commission; and
- Directly by the Friedrich Naumann Fund “For freedom”.

Why is it for?

To teach members of civil society organisations to proper monitoring of implementation of the Law “On administrative services” by officials.

For whom?

Members of civil society organisations.

Why was this target group selected?

This group is chosen because members of civil society organisations can monitor and control how the one-stop-shops adopting the Law “On administrative services”.

What did you want to say?

We wanted to teach them of the Law “On administrative services” and to teach proper monitoring of Law implementation. Our experts explained to public activists the features of the Law and show them what they should pay attention for when officials apply the Law.

What did you want to achieve?

We want to achieve good understanding of the Law by members of civil society organisations and understanding of the right way of Law implementation monitoring.

Who?

Experts of CPLR:

- **Ihor Koliushko** — the Head of the Board
- **Victor Tymoshchuk** — Deputy Head of the Board, manager of the public administration department

Involved experts:

- **Ihor Brygilevych** — expert in public administration from West Region
- **Managers of the best one-stop-shops**

ENGAGING WITH POLICY-MAKERS

Work session, initiated by CPLR, between state agencies that provide administrative services and prominent municipal one-stop-shops to develop the strategy for implementation of the new legislation on administrative services

What:

Work session on the topic “Development of the mechanisms on the realization of the government’s decision to provide administrative services of the State Registration Service, the State Migration Service and the State Agency for Land Resources through one-stop-shops”.

When:

29–30 May 2014

Where:

Kyiv

What was the starting position of the activity?

On May 16, 2014 Cabinet of Ministers of Ukraine issued the Decree #523 “On certain issues of administrative services’ rendering by executive authorities through one-stop-shops”.

This Decree adopted to meet the requirements of the Law of Ukraine “On Administrative Services” and it aims to ensure the provision of basic/most popular administrative services:

- Registration of residence, passports issuance (responsibility of the State Migration Service);
- Registration of entrepreneurs and entities, registration of rights on real estate (responsibility of the State Registration Service); and
- Land registration (responsibility of the State Agency for Land Resources).

Thereby, in cities and regions where the infrastructure already created (primarily have adequate facilities for one-stop-shops) opens an opportunity to provide quality administrative services which now in the responsibility of the executive authorities mentioned above.

This Decree of the Cabinet of Ministers of Ukraine is a real step towards future decentralisation of authority to provide appropriate administrative services, i.e. to delegate these areas to the responsibility of local governments (at least most of these powers).

The Decree was like a framework, it simply states that powers should be transferred from the executive authorities to the one-stop-shops. But how it can be done technically? What are the organisational and technological obstacles? What are the problems with software and working places?

It was already clear that the Law have plenty of inconsistencies and it have to coordinate many acts. We had to make a lot of changes and other regulations. We also wanted to discuss these changes on work session.

Centre for Political of Legal Reforms initiated the meeting to try to resolve these issues.

Cost of the activity:

Costs from European Commission project “Improvement of the administrative services quality through strengthening of civil society impact on public policy in this sphere”.

Why is it for?

The aims of the work session are:

- Examination of the Cabinet of Ministers of Ukraine’s Decree “On certain issues of administrative services’ rendering by executive authorities through one-stop-shops” in order to identify barriers and develop the necessary decisions (legislative amendments) and events (access to registers, etc.) for its implementation; and
- Drafting the Action plan on the implementation of the Cabinet of Ministers of Ukraine’s Decree “On certain issues of administrative services’ rendering by executive authorities through one-stop-shops”.

For whom?

The representatives of ministries and other central executive authorities (the Ministry of Regional Development, the Ministry of Economic Development, the Ministry of Justice — 1 person from each; the State Migration Service, the State Registration Service, the State Agency for Land Resources — 2 persons from each; the representatives of one-stop-shops of Vinnytsa, Kyiv, Luhansk, Lutsk, Myrhorod, Kharkiv — 1 person from each; the experts from non-government organisations (in particular, from the Centre for Political and Legal Reforms, Centre of Local Government Studies) — 20 people in total).

Why was this target group selected?

This target group was selected because it directly engaged and influences to the implementation of Cabinet of Ministers of Ukraine's Decree "On certain issues of administrative services' rendering by executive authorities through one-stop-shops". The aim of working with such target group is to create basis for providing appropriate administrative services.

What did you want to say?

Promotion of the decision-making that is necessary for qualitative administrative services on residence registration, passport issuance (the State Migration Service), registration of entrepreneurs and entities, registration of rights on real estate (the State Registration Service), land registration (the State Agency for Land Resources) through one-stop-shops (centres on administrative services).

What did you want to achieve?

In the end of our work session we want to create the Action plan on the implementation of the Cabinet of Ministers of Ukraine's Decree "On certain issues of administrative services' rendering by executive authorities through one-stop-shops". We expected that the result of the Action plan implementation will be:

- Amendments to the Law of Ukraine "On Administrative Services" which will allow for a transitional period (1-2 years) involve representatives of relevant authorities for providing administrative services in one-stop-shops, that is actually through providing working zone for such representatives; and / or
- Changes to special (thematic) laws that will provide decentralisation of appropriate administrative services and will include possibility to provide relevant administrative services by one-stop-shops' administrators, including access to State registries for these administrators.

Who?

Experts of CPLR:

Victor Tymoshchuk — Deputy Head of the Board, manager of the public administration department

Nadia Dobrianska — expert of the public administration department

Oleksiy Kurinnyy — expert of the public administration department

The representatives of the best one-stop-shops.

The representatives of the central executive authorities (the State Migration Service, the State Registration Service and the State Agency for Land Resources).

Participation in the working groups of Ministry of Regional Development on drafting the Law on "Decentralisation of administrative services"

What:

CPLR experts participate in the working groups of Ministry of regional development on drafting the Law on "Decentralisation of administrative services".

When:

Since May 2014

Where:

Kyiv

What was the starting position of the activity?

After the Revolution of Dignity in 2013-2014 years and changing the authorities was clearly defined that the provision of administrative services should be doing by the way of the policy of decentralisation of administrative services, not only by the way of one-stop-shops establishment. It became obvious that the functions of transferring documents between people and the central executive authorities to make the service more convenient, it is only a wrapper and we cannot offer the best, because until the back offices are still in the government agencies, the first thing we have — it's resistance to convey this feature to front office (to one-stop shop in our case), and the second — we cannot guarantee the integrity of the entire process of providing administrative services, because the process torn between different structures and large number of players. Relatively speaking, we have a store where we have products and we do not have impact on suppliers. So the best thing is to give all basic services to the local level in municipalities. When we are taking away services from ministries and giving them to the local level, the municipalities will have service integration and it will very easily to create one-stop-shops.

After Volodymyr Groysman came to the Ministry of Regional Development as a Minister we saw a great political support of this process. The working group on drafting laws in the Ministry of Regional Development was established. This group included the best practitioners from Vinnytsa city, partners/opponents from the government and experts from CPLR.

Were chosen the most popular services related to one-stop-shops — residence registration, passport issuance, registration of entrepreneurs and entities, registration of rights on real estate, land registration and working group started to work on draft the Law “On decentralisation of administrative services”.

Cost of the activity:

Costs from European Commission project “Improvement of the administrative services quality through strengthening of civil society impact on public policy in this sphere”.

Why is it for?

The aim is to make draft the Law “On decentralisation of administrative services” to distribute administrative services to local level to the municipalities.

For whom?

The working group on drafting Law “On decentralisation of administrative services” in the Ministry of Regional Development.

Why was this target group selected?

This target group was selected because it directly responsible for drafting the Law “On decentralisation of administrative services”. The aim of working with such target group is to help them with understanding the best practice and to make comprehensive law.

What did you want to say?

To share the best way for distributing administrative services to the local level.

What did you want to achieve?

The Law “On decentralisation of administrative services” will be adopted and administrative services will distribute to local level to the municipalities.

Who?

Experts of CPLR:

- **Ihor Koliushko** — the Head of the Board,
- **Victor Tymoshchuk** — Deputy Head of the Board, manager of the public administration department,
- **Nadia Dobrianska** — expert of the public administration department,
- **Oleksiy Kurinnyy** — expert of the public administration department.

Table 1: List of communication activities

Kind of activity	Activities	Target group
Legal expert work	Official written expert opinions on draft laws and draft sub-legislation posted for public discussion by policy-makers, submitted upon our own initiative. Expert opinions from us requested by policy-makers Draft laws, written independently or in collaboration within working groups	Government, Ministries, State services, President, State authorities, members of the parliament Policy-makers Government, Ministries, State services, President, State authorities, members of the parliament
Publishing – written outputs	Books: Commentary to the Law ‘On administrative services’ Handbooks for users of the Law ‘On administrative services’ Compilation of publications on administrative services Policy papers on administrative services, published on web-page, distributed at conferences and individually upon request	Ministries, Officials of municipalities and local state administrations, experts, researchers, students, policymakers, journalists, state authorities representatives, the general public Government, Ministries, State services, President, State authorities, members of the parliament, civil society, general public
Monitoring	Monitoring reports on more than 20 cities of Ukraine with the following info: a) a brief summary report about each office on provision of administrative services, b) a detailed monitoring questionnaire about each office on provision of administrative services 2 assessments on provision of administrative services of state central executive authorities according to the Government’s Resolution N° 523-p of May 16, 2014 in the Lviv region: http://bit.ly/1Av0W2V and in Kharkiv region of May 16, 2014 http://bit.ly/1D2UQIU	Ministries, State services, officials of municipalities and local state administrations, experts, researchers
Engaging with policy-makers	Work session, initiated by CPLR, between state agencies that provide administrative services and prominent municipal one-stop-shops to develop the strategy for implementation of the new legislation on administrative services Participation in the working groups of the Ministry of Regional Development on drafting the Law “On decentralisation of administrative services”	The representatives of ministries and other central executive authorities The working group on drafting laws in the Ministry of Regional Development
Educational events, workshops	Workshops on administrative services for civil servants (theory of administrative services, practice of setting up an effective one-stop-shop) Workshops on administrative services for civil society (theory of administrative services, practice of monitoring of one-stop-shops for administrative services)	Officials of municipalities and local state administrations Employees of one-stop-shops Members of civil society organisations
Conferences, roundtables and discussions	Round tables Conferences	Members of Ministry of Regional Development Officials of municipalities and local state administrations, policy-makers, journalists, the general public Policy-makers (Ministries, state services, Government, members of the parliament, President), Members of civil society organisations, journalists, general public Members of civil society organisations, journalists, the general public Journalists

continued

continued

Media	<p>Press-conferences to present results of research, to draw attention to a specific issue in administrative services</p> <p>Press-briefings on hot topics on administrative services;</p> <p>Press-breakfasts (to discuss with journalists hot topics on administrative services).</p> <p>Articles about foreign legislation and practice in administrative services in popular journals</p> <p>Columns on administrative services on Ukrayinska Pravda web-page</p> <p>Other articles in other media</p> <p>Regular blog posts on 1+1 TV-channel web-page by Victor Tymoshchuk</p> <p>TV and radio appearances</p>	<p>Policy-makers, members of civil society, the general public</p> <p>Journalists</p>
Social	<p>Facebook posts</p> <p>Videos on administrative services</p> <p>Twitter posts</p>	<p>Policy-makers, members of civil society, the general public</p>

Communicating Sensitive Issues: The Challenges Facing Think Tanks

Case Study: IEP¹

by Francesca Uccelli and Rosa Vera

Brief description of the organisation

The Institute for Peruvian Studies (Instituto de Estudios Peruanos – IEP) was founded in February 7th of 1964 by prominent intellectuals from different perspectives –mainly writers, anthropologists and historians– who wanted to create an independent space to think of the social, cultural and economic situation of Peru as well as the Latin-American context. These intellectuals were mostly Peruvians and also from abroad².

This diverse and independent perspective from our founders is what defined IEP in the past and does so today³. Today, IEP brings together a diverse group of professionals with distinct work experiences, and from different backgrounds and branches of the social and human sciences (anthropology, sociology, psychology, history, political science, economics, linguistics, cultural studies, archeology and ethno-history) to discuss development, inequities, democracy and diversity in Perú.

The IEP Editorial house is well known, and was founded since the beginning with our first publication in 1964. By now, our editorial house has published more than 800 titles in 32 thematic series. Every year, about 30 new books are published and distributed through the country's major bookstores, specialized bookstores abroad and the Virtual Shop on the institutional. Since 2011, the IEP has published digital versions of its classic publications (in PDF format), which can be downloaded free of cost from the Virtual Library on its website⁴. On the other hand, IEP is always present in the national and international book fairs where the organisation is invited, not just for selling its own production, but also participating in book presentations and academic debates. We are proud to say that IEP's Editorial house was –and still is– important in the training of social sciences in Perú⁵. The books that we publish are not just IEP's researchers' books, but also from researchers all over the country and abroad. Some of these publications also include translations of books that were initially published in English. On the other hand, there is a procedure regarding publication, so academics interested in publishing at IEP have to follow a publication protocol established by the publication area. Through our publications, we can reach the local public –not just academics– as well as audiences abroad.

Furthermore, the IEP social science library is one of the most comprehensive of its kind in Peru. The library has over 35,000 titles organized in various collections. The library is recently implementing a video library that aims to gather films, documentary and video material that addresses Peru's Internal Armed Conflict. This recent acquisition of our library responds to the growing interest of the library users –local and abroad– on these new forms of narrative regarding the country's internal conflict⁶.

IEP is also known for carrying out the “green tables”, which are debates or dialogues held in an informal structure and not just among their researchers, but also with people that are interested in a specific topic. This audience is also plural in its composition, and is not solely directed at academics.

IEP also carries out a social science formation programme, which is an initiative that aims to gather students –pre and post degree–, academics, and the general public that is interested in our courses, seminars and workshops. Some of these courses are addressed to a specific audience. For instance, in our courses for school teachers we provide an update on certain topics, along with tools –mostly readings– that can be useful to them. This interest on the improvement of education is not recent. Cholonautas⁷ is a virtual platform that was conceived in 2001 with the aim of narrowing the gap in the training of social science students all over Perú, specifically in public universities. The platform has a number of readings which can be easily downloaded and could be useful for social sciences students. The

¹ This case study took place in 2014.

² The founders were the following: Augusto Salazar Bondy (philosopher) from Lima; Sebastián Salazar Bondy (writer playwright, essayist and poet) from Lima; José María Arguedas (writer and anthropologist) from Apurímac; Luis Eduardo Valcárcel (historian and anthropologist) from Moquegua; María Rostworowski (historian) from Lima; Alberto Escobar (poet, literary critic, philologist and linguist) from Lima; John Murra (anthropologist) from Ukraine/Russian-American; Aníbal Quijano (sociologist) from Yungay; Rosalía Ávalos Alva and José Matos Mar (anthropologists) from Ayacucho. Matos was the promoter, founder and director of the IEP during its first 20 years (taken from IEP's 2014 Brochure).

³ IEP recently received the Award for Regional Think Tank of the year <http://onthinktanks.org/2014/11/10/celebrating-and-learning-about-think-tanks/>. During the awards ceremony, it was highlighted that IEP was a space of convergence, where intellectuals and policymakers, as well as employees from the public and private sector, come together to discuss ideas; where the right and left can come together to dialog. All this has to do with IEP's capacity to gather this diverse audience, which has to do with IEP's own diverse identity.

⁴ See IEP's 2014 brochure. For more information regarding our library see the link below: <https://www.youtube.com/watch?v=XRA4CCdkUIE>

⁵ Our books also reach other sectors. This can be seen in a recent request from the Ministry of Education, who asked us for a re-impression of one of our history books to distribute in public schools.

⁶ See video <https://www.youtube.com/watch?v=XRA4CCdkUIE>

⁷ Cholonautas is a virtual platform with a social science selection of text that encourages academics to use the Internet, promotes better teaching in the social sciences, and contributes to the interconnection of the academic community in Peru and the Andean region (See brochure). The following link leads you to this platform: <http://www.cholonautas.edu.pe/>

platform also ran forums and virtual classes. Cholonautas, along with other education initiatives, reflect the interest of IEP in improving education in our country.

Finally, there is also the virtual magazine called “Argumentos” [“Arguments”] which is delivered every two months, and seeks “to connect reflection on current affairs with social research into new and persistent problems in the country.”⁸

Overview of the communications office and communications strategy

To understand the current staffing structure and job descriptions, we need to first know the history of communications at IEP. Nonetheless, we can say that our current communications office is composed of two people: i) a communications officer and ii) a communications assistant. Both are communications professionals.

History of the communications office

For many decades, the communications office was not a relevant issue for IEP or for other research centres in Perú. From the academic perspective, systematic, independent and quality research were considered sufficient to become a solid, respected, and recognised centre of social research. The editorial house was the best way to disseminate the centre’s work. Those were certainly different times, but some researchers still have this opinion.

On the other hand, there was also a lack of human resources, limited technology access, and economic constraints. IEP’s incomes were assigned to produce knowledge and to support its small administrative area, and that was enough of a challenge. Therefore, communication activities were carried out in a basic manner and by professionals that were not specialized in this area. Everyone did their best with the few resources available, and all this efforts did not have an organic structure⁹. Nonetheless, when we talk about a basic way of carrying out these activities, we are referring to the way in which we operate – through few channels and using physical propaganda – mostly posters and flyers. Then again, we could also say that we accomplished our objectives, and did pretty well without communicators for a long time. With time, these tools became obsolete. Although posters and flyers are still used¹⁰, most of the dissemination is done using means which are faster and cheaper. This is when the professionalization of communicators became an issue.

With time and the overcoming of political, economic and social crises¹¹, along with the improvement of the economy over the last years, communications became more and more important. That also became evident in donors’ demand – researchers were asked to add policy issues and communication strategies to their research results.

Around 2010, with the Think Tank Initiative’s support¹², IEP decided to assume the challenge of measuring the impact of its work in the building of knowledge. This enterprise had to do with the change of the global paradigm of the organisations that were committed to do research. The task was to assume that building knowledge is not enough: an explicit effort to share and disseminate this knowledge is needed to have a larger presence in the public sphere and reach different target audiences. Therefore, the need to rethink the impact of our research demanded changes that could modify the ways in which our habitual audience – academics, researchers and students –, could connect with a new audience, represented by stakeholders, business and political elites¹³. We knew this was a big task, and that all these changes meant a lot of work and learning.

Nevertheless, time also brought along technological changes. New forms of communications came along, like social media, and the information that was handled from different projects and researchers required centralisation. These innovations brought a significant change: IEP was positioned as a referent for issues related to the public debate, and its researchers had the opportunity to become opinion referents¹⁴.

The communications office at IEP was settled in April 2011, under the direction of Roxana Barrantes¹⁵. This initiative had to do with external context and internal changes. However, the opportunity given by the Think Tank Initiative (TTI) – IDRC, was a great chance to set up a communications office. The TTI encouraged their grantees, to strengthen their sphere of influence and their external communications.¹⁶

8 This magazine started in response to elections debate during the 90s. Argumentos became an online only publication in 2008. For more information check the following link: <http://www.revistargumentos.org.pe/>

9 Román (2014)

10 Before the use of social media at IEP, most of the dissemination was done by posting information on our webpage as well as using printed posters or/and flyers to announce our events.

11 During the 60’s, revolutionary leftist movements were on the rise throughout Latin America. In the 70’s, peasant movements in Peru developed their struggle for land and against semi-feudal work relations. During the 80’s and the 90’s Peru faced its worst period of violence, especially in the Andean areas. Almost 70,000 Peruvians, the majority of them indigenous, died in fighting between government forces and Shining Path (MRTA -Tupac Amaru Revolutionary Movement, was also an armed actor, but not as nitrous as Shining Path). For more information see the Truth and Reconciliation Commission (TRC) Report, or the abbreviated TRC report in English called Hatun Willakuy http://www.ictj.org/sites/default/files/ICTJ_Book_Peru_CVR_2014.pdf. All these historical facts were also followed by political crises. During these years, we faced the loss of democracy by two military coup-d’état (Velasco and Bermudez) and also a self-coup lead by a civilian (Fujimori). The combination of: internal conflict, political crises, global recession -in the late 70s- and also several natural disasters, devastated our economy and weakened the country’s social stability even further.

12 The Think Tank Initiative is a multi-donor programme dedicated to strengthening independent policy research institutions—or “think tanks” —in developing countries. For more information about it see the following link: http://www.idrc.ca/EN/Programmes/Social_and_Economic_Policy/Think_Tank_Initiative/Pages/About.aspx

13 Román (2014)

14 Ibid.

15 Roxana Barrantes is an economist who was elected as General Director of IEP’s Steering Committee in 2011. The 2011 – 13 Steering Committee was composed of the following researchers: Roxana Barrantes (General Director), Francesca Uccelli (Economy Director), Ramón Pajuelo (Publication Director), Ricardo Cuenca (Research Director), Raúl Hernández (Activities and Education Director), Rosa Morales (Supply Director) y Martín Tanaka (Supply Director).

16 Román (2014)

The establishment of a communications office demanded not just financial resources but also specialized human resources to work in the area. It also demanded a collaborative effort from all IEP's researchers. Norma Correa¹⁷ interviewed several researchers from IEP and, during these conversations, many of them said they felt IEP needed to leave its "comfort zone," connect with other academic communities, and reinforce its presence in the region. Another bond that needed to be strengthened was the one with public universities in Lima and in other regions of the country¹⁸.

Communications staff, assignments, job description and function

The first communications officer at IEP was a communications professional with a background on education issues¹⁹. He elaborated a communications plan for 2011–12, which incorporated the recommendations of two previous consultancies that were made for IEP²⁰. This plan considered the following:

Communications area ²¹	Activity/Product
Internal communications	The line-up of a communications team
	Development of an intranet platform
	Production of an institutional brochure
	Graphic institutional identity
	Institutional video
	Internal identification campaign
External communications	Coordination meetings
	Production of dissemination material
	Build a media directory
	Redesign of the institutional website
	Workshops with journalists
Other activities	Technical support
	Monitoring media
	Build an institutional directory

This first communications officer started his work with an assistant, also a communicator. During the first two months, the new communications team activated the organisation's accounts on social media: Facebook and Twitter²². The department also bought equipment to produce communication products, including photography and video cameras. The communications department was also provided with office space.

During this initial phase, the work of the communications officer was handled as a consultancy; the communicator had to deliver the products on the communications plan above. He also produced a bulletin with information on the projects that were being held at IEP. This bulletin was a tool for external communications, specifically with journalists. This had to do with what was highlighted by the initial consultancies, where it was said that:

"(...) IEP is an important institution for the country, but its presence in the public sphere, especially in the media, was very weak. This meant that people weren't aware of important events, like seminars, book presentations, or green tables. There also was no presence of their researchers in media. The external visibility of the institution was limited." (Román 2014: 5).

It was clear for the organisation that some changes had to be made. This initial phase was a learning process, not just for the communications team, but for the entire organisation. IEP realized that it wasn't enough for the communications officer to have experience in the NGO world, he/she also had to have the capacity to work with researchers. This meant that he/she needed to have a flexible and malleable profile. When the first communications officer ended his contract, the candidate that followed him in the role in 2012 was a communications professional with a background in the academic world. Another learning process was related to language; academics have

17 Norma Correa is an anthropologist and she was hired to do a consultancy for IEP in 2011. More details regarding these consultancies can be read on section (f) of this document.

18 There was already much work done with public universities. For instance, the project called Cholonautas gathered a group of researchers from IEP –mostly anthropologists and historians– not just to build a platform with tools for students and teachers, but it also required IEP to work on the dissemination of this project all over the country, specifically in places where public universities had a social science programme. This required researchers to travel all over the country to present the project and the organisation.

19 We are highlighting this issue because we want to emphasize that since the very first moment, it was clear for IEP that our communications officer had to have a profile that could be aligned with the organisations' profile. It would be helpful to hire someone with a background related to social science topics.

20 These two consultancies were carried out by the following: Toronja and Santiago Pedraglio. Toronja is a communications centre, which does consultancies to a diverse group on organisation: <http://www.toronja.pe/>. Santiago Pedraglio is a well-known journalist that writes articles in specialized magazines. He also has a column in a local newspaper.

21 Roman (2014).

22 IEP's Web page has an average of 30,000 visits a month; Facebook more than 50,000 followers to date; Twitter more than 22,000 followers to date and in YOUTUBE the average is 8,000 video views a month. This information was taken from our institutional brochure.

a different way of addressing people than journalists. The communications officer had to find a balance between the academic language and the journalistic. The website, brochures, and all of the resources used for dissemination of information needed to be more dynamic.

This new communications officer also started his work as a consultancy. He also worked on a communications plan which was similar to the existing one, and some of the products he had to deliver were the following:

- Update the media directory;
- Update IEP's webpage;
- Media coverage of IEP's activities by producing short documentaries about the organisation;
- Continue the administration of Facebook and Twitter; and
- Develop a more dynamic way of communicating IEP's activities.

These were his main priorities²³. He also had an assistant journalist and an audiovisual communicator. The consolidation of the communications area had a lot to do with the continuity of our Director (Roxana Barrantes) and the four year support of the Think Tank Initiative.

At the end of his contract, this second communications officer was hired as a fulltime employee. His responsibilities became²⁴:

- Fulfill his obligations in accordance with the institutional communication goals;
- Propose a biannual communications plan in coordination with the Steering Committee;
- Advise the general direction, the Steering Committee, and projects heads on dissemination activities and public impact;
- Be responsible for the administration of the webpage and social media;
- Monitor the presence of IEP's researchers in local media;
- Observe the impact of publications, reports and public communications of IEP;
- Be responsible for the dissemination of institutional activities as well as the activities of each project;
- Monitor communication and dissemination activities of IEP's projects, respecting the institutional image, standards and goals; and
- Be the link with other organisations – local and abroad – as well as the media.


It is important to note that at the beginning a lot was expected from the communications office, but after a while the organisation understood that it's a big and diverse organisation and while this internal office is able to take care of the day-to-day work, IEP would need external consultants for specific campaigns that demand other needs and expertise.

Meaning of communications: understanding notions within IEP

Communications came to be a very important issue within the IEP, and the learning process was from both sides. On a second consultancy, Pedraglio (2014) noticed that there were some achievements. The main one was that IEP had more presence in other spheres – political²⁵, media, academic, amongst others –, along with regional presence. The organisation's Facebook page has over 50,000 followers. The goal of improving external communications was achieved. Nonetheless there are still many challenges to overcome. So far, we interviewed three main researchers²⁶ at IEP, as well as the communications officer, and received interesting and diverse answers on communication concepts, as well as some questions to think about.

Communications strategy (CS)

This concept came out easily during our interviews. It seems that everyone is aware of this notion in some way; it is not an unfamiliar term. Our four interviewees had similar answers around it. The first thing to say is that a CS has to do with a “procedure”, which implies a method. The responses can be summarized in the following sentence: an ensemble of mechanisms to achieve a goal, so we can communicate information to any human being²⁷. Some answers were even more accurate, because they saw a CS in relation to the following questions:

- | | | |
|--|---|-----------------------------------|
| <ol style="list-style-type: none"> 1. Why? 2. Who? 3. What? 4. How? 5. When? 6. To whom? |  | CS has to do with these questions |
|--|---|-----------------------------------|

²³ Interview with Alberto Mori.

²⁴ These terms are taken from the communications officer contact.

²⁵ We must understand political in terms of being called for meetings as experts on certain issues. IEP's researchers participated in many meetings with the public and private sector to give our opinion and interpretation on matters such as riots, protests, strikes, etc.

²⁶ So far we had the chance to talk to: Roxana Barrantes (General Director), Natalia Gonzalez (Activities and Education Director) and Raúl Hernández who is a former Activities Director. Our current Communications Officer is Alberto Mori.

²⁷ Interview with our General Director.

These six questions came up during conversations with the three researchers and the communications officer. The communications officer said that more than a CS, IEP has a communications plan, and that there is a difference between a communications plan and a CS. The communications plan has to do with what he described before: setting goals and functions to be able to communicate. While a plan has to do with concrete procedures, the strategy has to do with “how this is going to be done”. A CS is also related to solid financial support, which provides the resources to do continuous work in the long-term. For this exercise, interviewers brought up one or two questions, but during the interviews most of them realized that there were other issues that were important. If we bring together all the answers, we have these six questions that are associated to the notion of a CS.

Nobody seemed to disagree with this point of view. Some of these questions are related to other notions. For instance, “How?” is linked to the notions of channels of communication, and “Whom?” is linked to a target audience. Nonetheless, the disagreement was not in the definition of a CS but rather: “Does IEP have a CS?”

IEP’s CS seems to exist and not exist at the same time. There is a clear perception of what a CS is, but at the same time the nature of our organisation does not allow us to establish a proper CS for it. Our Director says this has to do with the plural nature of our organisation. There isn’t a “unique message” inside the organisation. If IEP were a political party it could be easily identified, but there are many messages inside the organisation. This lack of a unique message has to do with two things: i) its plurality, and ii) its decentralised character, where each researcher is responsible for his/her project. Raúl Hernández, former Activities Director at IEP, said that talk about a CS is pointless because there are two things that are not clear within the organisation:

1. What kind of influence/impact does it want to achieve?
2. Who does it want to influence/impact?

The conversation with Natalia González, current Activities Director, went along the same lines. González said that instead of a proper CS, there is a “strategy to communicate everything”. Hernández agrees, and adds that, in general, things within the organisation are worked things out “along the way”. The communications officer also said something similar, when he mentioned that IEP had built its expertise as it went along.

For Hernández, the strategy to build things “along the way” is also set by default. With a lack of a well thought CS, IEP is relying on the communications officer’s know-how, which is why currently the highest impact is in the media. This is not necessarily bad. In the conversation with the Director, she pointed out that having more presence in the media generates “visibility”, and with a decrease in the availability of funds, it is important to be visible and let others know you exist.

Hernández said that CSs are determined by the target audience. He refers to communication strategies, in plural, because he thinks there can be more than one CS, dependant on the target audiences. Hernández feels IEP has taken two big steps: i) accept the need of a communications area, and ii) incorporate the existence of this communications area within IEP. The third big step has to do with implementing a proper CS. After this exercise, we can say that this is yet to be accomplished within IEP. It was interesting to see that Hernández was one of the researchers that disagreed on the incorporation of a communications office, but looking back now he can see that the office is really useful for the organisation.

It seems like the implementation of a CS within the organisation will require IEP to rethink its mission and priorities. Hernández feels this is part of an internal debate that has not yet taken place inside the organisation. The target audience in terms of influence and impact is yet to be decided – will it be policymakers, academics, or stakeholders? Hernández argues that this has to do with the plurality of the organisation and an internal debate on what sort of organisation IEP wants to be?

A CS is more related to organisational internal priorities, rather than to decisions from the communications officer.

Communication policies

The answers on this notion were also diverse. The communications officer associated communication policies (CP) with internal and external procedures/guidelines. CP are associated with procedures that improve the communications and with IEP’s audience. CP also has to do with internal communications among different areas, and, last but not least, with the institutional image and brand guidelines.

The improvement of external communications was considerable, but there are still some internal difficulties. During the interview with the communications officer, he pointed out that there is still some hesitation amongst some researchers regarding new forms of communicating. Some of the researchers still think of the communications process in a very primary way. Communicating is not just a brief summary of what you are doing and a photograph, it’s beyond that. Not all of IEP’s researchers are aware of this. Also, the audience that follows IEP is plural, and includes not just the local media, but also politicians, students, and average citizens. The presence of researchers in journalistic columns is beneficial, and could generate interest in our work from the general public. Keeping an eye on this audience is important, and demands time to answer e-mails and messages on social media. As an organisation that advocates for social inclusion, IEP needs to practice its own discourse and cannot dismiss its audience. Here CP play an important role, because it allows setting a series of procedures to improve internal and external interaction.

The communications officer also addressed that communications work is not just about taking photos during an event or writing a note on the issue. Communications demand background and preparation work, which should involve the CS and CP. He sees CP aligned with institutional guidelines, which should not just concern the communications area, but also researchers who need CP as guidelines. The Director also responded in the same vein. She also feels that academics sometimes do not know the key terms needed to deliver messages most effectively, or how to deliver these messages without mistakes. As González said, when a researcher has to deliver a specific message, CP are important as guidelines. However, building CP is not an easy task. Hernández suggests that a lack of a proper CS does not necessarily imply a lack of CP, which can be developed along the way. He even goes further to say that he prefers to think of them as “communication habits”, rather than policies. For instance, now everyone in the organisation is aware of the need to file their own events, which could be adopted as a CP.

Channels of communication & external communications

All interviewees recognise the following as channels of communication (CC):

- Green tables (open and closed ones, also meant for internal and external communications);
- Celebration/special events (i.e. our 50th anniversary);
- Face-to-face meetings with key stakeholders;
- Workshops, seminars, courses, etc;
- Casual meetings (e.g. welcoming toasts, informal conversations during lunch, etc.);
- Electronic media, including e-mail or website;
- Social media, such as Facebook and Twitter;
- YouTube mini documentaries; and
- Our electronic magazine (Argumentos) and internal bulletins.

As IEP's Director said, we are living in a time when access to internet is part of the rights we've won as human beings, and today we are exercising the use of this right. Nonetheless, Hernández pointed that these CC help us to improve and increase communication with our audience, but the organisation's growth has generated a slight decline on internal communications, which should be solved. Hernández also asks: what goals are we pursuing with social media? We want "likes" in Facebook, but what is their meaning?

The use of these CC helps us connect better with our external audience, and we can say that our external communications (EC) has improved by 100%. We have raised our audience number, but the question now is: is it diverse?

Target audiences (TA)

The disagreements on this issue were not regarding the concept itself, but rather with the question: who does IEP want its target audience to be?

The Director strongly wants the target audience to be diverse, and the communications officer agreed. He said that, from his daily work on social media, he could see that the audience is, indeed, diverse. People different regions, age groups, occupations, gender, etc., get in touch with IEP for different reasons, be it to invite us to a discussion, comment on an article or a book, or to congratulate us on our work. The diversity that exists within the organisation links it to a diverse audience, and this is seen as a positive thing. During her interview, the Director said, "I would be worried if we did not have a diverse audience."

However, Hernández pointed out that this has worked out so far, but with professionalization come new demands. The organisation must not forget the market's demands, as well as always the qualifications of IEP's professionals.

On the other hand, González manifested her disagreement regarding this variety in the target audience, and questioning the need for it.

Spokespeople

The Director pointed out that there are few spokespeople at IEP. This might be related to the lack of enthusiasm from many researchers to engage with the media- they just do not like it. Also, media work, particularly interviews, demand time and take researchers out of their comfort zone, which is mostly academic work.

The plurality of IEP also has an effect on this: there are many voices within the organisation. For instance, our journal columnists may have different interpretations of a particular situation.

Decision making process

IEP's communications office has standard procedures regarding communications, which are seen as communication policies by some, or are interpreted as a communications strategy by others. Beyond these confusions, IEP does have standardized procedures regarding communications -internal and external- which are applied in every area within the organisation.

The communications officer stressed that decision making at IEP's communications office involves two areas, communications and the direction. This procedure was established from the moment the communications office was set up. When the former communications officer was hired, he requested permanent communication with the director, Roxana Barrantes. The Director requested a six month work plan, which was based on the results of two previous internal consultancies. The plan was not a long term plan, but rather a plan based on the delivery of activities and products. The communications office had the freedom to propose certain issues, and present a communications plan to the Director. After this, the communications officer and the Director identified the priorities within the plan. This is how it was established at the beginning, but with time some changes came along.

At IEP, it is people, not their titles, who define the tasks. With the first communications officer, the Director worked closely with him and was responsible for the new area. When the new Management Board was elected, and Roxana Barrantes was re-elected, it was decided that the Direction of Activities and Educations would now be responsible for the communications office.

Budget support

Before the TTI's grant, there were not enough funds for a communications office at IEP. In its early years, the funds IEP received were used to sustain an administrative office. When the TTI's support came along, IEP saw the opportunity to implement an internal communications office. This included purchasing equipment, hiring staff, assigning office space, and acquiring new software programmes.

The communications office began with one communications officer. We then hired a different communications officer along with two assistants. However, the Board decided that two permanent members were enough for the office and if there was a need for a third member for particular projects, they could hire someone on an individual project basis. Although this recommendation was made by the Director of Education and Activities, the communications officer feels they should receive a bigger budget and more human resources.

In recent years, some researchers hire communicators as part of their projects. This usually happens with bigger projects, which can demand policy impact and want to have strong impact in the local media. In this event, this person works closely with the internal communications officer.

Capacity building

IEP has participated in two events that had to do with communications:

- The LATAM Think Tanks Workshop²⁸, which took place in Mexico City on November 12–14 of 2014. IEP participated with one young researcher, who took part in the workshop along with 24 other participants. The workshop focused on new media, digital communications for think-tanks, and the building of networks to increase the capacity of think tanks to understand and implement new communication techniques.
- The TTI PEC Programme in Latin America and South Asia²⁹, which took place in El Salvador on August 12–13 of 2013. A member of the board and the communications officer participated in the event.

All of IEP's staff is involved in capacity building activities regarding communications. However, the support of its researchers, along with its organisational structure, has been key to the growth of communications within the organisation. An important lesson that has been learned from this process is that long-term change will require involving people in decision making, and for people to make informed decisions, the organisation must build on its communication capacities.

Monitoring evaluation and key performance indicators

During the implementation of the communications office at IEP, several consultancies took place to evaluate the plan and its implementation.

The implementation of the communications office was guided by the results of Pedraglio's first consultancy in 2012. From his recommendations, we chose to prioritize efforts on ICT (information and communications technology). In this initial phase, we used social media to disseminate our work.

After a year, IEP hired another consultant, Norma Correa, to evaluate IEP communications and develop indicators for communication activities. Every year after that, the organisation has hired an external consultant to evaluate the impact of the work done by the communications office.

IEP now has key performance indicators for communication activities. The communications officer keeps track of the appearance of IEP's researchers in national and international media, including TV interviews and newspapers columns. The officer also checks the impact of IEP's events on social media, along with number of visits to the organisation's pages on social media and to its institutional website.

Part two: the case study

In this section, we analyse a set of communication strategies to address a sensitive issue. In order to do that, we present the policy aim behind the activities, the context and why it was relevant.

Policy aim: To provide information and recommendations for addressing the subject of armed conflict and collective memory in secondary schools in different contexts, with a focus on Human Rights and interculturality.

Period: 2012–2014

Kind: this policy aim is specifically related to a project based named "Education and collective memory: a proposal for remembering the past and constructing a democratic future in Peruvian schools". However, internal armed conflict (IAC) and its memory is a traditional area of research and advocacy at IEP.

Justification: The 2003 Truth and Reconciliation Commission (TRC) report on the civil war in Peru concludes that education plays a critical role in peace-building processes and makes recommendations for policy reforms to ensure that topics regarding our IAC and collective memory are appropriately addressed within the national education system. Since 2005, the Ministry of Education (MINEDU) made curricula changes that indicate that the topic should be taught at high schools. Nonetheless, the dominant discourse promotes oblivion, impunity and no reflection on that period.

Context: As is usually the case with traumatic events in recent history, our armed conflict generates a controversial and hotly debated in Peru. Therefore, little progress towards educational reform has been made. Besides, since 2011 public events showed the emergence of political radicalism amongst young Peruvians, such as the MOVAREF³⁰, as well as inside Fujimori's³¹ party. Both sides advocate amnesty for

²⁸ This was the call for that workshop: <http://thinktankslatam.tumblr.com/bases>

²⁹ See the following link: <http://www.researchtoaction.org/2014/08/tti-pec-programme-latin-america-showcase/>

human rights violators. The paradox is that the extremes –far left as well as far right– touch themselves at this point, both MOVAREDEF and Fujimorism militants claim amnesty.

On the other hand, among all the actors that played a role during our IAC, we find Peruvian teachers. One of the Shining Path's aims during the IAC was to infiltrate the educational sector³². Juan Ansión –a well-known anthropologist in Peru– once described the Shining Path as a group that fed itself from the Peruvian educational system³³. This assertion has to do with many issues, but mostly with an authoritarian educational system. Recent events regarding our IAC affected dramatically many institutions all over the country –schools, universities, unions, etc. Some of these affected actors carry a stigma today. Sometimes, this stigma turns into a senseless persecution as well as an obstacle for dialogue. During our research, the context was not auspicious. There was also a public debate on a legislation reform regarding the education system, and teachers that once were convicted of terrorism were banned from teaching in public schools. On the other hand, teachers and other professionals that were found promoting terrorist ideology face immediate dismissal³⁴. This “deny” law did not pass and was filed. In 2012, there was a big strike from the public educational sector, and teachers from all the regions marched to the capital. If we look closely at this scenario, it would not be a surprise to find teachers mistrustful and afraid of people that approach them.

Kind of communication activities implemented

During 2012–2014, IEP has developed a lot of activities related to the policy aim mentioned above. These have been organized in eight groups in relation to the nature of the communications activity and its target group. Please see chart 1 at the end of this section for details of the communication activities implemented.

Describing communication activities

The chart at the end of this section comprehends the communication activities related to the selected policy aim which took place during 2012–2014. Amongst them, we are going to focus our analyses on the set of communication activities that relate to the publishing of a text document for policymakers.

We understand that this set of activities better describe the nature of communication practices at IEP, which mainly include: research, publications, public presentation and dissemination through social media and interviews.

This work document attempts to present the main results of a deeper research in order to distribute the new information soon and in a short and easy format to read. However, it is not a policy brief. It has much more information than a policy brief, but less than a book.

In the next section, we will analyse in detail two different activities: Policy meetings and events and publishing a work document for policymakers.

POLICY MEETINGS AND EVENTS

Presentation of the study results to Municipality of Lima

What:

This activity consisted of a presentation on the document at the Municipality of Lima. It was organized around the commemorations concerning 11 years since Peru's Truth and Reconciliation Commission delivered its final report.

When:

August 27 – 28 of 2014.

Where:

This event was held at the Municipality of Lima.

What was the starting position of the activity?

The celebration of the 11th Anniversary of our Final Report. In this scenario, the Municipality of Lima with its Office of Youth Organisations, decided to organize a forum on the matter.

What is it for?

The goal here was to generate a space where different institutions –especially those related to students– and organisations share work experiences around Human Rights themes as well as memory; promoting the analysis and reflection amongst a young audience, and also increase their interest and knowledge over such important matters³⁵.

30 Movement for Amnesty and Fundamental Rights (Movimiento por la Amnistía y los Derechos Fundamentales - MOVAREDEF). For many, MOVAREDEF is the political extension of the Shining Path.

31 Alberto Fujimori Fujimori was President of Perú from 28 July 1990 to 17 November 2000. In April 2009, Fujimori was convicted of human rights violations and sentenced to 25 years in prison. Nonetheless, this prison sentence did not mean the dissolution of his party. More information on this matter can be found on the following article "Fujimori and Post-Party Politics in Perú" by: Steven Levitsky (http://scholar.harvard.edu/levitsky/files/SL_fujimori.pdf).

32 There are many researchers that had worked this topic in Perú, including Juan Ansión, Carlos Iván Degregori, Patricia Ames, Francesca Uccelli, Rocío Trinidad, etc. The TRC final report also dedicated a chapter to the educational system.

33 Ansión, Juan. "School in war times", 1993, Pg. 11. Our educational system is authoritarian in the full sense of the word, because it does not respect differences.

34 This law was discussed in the public sphere. The opinions were diverse, because some people saw this law as an attempt to restrict freedom of expression. The questions amongst teachers were: how should we teach? What can be said, what cannot be said, and what could be considered as an apology for terrorism?

35 The event was posted on Facebook, for more information see the following link: <https://www.facebook.com/events/841087469248320/>

For whom?

This forum addressed academics, local authorities, and other institutions that have an interest on the matter, but we could also say that their main target audience were students from public school and universities.

Why was this target group selected?

The main target group –students– was selected by the Municipality Youth Office. IEP's participation was limited to the participation of a researcher in a panel of the forum. The researcher that participated was Francesca Uccelli with a presentation titled: Open Secrets: Memory and education in Lima and Ayacucho public schools (the same name of the publication). On the other hand, we knew that the goal was to reach young people and promote the discussion and reflection on this topics amongst them, so this was one of the main reasons why the Municipality addressed this particular audience. For us, it was a chance to see what other initiatives there were around this topic, and of course to have a chance to see what our youngsters were thinking and doing on this matter.

What did you want to say?

This forum gave us the chance to reach more students and we also wanted to share the outcomes of our project. We also wanted to express that a thematic like this deserved –and still deserves– attention from authorities. The everlasting crisis of our educational system is also crossed dramatically by our IAC, so the challenges go beyond the economic issues.

There was also the necessity of making people aware of the need to do more research on topics that are as controversial as this. We wanted to say: look at what we found, see the challenges and the complexity of this topic, etc.

What did you want to achieve?

We wanted to set the topic of education and memory in secondary public schools, along with its challenges, in the agenda.

Who?

The speaker was one of the authors involved in the publication process.

Who made the decision to make the activity?

The decision regarding this activity was made by the Municipality of Lima. Even if it was not our decision it favored us a lot, because this invitation served as a channel of diffusion for our recent publication.

How was the decision made?

This decision was not ours, but we could say that the decision of the Municipality can be framed inside the commemorations that were held around the 11th Anniversary of the TRC's Final report.

Output of the activity:

The participants at this presentation were around 50.

Presentation of the study at MINEDU

What:

This activity consisted of a presentation of the document at the Ministry of Education.

When:

March 28th of 2014.

Where:

This event was realized at the Ministry of Education in Lima.

What was the starting position of the activity?

This is already explained lines above.

Why is it for?

The goal here was to set this theme in the public agenda, to generate awareness of the importance of this topic, and to let authorities be conscious of the complexity of teaching our recent past.

For whom?

This meeting was held only with Education Ministry bureaucrats, especially those that are responsible for secondary school programmes, curricula, etc.

Why was this target group selected?

From the beginning of this project, we knew that the Ministry of Education had to get involved in some way, if not generating changes, at least being aware of the delicate situation of the teachers and students of secondary public schools.

What did you want to say?

We wanted to point out the challenges and generate awareness on this topic.

What did you want to achieve?

We wanted to set this topic in the public agenda. We also wanted to generate a serious discussion inside the educational system, as well as promote some changes. Of course, this is a long term aim, but we hoped to set the base for future initiatives.

Who?

The speakers were two of the researchers involved in the project.

Who made the decision to make the activity?

The research group.

How was the decision made?

This decision was made in an internal discussion.

Output of the activity:

The participants of this meeting were around 25–30 people and it was held in Lima.

POLICY MEETINGS AND EVENTS**Present the results to the teachers that participate in the study****What:**

These meetings were sort of feedback meetings, where we wanted to present the results of our study. This activity was really important to us, because we were addressing the public school teachers we work with during the project. We are also aware that the scenario was not the best, so we had to work cautiously. We held two meetings with teachers, one in Lima and a second one in Ayacucho. Both meetings were held in between August and September of 2013.

When:

Between August and September of 2013.

Where:

The meetings took place in two places: Lima and Ayacucho.

- Lima: One meeting at the school
- Ayacucho: the meeting at the capital gathered around 25 – 30 persons and was held in a hotel. It included teachers and local experts. A second meeting at a school in the rural area gathered around 12 teachers.

What was the starting position of the activity?

During our research, the scenario was complex. Teachers were not just mistrustful but also afraid of our visits and interviews. A communications strategy had to be designed in order to deal and address these sensitive issues properly. Language in this scenario turned into a battlefield, so words were carefully chosen³⁶. This was the main reason that compelled us to carry out an internal workshop with a few experts – mostly teachers³⁷ – that could help us with our project. This internal workshop was programmed to work specifically in the communications field with teachers. Taking the experts' recommendations, we set a meeting with the interviewed teachers to have a space to give the information back and have a discussion about it.

What is it for?

This meeting was important because we were addressing our teachers, and we wanted to do it properly because the scenario was challenging. The aim here was to receive feedback from the teachers; we wanted to have their reactions to the results of the study. On the other hand, we were also fulfilling a promise we made to teachers when we started this investigation, which had to do with an ethical agreement between our organisation, the school teachers, and authorities.

For whom?

The target group were mainly teachers that participated in the study. Only at Ayacucho, local experts academics and local policymakers were invited to the meeting.

Why was this target group selected?

The selection of this target group had to do with the research itself, and of course with the agreements we made with school authorities.

What did you want to say?

We wanted to share our research results, along with two main thoughts: First, that we acknowledge that teachers were witnesses of this war and therefore, policymakers need to address that situation first to ensure teachers are able to teach the IAC to their students. Second, we found that the teachers from public schools are a diverse group, with diverse experiences, ideologies, and memories about the years of the IAC, but they all share the lack of opportunities to process and reflect about what happened during that sad period of our history.

What did you want to achieve?

The mayor achievement was to earn the trust of the teachers we work with and to contribute in generating a space of a constructive dialogue where they can say something about our findings and interpretations. That may seem simple, but not easy in a country that has an authoritarian tradition.

³⁶ Before the workshop, the research team began to write invitation letters to some public schools, inviting them to be part of our project on memory and education. It was at this stage that we realized that language and communications was an important issue. Two of the schools that we first contacted refused our invitations just by reading the invitation letter. The schools' principals thought that the letter was not addressing many issues properly, and they felt that was a matter of concern. During this phase, we wrote three versions of the same invitation letter. If the letter was an issue, and it was the first attempt at communication, something had to be done. This did not mean just revising the letter, but the project methodology tools and future communications had to be rethought.

³⁷ An interesting issue here is that these were not average school teachers. Most of them were school teachers that had gone beyond their field of interest and are currently working as consultants for the Ministry of Education. Some of them have done anthropological and sociological work on education related topics.

Who?

The speakers were all the authors involved in the publication process.

Who made the decision to make the activity?

The core research team, which is composed of the authors of the document.

How was the decision made?

The decisions were made during internal debates. Due to the complexity of the project, there were many internal meetings.

Output of the activity:

In each meeting, approximately 10 teachers participated.

Present the results at IEP green table**What:**

This activity is part of an institutional tradition³⁸ on presentation of projects at IEP. With these presentations, the research team wanted to have an academic discussion with their peers regarding the subject they were addressing: education and memory in secondary public schools. The research team decided to also include a group of teachers on the debate³⁹.

The discussion around a topic many feel very passionately about made evident that one meeting was not enough. Thus, the research team decided to form another green table at Ayacucho. In this second meeting, local academics participated, and it proved to be as interesting and promising as the first meeting.

The manner in which these green tables are conducted include a 15 to 20 minute presentation from the researchers on the results of their work, followed by an open floor where participants can provide their feedback. It is this feedback that generates the discussion. The green tables last approximately an hour and a half.

When:

Between August and September of 2013.

Where:

The two green tables took place in Lima and Ayacucho. The first one was held at IEP's auditorium, and the meeting in Ayacucho took place at Apoyo para la Paz (Support for Peace), an institution that worked in alliance with IEP in Ayacucho.

What was the starting position of the activity?

The need to conduct this activity had to do with some pending discussions that are still urgent in the academic sphere. As mentioned, this topic generates passionate debate. The matter extends past the academic debate; it is not just theories and concepts being discussed, it is also human beings and their actions during Perú's IAC. Within the country's context, that has many particularities. A discussion on these topics really challenging, and these challenges have to do with Perú's "deep and mortal disagreements" (rephrasing a book title written by Carlos Degregori). These "disagreements" lie in the country's geographical, political, racial, and other differences. The complexity of the topics has aroused an intense debate in the academic world regarding schools, teachers and students. The research team decided to bring the discussion to a green table to hear both the opinions of academics and teachers. In Ayacucho, the green table was interesting because the topic is also part of an academic discussion which includes how academics from the capital interpret certain topics differently than in the rest of the regions.

What is it for?

With these green tables, the research crew wanted to open the debate on an important topic. Education and memory is crucial not just in the academic context, but it also for the conversation about society today and in the future.

For whom?

Academics and school teachers.

Why was this target group selected?

Academics were selected because we needed feedback from people that had worked on these topics from different perspectives, perhaps as anthropologist, historians, or sociologists. Teachers were chosen because the publication was also addressed to teachers and we wanted to have their input, which turned out to be of great value to the research.

What did you want to say?

Education on memory is an important topic to be debated, but to set an issue like this only in academics circles is not enough. This discussion has to extend past the academic circles- it needs to penetrate the nearly "impermeable" perimeter of public debate and reach state institutions and other spaces where a debate like this is vital.

What did you want to achieve?

The research team wanted to place the topic of education and memory in secondary public schools on the agenda.

³⁸ See the first page regarding the history of the organisation. In the case of this green table, the research team set special emphasis on inviting the educational research team at IEP, who are mostly researchers that are interested in topics on education in Perú.

³⁹ An interesting issue here is that these were not average school teachers. Most of them were school teachers that had gone beyond their field of interest and are currently working as consultants for the Ministry of Education. Some of them have done anthropological and sociological work on education related topics.

Who?

The speakers were all the authors involved in the publication process, detailed in Annex 1 of this document.

Who made the decision to make the activity?

The decision regarding this activity was made by the core research team, which are also the authors of the document.

How was the decision made?

Decisions were made during many internal debates.

Output of the activity:

There were 30 participants on the green table in Lima, and around 14 in Ayacucho.

Presenting the document at the British Embassy

What:

Presenting the document at the British Embassy, who financed the research. The event was hosted by both the British Embassy and IEP, who worked jointly on the guest list⁴⁰. During the event, the researchers presented the work, and IEP director Roxana Barrantes and the British Ambassador James Dauris also spoke to the audience.

When:

October 23 of 2013.

Where:

This was a local event held at the house of the British Ambassador in Lima.

What was the starting position of the activity?

The publication was ready and there was a lot of interest on the topic. There was also a genuine interest at the British Embassy on the matter. As the project funders, they were interested in the evolution of the project from its start. They were also aware of some of the challenges that came along the process, such as the teachers' strike. The Embassy was informed of any setbacks and had requested they be informed of the progress of the research periodically. They also made themselves available in the event they could be of help during the process.

What is it for?

This event was intended to present the publication to a group of people outside academics, such as governmental authorities of other countries as well as international cooperation representatives.

For whom?

Ambassadors to Peru, academics, local authorities, International Cooperation representatives, and other institutions that had an interest on the matter.

Why was this target group selected?

The guest list was put together by both IEP and the British Embassy. This partnering strengthened the links to some collaborators.

What did you want to say?

Such a mixed target group required a presentation which didn't focus solely on the outcomes of the research. It was important to talk about the process and the challenges the research team faced to make the audience aware of the importance of doing more research on controversial topics.

What did you want to achieve?

We wanted to set the topic of education and memory in secondary public schools on the agenda.

Who?

The speakers were two of the authors involved in the publication process, as well as IEP's Director and the British Ambassador.

Who made the decision to make the activity?

This decision was made by the core research team, which are also the authors of the document, in coordination with the British Embassy.

How was the decision made?

The decisions were made during internal meetings.

Output of the activity:

There were around 50 attendants at the event, and it was held in Lima.

Present the document in Lima and Ayacucho

What:

This activity consisted of two presentations of the publications, one in Lima and one in Ayacucho. We must make a digression here to

⁴⁰ For more information see the following link: <https://www.gov.uk/government/world-location-news/be-lima-and-iep-presented-report-on-historical-memory-in-peruvian-schools>

say that the research was a comparative study in the teaching of our recent history in Lima and Ayacucho. This required us to have also a close connection with Ayacucho, which is one of the regions that was hit hardest by the Shining Path during our IAC.

The presentation in Lima was held at IEP, and in Ayacucho was done at the Matteo Ricci House⁴¹. Both meetings lasted around 50 minutes, where one or two researches involved first spoke and then took comments from a local academic.

When:

Both presentations were done in 2013.

Where:

In Lima and Ayacucho.

What was the starting position of the activity?

The need to conduct this activity was driven by two aspects:

- We had an ethical responsibility with the people we worked with during the research: teachers in Lima and Ayacucho. In a fragile social context, where trust needs to be rebuilt, presenting this document to the people that participated in the research was an ethical responsibility that had to be seen through. It was a way of giving back and thanking them for sharing their often painful memories, making them feel as respected human beings and not just subjects of study.
- There was an agreement with the social science academy. Themes regarding education had been addressed by Peruvian academics, and most of these are centred around childhood and basic school studies, not so much on secondary education. In addition, this investigation addresses a controversial matter, Peru's IAC, making it in the vanguard of recent education studies in Perú.

What is it for?

With this activity, we wanted to open the debate on an important issue: the teaching of Perú's IAC in secondary schools. At the same time, we wanted to show the challenges Peruvian teachers have to face when they have to teach our recent past. To accomplish this, we needed to share the outcomes and results, along with recommendations, with a large group of people and set the debate in the political agenda.

For whom?

Academics, pre and post-doctoral students, and all the people that are interested on the matter.

Why was this target group selected?

Our aim was to reach as much people we could in order to set the topic on the political agenda. To achieve this, we needed to gather a diverse group of people that could help us disseminate the topic in different circles, such as universities and schools.

What did you want to say?

We wanted to highlight the challenges in teaching Perú's IAC in national public schools; what these challenges are for teachers, students and their parents. We also wanted to provide recommendations for the State to make some changes on the teaching of our recent history and in the democratisation of the school system itself.

What did you want to achieve?

We expected to raise interest in the topic, and to set it on the political agenda.

Who?

The speakers were all the authors involved in the publication process.

Who made the decision to make the activity?

This decision was made by the core research team, who were also the authors of the document.

How was the decision made?

The decisions were made during many internal debates.

Output of the activity:

The presentation in Lima was attended by 80 people, and the one in Ayacucho had 50 attendees.

Press release and TV and radio interviews

What:

This activity involved work with media through the following efforts:

- An interview for an article in the Revista Poder;
- An interview at the TV programme "El Arriero"⁴²;
- An interview in a local radio in Ayacucho; and

⁴¹ The Matteo Ricci House is an institution that belongs to the Jesuit Congregation in Ayacucho. This organisation is well known for its commitment to Human Rights and democracy. It is also a space well-known by local university students because the Jesuits have a small and well-stocked library that is used free of cost by many students. If you wish more information on the Matteo Ricci House, see the following link: <http://casariccisj.blogspot.com/>

⁴² This interview can be seen on the following link: <https://redaccion.lamula.pe/2013/07/11/como-se-ensena-el-conflicto-armado-interno-en-las-escuelas/jorgepauca/>

- A press release by IEP's communications office presenting some of the results of the research.

These efforts were done in constant coordination with our communications office.

When:

Between August and September of 2013.

Where:

Most of these efforts took place in Lima.

What was the starting position of the activity?

To explain this, we have to make a digression again to say that figuring out how to address a controversial topic such as Perú's IAC is interesting and challenging. In essence, we had to design a specific communications strategy for this research.

During our research, the scenario was complex; teachers were not just suspicious, they were also afraid. A communications strategy had to be designed to deal with and properly address these sensitive issues. Words had to be carefully chosen. This was the main reason why we carried out an internal workshop with a few outside experts, mostly teachers, that could advise us on our project: we needed to know how to properly address our subject of study. The workshop helped us identify how to communicate and address properly our subject of study and how to improve our methodological tools.

The first phase of this research involved inviting school authorities to participate in workshops we were planning to carry out as part of the project. Invitation letters were written to these school authorities, but we then learned that it was important to address the topic properly. This first attempt at engaging with school authorities yielded little success⁴³.

It is possible to see that communications became an important issue here. Proper vocabulary had to be used when addressing people for our study and also the media.

What is it for?

The goal with this activity was to share the outcomes with a wider audience, which could only be achieved through the media.

For whom?

Our target group were academics, and all those who were interested in the matter. We also wanted to reach people we hadn't been able to reach through other activities, due to distance or other obstacles.

Why was this target group selected?

Although it is clear who we wanted to address, the nature of these channels allowed us to reach a wider and more varied group of people.

What did you want to say?

Our message in this activity is the same as the other activities we have described: We wanted to highlight the challenges in teaching Perú's IAC in national public schools.

What did you want to achieve?

We expected to raise the interest in the topic, and set it in the political agenda. We also wanted to reach a wider audience.

Who?

The speakers were all the authors involved in the publication process.

Who made the decision to make the activity?

The decision regarding this activity was made by the coordinator of the project, Francesca Uccelli, who is also an author of the document.

How was the decision made?

The decisions were taken by internal agreements, where the availability of time that each researcher had was crucial.

Output of the activity:

The participants at these interviews were often two. For Revista Poder, one researcher was interviewed.

Online social networking: messages through Facebook and Twitter

What:

This activity had to do with the dissemination of information on the publications via Facebook and Twitter. Social media, and emails, were the spaces where most of the dissemination was done. The dissemination by e-mail was done using MailChimp.

The dissemination of the presentation at the British Embassy was done using two means: i) social networking and ii) physical invitation letters. This had to do with the formality of the event.

⁴³ Two of the schools that we first contacted refused our invitations just by reading the invitation letter. The schools' principals thought that the letter was not addressing many issues properly, and they felt that was a matter of concern. During this phase, we wrote three versions of the same invitation letter. If the letter was an issue, and it was the first attempt at communication, something had to be done. This did not mean just revising the letter, but the project methodology tools and future communications had to be rethought.

When:

October 1st of 2013.

Where:

All the information was set on our Facebook, IEP's webpage, and on Twitter. The communications office was responsible for answering Facebook inbox messages and other requests.

What was the starting position of the activity?

Communications at these stage were very important, so the researchers maintained daily communication and coordination with the communications officer.

What is it for?

We wanted to reach all the audiences that were interested on the topic.

For whom?

Academics from Lima and other regions, students, teachers, and anyone interested on the topic.

Why was this target group selected?

The audience of this activity is our daily audience.

What did you want to say?

We wanted to share with our Facebook and Twitter followers news regarding the research and its publication.

What did you want to achieve?

We wanted to keep our followers updated with all the news and activities around our research and its outcomes.

Who?

The speakers were all the authors involved in the publication process.

Who made the decision to make the activity?

The decision regarding this activity was made by the coordinator of the project, Francesca Uccelli.

How was the decision made?

The decisions were made in coordination with our communications officer.

Output of the activity:

For this, we can just take into account the number of followers we have in social network.

Chart 1: List of communication activities

Kind of activity	Activities	Target group
Presentation of the study and results	<p>Presentation of the study at SIEP (Peruvian Educational Research Society)</p> <p>Research on memory and violent conflict as part of National Seminar on 50th anniversary celebration</p>	Researchers, human rights and activists in Lima and Ayacucho.
Green tables	<p>Memory Group (2011–2014): interdisciplinary and decentralised group that promote systematic meetings and reflection on the issue of memory⁴³.</p> <p>Education and memory green tables (2014) Sandra Raggio (2014)</p> <p>Discussion at The Space of Memory, Tolerance and Social Inclusion – LUM⁴⁴.</p>	Researchers, teachers and students of social sciences, and all others professionals that were interested on the topics that were discussed.
International seminars	<p>International seminar about memory and education (2012)</p> <p>International seminar CVR + 10 (2013)</p> <p>International experts media interviews</p>	Researchers, education policymakers, teachers and human rights activists
Policy meetings and events	<p>Presentation of the results of the study to Municipality of Lima</p> <p>Presentation of the results of the study and recommendations at a small reunion with ministry of education officials</p>	National and local policymakers: Ministry of Education and all its areas, and The Board for Development and Wellbeing of the Municipality of Lima.
Publish a work document for policymakers	<p>Present the results with the teachers that participate in the study</p> <p>Present the results at IEP green table</p> <p>Present the document at the Embassy</p> <p>Present the document at Lima and Ayacucho</p> <p>TV, radio interviews at Lima and Ayacucho, as well as articles in newspapers and in social science magazines (Revista Poder, la República) about the study</p>	Researchers, education policymakers, teachers, human rights activists, and the general public.
Editorial house policy on memory issue	Editorial Series on memory issues. To see the list of publications during this period, see Annex 1.	Social science researchers, social research students, social research teachers, education policymakers, teachers, human rights activists, and all others professionals that were interested on the topics that were discussed.
Art as an important channel to know and broadcast memories	<p>Diodrama of political violence Edilberto Jimenez</p> <p>Videoteca about internal armed conflict</p> <p>Micromuseo & IEP art books</p>	Social science researchers, teachers, students, and all others professionals that were interested on the topics that were discussed.
Media influence: taking advantage to current events	Breakfast with journalists: Give an informed opinion about the content of social science high school books produced by the Ministry of Education that were accused of being an apology for terrorism	Journalists

⁴³ The Memory Group was an initiative from a former board member and IEP's researcher Carlos Iván Degregori, who encouraged a team to carry out monthly discussions on subjects related to memory, violence and IAC in Perú, along with experiences abroad that can help us understand our own process. The Memory Group operated from 2011 until 2013.

⁴⁴ <http://lugardelamemoria.org/>

Annex 1

Year	Book title
2012	The works of memory. By: Elizabeth Jelin, 178 pages.
2013	Universes of memories. An approximation to diodramas of Edilberto Jiménez over political violence. By: Jürgen Golte y Ramón Pajuelo (Edit.).
	Memories of an unknown soldier. Autobiography and anthropology of violence. By: Lurgio Gavilán (re-impression with the Universidad Iberoamericana de Mexico).
	The forms of memory: ethnography of the political violence in Perú. By: Ponciano del Pino (impression with l'Institut Français d'Études Andines- IFEA).
	There is no tomorrow without a past. Battles for the historic memory in the Southern Cone. By: Steve Stern, Peter Winn, Federico Lorenz y Aldo Marchesi.
	The arising of Shining Path. Ayacucho 1969 – 1979. From free-of-charge education movement to the beginning of the armed fight. By: Carlos Iván Degregori (re-impression).
	How Difficult It Is to Be God. Shining Path's Politics of War in Peru, 1980–1999. By: Carlos Iván Degregori re-print).
2014	An open secret. Memory and education in public schools in Lima and Ayacucho. By: Francesca Uccelli, José Carlos Agüero, María Angélica Pease, Tamia Portugal y Ponciano Del Pino.
	Open wounds, evasive rights: Human Rights, memory and Truth and Reconciliation Commission. By: Carlos Iván Degregori.
	Fronton: Too son / Too late. June 1986 / March 2009. Ricardo Wiese, with studies of Víctor Vich and Gustavo Buntinx (co-edition with Micromuseo).

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Other sources

Interviews:

Roxana Barrantes – General Director (2011–2013, 2013–2015).

Natalia González – Activities Director.

Raúl Hernández – Former Activities Director.

Alberto Mori – Communications Officer.

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