

Il progetto ESAF è coordinato dal Dipartimento di Sociologia e Ricerca Sociale in collaborazione con la Facoltà di Giurisprudenza

**JM COURSE ‘Academic Freedom and Human Rights: European and International Perspectives’
ADVOCACY MAPPING GRID
2022/2023**

WHAT	HOW	SOME KEY QUESTIONS
Goals	Clearly identify types of violations of academic freedom; Realistically define what you hope to achieve through your advocacy.	Do you want to focus on an individual scholar/student case? Or, would you rather focus more broadly on the persecution of scholars/students in a specific context? Why? What can be realistically and safely be done? What can be achieved in the short, medium and long term? What are the most pressing issues to be addressed? What is your final goal? What problems do you expect in the advocacy research/campaign implementation?
Problem	Clearly identify the sources of violations and if/how you can address them in the advocacy.	By whom and how violations have been perpetrated? Is it possible and safe to address them? And if so, how?
Venues	Identify different advocacy <i>strategies</i> (video, petition letters, media campaign), <i>listeners</i> (institutional authorities, university governance, students unions, business corporations, broader public) and <i>locations</i> (university campus, cultural festivals, student union meetings, other) and discuss/explain why you chose them.	Where does power reside? o Where does change come from? Who/what organizations have the power to effect change? Who are the key stakeholders with respect to the goals you have set for your advocacy? What is their agenda? o What power do you have? What is your relationship to powerful institutions? What is your place in systems of power? How can you influence institutions and hold them accountable? What does it mean to advocate for someone/something? What are the pros/cons of different advocacy methods/strategies?
Task Distribution	Identify who does what both for the advocacy Research, Campaign and Report Writing	Who does advocacy research on what? Individual case; IR standing of the country; Academic freedom in the country; International/national mobilisation on the case; media coverage. Who organise what? Campus party; petition letter; Meeting with the Rector; Meeting NGOs; other advocacy course students; other. Who write what? Dividing the drafting and writing of the report within the group.
Coalition Building	Once you have decided on an advocacy strategy, how can you build your coalition/network to help you achieve your goals? How can you tap into and leverage existing networks/resources?	Who are potential partners – at the local, national, regional, and global level – that you can reach out to for information, support, and guidance? Family and friends if available; diaspora networks and organisations; Scholars and students Rescue NGOs (SAR; SRF; CARA; New University in Exile; PEN International); Human Rights Organisation; United Nations; European Student Union. How can you identify reliable sources of information? How can I be cautious about non reliable sources?
Timetable	Identify dates and places for your advocacy campaign and evaluate if your group wants to continue to stay in touch and advocate after the completion of the course.	Which dates/venues are most suitable for my goals? Is there any date which is particularly important at international day (Human Rights Day, for instance) or for the scholar (birthday, date of arrest, other). When do I want this to be accomplished? Do I want any plan for the future?
Evaluation	Assess what you have accomplished, lessons learned and what could be done differently.	How will you measure success? What indicators can you use to determine if your chosen strategy has an impact?

