

CAPACITY DEVELOPMENT FOR YOUTH GROUPS

TRAINING GUIDE

# Advocacy





# About Plan

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## Our vision

Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity.

## Our mission

Plan aims to achieve lasting improvements in the quality of life of deprived children in developing countries, through a process that unites people across cultures and adds meaning and value to their lives, by:

- enabling deprived children, their families and their communities to meet their basic needs and to increase their ability to participate in and benefit from their societies
- building relationships to increase understanding and unity among peoples of different cultures and countries
- promoting the rights and interests of the world's children.





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# Introduction

This curriculum was developed jointly by Plan and the Development Partners in Togo and is now used in the West African Region to support youth capacity development in the area of advocacy.

It includes 8 chapters, whose purpose it is to introduce you to the process of advocacy. Before using it, you need to choose a topic to be used as a basis for your campaign. You and your friends have already selected several aims for your club's action. By convincing other people to provide support to you, will you be able to achieve one of those aims? Do you need to persuade others of the validity and the importance of your objectives? If your answer to these questions is 'Yes,' advocacy is indeed the tool you need.

The term **Advocacy** covers a broad range of activities at various levels, from the official policy-making level down to the family and community level. However the activities that we are proposing in this book and that you will learn to use are based in your life environment, within your family and your community. Their aim is to help you acquire skills that will be useful for you to approach more complex spheres, at the most appropriate time for you.

Although the advocacy process is a long and detailed one, there is no specific difficulty, even though some strategies can be more complex, depending on the situation. This is why we compiled a document, '**Advocacy step by step**' (see Appendix) that reviews the entire process and will enable you to put together a systematic, but not difficult campaign.

The main goal of these activities is to enhance your understanding and reasoning abilities, and to help you develop important life competences, in particular the communication and negotiation talents that will be useful for you in many areas.

This curriculum also aims at providing you with the means of sharing with your friends your acquired knowledge, thanks to the information provided and to the exercises suggested in these chapters.

This is the fourth book in a series intended to build your capacities.

The series includes:

1. Organizing Youth Groups
2. Life Competences
3. Human Rights and Child Rights
4. Youth Advocacy
5. Youth Sexual Health

## The Objectives of the Manual

This 'Youth Advocacy' curriculum has six objectives:

1. To explain the meaning of Advocacy;
2. To review some of the underlying concepts of advocacy: power, citizenship, duty-bearers;
3. To understand the detailed process of an advocacy campaign;
4. To learn and practice techniques for advocating for your rights;
5. To learn how to assess and minimize risks;
6. To learn how to plan an advocacy campaign

## Outline of the book

This book is divided into 10 sections, as follows:

- **Chapter 1:** What is Advocacy?
- **Chapter 2:** Our Vision, an Ideal or a Dream?
- **Chapter 3:** Causes and Consequences - The Problem Tree
- **Chapter 4:** Rights and Duties
- **Chapter 5:** Who Decides?
- **Chapter 6:** Planning our Action
- **Chapter 7:** Advocacy-Related Risks - How to Minimize Risks
- **Chapter 8:** Advocacy - Role-Playing Exercises
- **Appendix 1:** The Stages of Advocacy (Step-by-Step Method)
- **Appendix 2:** Checklist for Advocacy

Each chapter is illustrated and supported by games, cartoons and exercises. The contents of these chapters include the following elements:

- Introduction
- Objectives of the Training
- Teaching Methods
- Material Resources
- Important Concepts and Information on the Topic
- Exercises (with references to cartoons and flipcharts)
- Key Points to Remember

## How to use this curriculum?

It is essential first of all to win the young people's trust, which will enable you to discuss some sensitive topics with them, for example those related to violence against children. In their interactions with young people, no behavioural ambiguity will be tolerated from facilitators, but games, songs and dances can help build relations with young people during the training sessions.

It is therefore necessary for those hired to facilitate work with young people, to have adequate leadership and facilitation skills, because the facilitation mode of the sessions is paramount in ensuring that learners better remember the topics.

The curriculum have been designed be used in the interests of the youth with whom you are working. The topics are presented in a logical order, even though this is still flexible.

The meetings must be very participatory, active and interactive, practical and based on the young people's lives. To ensure successful sessions and effective training, facilitators will need to implement some practical provisions and precautions:

- Help the young learners develop their own ideas, rather than act as lecturers, help them develop a critical and problem-analyzing mind, more especially help the young develop the ability to express their feelings.
- Communicate with young people effectively, by creating a dialogue allowing them to share their emotions, ideas and feelings in a climate of mutual respect.
- Constantly encourage effective participation by the young, to help them make the right decisions.
- Take into account the learners' attention capacity; this is why it is advised to always begin the morning and afternoon sessions with games. Everything must be done to ensure that end-of-day and post-lunch sessions are lively enough to keep the participants interest alive.
- Seat the participants in a circle, leaving a lot of space in the middle; this will make it easier to move within the group, for exercises.
- Hire a team of facilitators, men and women in equal numbers, to clearly demonstrate gender equality.



- Good manners must be the golden rule between facilitators. For instance, one facilitator must refrain from correcting or stopping a partner when he/she is leading a session.
- When a facilitator is leading a session, the others must remain seated, in order not to distract the learners' attention.
- Working groups must include 4 to 6 members. In group discussions, it is important to:
- Let participants express themselves freely;
- Not to influence their answers;
- Encourage shy participants to take part in the discussions;
- Encourage all the participants to think and probe further;
- Remain neutral and not pass any judgment on the participants' statements;
- Not to let some children bully the others.

# CHAPTER I



# What is advocacy?

Advocacy is a process whereby you are endeavouring to convince others, generally decision-makers, to support a campaign or a policy that you consider important. It can apply at different levels, from the home to the government, and imply small or large changes, depending on the situation and the problem addressed.

For advocacy to be effective, it is useful to get children to begin where they are most likely to succeed i.e. where they have the most influence, with their friends, parents, teachers, etc....

Each young person has the right to advocate for the following reasons:

- For the respect of the Rights of the Child;
- In the child's best interest;
- For non-discrimination;
- To ensure that national policies meet the rights and the needs of children;
- To provide children, who are future adults, with skills in justice, social responsibility and leadership
- Advocacy helps young people to find abilities to develop life competencies for problem analysis, decision-making, negotiation, communication and group work;
- Advocacy increases a child's self-confidence and the respect of children's abilities by adults.

## Objectives of the Training

When you complete this chapter, you should be able to:

- Know the word Advocacy, its uses, and some of the strategies and techniques used.

## Length of Session

- The session is estimated to take 1 hour.

## Methodology

- Discussion and group work, followed by a plenary.

## Teaching Resources

- Blackboard or flipchart stand;
- White chalk or markers;
- Flipchart paper;
- Sheet paper or notebooks



## Important Notes for Facilitators



- If the participants have very little experience of advocacy, you will need to adapt this activity to help them think up ways of convincing and getting other people to share the relevance of your objectives;
- When presenting the word "advocacy", it might be useful to explain the origin of the word, namely the legal work that consists for a lawyer to "pleading" to convince other people of the innocence or guilt of a defendant, because this persuasion aspect is what distinguishes advocacy from other forms of action.
- It is important to review different ways of advocating for a cause (e.g. letters, meetings, discussions, campaigns, etc.) and to add others that will be appropriate for the young people or children with whom you are working.

## Procedure

- Start a general discussion on advocacy: how can we convince others of our needs/desires, etc? When the participants have a correct understanding of the term, ask them to break up into groups of 4 to 6 participants.
- Ask each group to think about the following questions:
- What is advocacy?
- What are the aims of advocacy?
- What are the target groups, i.e. whom do we generally seek to convince?
- What methods can we use?

- Then ask the groups to tell about the result of their reflection and facilitate a general discussion to ensure better understanding of the term advocacy.
- Highlight the fact that advocacy is a process in several



## Key Points to Remember

**For advocacy with children, the following elements are important:**

- Capacity-building;
- Networking with other children and young people, or other clubs;
- Research to better understand the issue;
- Understanding the risks involved in the advocacy process.

**What do we need to do in child-centred advocacy?**

- Always ask the question "Why?" until you find the root cause of a problem;
- Allow the children to access power and allow for the power of adults and other children in their own interests;
- Educate children and young people, and adults, to have more or less power;
- Give justice to those which are oppressed or treated as inferiors;
- Change the life of children by changing their situation and by changing systems, structures and policies;
- Be a voice for the Rights of the Child and help young people to find their own voices.



# CHAPTER II



# Our Vision, an Ideal or a Dream

This chapter "Our vision, an Ideal or a Dream?" aims to help participants visualize the ideal towards which they want to strive, so that they are able to identify what is necessary to attain it and plan actions to be undertaken, taking into account the reality of their environment.

Here you need to think of everything that is unfair or lacking, and will need to be changed. You will think of how the situation should be, referring to the Convention on the Rights of the Child.

## Objectives of the Training

When you complete this chapter, you should be able to:

- Imagine an ideal situation that you are striving to attain and represent or draw your vision (as away of clarifying and materializing it);
- Define a precise objective for this activity.



## Length of Session

This session is estimated to take 3 hours.

## Methodology

- Drawing
- Discussion and group work, followed by a plenary

## Teaching Resources

- Blackboard or flipchart stand;
- Flipchart paper;
- White chalk or markers;
- Sheet paper or notebooks.



## Important Notes for Facilitators

- In order to convince others to accept our ideas, we need to have a very clear idea of what we want to see improved or changed, and this activity (and the next one, the problem tree) aims to specify our objectives in the shorter and longer term.
- It is important to compare the vision that children have of their ideal situation with their current reality and to identify the differences between the two, because that will help guide your advocacy activities.
- The quality of the drawing produced by the children is unimportant. You must be more interested in ideas of what would make a child-friendly school for boys and for girls.

## Procedure

- Divide the children into groups of 4 to 6 approximately (if necessary, keep boys and girls separate).
- Ask the groups to think about the objectives they have in mind (e.g. to increase the number of girls who complete primary school) and choose one of them. To achieve this objective, a certain number of things must occur, and we must think of the ideal situation that would exist if their objective was achieved? What would the situation be like? What would occur and what would not occur in this ideal situation? Ask them to think about this for themselves for five minutes.
- Give each group of children a large sheet of paper and ask them to draw the situation as they have imagined it. Ask them to show all the good things that would occur, and to write them in the left margin, for example there would be no more fights between the youngest and the oldest children.
- Tell the children that they must be realistic in the definition of their vision, by acknowledging the realities of the moment and their environment. For instance, it is not necessary to require that each child has a TV set to meet their right to information.
- When they have finished, ask them to think of the differences between the current situation and that they have imagined. Ask them to write in the right margin all the things that need to be changed in order to achieve the ideal situation.
- When they have finished, ask each sub-group to explain their drawing to the whole group.
- Draw up a list of all the improvements that are necessary to achieve their ideal



## Key Points to Remember

- The young must have some knowledge of the Convention on the Rights of the Child.
- The young, even though they want to achieve their ideal, must be realistic. For example, do not request that each child have a TV set to meet their right to information.







# The Causes and Consequences of a Problem: The Problem Tree

This chapter will enable you to determine the causes of problems. In order to do that, you must ask the question "why?" every time, until you find the root cause of the problem. It is important for the young to know that the causes of problems are not just material, sometimes they are interpersonal. Things don't change because some people don't want them to change or because they are used to them and they are incapable of seeing that what they are doing is harmful to children (is a violation of children's rights).

## Objectives of the Training

When you complete this chapter, you should be able to:

- Tell the causes and the consequences of the problem of concern to you
- Better understand this problem

## Length of Session

This session is estimated to take between 2 and 3 hours.

## Methodology

- Drawing - problem tree
- Discussion and group work, followed by a plenary.

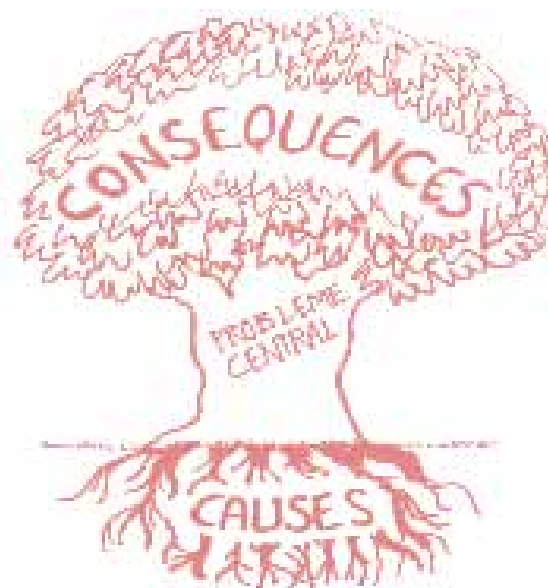
## Teaching Resources

- Blackboard or flipchart stand;
- White chalk or markers;
- Flipchart paper;
- Adhesive tape;
- Sheet paper or notebooks.



## Important Notes for Facilitators

- The quality of this analysis will determine the quality of your advocacy; you will therefore have to apply the utmost care here.
- Go back as far as possible in the sequence of causes, until you have exhausted the topic, so that you and your friends can target your future activities very precisely. For all campaigns, it is essential to aim for the root causes in order to maximize the effectiveness of your action.
- Identify as best as possible the consequences of the problem, in order to support your future advocacy activities, because they justify the passage to action and the main arguments in support of this question are based on them.
- Causes and consequences should be tackled separately, or this exercise is likely to become very complicated.
- The quality of the drawing produced by the children is unimportant. We are interested in the children's ideas and in their explanations for the questions that arise, rather than in getting very beautiful drawings.
- With fairly young children, it can be useful to provide momentum, by drawing a tree trunk with some roots and branches, then letting them continue on their own.
- It is generally preferable to make a draft before using the flip chart.
- Perhaps the younger children will need a lot of support for this exercise, at least to start them off.



## Procedure

- Show the children the drawing of a tree that you have made on a large sheet of paper, and explain to them that together you are going to look for the causes and the consequences of the problems of concern to us, in order to place them on the tree. The trunk represents the problem, the roots are the causes, and the branches are the effects of the consequences. Show them an example: some young girls are not performing well at school, because they don't have the time to do their homework, because they have to do the housework, because their mothers are very busy, because the boys don't do the housework, etc...
- Divide the children into groups of 4 to 6 approximately (keep girls and boys separate, if necessary) and give each group a sheet of paper and some pencils.
- Ask them to draw a tree in the middle of the page. The trunk is the problem that you will discuss [or if they are very young, give them sheets of paper where you have already drawn the trunk, a few roots and branches].



- First ask the children to think about the causes of the problem under consideration, and to make a note of each cause on a root of the tree. For each cause, ask the question "why?" until there are no more sub-causes. Write the name of each sub-cause on a root or sub-root, until all the deas have been exhausted, i.e. until it becomes impossible to find an answer to the question "why".
- Then ask the children to think about the effects or consequences of the selected problem. Write each consequence on a branch. Are there consequences arising from the consequences that they have mentioned? If the answer is 'Yes', ask them to note these new consequences on smaller branches growing from the largest branches, until all the ideas have been exhausted, i.e. until it becomes impossible to find an answer to the question 'which consequence?.'
- When they have finished, ask them to post their drawings and explain their work to the whole group.
- Then, draw up two lists with all the causes on one, and all the consequences on the other (combining the work of all the groups).
- Keep all these drawings safely, as they are likely to be needed later.





# CHAPTER IV



# Rights, Pre-requisites and Duties

## Objectives of the Training

When you complete this chapter, you should:

- know children's rights and those who are responsible for their realization;
- know the duties of various people with respect to children's rights

## Length of Session

This session is estimated to take between 30 and 40 minutes.

## Methodology

- Discussion and group work, followed by a plenary.

## Teaching Resources

- Blackboard or flipchart stand;
- White chalk or markers;
- Flipchart paper;
- Adhesive tape;



## Important Notes for Facilitators

- The duties mentioned here are the duties of the authorities and services responsible for respecting children's rights, for instance the State is responsible for making schools available in order to realise children's right to education, it is therefore a duty-bearer.
- The duties of children with respect to their rights are not considered here and will therefore not be reviewed.





## Procedure

- On a flipchart, copy the table below, writing only the column headings

Rights	What is required for this right to be respected (what is necessary)	Duty-bearer (who has the duty to ensure that this right is respected/is responsible?)
Education	School/classrooms or learning space; Teacher; Coverage of education expenditure; Children must have enough time to study properly; Children must have the possibility to go to school; An environment in which girls feel safe.	Government Government Parents Parents Parents and teachers Government, Parents and Teachers

- Ask the children to quote some children's rights and to write at least three of them on the flip chart, in the left-hand column.
- For the first right mentioned, ask the children to list actions to be taken (see example) and for each action, to find who has the responsibility to enforce this action.
- Divide the children into groups of 4 to 6 and ask them to analyse three rights of the child, on this model.
- Post the tables on the wall, and ask the participants to review them one by one.

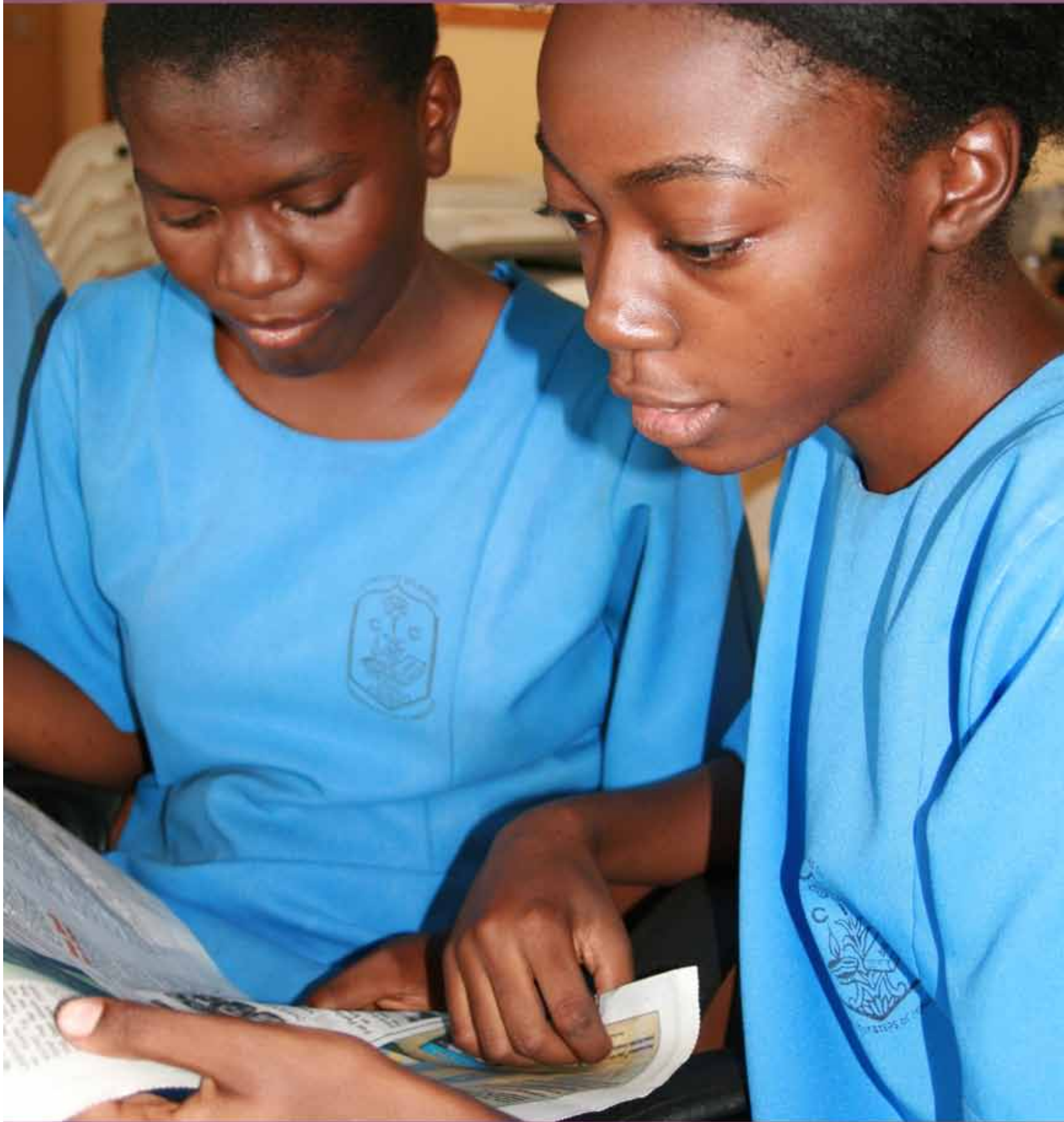
- Insist on the number of people required to enforce a large number of these rights and consequently, the number of people who need to participate in ensuring that these rights are respected. It is important for our advocacy campaign, as this enables us to identify the people we will have to convince



## Key Points to Remember

- Children's rights must be respected by everyone (children, adults, etc).
- Each child must fulfil his or her duties

# CHAPTER V



# Who Decides?

## Objectives of the Training

When you complete this chapter, you should:

- know the concept of power, who has decision-making power;
- be able to appreciate the fact that the capacity of each individual varies according to the context, but that in the majority of contexts, children have very little power

## Length of Session

This session is estimated to take 1 hour.

## Methodology

- Discussion and group work, followed by a plenary.

## Teaching Resources

- Blackboard or flipchart stand;
- White chalk or markers;
- Flipchart paper;
- Adhesive tape;
- Sheet paper or notebooks



## Important Notes for Facilitators

With younger children, it is undeniably preferable to practice this activity in one large group. Although it is short, it is likely to be too difficult for them to do it all alone, in small groups.



## Procedure

- Post the table or place it somewhere for all the children to see it, and ask them to think about the following points:
- Who has power or who takes decisions in the family?
- Who takes decisions at school?
- Who takes decisions in the community?
- What are the characteristics of powerful people: man/woman, age, ethnicity, etc?
- Who are the people who can influence those who take decisions?
- Fill in the table with the children's answers, as they provide them.

Where?	Who decides?	Characteristics (e.g. age, gender, etc)	Who influences decision-making (who is the person to whom the decision-maker listens most)?
In the family			
At school			
In the community			



- Ask the children what happens when they want to take a decision in each of the above environments. Explain that we need to know who takes decisions in order to select the people whom we will approach with our advocacy campaign.



## Key Points to Remember

Advocacy implies a change in power relations; this is why it is necessary for the young to know who takes decisions in such or such a case. Thus we will know whom to influence in order to realise genuine change. The support of adults is useful to identify the people to influence. We must be ready to do it again if we do not obtain satisfaction after the first attempts at influencing.

# CHAPTER VI



# ACTION PLAN

This chapter is a reminder of the process for developing an action plan that we explored in Book 1 on organising groups of young people. It will remind you of the various stages of the process and to tackle each one of them in an orderly manner. You and your friends have already done this exercise in your own clubs, but you must be aware that an advocacy action plan has specific features; this is why this chapter is slightly different.

## Objectives of the Training

When you complete this chapter, you should be able to:

- Select a topic or a specific subject on which you want to work
- Define a well thought-out campaign and plan all the stages
- Accomplish adequate preparation of the meetings and other activities required for your advocacy campaign

## Length of Session

It is difficult to ascertain the time required because it will depend on the number of issues and on the specific strategies that you select. Normally, it will be necessary to allocate several planning sessions, and rehearsals of meetings and discussions.

## Methodology

- Discussion and group work, followed by a plenary.

## Teaching Resources

- Blackboard or flipchart stand;
- White chalk or markers;
- Flipchart paper;
- Adhesive tape;
- Sheet paper or notebooks.



| Exercise 1 [Stage 1]: Where do we begin? [Action Plan No.1] Duration: 1 hour

## Important Notes for Facilitators

- It is very important to analyze the situation properly before beginning to plan actions. You and the other children need to have a very precise idea of:
- The real problem;
- The person who can help you solve the problem, and consequently whom you must approach with your advocacy;
- What you are expecting exactly from this person, in terms of action.
- In order to be effective, advocacy requires a lot of preparation.
- It is very useful to be methodical. When we feel we are well prepared, we rely more on our selves and we have more self-assurance.
- During this exercise, we ask the children to identify a sub-issue of their main objective on which they will work, unless their topic is very limited. The problem tree normally illustrates several causes of the problem, but we can attack only one of these causes at any given time. Normally we would prefer the children to freely choose the topics and issues that they wish to tackle if advocacy seems to be a suitable strategy. It is therefore necessary to let them discuss the issues initially, then to make suggestions and if necessary, to use questions to guide them to a topic that will be easier to tackle, where they can do a little advocacy. Don't do that in an excessively authoritarian way, and explain your reasons.

## Procedure

- Prepare one list of all the items that the children want to see changed (refer to their drawings and to the problem tree) before the session. It can be entitled 'things that I would like to see changed.'
- You have already explained to the children that we are going to seek solutions to some of the problems and questions that were identified by their drawings, but it is necessary to remind them of that when beginning to plan our work.
- Show them the list that you drew up from their drawings (realistic vision and problem tree).
- Ask them on which of these questions they would like to work, explaining that initially it would be good not to choose too difficult a topic and that we want to examine a problem for which we will need to convince somebody to assist us.
- Let them vote or find another interesting method (sort by order of importance, double-entry table, secret ballot, etc) to help them choose the topic that seems most important to them.
- We must now try to define very specific objectives for this problem, ask them what are the very specific changes which they would like to see implemented. These changes must be very specific and easy to measure, if possible.



- At the end of this session one topic (sub-issue of the main objective) must be selected, on which we will work.

## | Exercise 2: Our allies - Who can help us? [Action Plan No.2]



## Important Notes for Facilitators

Advocacy requires a lot preparation in order to be effective. For this exercise, we are therefore going to review some of the preliminary stages (*see Advocacy step by step*) and begin to decide how to implement every one of them.

## Procedure

- Prepare a copy of the table below, on a large sheet of paper, before the meeting.
- Remind the children of the objective that they have set for themselves during the previous meeting, the changes that they want to see made.
- Discuss with the children about who can help us bring about these changes. Who is responsible? Is this a duty for this person? Is there a law making it compulsory for them to do that, or do we have some other good reasons to ask them to do it?
- Using the table below, make a list of the people and organisations responsible for finding a solution to this problem; beside their names, write what their attitude is (are they OK or not with our position - OK/not OK/neutral). Who can influence their decision, even if these other people are not really part of the decision-making process (e.g. religious leaders are often very powerful and they influence decision-makings)? Add their names to the list. Will they support our campaign? Will they be opposed to our campaign, or neutral? How can we convince them to support us? Who do we need to talk to first, then who else? Write the names in that order and consider who could help us convince the others.
- Did we find all the people important for our cause? Check that you didn't forget any body.
- What methods can we use to convince them (meetings and discussions, debates, special events, exhibitions, letters, etc)? Do we have elements to bring to the negotiation table (reasons for them to help us)?





- Fill in the table below. It is the first stage of our plan and we should already see which type of action is necessary and whom we must approach.

Name (person or institution)	We must convince them of/to	Their position (favourable, unfavourable, neutral)	Should they be contacted or not (Yes/No)?	Methods to be used to convince them to support us	In what order do we approach them?

During our next meetings, we will review this planning in detail.

### | Exercise 3: What are we going to do? [Action Plan No.3]

## Important Notes for Facilitators

- During this session (and perhaps during the next 2-3 sessions), we will plan all the activities necessary to our campaign.
- It is very useful to be methodical, as this enhances our level of self-confidence, because we feel well-prepared.
- We should also consider all the resources that we need and make sure that they are available. Procedure
- Remind the children of all the work that you have already realised together: changes to be brought, people or institutions identified for potential support. We will now plan our campaign and look for all we need to implement it.
- Plan your strategy: who does what, where, when, with whom? Each action has a target and we must know who the target is, what we are expecting from him/her to advance our cause and what we try to convince the person of. This stage is very much like the action plans that children have developed for their clubs and that we saw in the chapter on the action plan, but not exactly. There are some specific features here.

Objective	Action	Target	Duty-bearer	When	Where	How	Essential resources

- When all the plans have been developed, discuss with the children, ask them how you will know that your objectives have been realised and how you will be able to measure progress. Plan an evaluation strategy with them.
- Don't forget to rehearse all the activities with the children, until you feel perfectly at ease. It is particularly important for those occasions when you need to convince people of the importance of your objectives. Being able to express and defend one's arguments can make the difference between success and failure (see also the work on 'Public Speaking'). Role playing in Chapter 8 is an exercise in that direction.

### Key Points to Remember

- Don't forget research activities in the action plan; for research, identify the person who is able to help you find useful information (VDC, nurse, judge, etc)
- Don't take any action without having sufficient information.
- Consider: 'What must the children do?' 'What can the children do?' 'What must be done to build the children's capacities to do it?'
- Review your action plans often.

# CHAPTER VII



# Advocacy Related Risks = how to Minimize them?

## Objectives of the Training

When you complete this chapter, you should be able to:

- Identify some potential advocacy-related risks;
- Assess the level of risk in each case;
- Explore means of minimizing or eliminating these risks;
- Adjust your action plan so as to minimize the risks.

## Length of Session

This session is estimated to take 1 hour 30 minutes.

## Methodology

- Discussion and group work

## Teaching Resources

- Blackboard or flipchart stand;
- White chalk or markers;
- Flipchart paper;
- Adhesive tape;
- Sheet paper or notebooks.



## Important Notes for Facilitators

- It is essential for the children to be absolutely secure during the time necessary for their activities with us. We must therefore be aware of the risks likely to arise from advocacy work, and from any other activity, in order to avoid them.
- The child's best interest is our basic principle, as usual.
- The participants must be reminded that children can wound each other during their common activities, so it is useful to also think of ways to minimize this risk.
- This exercise comes towards the end of this workshop, because it is necessary to take into account the rest of the work, in particular the action plan, in order to get a good understanding of it. But it is actually one of the first things to do when planning advocacy efforts, whether with children or adults.
- This exercise has implications for the preparatory work to be done at the beginning of advocacy activities with children; it must serve to build strategies in order to avoid risks, as much as possible. Make sure that the participants understand these implications properly and take them into account in their preparation.



## Procedure

- Ask the participants to break down into small groups to discuss the potential risks for children, resulting from participating in advocacy or joint work. If possible, ask them to consider that in the context of a specific campaign rather than in general.
- Ask about the level of risk (high, average, low) and about the consequences.
- How can one minimize or avoid the risk?
- Collect the results in a table:



Risk	Level of risk? (high, average, low)	Consequences	How to avoid or minimize risks

- Ask the groups to show their results and to discuss the conclusions.
- Who do we need to talk to, before engaging in advocacy activities? Who needs to be involved before activities truly begin, or very early in the process, and how can we ensure that the discussions and work realized with the children will not give rise to retaliation?
- After fully assessing the risks and explored strategies to minimize them, ask the children to go back to their action plans and modify them as necessary.



## Key Points to Remember

In your advocacy actions, it is necessary to distinguish:

- Who are the people with you?
- Who are the people against the changes that you want?
- Who are the people who are neutral?

It is necessary to think about the risks which these people can present, or on the contrary about how they can be used by you as allies, able to help you minimize these risks.

# CHAPTER VIII



# ADVOCACY ROLE-PLAYING EXERCISES

This chapter aims to provide some exercises for the competences required for advocacy and negotiation. Role playing give you and your friends an opportunity to practice these skills and to prepare yourselves for the arguments that will be undoubtedly put to you during your campaigns.

## Objectives of the Training

When you complete this chapter, you and your friends should be able to:

- Practice your advocacy and negotiation skills
- Control the dynamics of a negotiation
- Control the arguments with which you are likely to be confronted in your advocacy efforts, in order to be able to respond faster
- Have self-assurance reinforced by practice

## Length of Session

The duration of the session is estimated between 2 and 3 hours.

## Methodology

- Role-playing exercises

## Teaching Resources

- Blackboard or flipchart stand;
- White chalk or markers;
- Flipchart paper;
- Adhesive tape;
- Sheet paper or notebooks.





| **Exercise 1:** Role-playing Exercise 1: Group Presentation. Duration: 30 minutes to 1 hour

## Important Notes for Facilitators

- The more prepared the children are before a real event, the more successful the results achieved will be. So it is necessary to offer them enough practice, especially as regards the arguments that can be opposed to them when they present their case.
- Although we prepare the children to defend their positions in what may not be a positive experiment in all cases, we need to build their confidence right from the beginning, so that they are not discouraged too easily. It is useful to make these sessions as friendly as possible and to ensure that all criticism is constructive.
- Allow them to play both parts: for and against, so that they truly understand the types of arguments that they will need to defend.
- They can practice in groups and in pairs, in order for each one of them to have enough practice (see the following sessions - Role-playing exercises 2 and 3).



## Procedure

- Identify the number of stakeholders involved in this topic (e.g. for girls' education, we can consider girls, their parents (perhaps separately), teachers, community leaders, traditional and religious leaders, etc).
- Divide the children into groups, each group representing one of the main groups involved in the discussion. (In the example of girls' education, we had three groups: girls, parents and community leaders).
- Give them 10 minutes to think about the topic (they can be for or against) and to prepare a brief presentation of their position. They must choose a member of their group who will present their position.
- Each group then has 5 minutes max to present their position to the groups reunited in a plenary.

- Now ask the rest of the group to make suggestions about the aspects on which each person could improve their performance

## | Exercise 2: Role-playing Exercise 2: Open Discussion. Duration: 40 minutes Procedure

- Choose a target group with which the children will have to practice negotiating.
- Divide the children into two large groups. One represents the target group; the other one represents the children. Sub-divide these two groups into sub-groups of 6 to 8 children approximately.
- Give each sub-group enough time to prepare for their meeting with a sub-group of the other group. What are the main arguments for this discussion? Give them 10 minutes to prepare and then ask the sub-groups to have their meeting in front of the group reunited into a plenary. Give 10 minutes to each group for its discussions, and then ask them their impressions on the discussion. Were they able to defend their positions? Did they succeed in making their point of view heard by the other party? Did they succeed in convincing the other party?
- Ask the observers if they have any suggestions to improve their friends' performance.

## | Exercise 3: Role-playing Exercise 3: The Margulis Wheel. Duration: 40 minutes

### Procedure

- Choose a target group with which the children will need to practice negotiating, e.g. parents, teachers, religious leaders, community leaders.
- Divide the children into two large groups. One represents the target group, the other represents the children. If these groups are too large, sub-divide them into sub-groups of 4 to 6 children.
- Let each sub-group prepare for the meeting on the topics in question. What are the main arguments for this discussion? Give them 10 minutes to prepare.
- Arrange their chairs in 2 concentric circles, the chairs of the two circles facing each other, and ask the children representing the target group to take a seat in the inner circle, while the children representing the children will sit in the outer circle.
- They must then discuss the topic in pairs, for 5 minutes. At the end of this time, ask them what their impression is about the discussion. Were they able to defend their positions? Did they succeed in making their point of view heard by the other party? Did they succeed in convincing them?
- Ask them to advise their partners on how to improve performance.
- Ask them to thank their partner, and then ask the target group to shift one place to the right.
- They can then start the discussion anew, but with a new partner (repeat the previous 3 steps).



- This exercise can be repeated with new partners as long as necessary, because it helps children to be more and more familiar with the arguments and to build their self-confidence.



## Key Points to Remember

After each exercise it is important to always draw lessons: what will make you to be a good negotiator?

- Be a good listener;
- Do not get distracted;
- Let others speak and take the initiative;
- Be able to say 'I don't know';
- Have a sense of humour;
- Be able to discover hidden intentions;
- Be able to retreat and start again from another angle

## APPENDICES

# The Stages of Advocacy (Step-by-Step Method)

All the stages below must be accomplished with the children, through participatory activities, discussions, etc. Many of them have already been completed, but it is useful to consider the entire process, step by step. This is obviously a long process that will have to be divided according to the children's interests, age, capacities, available time, etc. The sessions should never exceed two hours at a time, and they should include plays, songs, jokes and chats, but the children must never be forced to continue if they are tired. The activities below are suggestions for the various stages.

1. **Choose the overall objective** Choose the overall objective of the activities (e.g. to improve girls' education).
2. **Achieve a group vision.** Try to reach a common understanding of the ideal situation that you want to achieve (e.g. imagine and draw a girl-friendly school).
3. **Analyze the current situation,** to identify the causes, consequences and changes that the children would like to see (e.g. using the problem tree and the school of my dreams).
4. **Choose a specific objective** (based on the problem tree and the school of my dreams) on which to work, then formulate this objective in terms of changes that the children would like to see (e.g. separate latrines for boys and girls, less discrimination towards girls). This means that they will draw up a list of issues, prioritize them and choose one issue as a direction for their work, then formulate it in terms of objectives.
5. **Identify the people likely to help us achieve these changes.** Identify the decision-makers, those who can influence their decision, in each case. Who is responsible? Is it their duty? Is there a law to make them to do it? In the absence of duty, is there a good reason for them to do it? Do you have arguments to bring to the 'negotiation table' that could be of interest to the person you wish to influence?
6. **Fill in the table below.** List duty-bearers (people and institutions) and those who can help in the table below. For each one of them, state what you and your friends intend to convince them of, their position with respect to your topic (for, neutral or against), if they must or must not be approached, how to convince them of your cause and the order in which it is preferable to approach them.

Name of person or institution	We must convince them of/to	Their position (for, against or neutral)	Should they be approached (Yes/No)?	Methods to convince them to support us	Order in which they should be approached?

Make sure you are not forgetting anyone who can help your cause.

7. Study the problem in its tiniest details: causes, results/consequences, benefits of adopting the policy that you suggest, etc.
8. Get as much information as possible about the people whom you wish to convince. Their position on the topic, their goals and objectives, their interests, etc.
9. Define a strategy. How will you convince the person or the target group to support you? Get as much information as possible about them, about the arguments that they can use against you.
10. Plan a strategy: Who will do what? With whom? When? Where? What do we need?
11. Develop messages: Which messages for which target groups?

Expected change	Action to undertake	How?	By whom?	Target?	When?	Where?	With whom?	Essential resources

12. Child Protection. What are the risks of our actions? Assess these risks carefully and make sure that you and the children are always safe and secure.
13. Detailed preparation of all the meetings, discussions and other events. Rehearse each detail until the children know what they must say and how to present their arguments.
14. Implementation of the action plan: Carry out all the planned activities.
15. Monitoring and Evaluation: How did we carry out our activities? What results did we get? What lessons did we learn?

# Check-list for Advocacy

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- Do we have an overall objective? .....
- Do we have a group vision of our ideal?.....
- Did we analyze the causes and the results/consequences of the problem?.....
- Did we learn as much as we could on the question?.....
- Did we choose our specific objectives?.....
- Did we prioritize our specific objectives?.....
- Did we identify the specific objective on which we would wish to work first?.....
- Did we carefully analyze the risks and did we take action to avoid them?.....

## For each specific objective:

- Did we analyze the causes and the results/consequences of the problem?.....
- Did we identify the decision-makers for this specific objective?.....
- Did we identify the people who can influence them?.....
- Did we check if someone is bound by law to meet our requests?.....
- Did we identify the people who can help us with our cause?.....
- Do we know if they are for or against our cause, or neutral?.....
- Do we know our expectations from each one of these people for our cause?.....
- Did we decide how to convince them to support our cause?.....
- Did we decide in which order we will approach them?.....
- Did we decide on a strategy, did we plan it to the tiniest detail?.....
- Did we rehearse what we need to say to each potentially?.....
- How shall we know that we achieved our goal?.....



# Difficult Words and Definitions

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## Problem Tree

Representation of a problem in order to facilitate its resolution. Thus, the problem is presented in the form of a tree:

- the consequences of the problem are the branches and the leaves
- the main or core problem is the tree trunk
- the causes of the core problem are the roots

## Law

All the principles governing people's relations, which are used to define legal rules.

All the legal rules in effect in a society. Depending on the field considered, several branches of law can be distinguished: commercial law, administrative law, international law, tax law, criminal law...

## Advocacy

Advocacy is a process that you will use in order to convince others, generally decision-makers, to support a campaign or a policy that you consider important. It can apply at multiple levels, from the home to the government, and involve small or large changes, depending on the situation and the problem to work on.

In the broadest sense of the term, advocacy is an effective way to use information in order to submit issues and problems relating to the public sphere, for discussion and action. Its ultimate aim is to generate action either by the decision-makers themselves or by their constituents.

## Action Plan

An action plan enables us to organize activities to meet a need. It is a roadmap that makes it possible to organize and monitor the way activities are carried out to solve a problem.

## Problem

A difficulty that is an obstacle to obtaining an expected result. It is also the difference between an existing situation and a desired situation. There is always a solution to a problem and all it takes is looking hard to find it.

## Priority problem

It is a very important problem that must be solved as soon as possible.

## Prerequisites

What is necessary to obtain something; a precondition.

## Responsibility

An obligation to right a wrong, to assume a burden or realize a commitment. To be accountable means that one must account for his/her actions.

## Vision

The way one perceives or understands something.

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