

ONE STEP BEYOND

ADVOCACY HANDBOOK FOR CHILDREN AND YOUNG PEOPLE





THE VISION

Save the Children works for:

- a world which respects and values each child
- a world which listens to children and learns
- a world where all children have hope and opportunity

The mission

Save the Children fights for children's rights.
We deliver immediate and lasting improvements to
children's lives worldwide.

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ONE STEP BEYOND

ADVOCACY HANDBOOK FOR CHILDREN AND YOUNG PEOPLE

A MESSAGE TO CHILDREN AND YOUNG PEOPLE:

When we sat down to write this handbook, we asked ourselves, "What will make this unique? How can we help children and young people improve their lives and have an even greater impact?" We wanted to see if we could help you with your planning, your work to create change, your 'advocacy' efforts. We want to support your work and help you to evaluate your past efforts, create new goals, develop a plan, and offer tips on how to achieve success.

Throughout 2004 – 2006, there was a project called the United Nations (UN) Secretary-General's Study on Violence against Children. It was the UN Study project and the children and young people involved that inspired the creation of this handbook. For any group, child, or young person that wants to end violence against children, we have included some useful information towards the end of the handbook. Because there are many other resources available to children and young people, we have also listed some of them throughout the pages of the handbook; you may find them helpful to your planning process.

There will be different starting points for anyone using this handbook, but regardless of your starting point, there may be information that can be useful to you. Look through it and get to know where your 'starting point' might be; but remember, any advocacy effort is a growing, living, and ever-changing process. This handbook will encourage you to think about your plan, to revisit it, and to always think about new opportunities and ways of achieving your goal.

Most importantly, we invite you to have fun, be creative, and believe - change is possible.

Alana Kapell
On behalf of Save the Children's
Global Task Group on Violence against Children



ABOUT "ONE STEP BEYOND"

Understanding 'advocacy' is a process that both adults and children alike learn more and more about every year. With every project, new lessons are learned and it is always possible to take your efforts 'one step beyond' if you have the necessary information and support. Some of that information is contained within the pages of this handbook, but most of it is tied into your experiences, your own networks, your own knowledge – we just want to help you pull it all together. This is what this handbook aims to help you do.

This handbook can be used by:

- Advocacy experts, as well as anyone who thinks they do not know anything about advocacy.
- Children and young people who have experience with advocacy or taking action to create change.
- Children and young people who want to create positive change but may have little or no experience with making a plan.
- Adults who want to support children and young people in their advocacy work.
- Adults who want to improve their own advocacy projects.

Depending on who you are, you may want to use this handbook in different ways. We invite you to look through the entire handbook, visit every section and use whatever resources, activities or information that can help you to create positive change and improve the lives of children. The handbook will be most useful if you use it during group planning and discussion, and if you have a lead facilitator or trainer to guide the group through the various activities.



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HOW TO USE THIS HANDBOOK

A LIVING DOCUMENT

Your plan/project will change over time. For example, you may need to revise your advocacy goal based on consultations with groups of children, or you may have to rethink things because an election has been announced and your opportunities to engage with government have changed. Also, as you will learn in the pages to come, 'advocacy' takes time – it may be a number of years before your main goal is realized. You can expect to see small success and progress over the short term, but mostly it will take some time. For these reasons, it is important to document your efforts so that others can learn from them and build on them.

Because things will change over time and because things take time, we suggest that you insert the pages of this handbook into a binder. Make this a place where you can take pages out, add pages, and change information as needed.

We would also encourage you to ask for adult support wherever it is needed. Some of the activities in this handbook may be easier to complete if you have the help of older young people or adult support people.

Let's get started...

step
one

STEP 1

WHAT IS ADVOCACY?



Activity 1 ADVOCACY BRAINSTORMING

step
one

Before you develop an advocacy plan, it is important that you and everyone you are planning with understand:

- What is advocacy?
- Why are we doing it?

Objective: To understand the group's current understanding of advocacy.

- Steps:**
- a) In a brainstorming session, ask: "What is advocacy?"
 - b) Capture everyone's response on a sheet of paper, flip chart paper, or chalk board.
 - c) Have a discussion about the responses.

Notes: Following the activity, you may want to explore some of the following ideas that have been expressed by other adults, children, and young people.

ADVOCACY IS A WAY TO BRING ABOUT POSITIVE CHANGE IN CHILDREN'S LIVES

In a way, **advocacy is what you do everyday**.

- If someone says something you do not agree with and you say what you think, that is a form of advocacy.
- If you try to convince someone to do something, that is a form of advocacy.
- If you find a better way of doing something and tell others about it, that is a form of advocacy.

Advocacy is about:

- Changing attitudes, behaviour, and knowledge.
- Changing or shaping policy.
- Changing how people do things.
- Doing something bigger than just project work.
- Improving children's rights.

Policy: Policy can be both formal and informal. Formal policy involves laws, legislation, and most government decision-making processes. Informal policy can include rules (like rules in the home or school), and ways of working.



ADVOCACY IS ABOUT MAKING A POSITIVE AND LASTING DIFFERENCE IN THE LIVES OF CHILDREN.

**Step
one**

Advocacy is a process. Taking advocacy one step beyond!

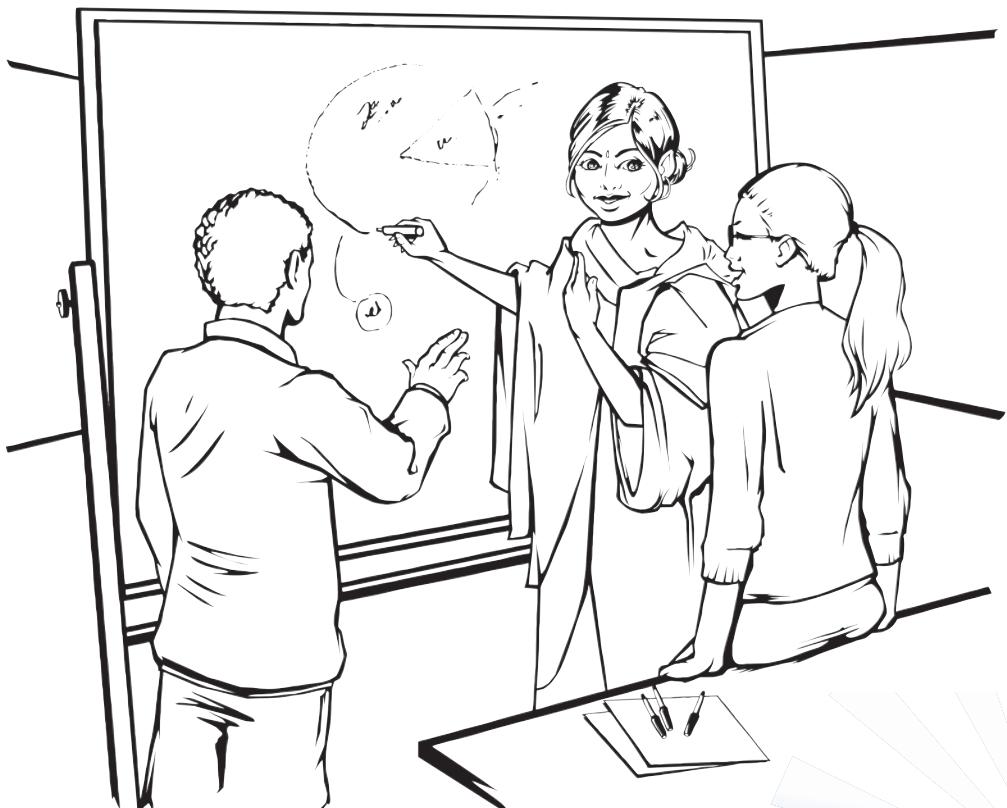
Advocacy can be a short-lived effort — something that happens without a great deal of thought or planning. For example, you may see a child being treated unfairly at school by a teacher and you decide, right there and then, to find help for that child. Maybe you speak to the child's parents or maybe you call on another adult to help with the situation. This is a form of advocacy; but, what happens now? Will that teacher treat another child unfairly? Are other teachers in other schools doing the same thing? Do children that are treated unfairly have the support they need?

Through your experience of helping one child, there is the possibility of helping many children, and maybe even finding a permanent solution – if you create a plan and understand the needed steps to make it all happen.

Advocacy involves steps and different stages of planning. At the beginning, you need to identify a problem; then, you need to go through a process of understanding solutions:

- Who are the decision makers?
- What resources do you have?
- What resources do you need?
- What are your key messages?

Advocacy involves creative ways of thinking and different ways of looking at a problem, as well as determining the available resources and solutions.



Activity 2 CREATIVE THINKING

step
one

Objective: To demonstrate creative thinking, planning, and problem solving.

Brief Description: A puzzle involving a man, his boat, a tiger, a goat and some grass is introduced to explore creative ways of solving the problem.

Steps:

- Introduce the following puzzle to participants:

There is a man and his boat, a tiger, a goat and some grass. The man wants to take the tiger, the goat and the grass to the other side of the river in his boat. However, his boat is small. He can only fit one animal or the grass in the boat at a time. Also, he realizes that if he leaves the tiger alone with the goat – the tiger will eat the goat, if he leaves the goat alone with the grass – the goat will eat the grass. How can the man get all three safely across the water?

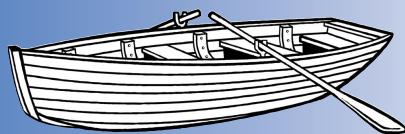
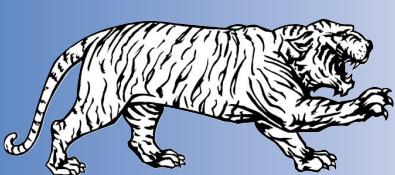
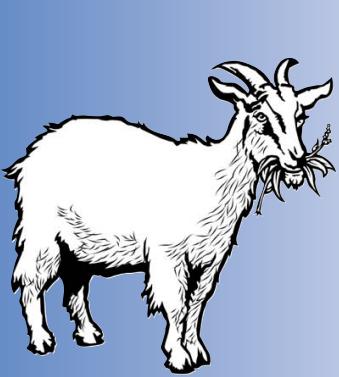
- Encourage participants to think creatively and to share their proposed solutions.
- To help participants think through different solutions, it can be helpful if simple cut-out shapes are made for each part of the puzzle: the man, the boat, the tiger, the goat, the grass.

The Solution: *The man first takes the goat across the river and leaves him on the other side. Then he goes back and collects the grass. When he reaches the other side he drops off the grass, and takes the goat back to the original side. He leaves the goat on the original side and takes the tiger across the river. Then he goes back and collects the goat, bringing all three safely!*

Notes: Through this process you can see that it was necessary to identify:

- The goal — to get everything to the other side of the river, without harm.
- The existing resources — a man, a boat, and a river.
- The challenges — the goat will eat the grass, the tiger will eat the goat, and we only have one boat.
- The solution — with a clear map of what we want to do, including the resources and the challenges, a solution was possible.

Creative Thinking Puzzle



ADVOCACY IN PRACTICE

Sometimes it helps to look at examples to better understand what advocacy is all about and why we think it is important.

Activity 3

ADVOCACY IN ACTION

Step
one

Objective: To understand the steps and characteristics of advocacy.

Brief Description: Participants look at two examples of advocacy by children and young people and identify the similar characteristics. For each example they may identify: the goals, the message or solutions, the target, the partners, needed resources, challenges, the result/what success looked like.

- Steps:**
- Give each participant a copy of the case studies below.
 - Give the group the chance to review each case study individually or together as a group
 - After reviewing each case study, ask the group to answer the following questions:
 - What goal did each group set out to achieve?
 - Who did they target? (Who was their audience?)
 - What was their message?
 - How did they choose to get their message heard?
 - What help and support did they need?
 - What challenges did they face?
 - What were their successes?
 - Could they have done anything differently?
 - What could be their next steps?
 - What similarities or differences exist between the two examples?

Notes: This exercise helps to demonstrate the importance of creating a plan and understanding how all the different pieces fit together to create a positive and lasting difference in the lives of children.

If you want to find more examples of child-led advocacy, or learn about the actions children have taken to educate adults and to end violence against children, read the following documents: "Act Now" and "Children's Actions to End Violence against Boys and Girls" at www.rb.se, and "Our Right to be Protected from Violence" at www.crin.org. They may give you ideas for your own planning.



CASE STUDY #1 – BANGLADESHⁱⁱ

In Tangail, Bangladesh, Shishu Parishads (Children's Councils) use various means to raise awareness to prevent child marriages. They use local media like theatre, along with newsletters and TV, to create awareness. This is followed by extensive community discussions which highlight negative aspects of this practice.

Children, mostly girls, from different Councils created a play on the theme of child marriage. Overcoming traditional barriers, the girls' groups in the village confidently presented their drama to a crowd of about 200, including male village elders. The play highlighted the negative impact of child marriage and the range of actions Shishu Parishad members are taking to end this practice.

In another village in the same area, a group of girls and one boy presented a drama telling the true story of a girl from the village who was married at 13 years of age. She became pregnant and, although she had health problems during her pregnancy, her in-laws prevented her from seeing a doctor. She had a miscarriage and died at the age of 14. Shishu Parishad members had previously informed the media about the case and a TV channel reported on it.

The children in this village also undertook a survey of child marriages in their village. They found that 65 children under the age of 18 had been married during the past year. A nine-year-old girl was the youngest, with the majority being 13 or 14 years old. The children have shared their findings with adults and taken part in discussions on the negative impact of child marriage. They sought support from local non-governmental organizations and Save the Children Australia to bring together religious and community leaders and other influential people to form a committee against early child marriage.

Members of the Upzila level Shishu Parishad know of five cases where the children have succeeded in preventing early child marriage. Child journalists have written about these cases in various newsletters.

step
one



CASE STUDY #2 – PALESTINEⁱⁱⁱ



step
one

Since 1998, Save the Children Sweden has been supporting its local partner organization, Defence for Children Palestine Section (DCI-P), in implementing a girl-child project in the old town of Hebron. The purpose of the project, which now involves six schools, is to focus on the rights of Palestinian girls, providing them with the opportunity for personal development and empowering them with tools and life skills to transfer their knowledge and experience to other girls. One of the activities of the girls trained by the project is to create awareness in their communities on children's rights.

A major challenge to this project has been the security situation in Hebron, which has a large presence of Israeli soldiers. This means restricted access for DCI-P staff to the schools where the project is being implemented. The girls are also affected by curfews, road-blocks or conflict with the Israeli settlers. To meet these problems, DCI-P staff, in partnership with school authorities and girls and boys, negotiated with the soldiers and settlers to ensure that the project would not be impeded.

Another challenge is the attitude of the local community. Girls are less likely than boys to be allowed by their families to participate in extra-curricular activities, or to be listened to by their families and the community at large. To overcome this challenge the staff of DCI-P has worked on the girls' self-confidence so that they develop the courage to stand up for their rights. Peer support has been used so that the children can gain confidence from each other. DCI-P has also worked with the parents and teachers of the girls and boys who participated in the project. The adults have been informed about the project, and invited to special parents' evenings and teachers' meetings at which DCI-P have talked about children's rights and the girls' need for adult support.



step
one

The girls also organized a conference with mothers, fathers, teachers, decision-makers, representatives from other organizations in Hebron, and 120 girls. The girls were active participants in the planning, implementation, and follow-up of the conference, which lasted for three days and dealt with topics such as violence and abuse, freedom of speech and the right to participate, and discrimination. The conference called for the creation of a violence-free environment in the family, school and nation, and legislation to prevent violence and punish those who commit violence against children.

The significance of the conference was that the girls were given autonomy in planning the activities and running the conference – they themselves framed the questions, led the discussions, etc., thus strengthening their self-esteem. Counteracting the stereotypical view that Palestinian girls are brought up in a traditional and somewhat oppressive manner, the conference demonstrated how girls can be active, equal partners in any project that allows them participation and self-expression. The *Conference of the Girl-Child* was very well attended by the Hebron community.

As a result of the project, girls were able to share knowledge and information with other children about their right to protection from violence. They were able to make other children aware of the United Nations Convention on the Rights of the Child. The support they received from DCI-P staff and their peers has enabled them to oppose a structure that stifles their rights and to demand laws that legally safeguard these rights. Many girls expressed pride at being part of the project and said that it has increased their self-esteem. They have also been given tools to spread their knowledge and self-confidence to other girls.



STEP 2

SELF EVALUATION

step
two




**step
two**

Before starting any advocacy planning, it is important to look at your experience to date:

- What did your activity or project accomplish?
- What were the results?
- What worked and what could have been done differently?
- How do you build on what you have already done?

This will not only help your future plans by learning from past experiences, it may also help to identify resources and partners that can help you as you move forward. Maybe you have already started a process and now is the time to build on it and strengthen it so that it can have a greater impact.

We believe that every child and young person has some form of 'advocacy' experience. Maybe it was not a formal project and maybe you did not realize it was advocacy at the time, but chances are, you are an experienced advocate.

Please choose the activity that is most useful to you and your group in understanding your experiences to date.

Activity 4**TIMELINE OF PROGRESS**

Objectives: To highlight successes and challenges from past projects.

To identify results from past projects.

Brief Description: Participants use a timeline diagram to track and map their efforts. The diagram will capture the start of the project, key events, milestones, challenges, etc. including ideas for scaling up their activities and longer-term possibilities.

- Steps:**
- Draw a horizontal line along the length of flipcharts (two or three stuck together end-to-end).
 - Using time as a reference point, help participants to think about and document key processes/events/ initiatives in relation to their project initiative. For example:
 - Think about when and why the project started - the date (day/month/year) can represent the start of the time line (on the top of the line). Key words can be used (on the bottom of the line) to indicate key events or factors which enabled the initiative to start.
 - Along the timeline, highlight key 😊 milestones/ successful initiatives/ events/ processes which have taken place over time. At each point, highlight the date as well as key words to indicate the milestone/success.
 - Also highlight key 😞 challenges faced at different points or periods in time.
 - Further dialogue and discussion can be facilitated during and following the production of the time line with regards to:
 - The concrete results that have been achieved through the projects (expected or unexpected, positive or negative).
 - The strengths and benefits of the projects.
 - The weaknesses and challenges of the projects.
 - The ideas for the future – What ideas does the group have for ‘scaling-up’ their activities? What long term ideas do they have?

Notes: Participants should be encouraged to develop and maintain updated versions of their timelines. In some situations, children and young people may wish to develop more visual, artistic versions of their timeline and/or to re-produce their time line on more durable material, such as cloth.




Activity 5

WAS IT ADVOCACY?

Objective: To demonstrate that everyone is an advocate, even if they did not realize it.

Brief Description: Participants use their own informal processes to understand their experiences with advocacy and the possibilities for change that exist with good planning and strategy.

step
two

Steps: a) Ask participants to think about a time in their life when:

- someone said something they did not agree with and they voiced their opinion; or,
 - they tried to convince someone to do something; or,
 - they found a better way of doing something and told others about it.
- b) Ask a few people in the group to share their examples. What were the results of their actions?
- c) Explain that no matter how big or small the examples, they are all forms or parts of advocacy – if they related to ‘positive’ change.
- d) Ask if anyone has ideas about how their efforts could have had a greater impact, or, if they could do it all over again, would they change anything?

Notes: Following this activity, you may want to revisit Step 1: “What is Advocacy” and some of the ideas shared. After thinking through their own experiences, people in the group may be able to see more clearly how they are experienced advocates.

Activity 6**"H" ASSESSMENT**

Objective: To highlight successes and challenges from past projects.

To share ideas that can improve future projects.

Brief Description: The "H" Assessment is a simple tool that can be used to understand the successes and challenges of any project/group/process, and it will explore ideas for improvement.



step
two

- Steps:**
- a) Make an "H" shape on a large piece of paper.
 - b) In the left hand column draw a happy face; 😊 in the right hand column a sad face; 😞 and, below the middle "H" bar draw a light bulb💡 (to represent 'bright ideas').
 - c) In groups, ask the participants to fill in the chart accordingly:
 - 😊 What are the strengths (or successes) of your group, project or initiative?
 - 😞 What are the weaknesses (or challenges) of your group, project or initiative?
 - 💡 What ideas and suggestions do you have to improve and strengthen your group, project, or initiative?

Notes: This is a very simple tool and can be used periodically by the group to monitor the strengths and weaknesses of their initiatives, and to plan concrete actions to improve efforts.

Success

Ideas

Challenges



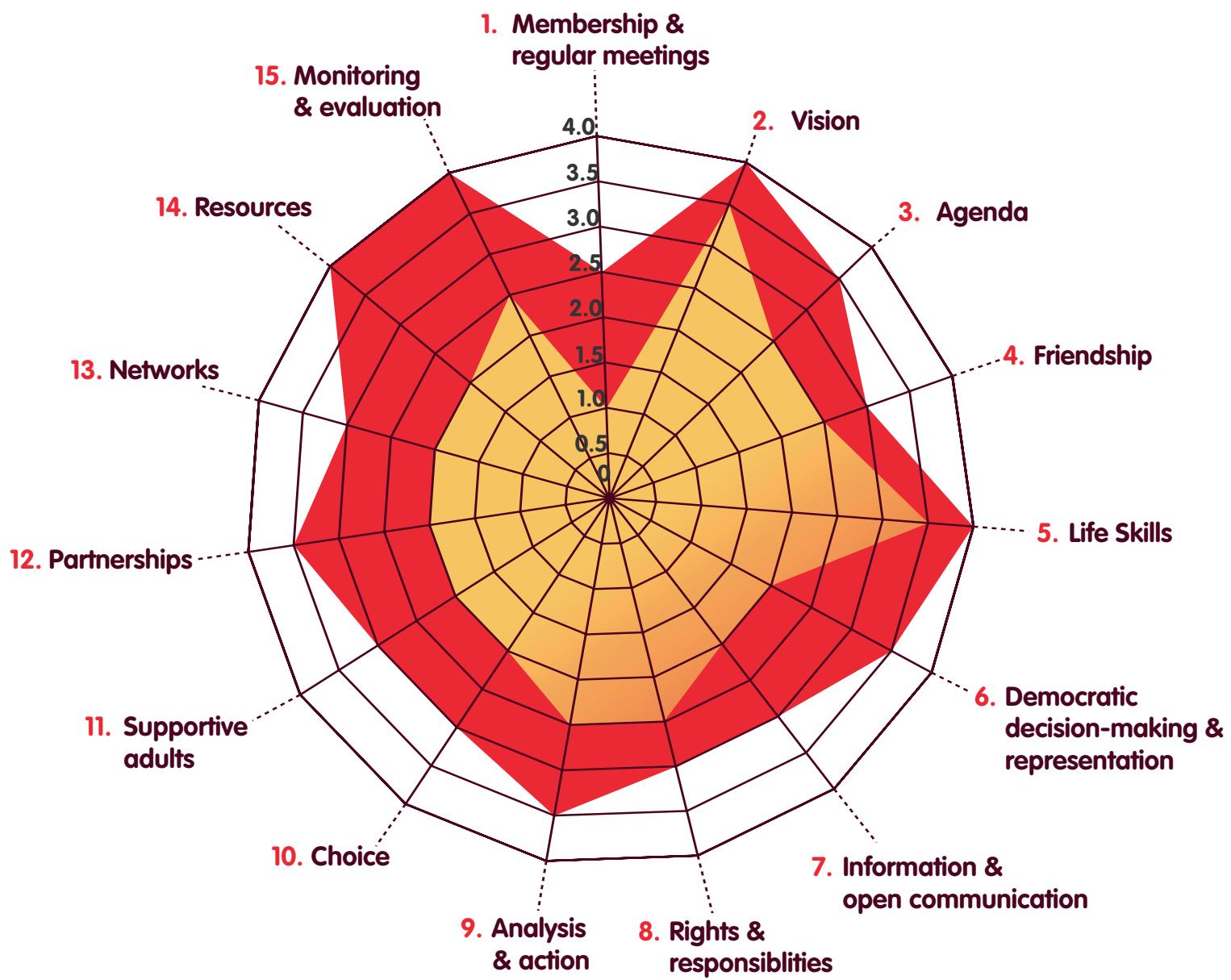
Step
two

If you are part of a group or organization that has been doing projects and working together for quite some time, you may be ready to do a more detailed evaluation.

The Spider Tool is a self-assessment and planning tool for child-led initiatives and organizations. It is a very useful resource for any group that wants to evaluate their work to date and to understand their strengths and challenges moving forward. The full package includes a guide for facilitators and a lessons learned document. You can download the tool at www.savethechildren.net

Step
two

Example of Visual Image of Spider Web



ideal Current

STEP 3

SETTING A GOAL

Step
three



3

Step
three

Before you go much further, you need to decide on what it is you hope to achieve – what is your ultimate goal?

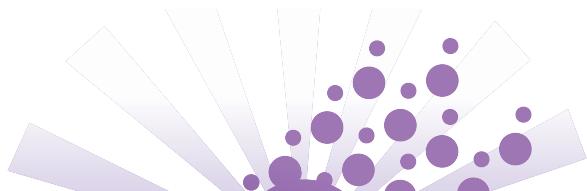
If you are part of an established group or organization, your goal might be obvious; it might be your mission statement or part of your existing values. If you are part of a group that has different ideas and priorities, you may have to go through a process to define your exact goal.

What is a goal?

- A goal should be your **vision for the future**.
- It should be something more **long-term**, not something that can happen overnight.
- It should capture a **positive change** in the lives of children.
- It should **be brief**, no more than one or two sentences long.

Our goal:

If you need help defining your goal, visit **Activity 7**.



Activity 7

HEADLINE NEWS

Objectives: To identify your main goal and the major direction you are moving in.

Brief Description: Participants will participate in a brainstorming session to identify areas/goals of interest. They will break into smaller groups and they will develop a ‘news headline’ – an article in the newspaper years from now that they hope to read – illustrating the success and what the ideal future looks like. If needed, the group will vote on the priority news headline/goal.

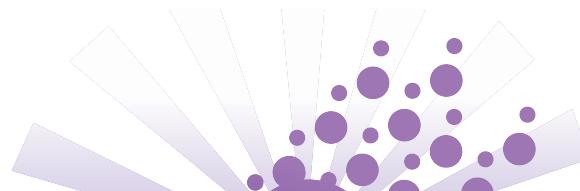


Step
three

- Steps:**
- a) As a large group, brainstorm the different ‘goal’ ideas participants have. Capture each idea on an individual piece of paper and stick them on the wall.
 - b) After all of the ideas have been shared, look to see if there are some that can be grouped together; are there similar themes? Move the individual pieces of paper around into their thematic groupings. Create a heading for each grouping.
 - c) Now break your group up into smaller groups; for example, if you have four thematic groupings, then break up into four smaller groups, or if your group is too small, break up into two smaller groups.
 - d) Give each small group a thematic grouping.
 - e) Ask each group to imagine that they are reading the newspaper, five years in the future. Inside the newspaper there is an article describing how things have changed and how children’s lives have improved.
 - f) Ask participants to write this article, include information about: What has changed? What does the future look like? How was it possible? How has it changed children’s lives?
 - g) Participants should be encouraged to be as creative as they like, and include pictures, illustrations, and quotes.
 - h) Share each of the ‘headline news’ articles within the larger group.
 - i) If you have many ideas or themes, you may want to choose only one for your group to work on. If this is the case, you can have the group vote on the issue that they all feel should be the priority.
 - j) Be sure to record your final ‘article’ on the worksheet provided.



Notes: This activity can be used in the future to track your success and to see how your efforts are progressing. You may also want to record all of the ideas presented. Later on, if your group gets larger or if your priorities change, it will be good to have some of the ideas already recorded.





ADVOCACY TIMES



SECTION: A DATE:

insert headline here.

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Vertical column of ten horizontal lines for notes.

Vertical column of ten horizontal lines for notes.

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Vertical column of ten horizontal lines for notes.

EXTRA CHALLENGE!

As young people, you have many advantages but also some extra challenges. One of these challenges is the fact that you will not always be young people. Eventually you will become adults. There is a danger, as you and members of your group get older, that your advocacy plan is forgotten or left behind.

Remember! – Advocacy and achieving your goal takes time.

As you develop skills and as your plan develops and grows – share it, document it and bring younger children into the process. Mentor them and show them how the plan is living and ever-changing, and how their creativity and ideas can help to shape the way forward. We challenge you to create an ‘internal goal’, one that focuses on keeping your vision alive over the long term, so that real change can take place.

When working with decision makers and people in positions of power, it is important not to forget your internal processes and ways of making your group or organization stronger. You must focus on building and growing power from within.

Knowledge and experience are power – share it with other young people. Watch it grow!

Step
three





SECTION 3 SUMMARY:

In this section you should have:

- ✓ Defined your group's goal
 - ✓ Recorded your group's goal in the worksheet provided

Are there any issues that need to be followed up?

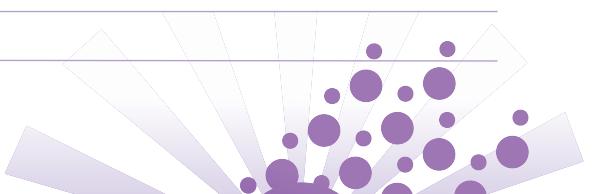
Are there any needed resources that were identified during your discussions?

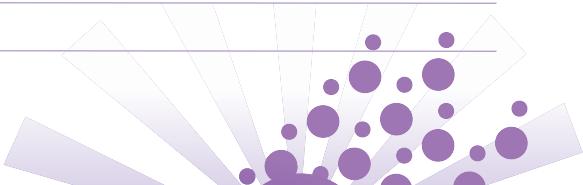
Have you identified any needed supports? Do you need assistance from other groups, adults, or children?

Have any ethical issues been raised? Are you concerned about the safety of anyone in your group?

(If yes, then please speak to an adult you trust and visit the "Safety First" section at the end of this Handbook)

Other notes:





STEP 4

KEY MESSAGE(S)

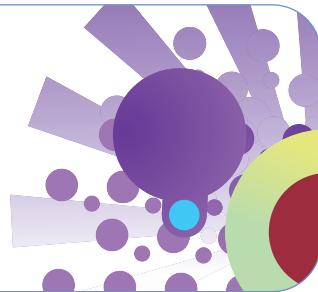
step
four





By now your plan is just getting started. So far you have:

- Set your goal



Before you meet with anyone, organize any events, or start any projects, you need to have information. You need to know the facts, the key players, the decision makers, and more.

step
four

(A) THE BIG PICTURE

For your internal process and preparation you need to do a little homework. There is some information you need to pull together to make sure you are ready for anything and everything. If you do not have all of the information at this time, do not worry - you can come back to it when you look at Steps 8 and 9.

When you are talking to people, you need to know:

THE 6 ELEMENTS OF MESSAGING

1. What is the problem?
2. Why does the problem exist?
3. Who do you feel is responsible for solving it?
4. Why is change important?
5. What are the solutions?
6. What actions do you want people to take?

Do:

- Always be prepared.
- Ensure your information is factual and correct.
- Practice your messaging beforehand.

Don't:

- Underestimate your audience – they may know more than you think. One wrong fact can damage your whole message.
- Make up information or facts – if you do not know it, do not say it.
- Exaggerate statistics or numbers.



Activity 8

CREATING OUR MESSAGE

Objective: To better understand the problem and to prepare ourselves for advocacy opportunities. To understand our group and to see if our group is in agreement.

Brief Description: Using cue cards and prompting questions, participants will explore the 6 elements of messaging in small groups and come together as a large group to agree on group messaging and positioning.

- Steps:**
- a) On a large sheet of paper, write down your overall goal so that everyone can see it.
 - b) On smaller sheets of paper, write down the 6 elements of messaging, one on each piece of paper.
 - c) In a large group or in smaller break-out groups, have participants explore each question.
 - d) Record the discussion on pieces of paper or flipcharts.
 - e) If you are in smaller groups, share all ideas with the larger group.
 - f) Encourage group discussion and try to come up with general agreement on all areas.
 - g) If your group has trouble answering any questions or needs more information, ensure that you capture the details at the end of this section.

Notes: At this stage it is not necessary to have 'small' or brief messages. Pull together everything you know and keep a record of it – depending on who you are talking to, you may need different kinds of information ([see Step 6](#)).

If you are missing key information, explore different partners that could help you. Also make sure that your information is accurate; double-check it if you are not 100% sure. Confirm that your sources are reliable and have a good reputation. This exercise may also bring to light the fact that the group does not agree on everything. For example, you may all agree on the goal but you may not all agree on the ways of getting there. As a group you will have to decide how to handle these differences. Perhaps you will choose not to focus on the 'how' and work together to raise awareness and understanding. It will be different for every group.

You can use the information and research in this section to develop a one- or two-page handout or statement detailing your goal and answering all of the questions explored above. You can use this as a handout during events, meetings, and other situations where you want to leave people with information and details about your advocacy goals and efforts.



step
four



(B) SO MUCH TO SAY SO LITTLE TIME

Often, during advocacy, you will find yourself in a situation where you have a million things to say but only a short time in which to say them. This may happen during media interviews (more about the media in Step 6), or one day you might find yourself face-to-face with a very important decision maker and you only have 30 seconds – what do you do?

It is important to be able to summarize your key messages into a few brief statements.

step
four



Activity 9 30 SECOND ROLE PLAY

Objective: To demonstrate the challenge of delivering a message in 30 seconds.

Brief Description: Two volunteers from the group come together to act out a conversation between a child and an adult decision maker with only 30 seconds to spare.

- Steps:**
- a) One young person will act as an important decision maker, e.g. the head of education for the government.
 - b) One young person will be themselves. (Ask a young person to play this role but do not give them any time to prepare and do not tell them that there is a time limit. This activity should be seen as fun and not a stressful process.)

The setting: 1. The decision maker is waiting for the driver to bring the car to the front of the building. He/she is standing there with no distraction.

2. The young person happens to be walking by, sees the decision maker, and asks if he/she could talk to him/her for a moment.

3. The decision maker is friendly and agrees to listen but says he/she may not have a lot of time – they are waiting for their car and have an important meeting to go to.

4. The young person starts to give her/his message.

5. Only the 'adult' knows there is a time limit. After 30 seconds, he/she indicates that the car has arrived and that she/he must now go.

c) Ask the 'young person' to share his/her feelings about only having 30 seconds. Do they feel they said what they needed to say? What do they feel was missing?

d) As a large group explore:

- Did the young person manage to say everything that was needed?
- What do you think the adult walked away with? What will they remember? Will they take any action?

step
four



Activity 10

SHORT AND SIMPLE

Objective: To develop 30 second messages.

Brief Description: Participants work in smaller groups to develop '30 second messages', practice their messaging, and bring it back to the larger group. Then, recreate the scenario in Activity 9 and explore differences and approaches.

Steps: a) Break your group up into smaller groups of no more than 5 people in each group.

- b) Explore each of the 'Six Elements of Messaging' (page 31).
- c) Review your group's research and discussion from Activity 8.
- d) Ask each group to pull out their priority issues and create a 30 second message.
Messages should sound natural (not scripted).

Each message should highlight (at minimum):

- the problem
- the solution
- what actions you want the person to take next

- e) Give groups enough time to develop their 30 second message and ask them to practice the scenario in Activity 9 (the decision maker waiting for the car).
- f) When everyone is ready, bring the large group together and recreate Activity 9 with each group.

- g) After everyone has presented, discuss the following issues with the full group:
What were some of the similarities between all the groups?
What were some of the differences?
Does anyone have any general comments?

Notes: Each group will likely come up with different 'summaries'. Try to record all of them. Depending on your audience, different summaries may be needed at different times.



step
four





SECTION 4 SUMMARY:

In this section you should have:

- ✓ Created answers to the 6 elements of messaging.
 - ✓ Recorded your group's discussion.
 - ✓ Prepared a 1-2 page 'handout or statement' detailing your key message.
 - ✓ Prepared 30 second messages.
 - ✓ Recorded the 30 second messages in the worksheets.

Are there any issues that should be followed up? Is there any research that still needs to be looked at?

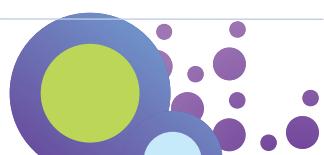
Are there any needed resources that were identified during your discussions? Have you identified any needed supports? Do you need assistance from other groups, adults, or children?

Have any ethical issues been raised? Are you concerned about the safety of anyone in your group?

(If yes, then please speak to an adult you trust and visit the "Safety First" section at the end of this Handbook)

Other notes:





STEP 5

IDENTIFYING YOUR TARGET / AUDIENCE

step
five



Your plan is coming together. By now you have:

- Set your goal.
- Developed your key messages.

To achieve your goal you will need to convince certain groups, individuals, and decision makers. But, before you can convince them, you need to know who they are.

As a group you need to understand:

Who has to be convinced/influenced?

step
five

Activity 11

UNDERSTANDING YOUR AUDIENCE

Objectives: To identify your targets (the people that need to be convinced).
To better understand your audience.

Brief Description: Participants will go through a three-step process to map out their audience.

Steps: **a)** In a group, explore the question, "Who has to be convinced/influenced?" Write down all the names and/or groups that come to mind.

Note: Think creatively – for example, it is not only adults that need to be considered.

b) As a group, consider which two to three priority relationships you want to build in the next three months.

c) Create a profile for each of the people/groups you have selected. This can be done in smaller groups or as a larger group discussion

Profile (one for each individual or group):

1. Name
2. What do they know about our goal/issue?
3. What do they believe? What is their attitude?
4. What do they care about? What is important to them (even if it has nothing to do with your goal/issue)?
5. Why are they on our list?
6. How can they help/support us?
7. What might be the challenges?
8. Where do they get their information (Be creative!)?
Who do they listen to?
9. Who do they know?

Notes: You may not be able to answer all of the questions for all of the people/groups. But, it is important to know what you do not know. If you are missing information, come back to it when you get to **Step 8: Identifying and Mapping your Resources and Needs**.

You will need to revisit your list, identify new priorities, and create new profiles as time goes on.

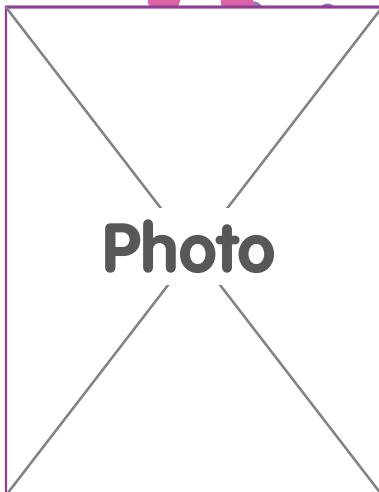


Success Tracker - *Things will change and profiles should be revisited. Someone who is now identified as an opponent may soon become an ally (person that can help you) – this is a good way to track success and to understand how close you are getting to reaching your goal.*

step
five

Profile

(one for each individual or group):



Photo

- Name

- What do they know about our goal/issue?

- What do they believe?

- What is their attitude?

- What do they care about?

- What is important to them (even if it has nothing to do with your goal/issue)?

- Why are they on our list?

- How can they help/support us?

- What might be the challenges?

- Where do they get their information (Be creative!)?

- Who do they listen to?

- Who do they know?

step
five

Activity 12

VALUE LINE

Objective: To understand your audience. To track success and progress made.

Brief Description: A statement relating to the group's goal is made and the group tries to predict where on the value line their target/audience would be sitting. This activity should be revisited periodically to see if progress is being made and if anyone is closer to the 'agree' side than when they started.

- Steps:**
- a) As a group, develop two to three statements that relate to your goal and key messages. They should be statements that can be clearly answered with an "I agree" or "I disagree" response. For example, "child marriage is wrong" or "schools should be free from violence" or "adults should not be allowed to hit children" or "boys and girls should be treated equally, all the time".
 - b) On cards, write down the names of all your targets/audiences (one name per card).
 - c) On a long sheet of paper or on a wall, mark one end (using paper) with the word 'agree' and the other end with the word 'disagree'. In the middle, put the words 'do not know/neutral'.
 - d) As a group, read out one statement then try to predict where your target/audience would sit on the line – would they agree strongly? Then place them at the far end.
 - e) Go through this process for all target/audiences.

Notes: Be sure to document your activity in your workbook.



This is a good activity to understand your audience, but also to track your progress. In three months time, try it again and look to see if anyone has moved closer to 'agree' – if they have, celebrate this success!

step
five

Value Line

Statement:

Agrees

step
five

Disagrees

Do not know/
Neutral



SECTION 5 SUMMARY:

In this section you should have:

- ✓ A full list of all potential targets/audiences
 - ✓ Identified two or three priority targets/audiences
 - ✓ Completed profiles for each of your priority targets/audiences
 - ✓ Learned more about your target/audience and how they feel about your goal/issue.

Are there any issues that should be followed up? Is there any research that still needs to be looked at?

Are there any needed resources that were identified during your discussions?

*Any partners you need to connect with? Have you identified any other needed supports?
Do you need assistance from other groups, adults, or children?*

Have any ethical issues been raised? Are you concerned about the safety of anyone in your group?

(If yes, then please speak to an adult you trust and visit the "Safety First" section at the end of this Handbook)

Other notes:





STEP 6

TAILORING YOUR MESSAGE



step
six

You are getting there! By now you have:

- Set your goal.
- Developed your key messages.
- Identified your targets/audience.



Now that you know who you need to influence (**Step 5, Identifying your Target/ Audience**), you need to better understand ‘how’ you can get them to hear your message and to help you reach your goal.

**Step
six**

For example:

Your target audience is part of government and their main concern is a balanced budget and government spending. If it is possible, in your key messaging, show how your goal will help to reduce spending and ultimately save the government money, in the long term

Your target audience is a teacher and their main concern is student attendance because that is how their performance is measured. If you can, explain how your goal can help to increase student morale and attendance.

Your target audience is a group of adults who has little respect for children and children’s rights. They believe children should be seen and not heard – you have little or no chance of meeting with them. Maybe, to start the process, you partner with an adult organization that you trust and together you develop a plan.

This step will help you to ‘tailor’ your message for a specific group or individual.
In short – **you need to speak their language.**

Key questions to ask yourself when ‘tailoring’ your message:

- What will convince them? What do they care about?
- What action do you want them to take?
- What information do they need to hear?

As a group you will need to decide who your target audience is and how you want to tailor your messaging.

As you go through this section, look at the profiles you have made for each of your target audiences.

A circular graphic element consisting of three concentric circles. The outermost circle is dark blue, the middle circle is light blue, and the innermost circle is pink. The text "step six" is written in white, bold, sans-serif font inside the light blue circle.

step
six


For example:

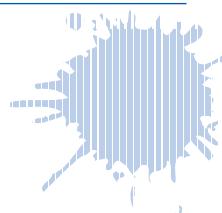
KEY MESSAGE (from Step 4): (relates to reducing the amount of violence in schools)

List your key targets/ audience here (from Step 5)	What do they care about? What will convince them?	What action do you want them to take?
e.g. School principal	<p><i>They need to increase school attendance and lower drop out rates. A safe school, free from violence will be a good place for children and more children will feel safe and stay in school</i></p> <p><i>They want teachers to stay and not go to other schools to work. A school that is innovative and leading in expertise and training will attract more qualified teachers that want to stay for a long time.</i></p>	<p><i>you want them to sit with students and talk about existing problems</i></p> <p><i>increase training of staff (teachers) to reduce school violence</i></p> <p><i>you want them to support workshops with students re. conflict resolution</i></p> <p><i>you want them to share their experiences with other schools</i></p>

Tailored Key Message:

How will you communicate your key message for this target/audience?

step
six



Activity 13

PRACTICE MAKES PERFECT MIXED AUDIENCE ROLE PLAY^{vi}

Objectives: To gain experience and confidence in speaking to different groups and individuals. To prepare ‘tailored’ messages.

Brief Description: Participants use a role play to predict how their target audiences will act and respond during a meeting or workshop.

- Steps:**
- a) Set the stage: Imagine you are hosting a meeting and many different people will attend. Including some of your partners and some of your ‘targets’ (people you need to convince).
 - b) List five to ten people or groups you might ask to attend this meeting ('the audience'). For example, a media representative, a government official, representatives from a child-led organization, people from an adult-led organization that you want to partner with.
 - c) Ask different members of your team to represent these people/groups.
 - d) Ask for a few people to represent your group.
 - e) Each group should go and prepare (you may want to give people an evening to work on preparing and start the next day).
 - f) The people that are representing the audience should think about who they are playing, what their priorities might be, what they think about the issue, etc. Give the audience the opportunity to work together, form partnerships, and understand each other’s positioning.
 - g) The people representing your group should be preparing a mini-agenda (a list of who is presenting and the order they will appear) and presentation. They should know their key messages and they should be thinking about how they will convince the audience and what action they want them to take. They should be thinking about who is in the audience and how they need to ‘tailor’ their messaging.
 - h) When everyone is ready - start your ‘meeting.’
 - i) Participants should try to stay in character.
 - j) During the process think about: What kind of obstacles are the presenters/your group facing?
 - k) You may want to have brief breaks so that the actors can ‘regroup’ and reassess their positions.
 - l) At the end, ask people to ‘break character’ and have a discussion about what worked well, what were the challenges, and what extra planning would have been needed if this were a real meeting.

Notes: Remember, this is a practice session. Consider using this type of exercise before any big meeting or event. It will help the group to understand its strengths and weaknesses, and it will show the group where more preparation is needed.



WORKING WITH THE MEDIA

You will need your key messages for any work you plan to do with the media. Whether it is a newspaper article, a radio interview, or a TV interview, your key messages should be simple and direct. To answer effectively, practice is required.

Remember: Never wait for the right question to be asked. Interviews can be over very quickly and you need to make sure the audience hears your messages, regardless of the questions being asked. Of course, do not ignore the interviewer and their questions; but, always try to find a way to include some of your messages in your answers.

Your Rights during an interview^{vii}

Journalists sometimes look for extreme stories and sometimes can act in unethical ways to get them. Not all journalists resort to this, but it is important information to remember. It is necessary to consider how friends and family will react if they see a story in the media. Before agreeing to do an interview, ask yourself if there is someone you need to protect, including yourself? Do not answer any questions you are uncomfortable with.

Think twice about revealing your full identity or your own personal experiences – there are many ways to explain a problem and the needed solutions and actions. It is not necessary to make yourself vulnerable or exposed to tell the story.

You have the right to be safe and to end an interview at anytime.

During an interview, the person that is being interviewed is always in control and they can say what they want to talk about and whether they are uncomfortable in an environment.

step
six

Tips for working with the media:

- Make sure you know who you are talking to and how the interview will be used so that you have an idea of who will be listening and watching. This will help you think about what to say.
- Before the interview, use the time to tell the interviewer what you are happy talking about or not.
- If a journalist does not agree with the terms you have stated for the interview, don't do it.
- Take along some simple notes that you can refer to during the interview. They should have your key messages. Keep your answer short and simple.
- If you have a microphone, use it. Try not to move away from it. Keep your voice level.
- Smile and be confident. Take a deep breath and relax.



Activity 14 **MEDIA ROLE PLAY**

Objective: To gain experience and confidence in speaking to the media.

To prepare key messages for the media. To understand your rights during a media interview.

Brief Description: Participants role-play, in groups of two, the role of being interviewed and the role of a journalist.

Steps: a) Break the group up into teams of two.

b) Ask one person to be the reporter and the other person to be the interviewee (the person being interviewed).

c) Give each person some time to prepare their key messages (interviewee) and their questions (reporter).

d) The reporter should prepare some ‘tricky’ scenarios to see if the interviewee knows their rights and how to handle themselves in difficult circumstances. But this should be only one part of the plan. Some regular questions should also be prepared.

e) The interviewee should review their rights and be confident in how they want to deal with any situation.

f) When both groups are ready, start the interview (no more than five minutes).

g) After the interview, have the participants switch places – the reporter will become the interviewee and the interviewee will become the reporter.

h) Provide some time to prepare and start the interviews.

i) After the exercise, ask the group to come together and ask participants to share any of their experiences. Were there any situations people did not know how to handle? Did anyone find a creative way of handling a situation? How did people ensure their key messages were heard?

Notes: Remind the group that prior to doing any interview, individuals should take time to prepare and to be clear about their key messages. Your group may also want to consider identifying ‘media spokespeople’ – a few people from your group that will always deal with media. Or, you might want to identify different ‘thematic experts’ – people in your group that can speak to different issues and have a specific expertise.



step
six

SECTION 6 SUMMARY:

In this section you should have:

- ✓ Understood your audience/targets a little better
- ✓ Tailored your key messages to your audience/targets
- ✓ Understood your rights during a media interview
- ✓ Created key messages for a media interview

Are there any issues that should be followed up?

Is there any research that still needs to be looked at?

Are there any needed resources that were identified during your discussions?

Any partners you need to connect with? Have you identified any needed supports?

Do you need assistance from other groups, adults, or children?

Have any ethical issues been raised? Are you concerned about

the safety of anyone in your group?

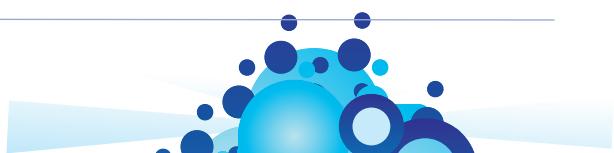
(If yes, then please speak to an adult you trust and visit the "Safety First" section at the end of this Handbook)

step
six





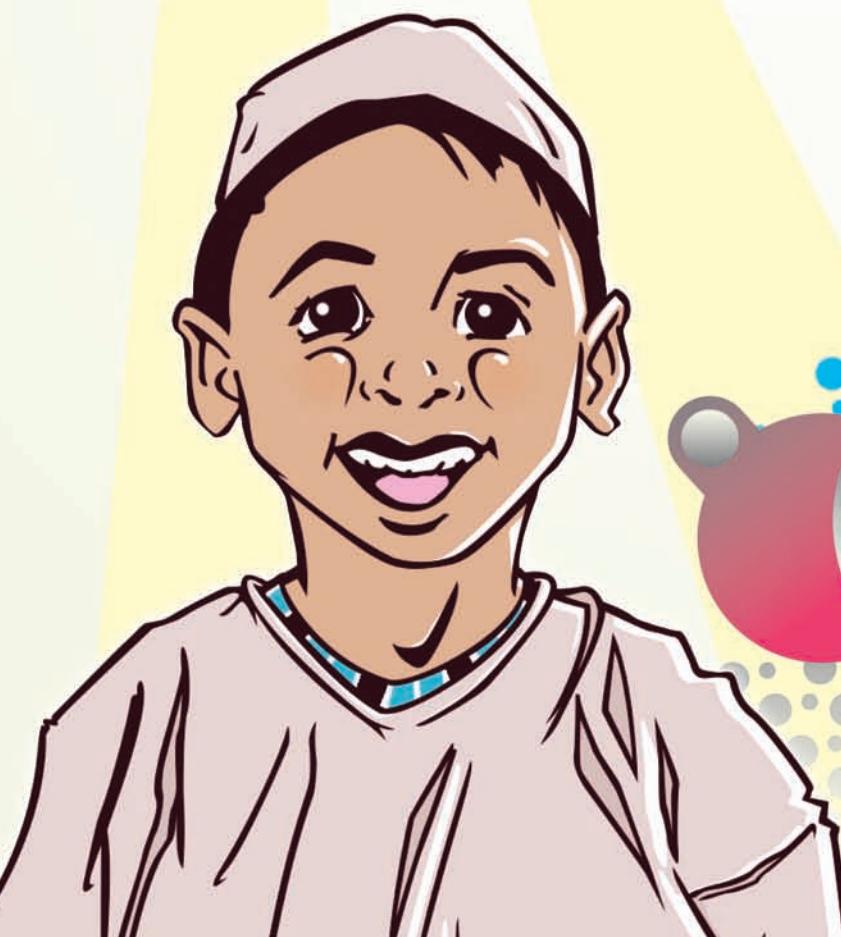
Other notes:



STEP 7

MAKING THE CONNECTION

step
seven



Your plan is nearly finished. You have already:

- Set your goal.
- Developed your key messages.
- Identified your targets.
- Tailored your messaging.

Now you need to explore how you can get your audience to hear your message.

Take a moment to revisit your goals and your target audience.

There are three different entry points or opportunities that you might want to explore:

1. What is your audience's preferred medium?

Where do they get their information from?

Is there a newspaper they read, a website they visit, or a radio station you know they listen to? Who do they speak to? Who do they rely on for information?

2. Existing events and processes.

Are there key events or meetings coming up? List them.

Will there be opportunities to influence decision makers? Which ones?

And, what planning needs to take place?

3. Creating a new opportunity.

Do you need to create an opportunity; e.g. hold a consultation? Meet with the media?

Go on the radio? Create a project? Ask to meet with a decision maker? Do outreach to other children and young people?

Need some ideas for possible activities?

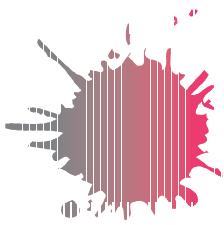
Checkout - "Our Right to be Protected from Violence", (www.crin.org)

This book provides you with some activity ideas for taking action.



List all ideas, opportunities or activity ideas here.



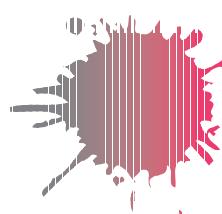


Look at your targets and list a few of the best ways to make sure they hear your message.

For example:

List your key targets/ audience here	Summarize your tailored messaging	Opportunities
e.g. School principal	<p><i>Reducing violence in schools will increase student attendance and lower drop out rates.</i></p> <p><i>The school's funding will be increased.</i></p> <p><i>School can be an example to other schools.</i></p> <p><i>Teachers will stay and not move to other schools.</i></p>	<p><i>A school staff meeting next month.</i></p> <p><i>Invite the principal to visit one of our school workshops</i></p> <p><i>Place an article in the school paper</i></p>

step
seven



What do you hope their response will be?

Before you start your planning you need to understand what the desired result/ outcome will be. After you have been on the radio, hosted a consultation or met with someone in government, what do you hope will happen next? Knowing this from the very beginning will help you with your planning.

For example:

List your key targets/audience here	Summarize your tailored messaging	Opportunities	What will success look like?
e.g. School principal	<p><i>Reducing violence in schools will increase student attendance and lower drop out rates.</i></p>	<p><i>A school staff meeting next month.</i></p> <p><i>Invite the principal to visit one of our school workshops</i></p> <p><i>Place an article in the school paper</i></p>	<p><i>Principal wants to meet with us one on one and work with us to develop a plan to reduce violence in the school</i></p> <p><i>Principal sets up meetings with other schools so they can learn from our experience and reduce violence in their schools too.</i></p>

step
seven



An example: Your target / audience is young people. You need more young people to join your group and support your advocacy efforts. You decide to host a football game and everyone that comes receives an information flyer. At half time you coordinate a fun yet educational activity. A few days later you have five new young people join your group. Success = new young people joining your project.

SECTION 7 SUMMARY:

In this section you should have:

- ✓ Identified opportunities to communicate your key message to your target/audience
 - ✓ Understood what action you want your target/audience to take
 - ✓ Explored some activities your group wants to coordinate to have your key message heard
 - ✓ A better understanding of how to track your success

Are there any issues that should be followed up?

Is there any research that still needs to be looked at?

Are there any needed resources that were identified during your discussions?

Any partners you need to connect with? Have you identified any needed supports?

Do you need assistance from other groups, adults, or children?

Have any ethical issues been raised?

Are you concerned about the safety of anyone in your group?

(If yes, then please speak to an adult you trust and visit the "Safety First" section at the end of this Handbook)

Other notes:



STEP 8

IDENTIFYING AND MAPPING YOUR RESOURCES AND NEEDS



step
eight
8

Almost there! So far, you have:

- Set your goal
- Developed your key messages
- Identified your targets
- Tailored your messaging
- Decided on ‘how’ you want them to hear your message

Now, do you have everything you need to get started?

Needed Resources

Revisit **Steps 3 – 7** and look at some of the information that might still be missing.

Review your ‘Section Summary’ notes (at the end of each section).

You may still be missing some of your ‘homework’ from **Step 4**.

Or maybe you identified some needed resources in **Step 7**.

step
eight

Existing Resources

By creatively looking at your experience and partners, you may find resources you never knew you had; or, you may be able to work with new or existing partners to bring in new or needed support and assistance.

Look Locally

You might be surprised by how much you already have available to you.

If things are feeling out of reach, do not give up – look around you and explore local resources.

step
eight

List all your needed resources here.



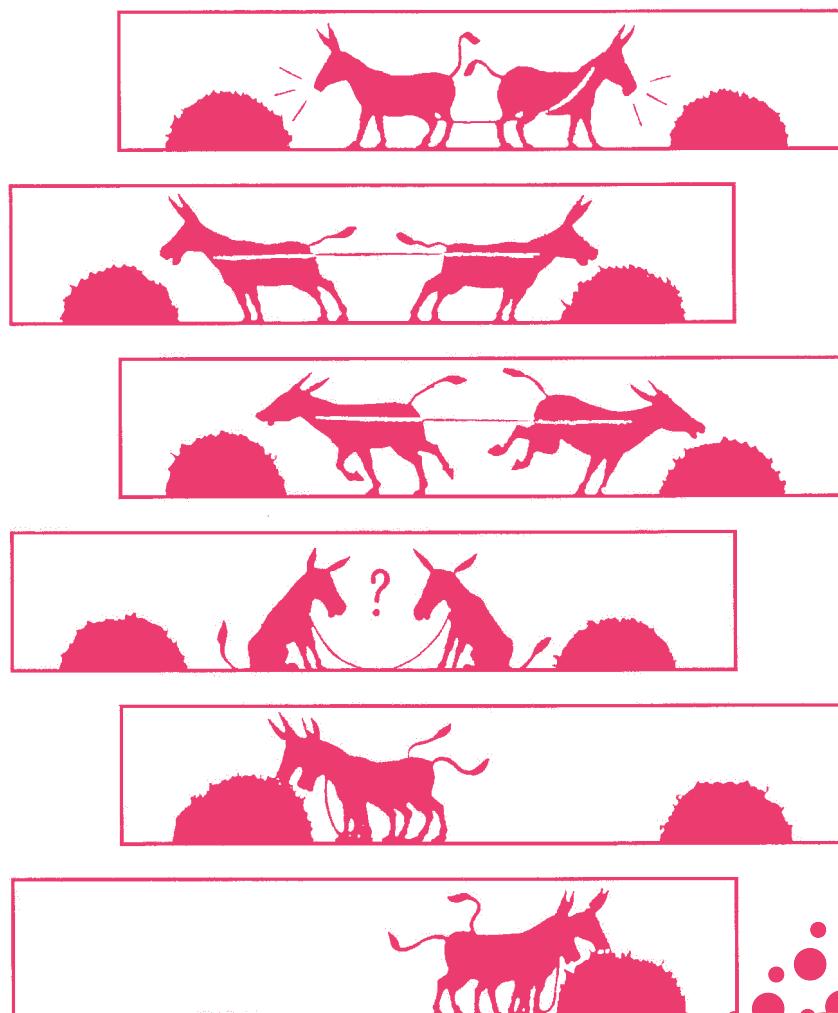
Activity 15**THE FABLE OF THE TWO MULES^{viii}**

Objective: To explore the benefits of co-operation.

Brief Description: This tool uses a visual storyboard of two mules tied together with a rope. They have to cooperate in order to reach the grass.

- Steps:**
- a) In advance, prepare copies of the 'Two Mules' cartoon cut up into six sections to be given to small groups of participants. (page 92)
 - b) Divide the participants into groups of no more than six people each. Give each group a set of six sections of the 'Two Mules' cartoon. Ask them to place the pieces in order so that they tell a complete story.
 - c) Each group then joins with another group and tells the story of the two mules as they see it.
 - d) As a whole group discuss:
 - What was the mules' problem at the beginning of the story?
 - What did they do to solve their problem?
 - Did both mules get what they wanted?
 - What have you learned from this activity?

Notes: At this stage, the group should start exploring who their potential partners might be.



step
eight

Activity 16**VISUAL MAPPING**

Objective: To explore how groups can strengthen partnerships with other associations, community groups, media initiatives, and governance structures at different levels to achieve their goal. To identify support and capacity building initiatives which are needed to strengthen adult-child partnerships, with an emphasis on mobilising local resources.

Brief Description: Use a visual mapping exercise to illustrate how groups can work in partnership with other associations, community groups, media initiatives, governance structures at different levels.

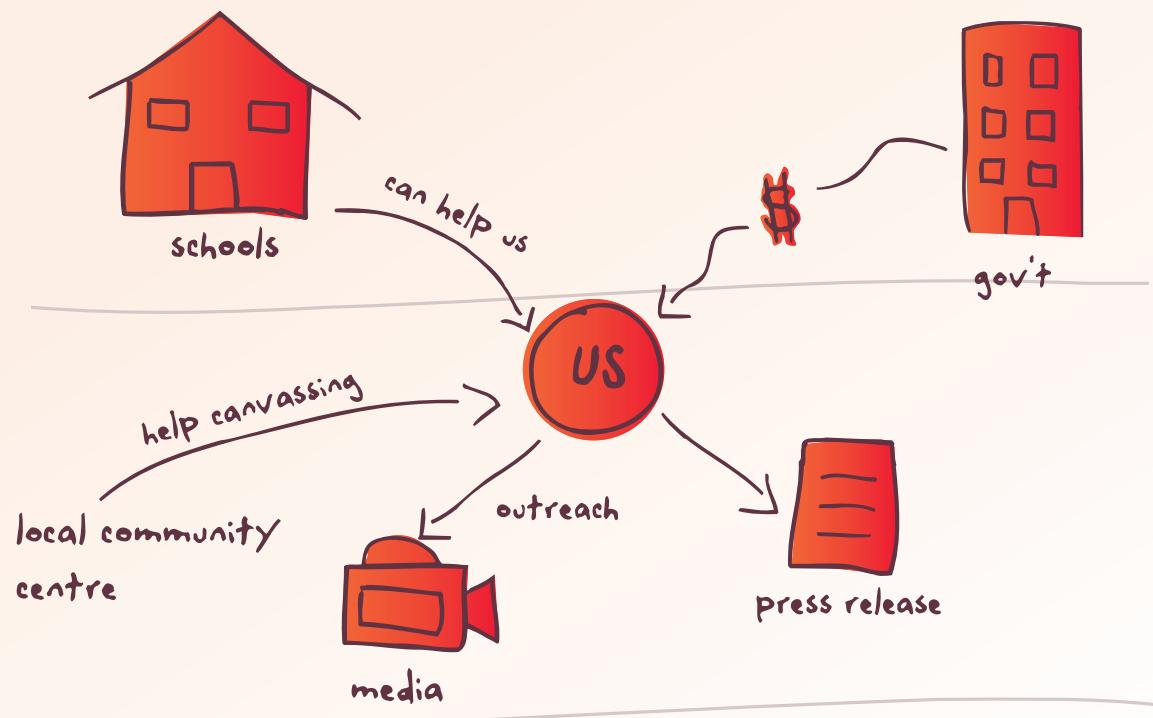
Steps: This activity is best suited for mixed groups of adults, children, and young people; but, it can also be done with whoever you might have available to you.

- a) Form mixed groups of adults, children, and young people (no more than ten per group) to develop visual maps.
- b) On large sheets of flipchart paper, each group develops a visual map to illustrate:
 1. What child-led groups/organizations exist within your region or deal with issues relating to your goal?
 2. What community groups exist (relating to your goal)?
 3. What adult organizations or NGOs exist?
 4. What are the government structures relating to your goal?
 5. What media initiatives exist?
 6. Are there other groups, processes, or structures that exist?
- c) Highlight which are the most important partnerships that need to be prioritised in order for your group to achieve your goal.
- d) Discuss what support or help is needed to support genuine adult-child partnerships.
- e) Identify and suggest how local resources can be used to support these partnerships.
- f) Each group presents their visual map and their recommendations about how local resources can be most effectively mobilised to support these partnerships.
- g) Together, as a large group, look at:
 - What action ideas can be taken forward immediately?
 - What priority action ideas should be taken forward with additional support?
 - What action ideas should be considered if additional support can be mobilised?

Notes: Encourage groups to identify and make use of local resources to help build strong partnerships.

step
eight

For example:



step
eight

STEP 9

CREATING A WORK PLAN



step
nine

**Now you know what you want to do and what you need to do it,
so...Get started!**

- Identify your first steps
- Map out your next steps
- Prioritize and plan

Need to do some research?

Need a new partner?

Need to add to your key message details?

Need to call a meeting, hold a consultation?

Need to prepare a press release?

Need to plan a project?

For example:

key task:

due date:

who is responsible:

needed resources:

STEP 10

ONGOING EVALUATION



10

step
ten

There will always be a difference between ‘what is’ and ‘what should be.’ It will take some time to reach your ultimate goal; but, if you develop a good plan and strategy and if you know what success looks like along the way, you will begin to see how the little steps and sometimes the big ones lead you closer to your goal.

Here are some ideas to help you understand how you may be getting closer to your goal:

- Remember, advocacy strategy is a living plan.
- Revisit Steps 3-9 to track your progress.
- Look at the ‘success trackers’ throughout the document.
- Know what success looks like.
- Don’t forget to celebrate your efforts.

You can use the activities listed in **Step 2** and **Step 5** to track your progress and to evaluate your progress.

Remember the “Extra Challenge” we presented you with in **Step 3?**
If not, here is what we said:

As you develop skills and as your plan develops and grows – share it, document it and bring younger children into the process. Mentor them and show them how the plan is living and ever changing and how their creativity and ideas can help to shape the way forward.

We challenge you to create an ‘internal goal’, one that focuses on keeping your vision alive over the long term, so that real change can take place.

When working with decision makers and people in positions of power, it is important not to forget your internal processes and ways of making your group or organization stronger. You must focus on building and growing power from within.

Knowledge and experience are power – share it with other young people.
Watch it grow!

The following are some exercises to help you document your initiatives, pass on knowledge and help others learn from your experiences.

Activity 17

CHANGE STORIES

Objectives:

- To help individual girls and boys reflect on and share their own personal stories of most significant change resulting from their involvement in your advocacy effort.
- To explore the results of their participation: expected and unexpected; negative or positive.
- To creatively document and disseminate children's stories of most significant change to contribute to child led documentation and advocacy.
- To help children and young people build upon their experience and to improve future efforts.

Brief Description: The 'Change Stories' method involves collecting stories about change at regular intervals and interpreting them through group discussions.

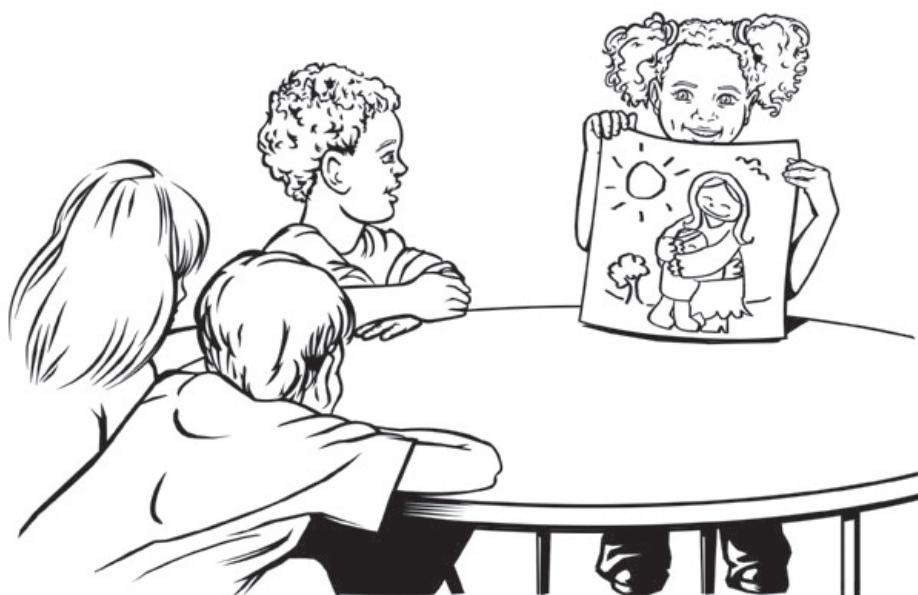
The use of Change Stories as a tool during the evaluation process will promote the direct involvement of children and young people. It can be used at regular intervals – for example, every three months or so – to help those involved in the process search for significant results. It will also help thinking about the *value* of these results – are they good, bad, what should be done about them, etc.?

- Steps:**
- a) Children/ young people are individually given sheets of paper, pencils, and crayons, or paints and paintbrush. They are asked to think about stories / examples which illustrate the most significant changes (either positive/successes or negative/challenges) that have occurred as a result of their involvement in the advocacy initiative.
 - b) Each child should think about and decide on the most significant change story that they would like to share. They could draw a picture to illustrate the change that has taken place (and could record key details of what, where, who, how on a separate piece of paper). Or, they could write a poem, a story, or a letter.
 - c) In small groups, each person presents and explains their picture/ story of significant change. They are encouraged to share a brief description of what happened, where, when, who was involved (enough detail so the story can be confirmed), as well as a brief explanation as to why they chose this story, what the change is, and why the story is most significant to them.
 - d) Notes from the sharing of stories should be recorded (by the facilitators and/or the young people themselves) on an accompanying sheet of paper / flipchart. The age, gender, and background of the person should be recorded, but all names should be changed to maintain confidentiality.

- e) After the individual 'story-telling', discussions among the groups of children should be facilitated to explore similar and/or different experiences, as well as analysis of the values and results expressed by children and young people regarding their participation. Such analysis could be used by the children and young people to identify and inform action planning to improve future efforts.
- f) If stories are then shared with a wider group – for example at a partners meeting - children and young people in each group can be helped to discuss and choose one or two stories from their group which best illustrate the most significant changes they feel have been achieved through their participation initiatives which they would like to share. The reasons why particular stories have been selected should also be discussed.
- g) Creative child-led documentation and sharing of children's stories of most significant change can be encouraged throughout the advocacy process.
- h) The group may want to consider how to use these stories and illustrations to help future advocacy efforts; for example, the production of an illustrated children's book or magazine, a gallery exhibition, and/or anonymous radio broadcasts of examples of significant change achieved through your work.

Notes:

- This tool can also be used with adults (for example, parents, community members, NGO facilitators, etc.) to seek their views regarding the most significant changes arising from the group's advocacy efforts.
- Use of photography. If time and resources (access to cameras – disposable or otherwise) allow, children / young people could be given access to cameras and asked to take photos which illustrate the changes they feel are the most significant (in addition to, or rather than, art or written stories). However, care needs to be taken to ensure that children's identities are protected.





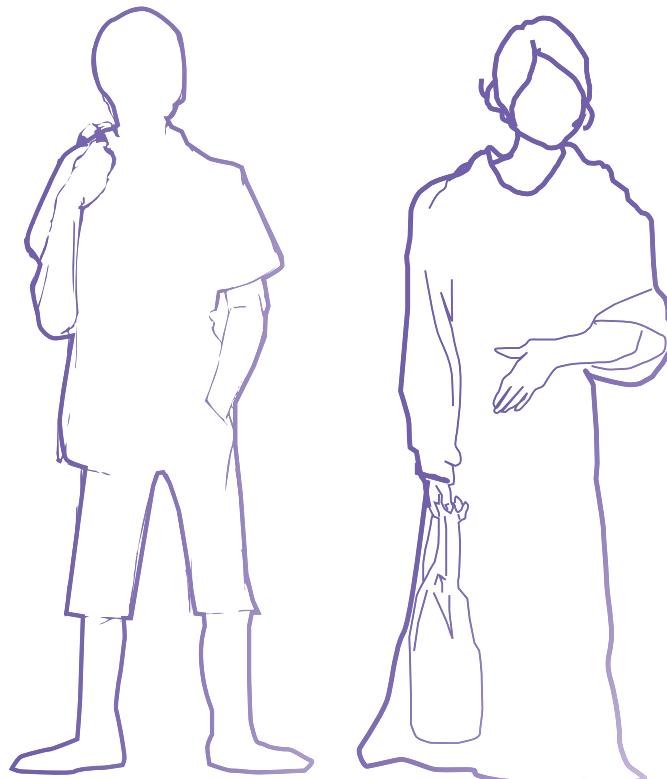
Activity 18 **BODY MAP^{xi}**

Objective: To explore changes in an individual (knowledge, values and skills) as a result of his or her involvement in the advocacy initiative.

Brief Description: Use of a ***before and after*** Body Map to explore the impact on individuals and their involvement.

- Steps:**
- a) Introduction: Working together to achieve our goal has been like travelling together on a long journey. We may have gained new knowledge, learned new skills, and strengthened values or attitudes through our involvement.
 - b) Give participants (children/adults) who have been actively involved a sheet of paper with the shape of a body outline on it. (page 93)
 - c) Each individual should think about any changes in them – any differences before and after their involvement in terms of their knowledge, skills or attitudes/ values. They should make a note of such changes on their body map – either through images, words or a combination of both.
 - d) Encourage individuals to share their body map – before/after changes.
 - e) Identify key lessons learnt

Notes: This tool could be used together with Change Stories.





ADDITIONAL RESOURCES FOR CHILDREN AND YOUNG PEOPLE

INTRODUCTION

Throughout 2004 – 2006 there was a project called The United Nations (UN) Secretary-General's Study on Violence against Children. This project inspired the creation of this handbook.

For any group, child, or young person that may be focusing advocacy efforts on an issue related to ending violence against children, we thought some of the following information might be helpful to your advocacy planning project.

UN Secretary-General's Study on Violence against Children

Recognizing that children have the right to live in freedom from violence, an international project was started in 2004. This project was called **the UN Secretary-General's Study on Violence against Children**. Sometimes it is simply called "The Study".

This project took place over two years (2004-2006) and it has helped governments, organizations, and researchers – including young people – learn and better understand:

- How different types of violence affects girls and boys around the world.
- What needs to be done to prevent all forms of violence against children?
- Good ways of helping children who have faced violence.
- What children can do to protect themselves from violence.
- The causes of violence against children and what can be done to stop it.

The Study looked at violence and where violence can happen.

There were five settings:

1. Home and family
2. Schools and other educational settings
3. Institutions and prisons
4. The workplace
5. The community



Want more information?

"Our Right to be Protected from Violence" www.crin.org

This book gives you more information about the United Nations Secretary-General's Study on Violence against Children. It also lists various activities that can be used to learn about issues of violence against children, and it provides you with some activity ideas for taking action.

The United Nations

Often referred to as the "UN" for short, it was created after the Second World War. It provides a place for all the countries of the world to discuss problems and deal with issues that affect them all. It has a key role in trying to maintain international peace and security. The United Nations is based in New York and Geneva, but it also has offices in other countries.

UN Convention on the Rights of the Child

Also known as the CRC, it is a United Nations document that sets out the human rights that all children have. By September 2007, every country except the United States of America and Somalia has said that they will use the CRC as the basis for the way they treat children. The CRC is made up of different sections called "Articles". Article 19 explains that children have the right to be protected from violence.

Secretary General

The Secretary General is the head of the United Nations. During the UN Study on Violence against Children, the head of the UN was Kofi Annan.



ACTIONS TAKEN TO DATE BY CHILDREN AND YOUNG PEOPLE, ADULTS, GOVERNMENT AND THE UNITED NATIONS

Key landmarks that got us to where we are today, including:

1989

UN adopts the CRC

2001

General Assembly asks the Secretary General for an official study on violence against children

Mid 2005

Regional consultations are held around the world to look at violence against children and needed solutions. Children and young people actively participate in these consultations.

May 2006

A meeting took place in New York with children and young people from around the world to look at the draft recommendations and preparations for the October meeting.

October 2006

The International Launch of the UN Study on Violence against Children was held in New York. The final report and recommendations were released and children and young people participated in various activities, including a statement to the 3rd Committee.

October 2006 and October 2007

Save the Children Worldwide Day of Action against Violence against Children

Children and Young People

Throughout 2004, 2005, and 2006, children and young people in every region of the world were involved in activities relating to The Study. There are many examples of the work they have been doing to end violence against children.

Children and young people have been involved at the local level, creating change in their communities, schools, homes, cities, villages, and towns. They have also been involved at the national, regional, and international levels, working with decision-makers to ensure that the effects of violence are understood and that adults are doing their part to put an end to it.

"Act Now" and "Children's Actions to End Violence against Boys and Girls" are two amazing resources that you can use to learn about the actions children have taken to educate adults and to end violence against children. You may want to look at these to get ideas for your own planning. www.crin.org

Non Governmental Organizations (NGOs)

Similar to children and young people, NGOs have been actively engaged in the UN Study process. They too, have been involved at the local and international levels trying to influence the outcomes of The Study and sharing their experiences. They have been involved with research, writing reports, and supporting the participation of children and young people.



Governments

133 countries completed questionnaires detailing the realities of violence against children in their countries and what they are doing to prevent and respond to violence against children. These questionnaires and the responses can be found at www.crin.org. Many governments also participated in national, regional, and international consultations and discussions about violence against children.

United Nations

Of course, the UN had a pretty big role to play throughout the Study process. The UN was responsible for collecting all of the information from all of the consultations and all of the research that children, young people, NGOs, and governments prepared. The UN had to read through all the information and talk to many different people, including children and young people, to understand the problems as well as the solutions.

Once they read all of the information and talked to all of the people, the UN had to bring all of the information together into one big report so that it could be shared and acted on. The report includes recommendations for ending violence against children and was released in October 2006.

In the report, there are 12 main recommendations that address all the places where violence against children can occur. And there are more ideas for what needs to happen to stop violence in the home and family; at school; in institutions; in the workplace; and in the community.

Want more information?

You can read the official UN report at www.crin.org

Or even better!

A child-friendly summary of all the recommendations has already been prepared. The report is called, "United Nations Secretary-General's Study on Violence against Children – Adapted for Children and Young People" and you can find it at www.crin.org. There is also a useful word bank in this document that can help to explain some of the language you come across when reading or talking about the issue of violence against children.



Information, resources, events and contacts for children and young people

Special Representative of the UN Secretary General on Violence against Children

A global champion for the protection of children, the Special Representative is an independent global leader who ensures the UN Study report recommendations are not forgotten and that necessary actions are taken to end violence against children.

NGO Advisory Council

In 2007 a special group was formed called the "NGO Advisory Council". Their role is to support the follow up and the implementation and monitoring of the recommendations of the UN Study. There are 18 people on the Council, nine members represent international NGOs and the other nine members represent the different regions of the world.

The Council members are responsible for sharing important information and for tracking how and if governments are implementing the recommendations. The Council member representing your region may be a valuable resource and you may want to consider contacting them once you have developed your advocacy plan. www.crin.org

Regional Follow Up

Some countries have developed formal follow up processes. If your country or region is one of them, you may want to link with these efforts as you develop your advocacy plan. If your country or region is not included, you may want to include a formal follow up process as one of your goals and recommendations for moving forward. www.crin.org

Day of Action

October 19, 2006 was the first Save the Children Worldwide Day of Action against violence against children. Children and young people around the world marked the day with various activities and events aimed at raising awareness and promoting an end to violence against children everywhere. You can read all about the previous Days of Action at: www.savethechildren.net or visit the site for information about this year's Day of Action.

Handbooks

This handbook has been prepared for children and young people. It is important for you to know that a similar handbook has been prepared for governments and one has also been prepared for non governmental organizations. It is important that everyone involved in the Study does not stop now that the report and recommendations have been written. The recommendations can not sit on a book shelf; they need to be put into action. It is mostly the responsibility of governments to make sure this happens but other adults, organizations, NGOs, children and young people also have a very important role to play. www.crin.org



PUBLICATIONS AND RESOURCES

Safe You Safe Me

A resource for younger children, 7-12 years of age, to learn and understand about the types of violence faced by children throughout the world and to give them some ideas on how they can protect themselves from violence. www.bookshop.rb.se

Our Right to be Protected from Violence: Activities for Learning and Taking Action for Children and Young People

This book gives you more information about the United Nations Secretary-General's Study on Violence against Children. It also lists various activities that can be used to learn about issues of violence against children and it provides you with some activity ideas for taking action. www.crin.org

United Nations Secretary-General's Study on Violence against Children – Adapted for Children and Young People

A child friendly summary of the official UN Study report and recommendations, including a useful word bank that can help to explain some of the language you come across when reading or talking about the issue of violence against children. www.bookshop.rb.se

ACTION: Children's Actions to End Violence against Children

A Film by Save the Children for the UN Study on Violence against Children. This film brings together the experiences of children who are taking action to overcome challenges in their individual lives, in their schools and their communities. It calls upon the adult community to involve children, listen to them and take their views seriously. The film was put together by adults using existing footage of children's actions produced by children and adults. It can be ordered free of charge by sending an e-mail to: info@rb.se use the code number 3371. Or it can be downloaded from: www.rb.se/eng.

Children's Actions to End Violence against Girls and Boys

A Save the Children contribution to the United Nations Study on Violence against Children which highlights the actions taken by children around the world to address violence.

Available at: www.rb.se

The Spider Tool – A self assessment and planning tool for child led initiatives and organizations

A very useful resource for any group that wants to evaluate their work to date and to understand their strengths and challenges moving forward. The package also includes a guide for facilitators and a lessons learnt document. www.savethechildren.net



So You Want to Involve Children in Research

A useful resource for any group wanting to do research with children and young people. It includes good information about child protection and ethical guidelines.
www.bookshop.rb.se

So You Want to Consult with Children

Any group planning a large or small scale meeting with children should consult this document. Included: useful information about selection processes, preparing adults and creating child friendly spaces. www.bookshop.rb.se

Report of the independent expert for the United Nations Study on violence against children

Also known as the "Study Report", this is the report that was launched in October 2007 in New York. It lists all of the recommendations coming out of the UN Study on Violence against Children and is 34 pages long. A child friendly summary of this report is listed above.
www.crin.org

World Report on Violence against Children

This is a more detailed report (364 pages), explaining the causes of violence against children, the impacts and it provides more details about violence in the home and family, in the workplace, in schools, care and judicial systems and in the community. www.crin.org

Government Questionnaires

In 2004, governments were asked to fill out questionnaires, detailing the current state of violence against children and the actions being taken to prevent and stop it. www.crin.org

Reports from regional consultations

In mid 2005 every region around the world held consultations with key decision makers including governments, NGOs and children and young people. You can read the reports from these regional consultations at: www.crin.org

Act Now

A summary of highlights from children's participation in the Regional Consultations for the United Nations Secretary-General's Study on Violence against Children. Available at: www.rb.se

Child Rights Information Network - CRIN

One of the most useful websites you can visit for up to date current information relating to children's rights, including information on the UN Study on Violence against Children.
www.crin.org/violence/index.asp



SAFETY AND PROTECTION ISSUES

SAFETY FIRST^{xii}

Depending on the issue you choose, you may find that it is a sensitive topic for some of the young people in your group. For example, if you are dealing with issues relating to sexual abuse, some of the young people in your group may have been sexually abused.

Youth leaders should have an adult partner that they can talk to about these issues. It is important that you work with your adult support person to understand, ahead of time, how you will handle things if someone reports abuse, violence or other experiences that may put them in danger. Here are some things you should be thinking about:

Give choices: Be sure everyone in the group knows ahead what you will be discussing, and that some people may choose to share personal stories. Let them decide for themselves if they want to stay in the group. They may also choose to leave for a short time, or to not speak during some activities.

Responding to personal stories: Don't force anyone to share personal experiences if they don't want to. If they choose to share, respect what they have to say, and let them know that you appreciate what they have told the group. If they express strong emotions, just try to reflect those back. For example, "I can see that this experience hurt you very deeply."

Some group leaders worry that if young people talk about issues, they will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share secrets. They can get support from the group, and they may start to think in new ways about how they can keep themselves safe.

Confidentiality: Let young people know at the start of a session that you will not share their personal information. Make sure others in the group agree to this as well. They should also know that confidentiality is an important value, but it does not over-ride the duty to protect the children participating. Where youth leaders have concerns that the participant or another person, such as a younger relative, is at risk of serious harm, they will have to take some kind of action (see the next paragraph). Some youth leaders will choose to warn children of this at the start of each activity or session.

What if someone says they are experiencing violence? Young people may take the opportunity to tell about abuse they are suffering or have suffered. Others may talk about suicide, or about doing violence to others. Confidentiality is important, but if you think someone is at risk of serious harm, talk to them about it. Encourage her/him to tell a trusted adult, so that something can be done about the violence. Try to help the young person to keep as much control over their situation as possible.



Some young people may not want to tell anyone else – they may fear that they won't be believed, that they will be blamed, that telling will put them in danger, or that the organizations that are supposed to protect them won't really work. In this case, talk to your adult partner about what to do. Adults may have special legal responsibilities about reporting abuse and violence against young people.

Know where to get help: Before working with a group, do some research. Find out what individuals or organizations are available to provide emotional, legal or other support, in case someone in your group needs help with a situation. There may be counseling centres, telephone hotlines, or legal aid offices in your community. Let these organizations know that you will be working with a group on these issues. And let the group know about where to get help before you start – give them a list of organizations and phone numbers.

Hearing others' stories: Some young people will be surprised and shocked when hearing stories about your issue. Remember, it is normal to feel sad when you hear these stories.

Reflect back those feelings in a way that doesn't make the person feel ashamed. For example,

"Hearing that story has touched you very deeply; I'm sure there are others in the room who are feeling the same way."

Changing the mood: After talking about a serious issue, you may need to do an activity that helps change the mood. Plan for some 'Energizer' activities that get people moving and laughing. Taking a break, or playing some music that people can move to can also help with letting go of strong feelings.

Taking care of yourself: Talking about serious issues can also bring up strong feelings for group leaders. This is nothing to be ashamed of. But you need to be sure that you take care of yourself. Work with at least one other group leader so that you can take turns leading the group, and take a break if you need it. Ask your adult partner to help you plan workshops that are safe for everyone. After a workshop or activity session, talk about it with the other group leaders and your adult partner. Discuss any problems that came up, and any feelings that you need to share.



REFERENCES

- i One Step Beyond was inspired in part by: *Global Capacity Building Workshop on Community and Child Centred Advocacy for Ending Violence against Children* (Sweden: Save the Children Sweden, 2006).
- ii For a discussion on Tangail, Bangladesh, see, Save the Children, *Children's Actions to End Violence against Girls and Boys: A Contribution to the United Nations Study on Violence against Children* (Sweden: Save the Children, 2005), pp.23-4.
- iii For a discussion on Palestine, see, Ibid, pp.26-7.
- iv From, Clare Feinstein and Claire O'Kane, *A Toolkit on Tools for use During the Thematic Evaluation and Documentation on Children's Participation in Armed Conflict, Post Conflict and Peace Building Contexts* (Norway: Save the Children Norway, unpublished as of 2007).
- v Feinstein and O'Kane, *A Toolkit on Tools*.
- vi Louisa Gosling, Julia Sherwood, Costanza de Toma, *Advocacy Toolkit: A Collection of tools to help plan, implement, monitor and evaluate advocacy. Second Edition* (Save the Children, 2007)
- vii Neha Bhandari with Clare Feinstein, *Children and Young People's Preparatory Forum: For the International Launch of the Secretary General's Study on Violence against Children* (Save the Children, 2007)
- viii Feinstein and O'Kane, *A Toolkit on Tools*.
- ix Ibid.
- x Ibid.
- xi Ibid.
- xii Adapted from, *Our Right to be Protected from Violence: Activities for Learning and Taking Action for Children and Young People* (New York: UNICEF, 2006); *So You Want to Involve Children in Research* (Stockholm: Save the Children, 2004).



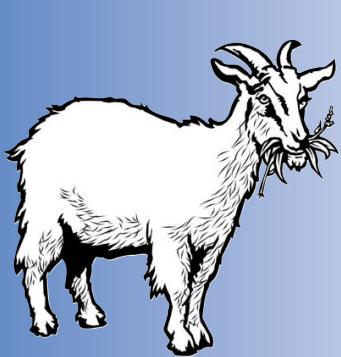
ADDITIONAL WORKSHEETS

INSTRUCTIONS:

We've added additional copies of some of the worksheets found in this handbook.

Make sure to make copies of these but **don't use the originals!**

Creative Thinking Puzzle



Success

Ideas

Challenges





ADVOCACY TIMES



ADVOCACY HANDBOOK FOR CHILDREN AND YOUNG PEOPLE

SECTION: A DATE:

Large empty rectangular area for writing.

Handwriting practice lines.

Handwriting practice lines.

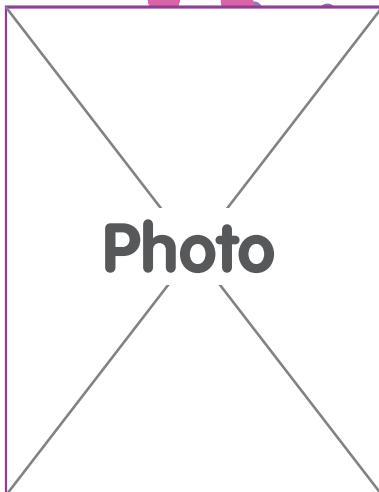
Large empty rectangular area for writing.

Large empty rectangular area for writing.

Handwriting practice lines.

Profile

(one for each individual or group):



Photo

- Name

- What do they know about our goal/issue?

- What do they believe?

- What is their attitude?

- What do they care about?

- What is important to them (even if it has nothing to do with your goal/issue)?

- Why are they on our list?

- How can they help/support us?

- What might be the challenges?

- Where do they get their information (Be creative!)?

- Who do they listen to?

- Who do they know?

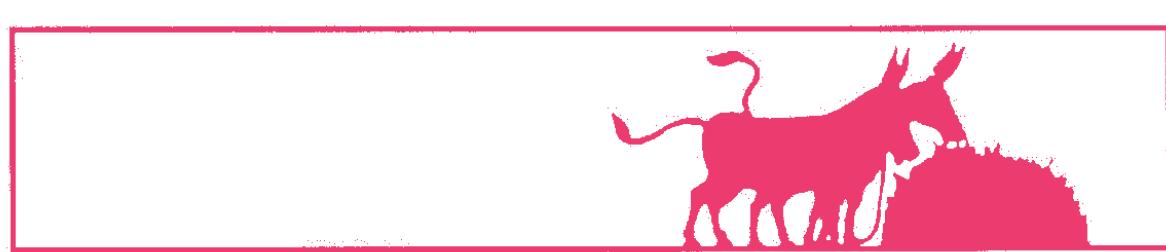
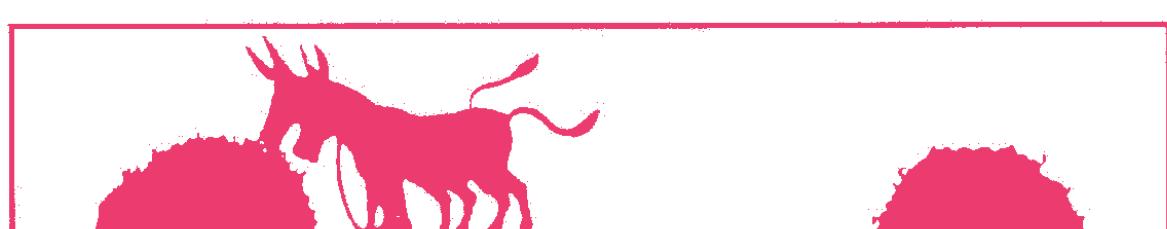
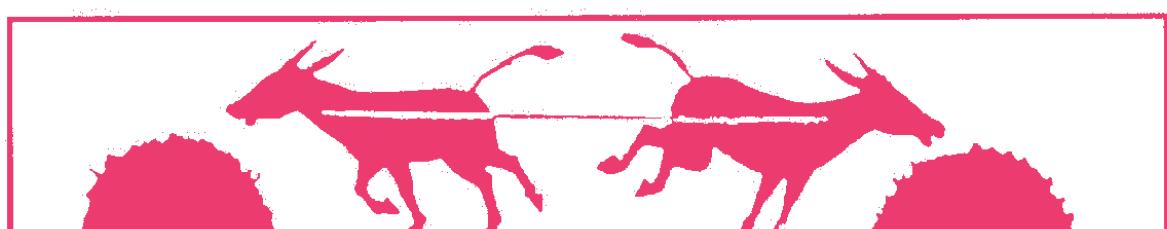
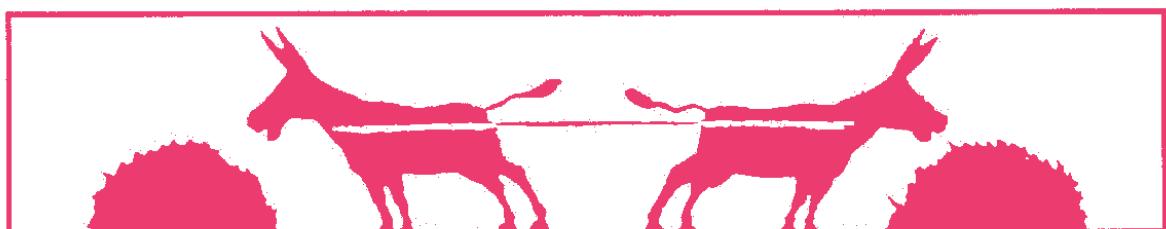
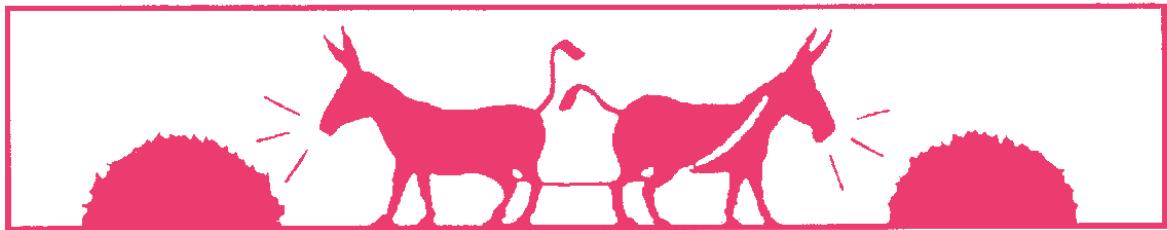
Value Line

Statement:

Agrees

Disagrees

Do not know/
Neutral



BODY MAP



BODY MAP



