NATIONAL ACTION COORDINATION GROUPS IN BANGLADESH, BHUTAN, INDIA, MALDIVES, NEPAL, PAKISTAN, SRI LANKA

HOW TO DEVELOP AN ADVOCACY STRATEGY TO COUNTER CHILD SEXUAL ABUSE & COMMERCIAL AND SEXUAL EXPLOITATION?

AN ASIAN CIVIL SOCIETY REGIONAL PROJECT FOR INCREASED ACCOUNTABILITY OF ASEAN AND SAARC TO THE REALISATION OF CHILDREN'S RIGHT TO PROTECTION (2015-2017)

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1 CONTENTS

2 WHAT DO WE WANT?

Time Frame: 2 hours 30 minutes

Facilitator's Tools: pinning board, flash cards, flip charts, markers, projector & multimedia, post-its/sticky notes.

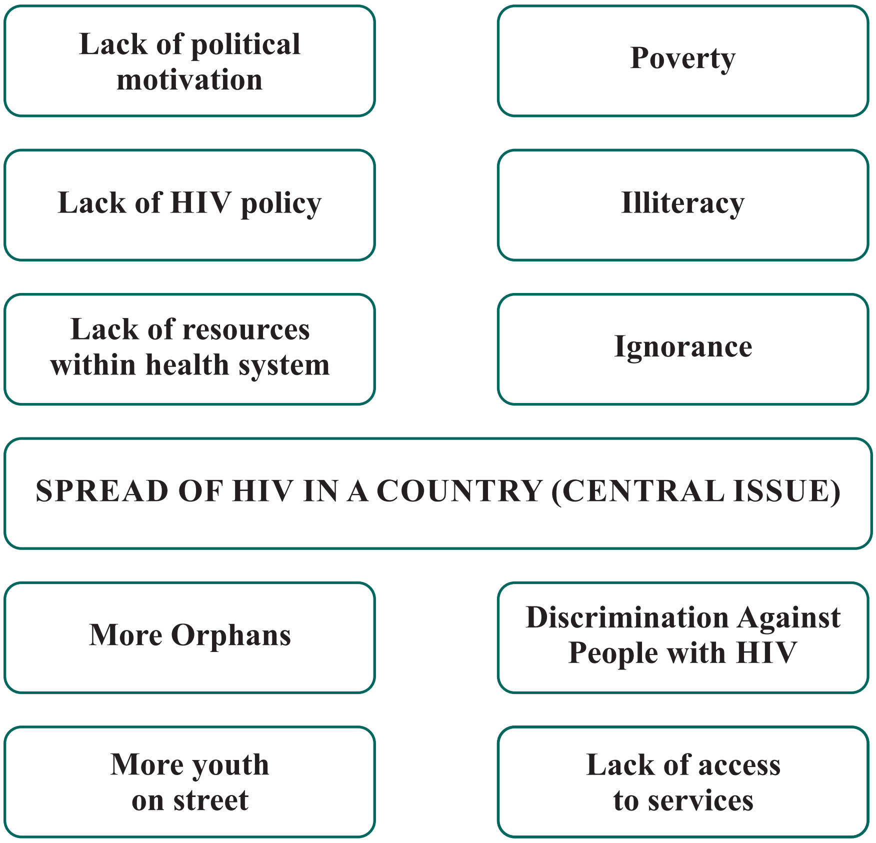
Method:

2.1 OUTLINING DEFINITIONS: Child Sexual Abuse And Commercial And Sexual Exploitation Of Children (CSA/CSEC).

- Before addressing this question, the facilitator will write 'CSA – Child Sexual Abuse' on a flip chart and divide the participants into groups;
- The facilitator will ask the groups to brainstorm and write points that they think would constitute the definition of child sexual abuse;
- The facilitator will ask group members to write their points on separate post-its/sticky notes;
- The facilitator will then after a few minutes ask the groups to discuss their points amongst themselves and club or cluster together common points on the definition of CSA;
- Once this is done, the facilitator will ask group volunteers to present the points generated by the group and post them on the flip chart one by one;
- In the process, the facilitator will club together common points forming the definition of CSA;
- After this exercise, the facilitator will sum up the definition of CSA by amalgamating the points generated by the participants and the definition used by the United Nations which is as follows:
  "contacts or interactions between a child and an older or more knowledgeable child or adult (a stranger, sibling or person in a position of authority, such as a parent or caretaker) when the child is being used as an object of gratification for an older child's or adult's sexual needs. These contacts or interactions are carried out against the child using force, trickery, bribes, threats or pressure."
- The facilitator will also welcome any criticism of the definition by the participants if they have any and generate a meaningful discussion around the definition of CSA;
- The facilitator will then write 'CSEC – Commercial and Sexual Exploitation of Children' on a flip chart and divide the participants into groups;
- The facilitator will ask the groups to brainstorm and write points that would constitute the definition of CSEC;
- The facilitator will ask group members to write their points on separate post-its/sticky notes;
- The facilitator will then after a few minutes ask the groups to discuss their points amongst themselves and club or cluster together common points regarding the definition of CSEC;
- Once this is done, the facilitator will ask group volunteers to present the points generated by the group and post them on the flip chart one by one;
- In the process, the facilitator will club together common points forming the definition of CSEC;
- After this exercise, the facilitator will sum up the definition of CSEC by amalgamating the points generated by the participants and the definition used by the United Nations which is as follows:
  'sexual abuse by the adult and remuneration in cash or kind to the child or a third person or persons. The child is treated as a sexual object and as a commercial object. The commercial and sexual exploitation of children constitutes a form of coercion and violence against children, amounts to forced labour and a contemporary form of slavery.'

- The facilitator will take the discussion forward and explain the link between CSA and CSEC: **'Child sexual abuse becomes sexual exploitation when a second party benefits through a profit or through a quid pro quo through sexual activity involving a child. This may include prostitution, brothel and street-based sexual exploitation, trafficking for sexual purposes and child pornography.'**
- The facilitator will also welcome any criticism of the definition by the participants if they have any and generate a meaningful discussion around the definition of CSEC and its relationship with CSA;
- The facilitator will highlight the main points of this session and wrap up to move on to the next;

2.2 PROBLEM & SOLUTION TREE



- The facilitator will begin by drawing a flow chart, as shown above, by placing the main issue in the centre;
- The facilitator will brainstorm with the participants to determine a list of causes and consequences or effects; list consequences below the central issue and causes above it;
- The facilitator will list as many causes of the problem as the participants can think of;
- The facilitator will draw arrows from the causes to the central issue. While listing each cause, the facilitator will also brainstorm on the 'cause' of the 'cause';
- The facilitator will link all of these by arrows to show their connection. For example, a cause for spread of HIV/AIDS may be ignorance, the cause for ignorance could be illiteracy, and the cause for illiteracy could be poverty;
- The facilitator will then write the effects, or the consequences of the problem, above the central issue box;
- The facilitator will draw an arrow from the central problem to the effect. For each effect, the facilitator will ask the participants what further effect it could have. For example, an effect for spread of HIV/AIDS could be a greater number of orphans, the effect of more orphans could be more children in the street, and the effect of more street children could mean more gang violence, etc…

- After the brainstorming is complete, the facilitator will look at the causes again and highlight those that could be changed or improved with the help of advocacy;

Policy Makers made aware	**Reduced Poverty**
National Policy on HIV developed	**Literacy rates are high**
Health system with sufficient resources	**Communities made aware**

SPREAD OF HIV IN A COUNTRY (CENTRAL ISSUE)

More children living with families	**People with HIV accepted**
Less youth on the street	**Access to essential services**

- The facilitator will then - in order to identify solutions- reverse the causes and consequences of the issue. For example, if the cause is 'silence of community leaders increases spread of HIV/AIDS', then a possible solution will be 'to get community leaders to publicly spread information about HIV/AIDS'. If the effect is 'there are more orphans as a result of the spread of HIV/AIDS', then the solution would be 'to have more children living with their families'.

2.3 GENERATING AN EVIDENCE BASE

- The facilitator will then refer back to the problem 'X' decided upon with the participants and ask the following questions (written on a flip chart) in order to compel the participants to start thinking in terms of evidence based advocacy and record their answers:
    - Is the evidence grounded in solid research conducted by experts?
    - Does the evidence highlight the causes of a problem?
    - Does the evidence provide convincing solutions to the problem?
    - Does the evidence consider inequities, disparities, vulnerability and marginalization?
    - Is the evidence complemented with qualitative analysis when it is quantitative, and vice versa?
    - Is the evidence complemented with human interest stories or experiences that highlight the human and personal dimensions of the problem?
    - Can the evidence be easily disseminated?
    - Particularly if the evidence is gathered through pilot projects, what are the risks associated with using the evidence for advocacy in wider contexts and/or different environments? Is the evidence applicable in these wider contexts or different environments?
    - Is the evidence timely?

2.4 PLANNING RESEARCH

- The facilitator will then proceed to taking the outline of generating evidence activity above and organize the answers in the form of a table, like the table below;
- The facilitator will use the example below and brainstorm with the participants on how the research can be planned after participants' comments and inputs;

Topic/ Research Question	Sub-topic/ Research Question	Where can you find the information?	Who will contribute to the research?	How will you collect and analyse the information?
Has terrorism increased or decreased in country A since 2010?	What are the statistics of terrorist attacks before 2010 on average?	Newspapers	Print media/ journalists	Review of newspapers of relevant years
	What are the statistics of terrorist attacks after 2010 on average?	Newspapers	Print media/ journalists	Review of newspapers of relevant years
	How many convictions have been ordered for terrorist attacks?	Court orders/ documents/ Law libraries	Lawyers	Literature review of relevant judgments/orders/ documents

3 WHO CAN MAKE IT HAPPEN?

Time Frame: 1 hour

Facilitator's Tools: flip charts, markers, projector & multimedia

Method:

3.1 MAPPING STAKEHOLDERS

- In order to proceed with the second question of the advocacy strategy building exercise, the facilitator will ask the participants what they understand by stakeholders and who they are?
- The facilitator will explain that stakeholders can be primary (directly affected by the issue) and / or secondary (indirectly affected by the issue);
- The facilitator will then reveal the tool below in order to map potential stakeholders and answer relevant questions pertinent to their role in advocacy:

Sr. No.	Considerations	Stakeholder 1	Stakeholder 2	Stakeholder 3
1.	Stakeholder (stakeholder’s name)			
2.	Stakeholder's interest in the issue (state stakeholders' interests, as well as whether they are primary or secondary stakeholders, and duty bearer and/or rights holders)			
3.	Stakeholder's level of opposition to or support for the issue (strong ally, medium ally, neutral, medium opponent, strong opponent)			
4.	Stakeholder's influence over the issue (unknown, no influence, some influence, moderate influence, significant influence, very influential)			
5.	importance of stakeholder's engagement (unknown, no importance, some importance, moderate importance, very important, critical player)			

- The facilitator, by taking the comments and responses of the participants related to the decided issue 'X', will answer and complete the table above.

1.1 MAPPING TARGET AUDIENCE

- The facilitator after mapping stakeholders will explain the process of mapping target audience;
- Facilitator will introduce the table below, to use as a tool in mapping target audiences:

Sr. No	CONSIDERATIONS	TARGET 1	TARGET 2
1	Target audience (target name)		
2	Target's interests in the issue (state target's interests)		
3	Target's level of opposition to or support for the issue (strong ally, medium ally, neutral, medium opponent, strong opponent)		
4	Target's influence over the issue (unknown, no influence, some influence, moderate influence, significant influence, very influential)		
5	level of knowledge on the issue (very high, high, medium, low, none)		
6	action desired from the target (state action desired)		
7	existing level of access to the target (very high, high, medium, low, none)		
8	What will the target respond to? (for details, see Question 3: What do they need to hear?)		
9	Who is the target accountable to? (state who the target is accountable to, and, if possible, how)		

- The facilitator will again use the problem 'X' agreed upon by the participants and fill the mapping tables with the responses of the participants.

4 WHAT DO THEY NEED TO HEAR?

Time Frame: 2 hours

Facilitator's Tools: flip charts, markers, post-its/sticky notes, projector & multimedia

Method:

4.1 DEVELOPING EVIDENCE BASED MESSAGES

- The facilitator will start with a brain storming session in order to develop messages for the issue 'X';
- The facilitator will develop on the idea of a primary message for the issue 'X';
- The facilitator will explain to the participants that the primary message should include the following: Statement + evidence + example + goal + action desired;
- The facilitator will highlight that the statement is the central idea in the message, or the analysis/cause of the problem. It outlines why the change is important;
- The facilitator will explain the role of evidence as evidence, which the analysis is based upon, supports the statement with (easily understood) facts and figures, using tailored language for clear communication.

4.2 GENDER SENSITIVE MESSAGES

- The facilitator will ask the participants the following questions:
  - What is gender?
  - What do we mean by gender identity?
  - Do gender and sex mean the same thing?
  - What is the difference between gender and sex?
- The facilitator can spark a 5 minutes discussion regarding these questions;
- After the 5 minutes discussion with the participants, the facilitator will then inform the participants:

> *"Gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities and work places."*
>
> *"Sex on the other hand is different from gender. Where gender is sociological, sex is biological and a person's sex usually falls between the binaries of male and female. Sex refers to biological differences; chromosomes, hormonal profiles, internal and external sex organs."*

- The facilitator will then divide the participants into groups and ask them to brainstorm on examples of gender insensitive messages within their cultural contexts that they have come across;
- After the brainstorming session, the facilitator will ask each group to present their list of gender insensitive messages;
- After each group's presentation, the facilitator will ask the rest of the participants to give their input and feedback after each group's presentation.

4.3 IDEATION

- In order to effectively brainstorm on such questions and messages the facilitator will introduce another important tool called Ideation.
- The facilitator will divide participants into teams of about 4 – 6 and introduce the purpose of the ideation activity, which is to generate ideas regarding evidence based messages for issue 'X';
- The facilitator will then explain to the participants the rules of Ideation:
  - ➢ **Yes, and**… Build on the ideas of others by saying yes! and adding onto their ideas. Listen actively for opportunities to build and elaborate;
  - ➢ **More is more**… In the first stage, it's all about quantity. Focus on getting down as many ideas as possible rather than striving to come up with really "good" ideas. Get it all out;
  - ➢ **Postpone judgment**… Suspend your inner critic and resist the urge to evaluate the ideas as they flow out. Anything goes and the time for judgement is later;
  - ➢ **Team is everything**… Make full use of all brains by ensuring that every team member is included. Create space for everyone to contribute with their ideas;
- The facilitator will give the groups a flip chart with the heading 'Evidence based messages for issue X', as well as post-its to each of the participants;
- The facilitator will ask all the participants to carefully read the primary message formula above;
- The facilitator will then whistle or clap and give the participants 5 minutes to write as many ideas that come to their mind on the post-its and paste them on the flip chart;
- After 5 minutes, the facilitator will request the groups to cluster common post-its and narrow the ideas;
- Once the ideas have been narrowed, the facilitator will ask the groups to choose 2 ideas that they want to develop further;
- Once the groups have chosen two ideas, the facilitator will proceed further with the evidence-based tool;
- The facilitator will introduce the tool below:

Primary Message: Statement + Evidence + Example + Goal + Action Desired			
Sr. No.	**AUDIENCE**	**CONCERNS**	**POSSIBLE MESSAGES**
	Decision-makers (government ministers, legislators, administrators, corporation heads)		
	Donors (foundations, bilateral agencies, multilateral agencies)		
	Journalists		
	Civil society organizations		
	Issue-related practitioners such as trade unions		
	General public		
	Opinion leaders (religious leaders, chiefs and traditional/ communityleaders)		

- The facilitator will then request the groups to identify which target audience their message idea is relevant to most and then map out the concerns and responses of using such messages;

5 WHO DO THEY NEED TO HEAR IT FROM?

Time Frame: 1 hour

Facilitator's Tools: flip charts, markers, post-its/sticky notes, projector & multimedia

Method:

5.1 CHOOSING MESSENGERS STRATEGICALLY

- The facilitator will then introduce the next tool in deciding with the participants the relevant messengers for the primary messages that have been developed.
- The facilitator will explain that in order to decide on a messenger, relevant questions and points need to be considered which are presented in the tool below:

Sr. No.	Points to Consider (Messenger)	Questions to help reach a decision
1	Messenger (consider several different messengers)	Individual or group that can influence a target audience.
2	Position	What has the messenger said or written about this issue? Add notes from research. Where does the messenger stand in relation to support the advocacy issue?
3	Power	What level of influence does the messenger have over the target?
4	Knowledge	How much does the messenger know about the issue?
5	Credibility	How credible is the messenger in the eyes of the target audience?
6	Access to the Messenger	How and when does the advocate interact with messenger? Does the advocate have the capacity to engage with the messenger?
7	Access to Target	How and when does the messenger interact with the target?
8	Action	What will the advocacy strategy encourage the messenger to do?
9	Risks	What are the risks of engaging the messenger?
10	Message	What will the advocates encourage the messenger to tell the target? The advocacy message must be shaped to give the messenger an opportunity to move the target towards taking the action promoted by the advocate. Can the messenger deliver the message with clarity and with empathy?

- After introducing the tool above, the facilitator will refer back to the development of messages for the issue 'X' and invite the participants to address the questions in the table above and map messengers for the messages.

5.2 INVOLVING CHILDREN AS MESSENGERS

- The facilitator will divide the participants into groups and ask them to reflect on the learning from the previous session;
- The facilitator will ask the groups to reflect and then brainstorm on all the ways they can involve children as messengers while also taking into account the issue of consent;
- The facilitator will give the groups some minutes to brainstorm on all the creative ways they can think of for involving children;
- The facilitator will then ask each group to present their ideas and ask the rest of the groups to give feedback.

5.3 ETHICAL CONSIDERATIONS OF INVOLVING CHILDREN

- The facilitator will explain to the participants how important it is to ensure that the ethical considerations are taken into account when involving children as messengers for advocacy;
- The facilitator will again divide the participants into groups and ask them to brainstorm on all the ethical considerations they would need to consider when involving children as messengers for an advocacy strategy;
- The facilitator will invite the groups to share their brainstorming points and then open the space for discussion;
- The facilitator will sum up the session by opening discussion points and ensuring all the points given below have been covered as ethical consideration for involving children as messengers:
  - Assess the risks of harm to participants through your advocacy, and plan to minimise these;
  - Ensure that all participants and their guardians give informed consent to their involvement;
  - Seek the informed consent of children, ensuring that children know that they can withdraw their consent at any point;
  - Be prepared to deal with any distress children may express during the process and plan to address it appropriately;
  - Seek consent from parents and caregivers;
  - Seek the support of community organisations, people who are important in the lives of children locally;
  - Ensure that information about the research is given in such a way that it is understandable and attractive to children, and includes information about their rights and about the purpose of their involvement;
  - Discuss how you would handle situations where risk of serious harm to children is disclosed;
  - Make sure that your methods maximise the chances of girls and boys to participate meaningfully;
  - Consider how to include the voices of children who face discrimination;
  - Ensure that you properly consult with communities in planning your advocacy, and contribute where possible to capacity building;
  - Receive feedback from communities as well as children on the methods of their involvement and the goal being sought;
- The facilitator will revise the main points of this session with the participants and wrap up.

6 HOW CAN WE MAKE SURE THEY HEAR IT?

Time Frame: 30 min

Facilitator's Tools: flip charts, markers, post-its/sticky notes, projector & multimedia

Method:

6.1 IDENTIFYING AND PLANNING OPPORTUNITIES

- The facilitator will explain to the participants that in order to ensure that the message is heard it is important to map out opportunities and plan accordingly;
- The facilitator will then introduce the tool box below as a guide in identifying and planning opportunities:
- After introducing the tool above, the facilitator will refer back to the development of messages for the issue 'X' and invite the participants to address the questions in the table below and map messengers for the messages.

Sr. No.	CONSIDERATIONS	AGENDA SETTING
1.	Target audiences + messengers	
2.	Formal decision-making process	
3.	Informal decision-making process	
4.	How can we influence the process at this stage?	
5.	Opportunity/ entry point/ event to influence	
6.	Date/timeline	

- The facilitator will again take the issue 'X' and fill the table accordingly with participants after the discussion and responses.

7 CHOOSING THE BEST FORMAT TO COMMUNICATE YOUR MESSAGES

Time Frame: 2 hours

Facilitator's Tools: flip charts, markers, post-its/sticky notes, projector & multimedia

Method:

- The facilitator will then explain to the participants the types of communications for advocacy and the relevant questions to be considered when deciding:

FORMATS FOR DELIVERING MESSAGES

- Person to person (one-on-one lobbying visits, group or community meetings, conferences and workshops, public hearings, protests, public demonstrations)
- Print (newspapers, magazines, journals, newsletters, posters, leaflets, pamphlets, reports, studies, letters to decision makers)
- Electronic (radio, television, video and film, internet, e.g., blogs, social media websites, YouTube, mobile phone technology)
- Drama and folk art (street theatre, songs, music, poems, dance)

QUESTIONS FOR SELECTION

- What are the audience's primary sources of information? Who or what do they listen to? What do they read? What do they watch? What appeals to them?
- What are the audience's characteristics (age, gender, class, employment, race, etc.)? Where do they live? Work? What languages do they speak? Do they read? Do they have access to television and Internet? Do they listen to radio?
- What are the internal skills, capacities and resources required to work with the selected medium? If they are not available internally, how can they be resourced?

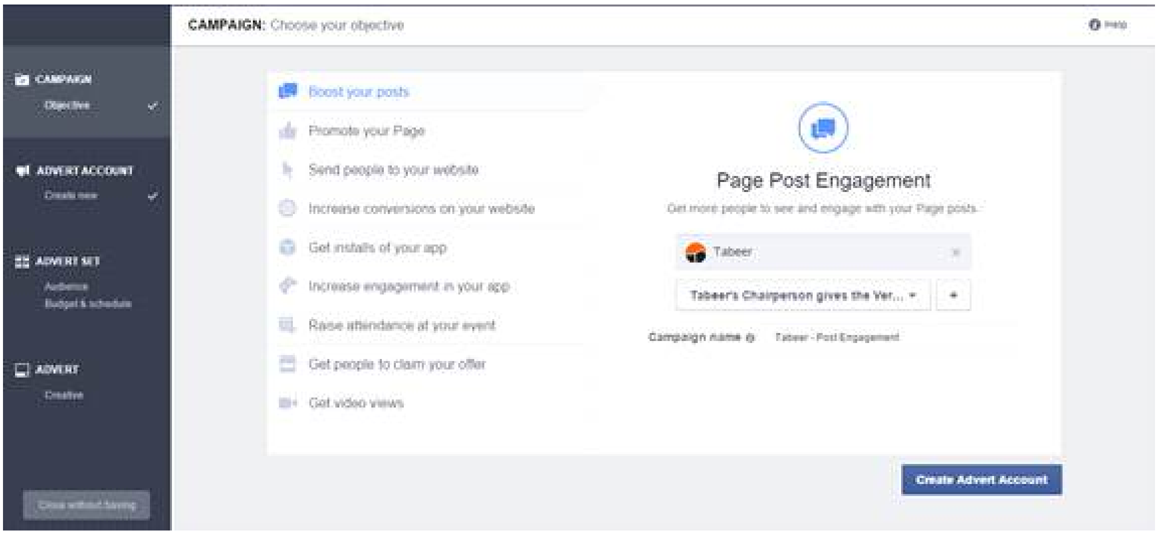
- The facilitator will generate a discussion along the points above for the issue 'X' decided with the participants and initiate some brainstorming on the format of communications.

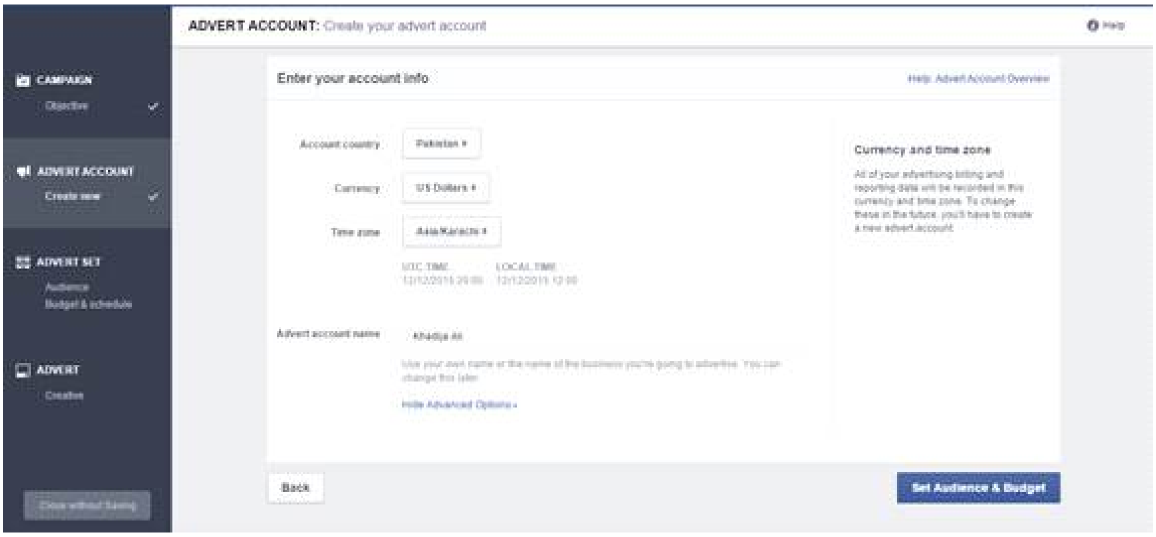
7.1 LOBBYING

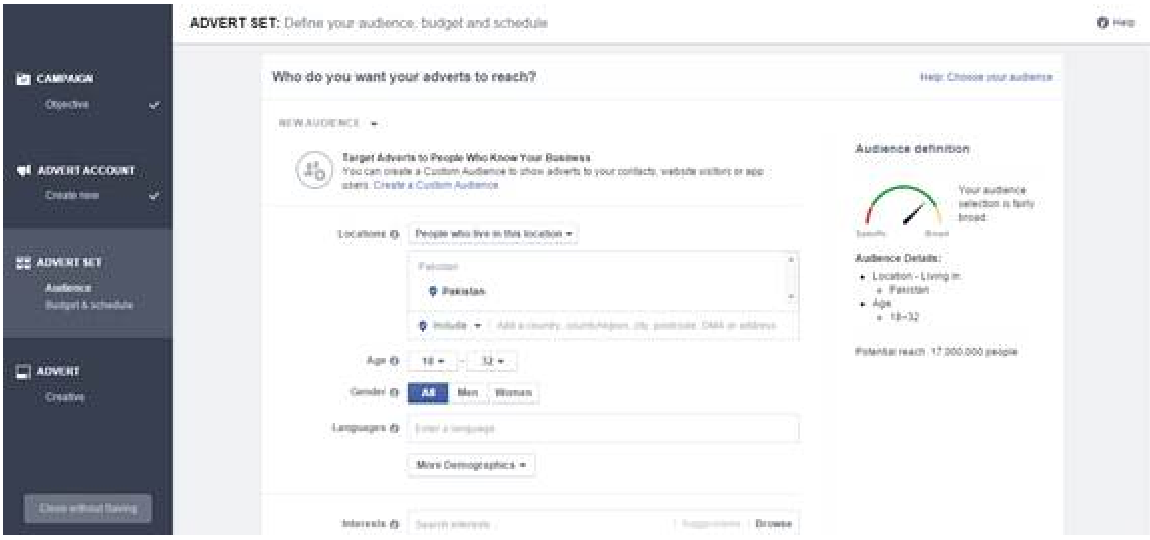
- Lobbying is an integral part of advocacy. Facilitator will jot down on a flip chart the four important points that a lobbyist must do for successful lobbying:
  - **Have a clear agenda and priorities**… Be precise and brief, and define the issues and expected outcomes clearly. State what the decision-maker can and should do, and back this up by developing constructive relationships with them;
  - **Be prepared for a conversation with clear talking points**… Try to relate what you are saying to something the decision-maker has done or said. Access to relevant government documents can be helpful. Make it clear that you are willing to help with information and support. Don't avoid controversial topics, but do remain calm during discussions; debate is fine, but avoid being combative;
  - **When the meeting is finished, be sure to leave materials**… brochures, fact sheets or other printed information for future reference. An aide-memoire, summarizing the key points raised with the decision-maker can be very helpful and is usually also appreciated by the partner;
  - **After leaving, make notes and evaluate the visit with colleagues**… Send a thank you note that summarizes the meeting accurately and as favourably as you can legitimately state it;
- Facilitator will then refer to four important steps in getting ahead and being successful in lobbying:
  - i. **Become familiar with corridors of power:** Learn about the system, procedures, timelines, and key leaders and players;
  - ii. **Classify the players:** Find out where they stand on the issue and how much influence they have either as key decision-makers or in persuading others;
  - iii. **Inform and build relationships:** Through visits and briefings, help the target and/or influential understand the issues. Gain their trust as both a reliable source of quality analysis and as a representative of the stakeholders;
  - iv. **Get attention and show your power:** Time media, outreach and mobilization activities so that decision makers are aware of the support behind your proposal;
- The facilitator will wrap up the session by repeating the relevant points and asking for comments and responses on learning of this session and by proposing a play role: mock lobbying meetings.

7.2 SOCIAL MEDIA & ONLINE PRESENCE

- The facilitator will take a flip chart and write 'Social Media' as a heading. He will draw four boxes on the flip chart and write 'every day', 'every week', 'every month' and 'less than a month' across each row;
- The facilitator will then ask the participants to write on sticky notes/post-its, all the social media accounts they own;
- The facilitator will then ask the participants to paste on the flip charts each social media account they use in the relevant box depending on their frequency of use;
- The facilitator will then ask the participants to note the most frequently used social media accounts in their demographics;
- The facilitator will ask participants to reflect on the previous session and think of ways of using online and social media venues for advocacy;
- The facilitator will then give a small demo on how facebook or twitter can be used to reach target audiences for a campaign:







- The facilitator will explain to the participants how facebook helps with advertisements to reach relevant target audiences for promotions and campaigns on CSA/CSEC;
- The facilitator will divide the participants into groups and ask them to come up with ideas on how they can use online tools (change.org petitions) and social media for advocacy to counter CSA/CSEC;
- The facilitator will then ask each group to present their ideas and the rest of the participants to give feedback.

8 HOW DO WE TELL IF IT'S WORKING?

Time Frame: 1 hour

Facilitator's Tools: flip charts, markers, post its/sticky notes, projector & multimedia

Method:

- Monitoring and Evaluation form a crucial part of advocacy, as well as reporting and understanding whether the advocacy strategy to counter CSA/CSEC is working or not;
- The facilitator will ask the participants what they understand by monitoring and evaluation and listen to their responses and comments;
- The facilitator will then tell the participants the definition of monitoring and evaluation:.

Monitoring *measures progress in achieving specific results in relation to a strategy's implementation plan.*

Evaluation *attempts to determine as systematically and objectively as possible a strategy's worth or significance.*

- The facilitator will then introduce to the participants the Logical Frameworks as a tool for monitoring and evaluating the advocacy efforts to counter CSA/CSEC:

Results	Measures or Indicators	Baseline	Targets	Means of Verification	Assumptions
GOALS					
What results are needed for success?	**What measures will indicate success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Goal: Protection from Torture reflected in Government's policy	# of provisions of CAT reflected in Government's policy over next 3 years	Started at zero. No government policy on protection from Torture	Goal 1 reflected in government's policy	Tracking of government's policies	Humanitarian crisis resulting in shift in priorities

INTERIM OUTCOMES					
What results are needed for success?	**What measures will indicate success in achieving the outcome?**	**Where is the indicator now?**	**How far do you want to move the indicator?**	**How will you get the indicator data?**	**What could skew the results?**
Interim Outcome: Government passes resolution against torture in Parliamen	% of opinion makers who know about CAT and government resolution	Started at zero, still no government policy	50% individuals asked, know the torture resolution	Key Informant Interviews	Individuals could confuse resolution with policy
ACTIVITIES					
What must be done to achieve the interim outcomes?	**What measures (outputs) will indicate success on the activity?**	**Where is the output now?**	**How far do you want to move the output?**	**How will you get the output data?**	**What could skew the results?**
Develop a CSO policy on Torture	# of CSOs endorse it	Started at zero, policy not developed	Completion of policy 20 CSOs endorse it	Existence of completed document	Lack of consensus over policy amongst CSOs

- The facilitator while using the above examples as a guide, will refer to issue 'X' and the development of the advocacy strategy and through engaging the participants, he/she will fill the Logical Framework as a tool for monitoring and evaluating the devised advocacy strategy to counter CSA/CSEC;
- In order to wrap up the session, the facilitator will ask the participants to have group reflections and then request a volunteer from each group to share the group reflection with all the participants.

9 SIMULATION: SUMMING IT UP!

Time Frame: 1 hour

Facilitator's Tools: flip charts, markers, post its/sticky notes

Method:

- In order to sum up the learning of the training, the facilitator will give one major simulation to the participants;
- The facilitator will divide the participants into groups ensuring diverse representations;
- The facilitator will hand the following instructions to the participant groups for this simulation:
  - ➢ The group must discuss with each other regarding CSA and CSEC and pick one important issue;
  - ➢ The group must then incorporate the learning of child rights advocacy and formulate an advocacy strategy regarding the issue;
- The facilitator will give the participants a minimum of 30 minutes to go through the process outlined and form their child rights advocacy strategy;
- The facilitator can be flexible with time frame depending on how much time is available for the training;
- Once the groups have finalised their advocacy strategies, the facilitator will then ask each group to present it;
- The facilitator will request the participants to give feedback on each group's presentation and sum up this part of the training manual.

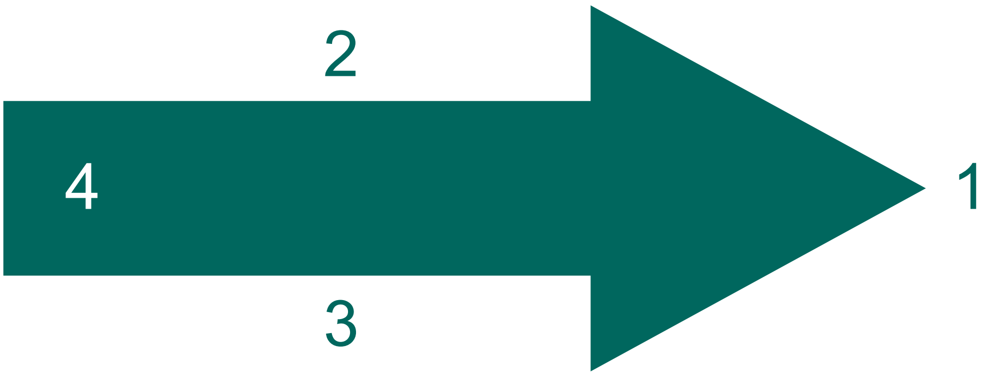
10 ACTION PLANNING

Time Frame: 1 hour

Facilitator's Tools: flip charts, markers, post its/sticky notes, projector & Multimedia

Method:

- The facilitator will move to the last session of the training to develop individual action plans for the participants.
- In order to facilitate this process, a simulation 'The Arrow' will be used.
- The facilitator will divide participants to work in pairs.
- The facilitator will give each participant a flip-chart with the arrow model drawn largely on it (below):



- The facilitator will explain that the aim is to help participants create a vision of the future and to set very tangible actions for how to move towards that vision.
- The facilitator will tell participants to work in pairs where participants will interview each other. First person A will interview person B, covering all the steps, then they will switch.
- The facilitator will ask all participants to close their eyes and visualize their work in 1 year.
- The facilitator will ask them to explore this future vision and guide them with questions like:
  - ➢ What have you achieved that you are proud of?
  - ➢ What are you working on?
- After the visualization, the facilitator will ask all participants draw their vision on point 1 on their flip-chart. By drawing, participants make their vision tangible without focusing too much on the details.
- After drawing, the facilitator will ask person A to begin interviewing person B.
- Person A interviews person B. The facilitator will instruct the participants or interviewers what kind of questions they will ask:
  - ➢ **The interviewer asks their partner to imagine the key factors that supported the vision to be realized;** *(the facilitator will remind participants to speak as if they are looking back, describing what helped them realize their vision. They should move back in time from the vision back towards the present day. It could be things like, "I got really good help from my mentor," "I started to work out regularly," "I hired an accountant" or "I faced my fear of failure." Anything that had a positive effect on achieving the vision.)* <u>During this step, the facilitator will ask the interviewer to write down each key factor on a post-it note and placing</u>

it at point 2 on the flip-chart of their partner;

- **The interviewer asks their partner to identify three hindering factors that almost made him/her fail;** *(These factors are things that almost made them give up and not realize their vision. This could be, "I overslept and showed up late a lot," "At first I didn't dare to quit my job to start something new".)* Again, the interviewer writes these down on post-its and puts them at point 3 on the model;
- **The interviewer continues asking about the three hindering factors, but shifts focus to what the person did to overcome them.** *(For instance, "I had a friend call to wake me up every morning," "I trained in a new skill and it led to my new dream job.")* The interviewer writes these solutions on post-its and attaches them to the problems on the model;
- **Finally, the interviewer asks their partner to consider steps they have already taken toward their vision.** *(They might say, "I signed up for this course," or "I've started training in this new skill.")* The interviewer writes and adds these post-its to point 4 on the model;

- After the first interview is complete, the facilitator will ask the partners to switch and repeat the process.
- The facilitator will then inform the participants that each participant's arrow is now full of post-its representing tasks in an action plan to achieve the vision.
- The facilitator would then encourage participants to develop actions plans after this exercise.