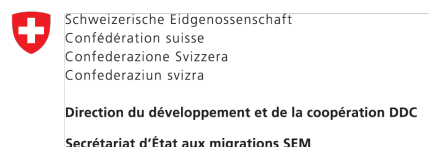


# TOOLKIT FOR ADVOCACY ON THE PROMOTION OF THE RIGHTS AND PROTECTION OF CHILDREN AND YOUTH ON THE MOVE (CYM)

April 2023



**protejem**  
PROTECTION DES ENFANTS ET JEUNES EN MOBILITÉ



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# Table des matières

The PROTEJEM project and the advocacy component .....	6
What is the purpose of this toolkit? .....	8
How is the toolkit structured? .....	9
<b>Definitions</b> .....	10
<b>CHAPTER I- BACKGROUND AND THEORY OF ADVOCACY</b> .....	11
<b>1. The issue of children affected by mobility (Who are we advocating for?)</b> .....	12
<b>2. The international normative framework on the rights of CYM</b> .....	16
<b>3. Presentation of the Advocacy Cycle</b> .....	20
3.1 The Plea .....	20
3.2 Risks related to Advocacy activities .....	20
3.3 The cycle and key elements of an advocacy strategy .....	22
3.4 Problem analysis .....	25
3.5 Objectives for change .....	28
<b>4.5.1 Problem tree analysis</b> .....	<b>28</b>
<b>4.5.1 Formulating an advocacy objective</b> .....	<b>33</b>
3.6 Stakeholder analysis (targets and allies) .....	34
3.7 Advocacy messages .....	36
3.8 Advocacy tactics .....	39
3.9 Action plan (roadmap) .....	44
3.10 Monitoring and evaluation (M&E) of the advocacy strategy .....	45
<b>CHAPTER II- CYM PARTICIPATION</b> .....	<b>49</b>
<b>4. Inclusive participation of CYM in advocacy activities</b> .....	<b>50</b>
4.1 The participation of the CYM .....	50
4.2 The inclusion of disabled CYM .....	54
4.3 Examples of CYM participation projects on advocacy .....	58
4.4 Respecting ethical rules for working with children .....	59
<b>5. References for further reading</b> .....	<b>62</b>



<b>CHAPTER III- ANIMATION TOOLS WITH CYM.....</b>	<b>63</b>
<b>6. Tools for effective participation of CYM in advocacy activities</b>	<b>64</b>
6.1 Training programme with the CYM .....	64
6.2 Detailed tools/activities with the CYM.....	66
Tool 1: How to familiarise CYM with the rights of the child in the global covenants and the African Youth Charter?.....	66
Tool 2: How to explain advocacy to CYM (including an introduction to the main stages of advocacy).....	69
Tool 3: How to help children articulate their protection problems/needs.....	73
Tool 4: How to help CYM formulate advocacy objectives and messages based on their protection needs?.....	76
Tool 5. How to help CYM identify targets and allies for advocacy messages .....	80
Tool 6: How to help CYM identify which channels and actions (advocacy tactics) will be used to get their messages across? .....	83
Tool 7: How to develop a roadmap for carrying out an advocacy activity.....	86
Tool 8. How to help CYM monitor and evaluate the results of their advocacy work .....	89

### Table of figures

Figure 1. The advocacy cycle .....	22
Figure 2: Example of a <b>problem</b> tree on corporal punishment in schools .....	31
Figure 3: Example of a <b>solution</b> tree on corporal punishment in schools.....	32
Figure 4: Modes of advocacy action .....	85

### Table of illustrations

Table 2. Type of stakeholders .....	34
Table 1. Classification of stakeholders according to their influence .....	82



## The PROTEJEM project and the advocacy component

The project «**Improving the protection of children and youth on the move on the main migration routes in West Africa**» (PROTEJEM), funded by the European Union through the Emergency Trust Fund for Africa was launched in January 2020 for a duration of 36 months and is implemented by the consortium of the organisations Save the Children and Terre des Hommes.

This regional project targets the implementation of activities in Côte d'Ivoire, The Gambia, Guinea and Senegal and is based on the following three expected results

- **Outcome 1:** Children and youth on the move access institutional and community-based services that meet their protection needs and receive appropriate assistance.
- **Outcome 2:** Key protection actors are sensitised and informed about the needs and vulnerabilities of CYM and have their capacities strengthened.
- **Outcome 3:** Public coordination and protection strategies, frameworks and mechanisms targeting migrant children and youth are developed and implemented at regional, national and local levels along targeted migration routes.

Outcome 3 aims to strengthen the

capacity of government (local, national and regional), community and civil society actors in terms of advocacy and policy support and the operationalisation of relevant legal frameworks for the management of safe migration in general, as well as for children/youth in particular.

Following the approval of new instruments on migration at the national and regional level in 2018, including the Global Compacts on Refugees and Migration, the West African regional context is at an ideal moment at the political level to advocate for the rights and protection of CYM to be integrated into national migration policies and strategies and also into national child protection systems. Without the effective implementation of these transnational agreements, any efforts by non-governmental organisations or civil society towards the protection of children in conflict with the law may be in vain. Hence the importance of strong advocacy with inter-state bodies such as ECOWAS and the African Union (AU), as well as with Member States for the effective implementation of these agreements.

Through this activity, PROTEJEM will contribute to strengthening the skills of youth organisations to carry out meaningful advocacy on the rights of children and youth on the move,



and to improve their legitimacy as actors at the regional level, in order to enable them to become real agents of change and voice their concerns. Through this toolkit, PROTEJEM provides Governments, youth associations and other organisations working with CYM with a practical guide for conducting advocacy

campaigns with a strong participation of children and youth on the move.

Advocacy is an important tool that can be



# What is the purpose of this toolkit?



used to influence decision-makers to change and evolve child and youth protection policies and programmes. Advocacy is often misunderstood as a synonym for awareness raising. Awareness raising is more about empowering the community and building its capacity to deal with an issue. Advocacy, on the other hand, is more about changing the social context through decision making and the development of fairer policies for all.

This advocacy toolkit aims to assist staff of associations who work with children and youth on the move, members of local child protection committees and other actors working with children and youth on the move in Senegal, The Gambia, Guinea and Côte d'Ivoire, partners of Save the Children and Terre des hommes in the implementation of advocacy actions aimed at the promotion of the rights and protection of children and youth people on the move. These countries have identified the following advocacy issues to be implemented: Senegal (Formalisation and institutionalisation of support to host families of CYM in the host country), Cote d'Ivoire (Advocacy for integration and sup-

ported and theory on advocacy

violence and integration of young people, access to birth certificates).

This toolkit includes theoretical knowledge on advocacy for facilitators who are playing a role in mentoring CYM to help them to walk through the different stages of the planned advocacy cycle while ensuring the effective participation of CYM.

In addition, tools are proposed for CYM facilitators to facilitate working sessions with groups of CYM so that they can effectively identify the issues that concern them and initiate and implement participatory advocacy interventions for the respect of their rights

## How is the toolkit structured?

The toolkit is organised into three chapters with the following sections

### Chapter

1

- The first section describes the issue of children and youth on the move in Africa.
- The second section introduces the international legal framework relating to the rights of these children and young people
- The third section of the toolkit introduces the theoretical aspects of the advocacy cycle

### The importance of child and youth participation

### Chapter

2

- The fourth section outlines the importance of children and young people's participation in advocacy activities that affect them
- The final section introduces some advocacy guides developed by other organisations.

### Advocacy tools for facilitating children and youth groups

### Chapter

3

- Finally, the last chapter presents a series of practical tools to be used with children and people so that they can fully participate in advocacy interventions that concern them by following the different steps of designing and implementing advocacy actions.



## Definitions

**Enfant:** The definition of a child used is that of Article 1 of the International Convention on the Rights of the Child (CRC), namely: «*every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier*».

**Youth:** The term 'youth' is not defined in international law. However, the United Nations uses the term as a working assumption to refer to a young person between the ages of 15 and 24. The African Youth Charter includes in its definition young people between 15 and 35 years olds

**Children and youth on the move (CYM)** are defined <sup>1</sup> as children who have moved from their usual place of residence to another place within or outside their country, or who have been placed in the care of a guardian (foster child) by their parents, voluntarily or involuntarily, accompanied or not by their parents, carers or families as internally displaced persons, refugees, asylum seekers, economic migrants or victims of trafficking, who are likely to suffer or are at risk of suffering exploitation, abuse, neglect or violence.

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1 Mapping Children on the Move in Africa (CAEDBE), 2018





# Background and theory of advocacy

# 1 - The issue of children affected by mobility (Who are we advocating for?)

*According to the Mapping of Children on the Move in Africa<sup>2</sup>, developed by the African Committee of Experts on the Rights and Welfare of the Child in 2018, «in total, between 2015 and 2017 approximately 18.2 million children moved on the African continent. [...] As the number of undocumented movements (e.g. seasonal movements in spaces allowing for the free movement of people) is not taken into account, this means that the scale of movement may in fact be much higher.»*

Children's mobility in West Africa is motivated by multiple factors: economic reasons, education, social context, family and domestic violence, conflict and insecurity, climate change or food insecurity are the main ones.

Given the weakness of child protection systems in West Africa, the weak regional or transnational coordination between state services and institutions that must ensure respect for children's rights, and the lack of coordination between formal and non-formal actors on migration routes, the challenges of protec-

ting children in mobility are very important, especially in transnational or cross-border contexts.

The findings of the mapping of children and youth on the Move highlighted the main challenges facing these children in Africa, including discrimination, arbitrary arrest, detention and deportation, abuse and torture, loss of identity, name and nationality, lack of access to education and economic opportunities, child labour, trafficking, smuggling and exploitation, violation of the right to a family, protection and parental care, and denial of medical services. In particular, the study highlights that most of the basic rights of children on the move, including their best interests, are not protected or are tacitly abused.



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2 <https://www.medbox.org/pdf/5e148832db60a2044c2d5658>



The regional study<sup>33</sup> on the Profiles of Migrant Children and Youth and the mapping of child protection actors and services in Côte d'Ivoire, Guinea Conakry, The Gambia and Senegal, indicates the following needs and vulnerabilities according to the different profiles of CYM.

PROFILES	VULNERABILITIES	CONCERNS EXPRESSED	IDENTIFIED NEEDS
<b>PROFIL 1:</b> <b>Returning CYM</b>	Trauma related to violence, abuse and discrimination suffered during the journey.	Psychological care.  Financial support to start a business.	Psychosocial support. Access to leisure activities.
	Psychological distress due to feelings of failure (unwanted return, lack of support from family and community).	Professional training in line with their personal aspirations.  Those who embarked on Quranic studies after returning from migration tend to focus their needs on the success of their studies (books, time to study).	Family mediation.  Professional training courses leading to qualifications corresponding to the aspirations of young people.
	Lack of prospects: no occupation or vocational training not adapted to the wishes of young people.	Support for the care of dependent children.	Placement facilities for mothers with children.  Awareness-raising to change attitudes on the perception of «mothers single people».
	Young women with children.		

3 BADE, July December 2020

PROFILES	VULNERABILITIES	CONCERNS EXPRESSED	IDENTIFIED NEEDS
<b>PROFIL 2:</b>  <b>Student CYM (MAINLY TALIBES)</b>	Trafficked children for exploitation through begging or forced labour.	Study materials (mostly Quranic study books).	Care for talibé children so that they are no longer victims of begging and forced labour.
	children and youth living in the streets (those who have run away from Koranic school).	Food and clothing.	Psychosocial support at street level (creation of trusting relationships).
	Family breakdown and lack of affection.	Return to their families (those who have run away do not want to live in a centre and prefer to return to the streets).	Family mediation. Organisation of recreational time.
	Children in centres with no prospects (those who have run away from school Koranic).		Psychosocial support. Development of personal and professional goals.
	Children who suffer all kinds of violence and abuse.		Change in behaviour of Koranic teachers. Non-violence education of disciples older.



PROFILES	VULNERABILITIES	CONCERNS EXPRESSED	IDENTIFIED NEEDS
<b>PROFIL 3: Economic / working CYM</b>	Girls are more vulnerable to the risk of exploitation (they are more invisible).	Support for accommodation, food and clothing.	Creation of open spaces for children and youth on the move to facilitate the identification of these girls.
	Out-of-school children.	Accompanying their families to «ask for forgiveness» (those who left without warning and often stole a sum of money thinking they would one day pay it back).	Building bridges to the school system formal.
	Children and youth who do not succeed in developing an economic activity: no occupation, begging, prostitution.	Return to their families. Support with money or work.	Support. IGA or money transfer (such as protection measures social).
	Children and youth people living on the streets.	Playing and partying.	Facilitate access to shared youth hostels.  Developing protective foster families for children.



## 2 - The international normative framework on the rights of CYM

**At the international level, there is a normative framework for the protection of children's and CYM' rights, but unfortunately this is not always fully implemented.**

**The 1989 United Nations Convention on the Rights of the Child (UNCRC)**<sup>4</sup>, has been ratified by all African member states of the United Nations. This convention is legally binding on the signatory states, which undertake to defend and guarantee the rights of all children without distinction and to be accountable to the United Nations for these commitments.

The Convention emphasises four fundamental principles concerning children: non-discrimination, the best interests of the child, the right to life, survival and development, and respect for the views of the child. Three optional protocols have been added to the main text. The first aims to protect children from recruitment in armed conflicts, the second concerns the sale of children (for forced labour, illegal adoption, organ donation, etc.), prostitution and child pornography. The third defines the international procedure that allows any child to lodge a complaint about a violation of his or her rights directly with the United Nations Committee on the Rights of the Child, when all national remedies have been exhausted.

The UN Committee on the Rights of the Child, composed of independent experts, monitors the implementation of the convention by examining the reports that states commit to publish regularly once they have ratified the treaty.

**The 1990 African Charter on the Rights and Welfare of the Child**<sup>5</sup>, the main standard-setting instrument for children's rights and welfare in Africa, guarantees the principles and rights of the CRC as well as others. The Charter shares much in common with the CRC, the content of the Charter reflects the situation of African children and fills some of the gaps in the CRC, such as the protection of internally displaced children, the protection of the rights of children living under apartheid and protection from harmful social and cultural practices.

The Charter does not specifically mention children on the move as a general category, but it does contain provisions in Article 23 that directly address the situation of certain categories of children, such as refugee children, which also apply, mutatis mutandis, to displaced children.

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4 <https://www.unicef.fr/convention-droits-enfants/>

5 <https://au.int/fr/treaties/charte-africaine-des-droits-et-du-bien-etre-de-lenfant>



## The African Youth Charter

The African Union has developed several continental youth development policies and programmes aimed at ensuring that the continent reaps the benefits of its demographic dividend. These policies include the African Youth Charter, the Youth Decade Plan of Action and the Malabo Decision on Youth Empowerment, all of which are being implemented through the various programmes of Agenda 2063.

The African Youth Charter aims to protect young people from discrimination and guarantees them freedom of movement, speech, association, religion, property and other human rights, while committing to promote their participation in society.

The Plan of Action for the Youth Decade is structured around five main priority areas, namely:

- Education and skills development ;
- Youth employment and entrepreneurship ;
- Governance, peace and security ;
- Youth health and sexual and reproductive health rights;
- Agriculture, climate change and the environment.

**The new EU Global Strategy on the Rights of the Child 2017 and the European Child Guarantee**<sup>6</sup> are major initiatives of the European Commission to better protect all children, to help them exercise their rights and to put them at the heart of EU policy-making. Both initiatives are the result of extensive consultations with citizens, stakeholders and, most importantly, over 10,000 children.

On 19 September 2016, the United Nations General Assembly unanimously adopted the **New York Declaration for Refugees and Migrants**. The New York Declaration reaffirms the importance of the international refugee regime and includes a wide range of commitments by Member States to strengthen and improve protection mechanisms for people on the move. It paved the way for the adoption of **two new global compacts in 2018: a global compact on refugees and a global compact on safe, orderly and regular migration**<sup>78</sup>.

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6 [https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/rights-child/eu-strategy-rights-child-and-european-child-guarantee\\_fr](https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/rights-child/eu-strategy-rights-child-and-european-child-guarantee_fr)

7 <https://www.unhcr.org/fr/declaration-de-new-york-pour-les-refugies-et-les-migrants.html>

8 The New York Declaration adopted in September 2016 gave rise to two Covenants: Global Compact for Safe, Orderly and Regular Migration and the Global Compact on Refugees . Both Covenants are voluntary agreements and are not legally binding instruments.



In light of the normative framework described above, states have an obligation to ensure that children on the move are integrated into host communities in order to guarantee the effective realisation of their fundamental freedoms and human rights, and to ensure that they have access to socio-economic services on an equal basis with nationals. These Global Covenants recall that refugees and migrants enjoy the same universal human rights and fundamental freedoms, which must be respected, protected and fulfilled in all circumstances.

In order to raise awareness and accountability of duty bearers responsible for ensuring the realisation of the rights of children affected by mobility and other children affected by migration, many civil society organisations have developed **The Initiative for Child Rights in the Global Compacts**.<sup>9</sup> This initiative, co-organised by Terre des Hommes and Save the Children, aims to ensure that the rights of children affected by mobility or migration are respected and fulfilled.



The initiative is based on the following six key areas of children's rights, as defined in the New York Declaration for Refugees and Migrants

1. non-discrimination and integration ;
2. priority to ensure the best interests of the child ;
3. guaranteed access to services for children;
4. End the detention of migrant children;
5. promotion of sustainable solutions;
6. child protection.

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<sup>9</sup> <https://www.childrenonthemove.org/fr/>





Examples of references to the right to education in the Global Compact for Safe, Orderly and Regular Migration, regarding CYM

**Objective 5: To make regular migration channels accessible and more flexible**

Establish national and regional mechanisms for the admission and stay for an appropriate period of time, on compassionate, humanitarian or other grounds, of migrants forced to leave their country of origin due to sudden natural disasters or other precarious situations, or improve existing practices in this area, for example by providing such migrants with humanitarian visas and private sponsorships, by giving their children access to education and by issuing temporary work permits until such time as it is possible for them to adapt to the situation or to return to their country of origin;

**Objective 15: Ensure migrants' access to basic services**

Ensuring access to equitable and quality education for young and early migrants and facilitating access to continuing education, including by building the capacity of

education systems and ensuring non-discriminatory access to early childhood development programmes, formal education and non-formal education for children who do not have access to formal education, vocational and on-the-job training, technical education and language training, as well as promoting partnerships with all parties that can support this endeavour.

**Source: Global Compact on Migration. 2018**

The African Charter on the Rights and Welfare of the Child noted that the compulsory nature of education requires that «States shall take positive measures to ensure that all children are enrolled in school». The African Charter on the Rights and Welfare of the Child also stressed that education should be available, acceptable, accessible and adaptable to all children.



### 3. Presentation of the Advocacy Cycle

#### 3.1 The Plea

Advocacy is never just about making a group of people or institutions aware of an issue, problem or situation. It is always about trying to change the policies, practices, systems, structures, decisions and attitudes that cause poverty and injustice, so that they are favourable to people living in poverty. In our case, it is about ensuring that the rights of children and youth on the move (CYM) are respected and implemented.

### Advocacy is about:



Source: Plan International. *The education we want. Advocacy toolkit.*

#### 3.2 Risks related to Advocacy activities

It is important to be aware that implementing advocacy activities also carries certain risks. These risks are contextual and relate to sensitive issues in each country.

The following framework provides examples of risks and ways to reduce them.



Risk to :	Nature of the risk (example)	Contingency plan (example)
<b>Staff and partners</b>	They may be targeted or subjected to violence after you speak	Put in place protection/security measures
<b>Your organisation's programmes</b>	They risk being reduced or even closed	Ensure that programme staff and partners are aware of the rationale for advocacy, are consulted on decisions/ messages and have the capacity to articulate advocacy messages well.
<b>Relations with the government</b>	They are likely to be tense They are likely to be interrupted They may cause a potential ally to lose his honour	Start by lobbying and negotiating. Make sure you explain to the targets why you are doing this. Make sure your power analysis is accurate
<b>Other relationships, e.g. with NGOs, specialised bodies</b>	Allies risk losing their honour if advocacy criticises the work of other organisations Allies may be offended if a study (on the evidence of the problems faced by the CYM) is published without prior consultation	Ensure robust evidence and rigorous quality Make sure you communicate to allies what you are doing and why; make sure you involve them in the formulation of advocacy messages
<b>Children involved in advocacy</b>	They risk being exposed to physical or psychological abuse (by some decision-makers who do not always want change) for speaking out on conflicting issues	Do not use real names. Provide ongoing support Ensure that the child's best interests are a primary consideration Do not involve children in advocacy if the risks are too high
<b>The reputation of your organisation</b>	Your professional reputation may be damaged if your study is not rigorous Associating with certain partners can jeopardise your relationships with others Some sources of funding may compromise your legitimacy	Ensure the quality of your study Check the reputation of your allies and/ or coalition members Consider sources of funding

Source: Save the Children, *Advocacy Guide*, 2007

### 3.3 The cycle and key elements of an advocacy strategy

The advocacy cycle does not differ much from the project management cycle. The main differences are that the objective of the project is policy change and the activities are very specific. Otherwise, the general cycle can be summarised in different phases: problem identification, strategy development, determination of an action plan, implementation phase, monitoring and evaluation.



Figure 1. The advocacy cycle



STEPS	DESCRIPTION OF THE STAGE
<b>Identification of the problem</b>	<p>Examples of problems faced by CYM:</p> <ul style="list-style-type: none"> <li>• The problems faced by CYM are not yet fully recognised by public institutions and not sufficiently taken into account in national policies.</li> <li>• Insufficient action to address the underlying causes of mobility of CYM</li> <li>• Humanitarian principles and the law of the CYM are ignored. Etc.</li> </ul>
<b>Development of the advocacy strategy</b>	<ul style="list-style-type: none"> <li>• Analyse the problem and the context</li> <li>• Determine change goals and specific objectives</li> <li>• Conducting a stakeholder and power analysis</li> <li>• Identify targets and alliances</li> <li>• Defining the right advocacy messages, place and time to influence</li> <li>• Define the tactics used to influence effectively</li> </ul>
<b>Action plan</b>	<ul style="list-style-type: none"> <li>• Detail the activities to be implemented by specific objective and/or by target and/or by event</li> <li>• Establish a timeline</li> <li>• Mobilise resources (HR, funding etc.) for implementation</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Development of activities identified in the action plan</li> <li>• Implementation of research, capitalisation and data collection activities.</li> <li>• Advocacy with key players in government, donors, UN</li> <li>• Building alliances with other NGOs or associations.</li> <li>• Media coverage of the work and mobilisation of the public to support the messages and your positioning.</li> </ul>
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>• Data collection on advocacy activities (process and outcomes)</li> <li>• Monitoring and evaluation of measurable and quantifiable indicators to ensure that your advocacy strategy is effective or not.</li> <li>• Possible revision of activities, plan or strategy if necessary.</li> </ul>

Source: Adapted from Action Against Hunger's Advocacy Toolkit





### Key elements of an advocacy strategy :

- **WHAT? What change do we want to make in the lives of the CYM?** This is about identifying what is wrong and what needs to change (context and problem analysis). It is important to provide solid evidence and be clear about what needs to be stopped, compared to what needs to change, and what alternative solutions can be adopted (goals of change and objectives)
- **WHO can make change happen?** This involves asking who has the power to bring about the desired change and who may be potential allies and opponents (stakeholder analysis, targets and allies). It is also important to understand how stakeholders are involved in decision-making and may or may not have a role in change (power analysis).
- **HOW can you get them to make the change you want?** This involves thinking about potential strategies and tactics for influencing those in power, but also defining the messages you want to convey to different targets and identifying the most appropriate times and places to make your case for change.

In the following sections, we will now look in more detail at the different steps that make up an advocacy strategy. In the appendices you will find tools and activities you can carry out with CYM so that they can participate fully in the development and implementation of your advocacy strategy.





**Tool 2** at the end of this guide provides an activity to do with children to raise their awareness of advocacy.

### 3.4 Problem analysis

Below are the questions we need to ask ourselves in order to make a good analysis of the problems faced by CYM. As indicated in the toolkit in the annex, the CYM will have to be involved in identifying their problems.

#### Identify the problem and select the main issues

- What is the major problem of the CYM that we want to address? What are the most important causes of this problem? Are these causes technical, economic, cultural, political or a combination of all four?
- Is the problem related to a weak policy, legal or institutional framework? If so, which policies or strategic documents need to be put in place or modified? Who/what institutions are responsible for this?



- Is the problem related to shortcomings in implementation? If so, what practices need to be changed? How does advocacy support this change?
- What are the obstacles to the necessary change? (e.g. lack of political will, lack of funding, the interest of a particular group, institutional organisation, etc.)

The best way to find out about the challenges faced by CYM is to ask them! Tool Number 3 in Chapter II gives you some ideas to help children and youth on the move to express their needs and problems.

### **Understanding the external advocacy environment and assessing our internal capacity**

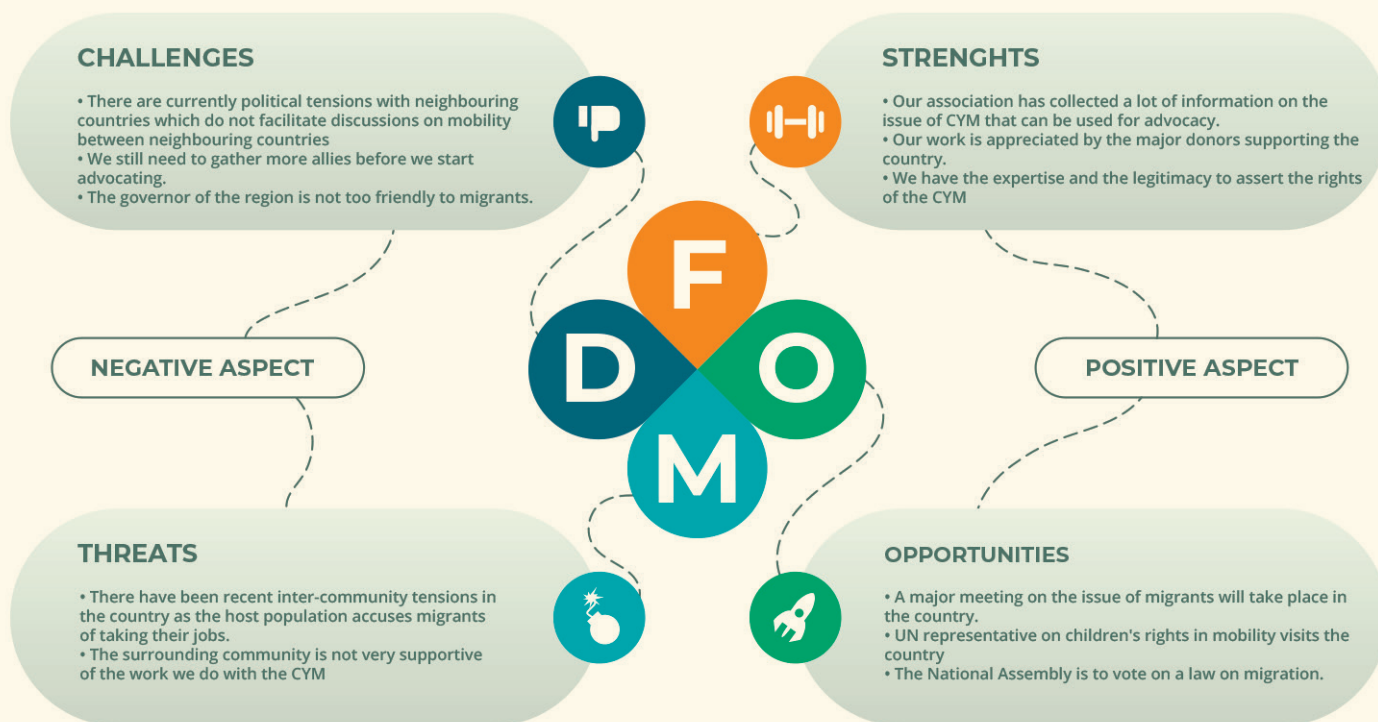
- accountability, capacity and funding to work on this issue.
- Do we have expertise in the field? What is our added value (e.g. experience, evidence from our field experience with CYM, legitimacy, etc.)?
- How is this issue we have identified relevant to our role, mission and operational interventions with the CYM?
- What capacity do we have to engage with this issue?

### **Opportunities and threats external to our association**

- What opportunities can we seize to bring about change? (e.g. national political process, event calendar, media attention, international initiative, alliances of influential actors, etc.)
- What are the potential risks to our organisation if we engage in advocacy on this issue? What are the factors that can have a negative impact on our work?

The information collected can be organised according to the following table which includes some examples:





In relation to the issue of CYM, analysis of existing and relevant laws, policies, strategies, technical guidelines or budget documents in your country, as well as their non-existence or constraints in their implementation, is necessary to understand what level of priority is given to the issue by the stakeholders you seek to influence.

<b>LAWS</b>	Laws are the principles and regulations established in the country, approved by the legislature, applicable to the population and enforceable by a court decision. Governments that have signed the International Human Rights Conventions have committed themselves to respect, protect and fulfil these rights.
<b>POLICIES</b>	Policies outline the goals of a government or ministry and the methods and principles it will use to achieve them. It may be necessary to pass legislation to enable the government to put in place the legal and institutional frameworks to achieve their goals. Legislation should be guided by current government policy.
<b>STRATEGIES</b>	Strategies outline the general lines of action to achieve the goals and objectives set out in government policies. Policies and strategies are long-term documents that are regularly revised. Strategies include institutional, social, economic and technical considerations and constraints, and refer to which ones should be involved, and when action should be taken.



<b>ACTION PLAN</b>	Action plans are operational documents that describe the concrete activities that will be put in place to achieve the policy and strategy documents, by whom and in what time periods. They should also contain detailed budgetary requirements as well as potential risks and mitigation strategies. They are usually short-term documents, regularly revised to adapt to the changing context.
<b>GUIDELINES</b>	Guidelines and protocols (the terms are generally interchangeable) are documents that aim to guide decisions on technical issues, define criteria and facilitate a standardised approach.

Source: Adapted from «Action Contre la Faim's Advocacy Toolkit».

## 3.5 Objectives for change

### 3.5.1 Problem tree analysis

In order to better understand your issue and problem, you can create a visual representation of the tree showing its root causes and consequences.

#### 1. Draw a problem tree showing the causes and effects

Identify the core problem. For example, corporal and humiliating punishment in children's schools (see Figure 2).

- Brainstorm a list of causes and consequences of the problem. Problems and causes are often found difficult to differentiate. To help you make the connection, simply repeat the question «Why? Example: «Corporal punishment is a big problem for children» «Why?» «Because it is a traditional way for teachers to manage a class» «Why?» «Because they don't know any other way» «Why?» «Why?», etc.
- Rank the lists of causes and consequences in order of importance.
- Identify the most direct causes. As the example on the next page illustrates, one direct cause is its acceptance among the teaching profession as normal practice. Then identify the combinations of factors that lead to this cause.
- Organise the causes and effects into a problem tree in which the causes are represented by the roots and the effects are represented by the branches. Discuss the links between



the roots and branches. Some causal links will be clear to you, pointing in one direction, while others may be more complex.

- You will then see clearly which causes you can address by working directly with children and their careers and which ones you can address through advocacy.



**Important note:** Tool 3 (in annex) is intended to help CYM formulate their protection problems/needs. The problem tree analysis should therefore be based on the problems identified by the CYM.

## 2. Use the problem tree to determine your goals and objectives

Turn the problem tree into a solution tree by making each problem an issue. If, for example, «general ignorance of the negative consequences of corporal punishment» is a cause, then you should write in the solution box: «general understanding of the negative consequences of corporal punishment».

Do the same with the consequences. For example, the effect «children drop out of school» will be matched by the solution «reduce the drop-out rate». This method allows you to better identify your objectives and indicators, although not all objectives are necessarily relevant to your project.

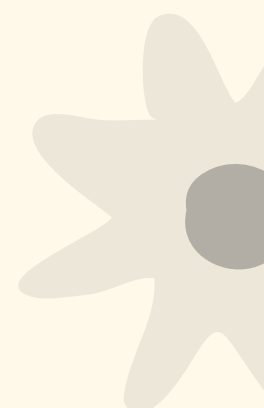


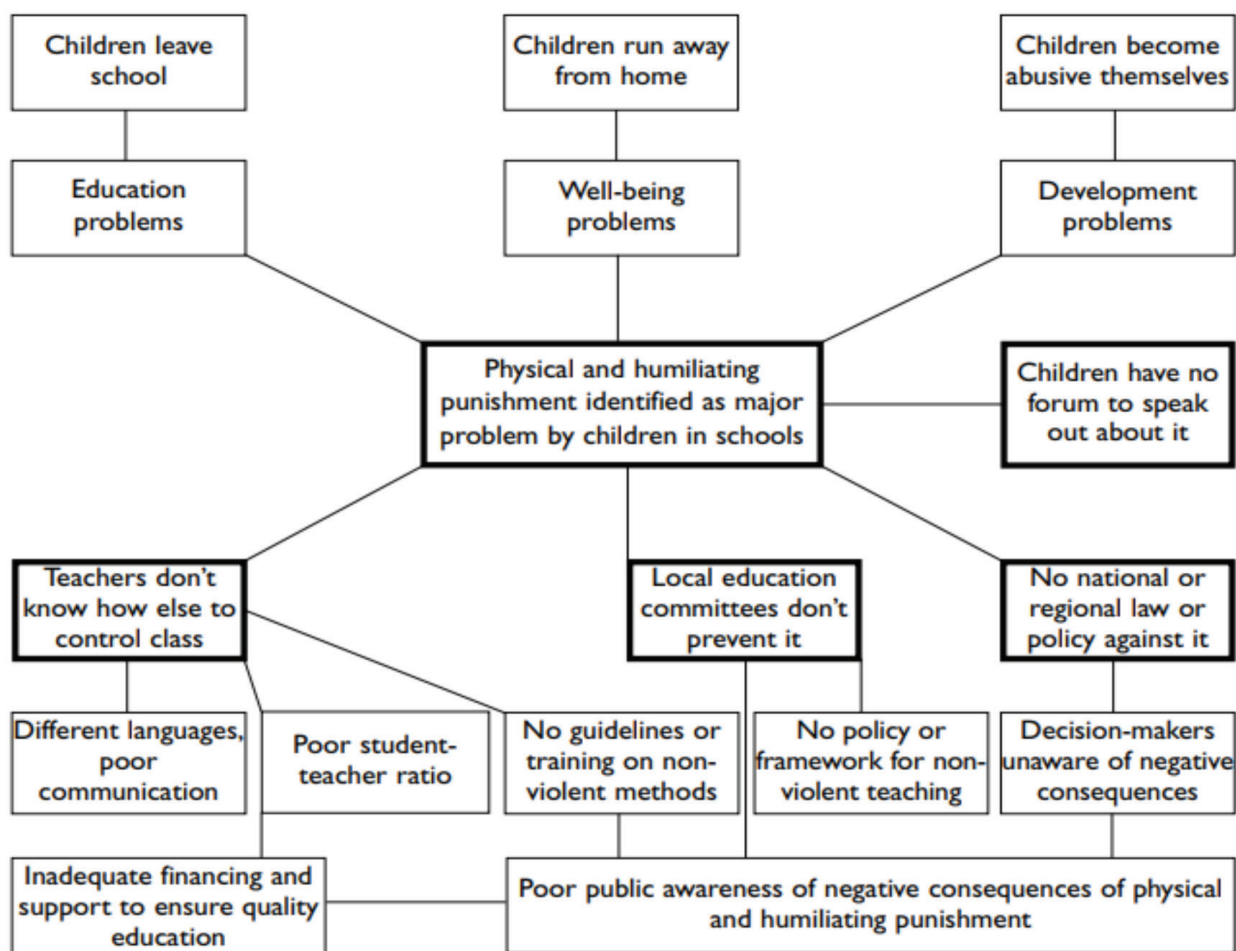


Figure 2: Example of a problem tree on corporal punishment in schools



Source: Save the Children. Advocacy Guide, 2012

Figure 2: Example of a **problem** tree on corporal punishment in schools



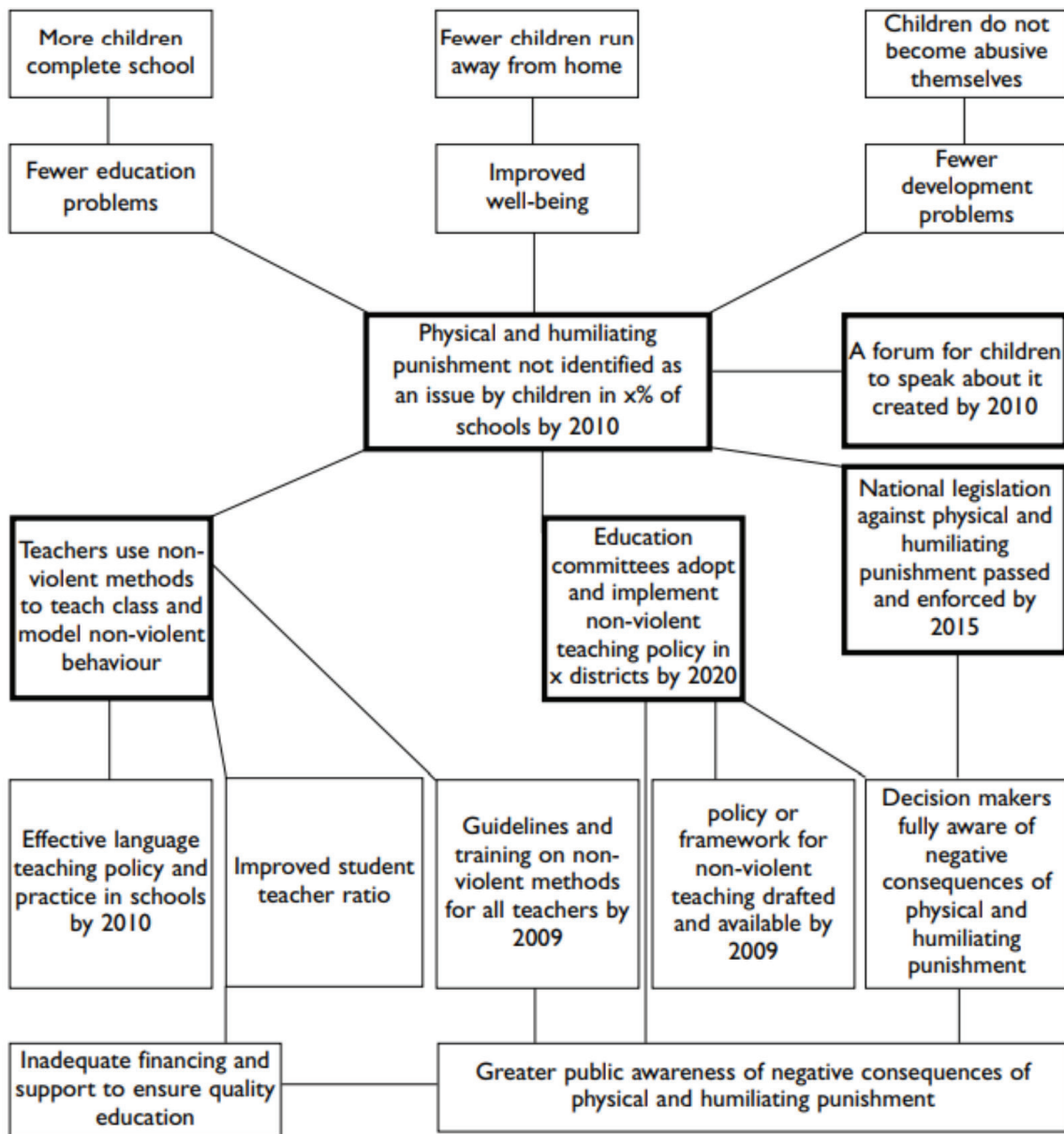
Source: Save the Children. Advocacy Guide, 2012

**NOTE:** This is just an example. There are many other causes and effects, and other links between causes.



Figure 3: Example of a solution tree on corporal punishment in schools

Figure 3: Example of a **solution** tree on corporal punishment in schools



Source: Save the Children. Advocacy Guide. 2012

**NOTE:** Bolded boxes could be developed into advocacy objectives



### 3.5.2 Formulating an advocacy objective

While change goals will be global and formulated as a vision for change, advocacy objectives should be as specific as possible. Advocacy objectives contribute to the achievement of your change goal. There can be one or more specific objectives, and each one should be **SMART** (**S**pecific, **M**easurable, **A**chievable, **T**ime-bound). In this way, monitoring them will be easier, as will evaluating whether they have been achieved or not. Change goals and advocacy objectives should be classified into different categories, depending on whether they are political, institutional or practice changes.



The objectives of the Advocacy should answer the following questions:

- What change(s) do you intend to make? What is stopping you?
- What solution do you propose?
- Who can make change happen?
- When should the target be reached?

Table 2. Example of a change objective

Identification of the problem	There are not enough financial resources allocated by the state to support the services and organisations that support the CYM
Objective of change	Adequate and sustainable funding is available to support the CYM in the country.
Advocacy objectives	<ol style="list-style-type: none"> <li>1. In 2025, a specific programme for CYM is included in the revision of the Child Protection Development Plan by the Minister for Child Protection, including a dedicated budget for this issue</li> <li>2. In 2025, the budget of associations supporting children and youth on the move will be increased thanks to a state subsidy that will supplement the funds received by INGOs.</li> </ol>



### 3.6 Stakeholder analysis (targets and allies)

Once you have defined the purpose and objectives of advocacy, you need to understand how the policy-making process fits into the organisation/institution/department of the state you are targeting, which people or stakeholders have the power to bring about the change you want, and how they can be influenced to change.



#### Definition of stakeholder

A stakeholder is a person or group of people who have something to gain or lose from the outcome of a planned project or process, and who may have a significant influence on the project or process in question. Undertaking a stakeholder analysis will help you to identify individuals or groups who have an interest in your advocacy issue, allies and opponents. It will also help you prioritise which one to target.

Table 2. Type of stakeholders

National Institutions	Technical and financial partners	Global Initiative	Civil society	Academic world	Private sector
<ul style="list-style-type: none"> <li>• Ministries and administrative divisions</li> <li>• Administrations and technical bodies</li> <li>• Parliament</li> <li>• Political leaders</li> <li>• Local authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Bilateral, multilateral, private donors, foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Rights of the Child Initiative</li> </ul> <p>in the global covenants</p>	<ul style="list-style-type: none"> <li>• Media</li> <li>• Religious organisations</li> <li>• Youth organisations</li> <li>• Social movements</li> <li>• Workers' unions</li> <li>• NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Schools and Universities</li> <li>• Research Institute</li> </ul>	<ul style="list-style-type: none"> <li>• National and International Companies</li> <li>• Professional bodies</li> <li>• Financial institutions</li> <li>• Farmers' organisations</li> <li>• Small traders</li> </ul>

Source: Adapted from «Action Contre la Faim's Advocacy Toolkit».





We need to ask ourselves the following questions about stakeholders.

- Who are the stakeholders in relation to your issue? Ex.: Which actors have something to lose or gain from the outcome of the process?
- How much influence do they have?
- What is their position or attitude to the issue? To what extent do they agree or disagree with you?
- How are the different actors involved in decision-making (formally or informally)?
- What are the opportunities to formally contribute to or informally influence decision making?
- Which actors have the power to solve the problem or achieve our goals, and therefore who do we want to influence?
- Which actors are most likely to support us? Who can help us influence them?
- Who can oppose the change we want to achieve and why?

The process of developing a policy, strategy document or guidelines is usually lengthy and involves many actors: it may include negotiations between different ministries and between different divisions within a ministry, and involve donors and technical partners active in the sector, research institutes, private sector organisations, trade unions and civil society organisations, etc. Formal stakeholder consultations can be organised by officials and the issue can be put on the agenda of a sectoral or coordination working group. Even if there is no formal process, there are still opportunities to influence the final outcome, as long as you are aware of who is involved and when.

Getting this information requires being in contact with key actors and informants who are part of the process and who are willing to work with you. Sometimes this information is shared with



all relevant actors during coordination meetings or in child protection working groups. If this is not the case, you should be proactive in contacting government officials, donors and other key actors. As long as your organisation is recognised as an important player in the sector and you demonstrate a willingness to maintain a constructive dialogue, you should have no difficulty in obtaining this information.



**Tool 5** p. 80 at the end of this guide provides an activity to do with children to help them identify targets and allies in relation to the advocacy activities to be implemented.

### 3.7 Advocacy messages

Developing key messages is a very important step in your advocacy strategy. When developing your messages, keep in mind what you want to achieve from your targets and what might make them act. For example, a ministry representative may already be aware of the issue and therefore require detailed technical information on how change can happen and what benefits it might bring. At a higher level, politicians may be less attentive but need to be aware of the political issues related to the advocacy message, such as the size of a donor's budget envelope, the ability of the message to increase their popularity with the electorate, or the identification of measurable outcomes.

Once you have defined your messages, the success of your work will largely depend on your ability to be in the right place and to address the right people at the right time. It is therefore crucial to identify the opportunities and have the best possible understanding of the process, the locations, the time frame and the actors involved. There is no point in conducting research or publishing a briefing paper if the policy document you want to influence is already at a stage of no return. This is why it is important to have a very good understanding of the decision-making process and to conduct a «stakeholder and power analysis». (See previous step)

Meetings and conferences are good opportunities for advocacy, as they represent good op-

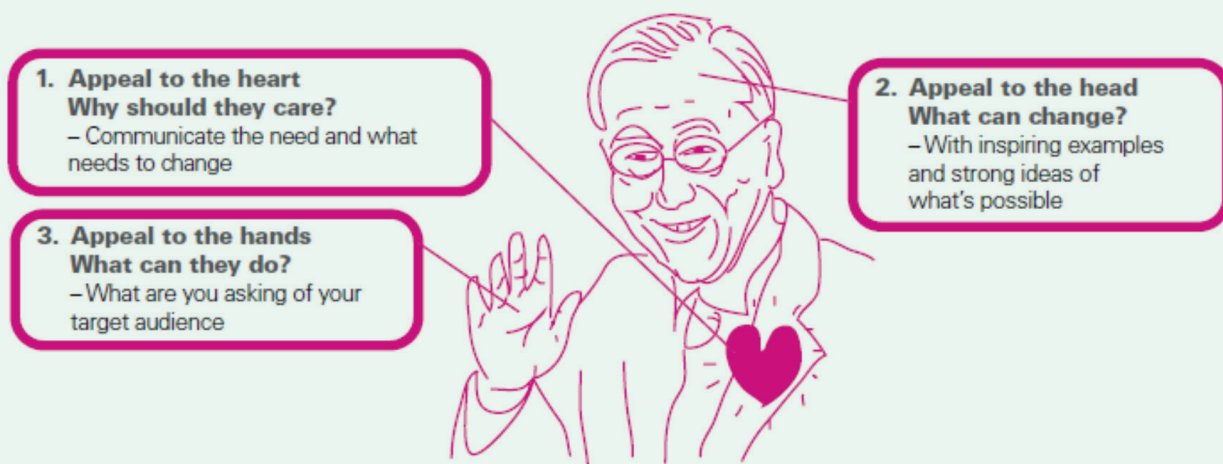


opportunities to address key targets and influencers, especially during coffee breaks! You can also contact the organisers in advance to request a slot on the official agenda to make a presentation or organise a side event explaining the results of your research or the main recommendations of your briefing paper.

Think about the last time you paid attention to a problem and decided to act because someone told you about it. What caught your attention? What made you want to know more?

On the whole, people are receptive to messages that address the heart, head and hands - see below.

Source: Plan International. Advocacy toolkit.



Source: Plan International. Advocacy toolkit.





### Important points to remember

- In one sentence, what is the change we want to bring about? How will you express your messages as calls for change?
- How will you tailor your messages to each target? What action do you want each target to take?
- How can you make the best use of the opportunities in the calendar to convey your messages (meetings, summits, working groups, cultural events, etc.)?
- Advocacy messages should be :
  - Clear and brief: use precise and punchy language, verbs in the active form
  - Simple: make sure your message is clearly understood. Avoid jargon
  - Evidence-based: based on your experience and programmes
  - Action-oriented: state concrete demands to the target audience and suggest solutions tailored to each audience you address.



**Tool 4** p. 76 at the end of this guide provides an activity to do with the children to help them identify the key messages.

## 3.8 Advocacy tactics



Once the targets, time and place have been identified, the way in which you will advocate (target influence tactics) can be put in place. But before we go any further, it is worth pointing out that advocacy is not necessarily synonymous with confrontation.

Instead, most of the time, achieving your objectives will involve a mix of tactics such as identifying and working with allies within the target organisation, influencing and lobbying behind the scenes, understanding and accepting some of the constraints your targets face, or using your technical knowledge of the issue of CYM to build your target's knowledge and capacity and support change from within.

How will you use the different modes of action (expertise, advocacy, media work, mobilisation, sharing your technical expertise) to achieve your goal?

..... Messages are passed through different methods.....

Figure 4. Modes of advocacy action



### **Sharing Expertise**

Produce scientific evidence and facts from studies to justify change.

### **Advocacy**

Conducting strategic intelligence  
Convincing your targets  
Negotiating common positions

### **Media**

Influencing opinion leaders  
Make your messages and actions visible  
Raising public awareness

### **Mobilization**

Building public support  
Using the collective power of voters and consumers  
Influencing public perception and mindset

While in theory, a range of activities can be implemented to move you towards your advocacy goal, you will need to select and prioritise some, based on a number of criteria such as the context (political, security) and the potential cost/impact (some activities may require a particular budget, others may take more time than others, etc.). However, it is often the use of a wide range of activities and tactics that will give you the best chance of success. The activities you select should be listed in your action plan. (See next step on the roadmap).



MODES OF ACTION	EXAMPLES OF ACTIVITIES
<p><b>SHARING EXPERTISE</b></p>	<p><b>Publish a leaflet/briefing/report based on data analysis of CYM issues, evidence, studies such as</b> the Mapping of Children on the Move in Africa, developed by the African Committee of Experts on the Rights and Welfare of the Child in 2018.<sup>10</sup></p> <p>Good dissemination is essential to ensure that the results of the research/study reach the defined targets: i) Possible formats for circulation: hard and electronic copies of reports, fact sheets, video clips, opinion pieces, lobbying notes, media briefs, online interviews with the author, etc. ii) Possible channels/networks for circulation: direct circulation to targets via post/email with cover letter, website, press, group workshops, meetings, etc.</p> <p><b>Organise a workshop</b> with relevant people/organisations to raise awareness of the challenges faced by CYM.</p> <p><b>Organise a visit to your project/programme</b></p> <p><b>You can also provide technical support, sharing experience</b> with your «target» during one-off technical studies, technical training sessions, meetings to advise or jointly develop technical documents, or by involving, for example, a state statistical office to ensure that the results of the study will be more readily accepted.</p>

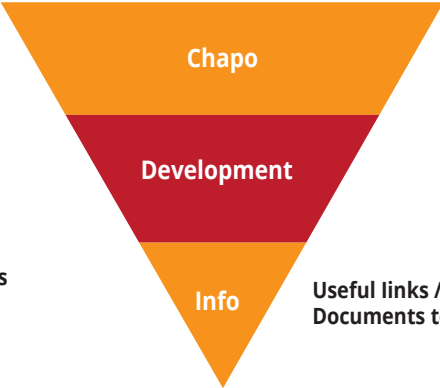
<sup>10</sup> <https://www.medbox.org/document/cartographie-des-enfants-en-mouvement-en-afrique#GO>



MODES OF ACTION	EXAMPLES OF ACTIVITIES
<p style="text-align: center;"><b>ADVOCACY</b></p>	<p><b>Conduct strategic intelligence</b> to understand the decision-making process; identify the timing of key events and political dynamics, identify allies and opponents and possibly the most relevant targets for advocacy through:</p> <ul style="list-style-type: none"> <li>• Reading official notes and documents: sector strategies and policies, the national budget, donor strategies and reports, NGO reports, briefing papers and analyses.</li> <li>• Internet searches: newsletters, Google filters, thematic Internet groups/platforms, mailing lists, newsletters, press reviews, etc.</li> <li>• Networking: participation in thematic working groups, round tables, conferences, formal meetings or informal discussions with decision-makers or informants.</li> </ul> <p><b>Develop a position paper/positioning paper</b> to explain what position your organisation (or coalition) takes on a particular issue. The case clarifies the organisation's/coalition's position and makes recommendations or proposals for change. It is therefore the basis for your advocacy work.</p> <p>Examples of positioning:</p> <ul style="list-style-type: none"> <li>• On a technical issue: what is your view on the work of the CYM in particular contexts?</li> <li>• On a political procedure: what do you think of the budget allocated by the State to the child protection sector this year?</li> <li>• On one particular initiative: what elements could be included in the Child Rights Initiative in the global compacts<sup>11</sup> in the Sahel region?</li> </ul> <p><b>Organise direct meetings with your targets</b>, to convince decision-makers and influencers to support your position and thus influence the outcome of the decision-making process.</p> <p><b>Participate in working and coordination groups</b> to establish long-term relationships with other stakeholders based on common interests (on your positions, policy elements, response to urgent needs of the CYM, etc.) in order to share information and make joint decisions on specific issues.</p>

<sup>11</sup> <https://www.childrenonthemove.org/fr/>



MODES OF ACTION	EXAMPLES OF ACTIVITIES
<p><b>MEDIA</b></p>	<p><b>Issue a press release or organise a press conference.</b></p> <p>The press release (PR) is a major media tool. It can have several purposes: i) Reacting to news or informing about an upcoming event (e.g. a speech during a summit). ii) Informing the media about the launch of a report, campaign, or project. iii) Influencing the agenda of a negotiation or the position of a stakeholder ahead of a conference. iv) Making a message or activity visible among the public or decision-makers.</p> <p>The purpose of a press release is to get an interview (in a newspaper, on the radio, or on TV) or to be quoted by the media or a news agency.</p> <p>Here are the 4 parts that make up a press release:</p> <ul style="list-style-type: none"> <li>• The title. It should summarise your entire press release in one sentence. ...</li> <li>• The headline of the press release or «hat» ...</li> <li>• The body of the press release .</li> <li>• The end of the press release.</li> </ul> <p style="text-align: center;"><b>THE INVERTED PYRAMID PRINCIPLE</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;"> <p><b>1. Hook Give</b> the essence of the information</p> <p><b>2. Body text</b> Develop your point</p> <p><b>3. Accessory details</b> About accessories</p> </div> <div style="width: 30%; text-align: center;">  </div> <div style="width: 30%;"> <p><b>Who ? What? Or ? Wher ? How? For what ? How much ?</b></p> <p><b>Arguments / Illustrations / Photos / Vidžos/ Internal and external links</b></p> <p><b>Useful links / Author information / Documents to download / Call to action</b></p> </div> </div>



MODES OF ACTION	EXAMPLES OF ACTIVITIES
<p><b>PUBLIC MOBILISATION</b></p>	<p><b>Circulate a petition.</b> In general, a petition informs about why it is important to mobilise now on this issue and presents the solutions proposed by the organisation. Then a particular action is proposed to the public. Petitions can be issued in different ways, on postcards, on a website, via SMS, etc. Many online tools have been developed in recent years<sup>12</sup> and are simple and effective ways of carrying out this type of action. Social networks (Facebook, Twitter) are also used to circulate petitions.</p> <p><b>Organise an event.</b> Street events, exhibitions and films can serve the dual purpose of mobilising the general public around a particular issue or cause and attracting media interest. If enough «buzz» is created around the event, journalists may go so far as to publish articles in their newspapers or online, raising awareness.</p>



**Tool 6** p. 83 at the end of this guide provides an activity to do with the children to help them identify actions and measures to be implemented.

### 3.9 Action plan (roadmap)

By going through all the previous steps, it is likely that you have started to identify actions you can take to bring about change. Developing a plan for your advocacy helps to summarise the previous information and, most importantly, to ensure the implementation of activities by also identifying the people responsible for its implementation.

	DESCRIPTION	INDICATEURS DE PROGRES
<p><b>OBJECTIVES</b></p>	<p>What do I expect to achieve in the long term?</p>	<p>How will I know if my goal has been achieved?</p> <p>What would have changed?</p>

<sup>12</sup> Example: AVAAZ, CHANGE, etc.



<b>KEY ACTIONS</b>	<p>What needs to happen for me to achieve my goals?</p> <p>Are there external actors we need?</p>	<p>What indicators should I use to see if I am making progress towards my goals?</p>
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ACTIVITIES	TO-DO LIST	RESPONSIBILITIES	DATES
List the activities to be undertaken	Break down each activity into individual steps	Who in your team should do this?	Establish deadlines or a calendar of activities

Source: UNICEF. *A Guide to Youth Advocacy*.



**Tool 7** p. 86 at the end of this guide provides an activity to do with the children to help them make a roadmap for actions and measures to be implemented.

### 3.10 Monitoring and evaluation (M&E) of the advocacy strategy

M&E could help you judge whether your advocacy work is on track, and whether objectives have been achieved or whether some changes in advocacy strategy need to be made.





## Self-assessment questionnaire (Adapted from Sharma's Advocacy Training Guide)

### Objectives of your advocacy

- What are the barriers to advocacy? How can they be overcome?
- How does the policy/programme change relate to your objective? Did you achieve your objective partly, totally or not at all?
- What else can you do to advance your goal? Would building new alliances or increasing your media reach allow your objective to be better considered in the decision-making process?

### La transmission d'un message/ la communication

- Has your message reached key audiences? If not, how can you better reach these audiences?
- Did your audiences respond positively to your message? Which messages worked? Why did they work? What didn't work and why?
- Which transmission formats worked best? Which have been the least effective and why? How can these formats be changed or improved?
- Did you receive any press or media coverage? Did it help you in your efforts? In what ways can your relationship with the media be improved?

### The use of research and data

- How has the use of data and research work strengthened your efforts?
- Was the data presented in a clear and convincing way? How could you improve your presentation?
- Has your advocacy effort generated new research questions? Is additional data needed to support your advocacy objective? If so, is the data already available or do you need to conduct new research?



### Le processus de prise de décision

- How have your efforts helped to make the decision-making process more open?
- Will it be easier to reach and persuade decision-makers next time? For what reasons?
- How could you improve the way you move the decision-making process forward?
- What alternative strategies can you adopt to move the discussion forward? Should you target different decision-makers? Should you consider different activities?

### Coalition building

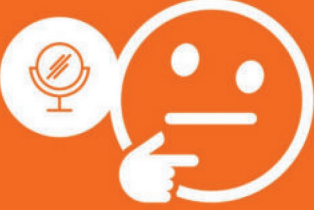


- How has your collaboration succeeded in drawing attention to the issue and building support for the advocacy objective?
- Is there a high level of cooperation and information exchange among coalition members? How could relations between coalition members be strengthened?
- How has your network helped your advocacy? How can you expand your network?

### Global management and organisational issues

- Is your advocacy work financially sustainable? How could you mobilise additional resources?
- How could your financial resources have been used more efficiently?
- Should you refine your focus or extend your time frame to make your action more flexible?

*Source: Sharma, R. R., no date. An Introduction to Advocacy: Training Guide. Support for Analysis and Research in Africa (SARA) and Health and Human Resources Analysis for Africa (HHRA), USAID Office of Sustainable Development, USA.*



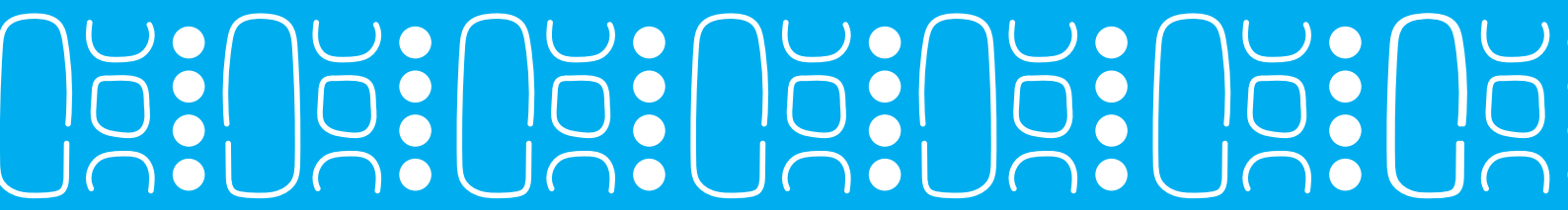
 <p>After talking with people, take the time to reflect. How did they take the exchanges with you? What did you learn? What could have been done better?</p>	 <p>Revisit people's reaction to your initiative. Do they understand your message? Is there a better way to communicate?</p>	 <p>What feelings and emotions does the work you do elicit? Do you learn anything from the community that could alter the activities initially planned?</p>
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Source : UNICEF. *A Guide to Youth Advocacy.*



**Tool 8** p. 89 at the end of this guide provides an activity to do with children to help them monitor advocacy activities.





# CYM PARTICIPATION

## 4 Inclusive participation of CYM in advocacy activities

### 4.1 The participation of the CYM

There are different ways in which children can take part in advocacy work. They can participate in adult-led action on children's issues or they can be helped to advocate for themselves. Indeed, organisations that specialise in children's issues need to take the step from speaking for children to empowering children to speak for themselves and their peers. This is what Save the Children and Terre des Hommes are doing by enabling children and youth on the move to express their views on issues that affect them and their peers around the world.

Article 12 of the Convention on the Rights of the Child states that States shall ensure that a child who is capable of forming his or her own views is guaranteed the right to express those views freely in all matters affecting the child.

The participation of children and youth is also recognised by the new European Union (EU) strategy on the rights of the child and the European Guarantee for Children as a key pillar. This is a new comprehensive EU policy framework to ensure the protection of the rights of all children, and to guarantee access to basic services for vulnerable children<sup>13</sup>, which are two of the main objectives of PROTEJEM.

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13 [https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/rights-child/eu-strategy-rights-child-and-european-child-guarantee\\_fr](https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/rights-child/eu-strategy-rights-child-and-european-child-guarantee_fr)



How is communication with children, different from communication with adults?

Children are not just little adults. They have needs and abilities that differ considerably from those of adults. Communicating with children has special requirements, including the following:

- Engage with children in the style/method of communication that suits them to ensure they feel comfortable, e.g. sitting on the floor, through play or art, and be able to tolerate expressions of distress, aggression etc.
- The ability to use language and concepts appropriate to the child's age, stage of development and culture.
- Acceptance that children who have had difficult experiences may find it very difficult to trust an unfamiliar adult. It can take a long time and a lot of patience before the child feels confident enough to communicate openly.
- The ability to understand that children may see their situation in a very different way to adults: children may fantasise, invent explanations for unknown or frightening events, express themselves in symbolic ways, focus on issues that may seem unimportant to adults, etc.

Source: Child led Disaster Risk Reduction. Save the Children

## Selecting and organising groups of CYM

In order to be effective and to be able to encourage young people to take part in advocacy activities, it is important that youth leaders are able to establish youth groups on advocacy. Ideally the groups will be mixed (if the context allows). The main 'organising' group will be limited to about 15 children and youth on the move in order to facilitate the design and coordination of advocacy activities. Of course, the core group will then rely on a larger network of young volunteers (up to 50 people) for the implementation of the activities afterwards.



Thus, the core group will serve as a coordination mechanism and main advocacy platform to:

- Carrying out advocacy actions, encouraging dialogue and exchange of information between the CYM
- Participate in the joint programming, design and implementation of advocacy activities with and for the CYM
- Advocate for and mobilise financial resources to ensure the sustainable development of activities in support of CYM.

The young members of the core group will be selected on the basis of their interest in leading advocacy initiatives (motivation for the topic), their positive and dynamic attitudes, their membership of a youth network and their willingness to commit themselves over a period of several months.

**(Note for the facilitator). The issue of children and youth on the move: proposed approaches and strategies for working with a mobile population:**

Use social networks: Young people often use social networks to keep in touch with family and friends, and to get information about their new community. You can therefore use these platforms to share information about your advocacy activities, and to encourage young people to get involved.

Provide training opportunities: CYM may have skills and knowledge that can be useful in advocacy work. Providing training opportunities for them to develop their advocacy skills can encourage them to become more involved.

Creating inclusive events: CYM may feel excluded from advocacy activities if they are not culturally appropriate or relevant to their experience. It is therefore important to create inclusive events that recognise and value their diversity.



It is also important that the young people chosen are representative of the other CYM in terms of age, gender and disability.

Careful consideration of the local social and cultural context is crucial in determining the nature of any payment or compensation for children's participation in activities. In some contexts, in particular, where children are involved in the economic support of their families and/or are living in poverty, participation in advocacy activities prevents the child from providing productive work that contributes to the family's well-being. Compensation is therefore necessary for the period during which the children would otherwise have earned money.

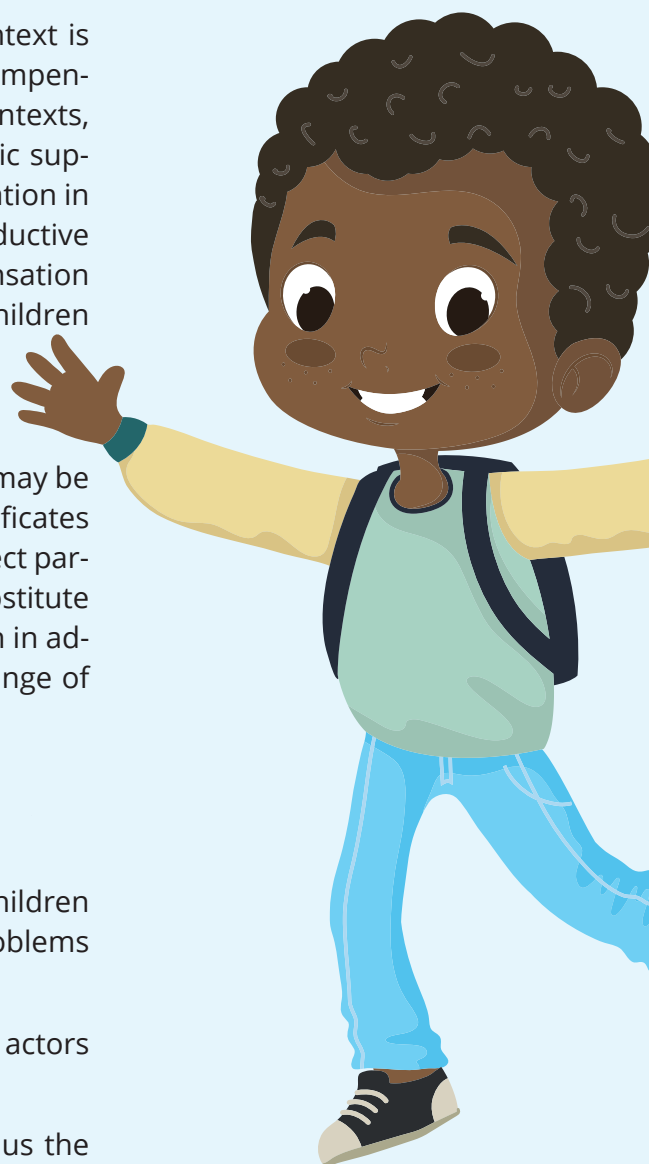
In some contexts, non-monetary forms of remuneration may be more appropriate. These may include, for example, certificates of recognition, gifts or vouchers. While the benefits of direct participation in advocacy initiatives are not equal to or a substitute for payment, it should be borne in mind that participation in advocacy activities can have formative value and bring a range of benefits that may be non-monetary.

Child-led advocacy has many advantages:

- It provides ideas that truly reflect the reality of children and gives adults the opportunity to consider problems and solutions from the children's perspective.
- Children are made visible and recognised as social actors and active citizens.
- Children learn new skills and gain confidence. Thus the process of engaging children in advocacy activities is also an opportunity for their own development.
- When children act, adults often become more involved.

### Ensuring the participation of girls

The process of inclusion and participation of young people should also be sensitive to the different vulnerabilities and capacities of girls and boys within the group. For example, in discus-





sions with young people and in the case of mixed gender groups:

- Ask the girls to lead the exercise if possible.
- When asking for ideas or comments from children, adopt a boy-girl sequence. Sometimes leaving things to chance can lead to only boys or more boys speaking; when the discussion is dominated by boys, you can say something like: «I wonder what the girls think about this group?» or «Let's hear the girls' ideas/comments! Don't give in easily if no girls respond. Give them some time to gather their courage, even if it means that the group becomes totally silent for a minute or two.
- Sometimes such silence increases stress. If no girls speak up, you can encourage her more by saying that next time you expect to hear from both boys and girls, or switch to small group activities where girls can express themselves more easily.

## 4.2 The inclusion of disabled CYM

### How to communicate and include CYM with disabilities?

The inclusion of children with disabilities in the groups of CYM who will be responsible for developing and implementing your advocacy strategy is important. These children are doubly vulnerable, firstly because of their mobility situation and secondly because of their disability.



The following principles, which adhere to a human rights-based approach to disability, are used to demonstrate the inclusion of children with disabilities in all development and humanitarian programmes and sectors:

- **Raise awareness of disability** and its implications.
- **To ensure the participation** and active involvement of young people and children with disabilities.
- **Ensure full accessibility** by removing physical, communication and behavioural barriers.
- **Implement the 'dual track' approach**, which consists of both providing disability-specific aids to children (e.g. walking aids) and training social service providers to deal with children with disabilities. (For example, training medical staff and teachers on disability)

### Tips for inclusive communication with children and young people with disabilities

- Young people with disabilities are important resource persons who can provide valuable information on vulnerabilities and how to mitigate them. Therefore, they should be involved in all advocacy activities concerning them.
- It should be remembered that situations of disability are risk factors for exclusion which combine with other factors of inequality such as gender and age.
- Children and youth workers will need to learn how to communicate effectively with young people with disabilities and respond to their needs;
- Families of young people with disabilities can be invited to support their children in the inclusive process of advocacy.

### General principles to be respected with children and young people with disabilities

- Speak directly to the child.
- Use support staff who can communicate with the child (family member, sign language translator, etc.).





### *Physical impairment*

No special communication adaptations are needed, but care should be taken to ensure that meeting places are physically accessible and that seating is provided, as children with physical disabilities may find it difficult or impossible to stand for long periods.

### *Sensory impairment*

#### **For visually impaired children:**

- Use contrasting colours and large print.
- Combine visual and audio information.

#### **For children with blindness :**

- Edit information in Braille.
- Provide audio messages.
- Promoting oral communication
- Develop accessible learning materials for visually impaired/blind and hearing impaired/deaf children and provide equipment to access them (computers, projectors, speakers, screen readers, etc.)<sup>14</sup>

#### **Children with hearing and/or speech impairments**

- Do not assume that the child cannot speak
- Keep a notepad and pencils handy to supplement verbal communication (if the child is able to read and write).
- Accompany your words with gestures, body language and visual messages.
- You may need to repeat what you say or ask the child to repeat what he/she has said (but don't pretend you understand if you don't).

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<sup>14</sup> UNICEF, in partnership with the Ministry of Education and Sports (MOES) in Uganda, launched a pilot project to use information technology to support inclusive education. The project aimed to develop accessible learning materials for visually impaired/blind and hearing impaired/deaf children and provide equipment to access them (computers, projectors, speakers, screen readers, etc.) in classrooms. Solar panels to access electricity were also provided to schools not connected to the electricity grid. The pilot also included a training component to teach teachers how to use these technologies.



**If a child has difficulty hearing:** stand as close to the child as possible. If the child hears better in one ear, stand on that side.

**If a child is able to read lips:**<sup>15</sup>

- Speak slowly and articulate clearly, but do not exaggerate your lip movements - this can make lip-reading more difficult.
- As some lip movements are difficult to read on the lips, try rephrasing a question if the child does not understand it after a few repetitions.
- Face the child and make sure your face is well lit and not obscured (also, do not stand with the sun at your back when giving information, as the child will not be able to see your lips moving).

*Intellectual disability*

How you can pass on information depends on the severity of the impairment:

- Speak slowly, using clear and simple words.
- Don't use long, complex sentences.
- Use gestures
- Use pictures with simple and clear messages (especially for children with severe intellectual disabilities)

**Appropriate language on disability**

General principle: «Put the child first» - Refer to the child first, not the disability. For example, «the child who uses a wheelchair» or «the child with arthritis» is preferable to «the child in a wheelchair» or «the arthritic». Children should not be defined by their disability - it is rather an aspect of their life. This general rule may be different in some communities, such as children who are visually or hearing impaired. Members of these groups often identify themselves as 'blind' or 'deaf'. Only mention a disability when it is relevant to the discussion.

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<sup>15</sup> Note: It is important to note, however, that the practice of lip-reading is not widespread.

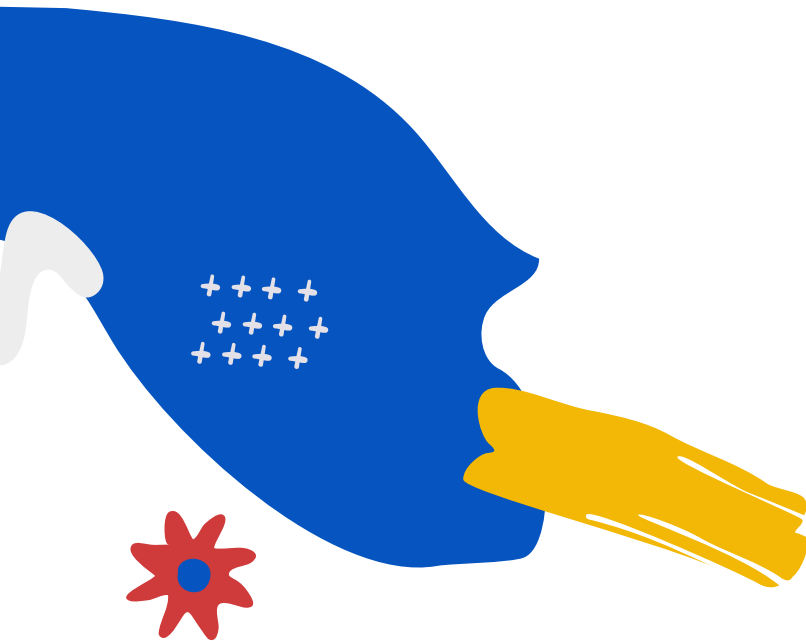


### 4.3 Examples of CYM participation projects on advocacy

Below are some examples of Save the Children's advocacy work<sup>16</sup> with children's groups.

#### Example 1. Children in India campaign against corporal punishment in schools

Locally, we supported NGO partners to address the problem and talked to children to understand how corporal and humiliating punishment was affecting their lives. We developed model schools with better pupil-teacher ratios, more accessibility for children and bilingual teaching. Children even helped define the indicators. We then launched an awareness-raising campaign targeting parents, teachers, government officials and the media through murals, letters, plays, meetings and workshops. We also helped a group of children to make a film about corporal punishment which was then shown in the community to draw adults' attention to the problem.



<sup>16</sup> SAVE THE CHILDREN. Advocacy Toolkit - A collection of tools to help plan, implement, monitor and evaluate advocacy. Second edition. January 2007.



Example 2: In Sierra Leone, Save the Children has carried out three successful initiatives entitled «Eradicating Child Poverty”

The children created their own activities, ranging from putting on plays to organising drawing competitions, singing and setting up discussion groups. The children had the opportunity to express their views to adults and community leaders. We sent a letter to the office of the then Prime Minister of UK, Mr Tony Blair, which was received by the Commission.

In his response, he acknowledged the efforts that were being made by everyone and highlighted some of the positive steps that his government was taking to address the problem of poverty.

On International Children’s Day, children’s clubs, with the help of Save the Children, dominated the radio airwaves of two stations, staging a unique afternoon of media saturation. The young people themselves wrote the content, designed the format and even the jingle for the two-hour shows, which covered a range of serious topics through drama and storytelling.

#### 4.4 Respecting ethical rules for working with children

The CRC gives visibility and legitimacy to children’s agency and participation, while also drawing attention to their rights to protection and survival and development, recognising that children are both capable and empowered to participate in interventions such as research (an activity also found in advocacy).

Involving children in advocacy work also involves strict adherence to ethical standards so as not to harm children as described in the box below. The terms ‘research community’ or ‘researcher’ below are a reminder in our context of the attitudes that should also be respected by facilitators or practitioners who will be facilitating children’s work in advocacy.





## INTERNATIONAL CHARTER FOR ETHICAL RESEARCH INVOLVING CHILDREN

As a research community working with children, we are committed to undertaking and supporting high quality ethical research that respects children's human dignity, rights and well-being. The following seven commitments guide our work:

### **ETHICS IN RESEARCH INVOLVING CHILDREN IS EVERYONE'S RESPONSIBILITY**

We, the research community, including all those involved in initiating, commissioning, funding and evaluating research, have a responsibility to ensure that the highest ethical standards are met in any research involving children, whatever the approach, purpose and context of the research.

### **RESPECTING THE DIGNITY OF THE CHILD IS AT THE HEART OF ETHICAL RESEARCH**

Ethical research is conducted with integrity and respect for children, their views and their culture. Respectful involvement of children requires researchers to recognise the status and developmental capacities of children and to value their diverse contributions.

### **RESEARCH INVOLVING CHILDREN MUST BE FAIR AND EQUITABLE**

Children involved in research have a right to justice. Justice requires that all children are treated equally, that the benefits and burdens of their participation are distributed fairly, that children are not excluded unfairly, and that barriers to their participation based on discrimination are addressed.



### **ETHICAL RESEARCH BENEFITS CHILDREN**

Researchers are responsible for ensuring that research maximises the benefits to children, as individuals and/or as a social group. The researcher has the primary responsibility for assessing whether the research should be undertaken and for assessing whether the research will benefit children during the research process or as a result of it.

### **CHILDREN SHOULD NEVER BE HARMED AS A RESULT OF PARTICIPATING IN RESEARCH**

Researchers should make every effort to prevent any potential risk of harm and to assess whether it is justified to involve the child.

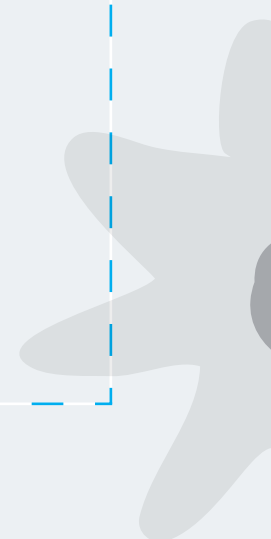
### **THE CHILD'S INFORMED CONSENT MUST BE OBTAINED BEFORE AND DURING THE RESEARCH**

The consent of the child must always be obtained in addition to the consent of the parents and all other requirements necessary to conduct the research ethically must be observed. Consent must be based on a balanced and correct understanding of all that the research involves during and after the process. Indications of the child's disagreement or willingness to withdraw must always be respected.

### **ETHICAL RESEARCH REQUIRES CONTINUOUS REFLECTION**

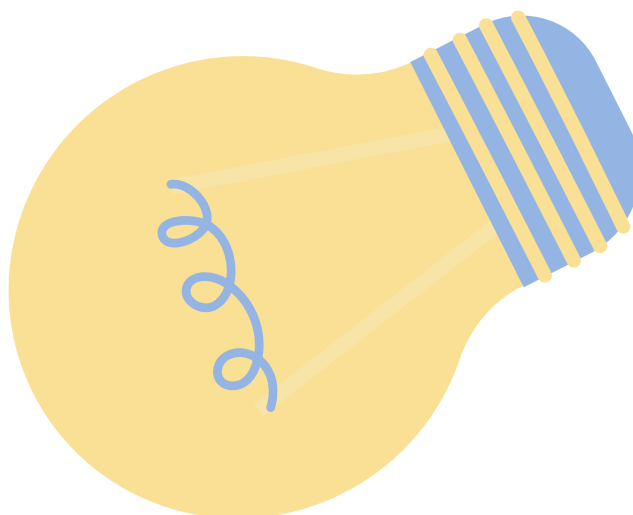
Research involving children is important. Ethical research requires researchers to engage in ongoing reflection about their practice, well beyond any formal ethics review requirements. This requires constant attention to the assumptions, values, beliefs and practices that influence the research process and the impact on children

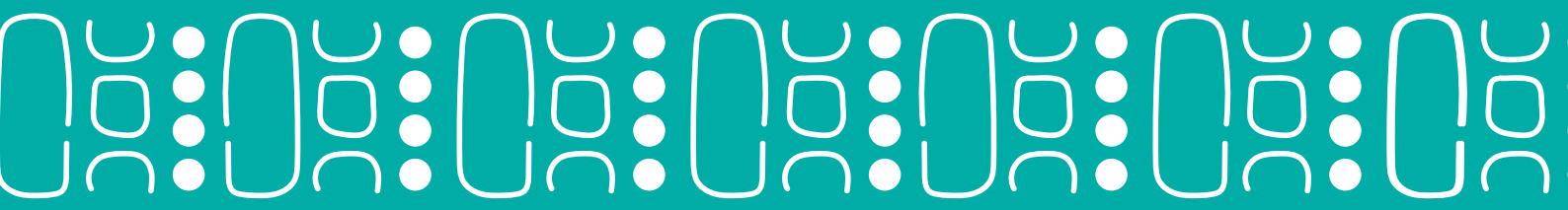
*Source: UNICEF. Ethical research involving children. 2013.*



## 5 References for further reading

- SAVE THE CHILDREN. Advocacy Toolkit - A collection of tools to help plan, implement, monitor and evaluate advocacy. Second edition. January 2007.
- WATER AID. The Advocacy Sourcebook.
- TEARFUND. Advocacy Toolkit - Practical action in advocacy. 2002
- ACTION AGAINST HUNGER. Advocacy Toolkit.
- SOS CHILDREN'S VILLAGE; Toolkit for Children and Young People's Participation in Advocacy
- UNICEF. Ethical research involving children. 2013.





# ANIMATION TOOLS WITH CYM



# 6 Tools for effective participation of CYM in advocacy activities

## 6.1 Training programme with the CYM

Below is a 3-day work plan for facilitators who will train children/youth in advocacy. The programme is divided into two trainings: a three-day training on the steps of advocacy and a one-day training on monitoring and evaluation of advocacy activities. The second one-day training will be organised after the implementation of the advocacy actions.

### Participatory training plan with the CYM:

3-DAY TRAINING ON ADVOCACY STEPS	
DAY 1	Duration
Introduction and presentation of the training agenda	20 minutes
Tool 1: Children's Rights Initiative in the Global Covenants and the African Youth Charter	50 Minutes
Break	
Tool 2. Advocacy explained to children	50 Minutes
Break	
Tool 3: Protection needs analysis	1 hour
Break	
Tool 4. Formulating advocacy messages	1 hour



DAY 2	Duration
Tool 5. Identification of targets and allies	1 hour
Tool 6. Advocacy tactics (Part 1)	1 hour
Break	
Tool 6. Advocacy tactics (Part 2)	1 hour
DAY 3	Duration
Tool 7. Advocacy roadmap	2 hours
Conclusion of the training	15 minutes
ONE-DAY TRAINING ON MONITORING ADVOCACY ACTIVITIES	
	Duration
Introduction and presentation of the training agenda	20 minutes
Tool 8. Monitoring and evaluation of the implementation of advocacy activities	1 hour 30 minutes
Conclusion of the training	15 minutes



## 6.2 Detailed tools/activities with the CYM



### **Tool 1:** How to familiarise CYM with the rights of the child in the global covenants and the African Youth Charter?



#### What is the purpose of this tool?

- Identify the rights of the child (in relation to the right to education, in this example) as defined in the International Convention on the Rights of the Child, in the Global Covenants<sup>17</sup> and in the Child Rights in the Global Covenants initiative.

18



#### Number and age range

- A group of 10 CYM (boys and girls) aged 12 to 18



#### How long will the activity last?

- 50 Minutes



#### What resources are needed for this activity?

- Copies of the CiDE<sup>19</sup> (children's version) developed by UNICEF<sup>20</sup> and copies of the global covenants.<sup>21</sup> + copies of the African Youth Charter
- Large sheets of flip chart paper
- Different coloured markers
- 3 A4 sheets.

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17 Global Compact for Refugees and Global Compact for Migrants.

18 <https://www.childrenonthemove.org/wp-content/uploads/2018/01/One-page-handout-on-initiative-FRENCH.pdf>

19 International Convention on the Rights of the Child

20 <https://www.unicef.org/fr/convention-droits-enfant/convention-droits-version-enfants>

21 Global Compact for Refugees and Global Compact for Migrants.





### How will the activity work?

- Announce that you are going to propose a «Talking about mobility» game on the theme of «the rights of children and youth on the move» and that we must therefore agree on what these rights are.
- Start a «brain storm» or brainstorm from the story described below.
- Remind that there are no wrong answers because all answers allow to better know the rights of children and youth people in mobility.



#### Example of a story.

Sidi's parents live in Dakar but they are not from Senegal, they come from another African country. Sidi cannot go to school because he has no identity papers. Sometimes the children in the neighbourhood make fun of him because he is a foreigner. One day Sidi falls ill but as his parents do not have his birth certificate, he cannot go to the clinic and his illness lasts a long time.

- Ask the children: «What rights of children and youth people on the move have not been respected in this story?»
- According to the children's answers, form groups by type of rights identified by the children. (e.g. education, health, etc.)
  - Those who answer with «**education**» will go to the left
  - Those who answered «**health**» will go to the middle
  - And those who said «**right to identity**» will go to the right.
- Prepare a sheet of A4 paper for each group on which the facilitator will write the name of the right and ask one child in each group to hold the sheet up in front of the group.

Some children may hesitate in their choice, quickly seeing the interdependence of rights, to value these children.





### **Conclusion:**

The facilitator points out that all children have rights and that rights are interdependent and that we all need access to all rights. The interdependence of rights is the recognition that the realisation of one right is intimately linked to the realisation of other rights. Advances in one right will have positive spillover effects on other rights: the right to education, for example, enables greater citizen participation in democratic issues. In the above story, Sidi is denied the following rights: access to an identity, to health care and to education. He is also discriminated against because he is a foreigner.

The story shows that due to his lack of access to an identity, he also lacks access to health care and therefore also cannot continue his schooling because he is ill for a long time.

Following this example, the facilitator will also talk about risks concerning (long-term) rights violations that are not obvious and not well known by the CYM (e.g. the fact that an undocumented child faces high risks of becoming a victim of trafficking (# 35) or exploitation (# 36)

At the end of the exercise, the facilitator conclude by saying that CYM have the same rights as all children, including access to social services. These rights are enshrined in the International Convention on the Rights of the Child and recalled in the global covenants.

Finally, for another 15 minutes, the young people will be able to express themselves following the following question asked by the facilitator: «Among the 42 rights listed in the CRC, do you see a right that you find interesting or would you like to know more?»

Therefore, **children must claim their rights.**

At the end of the exercise the facilitator also mentions the ongoing initiative on global pacts for the implementation of these rights.<sup>22</sup>

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22 <https://www.childrenonthemove.org/wp-content/uploads/2018/01/One-page-handout-on-initiative-FRENCH.pdf>





## Tool 2: How to explain advocacy to CYM (including an introduction to the main stages of advocacy)



### What is the purpose of this tool?

- Explain to children and youth on the move what advocacy is.



### Number and age range

- A group of 10 CYM (boys and girls) aged 12 to 18



### How long will the activity last?

- 50 Minutes



### What resources are needed for this activity?

- Printing the advocacy definition and implementation steps
- A board or large sheet of paper to write down the children's answers.



### How will the activity work?

#### Step 1:

*The facilitator organises an open discussion with a group of children, asking them: "How do you think you can claim your rights?"*



The facilitator then writes down all the children's answers on a flipchart or large sheet of paper for all to see and circles all the answers that fit the definition/explanation of advocacy as described below. At the end of the exercise, the facilitator presents the definition below.

## Advocacy is about:



**Giving people a voice**  
about the issues that affect them.



**Building evidence**  
on what needs to change and how that change can happen.



**Positive change in society** towards greater social justice and equality.



**Influencing people with power** and changing how they think and act.

*Source: Plan International. The education we want. Advocacy toolkit.*





## Advocacy

**Advocacy is about making your voice heard**, because often the ideas or practices we want to change affect the most vulnerable people in society. Advocacy is doing something to support, recommend or take action on a cause you care about.

Advocacy uses this collective voice to defend and protect rights, to support initiatives or causes.

All people, including children and youth on the move, have the right to have a say in decisions that affect them. When we advocate, we hold those responsible to account to ensure that our rights are protected and respected. We do not ask for favours.

*Source: UNICEF. Guide to Youth Advocacy. Congo*

### Step 2:

The facilitator organises an open discussion with a group of children, asking them the following questions: «*What are the main steps in advocacy? How can we strategise about advocacy for these rights?*»

The facilitator then writes down all the children's answers on a flipchart or large sheet of paper for all to see, and circles the relevant answers that correspond to the stages of advocacy described below as they go along.



*Step 3:*

At the end of the exercise, the facilitator presents the following chart and briefly explains each of the steps described below (see this guide for details of each step).



1. Problem analysis: This step identifies the rights that children have but which are not always respected by duty bearers who have obligations to ensure these rights.

2. Objectives for change: This section identifies the desired change(s) that will enable children to access their rights.

3. and 4. Stakeholder analysis: This step lists the stakeholders (targets and allies) who will help or hinder the realisation of children's rights

5. Messages, times and places. This activity identifies the key messages to be communicated to those who provide rights to children

6. Tactics. The aim here is to identify possible advocacy actions to be taken to convince duty bearers to provide children with their rights





## **Tool 3:** How to help children articulate their protection problems/needs



### **What is the purpose of this tool?**

- Helping CYM to identify examples of rights abuses from their personal stories.



### **Number and age range**

- A group of 10 CYM (boys and girls) aged 12 to 18



### **How long will the activity last?**

- 1 hour



### **What resources are needed for this activity?**

- A board or large sheets of paper
- Different coloured markers





## How will the activity work?

*Step 1:* The facilitator reminds the CYM that they have rights:



States, whether in countries of origin, destination, arrival or transit of CYM, should ensure that children and youth on the move have access to a wide range of services, including those related to health, education, adequate accommodation, social protection and psychosocial needs. To achieve this, states need to remove the many administrative and other barriers to ending discrimination, to give refugees and migrants a positive right to specific services, or to provide undocumented migrant children with the necessary documentation. Given the significant developmental needs of refugee and migrant children, States must ensure that they receive developmental care and quality education on an equal basis with national children.

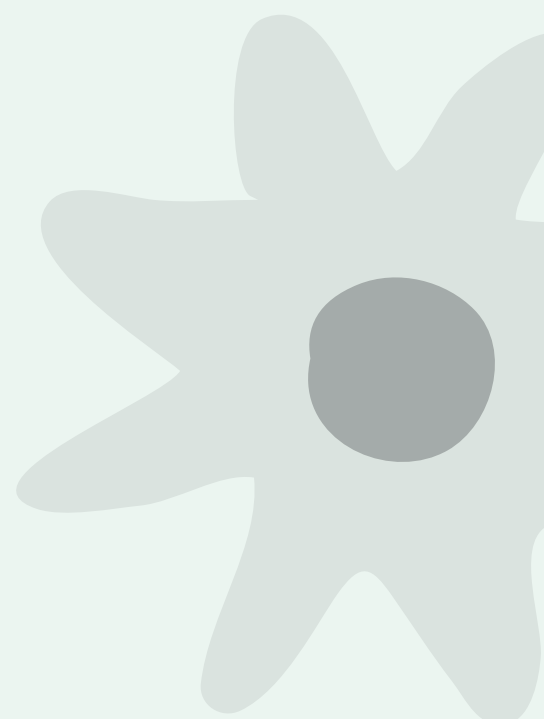
*Step 2:* The facilitator asks each child to read the child-friendly version of the Convention on the Rights of the Child and to think for 10 minutes about an example of their rights being violated in their home or in their family. Then, in turn, each child has 5 minutes to give an example of a story that has happened to them.

Caution. It could be stressful for some CYM to recall bad experiences from their journey and even serious violations. It is important to ensure that they only share information that they feel comfortable sharing (voluntary sharing) and that workers accompany the CYM who participate in this exercise. This exercise will not be recommended for CYM who are in transit and who are not receiving personalised social support (case management in progress).

The facilitator notes on a chart the right that has been violated. See examples below.



Right Concerned	Example of violation of the law
<b>Lack of access to health services</b>	The CYM do not always have access to an insurance scheme or the national health system, or the financial means and information to access them.
<b>Lack of child protection</b>	Girls and young women in mobile domestic work are particularly vulnerable to physical and sexual violence, food and sleep deprivation, and cruelty from their employers.
<b>Limited access to justice</b>	Sometimes there are provisions that restrict the use of the legal system by mobile girls and young women seeking redress for discriminatory treatment in relation to working conditions and recruitment or for acts of gender-based violence. In some cases, mobile girls and young women are not eligible for free legal assistance or face inaction or hostility from officials and sometimes complicity with perpetrators.
<b>Lack of access to information</b>	Many CYM do not speak the language of the country they are in and are not aware of their rights. Confined to their place of work or living by their employer, deprived of a telephone, or the right to join any cultural group or association, some are deprived of going out. They often do not know where their embassy or relevant services are, as they depend on their employer to access such information.
<b>Lack of access to education</b>	CYM are not always fortunate enough to enjoy the right to education. Where they lack a birth certificate, they may be denied access to education services. They may also be unable to attend school because of language barriers and in some circumstances because of racism. Child labour also prevents many CYM from accessing school.





## **Tool 4:** How to help CYM formulate advocacy objectives and messages based on their protection needs?



### **What is the purpose of this tool?**

- Invite children and youth on the move to develop key messages appropriate to their situations and the targets of advocacy messages.



### **Number and age range**

- A group of 10 CYM people (boys and girls) aged 12 to 18



### **How long will the activity last?**

- 1 hour



### **What resources are needed for this activity?**

- A board or large sheets of paper
- Different coloured markers



### **How will the activity go?**

Using some representative examples of rights violations that the CYM identified in the previous exercise, the children are asked by a facilitator to develop a key message to uphold their rights (see example in the table above) and to identify the targets of their messages as shown in the table below.



Right Concerned	Example of violation of the law	Example of possible messages	Potential targets
Lack of access to health services	The CYM do not always have access to an insurance scheme or the national health system, or the financial means and information to access them.	" Children and Youth on the move say they don't have access to health services. Children and Youth on the move are like other children. They have the right to benefit from health services and to be informed about their health".	Health services, associations working in community health and awareness raising of key health messages.  Actors at state level (national, local)
Lack of child protection	Girls and young women in mobile domestic service are particularly vulnerable to physical and sexual violence, food and sleep deprivation, and cruelty from their employers.	According to many of the children we met, every day employers do not respect the rights of working children. Let's stop the violence against working children. Children have the right to education, food, decent housing and to be protected from violence.	Home employers' union, home employers, young workers' protection association + community awareness?
Limited access to justice	Sometimes there are provisions that restrict the use of the legal system by mobile girls and young women seeking redress for discriminatory treatment in relation to working conditions and recruitment or for acts of gender-based violence. In some cases, mobile girls and young women are not eligible for free legal assistance or face inaction or hostility from officials and sometimes complicity with perpetrators.	Children and Youth on the move say their employers do not respect them. Working boys and girls have the right to be protected from discriminatory treatment or gender-based violence. As government officials, let us commit to protecting them. Let's enforce the right of these children!	State officials working in legal structures



Right Concerned	Example of violation of the law	Example of possible messages	Potential targets
Lack of access to information	<p>Many CYM do not speak the language of the country they are in and are not aware of their rights. Confined to their place of work or living by their employer, deprived of a telephone, or the right to join any cultural group or association, some are deprived of going out. They often do not know where their embassy or relevant services are, as they depend on their employer to access such information.</p>	<p>The CYM consulted say that they are deprived of information and means of communication. Children in mobility have the right to information, to freedom of movement and the right to communicate with their relatives. Let's make sure together that their right to information and communication is respected".</p>	<p>All private organisations and state services that receive children in mobility</p>
Lack of access to education	<p>CYM are not always fortunate enough to enjoy the right to education. When they lack a birth certificate, they may be denied access to education services. They may also not be able to go to school.</p> <p>Many of these children do not have access to school because of language barriers and in some circumstances because of xenophobia. Child labour also prevents many CYM from accessing school.</p>	<p>Many Children and Youth on the move do not have a birth certificate. Children and Youth on the move are like other children. They have the right to benefit from education services even if they do not have administrative documents or speak the national language.</p>	<p>Education services, associations working in the education sector.</p>





### Important points to remember

- In one sentence, what is the change we want? How will you express your messages as calls for change?
- How will you tailor your messages to each target? What action do you want each target to take?
- How can you make the best use of the opportunities in the calendar to convey your messages (meetings, summits, working groups, cultural events, etc.)?

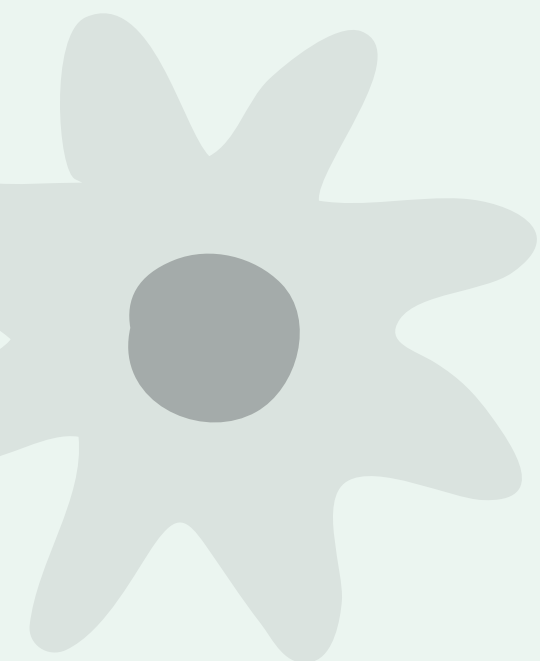
Advocacy messages should be :

Clear and brief: use precise and punchy language, verbs in the active form

Simple: make sure your message is clearly understood. Avoid jargon

Evidence-based: based on your experience and programmes

Action-oriented: state concrete demands to the target audience and suggest solutions tailored to each audience you address.





## **Tool 5:** How to help CYM identify targets and allies for advocacy messages



### **What is the purpose of this tool?**

- Helping the CYM to identify targets and allies for advocacy messages



### **Number and age range**

- A group of 10 CYM people (boys and girls) aged 12 to 18



### **How long will the activity last?**

- 1 hour



### **What resources are needed for this activity?**

- A board or large sheets of paper
- Different coloured markers
- Please also refer to Chapter 4.6 (Stakeholder analysis in this tool) which includes resources to inform the activity.



### **How will the activity work?**

Stakeholders are people who are involved, have influence or care about the problem to be changed. Stakeholders are also those actors who are responsible for or who may aggravate a problem (in case they are opponents of the issue for example)

Through a stakeholder analysis, you will identify the people involved in the problem and their views.



You will need to ask your stakeholders questions such as: «What do you think about this problem?», «Who is already working on this problem and are they making a difference?», «Do you have any suggestions or ideas on how to improve the situation?»

Brainstorm and make a list of all the key groups and individuals who influence or are influenced by the issue. It is useful to ask experts or people affected by the problem for help when brainstorming.

Brainstorm and write down the results of the CYM brainstorming on papers which will be in a second step classified/assigned to the parts of the table below (on a large board)

Using the table below, write the names of the stakeholders in each box, according to how much power you think they have to influence change on the problem you want to solve.

Indeed, the table below will help to identify people:

- Who have a lot of power to influence the desired change. It will then be appropriate to consult or discuss with experts to find out what influences their decisions.
- Those who have little power to influence it. Involve them only when resources allow or if there is an opportunity to add value.
- It will also be necessary to identify those people who do not necessarily have an interest in influencing change but in blocking it (with little or a lot of power).



Table 1. Classification of stakeholders according to their influence

Type of stakeholders	Example of a stakeholder list	Position/Attitude towards your position	Stakeholders with low influence	Stakeholders with influence Average Moyenne	Stakeholders with high influence
Key allies	Association for the Protection of Children	Strongly in favour			
	Association of Children's Lawyers	Favourable			
		Neutral			
Main opponents	Organisations that profit from child trafficking	Against			
		Totally against			

Source: Adapted from «Action Contre la Faim's Advocacy Toolkit».





## **Tool 6:** How to help CYM identify which channels and actions (advocacy tactics) will be used to get their messages across?



### **What is the purpose of this tool?**

- Identify with children channels and actions (advocacy tactics) that they could implement.



### **Number and age range**

- A group of 10 CYM (boys and girls) aged 12 to 18



### **How long will the activity last?**

- 2 hours



### **What resources are needed for this activity?**

- A board or large sheets of paper
- Different coloured markers
- Post-it or coloured paper (VIPP card)



### **How will the activity work?**

The facilitator asks the children to identify advocacy actions that they could organise and implement themselves. It is important to give each child the floor and list all the possible actions on a board or large sheet of paper. It is important to tell the children that there is no right or wrong answer.





How to move forward with the exercise if CYM cannot identify or are unfamiliar with advocacy? (note to facilitator)

Creating a trusting environment: It is important to create a safe and trusting environment for CYM to feel comfortable expressing themselves and sharing their experiences.

Use accessible communication methods: If possible, use accessible communication methods. Graphics, pictures and videos can be useful tools for explaining complex concepts.

Encourage the expression of ideas: Encourage CYM to share their ideas, even if they seem simple or obvious. All ideas are welcome and can be a starting point for effective advocacy.

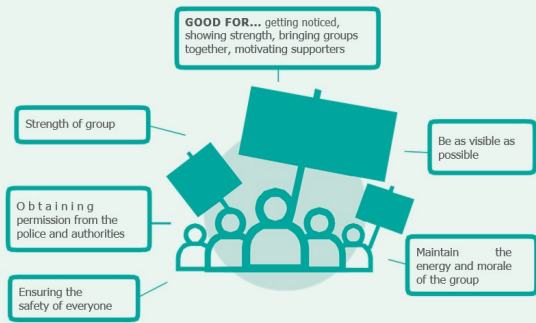
Make the link with their personal experiences: Make the link between advocacy actions and the personal experiences of the CYM. This can help them understand how their involvement can impact on their lives and the lives of others.



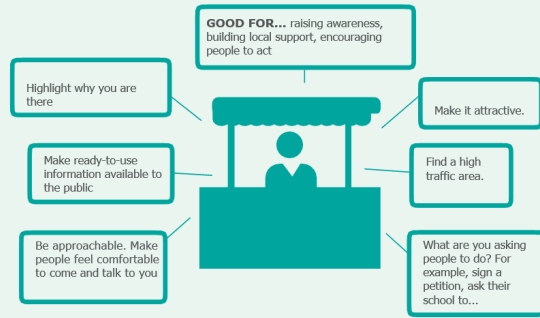
In a second step, ask the children about the strengths (advantages) as well as the important points of attention to consider for each advocacy activity as indicated in the inserts below.

Examples of advocacy actions that can be led by CYM

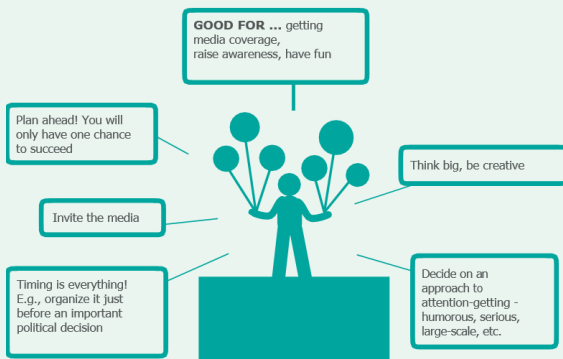




### Rallies and parades



### Public stands and exhibitions



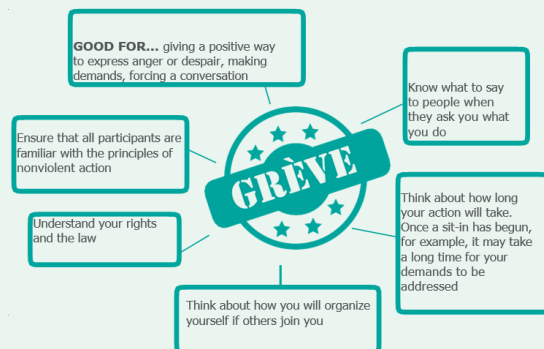
### Large-scale publicity stunts



### Performances - music, theater, poetry, comedy...

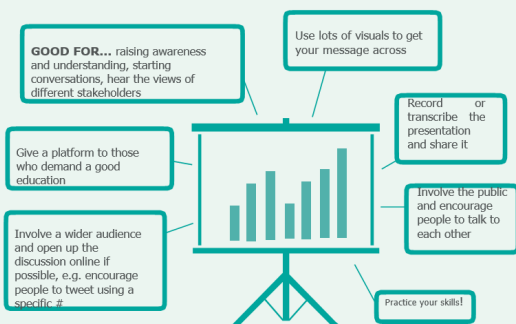


### Public meetings

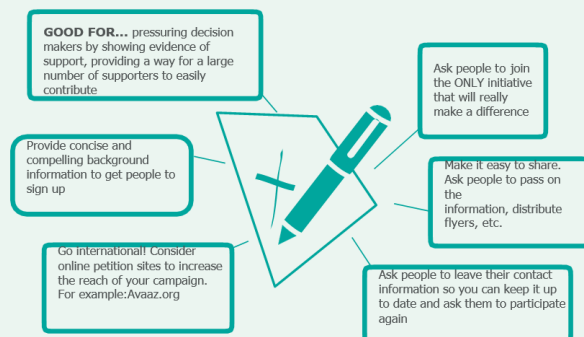


### Non-violent direct action

For example: occupations, disturbances, strikes.



### Discussions and presentations



### Petitions



## **Tool 7:** How to develop a roadmap for carrying out an advocacy activity



### **What is the purpose of this tool?**

- Supporting children to develop a roadmap for carrying out an Advocacy activity.



### **Number and age range**

- A group of 10 CYM (boys and girls) aged 12 to 18



### **How long will the activity last?**

- 2 hours



### **What resources are needed for this activity?**

- A board or large sheets of paper
- Different coloured markers



### **How will the activity work?**

In this session, the facilitator will discuss with the group of CYM to fill in the boxes in the table below.

In the previous activities we defined: an objective (Tool 3), advocacy actions (Tool 4) and targets to be reached (Tool 5). It is now important to identify resource persons and funds for the implementation of the activities in order to be able to draw up a roadmap. The following questions will be asked to the CYM in order to be able to put all the in-



formation in a roadmap:

- *What is our goal?*
- *Who will we influence?*
- *What activities will we carry out?*
- *When do we want to implement these activities and when will they be completed?*
- *Who is responsible for implementation?*
- *What resources do we have and what additional resources are there?*

Below is an example of a format for completing an advocacy plan

**Our advocacy plan :**

<p><b>What needs to change?</b></p> <p><i>Our goal.</i></p> <p><i>Tip: Choose one lens</i></p>	
<p><b>Who should we influence?</b></p>	1.
<p><b>What do we want them to do?</b></p> <p><i>Tip: Identify 2 or 3 actions that would help you achieve your goal, e.g. "we need the local council to do....."</i></p>	2.
	3.



	TO DO	BY WHOM?	FOR WHEN?	HOW MUCH DOES IT COST?
<p><b>How can we influence them?</b></p> <p><i>Tip: Write down in detail the specific actions you will take to influence the person or organisation</i></p>				
<p><b>Managing risks</b></p> <p><i>Tip: Consider the risks associated with your advocacy plan. What can you do to manage them?</i></p>				
<p><b>Monitoring success</b></p> <p><i>Tip: Think about how you will know if your plan has been successful and identify some steps you can take.</i></p>				





## Tool 8: How to help CYM monitor and evaluate the results of their advocacy work



### What is the purpose of this tool?

- To help the CYM monitor and evaluate the results of their advocacy work.



### Number and age range

- A group of 10 CYM (boys and girls) aged 12 to 18



### How long will the activity last?

- 1 hour and 30 minutes



### What resources are needed for this activity?

- A large sheet of paper or a board to write down the children's answers.



### How will the activity work?

The facilitator will explain to the children that it is important to monitor the success of advocacy actions to see if they have contributed to the desired change. Monitoring means regularly collecting information about the positive and negative impacts of the advocacy campaign.

By monitoring, children will be able to :

- PROVE: Gather evidence that change is happening - so that you know and can show others what is really happening.
- IMPROVE: Find out what works and what doesn't.



This activity will therefore take place after an advocacy action has been organised.

As a first step, the CYM and facilitators will contact resource persons to assess whether advocacy actions have promoted change and understand what has worked and what has not.

In a second step, (without the presence of the resource persons) the facilitator will discuss with the children and ask them to answer the following questions in order to summarise the interviews previously organised with the resource persons:

- Did the advocacy actions result in a response?
- Was the reaction followed by a result?
- Did this result have the desired effect?
- What worked and what didn't and why?
- Were there any unexpected results?

To answer each of the above questions, you need to think carefully about what information you need and how to collect it during the planning phase. When collecting information, make sure it comes from a reliable source and, if possible, use the same sources of information throughout the process.



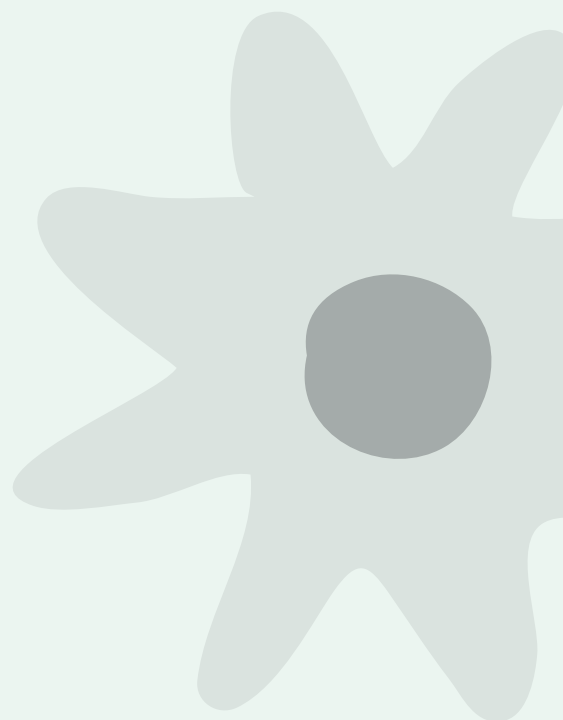
Involve the people who have benefited from successful advocacy. The people the advocacy campaign is trying to help are in the best position to evaluate the effect of your advocacy campaign.





**Facilitator's note:** This tool #8 will be used after the advocacy actions have been carried out. It is therefore possible that many of the CYM who participated in the training are no longer on site. Therefore, it is possible that the evaluation will be conducted by another group of CYM. In this case, it will be useful to first conduct an awareness-raising session on advocacy and the initiatives that were previously carried out to this new group.

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