ADVOCACY THEME PACK
"Children and Advocacy"

Victor P. Karunan
Regional Development Advisor

Save the Children Fund – UK
Southeast Asia and Pacific Regional Office

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SECTION 1 : INTRODUCTION

1.1 BACKGROUND TO THEME PACK

The Save the Children (UK) Regional Office for Southeast, East Asia and the Pacific (SEAPRO) organised a Regional Training Workshop on the theme : "Children and Advocacy" from October 20-31, 1996 in Manila, The Philippines. Participants to the workshop were national staff from SCF(UK), Radda Barnen (Swedish Save the Children) and Redd Barna (Norwegian Save the Children) from 8 countries in South and South East Asia. The workshop was jointly facilitated by a team of trainers and facilitators from SCF(UK)-SEAPRO, SCF(UK)-HQ and a partner organisation in the Philippines - Popular Education for Peoples' Empowerment (PEPE).

The main objectives of the Workshop included the following :

a) *to provide national staff with the orientation, knowledge and skills in undertaking advocacy work on children's issues and concerns within the <u>overall context of "child-focused development work"</u> in their respective countries;*

b) *<u>exposure to advocacy work</u> among NGOs (both child-focused and others) in the Philippines through field-visits and exchange of experiences;*

c) *to provide staff with <u>relevant skills and opportunity of "hands-on" learning experiences</u> on advocacy on children's concerns and issues - with specific reference to mainstreaming the children's agenda of SCF(UK);*

d) *to explore possibilities of effective advocacy work for SCF(UK) in-country and regional and to develop relevant action plans.*

This Theme Pack is based on the proceedings of the workshop - the inputs and deliberations of participants and facilitators - and the materials produced in preparation for the workshop.

1.2. HOW TO USE THE THEME PACK?

The Theme Pack is divided into the following main sections :

- **SECTION 1 : INTTRODUCTION**
- **SECTION 2 : OVERVIEW ON ADVOCACY**
- **SECTION 3 : CHILD FOCUS AND ADVOCACY**

- **SECTION 4 :   ADVOCACY : STRATEGY, PROCESS AND METHODOLOGY**
* **SECTION 5 :   COUNTRY CASE STUDIES**

The Theme Pack is designed for use both as a reference document, as well as materials for training and capacity building on child-focused advocacy work of NGOs.

It is hoped that this Theme Pack will be utilised by member-organisations of the International Save the Children Alliance at country and local levels to build staff and partners' capacity in undertaking effective and sustainable advocacy work on issues and problems of children in the respective countries in the region.

1.3.   ACKNOWLEDGEMENTS

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Ms. Esperanza Abellana (Senior Programme Officer - SCF(UK) The Philippines) assisted SEAPRO during her secondment at our office in revising and copy editing this Theme Pack.

The overall design, content and presentation of materials for this Theme Pack was undertaken by Victor P. Karunan, with assistance in final layout and production by Ms. Nuchjaree Langkulsane, SEAPRO Information Assistant.

DR. VICTOR P. KARUNAN
Regional Development Advisor
Southeast, East Asia and the Pacific Region
SAVE THE CHILDREN (U.K.)

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SECTION 2:   OVERVIEW ON ADVOCACY

2.1   INTRODUCTION

Three guidelines for describing advocacy : (I) look at the images associated with popular education, (ii) find concept of translation that closely relates with one's context; and (iii) explore gut feelings, both positive and negative as to the personal value of the advocacy they see. In the Philippines for example, it important to look at the   GO-NGO power relations. Because of totalitarian experience, evasion has become natural response to queries. NGOs are also noted for wanting immediate feedback/response from the government. The people's mindset is reflective of the government's state of governance.

Some tips to ease the constraints of a varied context:

- **"**Learn from others but think for oneself"
- "Realise that the more one meets people, the more one learns. Hence, what is important is how to synthesize these leanings."
- **"**What matters is how one learns because the learning process (adopted by an individual) can not be challenged but should be understood."

In the Philippines, advocacy means "voicing out", making public or broadcasting an issue. Having lived with different kinds of powers, Filipinos in particular and Asians in general, avoid being affront. Generally, they have a modest sense of what they can do. It is important to lay the foundation of what one wishes to do, or else one would find one's effort too late.

In the 1970s, advocacy was rallying, lobbying, picketing until Macros declared these illegal. Such methods often led to advocates being detained. Outside and inside the prison cell, advocates were not able to influence the people in power in believing that what he was advocating was good.

> **Advocacy is influencing those who are in power.**

The challenge in advocacy work is not merely to release one's creative energy but to <u>communicate the merits of one's idea.</u> One may not have control over the action of those who are in power, but still, is able to communicate. NGO development workers are people with so much passion, engaged in futile effort and are not understood by ordinary people.

In the end, what matters is not what looks good but <u>how much has been done.</u> In the past and until now, other people specially politicians take credit for the advocacy of NGOs because of the intricate situation that they are in. While that remains a fact, NGOs should also assert for recognition of what it has started and /or done.

We, as Asians, should look at what is common in the region and discover what will work in one's country. We need to listen, contribute or share one's experience and ideas, think of what can be applied to one's country and evaluate the constraints, opportunities, capacity and limitations of what would be undertaken.

2.2   THE CONTEXT OF ADVOCACY

In answer to the questions: _*What does "advocacy" mean to you ? What does it mean in your own language?*_ participants were asked to do a "mind mapping" exercise.   Each participant was asked to think of 5 words or phrases which means advocacy to him or her. Then each was asked to give points to each word or phrase but all the words together should total fifteen points. Each work/phrase was written on a card. After the individual work, words given the highest points were put on the board, grouping together those with similar meanings - as below:

Speak out voice
Media
Awareness raising
Informing
Communicating

Empowerment through knowledge
Education/training
Trainings
Changing attitudes
Convincing

Put your case
Pressurizing
Direct
Push
Policy-makers
Influencing
Target Attack

2.3   MAKING CHOICES

Approaches to advocacy require making choices. For example, why target a million when a group can target one? How do groups decide focus areas of advocacies? How will SCF influence without making too much noise like

whispering in the ears of conservatives while crying out in the other ear? It was hard to make choices but the decision is not necessarily to drop one in favour of the other but rather how approaches can complement each other.

The understanding of one's choices, depends on one's priorities given the limited money, time and staff. There could be several decisions, but one has to choose. Choices are enforced by values, beliefs, contexts and analysis. Deep down it also involves emotions, fears and hopes. It is important to make decision not only based on what SCF asks us to do but more importantly because we feel we must act on the decision.

Part of that decision would be to rationalize the need for field projects vis-a-vis the advocacy thrust. Any direct action of an organization involves direct local intervention. This should not only come from the outside but from within. For example, in advocating for child rights, we need to empower children not as objects of their own development but as subjects. Local work should be geared towards empowerment. Part of the direct work with children is training and education work for children.

2.4   WHY OF ADVOCACY

There is a *need to answer the WHY before going into the WHAT of advocacy.*

- Why work at the local level?
- Expand the work? Reach more people?
- Get more coverage? Involve others?

In Asia, before talking about expanding one's work, groups have to address the issue of being "defensive." We get pushed out by the misunderstanding of government and other groups or we do activities with little impact because we are too careful. Being "defensive" should not be underestimated though. Organizations should expand and be sustained based on one's felt needs. If not, people might look at SCF's work as rebellion or against family values. Empowerment of the child may be taken as rebellion against parents.

It is not enough to be understood but we must give meanings to what we are doing. Child issues are value-laden and how we communicate is important. We have to look for what is universal and common and not only picking up from the Northerners. We should be clear about what we want to do and explain these to people.

Communicating positions and finding common grounds is part of advocating. But there are ways to communicate. Many Asians prefer to deal with things through negotiating behind rather than confronting. Asians also talk quietly. While the principle is important, the method should be flexible. Sometimes the method influences the principles. The starting point is grasp the principles well, know your bottomline, understand the work, then draw the line by which one can be flexible.

2.5   HOW OF ADVOCACY

While we want to change the unjust power with just power, *the question is how to influence power to make it more just?* How to do work at government levels? NGO Levels? Advocacy may start with the not-so-immediate but with important allies who can help. Help can even be financial.

2.6   WINNING THE MIDDLE

There are people who are in the middle and to whom we should translate and communicate our work. The middle could be instrumental in transmitting power from above. In talking with the middle groups, however, one must distinguish between winning them over for political opposition or to convince then to talk with the opposition. Both could be options for us. In dealing with the middle, there are two important steps:

*   Get solid work consistent done at local area. This is the capital to get attention to what we are doing. Though it is okay to work silently, we still have to call attention to our work so everyone knows about it.

*   Use Strengths-Weakness-Opportunities-Threats (SWOT) strategy. What are our strengths and opportunities that can push our work forward? What are the weakness and threats that we have to deal with and eventually overcome? Answers to these can inform us how to go about effective advocacy work based on our context and capabilities.

2.7   LEVELS OF ADVOCACY

Unlike the national -local levels, the global- regional advocacy cannot be done by all of us. There need to be inter-phasing since none of the levels can wait. This is where the 'GLOBAL" (global-local) level comes in; think globally, act locally. Think and act locally, nationally and globally but not in the same levels. Expanding the frame further, there is the need to **Think, Feel, Decide, Act locally, nationally, globally and communicate this complexity poetically.**

There are no neat formulas for advocacy but the value of workshops is to think together and learn from everyone else. We have to think, decide and act for ourselves. We should also put faces into what we are doing.

In conclusion, an organization should balance their expanding circle of concern with the circle of influence. Sometimes we worry about so many thing, we cannot do anything. It is disempowering to list down more tasks given the same people and resources. It is thus, important to have a focus.

SECTION 3 : CHILD FOCUS AND ADVOCACY

3. 1   WHAT IS CHILD- FOCUSED ADVOCACY?

The framework for SCF(UK)'s child-focused advocacy approach is derived from the principles of the Convention on the Rights of the Child. Three distinct levels can be identified in terms of how governments and civil society have viewed children. This concerns our attitude towards children, and is not an ideology, but *how do we look at children?* The three levels are :

- **Needs** - nobody has questioned the basic needs of children - but these remain unfulfilled.
- **Claims** - just as we have claims to a mass transportation system in our city though we do not own it, similarly, children have claims but these are not yet guaranteed as rights.
- **Rights** - the CRC elevated claims to rights. Now there is an increasing focus on child rights and many projects are oriented towards this in terms of both output and impact.

It is important to note the following:

- that consensus could be arrived at as there are common meeting points;
- however, there are different ways of interpreting advocacy
- there are some basic non-negotiable principles in relation to children's rights
- we want to look at society through the eyes of children, change society from their view-points
- we believe that children are part of the family - nuclear, extended - and there is no one concept of family.

Children as part of a community.

- This means that SCF wants to make children visible.
- This also means transformation - a shift in the way of thinking, with what work one does, with whom one works , how one organises oneself, priorities of our resource allocation, etc.
- Advocacy involves children. Child focus is the context and perspective for meaningful child participation. In the work SCF does, it has to look at children as carriers of the project, the active participants and main beneficiaries of the project. This is becoming a non-negotiable principle in project and influencing work with partners we work with.

One way of emphasising relationship of child issue and societal change is to advocate that : "*investing on our children today, is a guarantee of our work for tomorrow*".

Challenges: One challenge is how to mainstream children at all levels of advocacy work, i.e, from the family to community to province to national government to the regional context to the international context. Another is to put forward the child development approach at all the different levels of advocacy work.

We need to clearly understand and clarify the meaning of the concepts we used in advocacy work . Some of the key concepts are as follows :

- **Advocacy** : which starts out with speaking, making an issue public, then promoting child participation and child rights
- **Influencing** : which is a quiet and professional approach by focusing on changing practice through concrete experiences in project work, research and policy-influencing.
- **Campaigning** : which is high profile and specific on issues, such as coalition on child prostitution and tourism, landmines campaign and baby milk action.

3.2 SCF AND ADVOCACY WORK

3.2.1 SCF Mission - Children's Rights: "Our mission is to make a reality of children's rights as now defined in the UN Convention on the Rights of the Child".

The task on hand is translating these objectives in the SCF programmes at field levels and through the entire organisation. This can be done through - for example :

1. To demonstrate, throughout the organisation and in our work, how the principles and provisions of the UN Convention on the Rights of the Child can be integrated in programme policy and practice.
2. To explore ways in which SCF will *"work towards a progressive realisation of children's rights through programmes of practical action."*
3. To prepare and equip all staff (international and national) to play their part in enabling SCF to *"to demonstrate its firm commitment to the realisation and promotion of children's rights throughout programme activities"*.
4. To work with others in partnership - especially members of the International Save the Children Alliance and other partner organisations committed to the realisation of children's rights, on practical means of implementation of the CRC.

5. To play an active role in the reporting and monitoring processes of the UN Convention on the Rights of the Child.

3.2.2 SCF's Values and Principles

Save the Children's Mission Statement underlines the importance of advocacy :

> *"Save the children works to achieve lasting benefits for children within the communities in which they live by **influencing** policy and practice based on its experience and study in different parts of the world. In all of its work, Save the Children endeavors to make a reality of children's rights."*

This Mission Statement is reflected in SCF's Global Programme Strategy which states in Box 2 on "Child Rights" : *"Save the Children will demonstrate its firm commitment to the realisation and promotion of children's rights by : working towards a progressive realisation of children's rights through programmes of practical action, research and advocacy"*

Advocacy is the medium through which SCF works towards adding value and influencing others. Box 3 of the Global Programme Strategy states : *"Save the Children will influence the policies and practices of others by : speaking out and campaigning from our direct experience against the damage to children caused by policies and actions which generate unequal opportunities for survival and development…..(and)…..ensuring that advocacy and communications at the global level are well planned, resources and coordinated to achieve maximum impact."*

3.2.3 SCF - An International Movement

SCF, as an international NGO, and part of the Alliance, has the following aims:

- Realisation of children's rights
- Lasting benefits for children
- Addressing root causes

by: Increasing <u>global</u> forces at play
- trade
- economic
- media

<u>Global</u> inter-dependence of issues
- environment
- migration
- HIV/AIDS

SCF globally can choose where to influence
- locally
- nationally
- regionally
- globally

SCF can draw attention to how global forces influence local context -micro-macro linkages

3.3   THE MEANING OF ADVOCACY

There are many concepts used : advocacy, influencing, campaigning and lobbying. All of them seek to describe activities which are designed to *"influence the attitudes, behavior and decisions of others."*

3.3.1 Concept of Influencing

Influencing is used in two ways : (a) to describe activities which aim to influence a particular group (e.g., national/provincial government, development practitioners, NGOs, etc. (b) also used as a general term - used whenever there is an intention to influence a wider audience than the people directly affected by a piece of work.

3.3.2 Concept of Advocacy

Advocacy is used in two ways : (a) in the specific, legal sense - to take a representational role, to identify with a particular individual or group of people and represent their cause in a particular context, (b) can be applied to the broadest grouping of activities designed to influence attitudes, behavior and decisions.

3.3.3 Concept of Campaigning

Campaigning is a planned, organised and coherent attempt to achieve specific change. It should be very focused and carefully monitored to ensure that it is on course to achieve its main target, in spite of constantly changing situations.

3.4   ISSUES TO POLICY MAKERS & PLANNERS

Some of the issues to highlight with policy makers and planners identified during the drafting of Children's Agenda in 1995 are as follows:

1. Failure to collect child-specific information
2. Lack of recognition of children's productive contribution

3. No participation
4. A standard model of childhood
5. The pursuit of adult interests
6. Generation and Gender

3.5   SUMMARY : OPEN FORUM

- Conferences take home their own dynamics. In many conferences, issues of global importance are decided through consensus but these conferences are dominated by big economic and political powers. An NGO or a country should therefore send out people who feel the responsibility of attending world conferences and are able to influence and contribute towards determing the outcomes of such conferences. One example is the Habitat Conference, where NGO representatives were well briefed. Another example is pushing the children's agenda with ADB, such as how development aid, ranging from soft to hard loans, can often detrimentally affect children.

- Campaign is high profile and of high risk. It calls for making public an issue so that one should be ready to answer difficult or tricky questions. One must be ready to meet deadlines. NGOs should be very clear before launching a campaign, ready to meet deadlines, ready for examination.

- One good example is SCF's campaign against landmines. It's advocacy objective is complete ban on landmines which was seen as a long term goal. SCF persisted in lobbying in the UN. It was connected to different and larger issues like environment, human rights violations, etc. and links with other NGOs such as Amnesty International, Greenpeace, etc. Because of its multi-pronged advocacy strategy, the media did not get tired of the issue. It meant however, vigilant data gathering and information dissemination. It would be best to find common concerns among stakeholders. Don't engage in unknown areas and be ready for more work.

- NGOs should identify the core problem, where it stands in the midst of controversy,what one wants change, who would be sympathetic/supportive and vice versa. It would not mean however that sympathies gained would remain. This may depend on the level of controversy reached by the issue. Sympathy tends to always shift when undertaking advocacy work.

SECTION 4 : ADVOCACY : STRATEGY, PROCESS AND METHODOLOGY

4.1. INTRODUCTION

Advocacy in the Philippines is a relatively new concept. In the "old days" what was used was *"pakikibaka"* which means "push". To take an analogy using the tree, i.e., advocacy can be top-down or bottom-up process. The question is: which is foremost -- influencing the top or strengthening the base through community organising and popular education, expanding the branches through networking so that roots will be nurtured, or, influencing the top, such as the birds, the sun, the clouds and other elements, which are also essential to the tree's growth and propagation.

In the Philippines, *pakikibaka* which also means "struggle" (though less political) was widely used during from the time of Marcos until his departure. *Pakikibaka* does not mean "confronting", but "pushing people to action". This can be done through several strategies. One, influencing the top with certain support from the ground and strengthened by networking. The other is strengthening the roots first, and at the same time advocating to the people on top.

The following are needed in order to sustain the second strategy, viz., (1) negotiation based on strength, (2) leverage or establishing clout, and (3) assuring legitimacy of the cause, i.e., it should come from the people - people as subjects of development.

4.2 CASE STUDY : ECPAT-THE PHILIPPINES

This case study on ECPAT began with a story :

> *Edna is a 13-year old girl and with other two 16-year old girls were introduced to a narcotics agent. He convinced them to work in Manila because he said he had a restaurant. Rural folks from Cebu (as well as other people from the provinces) are lured to work in Manila. "Manila is heaven". Instead the three girls were brought to Sta. Rosa, Laguna, a near-by province. That night he came, at 10:00 p.m., Edna and the two others were raped. One became pregnant, and even in her three months of pregnancy, was still used. The other was infected with HIV. This story is not unique to the Philippines. It is a story that is happening in many Asian countries as well.*

4.2.1. ECPAT - Mission

ECPAT believes that the issue of children in prostitution is tourism related. ECPAT is a global network of organizations and individuals working together for the elimination of child prostitution, pornography and the trafficking of children for sexual purposes. It seeks to encourage the world community to ensure that children everywhere enjoy their fundamental rights free and secure from all forms of commercial sexual exploitation.

The Philippine section of ECPAT started in 1991 and became part of the international movement to end child prostitution in Asia. It coordinates with ECPAT International and other movements worldwide for child protection.

4.2.2 Areas of Work

- Information Drive : to disseminate factual information and educate the public about this social problem affecting Filipino children and its consequences on the most precious lives of these prostituted and abused innocents.

- Lobbying and Advocacy : to push for the legislation and enactment of laws that protect the rights and welfare of the children ; to force authorities to enforce laws like Republic Act (RA) 7610, otherwise known as Special Protection of Children Against Child Abuse , Exploitation and Discrimination Act, among others.

- Research and Documentation : to document cases of child prostitution, pedophilia, sex trafficking of children, child pornography and sexual abuse, and to conduct preliminary and in-depth studies on these issues.

- Monitoring and Legal Case Work : to systematically investigate cases of pedophilia and commercial sexual exploitation of children; to provide legal and para-legal services to these children at risk through the filing of criminal changes for the conviction of child sex abusers and indemnification of child victims.

- Media Liaison Work : to relate and work with media person for a more responsive and sensitive coverage of child prostitution and other related child abuse issues.

- Networking and Linkaging : to work hand in hand with other non-government organisations and government agencies for the speedy resolution of the problem and effective delivery of services to the child victims.

4.2.3 Achievements

ECPAT started very slowly and painfully. It experienced rejection from the government which denied the issues existed. Less than six years ago, Filipino families and communities could not admit that child prostitution exists in the country. It was a shame to discuss the problem, then, even if it was already happening. Agencies working against child abuse also didn't know much of the problem.

ECPAT monitored tourism areas in the Philippines which recorded a high rise in child prostitution; areas with high rate of child abuse namely: Cebu, Puerto Gallera and Sagada; and , areas with high incidence of child sexual exploitation such as the provinces in the Eastern Region.

Persistent advocacy paid off - 1995 has been a fruitful year for ECPAT-Philippines. Today, a more open situation has been created that ECPAT-Philippines. We hope this would have a positive impact on the lives of Filipino children. This would mean improved public and official awareness on the problem and for advocates' part, patient documentation work. Also, the issue of child prostitution is now widely recognised as one that must be ended.

4.2.4 Advocacy Work

Advocacy involves planning, e.g. "what are we going to do with the problem in relation to the communities we work with?" In ECPAT's case, it involved communities which have captive audiences, such as the church and schools.

With regards to legislation, many judges in the Philippines do not know about the law. So part of advocacy is to educate them and inform them of other agencies and organisations working on the issue. ECPAT has networking activity with the Department of Social Welfare and Development (DSWD) and facilitated an orientation seminar on RA 7610 with them. It now includes diplomatic advocacy where diplomats were gathered to a dialogue to gain assistance. This is a new arena because embassies' main concern is the protection of their nationals. On the other hand, approval of extra-territorial law is an advantage to ECPAT's advocacy work, namely with New Zealand, Sweden and Germany. It has been a long struggle with UK, and this only happened after the recent Global Sexual Exploitation Conference.

4.2.5 Methods : Materials and Publications

ECPAT's documentation and publications include the following :

- ECPAT Story, proceedings, documents
- slides
- rally, march, lobbying
- photographs - photo exhibit is launched in places visited by many people like the shopping malls
- newsletter - one particular article was, "My Father does not..." and the children express their feelings, etc.
- signature campaign - ECPAT gets signatures of prominent figures like President Ramos, Senators Tanada and Coseteng and publish their statement together with these signatures. Another creative form was a quasi ATM card which is given to those who are involved in the campaign.
- poster - ECPAT encourages the use of powerful allegory that depicts what is done to children "A Broken Rosebud".

Most of ECPAT's time is devoted to talking to media, stockholders, writing letters to newspaper editors, giving press release, etc.

4.2.6 Open Forum

"Wherever we are, we advocate. We cannot live like an island."

- ECPAT's main focus is commercial sex exploitation of children. Although it is aware of other exploitation and violation issues, it has to concentrate on one, which already demands a lot of work. On the other hand, the organisation's thrust change depending on the context and situation which determine courses of action.

- Each member country has its own structure as determined by the context and situation. ECPAT-International has an executive committee which is elected during a gathering of friends from the different member countries where thrust is also laid down. How to translate the thrust into action is determined by the member country. ECPAT as an organisation has its own policy, e.g., ECPAT-Philippines work along the call of the issue at hand.

- Building a strong community-based organisation is essential to ECPATs work on children's rights.and to influence a broader base. This is also part of its vision. It is also well recognised that it cannot do the task alone so it is important to link and form networks. There is a project where ECPAT and SCF campaigned in one of the biggest private schools. The guidance and counseling unit took care of the local advocacy and has conducted its own campaign.

- ECPAT had advocacy forums in China and Taiwan. China only sent government representatives, while Taiwan had both government and non-government representatives. There is an old Chinese belief that "having sex with a child rejuvenates a person".

- ECPAT-Philippines has no links with the Muslim community, although it has contacts with indigenous peoples like in the Cordillera. Linking with Muslims is not yet a priority because of the Philippine context. Of the 22 child participants in the World Congress, there was no Muslim child participant. The whole child participation process was already a long struggle. Children were almost denied entry.

- Part of the campaign is to make the individual and organisation get involved in the monitoring in order to sustain the campaign but there is no formal structure installed yet.

- ·ECPAT-Philippines still lack skills in monitoring performance, but it considers the fact that there is an increasing awareness, and this is its gauge. Openness is another indicator. During a rally, for example, indicators taken are the number of children who attend, the public's reaction and increase in the knowledge of children. On the other hand, ECPAT's has no gauge for determining public's knowledge. For one, it is hard to work with government because of bureaucracy. It is easier to engage NGOs because of commitment and deeper understanding of the issue.

- It is difficult to impose on the tourism industry because it is big business. ECPAT is not confrontative with them, but used instead dialogues, linkages, lobbying and persistence.

- Sensationalising issues is one big problem with media. It is easy to ask media for support but it still has to develop sensitivity to the feelings of children. Even big newspaper corporations are not exempt. Journalists write about the child instead of focusing on the effects. Some even becomes pornographic in its details.

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4.3   LEARNING EXERCISE 1 :   ROLE PLAYING

Introduction

The first skills-training exercise on advocacy was role-playing on 4 topics that were taken from SCF's own project/programme experiences in

various countries in the region. The facilitators wrote up role-play briefing for the participants and the latter were asked to prepare and perform their roles in groups for 15-20 minutes each. Each of these role plays were video-taped and played back afterwards for discussion and comments from facilitators and participants.

Below are the four role-plays scenes enacted by participants - including the briefings provided by the facilitators and the discussions that followed each role play scenario.

SCENARIO 1 - Advocacy at International Level

Role Players : An ADB official in China
An SCF staff from China

BRIEFING FOR ADB OFFICIAL:

You are the China programme officer for ADB. You oversee the ADB programme in China. You are an economist by training. An SCF representative has booked an appointment in your diary to see "about the ADB poverty alleviation programme in China." You have just been involved in drawing up TORs for an ADB assessment mission to Yunnan in December to conduct a pre-feasibility study there. You have vaguely heard of "Save the Children" as a development NGO but that is all. You have agreed to see the SCF representative (when your secretary checked with you) and are prepared to give him/her a briefing on the ADB general poverty alleviation framework. You hope to end the meeting soon as possible as you have other more relevant and pressing business to attend to.

SCF CHINA STAFF BRIEFING:

You have 15 minutes with the China programme officer at ADB. You want to impress him/her that SCF has a presence and programme in Yunnan, and our interest in the planned ADB poverty alleviation programme in Yunnan. (Don't assume that the ADB programme officer is familiar with the mandate and work of SCF).

SCENARIO 2 - Advocacy at Government Level

Role Players: - Two government officials of Social Welfare Department
                           and Department of Education in Vietnam.
                        - Two SCF staff

BRIEFING FOR GOVERNMENT OFFICIALS :

H is the head of the Social Welfare Department of Vietnam. He have been in the post for the past 5 years and he has initiated a lot of projects on streetchildren, and he is proud of this development.

B is the head of the Department of Education of Vietnam. She believes that education is the key to the development of children in her country.

Although both H&B head departments closely linked to children, they only see each other in Cabinet meetings which happens once a month. They hardly spoke to one another much less know each other's programmes. Neither have they coordinated on their programmes in the past.

Both H&B have been approached by two project officers of an international NGO based in Ho Chi Minh City called Save the Children Fund to talk about the issue of cross-border trafficking of children and also share experiences in school campaigns of HIV/AIDS in Ho Chi Minh City. He decided to invite the Minister of Education because the agenda involve schools, and he doesn't know anything about education. Both Ministers continue to be puzzled why Save the Children wants to talk about HIV/AIDS and cross-border trafficking because they think that the problem practically do not exist in Vietnam.

SCF STAFF BRIEFING:

K and M are project officers of Save the Children Fund in Ho Chi Minh City. For the past three years, they have been involved in HIV/AIDS education for school children. They have done this in a lot of schools in HCMC and have found this method have also gotten involved in the issue of cross-border trafficking of children in cooperation with Thai NGOs. During the past year, M was also involved in a research study on cross-border trafficking of girls across the Vietnam-Cambodia border.

Because of the work on cross-border trafficking, the two NGO workers decided to initiate a meeting with the Minister of Social Affairs to discuss this issue. Since it is often difficult to get an appointment with the Minister, Both decided to also invite the Minister of Education to participate in the meeting.

SCENARIO 3 - NGO to NGO Level

Role Players :   - Two NGO leaders : one representing women and the
                           other environment concerns in Cambodia.
                         - Two staff members of the NGO Coalition to monitor the
                           CRC.

BRIEFING FOR NGO LEADERS :

A group of Cambodian development NGOs have decided to initiate a national conference on **Gender and Environment.** This is in response to the growing environmental problem in the country and the apparent lack of participation from women.

The main objective of the conference which will be attended by 100 local NGOs is "to come up with an advocacy plan to influence the government's policy on environment."

The conference secretariat Is headed by persons who are regarded as two of the leaders of the local NGO movement. The NGOs which these two leaders belong to are among the biggest in Cambodia, and have been known to exert a lot of influence on smaller Khmer NGOs. These two leaders are :

S - from the Khmer Women's Collective
N - from the Cambodia Crusade Against Environmental Degradation

The conference became known to a small group of Cambodian NGOs concerned with children. This group is known as the NGO Coalition to monitor the CRC. This group requested for a meeting with S&N to discuss the conference. Both S&N have never heard of this group before, nor do they know what the objectives of the group are, but nevertheless agreed to meet with two of their representatives. As a matter of fact, both leaders were very surprised why a group concerned with children would be interested in a conference on Gender and Environment.

BRIEFING FOR NGO COALITION STAFF :

A group of Cambodian development NGOs have decided to initiate a national conference on **Gender and Environment.** This is in response to the growing environmental problem in the couture and the apparent lack of participation from women.

The main objective of the conference which will be attended by 100 local NGOs is to "come up with an advocacy plan to influence the government's policy on environment.

M and B are the leaders of the NGO Coalition to Monitor the CRC in Cambodia. They learned of the Conference and both thought that since 100 local NGOs will be attending, it was a good chance to introduce the concept of children's rights during this activity. So they decided to set a meeting with two of the organisers of the Conference to convince them to include children and child rights in the Agenda.

The organisers are well known to M&B because they are regarded as the leaders of the NGO movement in Cambodia. In fact, they idolize these two leaders for their dedication to the cause of Women and Environment.

SCENARIO 4 - Advocacy at the Community Level

Role Players: - A village leader of HCM village
                       - An SCF staff

BRIEFING FOR VILLAGE LEADER :

SETTING: SCF wants to implement a child-focused education project in Ho Chi Minh village in Central Vietnam. A PRA needs assessment carried out in the village identified many problems: including small irrigation for agricultural/food production; and pre-school, primary school and adult (women) education.

You are the village leader of HCM village. You are convinced that the most important problem to address is food production and that SCF must invest fund in small-scale irrigation. This will benefit the whole community.

You must convince SCF staff that this is the most useful project for your village, and that therefore education (pre-school, primary and adult education) is not a priority.

BRIEFING FOR SCF STAFF :

Setting: SCF wants to implement a (child-focused) education project in HCM village in Central Vietnam. A PRA needs assessment carried out in the village identified many problems: including small irrigation for agricultural/food production; and pre-school, primary education and adult (women) education.

You are the SCF-FD for Vietnam. You know that SCF does not have fund, nor the capacity to implement an irrigation project. You can, however, refer this to other donor. SCF's priority is education with child-focus ----> this will directly benefit children.

You have to convince the village leader that this is more important and effective than an irrigation project.

4.3.1 Role Play Activity & Processing of Experiences

SCENARIO 1 - SCF Advocacy to ADB

F gave the participants a briefing on the first scenario while V led K outside to give him the last briefing. F told the participants that the objective of the first scene is for SCF to know what ADB's plan is in China and that there was no feasibility mission yet. The role play began with Y (SCF staff) giving K (ADB official) a visiting card to introduce herself and explaining the purpose of her visit. K didn't know about SCF and was given a brochure. Then she gave him a brief history, mission, objective and current project in China.

K was obvious in wanting to cut short the discussion but she continued explaining about SCF's presence and programme. He asked about who are SCF's partners and Y cited different NGOs and SCF's partnership with some government organizations. K wanted to know about SCF's achievement and success stories. K promised to look over the documents given.

Before they parted, Y capped the discussion by mentioning two reasons for wanting this meeting : to introduce themselves and to find out ADB's interest in China. K briefly stated that ADB's program is to increase China's capital, expand project and connect with WB. Y tried to forge another meeting to put further SCF's purpose but he remained uncommitted.

Y came prepared to the meeting. She dominated the discussion but did not appear confrontative. She was persistent and finally prodded the bank official to explain a little about ADB's project. Persistence, however, has both a positive and negative effect. It can project seriousness and high commitment as what has happened. Or, it can make Y appear stubborn, thereby, turning off the person at the other end of the negotiating table. It was suggested that SCF staff have to face the fact that they could meet people who are not interested in what SCF is doing and should therefore look for common points. Presenting the highlights will also readily establish one's credentials.

SCENARIO 2 - SCF Advocacy to Government

R gave a short description of the scenario and the role play started. The scene began in H's office (Minister for Social Welfare) with B (Minister of Education) already waiting. M (SCF staff) expressed delight in being able to meet top officials at the same time because it was a very unusual occurrence. She briefly introduced herself, gave each official her visiting card, cited SCF's success story regarding its program on streetchildren.

The officials asked few clarificatory questions like whether SCF is involved in education, etc. Minh repeated SCF's purpose in requesting for a meeting. Both officials denied the existence of HIV/AIDS problem among the children so that M gave them copies of the document bearing the feedback of teachers and students. B explained the Ministry of Education is mainly concerned with functional literacy. Both could not find the connection of the HIV/AIDS advocacy in the school. M continued despite the discouraging response of the officials and pushed for more explanation of SCF's purpose of existence. At the end, she almost got their commitment except that both officials continued to pass on the buck.

When asked about the role played, M was happy because she thought that the Minister of Social Welfare was interested in SCF's program by enjoining another top official. She became confused when both officials kept on passing the buck but this didn't deter her because she thought that it was a rare opportunity for presenting SCF programme. H explained that he had to invite the Minister of Education because it is the department's turf and it would put him in a bad light if he thread on education without making the minister commit.

The scenario presented a bureaucracy that SCF has to contend with. It was suggested that SCF staff have to maximise the chance by quickly establishing credentials, asserting SCF's presence and pulling a commitment from the one who is primarily concerned about it. Taking off from what the minister said, "HIV is not a problem here", was a tricky situation because assertion could put the official in the defensive. Making one official admit that such problem exists would still present a delicate situation because agreeing could mean taking sides and would put SCF in an unnecessary controversy. In such cases, it is best to use both a formal and congenial approach. M added that in Cambodia, it is important to make the top person finish her/his piece because it would be impolite to interrupt. Finally, it was suggested that SCF staff have to find out who is the decision-maker in the province and seek him/her. Usually, in Vietnam, bureaucrats know what is happening at the city level and when a project would be pushed through at the rural level.

SCENARIO 3 - Advocacy with NGOs

M (SCF staff) admitted that she didn't have enough background knowledge about the NGOs they were going to talk with so that she and B (SCF staff) should have had prior discussion before the meeting. She added that she prepared some strategies but could not speak right away lest she and B talked in different tunes. She believed that her partner dominated the discussion because she's not articulate in English but he nevertheless destroyed her plans.

Both were told that they should know more about the two top NGO leaders because they were prominent. N (Environment NGO leader) bared that he felt protective of his agenda and was concerned about the inconvenience of changing plans at the last minute. It was agreed that N and Si have legitimate concerns because it would be difficult to make an organisation include a lot in its agenda.

S felt guilty for displaying a hostile attitude but it was agreed that it was the responsibility of M and B to introduce themselves and being clear of their purpose right at the beginning. Though NGOs are usually accommodating of other NGOs, indifference or hostility may still occur specially if such organisations come from different circles. M explained that in Cambodia it is a practice to thank at the beginning the top people which in this case are the leading NGOs.

It was suggested that identifying allies in the coalition would help establish credentials and presenting the human side of the situation would make NGOs listen, e.g. B mentioning about girl-child case and M citing a proverb that hit the environmental concern right on the head. The proverb was : "*A bamboo shoot learns from mature bamboo's. If the shoot is cut, how else would it learn?*" In sum, the scene made SCF realise its strength and the call to work in broader issues such as community development and child and development.

SCENARIO 4 - Advocacy at Community Level

M (SCF staff) didn't feel confident about advocating SCF's programme in the community because she lacked knowledge of the local situation. H (village leader) was unclear on who would come to who and who is the director being referred to. M felt she had to protect her agenda so she didn't budge. It was agreed that the situation was non-negotiable right at the start and that the whole debate is, "what takes priority?" M sold the education programme well and that H recognised the importance of education but it was not what the community needed at the time. It was agreed that it would be best to know when SCF would concede. In cases where the PRA (Participatory Research Appraisal) doesn't agree with what the village leader is saying, it is best to counter-check both the PRA result and the leader's assertion.

Among the learnings that the scenario developed were: balancing SCF agenda with the community's. SCF has to be careful in creating a notion that SCF is promising to solve the community's problem instead of making them understand that SCF is there to build internal capacity. SCF also has to connect with the community's culture and the people's mindset. It has to be sensitive of the village's readiness to accept SCF's programme.

4.3.2. <u>Overall Comments on the Learning Exercise:</u>

Table 2 below shows the summary of the comments on this learning exercise, as synthesised by the facilitator :

SCF Advocacy at International Level	· ADB was passive. Seems disinterested so Y should have prodded him to speak up. · Able to present SCF · Able to get commitment · Should have not given all information at once. · Needs to get information from ADB · She was prepared. Presented an overview. · Persistent. · Needs to give highlights, success stories · Needs research re: connections in place, experience with WB to establish credentials · Should have sold issues not themes. · Should have known ADB's interests or priorities beforehand.
SCF Advocacy at Government Level:	· Government has no real commitment · Objective of meeting not clarified immediately - but later - yes! · Discuss highlights/findings of researches · Show "positively" and self-confidence · Draw common interest of persons in the meeting · Be wary of trick questions · Use both formal and collegial approach · Be aware of cultural "taboos"

SCF Advocacy at NGO Level:	· Knows the background of people you are meeting. · Team to discuss beforehand. · Prepare long before a meeting. · Introduce first. · Include human interest. · Identify your allies within a coalition. · Introduce common agenda (e.g. girl-child)
SCF Advocacy at the Community Level:	· When do we concede? · SCF vis-à-vis community agenda -> how do we balance? · Involvement of village residents as against individual decision-making · Consider community's readiness.

4.3.3. <u>Synthesis : Highlights of learnings</u>

1. <u>Speaking in Formal Setting</u>

    1.1.   Speak clearly and to the point.
    1.2.   Identify the people in authority.
    1.3.   Anticipate the people in authority.
    1.4.   Set maximum gains and minimum concessions.
    1.5.   Exude confidence, be sure of what you are saying (bring forth strength or impression of it).
    1.6.   Back up ideas with research and vivid examples - human interest.
    1.7.   Be brief and direct to the point.
    1.8.   Ensure follow-up.

2.   <u>Other Important Points</u>

    2.1.   Be clear with objective.
    2.2.   Get them interested. Prod them to act.
    2.3.   Be persistent but not antagonistic.
    2.4.   Cite common interest and connect.
    2.5.   Be wary of trick or maneuvers.
    2.6.   Have a team briefing beforehand to avoid conflicting views.

3. <u>In Exploring Community Relations</u>

     3.1.   Be aware of cultural taboos.
     3.2.   Listen more. In communities, development workers' responsibility is to listen more. While in an international organization, our responsibility is making them listen to us.
     3.3.   Truly reflective
     3.4.   Community

In sum, advocacy is putting an agency in order to effect changes on a wider scale. The whole role play activity aims to demonstrate how to communicate with the people on the top and people on the ground, and how to use one's creativity in communicating.

4.4.　LEARNING EXERCISE 2 :　THEATRE FOR EDUCATION AND ADVOCACY :　"THE PEOPLE'S THEATRE"

This learning exercise was on the use of popular education and theatre as a means of advocacy work. The module was divided into into 3 parts : an introductory exercise, a tableau and composing a scene.

4.4.1.　Exercise :　The Artist and The Art

1. Each one chose a partner.
2. Everyone formed a circle and then faced one's partner.
3. Each one thought of an object and whispered it to one's partner.
4. Partners decided who was A and B. A was the artist and B was the art.
5. To create the object thought of by B, A could choose whether to use the mirroring method, molding, marionette or sculpturing.
6. After 5 minutes, all As (artists) were told to leave the centre (the 'stage'). All Bs (objects d' arte) remained on the stage, The As were told to survey their 'creations' for last minute changes all the Bs were frozen to their 'finished' stage,
7. Next, the A's arranged all the 'objects' making sure that each was connected to another.
8. Participants then discussed on what title to give their 'exhibit'. Some examples of titles were: *Farmer's Training in a House in a Community, Training on Environment, Rural Scene, Training in the Farm, Women's Power, Trainers on the Move.*
9. Next, the Bs had their turn and came up with a unified scene entitled: *Batman Teaches Farmers About Rubber Bands.*

<u>COMMENTS</u> : Participants found the exercise : *"Refreshing"; "interesting"; "We try to find relationship among the objects"; "enjoyable"; "I feel stretched"; "relaxing"; "It eliminated my discomfort in relating to strangers"; "discovered hidden talent"; "I feel control over my partner"; "I used my body to express".*

<u>INPUT:</u>

The facilitator explained that the exercise defines what theatre is and the participants' descriptions tell what exactly theatre is. Theatre can be divided into two types : (a) Mainstream theatre refers to repertoire or performance which gives a venue for expression of what one feels, thinks, etc. Here, the actors play and the audience watch, (b) the other form of theatre is the "People's Theatre". Here, transformation is audience-based and aims to break the barrier between the actors and the audience. It reflects the needs of the people. This form is also known as the "Theatre of the Oppressed" or the "People's Theatre".

The values of using theatre are as follows :

·   Theatre is a means to convince, influence others. It is a tool for education, organising, etc.
·   It is a tool for communication of issues.
·   It is used both for education and entertainment.
·   People's Theatre should stop people from regarding theatre with tokenism, as a form of entertainment.
·   It should challenge ideas, a problem-posing material, a form of intervention where is a prevailing issue.

People's Theatre is a way where education evolves. NGOs have to find the delicate balance between pushing an agenda and making people realise what the problem is. Theatre strikes at the delicate balance between education and empowerment of the people. Augustine Boal, a Brazilian, merged the audience and actors in his play and came up with the "Theatre of the Oppressed".

4.4.2. <u>Exercise : "Give Me a Shape"</u>

1. The participants were divided into two groups.
2. As a group they have to form a particular shape, e.g. tree, wind blowing the tree, etc.
3. The facilitator dictated the shapes that the groups would have to form and they were judged according to precision, closeness to reality, etc. The shapes included : Working typewriter which has become tired, a volcano about to erupt, etc.

COMMENTS: Participants found the game, *"interesting"; "invigorating"; a challenge to one's creativity"; "discovered talents"; "develops teamwork"; "theatre used to be boring"*.

INPUT:

Requirements for putting up a play :

- presence of an object
- must portray a common or popular perception
- definite shape
- must have movement
- must have color
- must have sound
- must have space
- story must have a beginning and an end

Elements of Composition/Artistic Expression

- **Selectivity** - this refers to the selection of the elements to use - what line, color, shape, texture, sound, movement and rhythm - to get specific qualities needed by the form for it to express or suggest an idea or concept.

- **Variation and Contrast** - the art form has an over-all theme and the parts carry variations of the same theme which may be in contrast to one another. Contrast heightens the difference and emphasises a point.

- **Focus and Subordination** - a good art form focuses on a point. Something which is emphasised to draw the viewer's attention to a particular idea. To do this, it is necessary that other parts of the form do not compete for attention with the focal point; in fact, subordinating the other parts is necessary for any one part to be emphasised.

- **Proportion and Balance** - refers to the distribution of weights in the art form. This may be seen in the use of the visual elements such as line, color and shape, done on stage in the weight of the spoken art or distribution of movement.

- **Movement and Dynamism** - refers to the excitement created by the interacting of the elements. As earlier mentioned, the elements on the space provide tension or the push and pull forces that the elements exert upon one another. Once each element placed on

the work provides movement, this contributes to the dynamic relationship of the parts.

- **Logic** - there should be a reason for the elements to exist. And as one element is placed, so others follow in logical sequence. In designing a theatre, there should be a logical reason for putting a chair on stage.

- **Unity and Harmony** - the main objective in creating a form is to achieve unity and harmony. When parts contribute harmoniously to the competition of the whole, then unity is achieved.

- **Clarity** - to be expressive, the form needs to be clear in its conception and creation. This is achieved when superfluous and non-essential elements do not obscure the idea being put across.

4.4.3. Exercise : Tableau (Still Scene)

1. Participants were divided into two groups.
2. Each group was told to express an issue through a tableau. The facilitator gave each group an issue in secret.
3. Ten minutes were given for discussion and preparation.
4. The participants were told to say, "Curtain" to begin and end the tableau.
5. Group 1 started and showed a brothel scene.
6. Comments were solicited from the other group : "*Group 1 showed a pantomime and a whole story about prostitution"."*
7. Group 2 started at zero position and called together: "Curtain!' and showed a commotion.
8. Group 1 was asked to guess the scene and gave the following answers: *"Human Rights Violation".*
9. Group 2 was asked to do the scene again. This time, Group 2 had to give two words for clue. And they gave: *"Help!" "This is our land!"*
10. Group 1 guessed the title of the tableau : "Land Dispute".

INPUT: The facilitator emphasised the following points for clearer and more effective artistic presentation.

Blocking refers to the whole positioning of characters on the stage for stressing the important event. This may be done with the minor characters retreating and major character going forward. All must be avoid creating a que.

Second, is leveling or creating different heights either by kneeling, standing, sitting, lying, etc.

Third, actors when speaking must never turn their back from the audience. Either face the audience when delivering the lines or stand in a quarter position when speaking with someone else.

4.4.4. <u>Exercise : Composing a Scene</u>

In this activity, the participants were told to create a segue (pronounced *se-gey*) or scenes inserted in-between tableaus to create a continuum. The groups were told to think of tableaus that would depict the beginning, middle and end of the issue.

Group 1 presented the issue of land dispute again. The flow of the scene was as follows :

Some farmers were in the field when someone whispered something to them. Next came someone with a gun. Another pushing the farmers away and showing money. A commotion took place. "Curtains" and a brief freeze done to stress the tableaux inserted in the final scene.

<u>Comments</u>: the scene was understood, levels were used, acting was dynamic and it didn't make the audience bored.

Group 2 started in a farm scene. The sequence was as follows :

An old woman whispered to the women farmers that convinced them to leave. Scene 2 showed that the girls were brought to a brothel where the girls made futile attempts to escape. A pimp showed a drunkard the girls who didn't show interest in him. The drunkard customer showed a fat wallet and they began to clamor for attention. Police raided the brothel and the scene ended with one participant holding a card written with RA 7610 (the Philippine law against child sexual exploitation/prostitution).

<u>Comments from Facilitator</u> : In putting up a scene, be selective of character to portray and what props to use to create the mood of the composition. The drunk was an effective contrast to the women who were just smiling. The armed person was another effective contrast to the passivity portrayed by the farmers. The contrasts used were good and evil, fast and slow scene. Balance, which is another principle of composition, largely depends on the impact of position, e.g. five persons looking at one thereby directing the focus.

The facilitator advised the participants to be dynamic in creating a scene but not to the point of defocusing the others. Everything that is put in the scene must be logical. The chair symbolises 'Madam's' power; the cigarette, the vices. All characters must contribute to the development of the scene. Moves should make clear what the character is.

OPEN FORUM DISCUSSION :

- SCF staff must explore the use of threatre in their work. It must be remembered that children are a totally different audience. They would not appreciate serious depiction of issues. Instead, use animal characters, puppets, etc.

- Children's plays should also follow B-M-E (beginning, middle, end). The only difference in creating a story is the children's taste, appreciation, etc. They are inclined to allegory, creative stories. In this context, it would be useful to explore country folklore to script the stories for the threatre.

4.5.   EXERCISE 3 : FACILITATION SKILLS : FISH BOWL

Introduction : The facilitator gave instructions to H on his role as the main facilitator. A few other participants were given meta cards written with their roles and the rest were requested to observe the role play. When ready, all players formed a circle in the centre of the room.

The Activity :   H began by presenting the issue/topic for discussion : viz, *"The Role of Women in Society"*.

As H introduced the topic for discussion, he noticed that others fidgeted as soon as he mentioned the agenda. H tried soliciting the opinion of the others and received varied responses: S saw the importance of the issue, M was skeptical, Z agreed to the relevance of the issue but came in quite strong, C supported the idea and B asked when they would finish. This irritated M, who from then on picked on B. Z kept on butting in while the rest formed their own cliques. D shared an irrelevant issue about the rising price of eggs and yarned an intricate connection to the women issue. This divided the house even more, expressing irritation, boredom, interest, etc. H was drawn deeper into pacifying. B urged for action and triggered M to argue with him. C continued her yarn. H momentarily got the participants' attention and asked whether they were clear of what the meeting was about. M noticed that N wasn't speaking and when he did he talked about his girlfriend. This made

the group even more impatient. S and B finally had their chance and gave good points. B noticed N sleeping and to get him into the group H asked about his girlfriend.

The group was getting out of hand. H's style of acknowledging everyone's concern was not appreciated. H urged everyone to listen, his voice beginning to rise and tense as he wanted to accommodate everyone and continued to acknowledge everyone's point, both the relevant and the irrelevant.

The facilitator stopped the role play at this point and asked the audience (other participants) to comment on what they had seen in the group discussion that unfolded before them.

Observations & Comments from the audience :

·   N was someone who wouldn't want to participate. M as an aggressive person who didn't want to anyone else's opinion.

·   The meeting was confused. Everyone wanted to speak at the same time. Sharings of others were irrelevant.

·   The group facilitator was not prepared and eventually was caught in the confusion of the others.

·   N was obvious in his disinterest. Others were silent, irritated, restless, didn't know how the meeting would end nor how it started.

Processing of Experiences:

·   H (the group facilitator) believed that when people come to a meeting they have something in their mind. This was an unusual meeting. While it is true that each one has one's own concern, the participants seemed to come to the meeting just to pour out their feelings. He did not anticipate the scenario. He admitted that he is not usually aggressive, but realised that he could be in such challenging situations.

·   S (a group participant) pointed out the language barrier. In her country, being out of order means being over the top, and she did just that. She found H marvelous for inviting her to come into the conversation. She had similar experiences in the past, and personally she ignored such persons. She thought though that H should have cut her off because she was no longer constructive and to wit: *"Cut the losses and gradually shift to the others."*

- H thought that what he did was leading the person to think and would eventually focus on the issue. He asked when would it be wise to cut people off in a discussion?

- S suggested to test the water first - be aware of helpers and detractors. Make a judgment at some stage.

- B suggested to lay down the ground rules, level off the expectations and take off from there.

- M was supposed to be the helpful one. She tried hard, but failed because the dominant personality stood out.

- B hoped that there be a serious discussion on the women issue and edged the discussion on to make it more productive.

- S realised how difficult it is to be passive and silent, specially since it is not her personality.

4.5.1. Input: "Some Handy Tips"

The facilitator used "cut out hands" symbolising different motions in order to explain the meaning of actions.

*   The key to facilitation is being able to "grasp" firmly the content and control of participants, making them open to the discussion. The facilitators are equalizers , who level the playing field and equalizes the opportunities of the domineering and the less vocal.

*   "Reach" means knowing what to achieve but consider too the unexpected outcomes.

*   "Watch your point or focus", otherwise, the discussion would go anywhere.

*   "Learn how to count", such as people's habit, behavior, response, indicators of interest. Count also the content such as facts and figures.

*   "Watch for the time". Time can be stretched to an hour or less. Discussion in the community should take at least three hours but not eight hours because of their more basic concerns. A lot depends on one's own good judgment.

*   "Weight things down" : Know your left and right. Know what is being argued about, monitor the points, identify contending points and related points.

*   "Salute your participants" :   Respect them. When we respect people, we also invite respect. We call it reciprocity.

4.5.2. Open Forum :

- In facilitating a forum with a mixture of domineering, high-ranking officials and NGOs, set the ground rules. Or, refer to them as advisers or guests and make it clear to them that they have to encourage others to speak. The participants may also be divided into groups based on orientation.

- Facilitators can take sides only when asked. One must be aware of one's role because being a facilitator entails power. A facilitator can sway, influence - though there is no hard and fast rule.

- When summarising points, one can express one's opinion. But one has to be careful. One shouldn't be judgmental.

- While it is true that differences of opinions may exist, the facilitator must be able to suspend one's opinion as much as possible.

- In coalition politics where power comes in to play, the facilitator is a power player. Her/his role is quite complex. In organisational matters, it is a different case.

- Every organisation has its own rules; SCF has its own, government has its own, etc. Within the legal framework, one is challenged to balance it off with the other. But the rule of the game is actually different, so that you often find yourself flexing muscles.

- Remember the ethics of development work on how to work with people.

SECTION 5 : COUNTRY CASE STUDIES

5.1. BANGLADESH

WORKING FOR AN ALTERNATIVE CRC REPORT

Historical background of the issue

Last November, five years after signing and ratifying the Convention of the Rights of the Child (CRC), the Government of Bangladesh (GoB) sent an initial report on the situation of children in the country and constraints in implementing CRC to the UN Committee. However certain NGOs working on children's rights quickly reacted to the "undemocratic process" whereby the report was prepared and disseminated to certain foreign donor agencies only, stating that the government as well as the major national child rights networking forum, the BSAF, failed to inform the civil society of the content, relevance and meaning of the CRC.

The overall condition of the national economy is perceived by these NGOs as the principal factor determing the course of children's development, if any. Financial support for children's development from government funds is extremely skewed, and foreign donor agencies have generally assigned low priority to children's development, that will continue to be the case either unless or until it expands and the government becomes more responsible in terms of policy and practice. In some countries the main impediment to children's development is that the basic human rights relating to survival, protection and development are denied or severely restricted. The problem in Bangladesh is not that these rights do not exist but that progressive legislation to protect and benefit the disadvantaged, namely children and women, is not implemented through lack of political will and weak state machinery, as well as lack of awareness of human rights. This is compounded by the fact that children do not form a homogenous group, thereby giving rise to many different types of social problems based on age, sex, class and ethnic differences or different local and economic interests, none of which are adequately addressed in the government report. A major implication of this is that the government is not yet in a position to devise a clear and comprehensive agenda for children's rights, which is likely to enhance the implementation of UNCRC. However, a very small part of the local NGO sector, with international donor support, is now beginning to seriously take up child rights as a key Development issue.

In recent years SCF's strategy in Bangladesh has also shifted away from an isolated service-oriented approach to development towards broader policy interventions. A key component of this strategy is to work more closely with local partners to define the emerging challenges and utilise local innovations and resources to meet these challenges. That Child Rights activists in Bangladesh are notoriously divided partly explains BSAF's ineffectiveness over the years and it would be fair to say that despite their critical stance, most NGOs were always very reluctant to write an alternative report unless they had strong support from international NGOs.

It is in this context that SCF responded to requests from a few prominent NGO leaders and social activists earlier this year (March 1996) to organise a workshop with a view to creating a forum for "long-term" monitoring of the implementation of CRC in Bangladesh, which initially includes the writing of an 'alternative report' for the UNCRC Committee. Apart from a review of the factual information and quality of analysis of the government report, the NGO leaders wanted to raise crucial issues that have been overlooked, or have not been identified by the Committee guidelines, "but which are of the greatest national concern".

Context of advocacy

SCF decided to support the initiative of these leading NGO people as "volunteers" for reporting without getting directly involved. It was agreed that SCF would assist in terms of logistic and secretarial support and also provide research information and venue for workshop and other meetings, all of which the NGO leaders found difficult to arrange. It was clarified to the volunteers that all matters relating to the government report, its review, need for consensus and planning for future meetings and documentation were to be handled by the volunteers themselves, giving a lead to the whole process. My involvement with the forum was in the form of "facilitator" on behalf of SCF . The emerging context for advocacy and the need to redefine an "identity" within the forum combined to make my role extremely challenging and, at times, quite difficult. Nevertheless, it was an enormous privilege for me to work with so many experienced and knowledgeable people.

The broad advocacy agenda was really the CRC itself, however, the objectives and tasks were conveniently divided into two. The short term objectives concerned a critical review of the ideas embodied in the government report. The long term response was referred to as country advocacy and campaign for implementation of child rights in Bangladesh. It was agreed by all that statistical and anecdotal evidence (including children as witnesses) was important in a report where qualitative and quantitative impact of CRC implementation was to be measured. As one volunteer suggested "we need to renew this resource continuously by demonstrating that new initiatives can make a difference, however slowly, by mobilising a large number of organisations and people across society".

Chronological sequence of events

18	March 1996	meeting of NGO leaders at SCF
13	May	first workshop at SCF
June-July		ad hoc meetings at SCF and other agencies, including interviews with working children children in Dhaka City.
11	September	first draft report ready and workshop at SCF
30	September	report completed and sent to UNCRC Committee
January 1997		report to be reviewed by UNCRC Committee

Process, Methodology, Strategy

The questions raised in the forum were inspired by the needs and dilemmas put forward by the NGO leaders themselves, some of which are explored and analyzed in their report. Such questions called for a discussion not only of the methods of planning and intervention, but also of methodology of monitoring that is related to change. For instance, how to deconstruct existing perceptions that produce one-dimensional, static, top-down, and often patriarchal and ethnocentric images of children's situations, that are in fact highly differentiated and dynamic? Furthermore, the nature of information provided by the government, the purposes and expertise of the NGOs, the king of information which an NGO had and the extent to which it believed that bringing information to the attention of the UNCRC Committee will ultimately serve a useful purpose, and the possibility of other organisations/coalitions intending to submit a report.

The key issue was therefore to develop a methodology involving review of the government report, focused-group discussions among volunteers and working children and secondary research, that would bring to the fore the complexities of issues as experienced and influenced by the different NGO volunteers. The feedback from these various activities were then to be compiled into specific "sector report" with an overall review of the government report and recommendations.

During the first phase of our activities (March-June) a number of volunteers dropped out either because they thought "too many experts" were already involved with the work and, as a consequence, could not find a specific role for themselves or there was not enough "justification" for them to sustain the forum over the long-term. We had started with twenty-five volunteers but were finally left with seventeen.

Most of the remaining people, it seems to me, fell into broad categories according to their level of personal relationship or association with the government, foreign donors and BSAF, where two-thirds of our forum held membership. BSAF comprises around 80 local and international NGO representatives with an Executive committee dominated by ISCA representatives, most notably Radda Barnen and SCF Australia.

Although our members were unanimously critical of national policy on children, not everyone had extreme views to share publicly on the potential role of the forum vis-a-vis the government, donors and the NGO sector, except the following actors who assumed very decisive strategic positions:

1.   The most vocal individual to seek SCF support for a dialogue to review the GoB report is (S), who is a lawyer by profession and heads a human rights NGO which provides non-formal education and shelter homes for street children. He is a little different from most other legal professionals in the sense that he is known to go out of his way to help his clients, usually for a independent and extremely critical of GoB,BSAF and donors).

2.   (H) is a social activist who belongs to a legal and human rights organisation

which has recently embarked upon a children's integrated programme by way of

various services like "drop-in" centres that act as a network for legal aid, education and health for children and their community. This NGO has built up a formidable reputation over the last ten years. (very independent and critical of BSAF nut works closely with GoB and donors.)

3.   (R) is a journalist and activist associated with the most influential English daily in Bangladesh. She has written extensively on issues relating to children and particularly CRC. She was chosen by the volunteers to collect information from various sources and help in compiling and structuring the alternative report. (very independent and critical of GoB, donors and local NGOs)

4.   (A) works for an NGO that promotes literacy for adults and children throughout the country in a well-established manner. She has received considerable exposure from different parts of the worlds and has developed an unique curriculum for non-formal education. (works closely with GoB and sympathetic towards BSAF)

5.   (J) is a prominent educationist who has been involved with primary education both in the government and NGO sectors over the last thirty years, as an expert. (very critical of GoB, BSAF and donors)

6.   (N) is a pediatrician and activist whose main concern is "children suffering from emotional and psychological abuse". Working for Dhaka Shushu Hospital, the largest children's hospital in Bangladesh, she has published several books and articles in Bangladesh and abroad. (very independent and extremely critical of GoB and BSAF).

7.   (F) is an advocate and political activist who runs an NGO which has various legal aid and social programmes for women and children. (works closely with GoB but critical of BSAF).

Given the range of professional expertise and political leanings, the issue of "national coalition" was explored in great detail and it was generally felt that it ought to have an independent mobilising and campaigning role whereby it could support the positive aspects of the government's policies and bring out its weaknesses. Most believed that if this was dominated by government agencies or BSAF, which over the years has alienated many eminent NGO personalities due to its "inefficient management style" and "donor politics" the forum would no longer be effective. This view was reinforced when BSAF suddenly announced in June that some of its members would also like to submit an NGO report to the UNCRC since the CRC Guidelines allow more than one NGO country report. Our forum and SCF took the view that individual volunteers and NGOs wanting to maintain membership in both fora was "not a problem as long as it is done for sharing ideas", which would also prevent duplication. BSAF, on the other hand, wished to maintain a distance between the two fora, presumably as a measure against "misunderstandings". Although none of our volunteers were directly involved with the BSAF initiative to prepare a separate report, the latter found it "unethical" for individuals to maintain membership in both fora.

Some constraints and consequences

Interestingly, an important turning point arose in early September when a key volunteer (H), who works closely with government agencies, expressed anxiety over the creation of a "parallel" forum to BSAF, arguing "it would only replicate some of the efforts already underway through a national forum which already exists" and give rise to new tensions. Soon afterwards (A) also raised the question of "long-term sustainability".

> *"If this work isn't being commissioned by SCF/UK,*
> *then it makes more sense to see this particular effort*
> *as short term, because BSAF has a mandate to take on*
> *this kind of responsibility over the long term"*

This sudden change of heart was seen as "unprofessional" by some members of the forum but not wholly "unexpected" by the other key actors. (F) suggested that it would be better not to take any major decisions for the time being if only to observe how the forum develops in the future. N, R, J, and S, however , felt that apart from a preliminary exercise to evaluate the draft report, the prime objectives of the forum should be carefully reviewed to assess whether the individuals representing the NGOs and other professional groups could play a meaningful role in the long-term monitoring process. A special meeting was held on this issue and it became clear that the majority of the volunteers were still convinced of the need for a separate forum, with or without a very large support, that would afford an opportunity to broaden the scope for debate on children's rights in Bangladesh. S's comments summed up the dilemma quite succinctly:

> *"Even where the promotion of CRC has been stated explicitly*
> *in national development plans, CRC may just have become a*
> *fashionable term to which lip service is paid only to satisfy the*
> *policies of external donors or international assistance agencies.*
> *For BSAF and some NGOs there may be no justification other*
> *than this, and efforts might be better directed elsewhere, initially,*
> *through an effective forum-------perhaps we can use this forum*
> *if we really believe in our work. In future we can shift the forum*
> *to our respective NGOs-------it needn't always be   with SCF/UK"*

Relationships between (H),(A) and the rest of the forum changed dramatically as a result of the debates raised in the meeting; for instance, they decided to "remain" with the forum but would no longer attend the subsequent meetings, which didn't create too many difficulties as volunteers always had the option to express their views by proxy, usually through R, or through other volunteers. In fact, many times these

procedures proved to be more fruitful than formal contact amongst the forum members. In regard to creating a strong network between NGO volunteers personalities seemed to matter more than formal measures. The relative disposition of key actors to favour specific approaches or policies and the distribution of power among these actors proved to be an important constrain upon the forum. Certain key actors had in fact pre-empted "political conflict" of this nature and suggested early on not to give itself a name or a specific "identity" (apart from calling itself "an NGO coalition") before the first draft was prepared. Once the draft was revised and accepted, the forum decided to call itself "Working for an Alternative Reality : An NGO Coalition".

Conclusions

Through this process I learn a lot about activism in Bangladesh and the various layers of conflict within the NGO sector and between NGOs, donors and the government. The institutionalised association of NGOs of sharply different status in contexts of NGO politics, which usually dominates fora and networks, generally serves to maintain certain cleavages that frequently work against collective efforts towards development. The group with which SCF became involved was no exception. There were marked tendencies for personal and political differences to take off the forum in different directions, deflecting problems requiring concerted action----and there were several individuals who dropped out halfway through the process. However, it was the quality of leadership from among the Core Groups and the commitment of certain individuals that was able to hold together conflicting interests. This was possible to a large degree because of the informal structure of the forum where individuals had the opportunity to chair or attend working sessions and workshops on the basis of their interest and level of competence. It was also not necessary for the members to attend all meetings. Hence, the forum was flexible enough for everybody.

This was for the first time that a very distinguished and diverse group of NGO leaders came together to write a report for the UN Committee on the CRC, which in itself is seen as something of a "miracle" by many. The majority of the members addressed the important question of whether it was worthwhile or appropriate to see our "group" as a distinct forum for the long-term and came to the conclusion that it was desirable, even if it question for SCF now is how should their future participation in the forum be ensured according to their own ideas and priorities?

Also, an unintentional positive outcome of our forum's early initiative was that it prompted BSAF to seriously accelerate its efforts to submit another report to the UNCRC which finally led, without any conflict between ourselves and BSAF, to the production of two NGO documents from different perspectives, giving a more holistic picture of children's situation in Bangladesh.

International policy has a profound impact on local reality. That is why advocacy means raising the voice of the voiceless, to influence policy makers which is an increasingly important part of the work of development agencies. The decision to improve the position of really vulnerable children has been an uncompromising

premise on the part of both the Bangladesh Government and NGOs which, moreover, has over the last few years been regarded as self-evident; none the less, the moral willingness has yet to be matched by its concrete realisation. The NGO reports to the UNCRC form a significant step in that direction.

Khaled Ehsan
SCF(UK)-Bangladesh

CHILDREN AND ADVOCACY

1.   Brief history

Cambodia situated in South East Asia with land areas is 181,035 square kilometres and the Cambodia population is estimated to be 10.2 million (National Institute of Statistics,1995). Cambodia has been a land of conflict over the past decades. During Khmer Rouge rule of 1975-1979 more than one million people lost their lives many of them were male so there remained many widows and orphans. Social situation and economic were the big problems at that time. The demographic structure of the population has been noted an estimate 55 percent of adults (over 15 years) are women, while an estimated 4/ percent to the total population is under 15 years (mid-1992 projection by the Ministry of Planning). This clearly has major implication for the country's basic services, economy and labour force.

2.   Situation of Children

In Cambodia there is not clear idea on children age and no specific laws are presently available that define the age of children.

The situation of children still remains a big problem in Cambodia. Concerning the basic needs that all children have rights to, large numbers of Cambodian children do not access to, particularly rural children. In the area of development especially for education in urban areas around 60% of children are enrolled in school, in rural areas the figure is around 40% . Amongst 100 children who enroll in grade one of primary education only around 35% complete primary and 8% complete upper secondary. There are high rate of repetition and drop out from school. This is due to poor economic condition of the family, lack of access to school, short schooling hours, lack of well qualified teachers, entrance fees etc. Concerning the rights to survival, there is a high rate of young-child mortality. Every day almost 200 children below 5 years of age die. Malnutrition rate almost 50% . This is due to poor access to quality services for children and mothers, lack of health education provided, inadequate of drugs supply, expensive costs, food shortage, sanitation and hygiene etc.

 For the area of child protection there is clear evidence of severe neglect and abuse in Cambodia. Many children live in difficult circumstances(CEDE):

Child Labour

Many children work with responsibilities in the household, in agricultural production, vendors in urban areas. In some cases children also work in the factories, most

working children are drop outs from the primary school or some had never chance to attend school.

Child Prostitution

Since 1991 the brothels have grown in number and most are located in the urban centers and child trafficking have increased too. Thousands of Cambodian girls are trafficked into Thai brothels every years several surveys indicate that around 30% of female prostitutes are children aged 12-17 years. A survey of commercial sex workers (CSWs) attending a health clinic in a well-known brothel area in Phnom Penh concluded that almost a third of CSWs had been sold into prostitution. A large number of the CSWs were in their teens and survey indicated the need for the care of women and their children affected by HIV/AIDS.

Street Children

Number of street children are increasing. The majority of street children in Phnom Penh come from other provinces and are usually accompanied by one of the parents or relatives, some of them were sent to the city to earn some money, some left home because of domestic violence or poverty.

Disabled children, orphaned and abandoned children

Limited services are available for disabled children. the needs of disabled children are generally considered separately or not at all. Some organizations providing community awareness on the integration of disabled children, are then running projects with no disabled children involved. No initiatives to increase the capacities of disabled children. Lack of community and family support to disabled children.
Around 2000 orphans and youth are living in 29 child centers throughout the country. Quite amount of them are over 18 years olds still living in the orphanages. Around half of them are not true orphans they come sometime from very poor one parent families. Those children need to be integrated or reintegrated in the communities or families and the other alternative care and appropriate vocational trainings are also required.

If we talk about child participation we should remember :<< The cake cannot be bigger than its mold>> the Khmers say, this means children cannot express or share their ideas with the parents especially for a girl when she is quiet and just obeys her parents she is considered as a perfect girl. The girls have smaller chance to get high education than the boys. Khmer society has not traditionally given much value to children's views. It is hard to see Cambodian children are considered as a full member of the family.

3.   Child Advocacy Work

In order to raise awareness on children issues and promote child rights in Cambodia SCF(UK) organized two workshops on the CRC (July and September 1994) in

collaboration with Reed Barna that led to the election of a NGO committee on the CRC that have nine members local and International NGOs which actually expanded up to twenty members included ten associated members.

To strengthen the capacity of the NGO Committee SCF provided a full time expatriate staff to coordinate and work with for more than one year then Cambodian staff one of the member have been replaced this position.

The role and responsibility of this Committee are :

- To promote children's rights in Cambodia
- To advocate children's rights in Cambodia
- To assist the Government in preparation of the country report which is submitted to the UN Committee on CRC in Geneva
- To prepare the NGO's supplementary report
- To strengthen the capacity of the Children Committee in child advocacy work
- To help monitoring the implementation of CRC in Cambodia

The actions taken by the Committee to implement CRC in Cambodia are :

- Organizations of CR workshops for NGO s and Government staff
- Organizations of Children Workshops
- Organizing of the NGO's Child Trafficking workshop
- Assisting the Government Sub-Committee on CRC in preparing the CRC Country Report
- Training CRC for NGO Committee on Convention on the Rights of the Child Preparation of NGO Supplementary Report
- Facilitation of the creation of a Children Committee on CR

(The Children Committee on CR was established as the first committee of children in Cambodia NGOCRC organized a children workshop on child rights which around 80 participants came from different backgrounds such as : well-off families children, poor children, street children, orphans, child prostitution, rural children, age range between 12-17 years olds, nearly some proportion of boys and girls. Among them seven were elected as representatives to the Children's Committee.)

- Working together with the Children Committee on children's rights to promote and advocate children rights in Cambodia
- Organizing of the NGO's Child Trafficking workshop
- Organizations of CR drawing contest for children
- Organizations of CR campaigns during Children Rights Day and Human Rights Day
- Cooperation with the UNCHR to form working group on child protection law Preparation of core curriculum for children's rights training

- Organizations of an NGO conference to gather information for the NGO supplementary report

- Lobbying the Government and MPs concerning child protection law, issues of child sexual exploitation and child prostitution Networking with Government, UN , local and NGOs and other committees ECPAT Committee, ACCE (Action Committee on Child Exploitation), Child Welfare Group, Children Committee on CR which are responsible for the well-being of Children in Cambodia.
- Produced a magazine on NGOCRC and Children Committee on CRC activities

The actors who played an important role are local and international NGOs, Government bodies and children from different background as mentioned above. Many of them have met in the workshops tried to listen understand and sharing ideas and found the ways to solve problems. These were the best occasions when all of them could meet together and the Government bodies listened to the problems and the needs of the children expressed on their own. The voice of children and the supports in many ways from local and international NGOs and the UN bodies have made influence to Government bodies such as : Prime Ministers, Princess, MPs, (Ministers, Police, One of the results shown by launch of Cambodian National Council on Children (CNCC).

In Cambodia before it was hard to hear even the word Child Rights despite CRC was ratified but now CRC are heard and being made in reality. There are however some difficulties in implementing CRC in Cambodia internal and external.

For external :

- Lack of budget and capacity of Government and NGOs at community level
- Growing problems for children more and more vulnerable children as gaps between rich and poor become wider.
- Lack of social support for children and families especially for rehabilitation of child victims.
- Lack of human resource (expertise) on children issues.
- Low public awareness on CR because it is a new concept for Cambodian people
- Lack of effective links between the NGOs and the Government authorities in term of child protection.
- Ineffective implementation of existing laws
- No juvenile justice system
- Lack of referral system

For internal within the CRC Committee :

- The members cannot contribute their time as the needs of the committee because they have other tasks to do.
- The committee members are still need to develop their capacity
- No full time staff at least on to take responsibilities as secretary of the Committee

In future the Committee will set up the statute, do more training on CRC follow curriculum produced by the Committee to staff members expend their activities to the

provinces, introduce CRC to the communities especially parents and teachers follow working closely with Children Committee and appropriate institutions.

4.   Lesson Learnt

Instead of working for children we are working with children. From this cooperation we have learnt that children's views are very useful (Cambodians have no traditional to consider children's views), Cambodian children are not shy, but they hesitate to express their ideas. Once they were encouraged they very involved but they are ambitions when they do something they want to get results quickly, so with children we have to have a good plan beforehand otherwise we might face difficulties.

Children voice are more effective than adult voice on behalf of children, shown during launch of CNCC and Children Day, Prime Ministers paid their attention to the Voice of Children.

Local and international NGOs working together can provide appropriate help and play a good role to make some government institutions and bodies/some communities/families to recognize CRC.

Some families shown their interest to this issue (during children workshop some parents went to see their children at the venue). This give us hope that by working on CRC with them step by step they might change their behaviour from <<The cake cannot be bigger than its mold>> to let the cake have sometime and chance to become bigger than its mold and at least we can cut down the conflict between parents and children in term of child participation.

Mey Mekea
SCF(UK)-Cambodia

5.3. CHINA

CAMPAIGN AGAINST NESTLE INFANT FORMULA

> *Nestle is very powerful, but we may also be strong despite us being small.*
> A participant 's comment

This case is based on SCF's campaign against Nestle who has violated the international code in selling milk substitute in China. SCF and some Chinese professionals detected that Nestle promoted its products by giving free samples in six hospitals in Kunming. This act of violation was reported through local newspapers and was sent to Beijing and UNICEF which in turn forwarded the information to the concerned Ministry. Reacting to the reports, Nestle did an independent research and blamed the incident on the hospital staff.   SCF's Director-General wrote the company in return detailing further the allegations against Nestle. This letter supposedly for the management of Nestle only ended up in the major dailies as a letter to the editor. Up to now, it is not certain who forwarded this letter for publication in the newspaper in China.

The letter helped SCF a lot in its campaign. The pressure was such that provincial authorities ordered an investigation on the allegations. SCF believes that the letter contributed to the consequent passing of a nutritional law. Hospitals are now being monitored on the law's implementation and SCF published an article on how to do the monitoring.

Nestle is the only big corporation that SCF has singled out. Its operations are wide in this region. There is much to be done about an Asian campaign against

It has recently approached NCC in Vietnam and offered funding. It is also giving funding for practitioners in the UK. It is doing intensive research on how to push Lactogen in the Asian region.   In Sri Lanka, everybody is buying Lactogen because it is cheap. The same is the situation in the Philippines and Thailand. In Bangladesh, Nestle is also powerful, however, mothers prefer to breastfeed their babies. Commercials though can be very convincing. In Cambodia, Nestle is not a problem. This is one concrete advocacy case which takes on business/multinational corporations which in the private sector which SCF should study.

Lu Yi-Yi
SCF(UK)-China

5.4. LAO PDR

RAISING AWARENESS AND HELPING TO FIND
CONCRETE RESPONSES TO YOUNG PEOPLE
"IN DIFFICULT CIRCUMSTANCES"

1.   Background and History to the Problem/Issue

- Rapid economic changes and the "opening up" of the country (transnational roads etc) is leading to changes in economic and social patterns in the community and within families.
- The expectations of young people in both urban and rural areas are raised but development is not quick enough to meet these expectations e.g. working on the land is no longer desirable and/or viable but there are few opportunities for employment.
- In urban areas there is evidence of young people becoming disaffected with Lao society e.g. petty crime, gang fighting, glue sniffing
- Exploitation of young people is occurring either through young girls being introduced into prostitution in Laos or being recruited and cheated into work in Thailand.
- Since the revolution Lao society has prided itself on having eradicated sexual exploitation etc. As result it is very difficult for society to openly admit that there are these problems in their midst.

2.   Situation/Context of Advocacy

- SCF had been aware for last two years that the situation was changing for some young people in urban areas-this was apparent from watching what was happening in the towns.
- Discussions over last year with individual officials from Ministries confirmed that there was concern but a reluctance to formally acknowledge and discuss the problem.
- Although HIV/AIDS had been more openly discussed in Loa society it was still not permissible to use the work "prostitute" or "commercial sex worker" and this group were referred to as "bar girls"
- Any social problems (evils") which have to be admitted are seen as the result of external influences.

3.   Goals/Objectives of Advocacy work

- To raise awareness and general discussion on the issues facing Lao youth

- To encourage recognition that blaming outside influences will not resolve the problems

- To encourage open discussion on possible cross-Ministry responses which take the views of youth into account

4.   Process/Methods/Strategy Adopted

- Long period of individual meetings with key officials from Ministries with responsibility for young people.   Taking available opportunities for open discussion - drawing on SCF experience in other countries in the region.
- Bringing   key officials together to attend UNICEF regional consultation on commercial sexual exploitation :

   - negotiating for the right people to attend the meeting - those who would be active and influential on return
   - building & working as a team in preparation
   - filed visits to Thai NGOs working with Lao children after the meeting
   - planning together a working in Laos on return from Thailand

- Building on initial workshop to ensure that momentum of discussion not lost
- Supporting workshops with written and visual materials
- Building up a cross sector resource team committed to working on the issues
- SCF's role to advise and advocate particular approaches e.g. young people's participation and to obtain funding for activities.

5.   Effect and Impact - Consequences, Difficulties encountered and/or constraints

- Issues are now being openly discussed in official workshops and recognition that there are problems within Laos
- Responses to raising awareness may be punitive (e.g. police response) which is not purpose of advocacy but has to be accepted as part of process
- Encouraging and maintaining a cross - Ministry approach is difficult when Government is organised on rigid sectoral basis
- Problem of retaining a balance : there are problems but not big i.e. response proportionate to the problem e.g. glue sniffing does not lead to heroin addiction.
- Accepting some responses will not be what SCF would advocate and may not be in best interests of young people

6.   Conclusions and Lessons Learnt

- Long lead-in time when SCF raising the issues with no response from Government but important to keep "issue on the agenda"

- Number of factors come together which make it possible to move things forward - SCF needs to be prepared to seize opportunities when arise : resource implications (time and personnel).

- Small amount of money is needed but it needs to be quickly available. A lot of time is needed.

Khamphay Chandiwong
SCF(UK)-Lao PDR

5.5. NEPAL

CRC ADVOCACY

> *Poverty and Ignorance of parents are challenges which Redd Barna has to face.*

Background

Nepal is a landlocked country, bounded in the north by China, east by Bhutan, south by India and west by Pakistan. There are approximately 20 million people with a population rate of 2.1%. Population in the cities is approximately 9.6%. The people practice different religions, viz., Hindi, Buddhist, Islam and Christian. The country is divided into 14 zones and 75 districts.

Advocacy Issue: Figure 2 shows the Situation of Advocacy and CRC in Nepal.

Methods and Strategies: Redd Barna-Nepal uses the multi-media approach for Child and CRC advocacy. This includes games, print media, radio, T.V., cinema, among many others. Games attract students. In 1992 a children's film was shown to inform on child rights. Games such as darts attracted both parents and children. This game in particular was modified such that each dart is equivalent to a question. A prize awaited every correct answer. Prizes for winning games increased motivation even more. Children's Fair or *Balmela* is another favorite. Talent competition on CRC and related issues is held. The festival starts in the street. Children are also encouraged to write articles and they write letters to Redd Barna. Radio-Nepal has a regular broadcast of songs on Child's Rights and the Children's National Song Competition on Rights of the Child. There is also Hatewal Child-to-Child Radio Programme and cassette tapes on Child Rights' songs are available.

Figure 3 shows plantilla for Multi-media Approach for CHILD/CRC Advocacy; Figure 4 the Child/CRC Advocacy Through Mass Media; Figure 5, the Advocacy Through Other Media and Figure 6, Children's Fair/Balmela.

Framework: Redd Barna-Nepal works with government. It conducts trainings using play, drama, script writing, and other creative forms. The length of training depends on the child's capacity and activity so that it may take a week or a month. These trainings are: Advocacy Through Empowered Children, Training for Children's Group and Child Club Members. As a result of these trainings, children become active, participative, etc.

Context of Advocacy: Poverty and ignorance of parents are challenges which Redd Barna has to face. Bhuju shared his own experience. He visited a one room house

with only a door and no windows. The family sleeps together with their animals. A fire was burning to keep them warm but the soot was bad for their health. Redd Barna has no success in changing the situation in this place.

Lessons Learnt:

- · To educate the children is better than to educate the educated people.
- · More possibility of sustainability is in training a child than to adult.
- · Level of child participation has gone up.
- · To train the children becomes the more quick action oriented in programme.

Conclusions

- · The goal of Redd Barna-Nepal by the year 2000 is to work in the area with children as fellow staff.
- · Redd Barna's programme is within ages 5/6 to 16/17 years old. Older children are trained to help.
- · The main problem is convincing the community to believe in the programme. Redd Barna conducts meetings with parents, political leaders, administrators, teachers.
- · The target children are community-based.
- · Should the time come when Redd Barna has to leave the area, it should have been able to establish some sort of sustenance in the community. It still would coordinate with government in projects like scholarship, etc.
- · Redd Barna has contact persons for children in difficult situations specially the disabled.
- · In remote areas, sanitation is the problem, e.g., people get drinking water where they throw their wastes. Redd Barna's advocacy is to care for water.
- · Redd Barna uses problem posing approach to raise awareness. For example, photos of martyrs are distributed and the children are asked, *"Do you respect these people who had been put to death?"* Children start working when they realize the problem.

Rameshwar Bhuju
Redd Barna - Nepal

5.6. THE PHILIPPINES

FILIPINO CHILDREN'S PARTICIPATION IN THE WORLD CONGRESS AGAINST COMMERCIAL SEXUAL EXPLOITATION

General Background/Context:

Children's participation is an overlooked area of concern in national and international development work, particularly in setting up policies, programmes and standards about children's well-being. The 1994 Philippine government report to the UN on the CRC, children were never been involved in the process of putting up the government document. Neither, that the children were given a chance to represent themselves and participate in the reporting.

This is brought about by a dominant perception that labels children or young people are at the low status of society. They have little power and almost no control over their own lives. Children are passive targets or beneficiaries rather than active participants in the development work. As a result, children are not taken seriously by adults or value what children have to say.

More recent developments however, reveal that there is an increasing recognition by many development workers and organisations that children have important role to contribute in development agenda. Child sensitivity campaign and child rights education are increasingly received by government agencies and the public. Hence, Child Development and Child Protection agenda have taken some forms at programme levels and polices/legislation respectively. But Child Participation would take a longer since this would entail a closer focus into cultural factors re-enforcing children's vulnerability, of old and emerging trends that greatly influence attitudes towards children.

For the past four years, SCF has been playing an important role in pushing for children's participation in development works by providing venue for both children and adult to gain awareness in order to recognise a) that the child is a developing individual with feelings and opinions of his or her own; b) that children should be best placed to articulate their own needs and that given proper support and respect they will make sensible and responsible suggestions and decisions; and c) that children have valuable honesty, a caring and questioning attitude and great imagination i.e. these qualities mean that their own input can breathe fresh life into debates about their issues.

In early February this year, SCF was invited by End Child Prostitution in Asian Tourism (ECPAT) - Philippines in a consultation in order to involve some of SCF's partner organisations, Bahay Tuluyan and Kamalayan Development Centre in a

workshop for children as part of ECPAT's preparation of the Asia-Pacific Regional Consultation for the World Congress. Looking into the magnitude and urgency on the issue of commercial sexual exploitation of children in the country, SCF considered the World Congress to be a timely opportunity to demonstrate that children can actively participate in such an international activity. Together with other international organisations, the International catholic Child Bureau and Defence for Children International, SCF responded to the ECPAT call and eventually became part of the working group to support children's participation to the World Congress.

An initial review resources and capabilities of the NGO/GO community showed that there are already existing efforts and documents on "children's participation". But such competence has not take shape into the mainstream of development effort because of some limiting factors such as the lack of cohesive will of organisations to put forward the involvement of children as well as the learning and de-learning process the NGO/GO community is undergoing i.e. that children are active participants.

Again, SCF perceived that it could add value into this important area by bringing in its international experiences and resources.

Goals/objectives of advocacy work

To demonstrate a process on how children could actively participate in the World Congress using the existing experiences of NGOs, particularly in communicating with children.

Process/Method/Strategy adopted

1.   In 2-3 March 1996, 20 children participated in the workshop dubbed as "Hear the Children's Voices: A Creative Workshop" . The children came from NGO centres for street children, private schools and institutions and rehabilitation centres. A module for the workshop was designed was designed using creative means of expressions and games/play so that the children could freely express themselves. Among the topics covered in the module were : 1) the children's perception of themselves and their immediate environment 2) the children's view on pedophilia, child trafficking and migration, child pornography and the impact of consumerism on the youth, and 3) their insights on who should address child sexual abuse.

Part of the workshop was to consult the children of their willingness to share the output of the workshop in an NGO Consultation and to nominate among themselves four representatives to share about their experience of the workshop in the said activity.

2.   In 19 March 1996, an NGO consultation was convened by the working group in preparation for the Asia-Pacific Regional Consultation. The discussion-workshop focused on 4 issues of the World Congress, including the possibility of children's participation in the World Congress. The four children presented a "living report" of

their workshop, covering actual cases and scenario on the issue of commercial sexual exploitation of children, highlighting the effects of consumerism on the values of youth. The children also presented forward plans on how to involved more children into the process.

The children's involvement in the consultation received positive feedback from the participants. This was greatly recognised in the recommendations they provided by highlighting the importance of the involvement of children in the Conference in Thailand and in Sweden as well as involving children in the parallel activities at the country level before, during and after the World Congress.

3.   The four children participated in the Asia-Pacific Preparatory Consultation for the World Congress held in Bangkok, Thailand from 2 to 5 April 1996.   The consultation was part of the concerted effort to gather the collective wisdom, concrete experiences and action plans of people directly working to eradicate the commercial sexual exploitation of children in Asia. The NGO Philippines was the only country with children delegates to the Conference. Because of this, some countries started to ask questions and explore the possibility of sending their children in future gatherings.

The children joined the small group discussions. The organisers ensured that the children were given the chance to be heard and voice their opinions. There were times that issues raised in the World Congress Documents were validated by the children participants. They served as "eye-opener" to most of the participants on issues that re-enforce their vulnerability. A case in point was the use of the term "rehabilitation". They emphasise to the group that such term connotes negative labels on children i.e. being the offender and not the victim. They prefer to use the term "recovery and healing", which was eventually adopt by the body in the Draft Declaration.

They also gained media coverage. The working group was also keen in preparing the children into the experience. The children were made aware on the importance of their presence and how they could educate people through media. They were given a briefer on "Interviewing Children" produced by SCF. A debriefing process was also conducted in the evenings in order to follow up issues that might relate to their experiences. A psychologist from the Women's Crisis Centre was with the working team all the time and took part as well in the whole process of children's participation.

Towards the end of the Conference, the children were tasked to give a synthesis by the Conference organising team.   Again, as expected, they provided the best and important part of the occasion.

A debriefing process was given to the children and adult participants after the Bangkok Conference to wind up the whole experience. The children presented their plans and requested the working group on the possibility of supporting their activities in the future.

4.   A Child-to-Child Workshop was conducted in 4 August by the four children plus some other children from the March workshop. Seventeen children and youth from several child focused organisations, including <u>government organisations,</u> nationwide joined this workshop designed and facilitated by the children themselves. This was to echo the Asia-Pacific Regional Consultation and to solicit more information at a broader context for the World Congress.

The sessions covered the children's comments and suggestions on the Draft World Congress Declaration and Agenda for Action. Through the "Wall of Hope" , the children also exchanged views on what they can contribute in the fight against commercial sexual exploitation of children. They vowed to initiate discussion about the issue within their own centres.

5.   More children participated in the 2nd NGO Consultation and presented a short creative play dramatising their participation in the Thailand Consultation and expressed their views about the World Congress.

6.   The government called for a consultation with the NGO working groups. The NGOs in turn joined consultation and brought some of the children delegates and joined in the discussions. The government admitted that they have not prepared anything for the World Congress and they are willing to join force in the activities set before, during and after the Congress.

7.   The first World Congress Against Commercial Sexual Exploitation of Children was held in Stockholm, Sweden from 27-31 August 1996. The congress is part of the broader process to implement children's rights. It was participate by more than 1,300 government and NGO delegates and representatives from the UN family. Twenty-two children representing the different regions also joined the Congress. The 4 Filipino children represented the Southeast Asia and the Pacific Region.

At the World Congress, the children showed interest on the issue, particularly the views of other children of other regions. There were 22 children participated in the Congress. SCF played an important role in leading the other adult facilitators in tackling the issue and in communicating with children. Using Bahay Tuluyan experience in communicating with children plus the creative approach of other participating organisations, the children were able to put up together the content, process and the best way they could voice their opinion in the Congress. They were able to tap the media in order to project the discrimination that is going on at the different regions.

Again the children presented the best part of the Congress. Their opinion proved to be the best and convincing message compared to the government speeches as was quoted by one media coverage. It was a breakthrough, yet it was just the beginning.

8.   Children's parallel activities in the country were very much received and gained recognition by a lot of the organisations. They also gained media coverage on the different efforts conducted :

a) Adult and children's rally-march against commercial sexual exploitation of children in major streets of Manila.
b) School hopping by children and conducting sharing with other children on the issue of Child Rights and the themes of the Congress
c) On the spot paintings and poetry contest were also some of the school activities re: the issue
d) Exhibit of children's artistic works in one of the major malls Manila
e) Child-to-Child workshops in Visayas and Mindanao conducted by centers run by the government
f) Media campaign and letter to the editors of major dailies. The NGO statement was distributed to different dailies for publication.

Effect and Impact

a) More children became involved in the process of preparing for the World Congress
b) Children's opinion were incorporated in the position papers of NGOs
c) Children evolved their own position in the Congress
d) The government acknowledge the importance of children's participation and eventually enjoined their programmes on this regard
e) Children delegates gained confidence
f) Child-to-Child approach was highlighted in the Congress as an important tool in making children participate. It was also adopted in the Declaration document and in the agenda for action.
g) More NGOs got involved in the process and improved linkages with other organisations
h) Although it was the first time that children had their own panel in the World Congress, the feedback from most of the countries was positive.
i) Media has taken the issue seriously
j) At the international and regional recommendations, there were activities set for more children's activities and to encourage children's involvement in future conferences.

Difficulties encountered and/or constraints

a) Language difficulty because of the jargon used by adults
b) It takes time for Filipino children to speak out, the children have their own time schedule and phase
c) The working group was also in the process of internalising children's participation and their bias, listening to ourselves as adults and how we handled situations that were painful and difficult to de-learn.
d) Demand more time and resources for the working group
e) Measuring and documenting impact that could bring proof to others

Lessons Learnt

- Children are very effective advocates.
- History, values and traditions of one's culture should be given a major importance in advocating for children's participation
- Children's participation provides positive impact in raising children's self-esteem
- Maintenance of mother tongue is a critical factor
- Arts and recreation, traditional music, dance and other arts are important representations of culture and permit the communication of its values
- Celebration of traditional events and festivals are effective tool to communicate values

Ways in encouraging children's participation :

- Formal representation by children leaders
- Through informal contacts between the children and the staff

Conclusions

No set of process, goals or objectives is definitive. A continual process of review and upgrading is necessary to ensure that children genuinely participate in development agenda. Such process requires an on-going learning and de-learning, and of advocating and living what we advocate for.

Nick Arcilla
SCF(UK) The Philippines

9 October 96

5.7. THE PHILIPPINES

NDDC ECD ADVOCACY WORK

The Notre Dame Business Resource Centre Foundation, Inc. is the office which coordinates the extension services of Notre Dame Dadiangas College (NDDC). It traces its beginnings to 1984 when it was set up as a Business Resource Centre (BRC), with the objective of promoting the growth of small businesses in communities. Later, BRC decided to consolidate its efforts and resources in community development, addressing issues of health and education of which NDDC had expertise.

The Notre Dame Dadiangas College Early childhood Education Programme was a response to the perceived need for more access to and better quality ECD in the country, specifically, in Mindanao, Region XI. In 1994, partnership with NDDC focused on capability building of barangay day care workers in General Santos City and Saranggani Province. NDDC trains 40 trainers from each province who from cluster training teams and in turn train the rest of the day care workers. A training programme is also conducted for the Social Work Officers who are in charge of monitoring the day care assist the day care workers in the classes and to conduct parenting project continues, expanding to the whole of Region XI.

Republic Act 6972 mandates each barangay to establish at least one day care centre. The problem is that the LGUs have not been properly motivated and oriented to develop their day care programme and consider it a priority. Thus, the project addresses this specific need through (1) training of day care workers, SWOs, and parents, and (2) advocacy work with the LGUs and DWD.

As a support to their task, NDDC has involved the LGUs and the DSWD on the provincial, municipal, and barangay levels. Since the start of the ECD programme, NDDC sees to it that every year, there is proper information to the governor, the mayors, and the barangay captains. Close coordination and planning take place between the provincial social worker and the social worker officers in the municipalities. A Consultative Assembly is called for all the municipal mayors and barangay captains or their representatives. This is the occasion for NDDC to give an orientation about the importance of Early Childhood Education to the child and the community and to get the officials' commitment to provide financial support for the echo trainings. A follow-up is done during field visits by NDDC throughout the year. The day care workers in the barangays approach the barangay captains and sit in barangay council meetings to present needs of the centre.

The Consultative Assembly is a key activity in their advocacy process. It is crucial because it is the initial step in establishing the partnership between NDDC and the local government officials. So,   NDDC   ensures   that   the   letter   communicating   about

the assembly reaches the officials and that at least one representative attends. The letter is addressed to the Barangay Council, c/o the barangay captain, copy furnished to the SWO&PSW, and personally delivered by the Council secretary. Through field visits during the year, NDDC monitors echo trainings, cluster team meetings, parenting sessions. They also meet the barangay officials particularly when there are problems or when new initiatives need to be acknowledged or recognised.

Their advocacy work have shown the following results : increased number of day care centres in the barangays ; permanent sites for day care centres through donation of deed for the land ; improvements of day care centre buildings ; construction of new and permanent centres ; allocation in the annual budget for day care centre needs like materials and for continuous formation of the day care workers ; increase of day care workers' honorarium; and barangay officials' resolutions signifying full support of the DCWs and assuring better delivery and maintenance of the day care programmes in the barangays.

Based on their learnings, a group (NDDC trainers, SWOs, DC trainers) worked for several days to come up with a manual integrating the WIPAG and the NDDC curriculum.

Factors that have contributed to effective advocacy are : (1) NDDC, as an institution of learning, has established its credibility and is respectable in the region; (2) the need for a local group that can provide initiative and be a resource in assisting the LGU and DSWD in the implementation of effective day care programme; (3) the positive attitude and relationship between NDDC and LGU and DSWD. On the other hand, developing linkages with NGOs and POs who may be engaged in ECD work has not been given priority. So far, there is still limited effort in innovating ways of making children participate directly in the programme.

BecBec Abellana
SCF-UK Philippines

October 96

5.8. SRI LANKA

INSTITUTIONALISED CHILDREN

The UN Convention recognises that the child, for the full and harmonious development of his or her personality, should grow up in a family environment. It further states that the family, as the

fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community. Article 3 Best interest of the child. "All actions concerning the child shall take full account of his or her best interests. The stage shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so."

Background & History to the problem/issue

There are around 7000 children in institutions in Sri Lanka at present. SCF has worked with institutionalised children since it started working in Sri Lanka in 1979, At first SCF worked with the government to train the care staff in institutions, This was followed by after care hostels for long term institutionalised children. This program was again changed to "independent living units" which gave a more comprehensive package to help children adapt to society. This was next followed by SCF working with the management committees, probation department, care staff and children to improve the physical and psychological conditions of children living in institutions. In 1994 SCF conducted a study on the "Reasons for admission to residential care in Sri Lanka". Then followed a workshop on "Residential Care" A solution or a problem?" organised by Redd Barna and SCF.

SCF's long history with institutional care has given the organisation confidence in being able to speak with authority on the situation of children living in institutions. Children's direct participation has been sought in the research study and in the workshops conducted to improve the condition of children living in children's homes. SCF conducted a three day workshop with 40 children from different institutions to find out from the children what were the issues they face when living away from their families. This was also a chance for children in different institutions to meet so they could give support to each other in order to look for possible solutions to some of their problems.

Children's participation was also sought at workshops conducted at district level for probation officers, management staff and care staff to enlighten these officers on the children's feelings, issues and problems they face when living in large institutions. The research study contains case studies and direct interviews with children on their perception of why they came to be in children's home.

Most of the learning from the children have come from the direct contact SCF had in running after care hostels and Independent living units for young people who have had long term institutionalisation. I have worked directly with these young people in the after care hostels, independent living units, and I initiated the workshops held with children and management staff. Since I was away during the piece of research I was unable to participate in the research study conducted with children.

From all our work with children in institutions we feel very strongly that children should remain with their family or community. Sri Lanka does not have strong gate keeping measures towards institutionalisation and children who do not need to be in institutions are admitted for reasons such as poverty or schooling. Sri Lanka society have a misconstrued belief that institutions are good for children and the child grows to be a good citizen if he or she goes to a children's home. Institutions themselves are able to get foreign funding of the numbers of children in institutions are high. Organisations sponsor children in children's homes. The management committees are

very often run by the elite women in society who like to do some charity work to appease their own conscience.

Amidst this climate more and more institutions are now coming up because of the war in the North and East and because the Western world feels that these children need to be taken care of by some charitable institution. Research done by SCF in the conflict zone has shown that children who have lost both parents or one parent because of the war has found a home within the community. Sometime it is with a relative and other times it is with an unrelated person within their community. Removing children from their familiar careers during a war situation can put a child into a deeper crisis. If we know this why does the civil society let this happen?

Very often what happens in institutions go unrecorded and are not publicised widely. Children in Sri Lanka do not have a voice very often and adults make the decisions for them. Some people exploit children who are vulnerable and take them to their homes as servants. Very often adults do not think what it must be like to be in a child's situation and they do what adults think is best for children.

Situation/Context of Advocacy

SCF is interested in
1. Changing attitudes in the public on the ill effects of long term institution on children.
2. Putting pressure on government to have closer monitoring of children's homes and to reduce the numbers of children's homes in the country.
3. Encouraging alternatives to institutional care such as local adoption and fostering.
4. Convincing the management committees of institutions that their money can be spent in a more constructive manner.

The key actors are :   Probation officers and commissioner of probation
                          Management committee members
                          Public-parents of poor children and public at large.

Goal/ Objectives of advocacy work

To reduce the number of children in institutions and reduce the number of children entering institutions.
Convince the public on the all effects of institutionalisation
Listening to children's voices.

Process, Method, Strategy

1. Find other like minded organisations who strongly support the argument.
2. Form a working group.
3. Collect and document information from children on the negative effect of living in institutions.
4. Work closely with the department of probation and childcare on this issue by having tighter gate keeping mechanisms. Most children are admitted through the department.
      - at present they can't cope with the problems that arise because of institutionalisation
      (there is no proper after care and the homes have become difficult to run and control).
      They are ready to look for alternatives to institutionalisation.

5. Look for viable alternatives to institutions.

6. Put pressure on management to change their working direction
    - at present the management is not ready to change because they have too much invested in these homes. They admit there are problems within the homes but they are not happy to change their direction.

7. Run programs on TV, radio about the life children lead in institutions and their difficulties in coping with society without family and friends.

8. Organise more workshops for children to air their feelings about their life in institutions and with their permission make videos that can be shown in the lobbying process.

9. Use the Convention on the Rights of the Child to put pressure on government to change their manner of working and to find alternatives to institutions.

Effect and Impact

I am sorry that this case study had to be written with a future plan in mind because SCF Sri Lanka has not engaged in any advocacy and lobbying work in the past. We are hoping that we can use our past experience to help us to advocate to change the situation of children in the future. Reducing institutionalisation is a change that SCF is hoping to advocate for and we are at the stage of looking for other alternatives before we take it up as an issue.

Sonali Gunasekera
SCF(UK)-Sri Lanka

5.9. VIETNAM

RAISING AWARENESS OF HIV/AIDS FOR CHILDREN IN HCMC, - AN EFFORT TO GET EXPERIENCE AND TO INFLUENCE

Background and history to the problem / issue:

In response to the growing HIV/AIDS education with children in and outside of the school system in HCMC. In regard to street and working children, life on the street may expose them to situations in which they may be involved in potential risk behaviour for HIV/AIDS transmission such as tattoo, having sex among themselves, intravenous drug use. Also, street children are vulnerable to sexual abuse and exploitation through prostitution. There is obviously an on-going need to equip them with an understanding about risk factors and prevention to enable them to develop coping strategies (learning to say no or resist, knowing how to use a condom, making choices, understanding STUDs and where to go for treatment.) Initially, there was little HIV/AIDS awareness raising for CEDC in HCMC except for the SCF HIV/AIDS Programme component of outreach work with youths and children at risk and the work with one of the local groups named Thao Dan. We have later scaled up our work to support a more coordinated effort among local groups and organizations to provide HIV/AIDS education for children and involve children in HIV education via the child to child/youth to youth approach.

With school children, we realised that they make up a big population group that needed education for prevention just as any other groups in the general public. A number of them have been known to have involved in potential risk behaviour without much awareness of it or prevention of risk factors. However, there has been a general misconception that risk of HIV transmission is confined to specific groups of people involved in injecting drug use and commercial sex work. Even though there had been some education for a number of school children, the approach was still very much medical/biological based and not yet focused on understanding of the behaviour, risk factors and practical life issues. Therefore, there has been an even more urgent need to support well targeted HIV/AIDS education for children, and in order to do that, it has been essential to raise awareness of and to influence teachers and relevant people to use more effective approaches to HIV/AIDS education.

Context of advocacy:

HIV/AIDS education must be integrated with broader issues of sexuality, sex education and life issues if it is to be practical and for people to relate and apply easily to their situation. However, it was very difficult at the start and one of the reason was cultural restrictions. In Vietnam, people do not often talk openly about sex and it is generally believed that sex education is not good for children as they are not yet ready for it. As a result there was a common reluctance to discuss sexual issues in

HIV/AIDS education for children with the assumption that 'to do so would be to prepare the way for the deer to run." (as suggested by a local saying.)

Further, HIV/AIDS education for children in and outside of the school system has not yet been prioritised by official organisations and the AIDS Committee of HCMC as most of the focus was initially placed on commercial sex workers and injecting drug users. And until they took some interest, the activities were first to be developed with the formal sector-the school system. In such a context, we have tried to give some priority to HIV/AIDS education for children in general besides our work with other target groups.

Such advocacy work has been going on while concepts of advocacy have still not yet been familiar in the local context. Most of what is being done for street and working children -CEDC has only been informally recognised and a lot of it involves service provision and not much influencing or advocacy . With the formal sector - the Department of Education, influencing is even more sensitive as people in these established structures are not very flexible and open to new ideas and approaches. Generally, teachers are used to the structured way of teaching which is lecture based. Also, as a lot of AIDS materials are written by doctors, the content often looks more at the biological aspect of HIV/AIDS , and not much the aspect dealing with the behaviour. Our HIV/AIDS Programme had tried to work with all concerned to address these issues in advocacy for more effective HIV/AIDS education for school children.

Goals and objectives :

* Via our direct outreach work, to raise awareness of CEDC children about risk factors and prevention;
* To train street educators and school teachers in participatory approaches to HIV/AIDS;
* To pilot the child to child approach and influence other organisations to develop it further; to train children in skills to talk with their peers about HIV/AIDS. (Some initial training was

conducted in 1995: the initiative was well received but there has not been much follow-up. The SCF/UK HIV/AIDS Programme then tried to make an active use of the initial effort);

* Via the practical activities and training, to advocate concerned people to be more involved in and more actively support HIV/AIDS education for children in more effective approaches.

Process, Methods and Strategy adopted :

<u>**Process :**</u>

* 1993-1996 Outreach HIV/AIDS education with street and working children in the streets, parks and in drop-in centres, and with children in institutions in HCMC;

* 1993-1996 Support for research, curriculum development and training in support of HIV/AIDS education in schools in HCMC in conjunction with the HCMC DOE

and the Health Information and Education Centre. As many children do not continue their schooling after grade 5 (end of primary level). we have influenced for piloting of HIV/AIDS Programme has provided training for teachers in HCMC in participatory methods of HIV/AIDS education with children; and training for youth leaders in youth to youth peer education approaches in conjunction with the HCMC DOE and the Youth Union.

* In late 1995, early 1996, SCF in conjunction with Radda Barnen has conducted 2 CRC Workshops to try out the Regional ISCA Training Package on the Convention. The workshops were an initial effort to raise awareness of NGOs development workers about child rights issues. and to lay a general foundation and they then developed them further in their areas of responsibility. The HIV/AIDS programme and Child and Family Support Programme of SCF/UK has taken if further in their coordinated work with local groups on HIV/AIDS education and education of child rights issues in prevention of sexual abuse of children.

* In January 1996, one SCF/UK workshop was conducted with street education from care locations in HCMC and some representatives from Lam Dong and Khanh Hoa provinces. There was also the involvement of a number of street children who worked as peer educators with other children. In March 1996, there was another SCF training workshop involving educators and street children from each care location. The workshops were to train street educator's skills in HIV/AIDS education for street and working children, and also to pilot the child to child approach among several local groups.

Before, the HIV/AIDS Programme had worked directly with street and working children in HIV/AIDS education via its outreach work and learned significantly from the experience. However, to advocate for more involvement in this work, the programme while continuing its direct outreach education has started to pass on its experience to other local groups to support them to take initiatives and together achieve a wider coverage. Such training and exchange efforts have been well received; and most participants expressed the need for further training to do more effective HIV/AIDS education. SCF/UK then moved a step further to support more coordinated work by working in conjunction with key local organisations. In May 1996, in has worked with the Street Educator Club under Vietnam Youth Association to provide training for street educators from care locations in HCMC in HIV/AIDS education, sex education and prevention of child sexual abuse. In September 1996, SCF/UK worked with AFSC (Association of Friends of Street Children- the Youth Union) to conduct another similar training with AFSC educators. In these coordinated initiatives, SCF/UK provided technical support in participatory

approaches and the child to child method with children involved in workshop facilitation, and there has been active integration and cooperation between the two SCF/UK programmes (HIV/AIDS and Child & Family Support) for joint advocacy.

* In late 1995, with the endorsement from the National AIDS Committee of Vietnam, SCF/UK was able to work with the Provincial AIDS Committees of Khanh Hoa to provide initial training for the DOE in this province (the DOE is a member of the

AIDS Committee) in participatory approaches to HIV/AIDS education to school children. This is one of the objectives of the HIV/AIDS programme in HCMC to step by step make its experience available to other provinces and to influence. The effort was well appreciated and it was suggested that we can follow up such support to continue to strengthen local capacity by further training and/or facilitating exchange and learning among local organisations (DOE in Khanh Hoa and DOE in HCMC with which SCF/UK has had some close cooperation). This work is in progress.

Methods-Strategies :

* The SCF/UK HIV/AIDS Programme has been able to use the 2 pronged approach, working with both the informal and formal sectors, and take the step-by-step influencing strategy all along. Via its outreach work, SCF/UK has reached children at risk and provided them with HIV/AIDS education and relevant information to survive more effectively in the street. The approaches used include : talking with children, using games, role plays, pictures and video, demonstration and discussion. Further, it has been able to transfer the practical experience to other groups working with children in HCMC and to some in other provinces with whom we have developed some contacts. There were two levels in which the transfer of experience happened : SCF/UK first conducted training with other groups ; then it worked with local structures (e.g. VNYA,AFSC) to support training initiatives that they coordinated.

Simultaneously, we have been able to work in conjunction with the Department of Education and The Health Information and Education Centre to provide training for teachers in participatory approaches in support of HIV/AIDS education for children. Again, the HIV/AIDS programme has had opportunities to transfer its experience in HIV/AIDS education gained in the outreach work. Class teachers commonly use lecture in their teaching and HIV/AIDS education is often too theoretical and limited in content. In response to such a situation, the programme made a lot of efforts to train teachers skills to support more practical and participatory learning and to conduct well targeted extra curriculum activities.

* In training sessions with street educators and school teachers, we used pictures, games, role-plays, and discussions to support their active learning and influence their way of communicating issues to children to make it more participatory and practical. Teachers and other adults are often uncomfortable when talking with children about sexuality and condoms. There is a commonly mistaken assumption that talking to children about sex and sexuality in HIV/AIDS education will encourage them to be sexually active or to be irresponsible in their behaviour. With such an understanding, we have tried to influence by making our training focused and targeted and providing them with support to feel comfortable when talking with children about these issues.

* The HIV/AIDS Programme has piloted the child to child/youth to youth approach by involving children and school youth leaders in facilitating and providing input from the child's perspective. The aim was to train a number of street children and youth leaders to be peer educators with the skills and ability to talk with other children about

HIV/AIDS education. Also it was to continue to raise awareness of other effective approaches and advocate for the application of them.

* One other way of advocacy is our production of resources. The SCF/UK HIV/AIDS programme has been able to develop short video films (e.g.Children's Rights, Hoa's story) from paintings and adopt some of the games from materials designed in other countries to make it culturally appropriate and accessible. These resources are used in its work with children, in training sessions and in exchange initiatives, and are also made available to other groups for wider dissemination.

Effects and impacts :

* The on-going effort has drawn a lot of attention from people with responsibility for HIV/AIDS education for children. More started to be concerned and take initiatives to carry out the activities, taking forward more actively what they learned from the training. Other groups working with street children in HCMC are keen and quick to develop further HIV/AIDS education as part of their day to day work.

* The skills of teachers and educators have been more strengthened in using participatory approaches for effective communication of HIV/AIDS and relevant issues, and in a number of schools, they feel motivated to take their learning forward to put into practice.

* A number of street children have become more aware of HIV/AIDS thanks to the direct outreach work in which SCF/UK was involved and the IEC work done by other local groups. A number of children have been supported to work as HIV/AIDS peer educators with other children. Some others have also been identified for further training in the child to child approach.

* School children from grade 5 have been provided with HIV/AIDS education via the curriculum and the extra curriculum activities. As many children do not continue their schooling after primary, we have been able to advocate for pilot of HIV/AIDS education for a number of primary children.

* In its work with the DOE and the Health Information and Education Centre, our HIV/AIDS Programme was able to make some suggestions regarding the design of materials to make it less biological based, introduce lessons about behaviour, risk factors and to encourage participatory training approaches as opposed to the commonly lecture-based approach.

* In its training, SCF/UK was able to advocate for the active use of the child to child/youth to youth approach and was also able to provide follow-up support to enable further development.

* In regard to the informal sector with street and working children, SCF/UK has been able to move from direct HIV/AIDS IEC with children to support more and more coordinated training in which it plays a role of providing technical input and

facilitating institutional learning. for the first time, AFSC, a local group working with street children under the Youth Union has organised a training workshop on HIV/AIDS education for children and the child to child approach and our technical input was welcomed.

* By using practical and participatory exercises (word placing game, role play, showing video and discussion. demonstration of condom use, discussion of STDs and HIV/AIDS...), we have taken some good steps to break some of the reservation to talk about sexual issues in relation to HIV/AIDS education. A number of people learned to talk openly, practise dealing with sensitive issues, discuss them and practise making decisions.

Difficulties and constraints :

* The risk of HIV/AIDS for children and youth is still denied or underestimated and it is generally assumed that children are not sexually active in Vietnam. Also, due to the conservative nature of official organisations and a number of people, sex education is considered not essential as it will encourage irresponsible behaviour among growing children.

* Even though when there is some appreciation of the need for HIV/AIDS awareness raising, many adults are still not comfortable talking about sexual issues in relation to HIV/AIDS education;

* There has not yet been sufficient coordination between local organisations as well as between international organisations concerned about HIV/AIDS education for children to take the foundational work much forward;

* Official organisations are not always open to new approaches, Generally, HIV/AIDS education for children in school and out of school is still too theoretical and limited in content. However, it is difficult to push for immediate major revision in curriculum and way of teaching as teachers need to follow the policy within the established structure. So far, we have been able to take some crucial steps to advocate for the introduction of participatory/active learning approaches and integration of such approaches into the existing programme. For more important changes, there need to be coordinated influencing initiatives at other levels.

Conclusion and lessons learned :

Working in support of HIV/AIDS awareness raising for children, the SCF/UK HCMC Programme has been able to practically influence several organisations and individuals to develop some interest in getting a number of HIV/AIDS education initiatives in motion. We work and have a scale up strategy over time to involve more people, organisations and children and facilitate local initiatives.

Whomever we work with (children, street educators, local officials, school teachers and other people concerned) and whatever we do (outreach, training, support of local

coordination effort, production of resources for training and for dissemination), the SCF/UK HCMC programme has been able to maintain a child focus : we try as much as possible to ensure that HIV/AIDS education for children, and should involve children in trying to

understand risk factors and take prevention. In such education, children should be practically supported to make choices and decisions on the basis of complete knowledge.

What has been achieved is never sufficient and we believe there is a long way to go before HIV/AIDS education for children is really well targeted and effective. And surely, the work is in progress. We have learned to be patient and take slow but firm steps. We made attempts to open people's eyes, and kept trying to raise their awareness of issues and approaches. Once we received some of their appreciation and support, we then continued to work with them to facilitate and enable further development. In such advocacy efforts, we also learn be realistic and consistent in our support, to work with street educators and teachers from where they are and to use approaches that involve them. We appreciated that more training is needed to build on people's initial understanding and to support them to be more motivated in their work of HIV/AIDS education with children.

One last observation is that our advocacy work with the informal sector (local groups and organizations involved in work with street and working children) has evolved more quickly thanks to its nature of being flexible and the ability to take initiatives and respond to new approaches. This can be good news given the large number of street and working children in HCMC who are vulnerable and not yet reached with any HIV/AIDS education.

Le Thi Minh Chau
SCF(UK)-Vietnam, HCMC

5.10.   VIETNAM

ADVOCACY ON JUVENILE JUSTICE

1.   Background and Introduction

Juvenile Justice issue was raised by the UN Committee on the Rights of the Child after Vietnam had submitted its first report on the implementation of their obligations as a signatory to the Child Convention. Since then, the Vietnamese Government has made a lot of efforts to improve its justice system to live up to the Convention and other international standards. Radda Barnen was approached by the Government Committee for Protection and Care of Children (CPCC) and the Ministry of Justice (MOJ) to seek support and assistance in this field. During 1993-1995, the awareness about the CRC and the Juvenile Justice has been increased significantly among Government officials and staff at the central level and 10 large cities thanks to the advocacy work of information and experiences sharing at national and regional workshops and study visits to selected countries in the region.

However, there is little knowledge or understanding of child psychology and child development and their rights as well as specific protection needs of children in the population at large and among staff of all categories working with children in conflict with the law in other 43 provinces. In practice, there are no separate juvenile courts in Vietnam. Juvenile offenders are generally viewed as criminals and completely responsible themselves for what they did, rather than as victims of various environments in need of special protection and support.

A basic training project in juvenile justice for personnel working with children in conflict with the law is currently being implemented by CPCC with the support from Radda Barnen. The project is aimed at providing knowledge and skills to help concerned staff develop their appropriate attitudes to be able to meet the needs of the children.

Another law reform project is also being developed by the MOJ with the assistance from Radda Barnen and UNICEF. It will strengthen the legal capacity for juvenile justice in Vietnam to bring national laws up to international standards.

The foundations of the above-mentioned projects can only be established thanks to intensive advocacy works of Radda Barnen with concerned partner organisations.

2.   Situation and Context of Advocacy

Although Vietnam is presently in a process of rapid evolving changes with many social and economic   development   priorities   in   the   agenda,   the   Government   is   very

committed to improve the administrative and judiciary systems to ensure the protection, care and education of the children at risk. CPCC is a Government body, led centrally by a Cabinet Minister and at all other levels Justice President of the People's Committees. CPCC's main function is to monitor the fomentation of child rights and to co-ordinate all governmental and non-governmental actions for this purpose in Vietnam.

The Ministry of Justice is a body designated by the Government to prepare and propose draft laws and other legal acts including those related to children and juvenile justice.

Radda Barnen has worked closely and collaboratively with CPCC and MOJ in an attempt to support the organisations to live up to the Convention and other international standards as Beijing Rule and Riyadh Guidelines.

Mass media such as Channels of Television, Radio and press are also important communication means to shape public opinions. Radda Barnen also works with the media to promote children's rights through their national networks.

3. Goals/Objectives of Advocacy Work

3.1 Long-term goal :

To ensure the implementation of the Convention on the Rights of the Child and other juvenile justice related international documents by the Government to benefit the children, who are in contact with the law.

3.2 Specific objectives :

* To work in partnership with concerned government agencies and mass organisations such as youth union, women union in order to influence their proper application of the national and international laws in favour of the children's rights to survival, development, participation and protection.

* To influence competent authorities by lessons and experiences learn from doing practical projects, for instance, the basic training in juvenile justice for police, judges, from researches/studies on juvenile delinquency.

* To monitor the enforcement of laws of concerned organisations with a local emphasis on CPCC'S role as a co-ordinator and supervisor or "watchdog" in the field of protection, care and education of children in Vietnam.

4. Process, Method and Strategy

Advocacy work is a time-consuming process and requires holistic and complimentary approaches to the issue. We can not achieve any set goal if the work is done in

isolation. Once we work on children's rights issues advocacy, the topic sensitivity should be taken into considerations with cautions not only to ensure the principles and values of our work but also to value political and cultural setting /contexts of each country in the region.

In Vietnam where the Government provides leadership in the children's issues, including issue of juvenile justice, the advocacy for children should be built on a strong coalition with the Government to facilitate open dialogues between non-governmental organizations and concerned governmental organisations.

It is proved that this strategy has worked quite well in the case of Vietnam. The juvenile justice project has been quite successful in terms of positive and effective developments towards the law reform and training of staff who are working with children in conflict with the law.

Many issues were discussed openly in a recently conclude national workshop on juvenile justice jointly organised by CPCC and MOJ and Radda Barnen's staff was invited to participate in the workshop organising committee to facilitate discussions about three topics-current situation of

children in conflict with the law; situation of existing laws and their application; crimes against children. Let take the issue of crimes against children as an example of how serious central and local authorities are: The officials from the National Culture and Social Welfare and local law enforcers have decided to form a new chapter on crimes against children in the revised criminal code and to establish a National Program for Control of Crimes against children.

The relationship built on trust and partnership between Radda Barnen and concerned organizations becomes more and more effective in practical term.

5. Conclusions and Lessons Learnt

Strong belief and consistence to build the alliance : In order to facilitate the critical review/debate on the existing institutions for children in conflict with the law, Radda Barnen has advocated CPCC to integrate a taped video on "Listening to the voices of children" into the module 4 - development of skills of a service provider for children - of the juvenile justice training manual. The focus of contents was on interviews of the opinions of children who had experienced through institutions and children who were forced into prostitution regarding their situation in and out of the institutions and what their desires/wishes were and how they were treated. The video was made to aim at helping the personnel working with these children to understand better the situation of children as well as their views/feelings about the surrounding environments. It gave a very strong message to the adults who are actually working with the children - Please think of us as children first ... This exercise was a good tool for advocacy for children's rights to participation.

Field visits to a court hearing on trial of juvenile cases and/or a re-education centre were planned in training module 5 - services for children in conflict with the law to

provide the opportunity for the staff to look at the applied legal procedures towards children.

At first, the above ideas took us a lot of energy and time to convince relevant authorities to be materialised. As usual, Radda Barnen has always been consistent to its work principles and made a significant breakthrough in the mindset of the officials. The shared first-hand experiences of the on-going district-wise training have reinforced that.

Partnership between International NGO's and key Government players and Advocacy

Effective advocating experience is through training officials and staff of key organisations to change the attitudes, behaviours and ways of thinking of these adults, who are involved in the administration of juvenile justice. Working in partnership with them is a good approach to empower them and to build their capability to analyze the situation of children and to critical to their own areas of work and to come up with action-oriented programs for children.

Changing policies related to children by providing technical assistance and materials :
Radda Barnen has supported surveys/researches on children, for example, the Youth Research Institute conducted survey on the returned street children etc. Findings of these surveys will help the Government to make timely and appropriate policies and programs for actions. The technical support and assistance to Vietnamese partner organisations is also aimed at strengthening local capacity to do qualitative studies/ researches on children.

Support to the mass media is also an important component of the Juvenile Justice project aimed at shaping public opinions in favour of children's rights.

Empowerment :   Radda Barnen provides opportunity/forum for open discussions for partners to look at children as holders of their rights, not token and passive social objects. A sense of ownership of the projects supported by Radda Barnen is at the same time developed among our partners.

To conclude this short presentation, one point that I would like to emphasise that let us think of the children as our brothers, sisters, son or daughter, niece or nephew - somebody very important and close to us and be advocates who work with and for them with our heart and mind for their best interests.

Nguyen Hoang Ha
Radda Barnen - Vietnam

ANNEX 1

WHAT IS ADVOCACY?

What do we mean by advocacy?

The terms advocacy, influencing, campaigning, and lobbying are all used to describe activities which are designed to influence the attitudes, behaviour, and decisions of others They are often used interchangeably, and different people use them to mean different things.   In particular the term "advocacy" is now widely used in SCF without having an agreed definition. For the purpose of this paper we need to have a clearer definition of each term, and how the terms apply to different SCF activities. (The definitions below are the author's, and do not represent anything agreed by SCF).

Influencing
used in two ways:
a) to describe specific activities which aim to influence a particular group, (usually those who are broadly like-minded?) for example, research, publications and conferences aimed at development academics and other development practitioners. In this context the "influencing" is carefully targeted to the interests of the intended audience(s) (examples include Mike Edwards' work on NGO roles and accountability; Development manuals to improve good practice; working papers to disseminate field experience; attending meetings, workshops and conferences to share the lessons from our experiences).

b) as a general term, used whenever there is an intention to influence a wider audience than the people directly affected by a piece of work. This is often seen as an "add-on" to programme work, rather than a planned activity in its own right. For example a project can influence others as an example of good practice; articles describing a programme published in a professional journal may influence other practitioners; a programme manager may meet a world bank representative to discuss wider issues. In this context " influencing" describes an extra dimension to programme work, but may not have clearly difined objectives in terms of what or who should be influenced to what end. The term has been used in SCF to mean anything that is not direct programme work.

It has neutral and non-confrontational implications which, traditionally, fit SCF's conservative image. For this reason some people find it outdated and weak. Others find the image useful to quietly gain access to decision making behind the scenes.

Advocacy
This is used in two very different ways:
a) In the specific, legal meaning: to take a representational role, to identify with a particular individual or group of people and represent their cause in a

particular context. In this context the term is very focused and specific. It also implies the there is a recognised mandate to represent the case of a "client". For example, SCF may have an advocacy role by supporting NGOs in Brazil which act as the legal representatives of street children; or when representing the rights of unaccompanied children in emergencies to the UNHCR.

b) Like "influencing, it can be applied to the broadest grouping of activities designed to influence attitudes, behaviour and decisions, and it is the means by which our programme work can have a wider impact. It is different from influencing in that it is a stronger term-it means speaking out with and for the people with whom we work, it implies having more courage of our convictions, and a willingness to take on "the opposition', and to overcome resistance. It is also used to imply to a conscious decision to link micro-level experience with macro-level issues (for example, the research on the sustainability of health care linking country case studies with global policies).

Advocacy is used in this sense in the Global Programme Strategy. Its validity comes from programme work, and its strength should benefit from links between country, region and global levels. But the distinction between advocacy and influencing is not clear, and is certainly not agreed by all.

Campaigning
A campaign is a planned, organised and coherent attempt to achieve specific change. The word, with strong military connotations, means that all available means (including market research, media, lobbying, publications, networking) will be mobilised and coordinated in order to achieve the desired change, even if it takes a long time. A successful campaign must have specific, measurable, achievable, relevant and timebound objectives, It should be very focussed and carefully monitored to ensure it

remains on course to achieve its main target, in spite of constantly changing situations. (For example, the CCPT campaign to change home office policy towards British sex offenders abroad, the campaign against landmines).

Lobbying
This refers to the specific, focused activity of targeting legislators to support and protect defined interests. It is a highly professional activity, and requires detailed understanding of decision making mechanisms and how to use " the apparatus of power". (including parliamentary timetables, committees, alliances etc.). Most major interest groups (including trade groups, sporting organisations, etc.) undertake lobbying to protect and forward the interests of their members.

One way of looking at the relationships between the above would be a scale from influencing, through advocacy to campaigning with a certain amount of overlapping between each, Lobbying can be used as a specific tool for any of them, as can publications, media, networking and so on. As you move up the scale from influencing towards campaigning, there is a corresponding

increase in:

- the amount of formal planning, coordination and organisation,
- initial research into the facts and the target groups
- the extent to which specific objectives are defined
- usually, the public profile.

Since monitoring depends initially on having clearly defined objectives and target groups, in theory it should be easier to monitor activities further up the scale.

An alternative view would be:

influencing

advocacy   campaigning
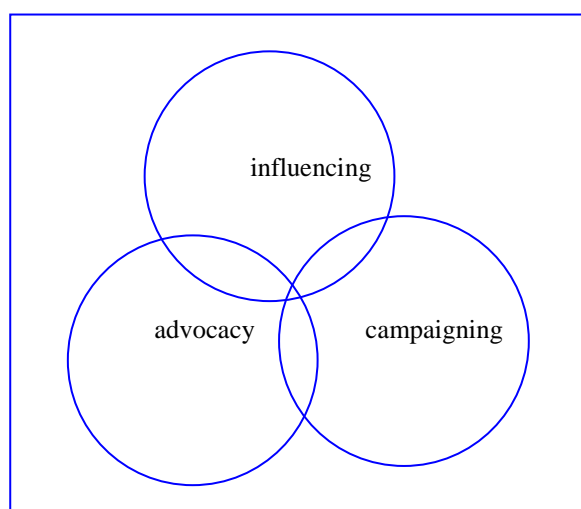
A draft list of SCF activities which fit into these overlapping categories is attached. I will use "advocacy" as the overall term, as it is the term used in the Global Programme Strategy.

Advocacy in the UK and overseas

When considering ways of planning and monitoring advocacy, there are specific issues which relate to the role played by an international agency involved in policy advocacy in other countries. These concern the local context including culture, capacity, and sensitivity. At this stage, this discussion paper concentrates on UK-based advocacy.

Monitoring advocacy
Everyone agrees it is important to monitor the impact of advocacy, and that we don't do it enough. Monitoring is important to make sure advocacy is aimed at target groups which have real ability to change things, and that the message is tailored exactly to their interest and needs. As in programme work, careful monitoring can help to keep a strategy on track, and avoid

spending time and resources on activities which have little impact, for example preaching to the converted.

Monitoring must be an integral part of advocacy management . Any information collected for monitoring purposes must be relevant and timely and feed directly into planning.

Advocacy Strategy checklist
The Oxfam guide to advocacy planning[1] outlines the following steps:

1. analysis of context and reason for advocacy work
2. establish clear aims
3. set out the specific objectives
4. identify success indicators
5. design strategies which relate to your objectives
6. message: state exactly what you believe should happen
7. targets: research bodies that are able to make desired changes and research decision - making processes.
8. action plan

The only way to monitor and evaluate an advocacy strategy is to have clear objectives and indicators against which to measure success or failure, and clear responsibilities within the strategy for undertaking particular tasks. (ibid)

Monitoring the advocacy process is important to see whether or not the strategy is being implemented, and the impact of the strategy should be monitored to see whether it is having the desired effect, or whether the strategy should be modified.

Different stakeholders in the advocacy process should be identified. They will have different views, and these should be taken into account.

A clear message

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[1] Guide to Advocacy Planning, OXFAM UK/Ire Campaign June 1995-2000, Policy Dept 1994

The message advocated must be clear, consistent, and well researched. It is most effective if presented in terms of a solution, rather than simply a criticism of current practice.

Aims and Objectives
As with any activities, it is only possible to monitor the progress and impact of advocacy if there are clear long-term aims, specific, measurable objectives, and some form of a strategy to meet these objectives. An objective tree may be useful, to show how specific activities are designed to meet specific objectives, which in turn lead towards broader ones, and then feed in to long term aims.

This can only be done after:

Situation analysis and identification of target groups

Situation analysis should ideally be carried out when planning an advocacy strategy, but will inevitably be built upon, gradually, as contacts are

cultivated, and the layers of power and influence are gradually revealed. It is important to develop a detailed knowledge of the nature of target groups, (including companies, governments, UN, bilateral donors, World Bank etc.), what their interests are, and how they make decisions.

Situation analysis should cover:

1. A thorough analysis of relevant decision-making mechanisms including:

    a). official mechanisms - to make use of all parliamentary and lobbying vehicles available to NGOs, to know which civil servants have direct influence on ministers" decisions, and to know the relationships between decision makers and decisions. For example,as part of its campaign to improve the nutritional health of refugees SCF had first to understand the relevant structures and relationships at different levels of UNHCH, and the divisions of responsibilities between UNHCR and other agencies[2]

    b). It is important to look behind the scenes, to see where the real influence lies, and how that influence works. Otherwise there is a danger of spending too much time and money going through official channels to change what is said, without affecting what is done. For example, during the 1995 NGO campaign against cuts in overseas aid, NGOs were not good enough at mobilising their influential supporters who may have been able to "have a word in so-and-so's ear"[3] . SCF's campaign to improve refugee nutrition depended on working within the system, through UNHCR and WFP contacts in the field, and at organisational headquarters, and on being prepared to embarrass the organisation through well researched and timely publications,

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[2]The Save the Children Fund and Nutrition for Refugees, Angela Penrose and John Seaman in: "The Conscience of the World: The influence of NGOs in the UN system". Ed P. Willetts. Hurst and Co.1996

[3]1995 NGO AID cuts campaign: Evaluation of Impact, Development Initiatives, 1996

and to work on the power   struggles between influential groups and individuals. (ibid)

2. An analysis of **Commercial** interests in any issue is essential, both for generating influential support ("One captain of industry is worth 200 letters" ibid.) and for directly supporting or opposing those interests, as relevant. The links between different commercial organisations are also critical, and how vulnerable they are to bad publicity.

> For example, SCF discovered that a UK company which had been awarded a lucrative contract by EC to work for the WFP in   Cambodia was in fact a subsidiary of major UK producer of   landmines. SCF protested to the EC that such a company should profit from the aid programme.   As   a   result,   in   spite   of protests to Lynda Chalker from the company, they did lose the contract. This example of effective influencing against landmines depended on research into connections between companies, and being prepared to oppose powerful commercial interests.

3. An analysis of **the nature and interests of major target organisiations**, including the history, philosophy, and political agenda (explicit and implicit) of non-commercial organisations, including the UN and World Bank.

4. One lesson from the evaluation of the 1995 NGO Aid cuts campaign (ibid) is that greater care should be taken to **target people** as individuals and to deploy arguments appropriate to their interest and commitment.

The **target groups**, and the desired change in attitude, policy and practice of each should also, ideally, be carefully defined in an advocacy strategy.

Typical target groups include:
-    the general public - to foster long-term public and political support at local
     and national level
-    everyone, and every organisation, with a reasonable degree of influence
     on the area should be appropriately targeted
-    commercial interests, even when these are slippery and unscrupulous,
     should be identified and confronted.
-    employees in the concerned industries.

> For example, in Italy the campaign against landmines took off, and   Italy declared a ban on the export of landmines. Most companies can get round this through producing landmine components, or producing the mines offshore. But employees of Valsella, a large producer of mines, saw a programme on TV about the damage caused by landmines which inspired them to go on a tour to Cambodia. They came back and went on strike, forcing Valsella to reduce landmine production.

5. Information about **timing** of relevant processes is essential. For example the evaluation of the Aid Cuts campaign (ibid) found that NGOs should have started to prepare the ground earlier, as the campaign started too late to have a real impact on

decisions. It is important to consider timing in the long term, to take advantage of any opportunities for influence over several years. It is also important to be flexible and opportunistic, and prepared to take immediate advantage of favourable events or press coverage which would make people receptive to your message.

> eg. SCF's UK programme has a full-time monitor checking Hansard and think tank publications for outputs which are relevant to its
> parliamentary campaigns.

Baseline information

Baseline information is needed to be able to compare a situation before and after a campaign, to see what impact the campaign has had.   In some cases, ideally, this would mean carrying out some sort of market research into attitudes before a campaign and then afterwar4ds, to see how they have changed, and to define key areas of policy and practice where change is desired. While full scale market research is not usually affordable, with a good a analysis of the situation and target groups it should be possible to identify some key areas which can be monitored for changes during the campaign.

Indicators of Process and impact

Once the objectives have been defined (and these should be SMART - specific, measurable, achievable, relevant and timebound) we need to identify indicators which will help show progress towards the objectives, and which cover both process and impact of the advocacy campaign.   As with programme work, it is much easier to monitor process than impact but essential to monitor both.

Process is implementing the advocacy strategy: eg:

− Stimulating press coverage of issues
− organising or attending conferences and meetings
− being invited to talk to people of influence
− participating in groups and coalitions

impact is producing changes. This includes changes on paper, or what people say, eg:

− producing or changing codes of conduct
− changing government policy
− adding clauses to a convention
− getting governments to sign and ratify treaties
− changing the language and the basis of debate, incorporating issues into the mainstream.

More importantly, **impact** is producing changes in what people actually do, eg:

− ensuring the codes of conduct are enforced (eg. Burma prosecutes companies and individuals which use child labour)
− ensuring that government policy is implemented

- changing practice of commercial interests (arms dealers stop producing or selling landmines, travel agents identify and refuse to transport people who wish to have sex with children overseas)

Ultimately, **impact** is producing changes for the better in the lives of the people on whose behalf we are advocating, eg.

- children working in factories experience better working conditions
- fewer civilians are killed or wounded by landmines
- fewer children are sexually exploited

We also need to monitor any possible negative, or unintended impact, eg.

- restricting legal work opportunities for children may force more young people into prostitution.
  An objective tree can help show how different levels of impact are related to each other, and to help separate *means* from *ends*.

Process indicators are important, as long as they relate to achieving the objectives, and if they can be used to help keep the campaign moving towards its objectives.

Process indicators should reflect the quality as well as the quantity of campaign activities, For example:

- For example, SCF has good access to decision makers in the military, but in fact their use of landmines is carefully controlled. It world be better to target the arms industry, but this requires a different (more hard-headed?) approach, and being prepared to deal with difficult and unscrupulous people.

At the right time?

- David Woodward's book on debt and structural adjustment was specifically targeted at economists, but was too slow coming out. The World Bank got there first with its sophisticated PR machine.

In the right way-for the interests of the target group

- The evaluation of the Aid Cuts campaign stressed the importance of advocating for solutions, not simply criticizing current problems, as long as the are politically acceptable to those in power.

Attending conferences is an indicator, but are the right people there ?

- a CCPT conference is being held in Stockholm in August with 500 reps from government, 300 from NGOs and 200 from the travel industry. Ideally

there should be more from the travel industry but it is unlikely they will be able to attend in the middle of the biggest annual holiday period.

Writing letters to MPs is an indicator, but their type, quality, and timing are critical.

− the evaluation of the aid cuts campaign (ibid) showed that letters to the Prime Minister are counted weekly and reported in order of importance by subject, so the volume of letters is critical. MPs respond to letters according to their quality, emotional vs intellectual tone, and whether they are perceived to be part of campaign (in which case volume is more important than content).

Measuring impact

Measuring impact is more difficult, but if the original situation analysis was good, and the real problem areas and target groups were identified, some change may be measurable.

> For example, as a result of SCF's sustained attempt - and that of the other individuals and groups involved - to reform the international system for providing nutrition for refugees, some significant improvements can be demonstrated: UNHCR's mandate and responsibilities were clarified; the division of responsibilities between WFP and UNHCR were clarified, target standards were raised; information systems were improved, ensuring that responsibilities were recognised. The structure of UNHCR changed considerably, there was an improvement in technical support and more note was taken of field concerns, enabling staff on the technical side to be involved in decision making. This has made it possible for agencies on the ground to obtain food through a clear system, for the first time, where previously they had to negotiate each case separately with both WFP and UNHCR

> However, it is more difficult to measure the impact on nutritional health of refugees, due to other factors. For example overall reduction of food aid, and the increasing reluctance of governments to accept refugee influxes. But it does seem that there have been fewer outbreaks of micronutritional malnutrition in refugee populations since the micronutrient fortified blended foods have been made available to refugees suffering malnutrition and to those wholly dependent on food aid.

Even if it is possible to demonstrate some changes in indicators of impact, how can they be attributed to particular campaign, or to SCF's part in it?

This is a difficult question. Major changes probably can't directly attributed to specific inputs, but by monitoring the impact of different components of an

advocacy campaign, while also looking at unrelated concurrent trends, it should be possible to collect some evidence of the overall effect.

How can these indicators be incorporated into planning and developing a strategy? Some suggestions:

The SCF **Proposal formats** now request "advocacy/influencing targets" to be specified. These are updated in annual reports. This is the first step to monitoring its effectiveness.

Use **timelines** to show progress of a campaign, eg. Start with raising public awareness, taking issues to mainstream, and then targeting the real decision makers and commercial interest. Indicators can be used to see when earlier phases have been achieved. For example, this may help avoid spending too much time and money talking to sympathetic agencies. (The Evaluation into the NGO campaign against aid cuts said that NGOs spend too much time talking amongst themselves).

To do this, you need to identify when there is a critical mass of opinion on an issue, and when it is appropriate to move on the next stage.

Regular self evaluations: For example the coordinator of the UK Coalition on Child Prostitution and Tourism carried out an evaluation in August 1995. Each of the five aims of the coalition is looked at in turn, with a) a list of activities carried out towards achieving the aim, and b) an evaluation (often critical) of how effective the activities have been, obstacles, and future plans.

Oxfam (Ed Cairns)-As part of an organisation-wide impact assessment drive, those involved in advocacy carry out a monthly **self - assessment of successes, failures and new initiatives.**

NCVO (Madeleine Tearse)-Advocacy staff write out regular "**Activity reports**" to look at "activity" and "response"

Audit of Influencing, advocacy and campaigning carried out in the UK

Influencing
Publications: Development manuals: (influence on good practice):

Discussion papers: (influence on other practitioners - contributing to debate important issues, drawing on SCF experience)

Education unit: produce work on refugees etc.

Press/Marketing outputs in response to public interest: Children and War Population Myths, Famine Myths.

Influencing/advocacy

NGOs and accountability: Influence on academic and professional view of roles and future of NGOs.

SCF work on disability: conferences, studies and publications have given SCF a strong role

SCF work on risk assessment: influencing the approach of the WFP towards better use of food aid to prevent famine.

Sustainability research: analysing country case studies to draw out general lessons about the sustainability of health programmes and make changes in the global policy for financing health care.

World Development Report: writing a response to the World Bank "Investing in health" to promote the message about sustainable health care in developing countries.

Work on family tracing: to improve practice in other agencies

Work on refugees: improving definitions and protection

Work on refugee nutrition: improving mechanisms for obtaining sufficient food aid for refugees (a long term process of engaging in technical and political debate with UNHCR and WFP)

Work on refugee children: on their rights: producing guidelines for the treatment of children adopting a more consultative approach; and evaluating the use of the guidelines to ensure their implementation

UN Conferences on environment, population, gender, social summit: Working through networks to influence plans of action and follow up.

Using links with European Commission to influence EU on aid policy.

David Woodward work on structural adjustment: using the technical language of the World Bank to influence its policies

Advocacy
Work on Kurds - UN coordination leading to setting up the Department of Humanitarian Affairs

Secondments to World Bank and European Union: to understand the institutional structure and mechanisms with a view to being able to better target our messages. (not really followed up)

Work on Convention of the Rights of the Child: Use press to put pressure on the UK government when it reports to Geneva

Campaigns
(participating with other organisations)
Instigation of and involvement in Campaign against Child Prostitution and

Tourism (CCPT)
Landmines
Labour behind the lable/child labour
Aid and environment
Aid cuts
Real world coalition
Debt Crisis network

What is Advocacy?

1. **Speaking or writing in support of a cause.**

2. **Also means raising awareness, sensitising and convincing in order to stimulate relevant groups to take action to promote the well-being of disadvantaged young children.**

− **gathering evidence** about the needs of disadvantaged young children and how to promote their well-being, and presenting it in ways that will inform the audience.

− Sensitising is **presenting the evidence constructively** in order to engage the understanding and feelings of the target audience so the they internalise the information and are predisposed to action.

− Convincing is the **formulation of arguments that are supported by facts and figures, knowledge of good practice and relevant theories**, and then using them effectively.

− Relevant groups are those who have power or influence over the circumstances of disadvantaged young children and can range from parents, caregivers and teachers to academics and government ministers. The are also the individuals and groups that are potential or actual supporters and can add to the general force for change.

− Action refers to the goals and desired outcomes and may be about changing attitudes, improving practice, introducing policy changes or allocating sufficient resources. Outcomes will vary with the target groups and the means at their disposal and could be as personal as improved feeding or as wide as new legislation.

3. Influencing decision-makers to design, adopt and change policies and practices in furtherance of its mandate.

− by sharing resources, information, analysis, contacts and skills. The methods can include private meetings and lobbying of decision-makers, public campaigning, research and opinion forming.

Lousia Gosling
SCF(UK)
London

ANNEX 2

ADVOCACY: ISSUES TO CONSIDER

by Fiona King

At the June Regional meeting in Manila this year, amongst cussions came the topic of advocacy and I gave a very brief presentation on some of the advocacy work that the Fund does.

I was asked to write this up for the SEAPRO Forum . It is also perhaps an appropriate follow-up from a Philippino NGO partner's comment that a focus on child rights means a shift in emphasis from needs to rights . This article was written with that comment in

mind. Mike Edwards, Head of Information Research, has provided some valuable input to thinking on advocacy and I have drawn on his work throughout this article.

Advocacy and influencing are often used as general umbrella terms which for our purposed describe a *deliberate effort to influence the external forces and context affecting children.* The external context may be within country(eg national government policy and practice in education) or international in nature (eg sex tourism and children, inter-national legislation on landmine use). Different methods are employed to do this and these vary depending on what the issue is and what the target organisation or body responsible for the issue is. The different methods are advocacy, influencing, lobbying, campaigning, mainstreaming - a multitude of different terms. The most important thing is to ensure that the approach is appropriate and therefore effects change. As Mike Edwards said, "at the end of the day it doesn's matter what you call the process, it is whether it is effective or not that matters".

Why do we believe that advocacy is important? Save the Children Fund accepts the fact that significant and lasting benefits for children are unlikely to be achieved solely through grassroots project work. This is because local initiatives can be blocked or undermined by more powerful forces - economic and/or political. A real example of this comes from Cambodia where a Food for Work programme, sponsored by a major donor agency involving credit and education, is about to be implemented in six provinces. Meanwhile, a local NGO in one of the provinces has had its credit programme disrupted by the rumour that the programme was about to come in with very low interest rates. Therefore, if we want to effect meaningful and significant change we also need to influence those whose financial practices affect national economies. To continue the Cambodian example the NGO Forum on Cambodia is lobbying the donor to review the implementation of this programme.

Save the Children's most effective advocacy work is based on our "experience and practice" because here we are speaking with authority about
issues that we have direct experience of. How we interpret experience and practice is a key question which needs to be considered.

Is our experience derived directly and solely from programme work (ie promoting early childhood development) or does experience also include our exposure to external factors influencing our programmes and the communities we work with (World Bank policy, environmental degradation, human rights issues)? How we determine this depends on what we feel our strengths and values are as an organisation and whether we can have an effect on some of these issues through advocacy.

Another key issue which needs to be considered is what level is appropriate for advocacy to have an effect, i.e. should advocacy be local, national, regional, international? This depends on the prevalence of the effect/problem and what actors are involved in the problem.

I will now give some examples of current influencing/advocacy work that Save the Children is involved in which demonstrates the different methods, base of experience

and levels of operation. I will start with the most co-operative and benign approaches and go on to more confrontational campaigning type approaches.

Influencing policy and practice in our programmes

Advising and demonstrating through practice is a form of influencing. SCF tries to do this by demonstrating through practice that various approaches and methodologies which are beneficial to children are also feasible and worthwhile for our partners to implement.

An example of influencing based on practice is an integrated education project in Anhui province, China where the integration of mildly disabled children into kindergartens has been adopted by the provincial authorities. In 1993 it started with one kindergarten and how ten kindergartens include children with mild disabilities, with a total of 100 on line by 1997. As a result of this work the provincial authorities have invited us to look at an other problem - the care of abandoned children in Guangde County Orphan-age in China.

Many of the children have been abandoned because they are disabled and parents believe they will be better cared for in orphanages than at home. So this project will look not only at promoting good practice in the orphanage, but especially at issues and on the overall attitude of society towards people with disabilities. This will involve influencing and advocacy to promote the rights of people with disabilities.

Influencing World Bank policies

SCF's links with the World Bank have been growing steadily over the last few years, in recognition of the pivotal role played by the Bank in the development
and implementation of policy in macro-economics, health and education. SCF's aim is to raise the children's agenda throughout the work of the Bank.

Successful influencing on these types of issues (health sector development, macro-economic reform) requires a high level of technical knowledge, information exchange and practical experience. This kind of advocacy often takes place behind "closed doors" and we are unlikely to advertise any success that we may have in inducing change in case this results in future openings for influence being closed off.

This is an example of influencing - incremental reform taking place in an atmosphere of privacy and on the basis of co-operation rather than confrontation. Influencing is commonly used with governments and we use reports, meetings, facilitate visits by government staff to see issues for themselves as tools.

Influencing/Advocacy with Alternative and Supplementary Reports to the UN Committee in Rights of the Child

Influencing governments using the Convention on Rights of the Child is a very appropriate tool for Save the Child is a very appropriate tool for Save the Children to

use, particularly as it was Eglantyne Jebb(the founder of Save the Children Fund) who wrote the Rights of the Child.

Some 170 governments have now signed the UN Convention on Rights of the Child and are obliged to report to the UN Committee on Rights of the Child in Geneva two years after signing and then every five years after this, on how they are meeting objectives set out in the Convention.

In the region we have the Philippines and forthcoming Cambodia, Thailand and possibly Vietnam (in 1997) experience to look at. We also have our Regional Training Kit on Rights of the Child which is a potentially powerful, general influencing tool, in terms of awareness raising of children's rights with policy makers and practitioners amongst NGO partners and in some countries government partners.

Preparation of the report the Committee on the Rights of the Child is in itself an influencing tool - NGOs may prepare separate additional reports on the situation facing children in the country (as occurred in the Philippines) or they may prepare alternative reports (as occurred in Honduras).

In preparation data is collected on children, networking across sectors is necessary in compiling report and all these activities around a focus on finding out about children form part of a general awareness raising within government and NGO sectors of children's issues.

We also now need to focus on how to monitor the implementation of recommendations made by the Committee on receiving the first report. Advocacy on the Report and on the Committee's recommendations during this process will reinforce monitoring efforts.

Advocacy is often used as an umbrella term to cover a wide range of tactics but it also has a more restricted meaning - general awareness raising. In this definition advocacy means broad, simple messages directed at a large, public audience. The messages are often not controversial, and may call on a sense of shared responsibility. The messages may be as general and popular as "children(or environment) are our future, we should protect them". We may then incorporate more specific messages about say, the Rights of the Child, child prostitution etc.

Advocacy work can be a very effective preparation (preparing fertile ground as it were) in advance to support more specific types of messages and strategy (see below).

Advocacy work on child prostitution, child labour and landmines

There is growing awareness of the size of the problem of child labour and child prostitution in South East Asia. Given the seriousness of this issue and the fact that organised exploitation of children strikes at the heart of child rights issues SCF joined the British coalition branch of ECPAT (End Child Prostitution in Asian Tourism) to learn more about the problems and to raise awareness.

Advocacy on this issue is currently aimed at international awareness raising and the media is a key tool in this. The media are interested in exploitation of children because, to put it crudely, the stories and context are emotive and attract readers/viewers.

The idea behind advocacy strategy here is to take advantage of media interest and try to communicate general messages through the media and raise awareness within the international community. Working as part of an alliance of NGOs can also increase the strength of a message and may make it more likely that the media will report comment.

This raised awareness then provides a supportive backdrop which provides security and support for future more direct lobbying of governments/organisations/authorities to implement legislation protecting children, inspect factories employing children etc. It also allows the organisation time to research the problem more and make sure that they can speak with authority on the issues. Save the Children's Filipino partners working in the area of child prostitution and child labour are experts in this form of advocacy.

General awareness raising prior to lobbying ensures that lobbying will be more effective. General awareness raising may only be feasible if the media will get involved. Case Studies are very effective in awareness raising media work and some of you will have received requests for landmine case studies in the past.

Lobbying the British government on sex tourism and to ban production and export of all landmines

In-country lobbing of governments is only possible in more consultative and democratic regimes. This is a mass, targeted action by an alliance of organisations and individuals on a specific issue. Lobbying is not as confrontational and sometimes not as public as campaigning.

Lobbying involves writing letters of concern to MPS, asking them to raise questions in Parliament, submitting petitions of thousand of signatures. The key lobbying is to organise a large enough mass of people to lobby at one time so as to raise the issue up the government agenda.

Some of you will have seen the letter we sent to our supporters in Britain asking them to write to their MPs requesting support for legislation allowing the prosecution of British residents who sexually abuse children overseas.

Baby Milk Action

For several years Save the Children has been support Baby Milk Action which is a campaigning organisation aiming to halt the commercial promotion of bottle feeding and to protect and promote good infant nutrition. One of the tools used in the Campaign is to draw attention to the International Code on the Marketing of Breastmilk substitutes which was adopted by the World Health Assembly in 1981.

Baby Milk Action is a member of the International Baby Food Action Network (IBFAN) which is made up of more that 140 groups in 70 countries and which co-ordinates the Nestles boycott ie not buying any Nestles goods. The Nestles boycott has been going

for ten years, and is supported by other organisations such as UNICEF . There is now renewed debate about now effective such a boycott is on Nestles practices.

Nestles has the largest market share of baby milk products and is frequently reported to adopt illegal (under the International Code on the Marketing of Breastmilk Subs-titutes) promotion tactics for its products and fails to respect the principles and aim of the International Code.

As this article goes to press a Nestle representative is meeting with SCF staff in Kunming, China following a report by our Health Training Adviser on

Nestles promoting baby mild substitute in the Kunming hospitals. In this case Save the Children directly approached Nestles asking them to respond to out
concerns. Meanwhile Baby Milk Action issued a press release which included reporting that we had raised these concerns with Nestles.

When an issue raises major questions for powerful interest groups in the absence of countervailing public pressure groups, rational dialogue is unlikely to produce change. Campaigning may then be an effective alternative.

Campaigning is public, high profile, specifically targetted (ie at changing a law, changing a company's activities) and often involves organisations forming alliances to increase the number of supporters and strengthen their lobby. It can also be confrontational. The Baby Milk Action campaign continues and has adopted a close surveillance approach to Nestles activities with a resultant "cat and mouse" game being played out.

The Way Forward for Advocacy in SCF

Potential issues for advocacy are currently fed into SCF through a variety of routes - country programme experience and reports, regional debates and also from HQ programme and press staff who survey international media coverage and identify forthcoming issues.

SCF has to then decide, as an organisation, what the important issues are for us and broadcast these to all our staff. To do this we need to look closely at our Values and Principles and the Rights of Child and develop a coherent and effective strategy for advocacy. We also need more coordination at the international level on prioritizing and taking forward issues for advocacy

ANNEX 4

GROUND RULES FOR EFFECTIVE INFLUENCING/ADVOCACY WORK

To do effective advocacy work the number one rule is that ***SCF is seen to be an*** ***authority on an issue and is appropriate that SCF has something to say about the*** ***issue.*** We have to know the issue and be clear about why we have decided it is important enough to do influencing work. We also have to consider the question below:

It is possible to do influencing work? The answer to this question depends on both resources and political sensitivity. We need to be able to allocate resources to influencing work - information collection, staff attending meeting, preparing policy documents, this all costs time and money.

As an international NGO with programmes in some 50 countries Save the Children has to maintain an appropriate distance from politically sensitive issues (resources and rights allocated to ethnic minorities is a common example) are too sensitive to speak out about in-country. In some of these countries if Save the Children did so we would risk displeasure of government and damage our effectiveness of working with government. In some countries speaking out on some issues could even jeopardise our entire operation and possibly the safety of our staff in that country. This is not to say that in the future we may deem some issues as so important that we speak out about them and willingly compromise our relationships and operations in that country. We would only do this if we thought that by speaking out we would effect significant change for the better and we could achieve more benefit by doing this than by maintaining an operational presence in the country.

Once the above criteria have been considered and we decide to go ahead and do some advocacy work then we need the following aspects of work in place;

* **Clear Strategy** - who are we trying to influence and what is the best method? Should we look at a variety of methods such as awareness raising first, then influencing? What level shall we influence? Should we just keep it within country or is this a regional issue or even international issue? If it is not possible to influence within country would it be possible to influence outside the country (by influencing donors for example)

* **Good Timing** is very important - we need to make sure that our advocacy work is timed well, that it fits in with current activities, awareness levels so we can maximise the effect of such messages. Producing the Children's Agenda at the time of the Social Summit at Copenhagen earlier this year meant that the report was picked up by both policy makers and press who were sensitised to issue of social development.

* **Thorough, credible, uptodate information** - highly specialised, respected expertise and thoroughly researched reports on sectors to influence government, most donors and World Bank; powerful , simple case studies for awareness raising media work.

* Excellent communication skills - communicate our message to others in an incisive and compelling way.

* Build strong alliances - with other NGOs for example , what contacts do we already have who could help us?

* Offer alternatives to current orthodoxies - if the world Bank policy doesn't work, then we should outline an alternative policy that would work. Similarly if child prostitution is widespread and we want to do advocacy work, we should offer constructive advice on tackling the problem. It is irresponsible to criticise other's policies or lack of policies if we then don't have any alternative to offer.

Advocacy depends on

INFORMATION

INFORMATION

is a key tool of advocacy

Main information elements of a successful advocacy programme:

WHEN you know what a particular situation is like,

WHAT problem exist,

WHAT SOLUTIONS ———— are possible and

WHO ———— could be involved in achieving those solutions

Things to ask yourself before launching an advocacy programme:

⇒ What information will be disseminated?

⇒ Who will receive the information?

⇒ How will the programme be carried out?

* Who is doing what project/activity?

⇒ Who are you trying to influence?

⇒ What is their sphere of influence?

Information Exchange and Dissemination

♦ Is exchange of information a top priority?

♦ What methods of communication - by computer, mail, fax?

♦ What is the information handling capacities of country programmes

> eg. On data gathering/building up a knowledge of information resources, contacts and activities in relation to the theme (databases)

♦ What range of services for information exchange?

♦ Is there a training need for managing , processing /production and disseminating information in the country programmes?

♦ Who will be using the finished information product?

Finding the way to effective information dissemination:

Principles to work by:
- ♦ Determine long term goals
- ♦ Clarify the message
- ♦ Determine target groups
- ♦ Determine strategies
- ♦ Determine tools to assist
- ♦ Develop a workplan which is both flexible and comprehensive
- ♦ Decide who is best equipped to do what
- ♦ Evaluate progress regularly:
  - *Check on goals
  - *Ensure use of most effective strategies
  - *Redirect energies as required

Ways of reaching different target areas:
- ♦ Lobbying
- ♦ Networking
- ♦ Workshops, seminars and conferences
- ♦ Input into training programmes
- ♦ Media: articles, interviews, etc
- ♦ Resource production
- ♦ Collect signatures on a petition requesting the government to introduce legislation.

Information in the Advocacy Process:

♦ discuss and identify most useful information for the theme

♦ identify common areas of concern

♦ identify key information sources of information

♦ process and organize information

        *library system
        *filing/retrieval system

*   map out existing activities relating to the theme

        *what is being done where , when, by whom?

♦ develop ways of disseminating results of information collection-newsletter, press releases, SEAPRO documentation series, reports, case studies

        *translation into local language
        *use of English as a second language
        *distribution list: who are the target users?

Public Awareness Activities

* production of briefing sheet
* campaign action kit for the average person, with information about how, where and why including case studies and bibliography and action section to tell people what they can do.
* resource pack, resources list of videos/publications
* newsletter
* information booklet
* researches
* statistics to know trends
* information centre for public queries
* public discussions
* poster/sticker/leaflet campaigns
* exhibitions at major events, aimed to inform target groups
* education activities: children's camp to encourage more active children's participation; seminar on Child Rights day with contests aimed at drawing public attention to the issues
* study groups
* media: press conferences, press releases, video production campaign that could lead to radio and TV interviews

- via other organizations (petitions to ministers, free adverts, personality/foundation support
- telephone and direct mail
- meetings
- visits by bureaucrats to the project

Drawing up an advocacy strategy

1. Identify/priority issues on which to carry out advocacy
2. Establish whose agenda you are working on
3. Research both the issues and the targets
4. Know your opponents
5. Know your likely allies
6. Networking- vital for advocacy
7. Constraints

Advocacy strategy checklist:

1. Analysis of context and reason for advocacy work:
    *what you wish SCF' s profile to be

2. Establish clear aims
    *long-term, keep in sight far-reaching changes
    needed to achieve your aims to relieving
    poverty and achieving social justice.
    *short-term

3. Set out specific objectives
    *what part of aim is achievable in the short-
    term- how when and at what cost.
    *identify short, medium and long-term aims

4. Identify success indicators
    *how can you tell whether you have achieved
    your objectives to the benefit of SCF
    beneficiaries? What are the benchmarks you
    will use?

5. Design strategies which relate to your objective
    *what will you do to achieve your objectives

6. Message

    *what do you believe should happen? Simplify
    complex issues to cleat messages but avoid
    over-simplification.

7. Targets

    *identify institutions or bodies that are able to
    promote the desired policy changes and
    research internal decision-making processes.

8. Action plan

    *draw up a timetable programme of action
    which outlines both opportunities to influence
    decision-maker and actions you will
    undertake. Include monitoring and evaluation
    in timetable but there should be sufficient
    flexibility to modify strategy in light of
    feedback or new circumstances.

    Include:

    *-analysis of problem(position of key players,
    what might change, processes to achieve
    change)*

    *-dates of key meetings and opportunities they
    present for advocacy work*

-an outline of activities which SCF or counterparts will carry out in furtherance of these objectives. Each activity and key event must be identified.

-define and allocate tasks clearly (does everybody know what is expected of them? What is the role of the field office, the regional office, headquarters? Make sure feedback mechanisms are included to those involved in campaign.

-complementary activities to be carried out by allies
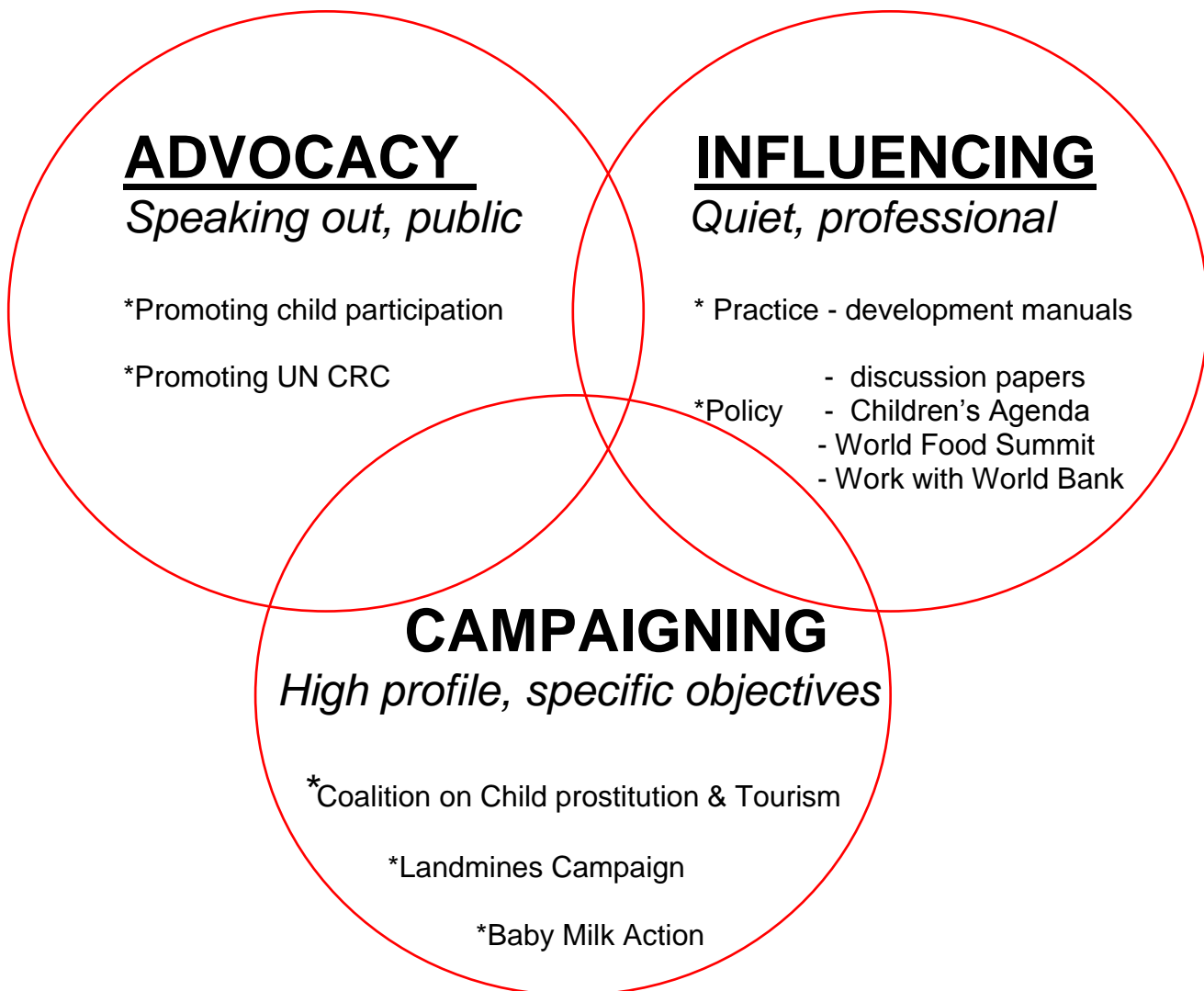
-media strategy

9. Evaluation

*to asses extent to which it has made a discernible impact on the lives of the people on whose behalf the campaign was undertaken.
*have clear objectives and indicators against which to measure success or failure
*should be a continual process.

CHILD FOCUSED ADVOCACY

ADVOCACY
Speaking out, public

*Promoting child participation

*Promoting UN CRC

INFLUENCING
Quiet, professional

* Practice - development manuals

- discussion papers
*Policy   - Children's Agenda
- World Food Summit
- Work with World Bank

CAMPAIGNING
High profile, specific objectives

*Coalition on Child prostitution & Tourism

*Landmines Campaign

*Baby Milk Action

CONTEXT AND WAYS OF ADVOCACY WORK FOR SCF

OPEN GOV'T CONTEXT	RESTRICTED GOV'T CONTEXT	COMPANIES
■ Engages with gov't/ NGOS /community to see id we can work together ■ UNCRC may be good basis ■ Joint survey work ■ Ensure partner owns results of survey ■ Take forward findings of survey--- address problem ■ SCF may take advisory/facilitating role - training, public education ■ Public advocacy work	■ Identify sympathetic GO's (sometimes on confidential/informal basis) ■ UNRC may/may not be good starting point ■ Study tours for key policy makers and/or practitioners in government ■ Joint survey work may be possible ■ Develop small, low profile programmes ■ External influencing work at regional/international level to persuade governmetn to change policy may be possible ■ Lobby donors or other governments on confidential basis ■ Lobby UNCRC Committee on confidential basis	-Research into company practices a organizational structure-shareholde subsidaiary companies ■ Representation to company (ofte on an informal/confidential basi to change practice ■ Alliance with other NGOs/government departments campaign for change ■ Informal media, use advertising engage public (consumers) supp

Typical Programme Area:		
Health Education ECD Child Rights	Child labor HIV/AIDS Institutional Care Youth (Juvenile Justice) Child Rights	Baby milk substitute Child Labour Landmines