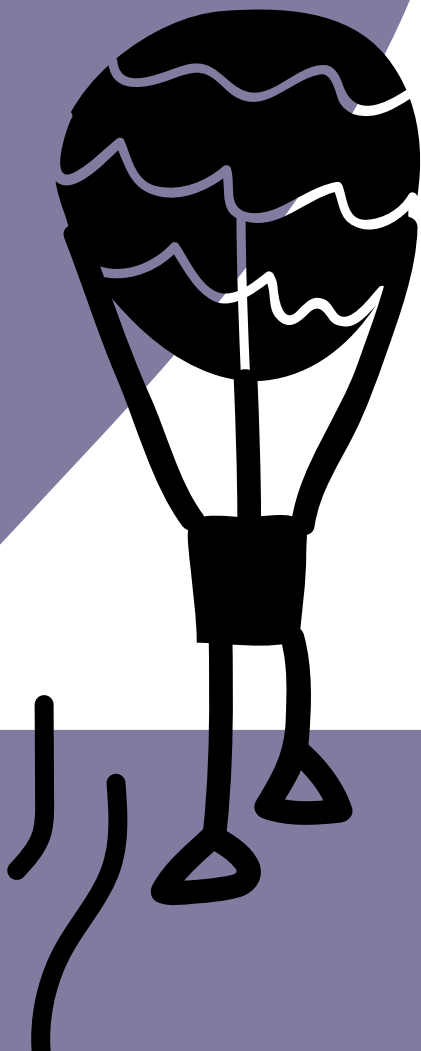
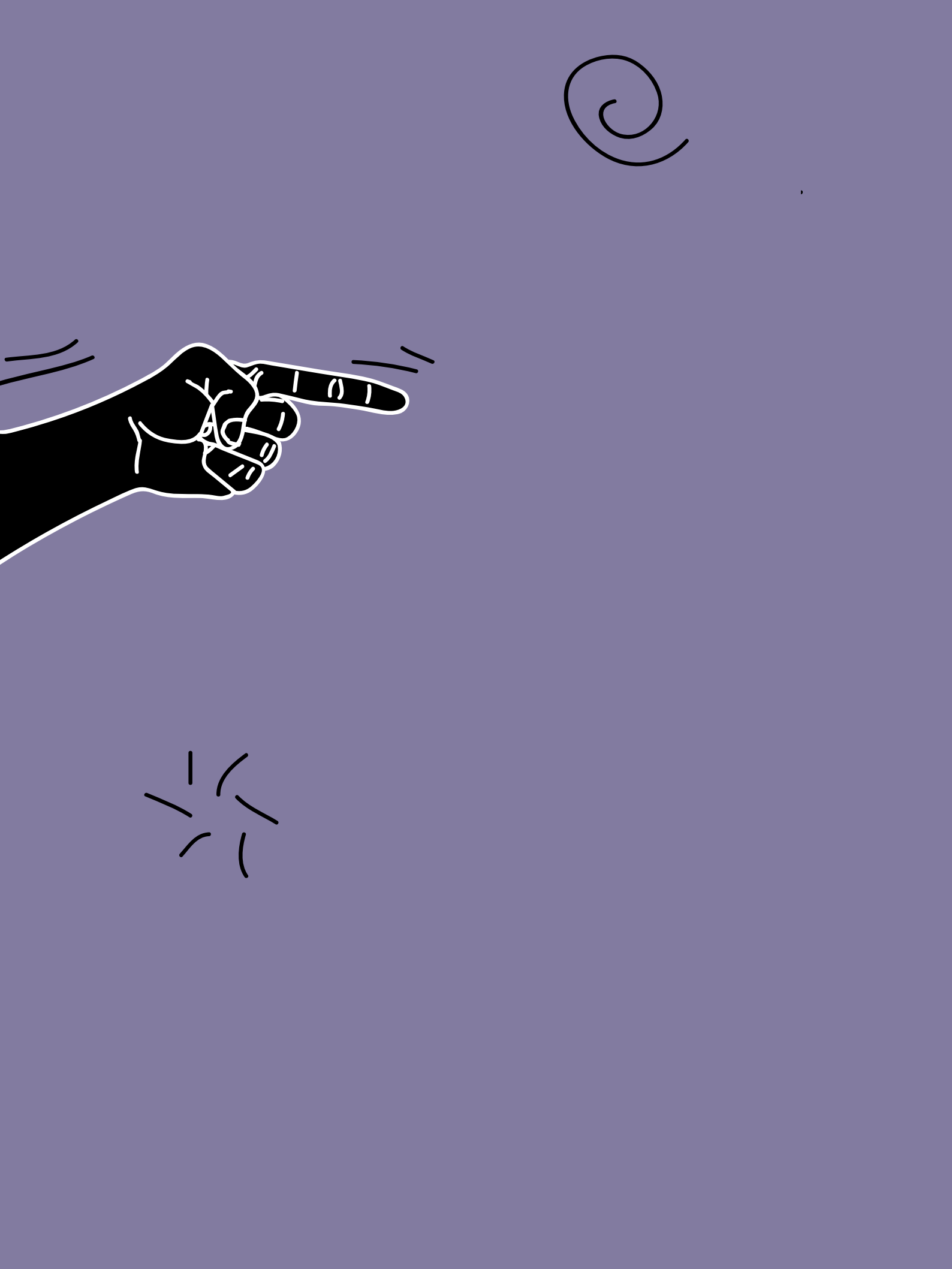


– Time to Talk! – Children's Views on Children's Work

**Toolkit II
Supporting collaborative
and child-led
advocacy**



#talkaboutchildwork



Imprint

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Content

Introduction → 6

The purpose of this toolkit → 8

How the toolkit is organised → 9

PART A: FACILITATOR REFLECTIONS AND PREPARATION → 10

Activity A.1: Let's agree to disagree → 13

Activity A.2: Childhood memories of work → 14

Activity A.3: 'Value line' discussion – 'Where do I stand?' → 15

Activity A.4: Cartoon reflections on facilitation, humility, and genuine listening → 17

Activity A.5: Key findings from the Time to Talk lessons-learned process → 20

Activity A.6: Using the nine basic requirements as a planning tool → 21

PART B: SUPPORTING COLLABORATIVE AND CHILD-LED ADVOCACY → 32

Activity B.1: Introduction and icebreaker game → 38

Activity B.2: 'Let's agree to disagree' → 39

Activity B.3: Looking forward – The next phase of Time to Talk → 40

Activity B.4: Our committee and who we are. 'Reaching for the stars' → 41

Activity B.5: 'Change game' → 43

Activity B.6: 'The post-it brainstorm': Introducing the advocacy cycle → 44

Activity B.7: 'Diamond ranking' → 45

Activity B.8: 'The problem tree' → 47

Activity B.9: Identifying solutions through drama → 48

Activity B.10: 'Petals of the flower' → 49

Activity B.11: 'The hot-air balloon' → 50

Activity B.12: 'Target game' and next steps → 54

Activity B.13: Recap advocacy tips → 56

Activity B.14: 'Win-win game' → 57

Activity B.15: 'The missing pieces' & 'Traffic lights' → 58

Activity B.16: 'Role play to play the role' → 59

Activity B.17: Let's get ready for action! → 60

Activity B.18: 'H-assessment' of our advocacy initiatives → 62

Activity B.19: 'Stories of changes and challenges' → 64

Activity B.20: Introducing the Article 15 Resource Kit → 66

PART C: STRENGTHENING CHILDREN'S GROUPS AND PARTNERSHIPS → 68

References → 72

Annexes → 74

Introduction

In March 2016, 'It's Time to Talk!—Children's Views on Children's Work' (hereafter: Time to Talk), a global campaign and research project was launched by Kindernothilfe and Terre des Hommes Germany. With co-funding from the German Federal Ministry for Economic Cooperation and Development, the campaign and research project intended to support working children's views so that they would be heard and considered in local, national, and global meetings on child labour. Another focus of the project was compiling research findings ahead of the IV Global Conference on the Sustained Eradication of Child Labour in Argentina (14-16 November 2017) which was identified as an important, global policy forum, where the perspectives of working children could contribute constructively to the political discourse.

A research toolkit was developed to guide consultations with children, to better understand the motivations and reasons for children's work along with the benefits, challenges, risks and complexities of such work, while listening to girls' and boys' suggestions on how best to improve their lives. Working in collaboration with more than 50 civil society partners worldwide, the Time to Talk project undertook consultations with 1,822 children aged five to 18 across 36 countries.

The Time to Talk research report is available in English, French, German, and Spanish on the Time to Talk website: <https://www.time-to-talk.info/en/publications/main-report/>

Child-friendly summary reports are also available in Arabic, English, French, German, Hindi, Kyrgyz, Nepali, Spanish and Thai: <https://www.time-to-talk.info/en/publications/child-friendly-report/>

Time to Talk's understanding of children's work:

Children's work is any activity by children done for economical purpose or to help families, relatives or communities which is based on mental or physical efforts, paid or unpaid, inside or outside the family, in the formal or informal sector, forced/trafficked or voluntary, contract-based or self-employed, from a few hours a week to full-time every day.

Time to Talk committed itself to a research approach based on children's rights (Lundy & McEvoy, 2012a, 2012b) and the nine basic requirements for effective and ethical participation of children, as developed by the UN Committee on the Rights of the Child (CRC/C/GC/12, 2009). Besides the consultations, the civil society partners were invited to form and support a children's advisory committee (CAC) in their project area, or to invite existing working children's associations to engage in the project as a CAC. Through such an approach, 17 CACs were established in 13 countries across Africa, Asia, Latin America, the Middle East, and Europe, involving more than 200 working children. The CAC structure and process were critical components of Time to Talk. The project recognises working children as right holders with expertise on their own lives, and enables them to engage in each stage of the project cycle as advisers, analysts, and/or their own advocates.

The Time to Talk consultations and its summary report contributed to an increased understanding among different actors of the diversity of working children's experiences, and perspectives on children's work. An awareness of the diversity of working children's experiences is crucial, as it necessitates more nuanced policy and practice developments that are shaped by the perspectives of working children and their families in local contexts (Bessell, 2011; O'Kane, Barros & Meslaoui, 2018; White, 1996). In order to find inter-sectoral and gender-sensitive responses to children and families, a holistic understanding of children's

experiences is necessary. Responses should build upon the resilience, rights and aspirations of girls, boys, and their families, and take their best interests into consideration (O'Kane, Barros & Meslaoui, 2018).

In ten countries², Time to Talk supported CAC members to meet key duty bearers at the national level to discuss their priority messages relating to children's work. Some CAC members met with government officials who were attending the IV Global Conference. Moreover, a side-event to the IV Global Conference in Argentina was organised to share findings from the Time to Talk research project and other related research. Yet, despite continuous advocacy efforts to include children's representatives in the IV Global Conference on the Sustained Eradication of Child Labour, working children under the age of 18 were not allowed to represent themselves directly (see Van Daalen, 2019).

"We need continuity to share this information about the experiences of working boys, girls, and adolescents. We knew that the project was going to end, and the consultation has been a very good opportunity, but in reality, the challenge is to take these results and the tools to continue making national and international impact."

(collaborator supporting organised working children, Latin America)

Building upon the outcomes of, and the lessons-learned from the first phase of the Time to Talk project (see O'Kane & Barros, 2019), constant advocacy efforts are needed to ensure that working children, girls and boys have the chance to enter into a regular dialogue with decision-makers at multiple levels: local, sub-national, national, regional, and global. As experts on their own lives, their views can be used in order to refine, implement, and monitor responsive, and flexible policy and practice developments that are in their best interests.

² Bolivia, Guatemala, India, Indonesia, Kenya, Nepal, Nicaragua, Peru, Senegal, and Thailand

The purpose of this toolkit:

The primary purpose of this toolkit is to support collaborative and child-led advocacy by working children, especially in their local and national contexts.

The toolkit is designed to increase the capacity of adult and child/youth facilitators to work with children's committees/groups to plan, implement, and monitor advocacy actions that will help to improve their lives at local, sub-national, national, regional and/or global levels. The tools included in this toolkit are designed for use with, and by, children and young people aged eight to 18.

The Time to Talk project recognises the definition of a child as described in Article 1 of the Convention on the Rights of the Child: 'A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.'³ However, this toolkit is developed for use by adult, child, and youth facilitators interested in supporting collaborative and child-led advocacy actions by working children.

The toolkit builds upon working children's previous, and current engagement in the Time to Talk research and advocacy processes (see O'Kane & Barros, 2019; O'Kane, Barros & Meslaoui, 2018; van Daalen, 2019). There is an integral focus on approaches that enhance individual children's confidence and skills to express their views. Moreover, there is a dedicated focus on child safeguarding, and risk management, ensuring that referral mechanisms are in place to respond to any emerging child protection concerns.

In an effort to support more sustainable collaborative and child-led action and advocacy beyond the 12-month project grants, the toolkit encompasses a broader focus on:

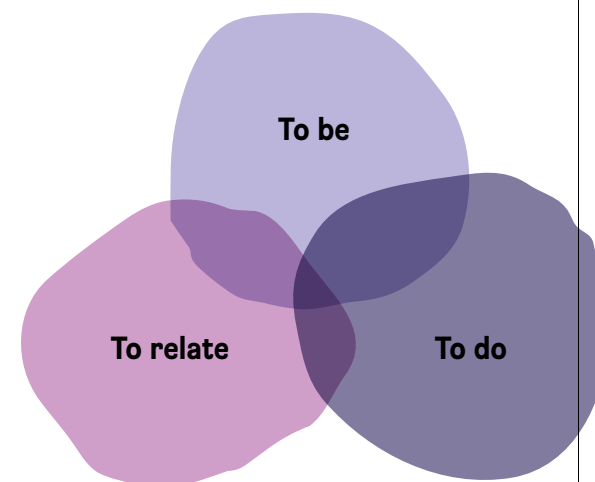
Preparation with adults, youth, and/or child facilitators to support the effective and ethical participation of children.

Guidance on strengthening different aspects of how children's groups function:

TO BE: To be more aware and transparent about who they are as a group, why they are part of a group, how they communicate with their members and make decisions, etc.

TO DO: To strengthen their capacity to organise and undertake advocacy initiatives

TO RELATE: To reflect on and strengthen their partnerships with other actors and allies; to be aware of their role in a political context and how they influence others; and to consider how they can better mobilise existing material and human resources around them to support their advocacy efforts



How the toolkit is organised:

The toolkit consists of three chapters:

Part A. Facilitator reflections and preparation:

Introduces tools that encourage reflexive practice by adults, youth, and/or child facilitators to increase awareness of how their own perceptions of children and children's work influence their engagement and communication with working children. It also encourages the use of the nine basic requirements for effective and ethical participation as a planning tool to create enabling, safe, and inclusive environments where children's views and ideas are seriously respected.

Part B. Supporting collaborative and child-led advocacy:

Introduces optional meeting plans and a series of tools that can be used with, and by, children's committees/groups to support them in planning, implementing, and monitoring advocacy initiatives on priority issues that affect them as working children.

Part C. Strengthening children's groups and partnerships:

Provides links to the *Article 15 Resource Kit*⁴ which offers tools to strengthen the capacities of children and young people to organise themselves and to fulfil their rights in partnership with adults.

An important note:

This toolkit has been developed to build upon existing participatory processes and results that Children's Advisory Committees have been part of through their engagement in Time to Talk. If you are planning to engage a new group of working children who have not yet been involved in the earlier Time to Talk consultations, you are encouraged to first use the original Time to Talk Research Toolkit⁵ prior to using this Toolkit II. It is recommended to organise a one-day consultation with working children using the following core tools: 'A day in the life of...'; 'Body mapping'; 'Mapping work we can and cannot do'; and 'Flowers of support'.

³ UN General Assembly, Convention on the Rights of the Child, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

⁴ <http://crc15.org/kit/>

⁵ <http://www.time-to-talk.info/en/research/>

PART A: Facilitator reflections and preparation

Introduction

The first part of this toolkit is intended to prepare facilitators to work in respectful ways with working children, supporting child led and collaborative advocacy initiatives. It includes activities that allow for facilitators to reflect on power relations, and their own perceptions of children, childhood, work, and labour. Reflexive practice is critical to ethical research and practice with children (Morrow, 2008; O'Kane & Barros, 2019). The facilitators may be adults, youth, or children, and co-facilitation is encouraged. It is recognised that in some contexts, the presence of adults facilitates explanations, information sharing, and effective communication with children.

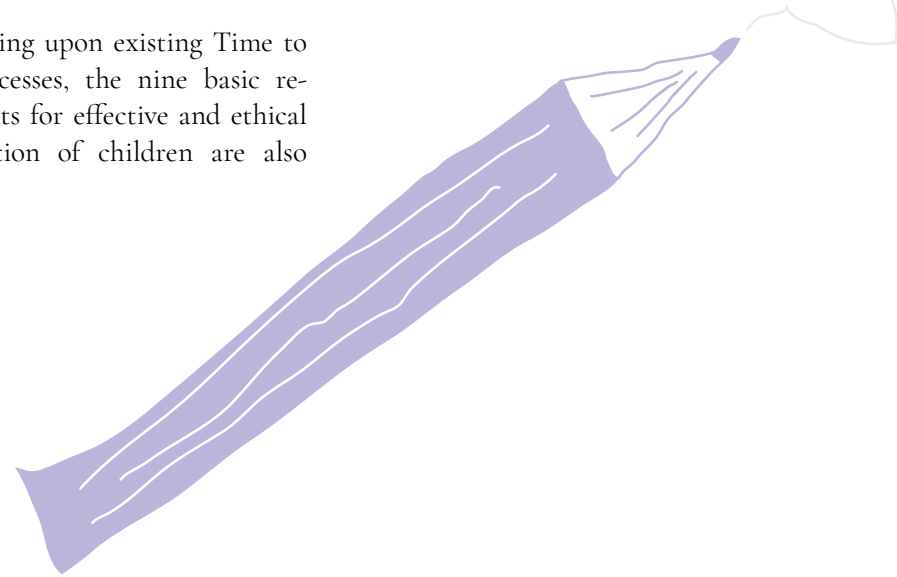
However, there is also the risk that adults may use their power to regulate children's voices, by shaping, challenging, or redefining what they say (O'Kane, 2008). Although the presence of youth and/or child facilitators may reduce this risk in relation to adult/child power differences, youth and child facilitators may still have an increased influence on children as role models/leaders. Thus, a series of reflective activities are provided for use by facilitators (of any age) to reflect on their own values and perceptions of children's work, and the positions and approaches of their organisations toward improving the lives of working children.

These activities are designed to enhance self-awareness, critical reflection, and transparency about how such engrained perceptions and positions may influence facilitators' engagement and communication with working children. Adults from each NGO partner, and/or youth and child facilitators from existing groups/associations are encouraged to use these reflective activities pri-

or to organising meetings with the Children's Advisory Committee members. We encourage a wider group of staff members, and/or youth and child facilitators to engage in these reflective activities to increase awareness of how organisational ideologies and approaches may potentially influence the way consultations and advocacy work with children are organised.

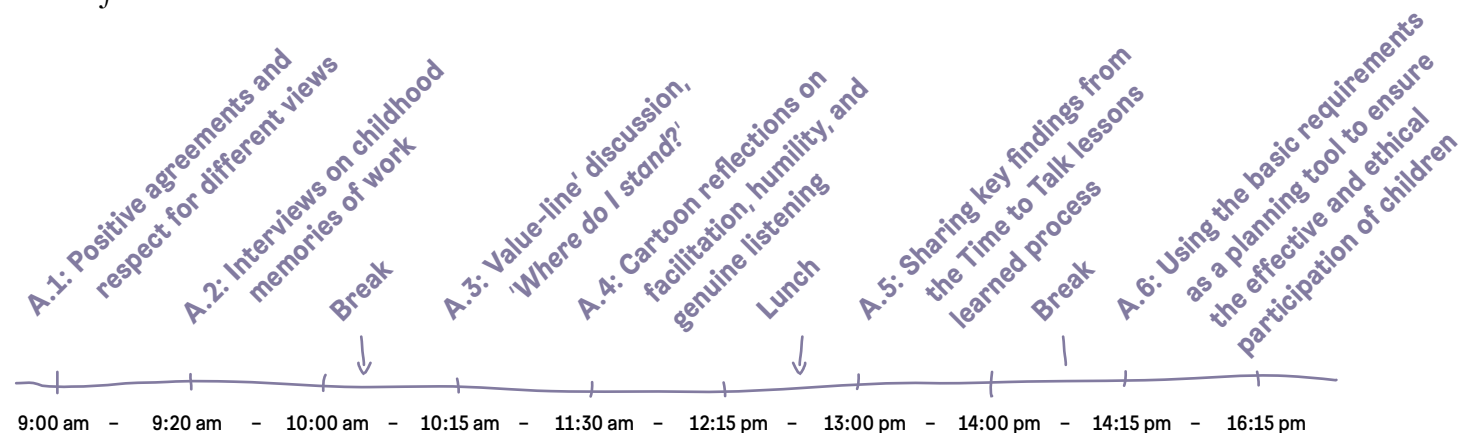
Building upon existing Time to Talk processes, the nine basic requirements for effective and ethical participation of children are also

used as a planning tool to create safe and inclusive environments where children's views and ideas are taken seriously. Facilitators are encouraged to discuss and consider how to apply each of the nine basic requirements, and to consult and collaborate with children in further planning and monitoring.



Suggestion

Potential, one-day, preparatory-workshop plan with facilitators:



Activity A.1: Let's agree to disagree

Objective: To create an enabling environment where different views are respected

Time needed: 15-20 minutes

Materials: Copies of the images (A.1.1⁶, A.1.2⁷); flipchart; pens

Facilitators' notes: If any of the participants have visual impairments, please adapt this activity or ask other participants to describe what they see.

Practical steps:

1. Show Image A.1.1 and ask people to share what they see.

Explore whether people see the same thing or different things. Some people may see a young woman, some people may see an old woman, and some may see both.

2. Ask the participants whether it is important to respect differences of opinion. If so, how can they respect different opinions?

3. Show Image A.1.2 and ask the participants what they see:

Explore whether people see the same thing or different things. Some people may see a tree, some people may see two faces, some may see birds and some may see all of these things.



Image A. 1.1



Image A. 1.2

4. Explain that in the forthcoming preparatory activities, it is really important that each person make an effort to contribute to an open and safe environment where different perspectives are heard and respected. Ask the participants if there are any other positive agreements that they would like to propose in order to create a safe and respectful environment. Note these suggestions on the flipchart, and see if others agree.

5. Ask the participants: 'When organising meetings or activities with working children, if children have different views or opinions than you is it important to respect those differences in opinion? Why?'

6. Clarify that when working with children, it is extremely important for facilitators to create an open and safe environment where different perspectives can be expressed and respected. Adults especially should show consideration for the fact that children may have different perspectives from them. Children should also be encouraged to work together in constructive ways that respect the differences of opinion among different girls and boys.

⁶ Source of image: My Wife and My Mother-In-Law, by the cartoonist W. E. Hill, 1915 (adapted from a picture going back to at least an 1888 German postcard)

⁷ Source of image: Wikicommons

Activity A.2: Childhood memories of work

Objective: To reflect on our own personal experiences, to consider positive and negative aspects of children's work, and to contemplate how our own experiences may influence our current attitudes towards children's work.

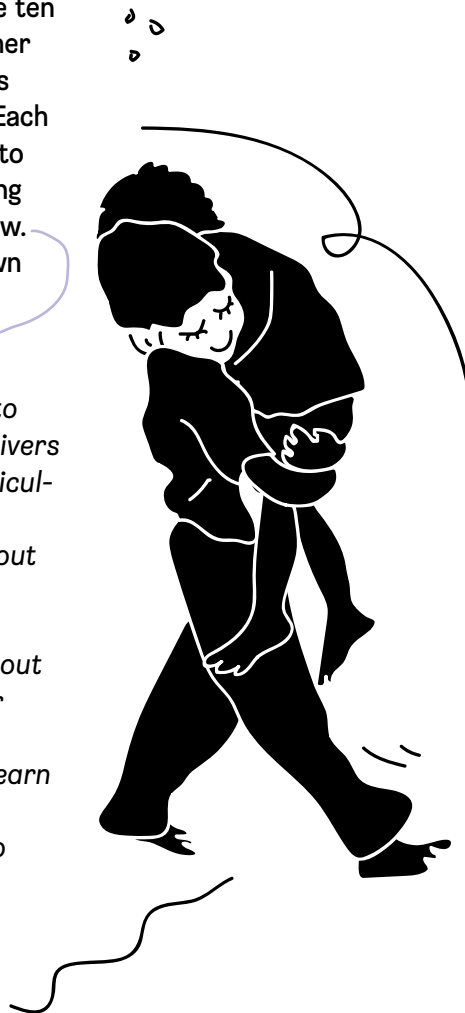
Time needed: 30-40 minutes

Materials: Paper, coloured cards, pens

Practical steps:

1. Ask participants to pair up with someone of the same gender and explain that they will have ten minutes to interview each other about some of their memories concerning children's work. Each person will have five minutes to interview his/her partner using the five questions shown below. The partners should note down their responses on a piece of paper.

- I. At what age did you start to help your parents or caregivers with household and/or agricultural work?
- II. What did you like most about helping with household or agricultural work?
- III. What did you like least about helping with household or agricultural work?
- IV. At what age did you first earn an income from a job?
- V. How did it make you feel to earn money?



2. After ten minutes, have each group join another group (four people of the same gender) and have them share their experiences. Each group will be given a set of five cards on which they should write down key words that highlight their responses to each of the five questions. For example, on the first card, note down the age at which you started to help; on the second card note down the key things, you liked about helping, etc.

3. In plenary, consider one question at a time and encourage each group to present their 'key word' responses from each card. Encourage participants to recognise and respect both similarities and differences in the responses. Then discuss the similarities and differences taking into consideration gender, rural/urban context, age, caste, and other factors.

4. Ask participants to return to their original partner and to spend five minutes to reflect on and discuss how their own childhood experiences with work may have shaped their current attitudes toward children's work and labour.

5. Explain that it is important for them to be aware of their own experiences and values, and to be aware of how those experiences influence their assumptions and practices when collaborating with working children.

Activity A.3: 'Value line' discussion – 'Where do I stand?'⁸

Objective: To explore different values and attitudes towards children's work among individuals, and to reflect on how their values and assumptions influence the type of programming, research, and advocacy on children's work and labour undertaken by NGOs or associations.

Time needed: 90-120 minutes

Materials: A sheet of paper with the statements (listed in step six); space to move; signs for each position (listed in step two); notebooks; a flipchart; and pens/markers

Facilitators' notes: If any of the participants have mobility impairments, please adapt this activity; for example, give participants hand cards they can show for each position. This is a two-part activity.

Practical steps (part one):

1. Arrange the signs in a line in the room (for example, signs on chairs, the wall, or the floor) to indicate five points along a continuum from: strongly agree (one end of the line); to agree; neutral (in the middle); to disagree; to strongly disagree (at the other end of the line).

2. Introduce the value-line discussion activity. Explain to the participants that this exercise will help them to explore their position on key statements concerning children's work. A

statement will be read out loud and participants will be asked to take their position along the line or continuum, showing their view with regard to the statement, whether they:



Once in position, individuals are encouraged to share their views and perspectives on the statement. They are encouraged to listen to, and respect different opinions among the group members. It is crucial to respect differences in opinion. However, through dialogue, if anyone wants to change their position after listening to others' perspectives, they may do so.

3. Read out a statement: 'It is good for children, girls and boys of different ages, to help their parents and caregivers with household work'.

Ask each participant to move to take his/her position on the line showing whether they strongly agree (SA), agree (A), neutral (N), disagree (D) or strongly disagree (SD).

4. Once everyone has taken their position, ask volunteers at each step along the line to share their reasons for their stance. Encourage all other participants to listen attentively. Ask others standing in the same position if they have any other reasons which they would like to share, then move on to explore the views of other participants holding a different view.

Encourage dialogue between groups of people holding different positions. Ask the participants if, having heard different perspectives, whether any of them would like to change positions. If any do move, ask them the reasons why.

One of the facilitators should make a note of the number of participants in each position (SA, A, N, D, SD) and the key reasons for such views.

5. Spend approximately five minutes exploring each statement. Once discussion has finished, ask the participants to return to a central position before the next statement is read out loud.

6. Repeat the process above for each new statement:

⁸ Adapted from TdH (2011) Exploring methods to protect children on the move: A handbook for organisations wanting to prevent trafficking, exploitation and the worst forms of child labour.

Statements:

- It is good for children, girls and boys of different ages, to help their parents and caregivers with household work.
- It may be necessary for some children to work to contribute to the family income.
- Some children actively want to work.
- It is acceptable for children, girls and boys aged 15-17, to engage in part-time work that does not interfere with their right to education, to health and to play.
- It is acceptable for children, girls and boys aged 12-14, to engage in part-time work that does not interfere with their right to education, to health and to play..
- It is acceptable for children, girls and boys under the age of 12, to engage in part-time work that does not interfere with their right to education, to health and to play.
- Listening to, and seriously considering children's views could help to identify the best solutions for working children.
- More efforts should be made to remove children from harmful work.
- Working children should be encouraged to form and actively engage in children's associations to help defend their rights.
- For children aged 15-17, in some circumstances it may be in their best interests to work full-time.
- For some children under the age of 15, in some circumstances it may be in their best interests to work full-time.

7. Ask the participants if there are a few (one to three) additional statements of their own they would like to explore.

Practical steps (part two):

Having explored and listened to some of their perspectives on children's work and labour, they will now work together in small groups to reflect on how their values and positions influence the type of programming, research, and advocacy undertaken by NGOs and/or associations on children's work and labour.

1. Form groups of five to six participants. Each group will have 15 minutes to think about the different responses to the value-

line activity, and to discuss and note down their responses to the following two questions.

How do your own values and positions concerning children's work and labour influence:

- I. the type of programming that our NGOs and/or associations organise with working children?
- II. the way we asked working children probing questions during the Time to Talk process?

2. Ask each group to present their key findings in plenary.

3. In plenary, ask the participants why it is important for them to be aware of their own values and assumptions prior to facilitating advocacy-planning processes with working children.

Note the responses on the flipchart.

Emphasise the importance of transparency about their own values and views as facilitators, so that they can be more aware about the ways in which their individual views and their organisation's ideologies may influence working children. In a later activity, the participants will be encouraged to reflect on and plan how they can increase **respectful participation** of working children, girls and boys, where they have the space to share their own perspectives and to prioritise their own advocacy messages, rather than potentially being influenced by adults' or organisations' positions.

Activity A.4: Cartoon reflections on facilitation, humility, and genuine listening⁹

Objective: To reflect on facilitation styles, power, listening skills, and the importance of self-reflection to improve our facilitation.

Time needed: 45 minutes

Materials: Cartoon images (A.4.1; A.4.2; A.4.3; and A.4.4); paper and pens

Facilitators' notes: If any of the participants have visual impairments, please ask other participants to describe the cartoons.

Practical steps:

1. Explain that in this activity they will look at some cartoons that have been developed as part of a guide for facilitators to support community-led child protection processes. The images are also relevant to facilitators seeking to support child-led advocacy processes.

2. Divide the participants into small groups, and ask them to look at image A.4.1. Ask them: 'What do you see in this image?'

Which one shows the facilitator being humble?'

Ask them to discuss why humility is important as a facilitator.

Ask for a few volunteers to share with the larger group their reasons why humility is important as a facilitator.

Humility

Which one shows humility by the facilitator?

Image A.4.1 (Child Resilience Alliance, 2018)¹⁰

⁹ This activity draws upon visual images and guidance from Wessells, M. G. (2018). A Guide For Supporting Community Led Child Protection Processes. New York: Child Resilience Alliance. These figures were published initially as part of Section 1 of the Toolkit for Reflective Practice in Supporting Community-led Child Protection Processes published by the Child Resilience Alliance (2018).

¹⁰ This figure was published initially as part of Section 1 of the Toolkit for Reflective Practice in Supporting Community-Led Child Protection Processes published by the Child Resilience Alliance (2018). This cartoon is used with the permission of the Child Resilience Alliance.

3. Now, ask the small groups to look at image A.4.2, and ask them: 'Who holds the power?'

Who holds the power?



Image A.4.2 (Child Resilience Alliance, 2018)¹¹



In their groups, ask the participants to discuss the following questions and note their responses:

- I. As adults, how much power do we have over children when we are facilitating workshops with them?
- II. How does this power manifest itself?
- III. How can facilitators more effectively share power with children?

4. Ask the small groups to share highlights from their responses with the larger group.

5. Now ask the small groups to look at Image A.4.3, and ask them: 'Do both people have the same understanding?' and 'What is required for deep listening?' Have them discuss how to ensure deep listening which requires the facilitator to listen to participants without imposing their own interpretation or understanding.

Capture local idioms and meanings



Do both people have the same understanding?

Image A.4.3 (Child Resilience Alliance, 2018)¹²

11 This figure was published initially as part of Section 1 of the Toolkit for Reflective Practice in Supporting Community-Led Child Protection Processes published by the Child Resilience Alliance (2018). This cartoon is used with the permission of the Child Resilience Alliance.

12 Ibid.

6. Ask participants to share practical ideas to support deep listening with the larger group.

In plenary, clarify that the tendency of interviewers to insert or inject their own terms, for example by naming 'heavy work' as 'child labour' it is not helpful (Wessells, 2018). The meaning of 'child labour', an international term, may be very different from what the respondent had actually meant. Rather, it is important to try to understand what people actually say and to use open, probing questions to further understand their views. In this instance, the facilitator could ask, 'Can you tell me more about what you consider to be heavy work by children?'

Reflection



Image A.4.4 (Child Resilience Alliance, 2018)¹³

7. Finally, ask the participants to look at image A.4.4, in their groups. Ask them: 'What do you see in this image? Why is reflection important for a facilitator?' Give them time to discuss and write down their answers, then solicit responses from a few volunteers in plenary.

8. In plenary, emphasise the importance of humility, power sharing, deep listening, and reflection in order to improve our facilitation skills. Self-awareness of our values and positions of power is crucial in order for us to work in transformative ways with children to empower them as they plan and take forward their own advocacy initiatives based on their own priorities.

Remind the participants that care is also needed when translating terms people use in local languages to try to ensure that nuances in what people shared are not lost.

13 This figure was published initially as part of Section 1 of the Toolkit for Reflective Practice in Supporting Community-Led Child Protection Processes published by the Child Resilience Alliance (2018). This cartoon is used with the permission of the Child Resilience Alliance.

Activity A.5: Key findings from the Time to Talk lessons-learned process

Objective: To share key findings from the Time to Talk lessons-learned process and respond to these findings. To discuss ways of working during this current phase as you support collaborative and child-led advocacy by, and with, working children.

Time needed: 60 minutes

Materials: PowerPoint slides of lessons learned (available for download)

Practical steps:

1. Explain that a 'lessons learned and validation' exercise of the Time to Talk project was undertaken between January and July 2018 to identify, analyse and document the:

- I. key strengths and weaknesses of the Time to Talk project*
- II. scope, quality and outcomes of children's participation in Time to Talk*
- III. lessons learned related to the participation of working children in advocacy and research projects*
- IV. recommendations to improve the effective and ethical participation of working children in ongoing research, practice, and policy developments*

A report from the lessons-learned process was developed (see O'Kane & Barros, 2019), and this session will present and allow discussions related to the key findings from the report.

2. Use the PowerPoint presentation to share the methodology and key findings from the lessons-learned process.

3. Use paired discussions, small group work, and/or plenary discussions for participants to:

- I. share their reflections on the lessons-learned report*
- II. add additional lessons learned based on their own experience in their local contexts*
- III. discuss ways of working during this current phase to constructively respond to these lessons learned when supporting collaborative and child-led advocacy by, and with, working children.*



Activity A.6: Using the nine basic requirements as a planning tool¹⁴

Objective: To consider some common challenges faced when supporting children's participation and to use the nine basic requirements as a planning tool to enhance the effective and ethical participation of children.

Time needed: A minimum of two hours should be used by project coordinators and facilitators to initially use the basic requirements as a planning tool. It is also important to consult and/or collaborate with children to ensure effective application of the basic requirements. In this session, at minimum, facilitators' key action ideas for implementation of each of the requirements should be summarised on cards/paper to share and discuss later on with children who are part of the participatory process. Children and young people from committees/groups could then be asked if they have any additional or different ideas to ensure application of the basic requirements for effective and ethical participation.

Materials: Table A.6.1; flipchart; pens; cards/ paper

Practical steps (part one):

1. Introduce the basic requirements for effective and ethical participation of children: Explain how, through General Comment No.12—the Right of the Child to be Heard¹⁵—the Committee on the Rights of the Child has outlined nine basic requirements for effective and ethical participation of children. Namely, that participation is:

- I. transparent and informative*
- II. voluntary*
- III. respectful*
- IV. relevant*
- V. child-friendly*
- VI. inclusive*
- VII. supported by training*
- VIII. safe and sensitive to risk*
- IX. accountable.*

When designing and planning a project, consideration of these basic requirements by facilitators, children, and young people helps to minimise and overcome

common challenges of children's participation processes. Following these requirements supports the implementation and monitoring of quality participation processes.

2. Using Table A.6.1 (see pages 19-25): Facilitators are encouraged to discuss each of the basic requirements, to consider commonly-faced challenges, and to use the checklist questions to prompt discussions about action that they can take to prepare for effective and ethical participation.

Facilitators may either work in one large group, going through each of the nine basic requirements one-by-one; or they could divide into task groups so that each group discusses and plans how to apply certain requirements then shares their action points in plenary. For example:

Group A could discuss and develop action ideas for basic requirements 1, 4, and 7
Group B could discuss and develop action ideas for basic requirements 2, 5, and 8
Group C could discuss and develop action ideas for basic requirements 3, 6, and 9

¹⁴ This tool builds upon guidance from the Committee on the Rights of the Child's general comment on a child's right to be heard (CRC/C/GC/12, July 2009); it also draws on the TdH (2018) Manual and Practical Toolkit on children's participation that was developed by Ornella Barros & Claire O'Kane.

¹⁵ CRC/C/GC/12, July 2009



7

Each group should use the right-hand column of the table to record and note necessary follow-up actions to ensure the application of each basic requirement.

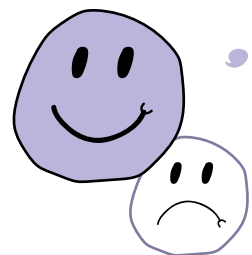
3. Key action points for each requirement should be drafted and shared with the other children's groups/committees to garner their input and possible amendments.

4. Recognising the importance of collaborative planning with children to ensure effective application of the basic requirements: Facilitators should discuss how and when to share their proposed action points with children and young people from groups/committees, to seek their feedback and input.

Some of the CACs are already familiar with the nine basic requirements, as they used a 'Pots and Stones' tool to measure the extent to which each of the requirements was met, when assessing the quality of the Time to Talk project. Thus, these CAC members can be reminded of these requirements, and facilitators can share their ideas for applying them in the next stage

of the process (in activity B.4). Children and young people could then be asked if they have any additional or different ideas to ensure application of the basic requirements for effective and ethical participation.

If CAC members are not yet familiar with the basic requirements, each one will need to be briefly introduced, prior to sharing the facilitators' suggestions and seeking children's feedback and propositions.



'Pots and Stones' tool to assess the quality of children's participation during a CAC meeting in Kosovo

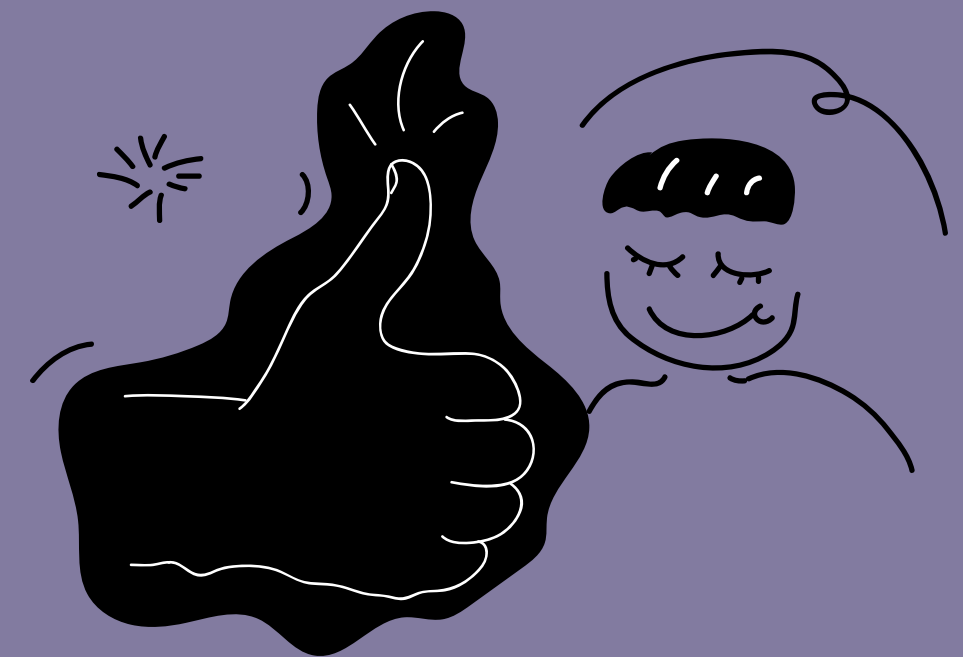


Table A.6.1
The nine basic requirements as a planning tool for effective and ethical participation of children

Basic requirement	Common challenge(s) faced in children's participation	Checklist questions on key indicators to apply the basic requirements faced in children's participation	Follow-up action to apply the basic requirement (What? By who? By when?)
<div>1. Participation is transparent and informative</div>	<p>Lack of information about the project's activities prevents children from participating, either because children themselves are not properly informed, or because adults discourage children based on the limited information they have about the project.</p>	<div> <input type="checkbox"/> Has information about the Time to Talk project extension been developed in child-friendly formats and languages to share with children, their parents and caregivers? <input type="checkbox"/> Do children have enough information about the Time to Talk project extension to make an informed decision about whether and how to participate? <input type="checkbox"/> Is there sufficient time and opportunity for discussions among children and adults so that the roles and responsibilities of everyone involved are clearly explained and understood? <input type="checkbox"/> Have informed consent forms been shared with children and their parents/caregivers? (see Annex II: Informed consent form) <input type="checkbox"/> Have children been provided with accessible information concerning relevant policies or practices concerning children's work and labour in their national contexts? <input type="checkbox"/> Are children supported to develop realistic expectations about advocacy changes that can be achieved within one year? <input type="checkbox"/> Have children's representatives encouraged sharing information and regular updates with their peers? </div>	

<div>2. Participation is voluntary</div>	<p>Socio-cultural attitudes towards children sometimes make it harder for children, girls, and boys to speak up and make choices about their participation.</p> <p>Children's participation is not always voluntary. Sometimes project staff, teachers or others select children and request them to participate. Some children may feel pressured to participate, and some may not know that they have the choice to decline, or to stop participating.</p>	<div> <input type="checkbox"/> Have children been asked about whether or not they want to participate? <input type="checkbox"/> Are the children informed and aware that they have a choice to stop participating if they change their minds? Do they know who to inform? </div>	
<div>3. Participation is respectful</div>	<p>Parents/caregivers are sometimes unwilling to support child participation. In some cases, parents/caregivers underestimate children's capacities to participate in decision-making in and outside the family, whereas in other cases children are not allowed to participate because parents/caregivers prefer they spend their time studying, working or performing other tasks.</p> <p>Sometimes adult project staff are not fully respectful of children's experiences and suggestions, as they think they know best what children need. Some adults try to influence children to prioritise advocacy messages that their NGO supports.</p>	<div> <input type="checkbox"/> Is there sufficient support from key adults in children's lives (e.g. parents, caregivers, teachers, employers) to ensure support and respect for children's participation? <input type="checkbox"/> How will an enabling environment be created for working children to share their own perspectives and to prioritise their own advocacy messages, without being influenced by adults' or local NGOs' positions on children's work and labour? <input type="checkbox"/> Are facilitators prepared to practice deep listening, and to respect children's views, experiences and priorities even if they may disagree? <input type="checkbox"/> Are children and young people treated as partners and experts in their own lives? Is their knowledge and their strengths recognised and built upon? <input type="checkbox"/> Are the existing experiences and capacities of children's groups/associations recognised and built upon? </div>	

Basic requirement	Common challenge(s) faced in children's participation	Checklist questions on key indicators to apply the basic requirements faced in children's participation	Follow-up action to apply the basic requirement (What? By who? By when?)
	Children and staff also face time constraints. Children are often busy with their studies, play, work, and other commitments, and staff tend to be less available to meet with children at times that suit them, such as weekends or school holidays.	<div><input type="checkbox"/> Are children's own time commitments (to study, play, work) respected and taken into consideration when planning meetings and activities?</div> <div><input type="checkbox"/> Have children been consulted about the times that best and worst suit them to participate?</div> <div><input type="checkbox"/> Have exam times, agricultural working seasons, or school holidays been taken into consideration to inform planning?</div> <div><input type="checkbox"/> Are careful efforts made to ensure that children are not paying out of pocket for meetings, action, or advocacy initiatives? For example, are children (and their accompanying adults) reimbursed for any travel expenses to attend CAC meetings?</div> <div><input type="checkbox"/> Are refreshments organised and/or lunch if the meetings are for more than half a day?</div> <div><input type="checkbox"/> Does the organisation have flexible policies that allow staff to work at times that suit children?</div> <div><input type="checkbox"/> During any planned meetings with children and decision makers (government, employers, etc.), are plans in place to brief adults prior to the meeting, to encourage respectful communication?</div> <div><input type="checkbox"/> Are staff responsive to children's ideas to strengthen their children's groups and initiatives?</div>	

4. Participation is relevant	<p>sometimes children are asked to participate in projects that are not relevant to their lives. Sometimes adults do not encourage children to prioritise issues and messages that are most relevant to them.</p>	<div><input type="checkbox"/> Are the issues being addressed of real relevance to children's own lives?</div> <div><input type="checkbox"/> Have existing consultation findings (Timeline; Body mapping; Mapping of work we can and cannot do; Flowers of support; H-assessment; priorities from the national exchange meetings etc.) been re-examined and taken into consideration so that children can focus on the messages that are most relevant to them?</div> <div><input type="checkbox"/> Are children's, girls and boys' priorities taken into consideration when forming action and advocacy plans?</div>	
5. Participation is child-friendly	<p>Sometimes activities are organised in such a way that they are not interesting to children and this makes it harder for children, girls and boys to actively participate.</p> <p>Sometimes activities are organised in a venue that is not safe or accessible for children, girls and boys of different ages.</p> <p>There is often not enough effort to support children in organising activities in ways that they find interesting.</p>	<div><input type="checkbox"/> Are child-friendly approaches and methods used that are suitable for children of different ages and abilities? (For example: drawing, creative arts, drama, participatory visual tools, games, etc.)</div> <div><input type="checkbox"/> Are efforts made to use words and language that all the children understand and feel comfortable with?</div> <div><input type="checkbox"/> Are project staff available who can effectively communicate with children in their local language(s)?</div> <div><input type="checkbox"/> Are child-friendly meeting places used? Are such places accessible to children with disabilities?</div> <div><input type="checkbox"/> If children are going to an official meeting place (e.g. government offices) are they briefed and prepared so that they can still feel comfortable conveying their views and key messages?</div> <div><input type="checkbox"/> Are children encouraged to work together in groups to support one another and to take forward their own ideas and initiatives?</div>	

Basic requirement	Common challenge(s) faced in children's participation	Checklist questions on key indicators to apply the basic requirements faced in children's participation	Follow-up action to apply the basic requirement (What? By who? By when?)
		<input type="checkbox"/> Do the ways of working build children's self confidence among girls and boys of different ages and abilities? <input type="checkbox"/> Are experienced children and young people who have the confidence to participate, given necessary opportunities and support to take on roles as facilitators and mentors? <input type="checkbox"/> Is networking, exchange, and learning encouraged among children and young people?	
6. Participation is inclusive	<p>Discrimination and non-inclusion: In some places, discrimination based on: age; gender; sexuality; disability; ethnicity; caste; religion; family income; HIV; and other factors, makes it more difficult for some groups of children to express their views and participate in different activities.</p> <p>Some parents and caregivers create additional barriers against children participating in children's groups. For example, in some places they do not wish for girls to participate, or they may be reluctant for children with disabilities to participate.</p> <p>When forming children's groups, some children may have fewer opportunities to be included, and some groups may even discriminate against other children based on ethnic, religious or other differences.</p>	<input type="checkbox"/> Are children, girls and boys of different ages and backgrounds, including: younger children; children with disabilities; children from different ethnic or religious groups; out-of-school children, etc., given opportunities to participate? <input type="checkbox"/> Do girls and boys have opportunities to work together to share their experiences? Do they have opportunities to work in separate, gender-based groups to identify and share particular concerns affecting them as girls or boys? <input type="checkbox"/> Are sufficient efforts made to engage parents, caregivers and other relevant stakeholders to overcome additional barriers that may prevent the participation of girls, children with disabilities, out-of-school children etc.? <input type="checkbox"/> Are the activities and venues accessible to children of different ages and abilities, including children with disabilities?	

		<input type="checkbox"/> Are children encouraged to reflect on existing patterns of discrimination and to address discrimination through their participation?	
7. Participation is supported by training for adults and children	<p>Insufficient capacity-building opportunities for staff, and children and young people.</p> <p>Adults from some NGOS may use and manipulate children's views as a way to obtain support for their own individual positions or organisation's interests. Adults often lack sufficient training or effort to properly reflect on their own values and positions towards children, children's work and labour, and consequently do not consider how their positions may influence their interactions with children.</p>	<input type="checkbox"/> Do children and young people have the opportunities and necessary support to become facilitators? <input type="checkbox"/> Do facilitators have sufficient knowledge, confidence and skills to facilitate effective and ethical participation of children? <input type="checkbox"/> Do facilitators and children have access to training on child rights and children's participation? <input type="checkbox"/> Does the training include a focus on the nine basic requirements for effective and ethical participation of children? <input type="checkbox"/> Have facilitators been encouraged to reflect on their own perceptions of children, children's work and labour, and to reflect on ways that they can limit their influence on children's views?	
8. Participation is safe and sensitive to risk	<p>There may be risks associated with children's participation, and risk assessment and risk mitigation involving both children and adults is often insufficient.</p> <p>Children may not be informed about child-protection policies, or about with whom they can speak if they feel unsafe.</p>	<input type="checkbox"/> Are all staff aware of and applying the child-protection policy? <input type="checkbox"/> Have all project staff signed a code of conduct that safeguards children?(see Annex III: Code of conduct) <input type="checkbox"/> Have children been informed about the child-protection policy using language and materials that are appropriate to their age and abilities? Have risks and ways to keep children safe been identified? (see Annex IV. Risk assessment matrix)	

PART B: Supporting collaborative and child-led advocacy

Introduction

This part of the toolkit introduces optional meeting plans and a series of tools that can be used with, and by, children's committees/groups to support them in planning, implementing, and monitoring advocacy initiatives on priority issues that affect them as working children.

Children are encouraged to reflect on messages that are most relevant to them, considering existing findings from their engagement in previous Time to Talk consultations, and advocacy activities.

The benefits of using participatory visual tools for planning and analysis with and by children (O'Kane & Barros, 2019) were confirmed through the validation of the methods of the original Toolkit. Thus, visual tools are provided to support children to analyse and plan advocacy on priority issues affecting them in their local context. These tools enable children to analyse and build upon their individual and collective strengths, while looking at potential barriers and risks. This allows them to integrate risk mitigation strategies into their work, enhancing safe and inclusive participation of children, girls and boys as social actors for change.

As described in the introduction of this toolkit, the tools and activities focus on strengthening different aspects of children's group functioning: to be, to do, and to relate. Tools in this section of the toolkit have a particular focus on 'to do': strengthening children's knowledge and

skills so they may plan and implement advocacy initiatives. In addition, the tools focus on 'to be': reflecting on why children meet together as a group, and encouraging a shared vision and collective ownership of their group, while also recognising and building on group members' individual qualities. In planning ad-

vocacy initiatives, children are also assisted in increasing their abilities 'to relate': to be more aware of their political environment, to identify and collaborate with allies, and to strengthen partnerships with relevant actors and agencies to influence change in their best interests.

Overview of a proposed meeting series with Children's Advisory Committee members

Meeting 0 (half/full-day)	On boarding: Current CACs have an informal meeting to explore their interest to continue in Time to Talk process. New CACs use the 1-day consultation plan of the Toolkit I.
Meeting 1 (half-day)	'Looking back, looking forwards': Recap of Time to Talk processes, 'Our committee – who we are.' Working together for change.
Meeting 2 (full-day)	Developing our priority issue(s) advocacy plan
Meeting 3 (half-day)	Refining our plan and preparing for implementation
Advocacy Actions (to be determined by each CAC)	Implementation of our advocacy plan
Meeting 4 (half-day)	Reflecting on successes and challenges, and strengthening our groups and advocacy initiatives
Meeting 5 (full-day)	Using the Article 15 Resource Kit to reflect on and strengthen our group (see PART C)

¹⁷ These advocacy activities consisted of so called 'public actions' and/or 'national exchanges' undertaken by the children to raise awareness among identified stakeholders or the wider public. The activities took on diverse forms such as drama, radio shows, sport events, conferences with government officials; etc.

¹⁸ <http://www.time-to-talk.info/en/research/>

CAC Meeting 0:

Full-day consultation for children who are new to Time to Talk or for existing groups with new members

One day consultation using Focus Group Discussion activities with small groups of girls and/or boys of similar age range (e.g. 8-12 years, 13-17 years) who are involved in similar type of child work



Note:

If you are planning to engage a new group of working children who have not yet been involved in the earlier Time to Talk consultations, you are encouraged to first use the original Time to Talk Research Toolkit to plan and organise at least a full-day consultation using the following core tools

Creative expression on most significant
a) benefits and
b) challenges faced when working

Mapping work we can or should do, and work we cannot or should not do

Refreshments and energizer

Flowers of Support

Next steps in process

Creative expression (drama/draw and write/poem etc) by each gender/ age group to show the most significant benefits and the most significant challenges they face when they are working. Presentation and discussion on each drama or other creative expression.

Mapping work we can or should do, and work we cannot or should not do. Discussion and making a list about what type of work different groups of children think is and is not appropriate for their age and capacity? and the reasons why?

Flowers of support activity to identify what different groups of people should do to improve the situation of working children and to prioritise one group of people to try to influence to improve the lives of working children.

Share information about the next steps in process, and encourage children to share key feedback with the Campaign Organisers to go on Campaign website. Also encourage individual children to contribute to "draw and write", poems or stories.

13.15 - 14.00 pm

14.00 - 15.15 pm

15.30 - 16.30 pm

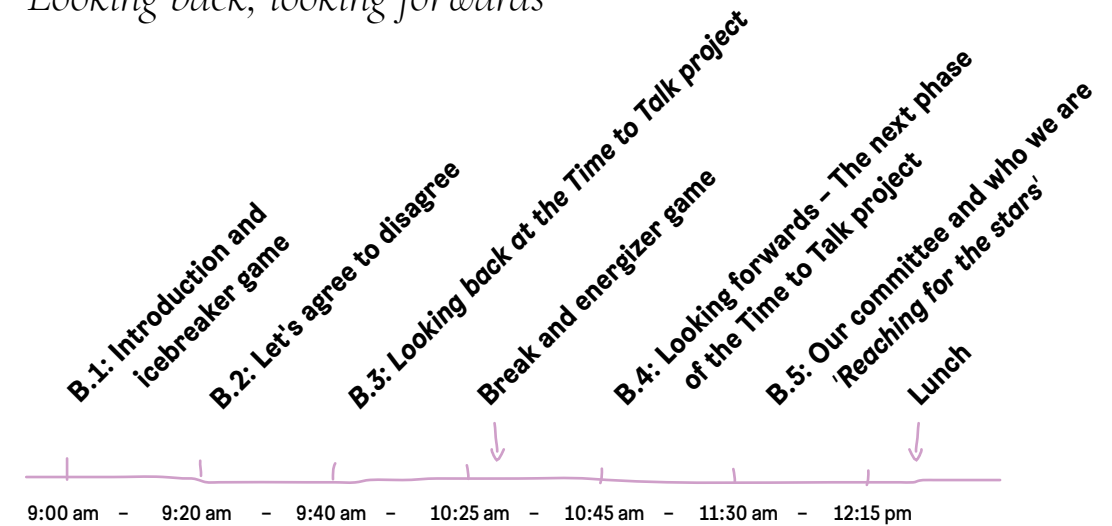
15.15 - 15.30 pm

16.30 - 16.45 pm

CAC Meeting 1:

Half-day introductory meeting

Looking back, looking forwards



Notes:

- If CAC members are not familiar with children's rights, an additional workshop on children's rights should also be integrated BEFORE workshop number two: 'Developing our priority issue(s) advocacy plan'. See Annex VII for additional resources on how best to introduce the concept of children's rights.
- Implementation of an advocacy plan always requires access to material and/or financial resources. Therefore, identify resources available for collaborative and child-led advocacy. (A small grant is provided for Time to Talk CAC partners in 2019).
- CACs may plan additional meetings beyond the five workshops that are outlined in this toolkit (recognising that this would require local mobilisation of additional resources).

Activity B.1: Introduction and icebreaker game

Objective: To enable all children and adults to get to know one another and to help create an empowering environment where all children, girls and boys feel free to share their views and ideas.

Time needed: 20 minutes

Materials: Ball, flipchart, markers

Practical steps:

1. Encourage all the children and young people to come together in a circle. Ask them what they recall about the Time to Talk project. Note these points on the flipchart and say that we will re-examine these memories during this workshop. Emphasise that you are happy that the children's committee/group is able to continue to meet and to work together on the priority issues from their earlier involvement in the Time to Talk project.
2. Go around the circle and ask each child in turn to say his/her name, accompanied by an action of something they like to do. For example they can act out dancing, playing football etc.

3. Stay in the circle and explain that you are going to throw the ball to someone else in the circle. That person should *share one thing he likes about his work*. They then pass the ball on to another person, and that person shares one thing they like about their work.

4. Once everyone has responded to question one, we will now repeat the ball game with a second question: *Share one thing you do not like about your work*.

5. Once everyone has responded to question two, move on to question three: *Share one idea about how you can support each other and work together to improve the fulfilment of your rights*.

6. Thank the participants for introducing themselves and for sharing their ideas. Clarify that these workshops will allow them to support each other and to work together in solidarity to plan action initiatives to improve the fulfilment of their rights.

Activity B.2: 'Let's agree to disagree'



Image A. 1.1

Practical steps:

1. Show image A.1.1 and ask people to share what they see.

2. Ask the participants whether it is important to respect differences of opinion. If so, how can they respect differing opinions?

3. Show image A.1.2 and ask the participants what they see. Explore whether people see the same thing or different things. Some people may see a tree, some people may see two faces, some may see birds and some may see all of these things.



Image A. 1.2

Objective: To create a supportive environment where different views are respected

Time needed: 20 minutes

Materials: Copies of the images (A.1.1¹⁹, A.1.2²⁰), flipchart, pens/markers

Facilitators' notes: If any of the participants have visual impairments, please adapt this activity or ask other participants to describe what they see.

¹⁹ Source of image: My Wife and My Mother-in-Law, by the cartoonist W. E. Hill, 1915 (adapted from a picture going back to at least an 1888 German postcard)

²⁰ Source of image: Wikicommons

Activity B.3: Looking forward – The next phase of Time to Talk

Objective: To share information about the next phase of the Time to Talk project so that children have clear information about the process and opportunities to plan and undertake advocacy on priority issues. Children's committee/group members have a chance to review and add to adults' suggestions for ensuring adherence to the nine basic requirements for effective and ethical participation of children (see Activity A.6).

Time needed: 45 minutes

Materials: PowerPoint slides on the next phase of the Time to Talk project (available for download; translation into local language may be needed).

Results from local facilitator discussions on applying the nine basic requirements should also be prepared by the local facilitation team to share with children.

Note: If a projector is not available, please transfer information from the PowerPoint slides to a series of posters that can be displayed and shared with children.

Practical steps:

1. First, play an energizer game (see Annex IV for additional game ideas).
2. Use the PowerPoint presentation (Annex VI) to introduce this next phase of the project which is focused on supporting CAC members as they plan and organise advocacy initiatives. The activities also maintain a broader focus on efforts to strengthen children's groups as they increase their role as activists to fulfil their own rights.
3. Ensure that children also have an opportunity to review and add to the facilitators' suggestions on how to best apply each of the nine basic requirements for effective and ethical participation.
4. Ask children if they have any other questions about this next phase of the Time to Talk project which lasts until the end of 2019. If you are unable to answer any of these questions, let children know that you will contact the Time to Talk international team and will share their responses at the next CAC meeting.

Activity B.4: Our committee and who we are. 'Reaching for the stars'

Objective: : To reflect upon who children are as individuals and as a group, and what brings them together as a committee. To recognise how children's individual qualities and strengths contribute to a stronger group.

Time needed: 45 minutes

Materials: Sheets of paper, coloured pens/markers, and balls of coloured thread, wool or string

Facilitators' notes: If any of the participants have visual impairments, please ask other participants to describe the cartoons.

Practical steps:

1. Provide every child with a blank sheet of paper and ask them to draw a five-pointed star
2. Ask children to write a word that defines them (e.g. *their name, their nickname, their ethnic group, their favourite colour, etc.*) at the centre of the star



Building a net

3. Explain that they will be asked to answer the following questions and should write down one answer next to each of the five points of the star (see Figure B.5: Star):

- I. What type of work do you do?
- II. What is your main motivation to be a part of this group?
- III. What is one personal quality that helps you contribute to a stronger group? (e.g. your friendliness, your humour, your negotiation skills, etc.)
- IV. How do you think this group currently supports, or could support other child workers?
- V. What word/symbol/animal could be used to represent your group?

4. Once children have finished adding their answers to their stars, ask them to stand in a circle and open the exchange by soliciting an answer to the first question from a volunteer. Then, ask the group if anyone else has a similar answer to the question and use the coloured thread/wool to build a net between children with similar answers (give the children one end of the string to hold). Move on to the next question until all children have the opportunity to share their views

Optional activities

you can organise a one-day workshop with CAC members:

- Discussions and voting to create a symbol for their group.
- The 'paper chain game': Learning for inclusive and realistic advocacy planning (see Annex VI)
- Activity to design a poster for your CAC (see Annex VII)

and to be connected by the thread/wool.

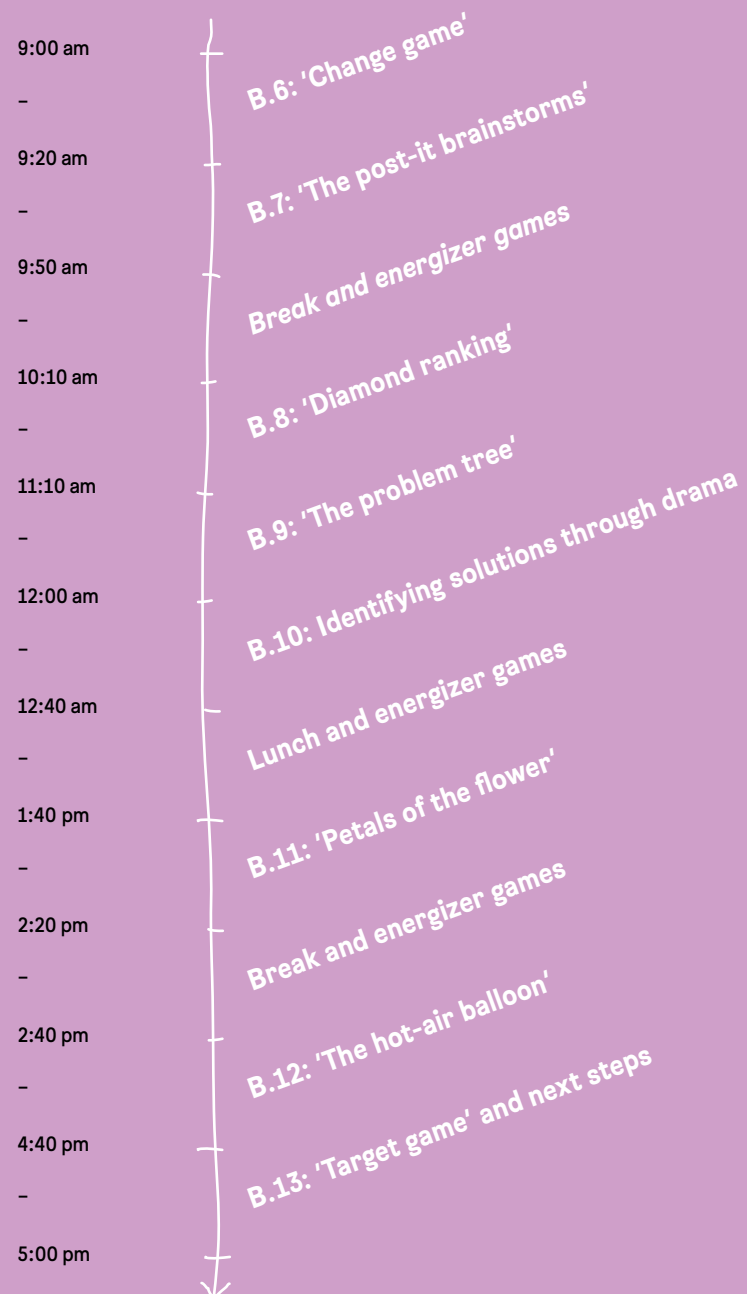
5. Allow children to reflect on the commonalities that bring them together, and the opportunities that their differences give them to contribute to their group. If the group does not already have a group logo, you can see if they want to consider further discussing and choosing a logo during their next meeting.
6. At the end of the activity you can cut the thread/wool of the net and tie a piece of the thread/wool around the wrist of each child as a reminder of their individual and group strengths.

CAC Meeting 2:

(One-day meeting IF feasible for children, alternatively organised as two; half-day meetings)

Optional plan for CAC Meeting 2:

*Developing our advocacy plan
on our priority issues*



Activity B.5: 'Change game'

Objective: To recognise that it may be easier and more successful to influence one or two specific changes, rather than trying to effect multiple changes at once. Having a clear and focused plan can help to make lasting changes.

Time needed: 20 minutes

Materials: None

Practical steps:

1. Welcome children back. Explain that during this one-day workshop (or two, half-day workshops) the group/committee members will work together to make an advocacy plan to influence changes to improve their lives as working children. But to begin, they will play a game.
2. Ask children to pair up. Ask each child to face his/her partner, and spend one minute observing each other.
3. After one minute, ask the children to turn so that they are back-to-back and cannot see each other. While they are back-to-back, instruct them to quickly change two things about

their appearance (for example, they may take off their watch or change their hairstyle).

4. Then ask the children to face each other again and each should try to identify the two changes to the other's appearance.

5. Now ask the pair to turn again so that they are back-to-back and cannot see each other. This time, instruct them to quickly change five things about their appearance.

Note: This may result in laughter as children may need to make big changes, such as taking off a shoe.

5. Then ask the children to face each other again and each should try to identify the five changes to the other's appearance.

6. After two minutes, ask children to think about and share their views on:

- whether or not it was easy to:
 - change two things about their appearance
 - change five things about their appearance?
- whether or not it was realistic to make five changes in a short time
- Now focus on the concept of sustainable changes, by asking, 'If we ask people to make lots of changes in a short time will this be easy or difficult?'

7. Emphasise that this game teaches us about the importance of planning advocacy which focuses on a few, concrete, realistic changes. It is important for us to recognise that it may be easier and more successful to influence one or two specific changes, rather than trying to effect multiple changes. Having a clear and focused plan can help to make lasting changes.



Activity B.6: 'The post-it brainstorm': Introducing the advocacy cycle

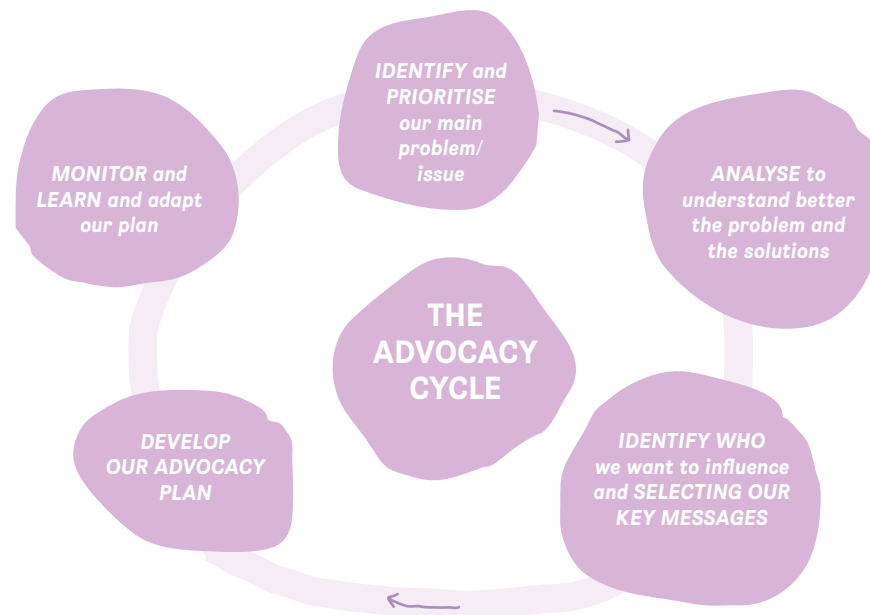


Figure B.9.2: Analysing causes
(ARC resource pack, 2009)

4. In plenary, build upon children's views about the meaning of advocacy and clarify that it is a way for us try to bring about positive change in children's lives:

Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision-makers, stakeholders, and relevant audiences to support and implement actions that contribute to the fulfilment of children's rights.

Explain, that in a way, advocacy is what we do every day. For example, if someone says something you do not agree with and you express your opinion, or if you find a better way of doing something and tell others about it, those are forms of advocacy.

5. Explain that the process of advocacy can be summarised in five steps, and these five steps (see 'advocacy cycle') will serve as a roadmap to ensure that the desired change is actually taking place. Clarify that we will come back to this advocacy roadmap as we move forward in the CAC meetings to check at which step they are, to celebrate the steps that they have completed, and to visualize the next one to work on.

2. Prepare a large flip chart with the 'advocacy cycle': Prepare a large flip chart with the 'advocacy cycle':

3. Ask the children, girls, and boys to write down what they think the meaning of 'advocacy' is on a post-it, and stick it on the 'advocacy' circle at the middle of the cycle.

Note: If children have limited literacy or are not confident in writing, ask them to verbally share their views about what advocacy is and the facilitator can add these post-it notes to the 'advocacy' circle.

Objectives: To explore the meaning of advocacy and how it is applicable to children's rights. To introduce the 'advocacy cycle' which will be used as a roadmap to plan, implement and monitor their advocacy work.

Time needed: 30 minutes

Materials: Flipchart, post-its, and pens

Practical steps:

1. Explain to children that this activity will help them explore the meaning of advocacy and it will introduce them to their advocacy roadmap.

Activity B.7: 'Diamond ranking'

IDENTIFY
PRIORITISE
our main
problem/
issue

Objective: To discuss earlier Time to Talk findings from consultations and national exchanges to identify and prioritise a main problem or issue that they would like to change.

Time needed: 60 minutes

Materials: Gallery display of earlier Time to Talk findings from consultations and/or from national exchange meetings; flipchart; markers/pens; coloured index cards in two colours (for example, yellow and pink); stickers

Practical steps:

1. Explain to children that we are now focusing on the first step in the 'advocacy cycle':

2. As we learned in the 'change game', it can be easier to obtain lasting changes if we focus our advocacy on one or two specific issues, rather than trying to change various things at once. Thus, we need to identify and prioritise a particular problem or issue that we want to change to improve the lives of working children. This

is likely to be quite challenging, as from the Time to Talk consultations and national exchanges, we identified many different issues. Additionally, in our 'Flowers of support' we had a lot of messages for different groups of people (e.g. for parents/caregivers; teachers; community and religious elders; other children; police; government officials; NGOs; UN agencies; etc).

3. As an initial step to identifying key problems/issues affecting working children, divide the children into two groups by gender (a girls' group and, a boys' group)²¹.

Ask each group to consider the following question: *What are five main challenges or problems facing working children that you would like to change?* Each group should consider findings from earlier meetings and consultations, including: 'Body mapping'; 'creative expressions on like/dislike'; 'Mapping work we can and cannot do'; 'Flowers of Support'; 'H-assessment findings'; etc. They should also consider key messages from their national exchange meeting, if applicable.

Each group should identify and list five main problems/issues that they would like to address in order to improve the lives of working children.

4. Ask each group to present the problems/issues. See if any of the issues are similar, and if so, cluster them together as one issue. For example, if two of the issues are the same, you will have a total of nine problems instead of ten.

5. If children have more than nine issues, you can give each child three stickers, so that they can vote for their preferred top three issues. You could give girls and boys different colour stickers, in order to see if there are any gender differences in their priorities.

6. Once you have identified nine main issues, write each of the main problems/issues on yellow and pink index cards

(Note: Write the same set of 9 issues on both the yellow cards, and the pink cards).

²¹ While being sensitive to ensure inclusion of transgender children and young people.

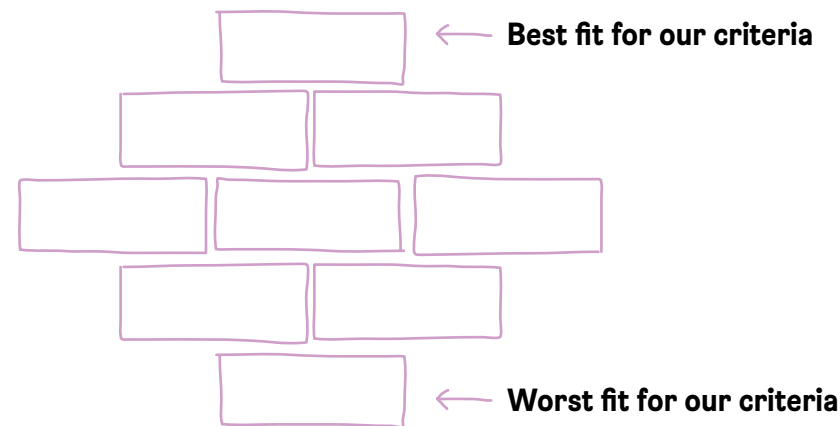


Figure 2B.8 Diamond Ranking figure

7. Now it is time for the children's committee/group members to **prioritise one of the problems or issues** that they would like to change through group advocacy work over the coming months. Ask children to suggest some criteria that should be considered when prioritising an issue for advocacy. List their criteria on the flipchart.

In case children are not familiar with the meaning of the word "criteria", encourage reflection by sharing an example such as features that they would consider if they were going to buy a bicycle (e.g. a colour that goes with their personality, the right size according to their height, etc.). Then ask them to think about the features they consider very important to keep in mind when prioritizing a problem that they could address in the coming months.

Note: If not mentioned by children, encourage them to consider the importance of prioritising a problem that they think they can realistically influence and positively change within the next

few months, as they will have the funds to support advocacy at local and/or national levels only until October 2019. Also inform the children's group members about the grant that is available to them to support their advocacy work.

8. Divide the children into two mixed groups so that girls and boys are mixed together. Give one group the set of yellow cards (with the priority problem/issues on them) and give the other group the set of pink cards (with the same issues written on them).

9. Explain to children that a **'diamond ranking' activity** will be used by each group for them to prioritise the problem/issue that they would most like to change through advocacy. While consi-

dering the criteria suggested by their group members, each group should discuss and place the nine rectangular cards in the shape of a diamond (see Figure B.8)

Note: If the group have ten cards, they can add a fourth card to the middle row. If they have fewer than nine cards, they can leave some of the lower spaces empty.

10. Once both groups reach a consensus about the order of the cards about which issue is a best fit for their criteria, ask each of them to present in plenary and get feedback from the other group.

11. In plenary, discuss further to see if the children across both groups can agree on a top priority for collective advocacy over the coming months.

Note: After plenary discussions if there are still two, different, top priorities you could give each child one sticker and ask them to vote, taking into consideration the main criteria suggested by children. This may help to identify the TOP priority for the whole group based on their criteria.

Activity B.8: 'The problem tree'

ANALYSE
to understand
the problem
the solutions

Objective: To analyse immediate, underlying and root causes of the prioritised problem/issue in order to inform planning for effective and realistic advocacy work.

Time needed: 50 minutes

Materials: Flipchart, pens

Practical steps:

1. Now that we have identified our priority issue, we should now focus on the next step.
2. In this activity, we will consider why this specific problem exists (*the problem or issue that children identified and prioritised through activity B.8*). We are going to use a 'problem tree' to explore and better understand the immediate, underlying, and root causes of our priority problem. We will also consider the impact of this problem on children, families, and societies. In a later activity (B.10) we will use role play to explore some of the solutions to this problem.

3. Draw the outline of a large tree on a piece of flipchart paper. Write the priority problem/issue on the trunk of the tree.

4. Encourage the girls and boys to discuss and record the immediate causes of the problem next to the roots of the tree.



Children analyzing their main issue with the problem tree activity

Encourage children to think about any relevant findings from their earlier Time to Talk consultations and national exchanges. For example from their earlier 'Body mapping', 'Why? Why? Why?' activity, 'H-assessment' etc.

5. For each immediate cause, again ask children, 'Why?' For example, if children say their parents do not listen to them because they are stressed, then ask children: 'Why are your parents stressed?' This helps to explore and document the underlying cause(s).

6. Similarly, for each underlying cause, ask children, 'Why?' For example, if children say their parents are stressed because of family poverty, then ask children: 'Why is there poverty?' This helps to explore and document children's views on the deeper root causes of the problem.

7. When one cause clearly contributes to another, draw a line connecting them.

8. By the branches and shoots of the tree, encourage the girls and boys to discuss and record the impact of this problem on children's lives, families, communities, and society at large.

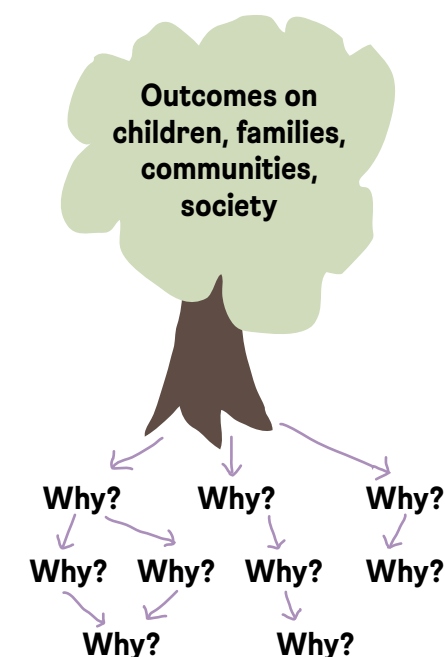


Figure B.9.2: Analysing reasons why and outcomes

Activity B.9: Identifying solutions through drama

Objective: To identify possible solutions to the prioritised problem/issue, and to identify meaningful opportunities for children to be part of the solution.

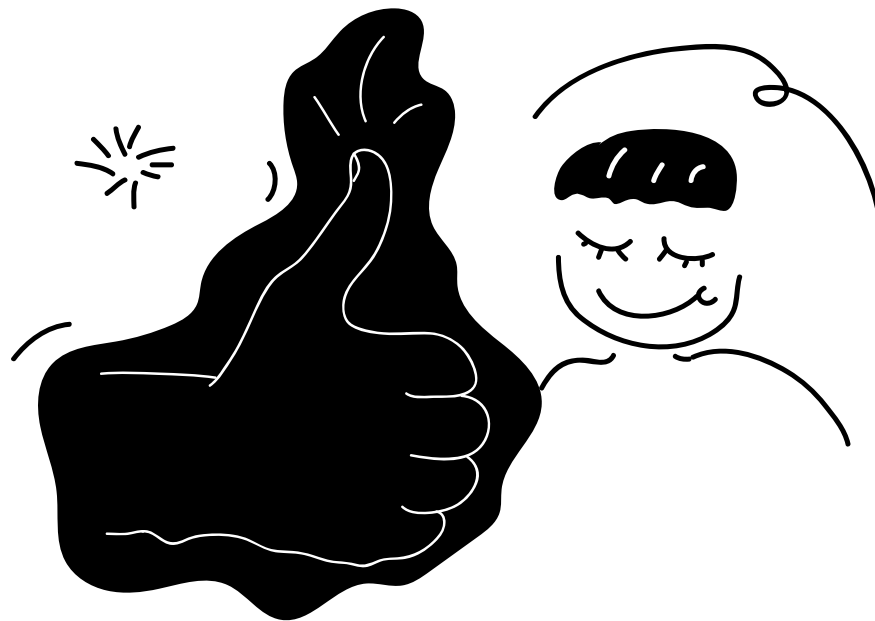
Time needed: 40 minutes

Materials: Flipchart, pens

Practical steps:

1. Explain to children that during this session we will use drama for children to explore possible solutions to their priority problem/issue affecting working children. The skits will also help to explore the role that children themselves can play in asserting their rights and helping to find solutions.
2. Divide the large group into two or three smaller groups depending on the number of children (so that there are about seven to eight in each group). Ask each group to prepare a five-minute skit that illustrates **one** possible solution to the priority issue analysed through the 'problem tree' activity. *Remind children that they can be creative and improvise, as long as the group agree on the solution that will be presented.*
3. Invite each group to perform their skit.
4. In plenary, discuss the performances and encourage the girls and boys to reflect on:

- I. how easy it was to find a solution to the problem
- II. the people who were targeted to help bring about change
- III. the role that children played in the solutions
- IV. the main similarities and differences among the solutions presented by each group
- V. the possibility of putting any or all of these solutions into practice (Why or why not?)



Activity B.10: 'Petals of the flower'

**IDENTIFY
WHO we want
to influence
SELECTING OUR
KEY MESSAGES**

Objective: To select the key messages for the target audience who children want to influence through their advocacy actions.

Time needed: 45 minutes

Materials: Flipchart, pens, 'Flower of support' findings from earlier Time to Talk consultations.

Facilitators' notes: *If any of the CACs used the Venn diagram from the original toolkit, they can also incorporate key findings about allies and supporters identified during this activity.*

Practical steps (part one):

1. So far you have identified, prioritised and analysed your problem and possible solutions. So now you will move on to the next step:
2. In plenary, ask the children if they remember the 'Flowers of support' that they developed during earlier Time to Talk consultations (*If children have not used this activity, briefly share an example with them*). Explain that in the 'Flowers of support', they had a number of different petals for different groups of people (e.g. parents/caregivers, employers, police, government officials etc.) and each had a number of messages.

3. Whenever possible, review the findings from the 'Flowers of support' that children developed during the earlier Time to Talk consultations, and the priority messages chosen during the national exchange (*if applicable*).

4. After reviewing the findings, ask children to **identify just one or two petals** that they would like to prioritise as a way to approach the main group(s) of people that they could influence to bring about the changes and address their problem/issue. Explain to children that the main people they want to influence are called '**primary targets**'.

Encourage analysis by asking: '**Who are the primary targets that you want to address in order to bring about change?**' List children's answer(s) on the flipchart, discuss, and see if the children can agree on one or two primary targets (just one or two petals of the flower).

Note: Facilitators may want to help children explore other, relevant, primary stakeholders that children did not mention. For example, although children may have mentioned the government as one primary target, there could be specific, key political institutions/ministries/offices within the government that

were not previously mentioned that could also be able to effect change.

5. Now that you have identified the main primary targets—the petals of the flower that are most relevant to your specific advocacy work—it is time to identify **the most important messages** that you want to share with these primary targets in order that they may help to solve your prioritised problem/issue. Invite the children to think about their problem analysis and proposed solutions. When sharing advocacy messages with primary targets, it is important to also share possible solutions, while being clear about the specific problem/issue that you want them to address.

6. You can also encourage the children to think about other groups of people who may support them to influence primary targets, for example, other child or youth groups, women's groups etc. These other groups, including their peers and/or members of nearby associations, can be considered as **secondary targets** or allies for your advocacy work. List the children's answer(s) on the flipchart. These secondary targets will also need to be contacted to see if they are willing/able to collaborate.

Activity B.11: 'The hot-air balloon'²²

Objective: To enable children to develop their own advocacy plan.

Time needed: 90-120 minutes

Materials: Flipchart, different coloured pens and crayons. In advance prepare a visual image of a hot-air balloon (see Figure B.12).

Practical steps:

1. We are now going to move on to the next step in the 'advocacy cycle' to: Explain to children that they will use a hot-air balloon image to help them develop their advocacy plan on the issue that they have prioritised, and the solutions that they have explored in the previous activities.

2. Introduce the visual image of the hot-air balloon (figure B.12) to the participants. Ask children if they have ever seen a hot-air balloon and explain how it flies in the sky. If children have not before seen one, the facilitator could show a short video: <https://www.youtube.com/watch?v=r-GDqF6LGpaQ>. Then explain that we are using this visual image of a hot-air balloon, which represents children's participation in advocacy. When children are free to participate in advocacy, dialoguing with key, influential people allows their views to be heard in order to create a better world. Even so, sometimes there are pegs that prevent the hot-air balloon from taking off.

3. Share the visual image of a hot-air balloon explaining: the balloon is a large circle divided into segments, attached to a basket with people inside. The basket is held to the ground by pegs. Above the hot-air balloon, there are clouds in the sky and above the clouds there is the sun and a rainbow. Next to the balloon, there is a signpost and a suitcase (see figure B.12).

4. Use the following questions to help children develop their advocacy hot-air balloon. Some sections of the balloon could be developed in plenary, while other parts of the balloon could be developed through sub-groups working in parallel:

a. **Signpost:** As a whole group, discuss and agree on your destination or goal. What are you trying to achieve? In the signpost write the specific change you are trying to accomplish.

b. **Basket of people:** As a whole group, discuss and agree on **who needs to be involved** to reach your goal. With whom do children and young people need to meet and speak? Build upon the findings from the 'Petals of the flower', the 'problem tree' and solution ideas.

I. **Who are your primary targets?:** The people you are trying to influence that can help make the change happen. Use a red pen to draw or write the names

of the primary targets on the people in the basket.

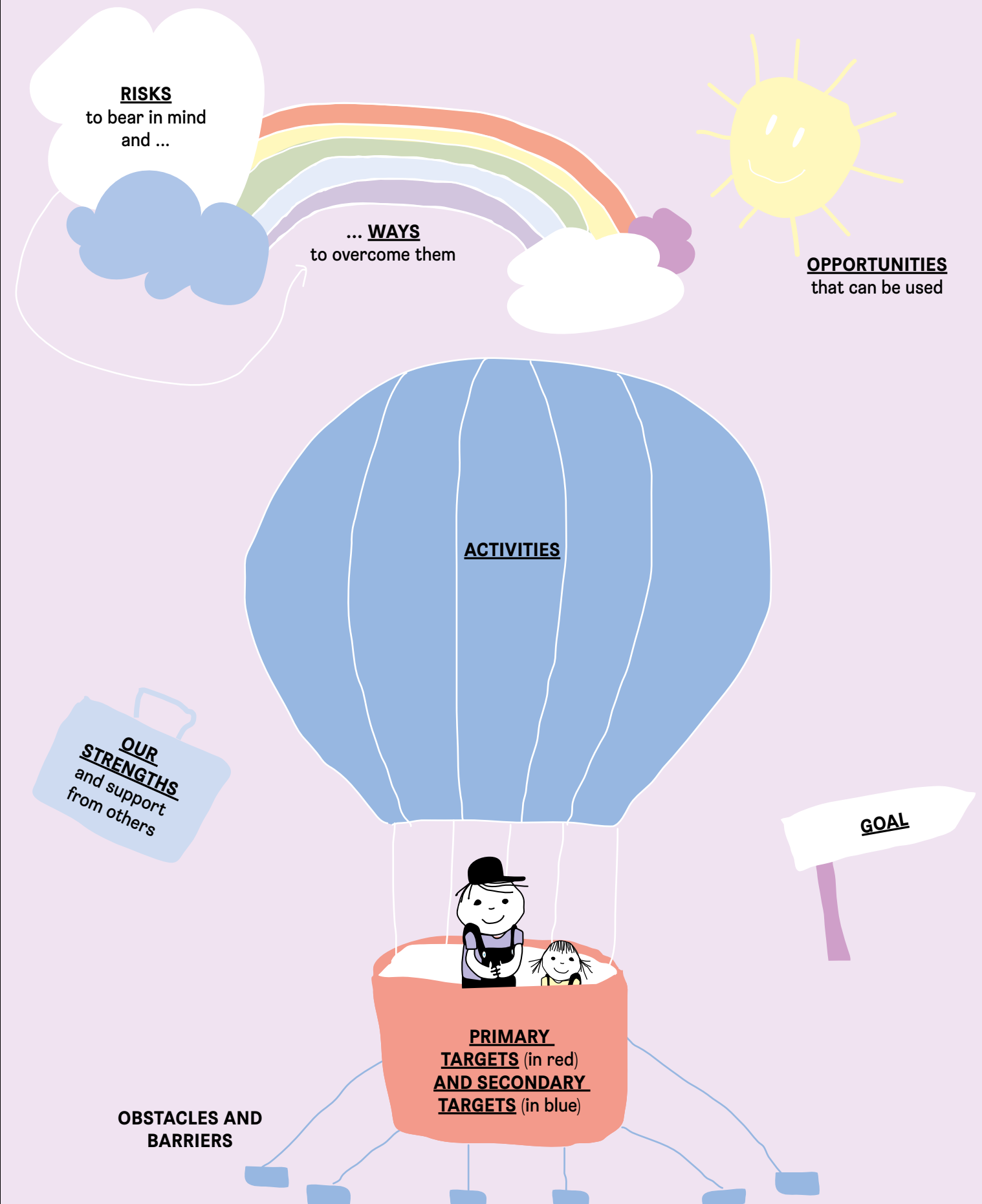
II. **Who are your secondary targets?:** Allies and other people (adults and/or children) who can help us affect change. Use a blue pen to draw or write the names of the secondary targets on the other people in the basket (main people who can support you to influence the primary targets).

b. Now divide children into two groups. One group will discuss and add the pegs, while the other group discusses and adds the suitcase.

c. **Pegs:** The pegs represent the obstacles and barriers that may make it difficult for us to undertake our advocacy. Write these obstacles and barriers by the pegs.

d. **Suitcase:** The suitcase represents the strengths and support that we can draw upon that will help us to undertake advocacy. What strengths do we have as children and as children's groups/

²² Adapted from Eurochild (2018). Training tool on engaging children in advocacy on their right to participation in decision-making processes. Advocacy Toolkit; Feinstein, C. & O'Kane, C. (2008) A kit of tools for participatory research and evaluation with children, young people and adults. Oslo: Save the Children Norway.



associations? What other support can we draw upon? Build upon the findings from 'reaching for the stars' and from earlier experiences of organising action and advocacy initiatives.

e. Balloon: As a whole group, review the pegs and suitcase and then discuss the activities that will be implemented to obtain the changes we want to achieve. What approaches and tools can we use to effectively share our message with key targets?

I. Inside the main balloon on the left-hand side, write the 'how' question: 'How can they organize advocacy on (priority issue) with the group of people they most want to influence (primary targets shown in the red in the basket)?'

II. Draw three or four arrows coming from the above question. Encourage participants to give different suggestions as to how they can organise advocacy efforts with the primary targets. Record the different reasons by the arrows.

III. Also encourage children to think about how they can get support from some of the secondary targets (the people in blue) to help influence their primary targets. Record these suggestions.

IV. By each of the suggestions given, draw additional arrows and again explore how they will go about approaching primary targets, so as to have even more practical suggestions. Keep repeating the question until specific, measurable, achievable, realistic,

and timely actions are agreed upon.

f. Now divide children into two groups. One group will discuss the sun, while the other discusses and adds the clouds.

g. Sun/sunshine: Are there any outside opportunities that will help us achieve our change? E.g. potential political/legal/cultural momentum around the issue prioritised; upcoming events; campaigns; funding etc.

h. Clouds: What are some of the risks that we may face through our advocacy work? Build upon activities described in the balloon and encourage the group to think of the possible risks they may face before, during, or as a result of their participation in these activities.

i. Rainbow: In plenary, review the sunshine and clouds, and then discuss and add the rainbow. Ask: 'How can we minimise and overcome the identified risks?' Build upon the allies (blue people in the basket) and the implementation of the nine basic requirements as previously discussed.



Figure B.12: Developing our advocacy plan - 'The hot-air balloon'

Note: In the next CAC meeting, further efforts will be made to identify and reduce potential risks faced by children due to their advocacy work.

5. If time allows, in plenary ask the group to review their main hot-air balloon findings and to extract key suggestions onto the following advocacy plan template (that will be adapted in the next CAC meeting). If there is not sufficient time to extract and add findings to the template (see Figure B.16a) during this meeting, seek children's permission for one of the adult supporters to extract findings from the hot-air balloon to the following template, prior to the next meeting.

Figure B.16b: Advocacy Plan template

Advocacy Plan						
Goal (signpost)						
Strengths and support from others (suitcase)						
Obstacles and barriers (pegs)						
Opportunities that can be used (sunshine)						
Risks to bear in mind (clouds) and ways to overcome them (rainbow)						
Key messages (findings from 'petals of the flower')						
Primary targets (in red) and secondary targets (in blue in the basket of people)						
Activities (balloon)	What?	When?	Where?	Who?	With what resources?	How are risks minimised?

Activity B.12: 'Target game' and next steps

MONITOR,
LEARN and
ADAPT
THE PLAN

Objective: To reflect upon the importance of monitoring and learning in order to adapt to increase the relevance and effectiveness of the advocacy plan in the local context.

Time needed: 20 minutes

Materials: None

Practical steps (part one):

1. Explain that in future CAC meetings, the children will have the chance to refine their advocacy plan: monitoring and learning from their activities, and sharing what works well, what could be improved and what have they learned. Such learning will help them to adapt their plan to succeed. Monitoring and learning is an important part of the 'advocacy cycle'.

2. As the final part of today's workshop, a short '**target game**' will be played to enable children to reflect on the importance of: having clear targets, working together, and learning together in order to reach their goal.



Children during target game



3. Ask the participants to stretch their left index finger out in front of them. This represents their signpost (their goal of having a clear advocacy target). But, they may currently be quite far from achieving their goal. Ask children and adults to stretch out their right index finger behind them. Now instruct them to move their right index finger to touch their left index finger. It may seem easy, but we also realise that life can be complex, and barriers can get in the way. Thus, have the participants close their eyes and try again to bring their right index finger from behind them to touch their left one (see figures B.13.1 and B.13.2).

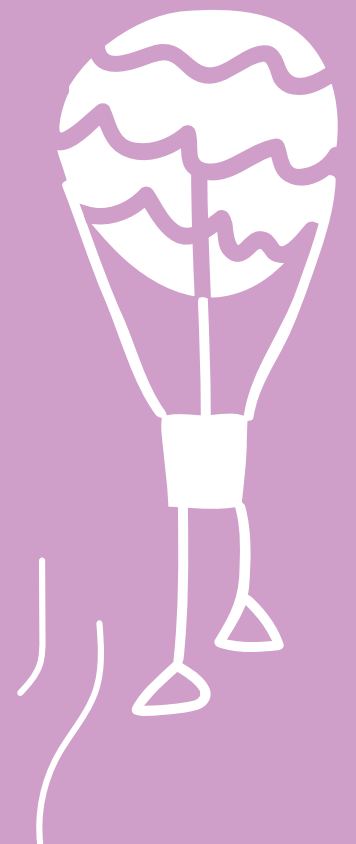
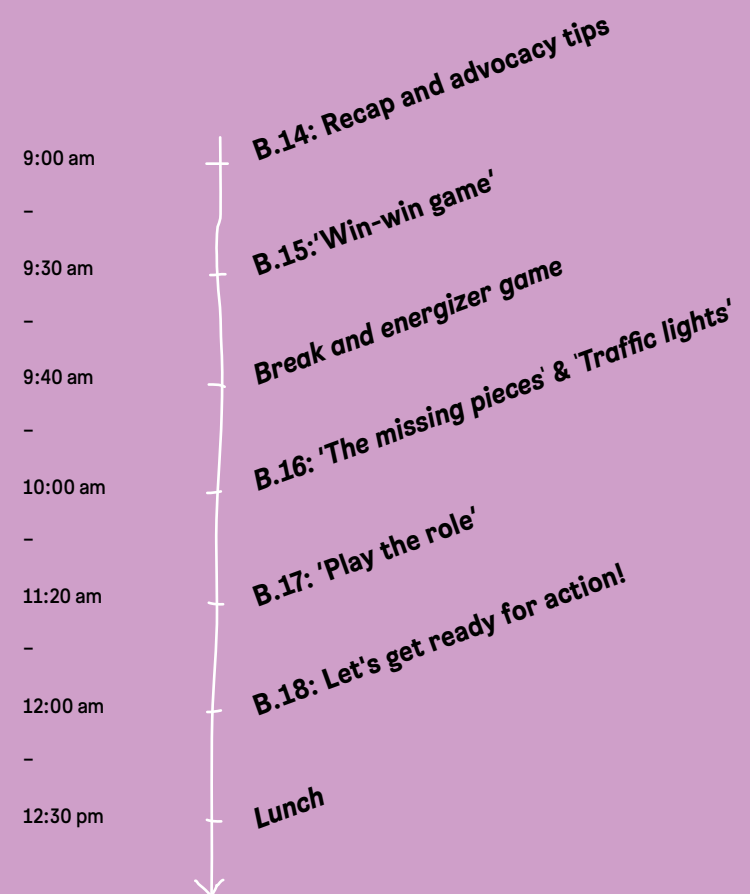
If they do not reach their target the first time, children and adults need to be courageous to keep on trying, to support one another, and to learn from their strengths and weaknesses in order to keep moving forwards to advocate for their goal.

CAC Meeting 3: Refining our plan and preparing for implementation

Half-day to full-day meeting, depending on children's availability

Optional plan for CAC Meeting 3

'Refining our plan and preparing for implementation'



Activity B.13: Recap advocacy tips

Objective: For children to recall their draft advocacy plan from the last meeting and to consider some key advocacy tips.

Time needed: 30 minutes

Materials: Gallery display of previous activities: The 'advocacy cycle'; the children's 'diamond ranking' results; the 'problem tree'; 'petals of the flower'; and the 'hot-air balloon'. Coloured index cards, each with one key advocacy tip written on it: i) to have clear messages, ii) to meet the right people, iii) to target our message for the particular audience, iv) to focus on solutions, not just problems, v) to share view and messages respectfully.

Practical steps:

1. Welcome children back. Explain that this meeting provides more time and space for children to review and refine their advocacy plan. Ask children to take five minutes to have a look at the display of their work from previous meetings. In plenary, briefly discuss:

- I. What issue/problem did we identify and prioritise through our advocacy plan?
- II. Why was this problem/issue prioritised?
- III. Who do we most want to influence to address this problem/issue? Why?
- IV. What are some of the advocacy activities that we suggested?

2. In this meeting, we will further refine our advocacy plan. Before doing so, let us consider some good tips for advocacy work. If children organised a national exchange, they may remember some of these advocacy tips. Ask them to look at the five coloured cards:

I) TO HAVE CLEAR MESSAGES:

If we look at our 'Petals of the flower' and our 'hot-air balloon', do we have clear messages?

II) TO MEET THE RIGHT PEOPLE:

If we look at our 'Petals of the flower' and our 'hot-air balloon', are we planning to meet the right people? Are there any other allies or supporters who can help us meet with and dialogue these people?

III) TO TARGET OUR MESSAGE TO A PARTICULAR AUDIENCE:

Are our messages targeted to the right people? Do we need to further refine our messages?

IV) TO FOCUS ON SOLUTIONS, NOT JUST PROBLEMS:

Do our messages focus on solutions, not just problems?

V) TO SHARE VIEWS AND MESSAGES RESPECTFULLY:

Why do you think it is important to share our views in a respectful way? Do our planned activities enable us to share our messages and views in a respectful way?

3. In the next activity, we will play a game to explore respectful communication and the importance of finding win-win solutions. You will then have the opportunity to refine and further develop your advocacy plan.

Activity B.14: 'Win-win game'²³

Objective: To encourage respectful communication, power sharing and win-win solutions where everyone benefits, rather than one or the other side winning, or both sides losing.

Time needed: 10 minutes

Materials: A pack of sweets, flipchart, and pens

Practical steps (part one):

1. Ask for two volunteers. Ask them to sit down at a table and take an 'arm wrestling' position. Explain that the aim of this game is to win sweets. The pair will be given just one minute to arm wrestle. Every time one person's hand touches the table, the other person will win a sweet. Start the game.

Note: Often in the first round, the participants arm wrestle seriously in their own personal effort to win. One may be stronger and may win a few sweets, or they may be equally strong such that neither of them wins.

2. Ask for two new volunteers who think they can cooperate with one another to win more sweets. This time, they will be given only 30 seconds to arm wrestle. However, they will be given one minute beforehand to communicate, in order to develop a strategy. Other participants should observe if they are cooperating with each other or not and, if they are cooperating, whether it results in them winning more sweets.

3. Ask if there are two more volunteers who think they can cooperate more effectively to win even more sweets, but this time in just 15 seconds. They will also be given one minute to communicate and develop their strategy.

Note: If both participants agree to fully share their power, one will give no resistance and will let the other person tap their hand numerous times against the table, both of them sharing the sweets.

4. Give all the children some sweets and/or encourage the children who have already won sweets to share them equally among all members of the group.

5. Reflect on the lessons learned from this game and note down some of the suggestions on the flipchart, asking:

- I. How can we organise our advocacy, and communicate respectfully in ways that encourage win-win solutions?
- II. How can we encourage our primary targets to share power with us as children and to take our views and suggestions seriously?

²³ Adapted from Feinstein, C. & O'Kane, C. (2008) *A Kit of Tools for participatory research and evaluation with children, young people and adults*. Oslo: Save the Children Norway.

Activity B.15: 'The missing pieces & 'Traffic lights'

Objective: To refine and further develop their advocacy plan and to ensure risk mitigation.

Time needed: 80 minutes

Materials: Gallery display of the 'hot-air balloon' activity; flipchart with summary of the 'hot-air balloon' activity (see figure B.16b?); paper and pens; coloured stickers in red, yellow, and green; chalk; string or tape

Practical steps:

1. In this next activity, we will refine and further develop our advocacy plan activities to:
 - I. Take our suggestions for win-win approaches and respectful communication into consideration;
 - II. Ensure that the plan is realistic - that it does not have too many activities considering children's time availability;
 - III. Consider risks and whether we need to adjust any of our activities to reduce those risks (taking into consideration the ideas in the clouds and rainbow)
2. Let us focus on the flip chart that provides a summary of the main points from our 'hot-air balloon' activity. You will see that for the activities' part we have also added some extra columns to define: when (the time frame), where, who is responsible for what, and with what resources (materials or budget).

3. In plenary, use the flipchart (with figure B.16 filled in with the results from the last CAC meeting) to review and update the advocacy plan to ensure:

- I. that the activity plans are concrete and realistic (what, when, where, who will do what, and with what resources over the next few weeks and months),
- II. that the plan integrates 'win-win' approaches

4. It is important that children and their supporters carefully consider potential risks that they may face while drafting or implementing their plan, and that practical suggestions are taken forward to reduce risks and ensure safe participation.

- I. Give each child a pen and paper and ask them to create a list of the risks or threats they may face if they implement their plan (including the risks they included in their clouds, as well as any other risks identified).
- II. Ask children to use traffic light stickers to identify if these risks are: highly likely to happen (=red sticker); somewhat likely to happen (= yellow sticker); or unlikely to happen (= green sticker).

- III. A movement activity can then be used to consider the impact of risks that are identified as red (high risk) or yellow (medi-

um risk). Use chalk (or string and tape) to create three big circles on the floor and give each of them the labels and images shown below:



- IV. Read out loud one risk at a time, and ask the group to move to the circle that represents whether they think this risk would have a high, medium, or low negative impact on children. Individual children should move to the circle that represents their view and should be encouraged to share their point of view. What are their views and feelings about why and how this risk would impact them or other children, girls or boys.
- V. Ask children for their ideas to reduce the identified risk and record these suggestions in the action plan on the flipchart. Also consider if there are any activities that should be changed, especially if the identified risk is red or yellow, and the likely impact is high or medium.
- VI. Repeat this activity, exploring all the risks that are categorised as red or yellow.
- VII. At the end of the activity, ensure that the advocacy plan is updated to include children's suggestions to minimise risks and that decision making is guided by children's best interests.

Activity B.16: 'Role play to play the role'

Objective: To increase and practice our confidence when sharing our key message with our primary targets.

Time needed: 40 minutes

Materials: Completed version of the updated draft advocacy plan (Figure B.16)

Practical steps:

1. In this activity, we will use role play to practice different stages of advocacy work:

- I. Getting support from potential allies, secondary targets who will support us in our advocacy work with primary targets
- II. Delivering our key messages to our primary targets.

2. Allocate roles according to children's interests so that:

- i. Some children continue to represent themselves (working children who are members of their children's Committee/group).
- ii. Some children or adults take on the role of secondary targets/potential allies who can support them in their advocacy efforts.
- iii. Some children or adults take on the role of primary targets.
- iv. Some children become advisers to watch the role plays and to give feedback on how to improve.

3. Give each group 10 minutes to prepare their role play.

Group A: Children's representatives think about how they can: approach some of their secondary targets to get support from others who may be ready to support them and how they can share their main messages with influential primary targets in ways that are more likely to result in win-win outcomes.

Group B: Children and/or adults who are taking on the role of secondary targets/potential allies should discuss who they are and what some of their reasons to support working children may or may not be. They may identify some concerns or questions they want to ask children.

Group C: Children and/or adults who are taking on the role of primary targets should discuss who they are and what some of their reasons to support working children may or may not be. They may identify some concerns or questions they want to ask children.

Group D: Children who are advisers should think about how to observe both the children's verbal and non-verbal body language so that they can give feedback and suggestions on how to improve communication and advocacy by children. They should also observe whether or not win-win approaches are being applied by children.

4. Step1, Role play (5-10 minutes): Group A (the children) should act out how they will introduce themselves and try to get support from Group B (the secondary targets) in order to get more allies/supporters. The secondary targets may raise concerns or questions to which the children will need to respond.

5. (5 minutes) Based on their observations, Group D (the advisers) should give feedback to the Group A children on how to improve their communication and advocacy with the secondary targets.

6. Step 2, Role play (5- 10 minutes): Group A (the children) should act out how they will introduce themselves and deliver their key messages to Group C (the primary targets). The primary targets may raise concerns or questions to which the children will need to respond.

7. (5 minutes) Based on their observations, Group D (the advisers) should give feedback to the children on how to improve their communication and advocacy with the primary targets.

8. Remind children of the importance of working as a team and supporting one another to apply the main advocacy tips from Activity B.14.

Activity B.17: Let's get ready for action!

Objective: To prepare materials needed to implement their advocacy plan.

Time needed: 30 minutes (or longer time if CAC members have more time)

Materials: Depends on the Children's advocacy plan

Practical steps (part one):

1. This final session is included to provide time for the children's committee/group members to prepare practical materials needed to implement their advocacy plan.
2. Five minutes before the end of this session, agree on a time when participants will meet next, either to start implementing their advocacy plan, or to continue preparing their plan if more time for preparations is needed.

Optional extra activities

if you can organise a one-day workshop with CAC members:

- Activity to design a poster for your CAC (see Annex VII)



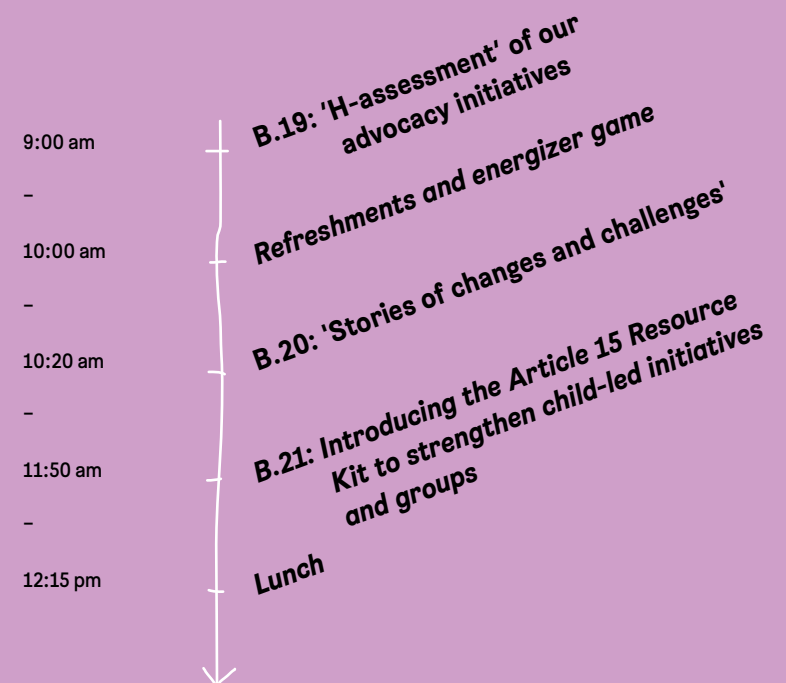
Children prepare practical materials for the advocacy plan

CAC Meeting 4: Reflecting on successes and challenges, and strengthening our groups and advocacy initiatives

Half-day to full-day meeting, depending on children's availability: This CAC meeting is organised AFTER implementing most (or all) parts of their advocacy plan.

Optional plan for CAC Meeting 4

Reflecting on successes and challenges, and strengthening our groups and advocacy initiatives



Activity B.18: 'H-assessment' of our advocacy initiatives²⁴

Objective: For children's committee/group members to assess the strengths and weaknesses of their advocacy initiatives. To develop suggestions to improve ongoing initiatives, and to strengthen their groups.

Time needed: 60 minutes

Materials: Flipchart, markers

Practical steps:

1. Welcome the members to this meeting. Ask them if they remember the 'target game' that they played in an earlier workshop (activity B.13). Invite the participants to play this game again, as it is a reminder of the importance of monitoring and learning from our initiatives. This allows us to continue to find ways to reach our goal by

building upon our strengths, and working together to overcome challenges.

2. Explain that in this session, we will use an 'H-assessment' to assess the strengths and weaknesses of our advocacy initiatives, and to develop suggestions to improve ongoing advocacy initiatives and strengthen our children's groups.

3. Introduce the 'H-assessment' format (see diagram overleaf), by drawing it on the flipchart

Note: Some of the children may already be familiar with the 'H-assessment' format from earlier Time to Talk consultations. This version is slightly different in that it also adds a 'self-assessment score from 1 (low) to 10 (high)'.

- I. In the left-hand column, draw a happy face 😊 to represent strengths and successes;
- II. In the right-hand column, draw a sad face ☹️ to represent weaknesses and challenges;
- III. Above the horizontal line, write 'Assessment of our advocacy initiative' and in brackets write (the date, and the number of girls, boys and adults who are part of this 'H-assessment');
- IV. Along the middle horizontal line, include a range of scores from 1 (low) to 10 (high);
- V. Below this line, draw a light bulb to represent 'bright ideas' and their suggestions to improve the children's advocacy initiatives in the future.

😊	ASSESSMENT OF OUR ADVOCACY INITIATIVE (date, number of girls/boys/adults part of this assessment)	☹️										
	<table border="1"> <tr> <td>10</td><td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td> </tr> </table>	10	9	8	7	6	5	4	3	2	1	
10	9	8	7	6	5	4	3	2	1			
	💡											



H-Assessment used by a girls' group to assess their advocacy initiative

4. Either the CAC members can work together in plenary to complete the 'H-assessment', or they can divide into mixed groups of seven to ten children. If they divide into groups, each one can then present and discuss their findings to contribute to an overall analysis.

5. Then discuss and record ideas under the happy face 😊, asking: **'What are the strengths or successes of your children's group advocacy initiative?'** 'To what extent were you successful in achieving your advocacy goal?' 'What were some of the most successful ways you worked together?'

6. Now discuss and record ideas under the sad face ☹️, asking: **'What are the weaknesses of**

your group, or the challenges you have faced during your children's group advocacy initiative?' 'To what extent were you unsuccessful in reaching your advocacy goal?' 'What were some of the challenges you faced while working together to implement your advocacy plan?'

7. Now ask the children to score their advocacy initiative: 'Based on your assessment of the strengths and weaknesses, how would you rate the success of your advocacy initiative, in terms of reaching your goal, on a scale from 1 (low) to 10 (high)?' Choose a score from 1 to 10 that reflects how successful you were (e.g. 1

= lowest score = our advocacy goal was not met at all and no progress was made towards achieving our goal, whereas 10 = highest score = our advocacy goal was fully achieved).

8. Taking into consideration your group's strengths and weaknesses, discuss and record your ideas/suggestions (under the light bulb) for how you can a) improve your group's advocacy initiatives in the future and b) strengthen your children's group. Emphasise the importance of ongoing efforts by children to engage in advocacy to fulfil their rights. Encourage children and their supporters to identify ways in which they can maintain communication and positive relationships with influential agencies/people to enhance ongoing, effective advocacy.

²⁴ Adapted from Feinstein, C. & O'Kane, C. (2008). A kit of tools for participatory research and evaluation with children, young people and adults. Oslo: Save the Children Norway.

Activity B.19: 'Stories of changes and challenges'²⁵

Facilitators' note: In monitoring and evaluation, stories are an ideal way for people to make sense of different results and to help understand the values of those who participate in programs or benefit from them (see Dart & Davies, 2003)²⁶). Storytelling is an ancient and cross-cultural process that allows us to make sense of the world in which we live, and is familiar to people in many different cultures. Furthermore, stories can help keep discussions centred on what is concrete rather than on the abstract (see Dart & Davies, 2003). Children and young people can be encouraged to creatively express their own stories through art, letters, poetry, drama, photography etc.

The actual process of helping girls and boys to reflect on and create their stories of the most significant changes is likely to take one to two hours. First, individual stories should be developed. This should be followed by collective (group) sharing and analysis. Extra time and support throughout the process will also be required to allow for child-led documentation and the creative dissemination of children's stories.

Objective: To encourage girls and boys to share and record stories of the most significant changes and challenges they experienced in relation to the advocacy initiatives undertaken by working children.

Time needed: 90 minutes (during this session, and whenever possible through periodic sharing, e.g. every three to six months).

Materials: A4 paper; coloured pens, crayons, or paints; paint brushes; pencils; erasers

Practical steps:

1. Explain that in this activity, children are asked to reflect on and share stories about two things:

- I. *the most significant change that they think has been brought about through children's participation in their advocacy initiative (the change could be positive or negative, planned or unplanned)*
- II. *the most significant challenge faced by children during their advocacy work*

The children will do the first part individually, and the second question they will answer in groups through drama, to showcase the challenge and any proposed future solutions.

²⁵ Adapted from Dart, J. & Davies, R. (2003). 'A dialogical, story-based evaluation tool: The Most Significant Change technique'. *American Journal of Evaluation*, 24(2), 137-155; and Feinstein, C. & O'Kane, C. (2008) A Kit of Tools for participatory research and evaluation with children, young people and adults. Oslo: Save the Children Norway.

²⁶ Ibid.

Example of children writing a poem about the most significant change



a poem, a story or a letter about the most significant change.

Children are also encouraged to reflect on and to record why they think this change was the most significant.

2. For the first question, give each child a sheet of plain A4 paper, and access to coloured crayons, pens or paints. At the top left-hand corner of their paper, ask each child to note a code with only their gender, age and initial, but not their name in order to protect their anonymity (e.g. F14TL = a 14-year female with the initials T. L.; M12DD = a 12 year-old male with the initials DD). Each child should think about and decide on the most significant change they have experienced, and the story behind it. They have 20-25 minutes to: draw a picture to illustrate the change that has taken place, recording the change's significance and key details of how the change occurred on the back of the drawing; or write

3. After 25 minutes, encourage children to form small groups of 4-6 members. Each person presents and explains their picture/story of significant change. They are each encouraged to share a brief description of what happened, where, when, and who was involved; as well as a brief explanation as to why they chose this story, and why it is most significant to them.

4. After the individual story-telling, children in each group can also discuss which stories they think are similar or different.

5. In plenary, each group is then asked to identify and share one

of the stories from their group which they think best illustrates the most significant change they feel has been achieved through their children's group advocacy initiative.

6. In part B, divide the participants into two mixed groups. Each group is encouraged to look back at the 'H' assessment findings to identify which of the challenges they felt was most significant, that most hindered their advocacy work. Each group should prepare and share a brief five-minute drama to show this challenge and to demonstrate how this challenge could be overcome or limited in the future. Wherever possible, facilitators should record the dramas thorough film and should prepare a written transcript of the dramas and the key discussion points.

Activity B.20: Introducing the Article 15 Resource Kit

Objective: To briefly introduce the Article 15 Resource Kit which provides a range of tools to strengthen child-led initiatives and groups.

Time needed: 25 minutes

Materials: Flipchart; markers; PowerPoint presentation on the Article 15 Resource Kit; (available for download) coloured stickers.

Practical steps:

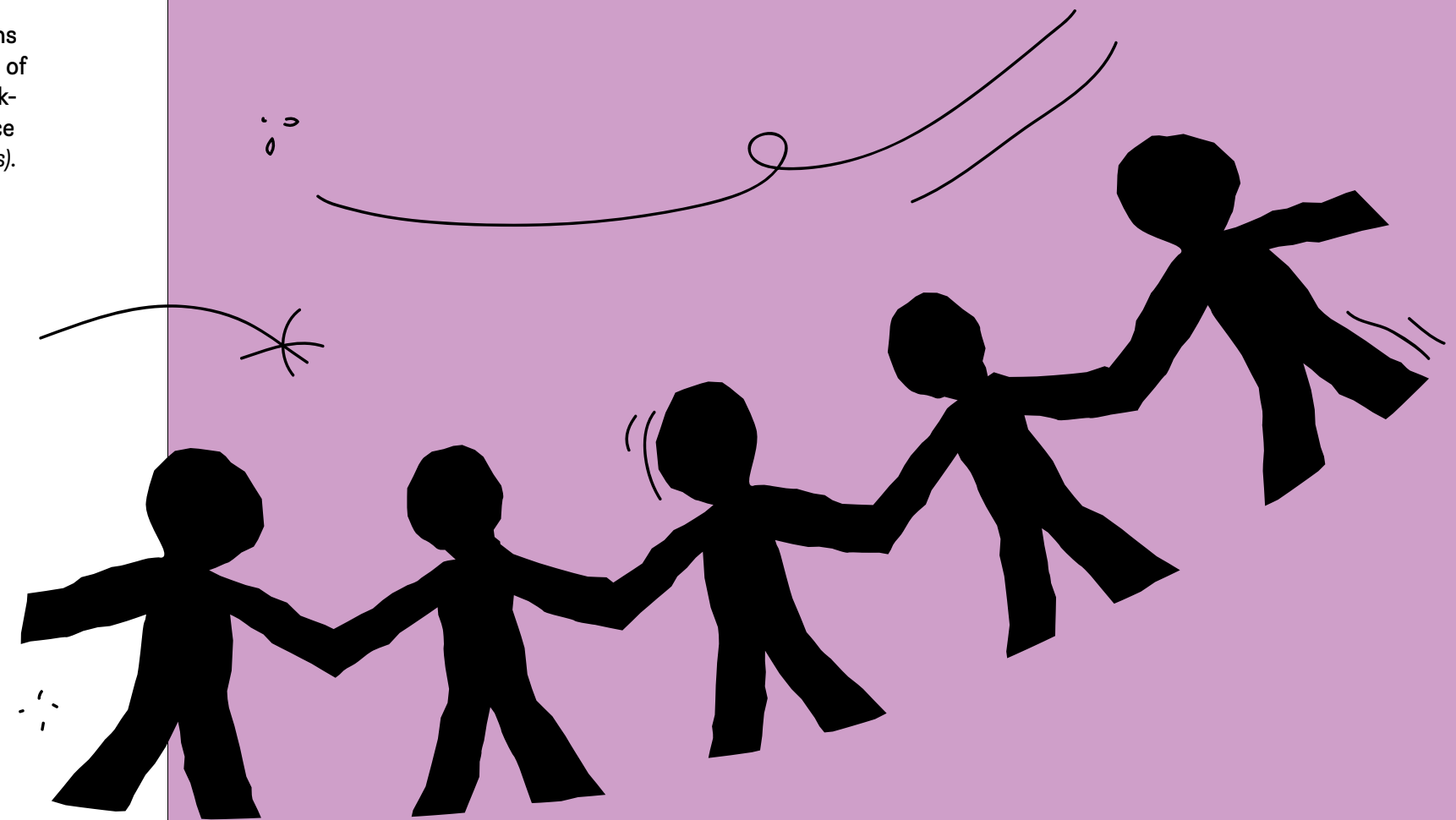
1. Explain that this final session provides a brief introduction to the Article 15 Resource Kit, an online toolkit to support children's right to freedom of association. The Article 15 Resource Kit has been developed by adults in collaboration with existing children's groups to support reflection and planning with, and by, children's representatives as they improve their own child-led initiatives and groups.

2. Use the PowerPoint to introduce the Article 15 Resource Kit.

3. Explain that in their next CAC meeting, they will have the chance to use tools from at least one of the Article 15 modules to strengthen their children's groups and reflect on their previous advocacy initiatives.

4. Briefly introduce the ten different modules, and encourage children to discuss and identify one or two modules that seem most relevant to their Group. *If needed, you could give each child two stickers and ask them to vote for the top modules they find most interesting.*

5. Explain that their suggestions will be used to inform planning of at least one, CAC half-day workshop on the Article 15 Resource Kit (see Part C for more details).



PART C: Strengthening Children's groups and partnerships

Introduction

Children's groups provide important spaces for children and young people to share information, discuss and analyse issues affecting them, and plan and implement action and advocacy initiatives. When girls and boys are organised in their own groups, committees, or associations they can use their collective power to defend and fulfil their rights.

As part of the Time to Talk project extension, there is space for the children's committees/groups (CACs) to reflect on who they are as a group, strengthen how they function as a group, and how they relate to and build partnerships with others in their role as agents for change. Strengthening their own groups in this way is relevant both to relatively newly-formed children's committees, and to well-established children's groups/associations. Strong children's groups can more effectively use their collective power to plan and implement advocacy and actions. Children's group members can negotiate with and influence key people and organizations that affect the lives of working children to increase fulfilment of their rights.

Consequently, this final part of the toolkit supports links to an existing Article 15 Resource Kit which has been developed in collaboration with adults and children (including organised working children in Latin America and other children's groups in Africa and Asia). The kit supports children's representatives as they reflect and plan to improve their own child-led initiatives and groups.

The *Article 15 Resource Kit*²⁷ supports children's rights to freedom of association and to freedom of peaceful assembly (article 15, CRC). It provides tools that help children and young people reflect on the ways in which they: organise themselves, share information and make decisions, mobilise and use available resources, and other important questions. The resource kit encourages children to reflect on children's groups that involve everyone, are clear, and just.

Children, young people, and their supporters are also encouraged to identify other spaces and opportunities for them to continue to use the Article 15 Resource Kit materials. Networking and information exchange among CACs and other groups of working children is also encouraged to allow the sharing of lessons learned and to support collective advocacy among children's networks.

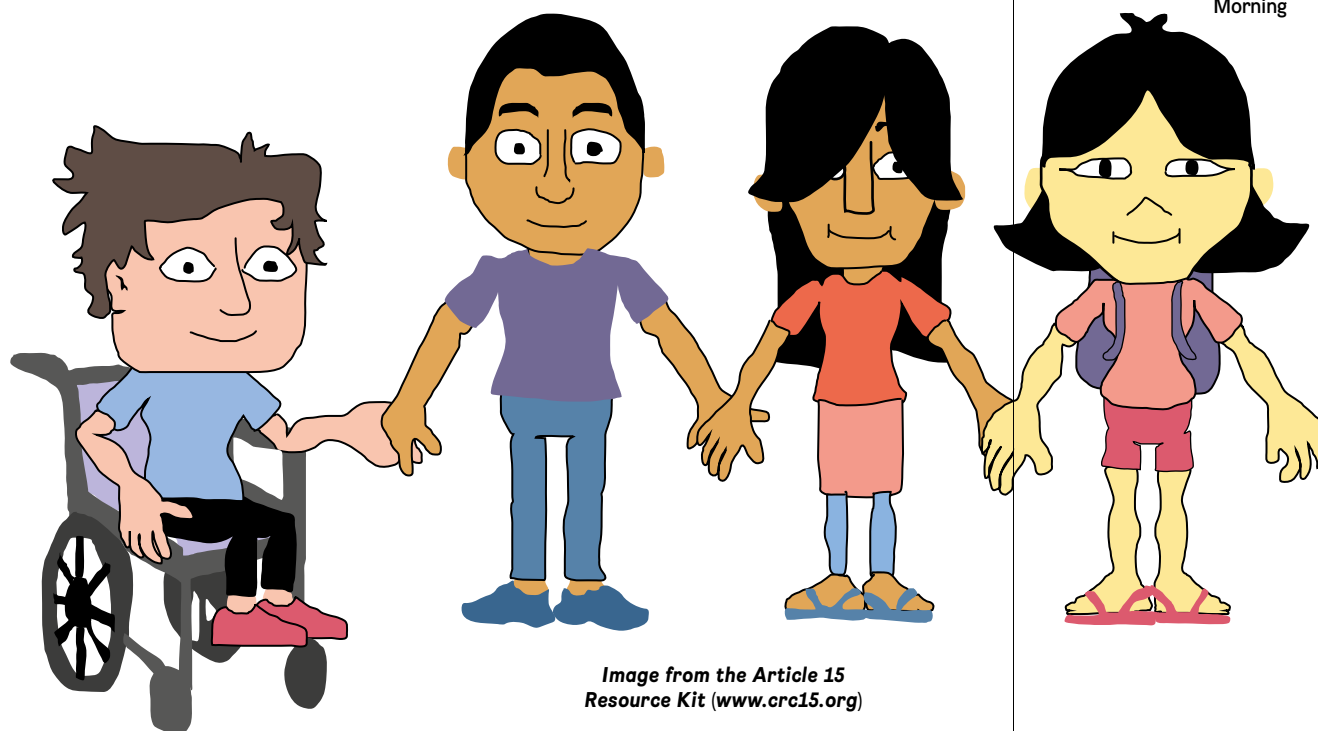


Image from the Article 15 Resource Kit (www.crc15.org)

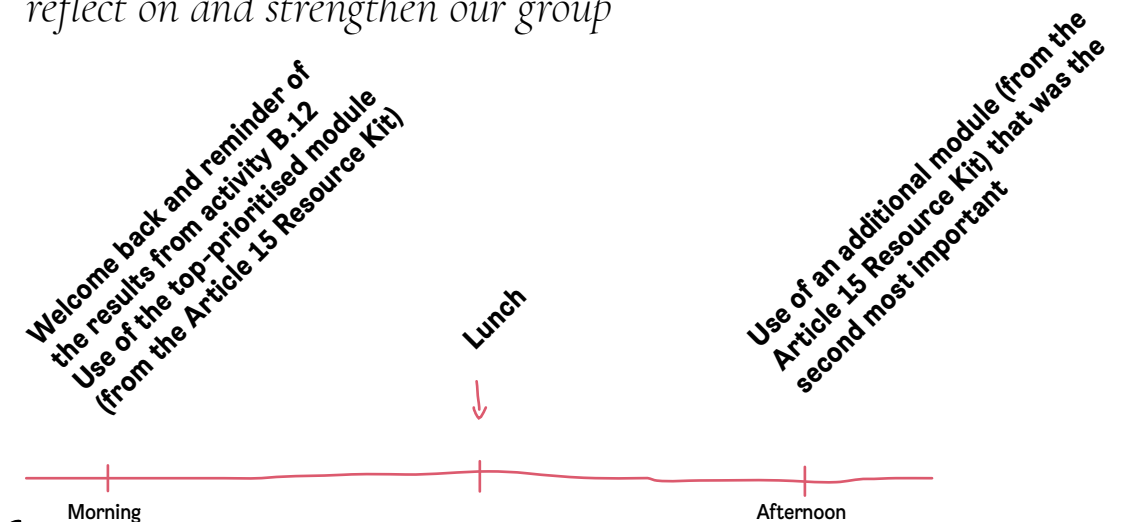
²⁷ The cartoon was published initially as part of the Article 15 Resource Kit. Used with the permission of the Children's Environments Research Group (CERG) of the City University of New York. <http://crc15.org/kit/>

CAC Meeting 5:

Half-day to full-day meeting, depending on children's availability. If CAC members only have time for a half-day meeting, then use the most prioritised module from the Article 15 Resource Kit. Whenever possible, organise a full-day meeting enabling the use of two prioritised modules. It may also be relevant for some groups to use these Article 15 resources before CAC Meeting 2, if they want to strengthen the way they organise themselves, before planning their advocacy work.

Optional plan for CAC Meeting 5

Using the Article 15 Resource Kit to reflect on and strengthen our group



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O'Kane, C. (2008). 'The development of participatory techniques: Facilitating children's views about decisions which affect them' in Christensen, P. and James, A. (Eds) *Research with children: perspectives and practice 2nd Edition*. Routledge Press: London and New York.

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TdH (2018). *Manual on children's participation, including practical toolkit*. Written by Ornella Barros & Claire O'Kane. Osnabruck: TdH Germany.

Time to Talk (2016). *Research toolkit: facilitator's guide for organising consultations with children in support of the international campaign 'It's Time to Talk – Children's views on children's work'*. Duisburg: 'Time to Talk' [Kindernothilfe, Save the Children Canada and Terre des Hommes].

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White, B. (1996). 'Globalisation and the child labour problem'. *Journal of International Development*, 8: 829-839.

Annexes

Overview of annexes and available resources

- I. Informed consent form
(incl. children's cartoon explaining informed consent for photos)
- II. Code of conduct
- III. Risk assessment matrix
- IV. Icebreaker and energizer games
- V. Resources to introduce children's rights
- VI. The 'paper chain game': Learning for inclusive and realistic advocacy planning
- VII. Activity to design a poster for your CAC/children's group

Additional resources available¹:

- Documentation formats for recording each CAC meeting
- PowerPoint presentation on Lessons learned from Time to Talk (2016-2018)
- PowerPoint presentation on the second phase of the Time to Talk project
- PowerPoint presentation introducing the Article 15 Resource Kit

¹ Available for download: https://www.dropbox.com/sh/9fedhalksgyini3/AAAbUXZCUi_mlhbtb-NBtNikbXa?dl=0

Annex I: Informed consent form



This individual consent form should be completed prior to any planning or action meetings with children and/or their guardians. We encourage you to share the background information provided in this document with the parents and children involved

Introduction:

In March 2016, 'It's Time to Talk! – Children's Views on Children's Work', a global campaign and research project was launched by the international organisations Kindernothilfe and Terre des Hommes Germany. Its main focus was to support working children's views so that they would be considered in local, national, and global meetings on child labour.

Working in collaboration with more than 50 civil society partners worldwide, between 2016 and 2017, the Time to Talk project undertook consultations with 1,822 children aged five to 18, across 36 countries.

In 2018, a global report of the research findings was published in English, French, German and Spanish. A comic for children summarizing the report's findings was also shared in nine languages.

In 2019, a project extension of Time to Talk will support 25 Children's Advisory Committees/groups as they plan and implement action and advocacy to improve the lives of working children in their own countries. Working children will be supported to come together in regular meetings during 2019 in order to plan and implement activities related to a priority issue that they have chosen to address.

The main purpose is to support working children by giving them the necessary to have space and skills to organise advocacy by influencing key people to improve the lives of working children in their own communities and countries.

Part A: Basic participant information

(to be completed by an adult facilitator interviewing the child)

Child's First Name _____ Family Name(s) _____

Gender (tick one) ☐ female ☐ male ☐ other

Age _____ City/village and country _____

School status: (tick one) ☐ In formal education ☐ in non-formal education ☐ Out of school

Type of work: (tick one) ☐ Part-time work ☐ Full-time work ☐ Occasional work

Please specify what work you do:

(Please mention if child has a disability, if they are _____ stateless, a refugee, or IDP, or any other relevant details.) _____

Informed consent: I give my consent to participate in meetings, actions and advocacy activities without the expectation of material or monetary compensation now, or in the future.

Part B: Child consent for action and advocacy meetings

(to be completed by the child with explanation and information provided by the adult facilitator)

I, the undersigned, confirm that:

- the purpose of this Time to Talk project extension on action and advocacy by children's committees/groups has been explained to me.
- I agree to participate in meetings/activities to plan and undertake action and advocacy on issues concerning working children, and understand that **I have the right to withdraw at any time.**
- I allow my views, stories, drawings, poetry or other contributions that I share to be used in whole or in part in publications such as, but not limited to, reports, journal articles, newsletters, or social media channels, and understand that my identity will remain anonymous.
- I understand that the action or advocacy meetings with children and/or with adults may be recorded using audio, video and/or photos, and I agree to be recorded.
- I understand that audio, video and/or photos in which I appear may be shared in public meetings or publications such as, but not limited to, reports, journal articles, newsletters or social media, if they portray positive images of children and are unlikely to cause harm.

Signature _____ Date _____

Part C: : Parent or guardian consent for child participation in the action and advocacy meetings

(to be completed by the parent or other recognised guardian, for example a relative caregiver or other caregiver of the child, with explanation and information provided by the adult facilitator)

I, the undersigned, confirm that:

- the purpose and nature of the Time to Talk project extension has been explained to me.
- I agree to allow the child named above to participate in all activities related to the to planning and implementation of action and advocacy on issues concerning working children.
- My child's views, stories, drawings, poetry or other contributions they have shared may be used in whole or in part in various publications, as long as my child's identity anonymous.
- I agree that audio, video and/or photos including my child may be shared in (online) publications or public meetings if they portray positive images of children/youth and are unlikely to cause harm.

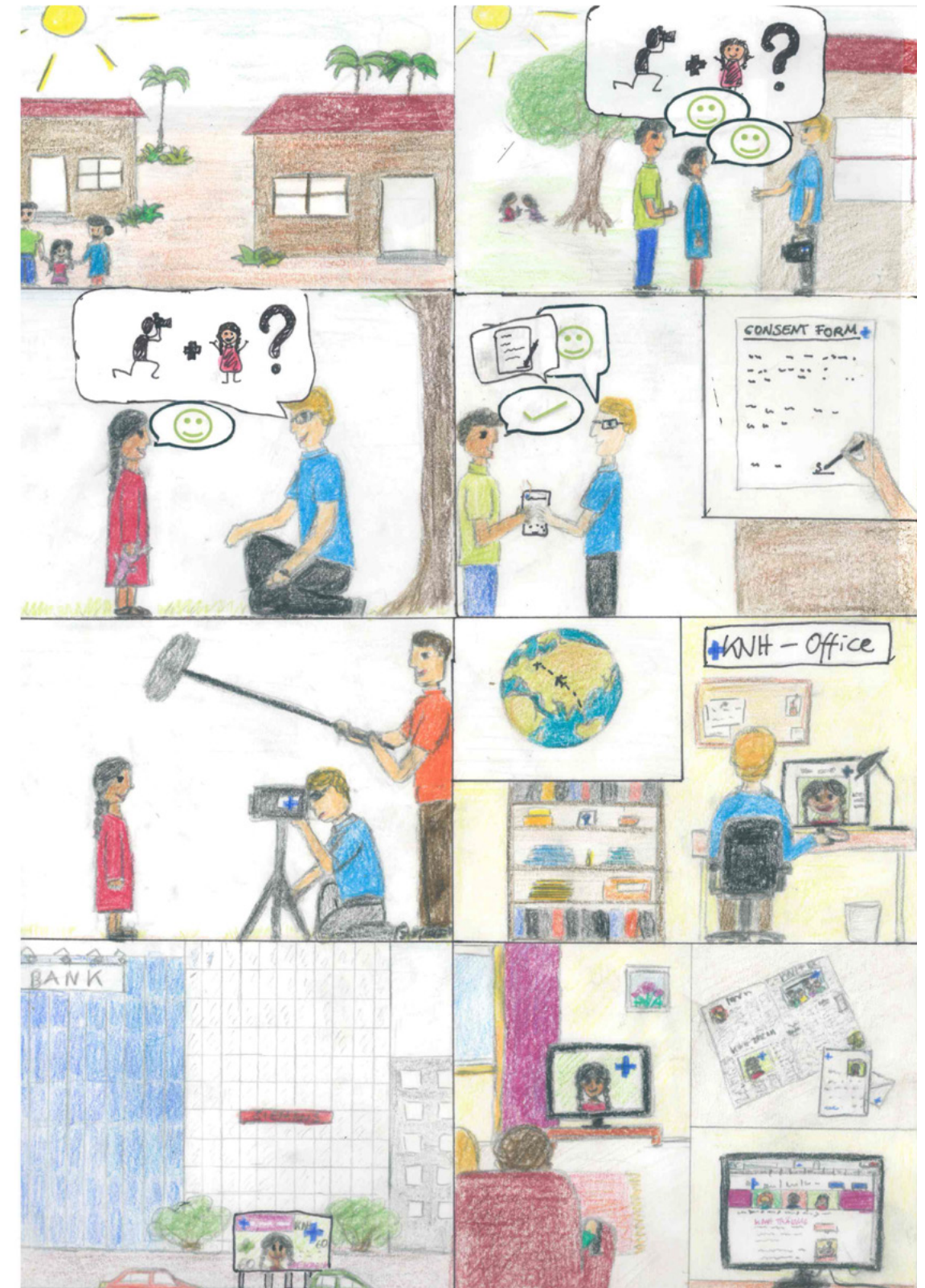
First Name _____ Family Name(s) _____

Gender (tick one) ☐ female ☐ male ☐ other

Relationship to Child _____

Phone _____ Email _____

Signature _____ Date _____



Explaining informed consent for photos

Annex II: Code of conduct

NGOs are also encouraged to sign and follow a code of conduct. When they support advocacy activities with, and by, working children this code of conduct helps to ensure efforts that the participation of children that safe, and has considered and minimised risks. Facilitators should sign a code of conduct that includes the following:



During preparation for and/or meetings and activities with children, I will:

1. Ensure that children and their parents/guardians are informed about the planned activities and have given their informed consent. I will not undertake interviews, or take photographs, videos or make drawings without explaining the purpose for which they will be used and seeking informed consent from children and their guardians;
2. Take care to be culturally sensitive in my speech, behaviour and clothing choices;
3. Adhere to child safeguarding. I understand that this means that I will NEVER:
 - hit or otherwise physically assault or physically abuse children
 - develop physical/sexual relationships with children
 - develop relationships with children which could in any way be deemed exploitative or abusive
 - act in ways that may be abusive or may place a child at risk of abuse
 - use language, make suggestions or offer advice which is inappropriate, offensive or abusive
 - behave physically in a manner which is inappropriate or sexually provocative
 - have a child/children with whom I am working stay overnight at my home unsupervised
 - sleep in the same room or bed as a child with whom I am working
 - do things for children of a personal nature that they can do themselves
 - condone, or participate in, behaviour toward children which is illegal, unsafe, or abusive
 - act in ways intended to shame, humiliate, belittle, or degrade children, or otherwise perpetrate any form of emotional abuse
 - discriminate against, or otherwise show unfair, differential treatment or favour to particular children to the exclusion of others
 - make promises to children/youth, offer gifts, help or money

4. Respect children's right to privacy, while also ensuring that appropriate mechanisms are in place to ensure that any protection concerns, that place the child at immediate and significant risk, are followed up seriously and sensitively.
5. Protect children's privacy, dignity and identity in any published materials in any media.

This is not an exhaustive or exclusive list. It is also **important for all facilitators in contact with children to:**

- identify and be aware of situations which may present risks and manage these accordingly
- plan and organise the work and workplace so as to minimise risks
- as far as possible, be visible in working with children

- ensure that a culture of openness exists, enabling any issues or concerns to be raised and discussed
- ensure that a culture of accountability exists among staff and volunteers so that poor practice or potentially abusive behaviour does not go unchallenged
- empower children and youth: discuss with them their rights, what is acceptable and unacceptable, and what can they do if there is a problem.

The Time to Talk Organisers encourage every facilitator to sign a code of conduct. Each should sign two copies of the form below, keeping one for their own records, while the other will be retained by the Time to Talk core team.

I have read and understood, and I agree to adhere to the code of conduct.

Name _____

Signature _____

Date _____

NGO/Agency _____

Address _____

Annex III: Risk assessment matrix²⁸

Introduction:

In different socio-political contexts, advocacy with and by working children can incur risks to children and/or potentially to their families. Thus, when children and young people are involved in planning and implementing advocacy work, it is very important that they, along with their adult supporters, identify any potential risks. This will allow them to reduce those risks and/or plan any necessary, alternative, safer activities.

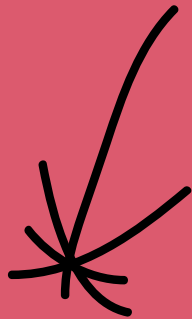
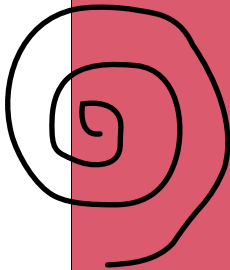
As part of risk assessments, children and young people should be supported to identify and protect themselves from significant risks that they may face as a result of their expression, association, peaceful assembly, or participation in advocacy activities. During the ‘hot-air balloon’ activity with children (Activity B.12) children had the opportunity to identify potential risks (in the clouds) and to consider different ways to protect children and reduce risks (in the rainbow).

Consideration of risks and risk mitigation strategies were also be explored in Activity B.16: Refine and further develop our advocacy plan and ensure risk mitigation.

The matrix shown below can support additional, systematic efforts to identify potential risks, the nature of the risks, and suggestions for risk mitigation. Risk assessment helps to inform planning and decision-making in the best interests of the child.

Proposed activity	Identified risks/threats <i>to girls/boys, caregivers/parents, staff, partners, or organisations</i>	Likelihood of risk <i>(high, medium, low)</i>	Severity of risk <i>(high, medium, low)</i>	Risk mitigation – <i>what actions have been taken to reduce the risks?</i>	Further action needed <i>to ensure decisions in the best interests of the child</i>
1.					
2.					
3.					

²⁸ Adapted from risk assessment matrix in Save the Children (2013) ‘Pushing the Boundaries: A guide to increasing the realisation of children’s civil rights and freedoms.’ Child Rights Governance.



Annex IV: Icebreaker and energizer games

Name and action: Encourage all children and the facilitators to stand in a circle in alphabetical order by first name. Ask each participant to introduce themselves and to imitate something they like to do (e.g. swimming, playing football, eating ice-cream etc). After each introduction, everyone in the circle should copy the child, repeating the name and action to help them remember everyone's name.

Name and word describing: Encourage all children and the facilitators to stand in a circle in alphabetical order by first name. Ask each participant to introduce themselves, adding an adjective that describes them, and that begins with the same letter as their name (e.g. Joyful Jean, Marvellous Michel, Super Samina etc). After each introduction, everyone in the circle should copy the child, repeating their name and the word to help them remember everyone's name.

Reporters: Children/young people should pair up and 'interview' a partner. They should ask things like: the person's name, their aim for the workshop, where they are from, something they like doing, one thing that no-one knows about them etc. Each child should then introduce his/her partner to the group.

'I am glad I am a child/adult because..., but if I were an adult/child I could...': In small groups children/adults should complete the above sentence, then share their thoughts with the larger group. This ice-breaker can help identify the differences and dis/advantages between adulthood and childhood.

Rock-Paper-Scissors: Divide the group into two teams. Each team decides if they are rock, paper, or scissors. The teams face each other and show their symbol: Rock is shown by making a fist; Paper is shown by holding the hand flat; and Scissors is shown by making a cutting movement with two fingers. Rock beats scissors, as it blunts the scissors; paper beats rock as the paper covers the rock; and scissors beat paper as it cuts the paper.

The ship is sinking: Children move around the floor singing 'the ship is sinking, oh no the ship is

sinking'. When a number is called (3, 5, 6 etc.) they have to make a group (a 'lifeboat') with the same number of people as the number called.

Points of contact: People in groups have to cooperate with each other to make a certain number of points of contact with the floor, as per a number called out (6, 24, 48 etc.). For example, if you call out 'six', three people in the group may have their feet on the floor (six points of contact), but will have to put the other members of the team on their shoulders/back. Alternatively, all six members of the group could stand on one foot (six points of contact with the floor). The activity helps foster unity, agreement and cooperation.

On the bank, in the pond: All the children sit on their knees in a circle. The floor inside the circle represents a pond. When the caller calls 'in the pond' the children have to put their hands on the floor. When the caller calls 'on the bank' the children have to put their hands on their knees. The children have to do what the facilitator says, not what they do.

Who is the leader?: All the children stand in a circle. One child is sent out of the room. The rest of the children decide who the leader will be. They move around in a circle and copy the actions of the leader. The child who was sent out returns to the room, and has three chances to identify the leader.

Duck, duck, goose: The children sit in a circle. One child, the 'caller' walks slowly around the circle, tapping each child's head saying duck, duck, duck, duck.... When they tap a child's head and say 'goose', that child has to stand up and chase the caller around the circle. The last one to reach the empty space is now the caller, and has to walk around the children's circle repeating the 'duck, duck, goose' game.

Crossover: Children stand in a circle. A caller calls out a category e.g. all those wearing socks. Each child to whom the category applies has to crossover to another place in the circle. The last child to crossover becomes the caller.

Annex V: Resources to introduce children's rights

In case you are interested in introducing the CAC/ group members to the concept of children's rights, please consider the following child-friendly versions of the Convention on the Rights of the Child developed by different organizations in English, French, and Spanish.

English:

- https://plan-international.org/sites/default/files/field/field_document/child-friendly_crc_poster_a4_-_final_-_english.pdf
- https://www.unicef.org/rightsite/files/little_book_rights.pdf
- https://resourcecentre.savethechildren.net/node/8580/pdf/coloring_book-1.pdf
- <https://www.youtube.com/watch?v=V1BFLitBk-co&t=4s>

French:

- https://plan-international.org/sites/default/files/field/field_document/child-friendly_crc_poster_a4_-_final_-_french.pdf

- https://www.unicef.ch/sites/default/files/2018-08/unicef_kinderrechte-erklaert_2007_fr.pdf
- <https://www.unicef.org/rightsite/files/expositionvingtanscside.pdf>
- https://resourcecentre.savethechildren.net/node/8580/pdf/french_real2ocoloring2obook1.pdf

Spanish:

- https://plan-international.org/sites/default/files/field/field_document/child-friendly_crc_poster_a4_-_spanish.pdf
- https://www.savethechildren.es/sites/default/files/imce/docs/convencion_derechos_infancia_6.pdf
- https://www.savethechildren.es/sites/default/files/imce/docs/convencion_infancia_9-11.pdf
- https://www.savethechildren.es/sites/default/files/imce/docs/convencion_infancia_12-14.pdf
- https://www.savethechildren.es/sites/default/files/imce/docs/convencion_infancia_15-18.pdf

Annex VI: The 'paper chain game'

Learning for inclusive and realistic advocacy planning²⁹

Objective: To enable reflection on key, team-working values and skills, including planning, communication, cooperation and inclusion of all team members. The game also encourages reflection on realistic planning and ways to work together to overcome challenges.

Time needed: 45 minutes

Materials: Old newspapers; glue; cloth/scarves to use as blindfolds (two for each group); flipchart; and pens

Practical steps:

1. Divide all participants, including adults, into equal groups of five to seven people. Allocate one observer to each group.

2. Tell the groups that they are going to play a 'paper chain game' (see photo), upon which they will then reflect to see how it relates to advocacy planning. Each group have to make paper chains. Each group will be given an equal number of old newspapers and glue. The groups are given five

minutes to name their group and to estimate how many paper chains they think they can make within a ten-minute period.

3. Record the team names and targets on the flipchart for all to see.

4. Start the game. Ask the observer in each group to observe how group members work together.

5. After five minutes, stop the participants so the observers can explain that there has been an 'unfortunate accident' and blindfold one of the members in the group. Each group can continue making their chains.

6. After another three minutes, have the observer say there has been another accident and they should tie one group member's arm behind his back. They continue observing the group activity until the time is up.

7. At the end of ten minutes ask all teams to stop their work. Start counting the links in the chain and see if they met their target.

8. Gather all the participants together and briefly seek the views and experiences of the team members who lost either the use of their hands or their eyes during the game: How did they feel? How did they cope with their disability? How did their team members include or exclude them from the ongoing work? What kind of support/encouragement was given/not given?

9. Give each group a piece of paper from the flipchart and a pen, and ask them to discuss and record their answers to the following questions:

- Did you meet your target? Why or why not?
- What did you learn from this game?
- How can you apply some of these lessons to inform realistic advocacy planning?

10. Enable feedback from each of the groups and briefly discuss how they can apply these lessons to their children's group? (This game is usually very useful for exploring issues of team work, planning, communication, inclusion, decision making etc.)

²⁹ Adapted from Save the Children Norway (2008). A Kit of Tools for participatory research and evaluation with children, young people and adults. Written by Clare Feinstein and Claire O'Kane.

Annex VII: Activity to design a poster for your CAC/children's group

Objective: To strengthen the CAC members' identity as a group by working together to develop a poster illustrating: who they are; what they can do to support one another and other working children; and the strengths of their group that will allow them to deliver the change they aim to achieve as a group.

Time needed: 15-30 minutes during or after each of the CAC meetings.

Materials: Flipchart paper; markers; crayons or paints; old magazines; scissors; glue

Practical steps:

1. Explain to children that the poster will allow them to visually express the outcomes from each of their CAC meetings. This activity is divided into four stages that they will develop during each meeting, either throughout the breaks or at the end of the sessions.

2. Make a large piece of (flipchart) paper available for children with a variety of materials for them to design their poster throughout their CAC meetings.

• **Stage I:** During the first CAC meeting, encourage children to think about the results from the 'reaching for the stars' activity, as well as the outcomes from the other activities to start designing their poster. They should address what defines them and represents them as a group, e.g. Who are we? Where do we live? What type of work do we do?

• **Stage II:** During the second CAC meeting, encourage children to use findings from the 'petals of the flower', 'diamond ranking', 'problem tree', and 'solution through drama' activities to illustrate their poster to show their goal as a group and the key messages they want to share through their advocacy actions.

• **Stage III:** During the third CAC meeting, encourage children to use findings from the 'hot-air balloon' activity to draw on their poster an image that represents their main advocacy work, e.g. rallies, statements, campaigns, and awareness raising events.

• **Stage IV:** During the fourth CAC meeting, encourage children to use findings from the 'H-assessment' activity, and the 'most significant change stories' to showcase how they could increase their advocacy work and strengthen their group. They could create images that show them including more working children in their actions, or increasing the participation of refugees, working children with disabilities, stateless children, or children from minority groups.

3. At the end of the fourth CAC meeting, allow children to review their poster and the elements they chose to represent their identity, goal, and strengths as a group. Encourage them to use their poster as a dynamic representation of their work together. The poster is a visual representation that evolves together with the group, and therefore has the flexibility to be transformed, updated, and challenged by the members of the group, following the aim of their work, and the conditions/environment around them.



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