

Regional Capacity Building
Workshop on
Advocacy
for Realising Child Rights

BY: NEHA BHANDARI

REVIEWED BY: DAVID COHEN



Save the Children

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*January 2005
Kathmandu, Nepal*

The vision

Save the Children works for:

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

The mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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Preface

Nearly 15 years ago a clear shift occurred in Save the Children Sweden's approach to development work in South Asia, nationally and regionally. We shifted from a needs-based approach to a rights-based framework, adopting Child Rights Programming (CRP). This approach recognises the need to fulfil the rights of every child, irrespective of class, caste, creed, sex, age, HIV/AIDS status and disability, and not just the rights of a select few. Making this real requires reaching out to wider number of people, including children. One way of ensuring this is to influence the key duty bearers responsible for fulfilling children's rights, such as governments. Understanding this notion makes advocacy central to CRP, since advocacy is what makes duty bearers accountable.

Save the Children Sweden has been working actively with this realisation, incorporating advocacy within all its programmes at different levels with various duty bearers. Whether through lobbying, campaigning or networking, various examples of such initiatives are found across the region.

At the same time, our experience has revealed a need for much more specific and result oriented, people centred advocacy with a special focus on child centred and child led advocacy. Sometimes the lack of understanding, capacity and skills of staff members and partners presents a hindrance. At times it appears that advocacy interventions and approaches

do not use a non-discrimination lens. Furthermore, children are seldom involved in developing advocacy messages.

With this background a *Regional Capacity Building Workshop on Advocacy for Realising Child Rights* was organised in January 2005 in Kathmandu, Nepal. The workshop was facilitated by David Cohen, a world-renowned expert on advocacy. With his rich experience and understanding of the field, David helped demystify advocacy concepts and applications for Save the Children Sweden's South Asia staff.

The process initiated with the workshop is just the beginning of a long-term capacity building process, which will build on existing advocacy work in South Asia. The intention is to have five programme people linked to David Cohen, on a mentorship agreement for developing staff capacity and for developing advocacy campaigns in four locations in South Asia over the next three years. We look forward to this work and to our continued relationship with David Cohen.

Lisa Lundgren
Regional Representative
Save the Children Sweden
South & Central Asia

Foreword

You have before you a marvellous summary of *'Regional Advocacy Workshop on Realising Child Rights'*. The Nepal venue encompassed participants from the following countries: Bangladesh, India, Kenya, Nepal and Vietnam. The diversity and richness of experience led to the insightful understanding and learning reflected in this report.

In every sense the workshop modelled the necessary leadership practices required to realise a Child Rights agenda. The participants exemplify the importance of what in other contexts we would call first principles. The workshop was Ravi Karkara's idea and he organised it professionally with his team. They made the impossible happen by will, skill and a special talent for details and organisation, always with humour and a human touch. That is leadership exercised under the most demanding of conditions.

Neha Bhandari captured what was presented, learned and discussed at the workshop with uncommon skill. She has the essential words and the accompanying music.

My partner and colleague, Jay Wisecarver, brought to us an understanding of process and facilitation. His wide and varied experience helped us deeply appreciate the art of facilitation and process. Each of us added immeasurably to our confidence and store of knowledge under his gentle and firm guidance.

The presence and participation of Lena Karlsson, at the time the Country Manager of Save the Children Sweden-Denmark, let everyone know how serious Save the Children as an organisation is about the connection between advocacy and realising child rights.

These various recognitions usually go at the end of a foreword. I put them first because what was achieved in Kathmandu in January 2005 initiated the building of a community of advocacy practitioners to advance children's rights. It will happen only if the advocates themselves and by example show how people can cooperate with each other to achieve a larger goal. At the workshop they did just that. Now the efforts must continue.

I. Uses for the Report

This report will serve advocates who are waging their issue campaigns. In this report, advocacy issues have been unravelled on three main areas: gender-based violence, physical and psychological punishment and children's education in emergencies, especially in floods.

Other specific issue efforts affecting the protection and strengthening of children's rights can be initiated. In every respect the participants reflected on their experience and concerns to gain insight on how to advance Child Rights Advocacy. The report reflects that experience and concern.

The various sections of the report should be adapted for specific workshops. They provide a conceptual understanding of the connection between a rights-based approach and advocacy.

In undertaking the rights-based approach, this report contains three critical recognitions in:

- (a) Understanding the importance of connecting the issue and initiative with the particular organisation's life cycle.
- (b) Recognising that the rights-based approach must be directly related to social movement building.
- (c) Having no illusions about the need to change power relations.

In addition, the report discusses in an empathetic and knowing way the importance of not making service delivery the either/or of a rights-based approach. Organisations that deliver services have enormous knowledge in making the rights-based approach work.

II. Centrality of Children's Participation

What the report distils takes the readers and practitioners beyond generic advocacy. It makes the case for children as leadership-participants in their advocacy efforts. The authentic voices of children must be amplified so what they feel and know is part of every advocacy effort to advance child rights.

On the first weekend in March 2005, I participated in the 40th Anniversary of the great Civil Rights March across the Pettus Bridge in Selma, Alabama. This led to the historic Voting Rights Act of 1965 that effectively changed the face of America. The commemoration was about creating public memory so generations transmit struggle and commitment.

In recounting those days, discussion reflected on the vigorous debate that occurred in the Civil Rights movement, in homes and churches, barbershops and pool halls, as to whether children should participate or not. Remember that the Alabama police, and those from the other southern states, were violent and racist. They beat people as a matter of course, using table legs as lathi sticks or what we in the U.S. call billy clubs. The risks to life and limb were real. Some of our current marchers showed the effects of the beatings they took.

The Civil Rights movement in the 1960s decided that children should participate. It changed their lives. Many are now - and this is true throughout the U.S. - providing leadership in their communities, whether in schools, churches, business, government or as elected mayors and members of their state legislatures or U.S. Congress.

In those days, in addition to marching, people went to Freedom Schools to learn their history and what the U.S. Constitution is supposed to mean. They learned to give voice in an organised way to the beliefs they deeply held. The power of popular education was greatly respected.

Once again the power of children's voices stands out through their writing, singing, dancing and painting. It is all part of organising, participating and doing advocacy.

III. Essential Steps and Tools

The report details the critical steps necessary for a rights-based approach to advocacy to advance and realise child rights. The settings will vary from a village to an international body, from a ministry to an official on the ground. In this document advocacy practitioners will find a rich discussion on strategy planning tools and why being strategic is necessary to confront adversarial power.

The report further details ways to analyse stakeholders, power and the public relationships that must result in order to tackle power. Knowing the policy cycle is critical. At the same time, the uses of media advocacy, network use, alliance forming and forming coalitions where appropriate, are discussed in an informative way.

In its annexes the report provides some valuable working definitions and initiates a glossary that comes from the language used by workshop participants themselves. These annexes are golden nuggets that help us recognise the potential power of language to create an understanding of the rights-based approach and advocacy that motivates people to commit further to action.

These sections demonstrate why the material in the report should be adapted for local workshops that bring people together and enable them to start planning their own organised advocacy initiatives. It is all there. All that needs to be done is to begin to take the needed steps to plan and advocate.

IV. Next Steps

As the workshop participants know, advocacy always involves next steps to advance the issue and to strengthen the organisation and its allies. They made their plans. Each of us has a responsibility to do our part to further advance these specific pledges. By taking advocacy steps, by initiating campaigns to realise child rights, we work to build a community of practitioners and thereby link the local to the national, the national to the regional, the regional to the international and all to each other.

Practitioners must share their stories, success for sure but the frustrations as well. How was the effort built and strengthened, how were the threats to the effort anticipated and prevented, how were the opponents overcome and what could be done differently? Critical thinking in a supportive environment creates the disciplined excitement of advocacy.

Let us go for it. We know that these efforts are not for the short winded. They take stamina and persistence. The prize includes realising child rights. It also includes building a generation of advocacy practitioners, starting in childhood, and laying the seed bed for an ongoing social justice rights-based leadership in the community and country, and indeed the world.

David Cohen

Co-Chair, Advocacy Institute Board

Co-Director, Advocacy Institute, Washington, USA

Acknowledgements

We are immensely grateful to David Cohen who travelled across the world to teach, share and inspire us. The workshop would not have been possible without him. His ability to connect advocacy situations and contexts to the child rights movement was extraordinary. Above all, we will always remember him for his modesty and warm disposition.

A special thanks to Jay Wisecarver, whose facilitation skills kept all of us alive and alert throughout the workshop. Many of us have taken back methods and techniques of facilitation from him.

We would also like to thank the planning team: Bhavani for sharing Save the Children's advocacy experience in South India; Hasan for emphasising the importance of monitoring and Asif for sharing Save the Children Sweden-Denmark, Bangladesh's media advocacy with all of us.

A special thanks to Lena Karlsson, who has always been a firm believer in the power of advocacy and has been constantly facilitating people and programmes in Bangladesh and the region to strengthen accountability using advocacy as tool.

Our appreciation goes to all 24 participants, who made the workshop a grand success. We thank them for their enthusiasm and commitment to their work and also for learning and sharing during the workshop.

A special word for Roko Ramesh and the logistics team at Save the Children Sweden - Tom, Mache, Susan and Rajaram - for their efficiency and excellent administrative support.

We would also like to thank Neha Bhandari for her hard work on this report and for capturing the workshop's content and tone so well.

Ravi Karkara

Regional Programme Manager

Save the Children Sweden

Regional Programme for South & Central Asia

Abbreviations

CBO	Community Based Organisation
CPP	Child Protection Policy
CRC	Convention on Rights of the Child
CRP	Child Rights Programming
CSO	Civil Society Organisation
CSA	Child Sexual Abuse
INGO	International Non-Government Organisation
MNC	Multi National Corporation
MLA	Member of Legislative Assembly
NPA	National Plan of Action
PRSP	Poverty Reduction Strategy Paper
SAARC	South Asia Association for Regional Cooperation
UDHR	Universal Declaration of Human Rights
UNICEF ROSA	United Nations Children's Fund Regional Office for South Asia
UNIFEM	United Nations Development Fund for Women
WTO	World Trade Organisation

Summary

Save the Children Sweden, Regional Programme for South & Central Asia, organised a five day *'Regional Capacity Building Workshop on Advocacy for Realising Child Rights'*, 11th- 15th January 2005 in Kathmandu. Twenty-four participants representing the various Save the Children organisations in Bangladesh, India, Kenya, Nepal and Vietnam attended the workshop.

The workshop was facilitated by David Cohen, internationally recognised social justice advocacy practitioner. He was supported by other regional resource people for specific sessions. The methodology was participatory, with participants successfully integrating conceptual material into specific concrete actions and approaches.

The workshop detailed learnings from existing and previous **experiences on child rights advocacy initiatives** in the region and around the world. Practical examples of child led advocacy were presented. The workshop also emphasised the importance of monitoring the impact of advocacy while highlighting the need to build advocacy on the basis of learning from practical programme experiences.

The workshop provided an understanding of a **rights-based approach** and its linkages with accountability and advocacy while focusing on non-discrimination and participation. Advocacy is needed to focus on strengthening accountability of the duty bearers.

The relation of a rights-based approach with **service delivery** was examined. Service delivery targets needs, conditions and satisfies immediate causes, while a rights-based approach looks at 'impact' and 'best interest of the child', challenging root causes. Though the two concepts appear as opposites, they are not actually in conflict; meeting needs does fulfil rights in a way, and helps address inequity, inequality and neglect. A rights-based approach makes the service real, not as an act of charity, but because the person has a right to that service.

The workshop also provided an overview of **issue and organisation life cycles** that need to be considered in planning advocacy initiatives. This means matching different stages of our issues to our organisational capacities and taking steps accordingly. A discussion resulted on Save the Children's role in advocacy, issues and priorities in policy discussion and involving children in advocacy. The recognition arose that **awareness raising**, though important, **cannot be categorised as advocacy per se**. Advocacy also entails direct support, capacity building and research and knowledge building.

Lessons from social justice advocates were applied to a child rights perspective, with the emphasis on getting children to showcase their own sources of power to create change, focusing on child centred advocacy and creating spaces for children where their voices can be raised.

The workshop led to a creation of a **working definition** of advocacy that explained *advocacy as a dynamic, long term process, which reflects our values and beliefs and that changes power relationships by analysing systems and institutions and taking action*. This working definition leaves room for different approaches to advocacy. It also creates space for multiple tools and arenas where advocacy and various interventions can take place.

In other words, advocacy is all about **organisation, participation and action** (in the context of changing policy). Advocacy also entails changing laws and policies along with finding ways of implementation, regulation and budget allocation, which in turn are driven by cultural constraints and permissions.

As advocacy goes beyond the formation of laws and requires working on various policy levels, as well as cultural influences, we must constantly find ways to intervene and accordingly choose appropriate tools and arenas. This warrants **strategic planning** of our advocacy initiatives. To facilitate this, the **ACTON model** could prove to be a useful tool as it focuses on strengths and not weaknesses, and also looks at 'next steps' that help us to take our interventions forward. We cannot begin with all 'next steps' at once,

however, since we need to make our choices and prioritise. The ACTON model is complemented by '**nine questions**', another tool for strategy planning.

To make our advocacy work more focused, we need to undertake a **stakeholder analysis**, and to supplement it with a **power analysis**. Together they give us an idea of where the stakeholders stand on the issue while at the same time providing a clear picture of our allies and opponents and the power they possess. Power analysis also helps us capture the dynamism of power relations, and thus assists us in strategising advocacy initiatives depending who we want to make weak or strong. Here it is important to recognise that we are not always looking for **strong supporters** but for acceptance or the **least passive objection**.

Advocacy also warrants the need to **build relationships - personal, public and institutional** - that will help **organise** people and groups to achieve a goal. We should constantly invest in these relationships to keep them flowing, since building a constituency is the key to successful advocacy.

The workshop reflected on the importance of people and **child centred/child led advocacy**. In our own work, we need to put children at the centre of advocacy, as only then can we deal with equity and equality. This becomes a frame of analysis, asking and answering the question "how is it" of, by and for the children. In this regard we must always find ways of getting children together and amplifying their voices. Furthermore, methods are also required to help children understand laws and policies, and this leads to the need to generate child-friendly information. At the end of day, however, we should remember that the test is not only what laws or policies are adopted but that acceptance is achieved of children leading the efforts. In other words, child led advocacy itself must be accepted.

The workshop emphasised media as an arena for advocacy. Recognising that as advocates we use the media to tell our stories, we have to know and understand the media and use it strategically to advance our cause. We should understand **media advocacy** by realising that we can **frame issues for access and content**. Moreover we need to **create our own media** while making the existing media more responsible and ethical. Child led media initiatives also require recognition.

Emphasis was placed on becoming familiar with the **policy calendar and systems** before embarking on policy advocacy. There are certain times when budgets are decided, when legislators and parliaments meet, and so on. Knowing the calendar is important in

determining how we can influence policy. This will also add to our confidence in dealing with the government. Further, enhancing our negotiation capacity and building our knowledge will increase our assertiveness. Moreover, we need to build alliances with local consultative groups, strengthen the capability and actions of pressure groups and make arguments that recognise the challenges of the government. We must find entry points and opportunities to enter into any political spaces that might be available.

The workshop provided an insight into ways of **adding strength** to Save the Children's work by creating **networks, alliances and coalitions**. Here it is important to stress the need to go beyond local terminology and organise ourselves in ways that further our cause. **Lobbying** is another effective way of adding strength by using means other than direct influence, such as pressure and mobilising people. The workshop emphasised the importance of conveying messages in a short time, as finding people who are willing to listen is often difficult. This is paramount in advocacy work. **Campaigns** can be another way of getting people - especially children - involved in an issue and therefore increasing its intensity. However, a campaign must be part of an organic process for it to become a movement.

The participants applied all the above information and discussion to the following **three specific issues**:

- (a) *Gender-based violence (with focus on men and boys)*
- (b) *Physical and psychological punishment*
- (c) *Children's education in emergency situations, in particular floods.*

By means of a stakeholder analysis, participants identified key relationships in these issues and the steps required to keep them flowing. They discussed ways of involving children in these issues, key challenges and how to overcome them. Focusing on policy advocacy, participants looked at steps, arenas and tools to plan advocacy initiatives for these issues. They also detailed methods for strengthening and furthering their plans, and participants noted how child led advocacy could be strengthened within these plans.

At the end, **strategic action plans and the support required** to fulfil them were chalked around the three issues specifically for East Africa and Vietnam. Also discussed were **ways to continue support** beyond the workshop, such as facilitating a closed website, and email sharing. Since the effort to strengthen advocacy on child rights issues in the region is planned as a long term initiative, these ideas are designed to help take the process beyond the workshop.

Introduction

1.1 Background and Rationale

Save the Children Sweden South & Central Asia region's Child Rights Programming (CRP) strategy emphasises the need to further capacity building and strategy development on child rights-based advocacy across Asia within the larger framework of CRP. While advocacy is not new to Save the Children and various conventional advocacy tools and methods are in use, a recognition has emerged that much more specific and focused result oriented advocacy is required. Advocacy is recognised as a key component of a child rights-based framework in which accountability remains weak, mainly due to lack of understanding, capacity and skills of staff members and partners. Advocacy intervention and approaches seldom use the non-discrimination lens critically and children are seldom involved in developing advocacy messages.

With this background Save the Children Sweden, Regional Programme for South & Central Asia organised a '*Regional Capacity Building Workshop on Advocacy for Realising Child Rights*'. The workshop was designed and expected to build staff members' basic skills on people centred advocacy with a special focus on child centred and child led advocacy.

Expectations of the Participants from the Workshop

- Conceptual clarity on advocacy in general and on rights-based advocacy and child centred advocacy.
- Learn concepts and tools of people centred advocacy and thereafter use them to make realistic plans.
- Experience and knowledge sharing on advocacy and child led advocacy.
- Learn to use child centred advocacy with equal participation of children.
- Learn practical tools and techniques to provide a higher profile to upscale

existing grassroots experience for wider impact.

- Agree on some key practical ways to undertake advocacy.
- Create tools and techniques of advocacy monitoring and develop child led indicators. Learn to monitor impact of advocacy (organisation and its partners).

The expectations matched the objectives of the workshop.

The participants also agreed on some ground rules for working together during the workshop:

- Ensure a balance between theory and practice.
- Give others an opportunity to speak. Be a reflective listener.
- Respect and appreciate each others' views, experiences and diversity. Encourage others to share. Work with a wider understanding. Value each others' opinions.
- Learn and share from experiences from outside the group.
- Emphasise meaningful and result oriented interaction and participation. Participation helps us learn from each other, and it means we take responsibility for our own learning.
- Strict time management within the sessions and during breaks.
- No usage of mobile phones during the workshop except for emergencies.

OBJECTIVES

By the end of the workshop participants will have:

- A common understanding of the concepts of CRP based advocacy.
- An understanding of and practice with some of the tools to be used for advocacy.
- An understanding of and practice with analysing some possible arenas in advocacy.
- An understanding of ways to involve children in advocacy activity.
- An understanding of how to monitor/evaluate the impact of advocacy.
- Learned from each other about advocacy practise.
- Initiated regional and/or country action plans on child rights-based advocacy initiatives.

1.2 Refreshing the Principles of CRP: Participation, Non-discrimination & Accountability

The participants, divided in groups, were provided with various case studies. The task was to find gaps in the stories from a CRP perspective. Groups also needed to provide rights-based solutions to the issues.

Analysis

The project focuses on child participation following a child-to-child approach. However, the involvement of children in the planning process is not clear. The project also fails to address the duty bearers. Involvement of adults and different civil society organisations seems to be missing. The project has also been unsuccessful in establishing non-discrimination and accountability. It fails to see the interrelationship between the three principles and is not carrying forward a rights-based approach. Moreover, applying the principle of 'best interest of the child' requires duty bearers¹ to support children. The participation of children should also go beyond awareness raising.

Based on these gaps, the recommendation is for children's participation in the programme cycle to be strengthened. The focus on accountability should be increased, and the children must demand

CASE STORY 1

Started several years ago, this project has worked on health awareness with children and families in a hill region. Basic concepts of sanitation have been promoted through child-to-child activities, with children from various parts of the community working with all in the district. The district administration is proud of the work, but has done nothing to support it.

accountability. As the children seem to be carrying the entire burden of the programme, more adult involvement and appropriate distribution of responsibility is needed.

CASE STORY 2

This project has been working with the Village Development Committees to help children learn to read and write. The children are excited by the project as they are getting to go to classes in reading and writing. They were asked to help identify what topics should be covered in the classes. The classroom was donated by a villager and is in an isolated part of the community, sometimes a bit difficult to walk to.

Analysis

Children's participation is visible in some facets of the programme; however the diversity aspect seems to be weak. The project is silent on the extent of community and local government involvement. Overall duty bearers' accountability seems to be weak. The project appears to be running in isolation. Life skill training is also absent in the literacy programme.

¹ Duty bearers are those officials and institutions, public and private, which have a responsibility to see that rights are protected and fulfilled.

CASE STORY 3

The children started a project to develop a playground in the local community. The parents supported the children in making plans and getting the materials needed to create the play activities. A variety of activities are available for those with different abilities. However, due bad drainage in the area, the playground is sometimes very damp, with pools of stagnant water to which no one pays attention.

Analysis

Children are actively involved in planning the playground project but non-discrimination is only partly addressed, while accountability is completely missing. The principle of what is best for children is also absent, as is evident from the dampness, which can lead to disease. The playground's accessibility is also a factor that should have been taken into account before embarking on the project. Moreover, community and government participation are missing. To make the project successful, all stake holders should be involved.

CASE STUDY 4

This project aims to get working children into formal school. Staff and the authorities visit places where children pick rags during the day. The children are rounded up and taken to centres to get cleaned up and ready for school. They are taken in vans to the school, which has strong doors. The rag picking children mix with other children, but often get into fights.

Analysis

The intention of the project looks good but the process is unclear. Government involvement is also difficult to determine. The project clearly fails to address group dynamics, and seems to lack participation. For instance, children weren't consulted on the kind of education they would prefer, considering that they are responsible for making a living as well. The project apparently began without a situation analysis. The project should have taken the children's background and ages into account. While it addresses education, the project ignores quality and inclusiveness.

Life skill and vocational training should be imparted to children. The school should be more inclusive, consulting boys, girls and disabled children. The school system needs to be streamlined, with better links to the duty bearers. The project should also take into account the children's educational background. Children's fights require attention as well. Preparing old children in the school for new students would help. 'Strong doors', a way of keeping the street children locked up, are also not conducive to education. Better ways of retaining children in the school must be employed.

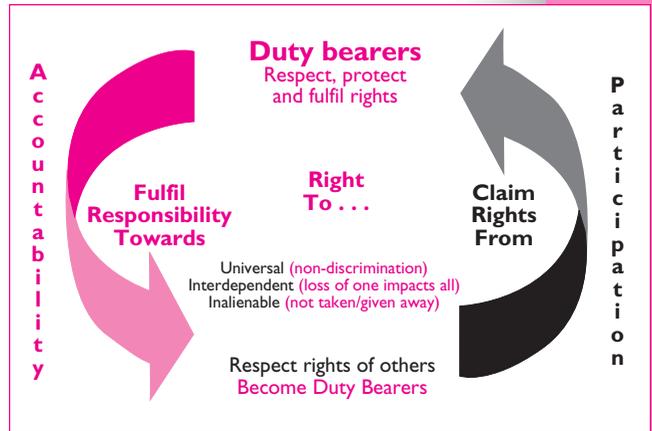
Synthesis

These case studies are simple hypothetical examples, but when discussed, they reveal key issues that could be missing in our

own programmes and in the initiatives that we support. We must see how to incorporate these learnings in our own advocacy settings.

The discussions on the case studies stressed the principle of non-discrimination. Emphasis was also placed on making the projects more inclusive, involving girls, boys and disabled children of all ages. There were traces of participation in some projects, but participatory methodologies were weak. Moreover, the projects did not address sustainability. The need to address root causes of the issues also came out strongly.

Little emphasis was placed on the interest of the government and community in the case studies. The discussion also revealed the need to strengthen the duty bearers' accountability. The consistent absence of a relationship between the critical society, namely the duty bearers, and the children was evident. Strengthening this relationship is crucial to child rights advocacy. We must examine how we can promote CRP principles through our advocacy initiatives. Above all, remembering that advocacy is a key component in any child rights approach is crucial. Therefore it should be an integral part of programming - based on learning from practical experiences.



1.3 The Concept of a Rights-Based Approach²

A rights-based approach to development promotes justice, equality and freedom and tackles the power issues that lie at the root of poverty and exploitation. To achieve this, a rights-based approach makes use of the standards, principles and methods of human rights, social activism and of development.

Development is concerned with the distribution of resources and access to services, such as health, education, social welfare, poverty alleviation and income generation. Social and political activism mobilises people to demand the redistribution of power. Examples include the redistribution of wealth between rich and poor nations through debt relief or a

² Joachim Theis, Promoting Rights-Based Approaches, Experiences and Ideas from Asia and the Pacific. Save the Children Sweden, 2004.

change in trade rules, women demanding equal pay for equal work, workers demanding fair pay and benefits, or landless peasants demanding the redistribution of farmland.

Human rights are enshrined in a set of internationally accepted **legal and moral standards**. Such universally agreed upon standards are largely absent in conventional development theory and practice.

Rights are universal. Human rights treaties establish the basic civil, political, economic, social and cultural entitlements and freedoms of *every human being – anywhere in the world – at all times*. Equality, non-discrimination and inclusion are fundamental human rights.

Rights are inalienable. Every human being is entitled to the same human rights from birth. Human rights cannot be taken away or given up.

Rights come with responsibilities. Central to the idea of human rights is the relationship between rights holders and duty bearers. States (and other 'duty bearers') are responsible to ensure that the rights of all people are equally respected, protected and fulfilled. This does not mean that the state is responsible to provide everything. It does mean, however, that the state has an obligation to create the conditions that enable other duty bearers, such as parents, private

sector, local organisations, donors and international institutions, to fulfil their responsibilities. Rights holders are responsible to respect and not to violate the rights of others.

Participation is a fundamental human right. Every child, woman and man is entitled to demand her or his rights from duty bearers. The civil rights to information, expression and association are some of the instruments through which people can demand their rights.

Rights are indivisible and interdependent. Human rights include the whole range of civil, political, social, economic and cultural rights. Denying certain rights undermines other rights.

For example, if a government withholds information about the outbreak of an epidemic, people cannot protect themselves and are denied their right to health. States that do not provide protection from domestic violence undermine women's and children's right to health.

Rights-based programming holds the people and institutions that are in power accountable to fulfil their responsibilities towards those with less power. It also supports rights holders to demand their rights and to be involved in political, economic and social decisions in society. It aims to increase impact and strengthen

sustainability by addressing root causes, bringing about policy and practice changes, working together with others towards common goals and changing power relations.

A rights-based approach to programming requires:

- *Long-term goals* with a clear focus on people and their rights. This requires analysing problems, causes and responsibilities at local, national and international levels.
- *Working together* with other government and non-government agencies (and the private sector) towards common rights-based goals.
- *Equity and non-discrimination*, concentrating on the worst rights violations and paying particular attention to the most marginalised people.
- *Accountability*, strengthening the accountability of duty bearers for human rights at all levels. This should be achieved through a combination of direct action, changes in laws, policies and resource allocations, changes in institutional rules and practices, and changing attitudes and behaviours.
- *Participation*, supporting rights holders (children, adults and civil society institutions) to demand their rights.

Rights-based goals differ from partial and time-bound development targets. They are

100 per cent goals (or visions) that relate directly to the realisation of human rights (e.g. Education for All). A rights-based goal is achieved when the right is fulfilled for all people. Such goals provide a common focus for the work of different organisations.

Without such goals, there is no guarantee that programmes will contribute towards realising the intended rights.

Organisations have to prioritise their own actions based on what needs to be done to realise the specific rights, on what others are doing and in accordance with their own mandate, expertise and skills.

Working together towards a common goal –

Rights-based goals are linked to the realisation of human rights. They are not based on what one organisation can accomplish on its own. To achieve such a broad, ambitious and long-term goal requires work at different levels, by different organisations forming alliances and using a variety of approaches. It also means joint analysis, common strategies and collaboration between organisations. In rights-based programming, institutions can no longer work in isolation from each other.

Concentrating on the worst rights violations and the most marginalised people is an essential part of a rights-based approach.

Development programmes often try to reach the largest number of people they can with their limited resources. As a result, the people who are hardest to reach are often overlooked and thereby excluded. A rights-based

approach makes particular efforts to identify and reach the most marginalised to ensure that their rights are not forgotten. However, this does not mean that a rights-based development approach focuses only on those groups of people who are most excluded in society.

Accountability and participation – The primary role of a rights-based development organisation is to contribute to the fulfilment of human rights by identifying relevant duty bearers and getting them to meet their obligations and by empowering poor and exploited people to claim their entitlements. Directly meeting needs and fulfilling rights helps people, but does not necessarily strengthen

the accountability of duty bearers. Nor does it strengthen people's own ability to claim their rights. Where organisations provide services, this should be done in ways that strengthen the accountability of duty bearers and empower people.

1.4 Rights-Based Approach and Service Delivery

Service delivery targets needs, conditions and satisfies immediate causes, while a rights-based approach looks at 'impact' and 'best interest of the child', challenging root causes. Though the two concepts appear to oppose one another, they are not in conflict. Meeting needs is fulfilling rights in a way, as this helps address inequity, inequality and neglect. A rights-based approach makes the service real, not as an act of charity, but because the person has a right to that service.

We must recognise that the rights-based approach is not a radical thought, but a legitimate, well established idea. While it may not be found in all constitutions, it does appear in *many* constitutions. Moreover, this approach has a long history based in moral values and the teachings of all the great religions. It is also a foundation for and delineated in many international documents that most countries have signed. Therefore, the rights-based approach has legitimacy based on the authority of the rights. It is

The National Forum of Organisations Working with the Disabled (NFOWD) in Bangladesh works on mainstreaming people with disability. They began, however, with a service delivery approach, distributing disabled-friendly materials to those affected. Over a time they realised that this approach fulfilled the needs of only a limited number of people at the micro level. This realisation led them to adopt the rights-based approach, which ensures rights for all disabled people and not for a select few. Working on a larger scale implied influencing the government, the duty bearer primarily responsible and accountable for this work. This idea led to NFOWD advocating with the government, which culminated with the formulation of the Disability Act 2001 in Bangladesh.

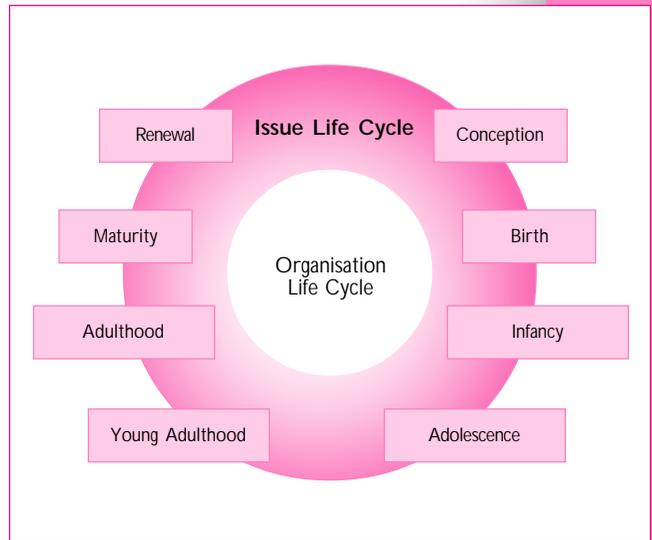
Save the Children Sweden-Denmark also successfully advocated with NFOWD to pay special attention to disabled children.

important to keep this thought foremost during our advocacy initiatives since an integral part of our advocacy work is to make respect, fulfilment, and protection of rights part of our daily culture.

We need to start our advocacy initiatives knowing the applicable international frameworks and the current constitutions and legal frameworks of our respective countries. This will help us identify what policies are needed to strengthen our rights. Our work is legitimate based on the authority of our rights, and all that is needed is their assertion. Rights are inalienable, they are always present and cannot be given or taken away. We do not need to ask or plead for them. Understanding this basis of our work is central to advocacy.

1.5 Life Cycles of Issues

Before beginning our advocacy initiatives, we must determine what stage our rights issues are in. We need to consider how the issue was born, where the issue was conceived, whether it is in its infancy or at the stage of experimentation, i.e. adolescence or maturity and so on. At the end of the life cycle, the issue does not die, but is renewed and re-energised.



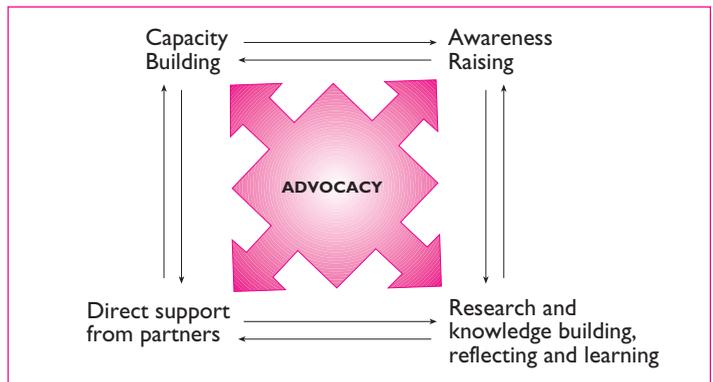
Similar to the life cycle of the issue is the organisation's life cycle. The challenge is to see what stage the issue is in and match it to our organisational capacity in order to move the issue to a concluding stage. We must also determine how we can undertake advocacy initiatives according to the life cycles. In practical terms this could mean influencing organisations according to their strengths. For example, an organisation that may be a good initiating agency may not be effective at implementation. This can be discovered through a mapping process, which is a good tool to tell us where the advocacy should be directed.

Understanding Advocacy

2.1 Experiences of Advocacy

The participants worked in groups to discuss their organisation's role in advocacy and the issues and priorities in policy discussion. They also deliberated on the involvement of children in advocacy, their hardest challenge and achievements they are proud of. (*Refer to Annex 1 for group work.*)

The group work and discussions brought out that advocacy requires awareness raising, direct support, capacity building and research and knowledge building. Awareness raising, though important, cannot be categorised as advocacy per se as it does not on its own provide a link for policy change. This comes out clearly in the diagram below.



The discussions unearthed various advocacy issues like girl child education in Sudan and banning physical and psychological punishments in schools in Orissa. However, other issues such as land reform are not well developed in terms of child rights. Such issues also need to be specifically connected to child rights.

Attention must be paid as well to the issues around which our advocacy initiatives are centred. Most often we tend to focus on ongoing issues. To be warned and prepared for forthcoming issues, however, we have to stay connected with the life cycles of issues and organisations.

Moreover, advocacy is not just about formulating laws, but entails working on various policy levels. We constantly need to see all the possible areas of intervention and choose our tools and arenas of advocacy accordingly. In these policy layers we are always dealing with an

unequal distribution of power that must be challenged. Since challenges can be raised in different ways such as litigation or meeting bureaucrats, our advocacy initiatives should be planned strategically.

Advocacy also entails building public relationships, which are different from public relations. Public relations usually involves building an image, while public relationships are relationships in public which deal with work in areas we are trying to influence. Such relationships must be built when advocating for child rights. This thought was reflected in various issues that came up during the discussion such as public and government budgets and the Poverty Reduction Strategy Paper (PRSP).

Children's advocacy can also include numbers and figures that depict change. This helps reach people who are not experts on the subject. However, it is important to look beneath the numbers as well.

2.2 Lessons from Social Justice Advocates³ that we can apply to a Child Rights Perspective

LESSONS	REFLECTIONS IN CHILDREN'S ADVOCACY
Draw on your own sources of power to create change. Understand your history and culture to do so.	Children have shown their power to influence adults through theatre etc. in various countries in South Asia. We need to encourage them to use their own power, which may not be 'power' as conventionally understood.
Social change creates risks and threats. Be prepared to face them and work with others to overcome them.	Many children are involved in armed forces, land reform issues and other situations that are risky and full of threats. Risks and threats are also involved in overcoming these issues. How does one face up to the dangers? More important, how do you initiate children to face them? This requires recognising the reality of the threats. From this knowledge, we need to discover how to assert rights from a protective position.
People centred advocacy is needed for far reaching change.	Child centred advocacy must be emphasised within people centred advocacy.
Public support requires public argument.	Starting a debate is valuable as it helps to resolve the issue. The challenge is to amplify and lift the voices of children. Public debates can sometimes also help in implementation. In the Indian states of Andhra Pradesh and Orissa, for example, children were organised in a public forum to debate the issue of physical and psychological punishment. <i>(Refer to section 6.1 for more details.)</i>
Public argument requires public (free) spaces for people to discuss, deepen their understanding and reach a result.	Space must be created to recognise children and to raise their voices. To present, meet and advocate, children may use different approaches like theatre, video etc.
Advocates must learn and engage policy-making systems.	This requires finding ways to intervene to reach our goals. This again requires children to present, meet and advocate.
Stories provide tremendous power to those who tell the story and those who listen to them.	Children can use all their senses to tell stories.
Advocates need to innovate. This requires that their organisations be able to learn.	Children are great sources of ideas and can immensely contribute to the advocacy process.

Effective leadership is critical to strengthening movements over the long term. People who can both lead and follow model effective leadership.

Children are adept at influencing adults and vice versa.

A movement is easier to destroy than to build. Guard what is constructed to enable movement building to continue.

We live in intense situations where organisational and personal competitions pressure us. Thus, we need to find ways to sustain, renew and build ourselves. This can be through meditating, reading, playing a sport and so on. Children can be our teachers in this area.

2.3 Ten Ways to Build a Movement⁴

The following provides us with a focus on making children's voices heard:

1. Remember and appreciate where you come from - your origin and roots.
2. Rely on the experience and insights of the people: *"Experts on tap, not on top"*.⁵
3. Be serious about your work, but put balance (including humour) in your life. Avoid pessimism. No martyrdom.
4. Recognise human frailty. Hold neither yourself nor others to impossible or rigid standards.
5. Motivate others by giving responsibility, encouragement, attention and praise when merited. Avoid making others feel guilty.
6. Set an example by sharing and cooperating with others. Avoid dominating meetings and processes.
7. Insist on a calm approach to solving problems. Avoid creating false deadlines and a crisis mentality.
8. Be generous in sharing credit within your organisation and sector and among your allies.
9. Be civil to those who share your views and those who do not. Do not take those who share your views for granted. Agree to disagree with those who do not share your views.
10. Accept that most of your good work will be unrecognised, but those moments of recognition are special and deserve to be treasured. Celebrate them with friends, family and community.

2.4 Defining Advocacy

Advocacy can differ in different contexts and therefore can have a variety of definitions. During the course of the discussion, participants came up with several key words that could describe child rights advocacy.

⁴ Kennard, Byron. 'Ten Ways to Kill a Citizen Movement'. Advocacy Institute, Washington DC, 2005.

⁵ See Glossary

Advocacy is:

- A process to influence policy makers, policies and mind sets for ensuring participation and addressing inequality, leading to a just society.
- A dynamic continuous process that brings about changes in policy and programmes, positive changes in behaviours and attitudes and lasting positive changes in children's lives.
- A concerted, continuous and planned process - in a context.
- Involving children as actors of initiation and change.

Advocacy is a process within a context, targeting action and having objectives.

The challenge is in how to move the process forward. This can be done through influencing, building, changing, initiating, innovating and inventing. These actions lead to various values (tools and arenas) that drive the process. All this put together will lead us to lasting specific positive changes in children's lives.

Advocacy sometimes might require intensity, such as **organising** people in the community to bring about a change. In relation to children, this is especially important since children must be brought together in an organised fashion for their voices to be heard in the political system, which normally de-emphasises them.

Participation⁶ is another facet that must be addressed when defining advocacy.

Participation is not simply organising people in a rally; rather it is way to get commitment in order to move toward the point of action.

Advocacy thus consists of **organisation, participation and action** (in the context of changing policy).

Power structures generally do not like people to be organised. Organising people provides them with learning and increases their positive energy. When considering how to work with people to achieve children's rights, the idea of organising must be legitimised. Free association is a basic right as defined in the Universal Declaration of Human Rights (UDHR), and therefore to organise is an appropriate means to accomplish a goal.

Participation is central to organising, and leads to building a strong voice and ensuring that the group's issues will be addressed, that action will be taken to address their issues.

Keeping the above in mind leads to the following working definition:

Advocacy is a dynamic, long-term process that reflects our values and beliefs, (which are equity, improving children's lives, following people centred and child centred approaches etc) and that changes power relationships by analysing systems and institutions, and by taking action.

⁶ "Participation" in the context of children is used by Save the Children and others to mean children and young people - thinking for themselves; expressing their views effectively; interacting in a positive way with other people. "Participation" includes girls and boys in the decisions and actions that affect their lives, the lives of their families and community and the larger society in which they live. For Save the Children, the core purpose of children's participation is to empower children as individuals and members of civil society (social actors). [Fahmida Jabeen, Corporal/Physical and Psychological Punishment of Girls and Boys in South and Central Asia Region (Draft)]

This working definition leaves room for different approaches on advocacy and creates space for multiple tools and arenas where advocacy and various interventions can take place. When undertaking this definition-building exercise with people at the grass-roots level, make sure to construct a definition in their own context and words.

Advocacy entails changing laws and policies along with finding ways of implementation, regulation and budget allocation, which themselves are driven by cultural constraints and permissions. This means that when advocating for policy change, we must already begin to think beyond it. Keeping the cultural constraints in mind, we have to find ways of having the change accepted.

Advocacy: How to recognise it:⁷

- Advocacy helps citizens be aware of their power and use this power to effectively participate in the decision making process.
- Advocacy works for the collective (as opposed to the private) good.
- Advocacy uses many tools and techniques, including information, coalition building, media advocacy and lobbying.
- Advocacy sets public agendas.
- Organisations initiate, innovate and invent actions and ideas to organise change in public attitudes and policies.

What are the characteristics of advocacy?

- Advocacy asks something of others.
- Advocacy creates demands on the political and policy systems.
- Advocacy details issue conflicts that are otherwise avoided.
- Advocacy creates an issue experience for participants that they would not otherwise have.
- Advocacy engages people in policy formulation and implementation.
- Advocacy recognises that power and politics are a part of, and critically influence, people's quality of life.

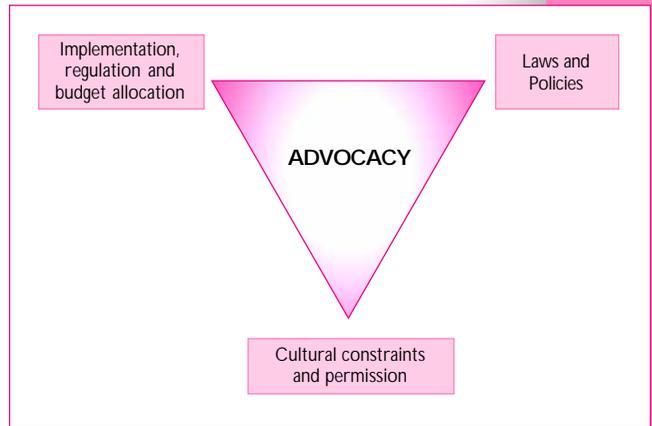
What are the personal and institutional benefits of social justice advocacy?

- Advocacy builds confidence in the individual and the group.
- Advocacy makes public processes understandable to people.
- Advocacy recognises that all are needed to accomplish advocacy advances.
- Advocacy gives people the ability to deal with groups outside their own.
- Advocacy teaches people to use modern methods of communication.
- Advocacy overcomes isolation.
- Advocacy reinforces the value of being part of something larger than oneself.

⁷ Advocacy Institute,
Washington DC, 2004

This is another way to think about how we can initiate policy change.

For instance, in Orissa, India, Save the Children's Hyderabad's office successfully advocated with the government to pass a ban on corporal punishment in schools in August 2004. The advocates definitely kept cultural permissions in mind as they dealt with this issue, and they enabled the decision makers to see the immediate and root causes. Moreover, advocacy against corporal punishment did not end with the ban but continued in another direction. For instance, the government had to be reminded to send notices to schools, parents and children making them aware of their rights. Support systems required to implement the ban needed to be identified, such as up-scaling teachers' skills. Capacity building of the teachers, introducing new teaching techniques, also requires budgetary allocations that must be advocated for and so on.



This example also shows us that when dealing with decision makers, issues must be defined so they can clearly understand the problem. This always helps in dealing with specific laws. A clear definition helps point out the key people responsible, the penalty and also whether offences are criminal acts or not. As advocates we need to advise government on specifics such as which departments should be involved. This helps simplify the ban process.

Strategic Planning

Strategic Planning is a disciplined effort to produce fundamental decisions and actions that shape and guide an organisation or an advocacy issue.⁸

Two tools were used to explore strategic planning: ACTON and Nine Questions. ACTON is generally used in the long term. The 'nine questions' are a tool to be used in particular contexts to see how an issue can be advanced; they are mostly used for something specific. 'Nine questions' and ACTON are not in competition with each other. Though designed in the context of the US, these tools can be adapted in different cultural contexts. The nine questions can also be applied in any order.

A short group work was used to help focus the thinking/strategy process.

3.1 ACTON Model

The ACTON model helps assess the environment and create an initial plan for our interventions.

A ' ADVANTAGES

When advocating, we are always dealing with a power relationship. Chances are we do not have power over, but power within. We have to take this as an advantage.

C ' CHALLENGES

Meeting a challenge is easier than thinking of it as a weakness. This requires an environmental assessment, but it begins by looking at ourselves internally.

T ' THREATS

The idea is to turn a threat into an opportunity. The other side may have more power, but we need to turn this to our advantage.

O ' OPPORTUNITIES

We must find our own opportunities and protect and advance them to minimise the threats. This requires an environmental assessment. In advocacy we must be familiar with both the formal and the informal parts of the policy system in order to find situations that will benefit us.

N ' NEXT STEPS

This returns to the definition of advocacy. There is always a next step, which is why the issue and organisation life cycles go through renewal. Moreover, 'N' can deal with 'A', 'C', 'T' or 'O'. For example if we find that our constituency lacks experience in dealing with bureaucrats, we may decide to do a role play and practise. This could be a next step. If we achieve something, the next step could be a celebration.

The psychology is always to persist and take time to reflect on what you have done. We need to find next steps in Advantages, Challenges, Threats and Opportunities. In this way ACTON differs from SWOT analysis. SWOT analysis focuses on the weakness of the intervention, which is not the right psychology when dealing with advocacy. In ACTON we are focusing on challenges, which give us a boost. Another difference is that ACTON focuses on next steps, and these are absent in the SWOT analysis. Next steps help us take our interventions forward and make us more focused. Moreover, SWOT analysis is

generally used for organisations while ACTON can be applied to issues as well.

Applying the ACTON Model

Participants worked in groups, to strategically plan an issue applying the ACTON model. (*Refer to Annex 2.*)

The ACTON analysis helps identify root causes and see them as a challenge. Application of the model also helps examine the issue minutely and strategise for it in detail. In the ACTON model the next steps are detailed, giving the issue concrete direction and focus.

Advocacy is also about addition; we have to find ways to engage more people and our own constituency in more ways. Moreover, in advocacy we are dealing with relationships that require constant work. This could be with the government, the media and so on. In addition, advocacy entails making choices, as we cannot begin with all 'next steps' at once. In order to prioritise we need to determine what seems more critical, which can be tricky. We also have to take into account the supports available at any given time and work accordingly.

We must keep reasonable but substantial goals in mind and remember that they may not always end up perfectly. Sometimes when working simultaneously on various interventions, we may need to drop some along the way. When this happens, it is important that others around us are supportive and not quick to judge.

As stated earlier, advocacy is about awareness raising, direct support, capacity building, research and knowledge building. While we are involved in any of these interventions we must keep children in the middle to retain our focus.

We also need to undertake an integrated approach to strengthen advocacy and to make the programmes reflect it. Our organisation may have an advocacy department, but advocacy cuts across all programmes, and we all need to understand it.

3.2 “Nine Questions” - A Strategy Planning Tool for Advocacy Campaigns⁹

EXTERNAL FACTORS

- 1- What do we want? (Goals)
- 2- Who can give it to us? (Audiences, Key Players or Power-holders)
- 3- What do they need to hear? (Messages)
- 4- Who do they need to hear it from? (Messengers)
- 5- How can we get them to hear it? (Delivery)

INTERNAL FACTORS

- 6- What do we have? (Resources)
- 7- What do we need to develop? (Gaps)
- 8- How do we begin? (First Steps)
- 9- How do we tell if it's working? (Evaluation)

Facilitator David Cohen explained the concept using an example of an incident that had taken place before the session. An issue arose about where the participants could sit in the dining room during meal times. The workshop coordinator discussed the issue with the restaurant, and in a sense used the nine questions - in particular, the first five questions related to external factors. For instance, concerning the first question: 'What do we want? (Goals)', in this case we wanted the participants, as guests of the hotel, to be free to choose to sit anywhere, to be treated equally and with dignity as respected guests. The workshop coordinator demanded everyone's rights (Message) and as a result, he in effect asked, 'Who can make it happen, who can give it to us?'

⁹ Advocacy Institute, Washington, DC, 2002

(Power-holders)'. It could be the buffet supervisor or the restaurant manager. The point is that he took the matter up with the key players who could make the desired happen, and did not go to the waiter or the cook. He went to the person with power. How do we gain access to the power? In this case through firm statements and a tone of courage. The message was clear and direct with short crisp sentences (Delivery). It was given by the workshop coordinator as the leader who was in this instance representing the participants (Messenger). In advocacy efforts sometimes the messenger might not be the person who heads the organisation, but a child.

3.3 Picking the Right Issue to Start¹⁰

Picking the correct rights-based issue is crucial for building a successful advocacy effort. While each community and situation is different, several useful considerations should be kept in mind:

These are not formulas but provide a way of thinking about how we can apply what we end up choosing in the next steps.

1. The issue should be **big enough to matter**.
2. The issue should have an internal coherence. The size of the issue should fit the desired results, and therefore should be **small enough to get results**.
3. The issue should **symbolise the organisation's vision** and its larger goals.
4. The issue should **build a base** for future initiatives.
5. The issue should **facilitate strengthening of** grassroots and community based groups, including those of **children**.
6. The issue should **engage the general public** so that it supports and/or accepts the needed rights-based advance.
7. The issue should **create a learning experience** for children and other issue advocates.

¹⁰ David Cohen, Adapted from Jim Schultz of the Democracy Centre, Advocacy Institute, Washington D.C., 2005

Analysing Stakeholders, Power & Relationships

To make our advocacy work more focused, we need to undertake a stakeholder analysis, supplemented by a **power analysis**. Together they give us an idea of where the stakeholders stand on the issue while also providing a clear picture of our allies and opponents and the power they possess. Power analysis will also help us capture the dynamism of power relations. These concepts are plotted in a stakeholder analysis to give the participants a clearer understanding.

Advocacy also warrants the need to **build relationships - personal, public and institutional** - that will help organise people and groups to achieve a goal. We constantly need to build constituencies to make advocacy successful.

4.1 Stakeholder Analysis

A stakeholder is someone with stake in an issue - immediate or distant. Stakeholders can be involved negatively or positively, as opponents or supporters. They could be weak or strong, passive or active.

The following questions are helpful in identifying the stakeholders for any particular issue:

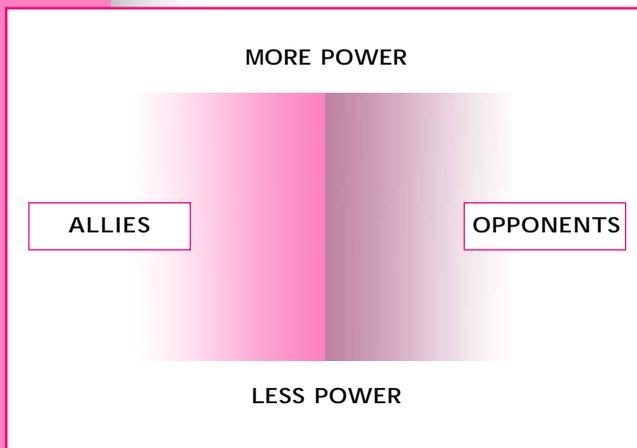
1. Who are all the people affected by the intervention? (both positively and negatively)
2. Where are they located geographically?
3. How are they placed in the society? (power)

4. How are they affecting/influencing your work?
5. What is expected from them?
6. What role (positive or negative) can they play?

Undertaking a stakeholder analysis gives us a sense of where the stakeholders stand on our issue, and helps us plan our initiatives accordingly. More specifically, we should strategise with the stakeholder analysis in mind, depending on whether we want to make the stakeholders weak or strong.

Plotting a Stakeholder Analysis

The participants analysed the stakeholders on three facets: attitude, importance and influence. These were plotted for three issues: gender-based violence (with focus on working with men and boys), physical and psychological punishment and children's education in emergency, in particular floods. (*Refer to Annex 3.*)



We are sometimes unclear on what the stakeholders really feel about our issue, and we may make many assumptions about them. Undertaking a stakeholder analysis helps us realise our lack of clarity. We need to be careful about making assumptions before we advocate since assumptions can be dangerous in policy and advocacy. Our job as advocates is to capture the relationships of policies and their long-term consequences. Building relationships and finding out where stakeholders stand on our issue is a way we can protect ourselves against making assumptions. Therefore, developing and maintaining relationships with stakeholders is an important aspect of advocacy work.

The analysis also shows that arenas for advocacy are widespread, ranging from international organisations like SAARC and WTO to local agencies like water authorities etc. Since these organisations can have a major impact on people's livelihoods, they should be influenced with a long-term perspective.

4.2 Power Analysis

A stakeholder analysis should lead to a power analysis. This helps us identify how much power our allies and opponents possess. The analysis can be undertaken by using a power grid in which stakeholders near the edges are strong allies or opponents and those near the middle are categorised as neutral. A higher placement in the grid

indicates greater power and lower placements indicate less power. For instance, children may be our greatest allies, but as they have less power they may be plotted closer to the bottom of the grid.

We generally tend to focus more attention on our allies but we must also focus on our opponents. We need to influence our opponents to become less opposed to us: as a result they might even become our allies. We should also target people who are neutral to make them more positive. At the same time we have to find ways to increase the strength of those without power.

Strong allies are good assets to have. Our other supporters might be passive - they may be powerful but inactive. We need to make them more active. Some stakeholders - who could have more or less power - might be inactive and neutral. Those with little power we may ignore, but we must bring stakeholders with power onboard. We should strategise how to influence those who have capacities such as resources and skills, those who can act and those who will be able to make a difference.

Opponents might be passive, fanatical or fundamentalists. We need to examine the capacities and abilities we have to move our opponents. Sometimes we end up making assumptions that could derail us. Proper assessments are crucial. We may have strong supporters who accept our work or we may face passive or sometimes strong objections.

Strong supporters are not always the most important factor. Acceptance or at least passive objection should also be recognised as important. We should also remember that we need not convert everybody.

These are important considerations for power analysis. Power analysis provides a valuable map because it gives us a picture of how to proceed. It helps us see the resources, capacities and abilities within our organisation and those with whom we have relationships. This will help us to strategise more effectively.

Power analysis should also be undertaken between and within other institutions. It may not be easy to 'move an institution' but we can try to bring people onboard who can help us move our issue forward.

Although an institution as such might not be positive towards an issue we want to advocate, we may find individuals within the institution who can support us and who we can work with. If we wait for the entire institution to give us support, it may take a long time.

For instance, we may have relationships with a few allies within the government. While these individuals do retire or move to other organisations, retired government officials still have knowledge about the system and good contacts, so it is important to keep these relationships flowing. We need to use the '*revolving door*'¹¹ to help move institutions or people within them in

11 See Glossary

our favour. This is an example of a smart practise, although it may not necessarily be a 'best practise'.

At the same time, power relations do change. We must recognise that power analysis is not static, but dynamic. In gauging power relations, we need to reflect on the situation today and the situation we foresee in the future. Reflecting on this will help us see the change in power dynamics. We should not only analyse what went well but also how the power dynamics changed and how these changes influenced our activity. This will help us predict the future.

4.3 Organising for Policy Advocacy

Strengthening child rights requires cohesive organised efforts. This means we have to build relationships in order to initiate groups that can advocate what they believe in. To start with we need to build relationships within organisations to ensure that our group stands for something. On an issue such as Child Sexual Abuse (CSA), for instance, gathering membership is important since the opponents are always seeking to divide those working against them and thereby face less pressure. People must truly understand their own interests and what they have at stake, i.e. why are they stakeholders.

When organising ourselves we also need to develop clarity about our own point of

view. Moreover, people have to get comfortable with gaining knowledge; i.e. they need to look beyond the self knowledge that comes from experience. For instance when we meet different people (bureaucrats for example), we will need to answer questions they may have on our issue. These people also have more power than we do, so the situation may seem hostile. To deal with this, we need to be prepared for such encounters in advance. This is all part of organising people for policy change.

Whatever we are trying to deal with - whether it is donors, institutions, government, budgets, laws or implementation - we need to be clear about why we are organising. We must also establish our interest and deal with people's worries about getting involved. This can be done by using role plays and metaphorical teachings. Certain values cut across cultures and boundaries and capture the best techniques of learning. We have to find ways of learning and teaching, be it video or audio; this is central to organising.

4.4 Personal, Public and Institutional Relationships

We are all familiar with personal relationships. In contrast to these are public relationships that come out of social movement organising experience. These are formal relationships and should not be confused with Public Relations. In addition,

we all have institutional relationships as we are all part of an institution. Institutional relationships actually include both personal and public relationships.

All relationships should be kept flowing; we need to maintain contacts and nurture them. We need to maintain personal relationships that will benefit the institution, by for example congratulating colleagues when their children get married etc. You might want to meet people over tea or coffee occasionally to keep your relationships flowing, before you need something from them. You might choose to meet people for dinner (*wholesaling*)¹² instead of writing an important report. In this way, you are investing in relationships, whose trade off might be beneficial. This understanding is paramount to advocacy.

4.5 Dealing with Political Relationships

Sometimes moral dilemmas might arise about building political relationships that may require the use of bribery and granting favours. To avoid this, we need to find other ways of obtaining results, which might require time. We must determine what is acceptable to the culture of the organisation. For instance we may resort to subtle forms of flattery, like honouring a politician for some achievement on an issue.

We also have to find people in the bureaucracy who are as committed as we

are, though this is not an easy thing to do. In addition, we need the civil society to change the political culture. This process can begin by finding things that can facilitate change. Corruption indexes are one example of a tool we can use to compare our countries with the international community, and thereby develop indicators. We need positive role models.

Personal and political relationships must be balanced. If we dwell on personal relationships, accountability may suffer. If we have a personal relationship with someone at a public and institutional level whom we are going to criticise publicly, for example, we should let him or her know in advance to avoid surprise. This can be an effective way of striking a balance.

We need to realise that even if our work is apolitical, it has political consequences. We must ensure, however, that our issues and values are always dominant. Above all, as advocates we need to be transparent and open, and to create safe places. This requires visioning.

4.6 Power of Visioning

Visioning is thus a way of organising. It is a way of getting the community to act on the issue and to strengthen relationships. An example of the power of visioning is seen in the following example. Although approximately 17,000 NGOs claim to

¹² See Glossary

work against trafficking in Nepal, trafficking activities have increased. Reflecting on their approach, some of the NGOs realised that they were targeting the stakeholders by making accusations against them. Instead of making them partners, stakeholders were being made defensive. A simple statement that the community is responsible for trafficking made the stakeholders feel blamed. Thus, the NGOs started to emphasise the strengths of the community and what they and the local government could do to improve the situation rather than focusing on what the community and local government were not doing. This had a ripple effect and neutralised the power relationships.

4.7 Identifying Relationships

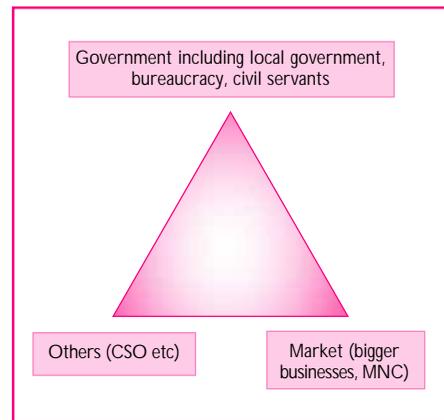
Participants in thematic groups identified the following issues regarding relationships:

- Relationships in the issues chosen,
- Steps needed to keep those relationships flowing,
- Three relationships that should be developed to take the issues forward.
(Refer to Annex 3.)

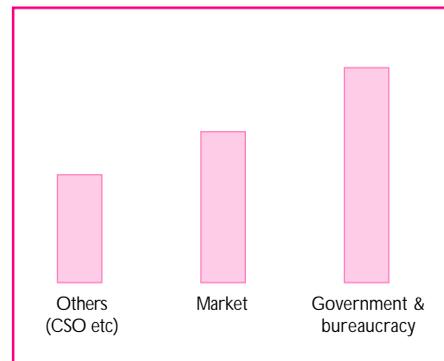
The analysis provides a reference to civil society, a phrase often used in the NGO sector. Civil society includes all people who are outside decision making. This includes the non governmental voluntary sector, which is much more than NGOs and

includes educators, teachers, professionals, lawyers, farmers etc.

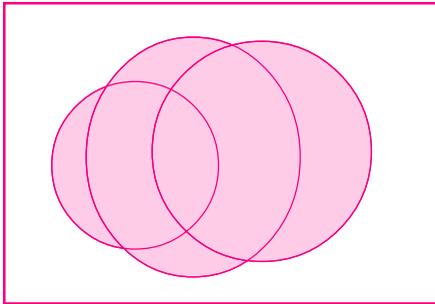
Initially we may have depicted society as a triangle, depicting equal shares for its three components: the government and bureaucracy, the market and CSOs.



Experience revealed that not all parts were equal in size, influence and power. In fact civil society was the least powerful. This can be expressed in the bars below.



As the forces interacted, we saw their relationship change. This may be expressed as the intersecting and interacting circles below.



However, there are also marginalised groups that are not part of the civil society. People with small businesses or others in the community who are unorganised - like slum dwellers etc. - are often left out. One of our challenges is to get them involved. Moreover, civil society is frequently divided and doesn't have one voice. Very sharp divisions are found among educators, lawyers and doctors. Working with a rights-based approach means that we need to push the voices of the people who normally don't get heard.

Policy Cycle

Policy making follows a calendar and knowing the system requires knowing the calendar. Budgets are decided at certain times; legislators and parliaments meet according to a schedule. Knowing the calendar is important in determining how we can influence policy.

All arenas of policy, including national laws and their implementation, the work of donors, institutions and government, and budgetary decisions run on a schedule. Without a sense of the schedule, gaining influence is impossible. All these arenas work in stages, and the earlier in the process we find someone to accept our idea, the more effective we will be. Knowing the calendar will help us plan when we can advocate. We should intervene strategically and in an organised fashion right from the beginning. We also need to know how to intervene at each stage.

The methods we use to influence outcomes at meetings are how we influence policy. This is not a mysterious process, but it has to be fuelled by constant use. For this to work, clear agendas and priorities are crucial.

When going to a formal meeting with a decision maker, the following is important advice to remember:

- Don't go to the meeting alone.
- Prepare yourself for the meeting in advance. Decide who will open the meeting. Each person in the delegation should know what to say and should have a clear agenda. Anticipate what the official will say and remember that he/she will not be alone either. In fact it is not a good sign if he/she is alone.
- When the officials are giving you facts and making a point, don't see this as hostile. Keep the dialogue going and the relationship flowing.
- A post meeting analysis may be helpful even if no concrete results were achieved. The effectiveness of a meeting can be judged by the body language of the participants.
- Reporting back to our constituency is also part of our mission. We need to do this truthfully while also making it sound encouraging. As advocates we are also playing the role of interpreters.

Example of advocacy by Save the Children Sweden-Denmark and UNICEF: These organisations in Bangladesh took a proactive stance in advocating for the inclusion of children in the NPA (National Plan of Action) process. The NPA was led by the government, which had its own agenda. The Save the Children offices insisted that the government honour the commitment it had made to the UN concerning children's participation in the NPA process. Towards the end, 12 children were involved in the NPA, two in each of the six committees of the NPA.

Concerns/Apprehensions about Influencing or Intervening in the System

As NGOs we are apprehensive about how to get the focus of the government, and the concerns of donors and other funding organisations to include our issue. To deal with such apprehensions we have to

Children benefit from several different rights, which may not all be specifically identified as children's rights. Nevertheless, they need to become part of the child rights framework. We must consider how we can use other rights, like the right to information, the right to know etc. to make children's rights real. Such an understanding will put policy discussion in a rights framework.

enhance our negotiation capacity and build our knowledge. We also need to build alliances with local consultative groups, strengthen the capability and actions of pressure groups and develop arguments that recognise the government's challenges.

Sometimes we might fear power relationships. To influence people in power, more information about the policy process is required. We need to understand the decision making process and the appropriate timing. We have to prepare ourselves by knowing who is responsible for which ministry. Being focused, precise and brief, we must clearly define our issue and the expected outcome to the decision makers while developing constructive and positive relationships with them. Access to relevant government documents may also help.

National and local NGOs may feel apprehensive about undertaking advocacy as they feel INGOs have better access to the negotiating table. This attitude arises since they sometimes lack sufficient information to talk and negotiate in a policy discussion.

Child Led and Child Centred Advocacy

6.1 Ban on Corporal Punishment in Schools in Orissa: An example of child led advocacy¹³

Following the emergence of Global Movement For Children (GMFC) as part of the Special UN Session on Children in 2001, Save the Children UK (South Zone) organised and collaborated with UNICEF and other international NGOs like Plan India, Catholic Relief Services, World Vision and Indo-German Social Service Society to start consultations with children in the Koraput district of Orissa.

These consultations identified physical and psychological punishments as the most prevalent form of violence against children, impeding their development and overall well-being. Children also prioritised this issue during the National Plan of Action (NPA) in 2002. This was followed by a Country Strategy Plan (CSP) review by children. Thereafter the issue of physical and psychological punishment was incorporated in the programme plans.

At the micro level, the issue was taken up in an integrated manner. First, support was provided to partner NGOs to address the issue. This presented an initial challenge since partner organisations lacked clarity on it. Thereafter discussions with

13 From a presentation by Y.G. Bhavani, Regional Children Citizenship & Governance Co-ordinator Save the Children Sweden, Regional Programme of South & Central Asia.

children were held on the impact of physical and psychological punishment. Replicable models were created such as 'Education - A joyful and continuous journey'. Topics like teacher student ratios, access to schools and bilingual teaching were also addressed. Children were even involved in developing indicators. Sensitisation was undertaken of different stakeholders, including parents, teachers, media and officials. Several different media were employed to raise awareness such as wall writings, theatre, letters, meetings and workshops. Children were involved in making a film on physical and psychological punishment, which was shown to the community members.

At the macro level, children were involved in planning the strategy to address the issue. An analysis of existing policies and systems (the education rules in Orissa) was made to identify areas for advocacy. Collaborations took place with other agencies and networks in the state. The organisation also created a platform for children to interact with duty bearers. Support was mobilised from teachers, village education committees and MLAs (Member of Legislative Assembly). This was a mammoth task as MLAs initially tried to evade the subject, though later they raised the issue in the State Legislative Assembly. A state level interface with MLAs was organised in 2004 after which the media played a key role in generating public opinion. Finally in August 2004, the Chief Minister of Orissa

issued a Government Order banning corporal punishments in schools.¹⁴

However the ban needs to be supported by implementation. The next steps in this direction are:

- Information dissemination and working with the government on implementation mechanisms and support systems for children,
- Technical support to teachers on positive discipline,
- Collaboration with the DPEP (District Primary Education Programme) and a pilot project in one district to build the capacity of education officials on child participation and violence free schools,
- Infrastructure development,
- Working beyond Government Orders.

6.2 People Centred Advocacy & Child Centred Advocacy

We need to put people at the centre of advocacy; only then we can deal with equity and equality. This becomes a frame of analysis and always answers the question of how advocacy is of the people, by the people and for the people. Within this framework special categories of people can be identified, people with special needs. Special needs may occur within the categories as well. For instance, within a group of students, some could have autism.

The most critical thing in child centred advocacy is to create familiarity with the

¹⁴ For more information refer to Neha Bhandari, Working against Physical and Degrading/Humiliating Punishments of Girls and Boys, Experiences from Andhra Pradesh and Orissa, Save the Children, 2005.

practice. It is not unusual for children to take the lead in advocacy, and in fact we want this notion to be 'normal'. Our challenge is to make child centred advocacy familiar and not unusual. Repetition and examples are important for bringing this about. Having people actually talk to children is important. Moreover, as children are the future citizens and policy makers, they have the democratic right to advocate.

Child centred advocacy, however, does not mean that children are left by themselves. We don't want children taking risks. We can learn how to support children from the children themselves. How do children exercise their influence? How do they get themselves together and advocate? This can also be learnt from children - they know how to influence the people with whom they have relationships.

The repeated challenge is how to understand about child centred advocacy from children, so that their voices are amplified. In this regard, children can always use art or theatre or any other medium they are comfortable with to express themselves. Media can also play an important role here, but the commercial media must first be educated on ethical issues.

Another challenge with child centred advocacy is to find ways to emphasise the things that are missed in policy discussions.

For instance, how can children become involved with memorandums and laws?

Above all, child centred advocacy can also give direction to people centred advocacy. Making children part of advocacy adds value because child centred advocacy is all about dignity, fairness, equity and equality. Another reason to focus on child centred advocacy is because children are often neglected in people centred movements. People tend to rely on a trickle down effect, which rarely happens.

Lastly, we must remember that while some will always be sceptics on this issue we have to learn to transcend them.

EXAMPLE OF PEOPLE CENTRED ADVOCACY IN U.S.

In an area called Love Canal in Buffalo, New York, people began noticing an unusual amount of sickness in the population. A resident tried to do something about it by organising people in the area, who then pressured experts from the Public Health Department to look into issue. The officials found toxic wastes in the canal and traced them to a major corporation.

The issue, which eventually led to the formation of an environment justice group, went to court. Finally legislation was formulated on toxic waste dumping that gave the public the right to know what the waste contains. As a result, people have succeeded in monitoring and exposing various things and making corporations accountable. This changed the character of the environmental movement in U.S. Earlier it had been largely an urban movement, but this incident took the crusade to marginalised people.

Examples of people centred advocacy in South Asia - The SEWA movement in Gujarat, the Sarvodaya movement in Sri Lanka, and the independence struggle in most South Asians countries are all good examples of people centred advocacy.

6.3 Strategy & Tools to Strengthen Child Centred Advocacy

In groups, participants came up with ways of involving children to make their initiatives of, by and with children. They also discussed the key challenges and ways of overcoming them. (*Refer to Annex 3.*) The discussions focused on different tools and arenas. A crosscutting difficulty was that challenges often related to cultural constraints. Therefore within advocacy, an ongoing test is always to link policy advocacy with cultural change.

The discussions also brought forth a possible strategy for every issue - we need to focus on the 'problems' rather than the 'rights'. This way of dealing with problems can fulfil the rights. Navigating institutional constraints is always a challenge, however, and political constraints must be dealt with as well. Many times we ourselves have personal agendas which may differ from institutional and political agendas.

In relation to children, the challenge is getting adults to listen to them. We also need to find ways to make children knowledgeable on the issues.

Advancing issues without becoming attached to a political party is always a challenge. This can be handled by treating

all political parties equally. At election time for instance, start by asking all candidates questions around your issues in the framework of child rights. Be prepared that the answers may not come right away. This can give you time to provide your own answers. In effect you can tell them what their answer should be. When people are contesting elections, they will give you the answer you want. They may not cover all the points that you would like, but it is movement in the right direction. Thus, elections can be an important time for advocacy.

Save the Children demonstrated this effectively in Bangladesh. Together with a popular newspaper, International Save the Children Alliance, led by Save the Children Sweden Denmark and Save the Children UK in Bangladesh, organised a roundtable discussion with members of both major political parties. At the roundtable, national NGOs advocated that both parties commit to work on child rights. This was published by the local newspapers the next day. Later, both political party manifestos promised to work on child rights issues. International Save the Children Alliance followed this up after the present government came into power, among other things by producing brief flyers with relevant sections from the political manifestos. This example shows how advocacy done before election time (i.e. according to the calendar) can result in concrete outcomes.

Another example occurred in Sweden. Before elections, all political parties were asked to take up the issue of child rights and their response was to put up posters. Later, all the parties started to contact Save the Children for help in giving 'correct' answers. After the elections, Save the Children was also involved in following up with the parties.

Both these examples show the need to follow up on issues. Thus, you may want to negotiate early to have some advance commitment on a policy. A key learning is that regularised pressure is an important

tool in advocacy. We should involve all our allies in this, including the civil society.

To initiate a policy change we must find entry points and opportunities for entering into any political spaces that might be available. In Bangladesh, for example, a parliamentary group on education has been recently formed, headed by the Speaker of the Parliament, the Education Minister and ex Education Minister. The ruling party and opposition parties are working together on education. It is therefore important to exploit this space for policy change.

Media Advocacy

7.1 Introduction

MEDIA ADVOCACY: A WORKING DEFINITION

Media advocacy is the strategic use of media by social justice advocates and organisations to communicate with large numbers of people to advance a social or public policy objective or change public attitudes on an important public matter. (Advocacy Institute, Washington, DC, 2004)

Media is an arena for advocacy. This does not mean reporters and journalists as advocates, but concerns understanding the various media arenas. It is about recognising that since as advocates we use the media to tell our stories, we must know and understand the media so we can use it strategically to advance our cause. Moreover, as advocates we have to ensure that our stories are being told truthfully. We are as responsible as the journalist, and thus are responsible for providing them reliable information.

INFORMATION: A WORKING DEFINITION¹⁵

Information is gained through research, interviews or instruction. Information gatherers provide new knowledge by synthesising information that is drawn from data, observation, analysis and experience. The use of information requires sufficient understanding to see the relationships, contradictions, trends and patterns among different facts and dates. The continuous use and application of information is compelling since it often leads to the creation of new knowledge.

However, we are faced with a number of questions when dealing with the media:

- How do we develop skills so that media takes up the issue we are advocating?
- How do we strengthen coordination of information?
- How do we sensitise the media to report ethically on children?
- How do we give our information standing and credibility?
- How do we make children's images look powerful instead of vulnerable?
- How do we create alliances and partnerships and get people to put pressure on the media?
- How do we make the media committed to children?
- How do we ensure that media fulfils its responsibility towards the civil society? (This refers to other rights in the society that are not directly children's rights but that affect children.)

These questions should be kept in mind when planning for our issues. In addition, we have to find ways to educate journalists so that they meet journalistic norms.

Creating our own media like theatre and art gives us power over the content and is therefore also important.

Gaining access to the media¹⁶

- Make sure the information is timely.
- Show the local connection to the issue and story.
- Emphasise the human-interest part of the story.
- Show support for the issue from someone who is credible and not of your organisation.
- Use respected sources because they are believable.

The heart of media advocacy requires **framing issues for access** and **framing issues for content**.

Frame issues for access by using the following:

- Controversy
- Injustice
- Local reason
- Personal reason
- Something new that has happened (i.e. a breakthrough)
- Anniversaries of an achievement or tragedy
- Celebrities with credibility and personal experiences
- Visuals that tell the story

¹⁵ Advocacy Institute, Washington, DC, 2004

¹⁶ Advocacy Institute, Washington, DC, 2004

Framing for content and shaping public argument:

- Translate the individual problem into a public issue.
- Fix responsibility for the problem on the political or social system and name decision makers who are responsible for not fixing the problem.
- Present a workable solution that has appeal to others and support from them.
- Suggest practical steps that decision makers can take.
- Develop a story element:
 - Use compelling visuals and symbols
 - Develop quotes for the media that shape the argument
 - Use hard-hitting numbers that draw a clear picture.

7.2 Media Advocacy by Save the Children Sweden-Denmark, Bangladesh¹⁷

Children all over the world share a powerful and intimate relationship with media. This relationship can make children strong by providing them with the right information, and it can empower children by creating opportunities for them to express themselves. On the other hand, it can victimise children by portraying them in a poor light.

ARTICLE 17: THE RIGHT TO INFORMATION COMPLEMENTED BY ARTICLES FOR PROMOTING CHILD PARTICIPATION¹⁸

Article 5: parental provision of direction and guidance in accordance with respect for children's evolving capacity,
Article 12: the right to be listened to and taken seriously,
Article 13: the right to freedom of expression,
Article 14: the right to freedom of conscience, thought and religion,
Article 15: the right to freedom of association,
Article 16: the right to privacy,
Article 29: the right to education that promotes respect for human rights and democracy.

Article 2 is vital for including voices of all girls and boys from various backgrounds, ensuring information for all children and challenging discrimination through media. **Article 4** promotes governments' accountability for protecting, fulfilling and promoting rights of girls and boys; at the same time media itself is a prime duty bearer. **Article 3** promotes all children and media initiatives are in the best interest of the child. **Article 6** promotes survival and development where children and media initiatives can play an important role as a watchdog.

Complementing the CRC is the **Universal Declaration of Human Rights (UDHR)**. **Article 19** sets out the fundamental right to freedom of expression in the following terms:

Everyone has the right to freedom of opinion and expression; this right includes the right to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers.

¹⁷ From a presentation by Asif Munier, Manager Advocacy and Communication, Save the Children Sweden-Denmark, Bangladesh.

¹⁸ Put together by Ravi Karkara for Neha Bhandari and Shameem Reza, Discussion Paper on Children and Media in Bangladesh, Save the Children Sweden-Denmark, Bangladesh, 2004 (Draft).

To secure children's position in relation to media, the UN Convention on the Rights of the Child (CRC) has laid down provisions stating that children both have a right to access media - as producers and receivers, and at the same time they have a right to be protected from it.

Save the Children Sweden and Save the Children Denmark are child rights organisations in act, vision and policy, and they work towards implementing the CRC. Moreover, child participation and in particular child participation in media fall in line with the thematic and programme areas of both Save the Children Sweden and Save the Children Denmark. In Bangladesh, the organisations function as Save the Children Sweden-Denmark, retaining the nature and purpose of the organisations.

Globally, Save the Children Sweden met to discuss its media strategy in 2003, with a follow up meeting in Brazil, 2004. Currently, Save the Children Denmark is also developing its Advocacy Position Paper and Guidelines, which includes working with media.

In Bangladesh, Save the Children Sweden-Denmark supports and promotes children's media initiatives as part of child led advocacy and overall organisational advocacy and communication strategy in its current and 2005-2007 strategy.

Save the Children Sweden-Denmark recognises that the principles of CRP, namely Participation, Non-discrimination and Accountability can collectively be realised by using media - by and for children - as a tool. Media helps in spreading awareness on child rights, makes duty bearers accountable, gives children a platform to raise their voices and helps reinforce the idea and practise of non-discrimination.

Keeping the above in mind, Save the Children Sweden-Denmark has involved itself in a number of media related activities. While some projects have been short ad hoc programmes in awareness raising, others have been more encompassing - getting children to participate in various facets of media production with long-term goals. In the last couple of years, children have been involved with their own print, electronic and interactive media initiatives with adult support.

Media Initiatives

The organisation has been involved with media campaigns, training journalists, and supporting children to produce their own media. Campaigns on child rights issues have been undertaken through posters, stickers, displays on public transport and TV spots. The organisation also supports Theatre for Development, film/video

making and street art with children, as well as other Save the Children Alliance media initiatives.

Specifically, in 1997 and 2004 Save the Children Sweden-Denmark undertook a study on children and media in Bangladesh and Save the Children Sweden-Denmark's media initiatives. Between 2000 and 2002 the organisation supported MUKTO KHOBOR (Free News), a children's weekly news round on a private TV channel. In 2003, a children's media group called ICHCHEY was started. In the same year the organisation undertook children's popular media festivals. Capacity building of staff, partners and children was undertaken, and dialogue was initiated with media policy makers, donors, media professionals and media NGOs. A children's study tour was also organised. In 2004 the organisation began to use media in a new project on building working children's networking and advocacy. In 2005, Save the Children

Sweden-Denmark developed a media and communication strategy.

Children and Media in Bangladesh

Bangladesh has a long history of using the media for social awareness and movements. However, mass media in relation to children today lacks critical analysis while sensationalising children's issues. It endorses stereotypes and is plagued with a lack of in-depth reporting and insensitivity towards children's privacy. These problems are aggravated as the media is virtually government owned and controlled, without clear guidelines on children and media. Sponsorship for children's programmes is also lacking. By and large the electronic media lacks imaginative programmes for children. Some private and NGO media initiatives are trying to improve the situation, however. Recently, children's own media initiatives are increasing. Moreover, media is also emerging in academia, and instances can be soon of some positive changes in attitudes through the use of various media.

Adding Strength

8.1 Networks, Alliances and Coalitions

Work with various tools and arenas such as networks, alliances and coalitions is needed in order to strengthen work on the issue life cycle and organisational capacity.

Networks

A network is a powerful pressure group or a joint force with a coordinated and shared vision. It adds strength to our work by putting like minded people together, and is valuable because it does not require much structuring. However, determining who we want to connect with is important. Networks can include people close to us as well as others outside.

Sometimes networks can also work as platforms. For instance, if we want to start working on physical and psychological punishments, we can network with Save the Children UK (South Zone), which is already active in this area. Networks help us build relationships. Sometimes networks can be funded, as is Save the Children's network with its partners. Networks also help us wholesale, and can be a good basis for starting alliances and coalitions.

Alliances

Alliances have a stronger organisational structure than networks. They can also be temporary and informal but have a common issue to act upon. An alliance might be similar to a forum. This depends upon the use of terminology.

When creating an alliance we must consider which associations the decision maker is not likely to expect. Forming alliances with such groups may take the decision maker by surprise and help to move things in our favour. Alliances should be formed that involve people who are not our opponents, since bringing opponents to believe in our cause requires considerable energy and time. We need to work with people we are comfortable with, whether they are passive supporters, or people who are neutral.

For instance, when our issue life cycle is approaching a decision and we are intervening for a budget allocation, we can make a temporary alliance and approach the ministry. This will create more pressure and therefore could be a useful intervention.

Coalitions

A coalition is the coming together of organisations to achieve similar objectives and values through a formal structure (for things like monetary decisions and transparency levels), while they continue to

The words 'alliance' and 'coalition' can mean different things in different parts of the world. We must look beneath the labels to see their common purpose in strengthening our advocacy initiatives.

maintain organisational autonomy. For example a child rights coalition was formed for the UN special session.

While alliances and coalitions are generally considered to be positive, in relation to energy and time management, we always have to consider the real costs - emotional and stressful - of bringing our issues to resolution. This is an ongoing concern that we address in advocacy practise. We should concentrate on how to focus our energy to achieve our desired results.

8.2 Lobbying

Lobbying can occur outside of directly influencing people or organisations. It can involve using methods such as bringing pressure, '*making them squirm*¹⁹', petitioning, mobilising people and sometimes even embarrassing decision makers.

Lobbying Practise: To familiarise participants with situations that may not have clear cut solutions, two scenarios were presented for them to respond to:

Responses

"Will try to bond with him/her through a personal relationship."

"Will tell him/her that we have heard that some money is allocated for the project and we would like it to come to us. Will also give him/her some idea about the project."

"Will tell him that we like his policy, and hope he/she can give us some time for a meeting."

Responses to the ruling party:

"Thank you for your initiatives... we request that you push the agenda."

"So far the opposition has supported this issue and have put it in their manifesto, so can we talk about it?"

Response to the opposition member:

"We congratulate you on the wonderful work that you have done last year and the bill that was passed last year. We appreciate your work and we hope we will be able to get your support once again."

Reflections

The discussions brought out the importance of being able to convey our message in a short time, as it is frequently difficult to find people who are willing to listen. This is paramount in advocacy work.

Given the circumstances, however, phrasing the messages appropriately is difficult, especially when we know that there is opposition on the other side. In such cases using flattery is correct, but we need to tie it

SCENARIO 1

The Minister of Women's Affairs wants to fund a programme on gender-based violence. Everything looks promising but the Finance Minister refuses to allocate money, saying that sufficient funding is not available. You happen to meet the Minister of Women's Affairs at a wedding party. What do you say to him/her? How would you get this person to listen to you?

SCENARIO 2

The Minister has made it a priority to draft legislation that would make children's participation mandatory in planning for floods. This legislation is going to the relevant committee, which has to give a decision. While the ruling party has a 10:12 majority in the committee, three members from the ruling party do not support the idea.

You are at the airport and see the leader of the three non-supportive members there. You also see an opposition member who in the past has supported children rights. Whom do you talk to and what do you say to him/her?

to an issue. In such a short time, asking for a meeting is a good strategy. We also need to know the key intervention points. Having a network of information givers who can tell us what is going on is paramount, but we must be careful not to reveal our sources.

We could have also phrased our message to the ruling party as follows: "Since you have been consistent champions of children rights, what are your concerns on this issue?" Mild flattery will help to lower resistance, but we must know what the

other person stands for. You can't praise someone as a supporter of child rights if he/she has never been one. It is important to praise genuine achievements.

Giving recommendations when embarrassing or confronting decision makers also helps. We need to show that what we want is achievable and not abstract. In addition, we also have to understand the rules, procedures, norms, informal systems and calendars. Moreover, when you want to influence somebody, you can always use the *'revolving door'*, and above all you need to *'know where to squeeze and make them squirm'*²⁰. Linking with a retired bureaucrat is one way to make the path clearer.

Finally, whenever you do get a meeting, irrespective of whether it ends with a desired result or not, in our cultural context we should thank people publicly since we are in a public relationship. It is important to remember that we can lobby ethically, contrary to what is thought.²¹

8.3 Campaigns

Campaigns are always public and involve advocacy. They often involve more than one sector and can be designed around any issue. Campaigns can also involve petitioning the government to implement a government policy that has already been agreed upon. A good campaign, however, always provides suggestions on how to

achieve the result we want, such as access to food and education.

A general way of trying to develop a campaign is through slogans and messages. Since controversies often surround campaigns, they need to be strategically designed to avoid arousing anger among part of the public. At the end of the day, we have to gather some acceptance and non opposition to our issue while developing further relationships. We need to focus on increasing participation in our campaigns by finding ways to gather people to talk about the campaign, and having people reflect on the campaign's messages.

Campaigns & Movements

The words 'campaign' and 'movement' often tend to be used interchangeably. However, a movement can be described as something that reflects a particular perspective on society, for example the women's movement, child rights movement, environment movement etc. Campaigns are part of what a movement wants to do achieve its objectives.

Slogans & Messages

Again, these words are used interchangeably. To be precise, however, slogans are part of the message. We always need to pre-test the messages, and we should always provide room for modification.

20 See Glossary

21 A good book to read on this subject: *How to Win Friends and Influence People* by Dale Carnegie, Published by Pocket books

Process of Developing a Good Slogan

In developing our messages, the emphasis should be on 'experts on tap, not on top'. People tend to use an advertising mentality when developing messages, but having children who are actually affected by the issue speak for themselves is more useful. The challenge in a campaign is always to make the children's voices heard.

Other Campaign Components

Other components of a campaign such as

rallies, mobilisations and marches are also effective tools. They should not simply be about gathering people, however. We have to find ways to lead people to action that can bring about specific changes in their lives. Campaigns are long-term processes that must be structured and organised; responsibility and accountability need to be created. This is not always recognised in advance. Finally, a campaign must develop through an organic process in order to become a movement.

Putting it together (Reflections on tools and concepts)

9.1 Planning Advocacy Initiatives focusing on Policy Advocacy²²

Participants worked in thematic groups on the required steps, the arenas to be emphasised and the tools that need to be employed to change public policy. (*Refer to Annex 3.*)

Taking up a new issue can be tremendous challenge and an opportunity for an organisation. Save the Children's commitment to working with men and boys to end gender-based violence is a good example of this. As a new area, Save the Children needs to see how to model discussions on the issue. In this way, modelling can be a powerful advocacy tool in demonstrating behaviours by example.

The group work also highlighted the two aspects of working within the system: formal and informal. Operating according to a calendar is a formal aspect. However, while keeping the calendar in mind, finding an informal step that leads to making an informal contact may serve us well. For example, with the official schedule in mind we can find out when a MLA will come to a particular constituency.

Accordingly we can plan to catch her/him at the club or the airport and create an informal advance or follow up. In this way, even 'informal' actions can be strategic and directed.

²² Concerns emerged that greater emphasis is placed on awareness raising than policy advocacy at Save the Children. In addition, campaigns are made at headquarters without involving children and partners. This issue needs to be addressed since campaigns work better when they are 'ground up' and not 'top down.'

While we are looking at specific policies in our issues, overall we are addressing a general aspect of the rights-based approach. To make the rights real, we must realise that budget allocations are required. In terms of long term planning, therefore, we should consider the kinds of capacities an organisation needs to carry out an effective budget analysis.

Moreover, as discussed above, it is always useful to undertake a power analysis, especially when dealing with decision makers. Concerning CSOs, we not only have to map them, but we also need to know how to work to persuade them to take a position. Our work with civil society should be about obtaining support, not simply getting permission to do our work. When we are working with CSOs such as academia, health professionals and so on, we must remember that they are never a whole and function only in parts. Identifying which aspects of a CSO we want to work with is always useful. It helps if the CSOs have mandates for themselves like other organisations. Negotiation may come in at this point. They may want to get to the same goals but possibly in a different manner.

Concerning decision makers, they may have legitimate concerns about us and this need not indicate that they are opposed to us. While lobbying, the key thing is to listen since we are trying to get some signals about their attitudes.

Moreover, we need to look into the socialisation process before asking for a policy change. The process needs to go from 'ground up' as the attitudinal change should pave the way for policy change. Presentations also emphasise the need for a cultural change. Part of the strategy planning is therefore to know where the cultural constraints and permissions are coming from. This is not a reason not to go forward, but we should be mindful of these issues and considerations.

9.2 Strengthening and Furthering Plans

In groups, participants discussed the ideal organisational structure that would help strengthen plans to change public policy. Ways of strengthening child led advocacy in their plans were noted. Discussions also revolved around existing capacities, skills and knowledge and those that are required to advance the plans. Finally, processes required for monitoring and evaluation were stressed. (*Refer to Annex 3.*)

The discussions highlighted the need to take responsibility for our actions, whether we are working with a network or an alliance. When focusing on a rights-based approach, baseline surveys and situation analysis, and monitoring and evaluation are essential. We also need to recognise the importance of leadership, particularly the necessity for child leadership and shared

leadership. We must make people understand the process of child led advocacy on our issue.

While we must clearly demarcate the areas that require capacity building, we do not need to build 100% capacity before we can take on the problem. Perfection and expertise should be de-emphasised and emphasis placed on building confidence and using tools in order to gain experience.

Transparency is extremely valuable in any child led advocacy, since only through transparency do accountability and responsibility develop. As an organisation it is crucial that we are clear about CRP led values; only then we can expect others to follow them.

Children's participation must be meaningful and not tokenistic and it must represent a wide group of children in the community.

Children also need information and capacity in developing monitoring tools.

Irrespective of our issues, it is imperative to recognise the importance of being open to learning and teaching. An example is the growth of the women's movement across different countries and regions. Within that movement, many tendencies and orientations have emerged which have led to further developments. Even today the women's movement is evolving as is evident in the efforts of some women's organisations to include men and boys.

Part of the challenge in advocacy is to see how to develop an etiquette. We need to know how to take credit and how to report to our own membership. When speaking to the media it is especially important to be generous in sharing the credit (with alliance or other key members). Remember to be a key actor, and not the key actor.

Way Forward

10.1 Continuing Support

This workshop is part of the process and so support on advocacy initiatives for realising child rights will continue.

Possibilities of Support

1. Create a listserv among workshop participants to initiate discussions on child led advocacy. To initiate this requires the commitment of facilitation by the team who is supporting the workshop.
2. Take the three themes and create a closed website that is open to workshop participants in order to actually facilitate discussions. Materials and ideas could be added to it.
3. As campaigns develop, organise pre-scheduled conference calls on how to develop them further.
4. Sharing of experiences: Each country programme should document smart practises and other initiatives from beyond the region. Documentation of policy and application should also be undertaken. Experimentation with a variety of ways to document is important. Children, for example, can document through art forms and symbols, and not necessarily only through writing.
5. Use email or other ways of contact to clarify issues however small. Be open to all information and questions

Other Next Steps

1. A body of knowledge is available globally and regionally. It can be exploited to set up a larger advocacy project in the region that can be adapted to country contexts. For instance, UNIFEM's South Asia office and Save the Children Sweden, South and Central Asia, Regional Programme will be developing a regional campaign on masculinity inspired by the White Ribbon Campaign in Canada.
2. Practical experience is needed for tasks such as knowing how to translate consultations into policy documents.
3. Follow up this workshop with a monitoring and evaluation workshop on advocacy.
4. Create a common platform for children from different child led initiatives with different issues at one place in the region.
5. Find ways of discovering and capturing alternatives for our issues, as in the case of physical and psychological punishments.
6. Expand this work to include other stakeholders and duty bearers. This requires information from other child led organisations.
7. We need to create an open dialogue with children, and before that we must ourselves become comfortable with the issues.

SAVE THE CHILDREN SWEDEN, REGIONAL STRATEGY - PRIORITIES AND INITIATIVES:

- Violence
 - Physical and psychological punishment
 - Child sexual abuse
 - Trafficking
- Child Rights Programming (to integrate it as an approach and to have a focus on it)
 - Non-discrimination (working with men and boys is a priority)
 - Child participation (working children's own advocacy)
 - Accountability (at different levels to strengthen family, government and other regional actors like UNICEF ROSA etc; linking with academia, looking into budgetary allocations etc)
- Children in emergency situations (child participation issues and child friendly environment, education in emergencies and separated children will be a priority)

These are the prioritised programme and advocacy areas at the regional level which are supported by country plans.

10.2 Action Plans

The participants developed action plans for the next 1-2 years. The plans focus on getting started for impact and bringing initiatives back to reality at the regional and country level. They detail the support required - what and when. They also provide additional ideas to strengthen child led advocacy within Save the Children offices.

ACTION PLANS TO END GENDER-BASED VIOLENCE (WITH FOCUS ON WORKING WITH MEN AND BOYS)

Activity	Timeframe	Details
Planning and Plan of Action	By April 2005	<ul style="list-style-type: none"> Internal agreements and approvals Management Information Sharing (Afghanistan, Pakistan, Bangladesh, Regional office and Regional Representative)
Management	By December 2005	<ul style="list-style-type: none"> Secretariat (partnership with UNIFEM, White Ribbon Campaign) - Beyond Save the Children Sweden Plan financial and human resources and management Structure Country Offices (June 2005)
Capacities/Understanding	By April 2005	<ul style="list-style-type: none"> Secretariat, partners, children and their groups, staff potential allies (July-December 2005) Focus on knowledge, tools, skills on issues and advocacy practise
Information Collation & Analysis	3-5 years	<ul style="list-style-type: none"> Best Practises and tools (3 months) Policy Information and analysis (December 2005) Information Material Development in local context culture and language (By December 2005 and ongoing) Documentation of whole process and practical work Publication and education material (ongoing)
Network/Alliances	3-5 years	<ul style="list-style-type: none"> Mapping of potential organisations with an interest in the countries of coverage (INGO, religious institutions, ministries, national NGOs, UNIFEM office, Save the Children Alliance members, Donors: CIDA, SIDA, Save the Children Sweden and Save the Children Denmark Headquarters) Stakeholder Analysis (June-December 2005)
Programme Implementation	3-5 years starting January 2006	<ul style="list-style-type: none"> Develop SMART practises Begin public advocacy (Planning, Implementation, monitoring as per plan)

Action plans for working against physical and psychological punishments (2005-2006)

- Sharing with thematic group and partners
- Finalisation of Draft Manual
- Capacity Building for children, partners and staff
- Incorporate the issue in the existing campaign plan and initiate the process of implementation
- Partners selection
- Piloting
- Relationship building with formal and informal sector
- Baseline surveys
- Design monitoring plan
- Establish local level children networks

Support needed and when:

- Conceptual clarity: 2nd quarter 2005
- Cooperation from thematic groups and partners: 1st quarter 2005
- Manual development: 2nd quarter 2005
- Process documentation: 4th quarter 2005
- Update information: quarterly

Reflections

The CSEC (Commercial Sexual Exploitation of Children) campaign plan which places special emphasis on physical and psychological punishment should be

used. Capacities should be built on child development, physical and psychological punishment and monitoring. Children's networks are also required at different levels.

Support is required for conceptual clarity on physical and psychological punishment. We need to learn from regional and country level experiences (Pakistan Jails experience and Orissa experience in India). Resources available at the regional level should be exploited. Support is also required from different thematic groups, especially education and non-discrimination. It would also be helpful to have the monitoring officers and the education group assist in process documentation.

Save the Children Spain has already undertaken a campaign programme on physical and psychological punishment. Their experience can be used to create a regional and national campaign. This would require the support of the existing Save the Children advocacy unit and partners. In addition, existing partners need to emphasise the issue in their ongoing programmes. Looking for new partners who have their own networks will help spread the word quickly. Development of a manual of tools and techniques of positive development is currently underway.

ACTION PLANS ON CHILDREN RIGHTS IN EDUCATION AND EMERGENCIES FOR SAVE THE CHILDREN SWEDEN-DENMARK

Activity	Time frame	Reference Group	Remarks
Initiating discussion with Bangladesh Emergency Liaison Team (BELT), Save the Children Alliance Education working group, BRAC	End of February 2005	-	-
Conduct study on children's special needs in emergencies (Desk Review, Field Study)	March-May 2005	Save the Children Sweden-Denmark - Regional Office, OSCAR, Save the Children Alliance, Partner NGOs	Children will be involved from method development to research to finalisation
In country and regional sharing workshop on study finding	July 2005	David Cohen, Partner NGOs, Local Community Groups, Disaster Emergency Relief, International NGOs, Ministry of Disaster Management, Ministry of Education, Campe CEF (Commonwealth Education Fund), DF (Disaster Forum), NEAB (National Environmental Association Bangladesh), BELA (Bangladesh Environmental Lawyers Association), PARASH - Campaign for Environment Regional office, JRC (Joint River Commission), SAARC, Save the Children Alliance.	Advocacy messages will be developed and a strategy will be drafted Strategy will be finalised
Sharing advocacy strategy and messages with policy makers	November 2005	CACUS, JRC (Joint River Commission), PSC (Parliamentary Standing Committee), Save the Children Sweden-Denmark	-
Advocacy strategy and implementation	December 2005	Save the Children Sweden-Denmark - Regional Office and headquarters	

Additional Ideas

- Developing a children's platform
- Cross sharing SMART practises within South Asia and SEAP
- Capacity building on negotiation, policy analysis, advocacy message development and opening dialogue.

Reflections

Children's platforms should be created first at the local level and then expanded to the regional level. Greater emphasis should be placed on monitoring. Opportunities need to be created to influence other emergency organisations as well. We must find ways to involve children meaningfully in activities and processes.

Action plans for East Africa and Vietnam*Capacity Building:*

- April-May 2005 - Advocacy training for Pakistan, Afghanistan and others with David, review regional plan for initiating work on gender-based violence and working with men and boys.
- January 2006 - Plans and achievements reviewed and further plans with David, training on specific advocacy tools
- June 2006 - Monitoring and advocacy programmes

PLAN OF ACTION - 1 YEAR**Vietnam**

- Form a core group of three people with experience and information on child led advocacy.
- Design strategies and activities to share with other staff and possible Alliance members.
- Develop further advocacy strategies including documentation on (modelling):
 - Child safety district (in Mekong Delta Province)
 - Ban of Physical and Psychological Punishment as cross-cutting issue

East and Central Africa (Southern Sudan)

- Establish an advocacy team among the program staff
- Share experience from this workshop with the team as a capacity building process
- Develop advocacy strategies with the team on:
 - Inclusion of children's issues in the southern Sudan government policies, legislation, and laws
 - Advocacy for promoting global challenge to education
 - Mainstream child led advocacy in projects

Suggestions to strengthen child led advocacy with Save the Children Sweden-Denmark and others:

- Open information sharing
- Create an advocacy network
- Establish proper coordination for advocacy
- Successful/good models in advocacy to be replicated in other regions

Support Required:

- More resource materials would help advance advocacy work
- Open opportunity to share experience and learn from each other in different regions
- Key facilitators to help in training other staff.

Conclusion

The workshop provided a theoretical understanding of advocacy, its tools, approaches and methods while providing practise in analysing each aspect.

A working definition of advocacy was produced that leaves space for changes so it can suit any context. This led to an understanding of the key facets of advocacy - organisation, participation and action. Emphasis was then placed on strategic planning of advocacy initiatives using various tools such as the ACTON model and Nine Questions.

The workshop led to an understanding of stakeholders and the power relationships that are central to advocacy. The need to engage more people and our own constituency in more ways was stressed. This can be done by building relationships at personal, public and institutional levels, which can further lead to the formation of networks, alliances and coalitions - arenas that add strength to our work.

The participants also learned the importance of becoming familiar with policy systems, including both the formal and informal parts. They recognised the importance of being able to convey messages concisely and effectively in a short time.

The workshop de-mystified issues surrounding child led and child centred advocacy, and led to recognition of the need to create familiarity with child centred advocacy.

The approaches, methods and tools for community and child centred advocacy were applied by the participants to **three specific issues:**

- (a) *Gender-based violence,*
- (b) *Physical and psychological punishment*
- (c) *Children's education in emergency situations, in particular floods.*

For these issues, the participants noted the steps, arenas and tools that are required to change public policy. Various ways of furthering and strengthening advocacy plans for policy advocacy came out strongly. These centred on developing an organisational structure that supports advocacy and developing the appropriate skills and capacities that will advance the plans. The need to prioritise, practise and promote CRP was emphasised, as was the importance of having an agreed-upon framework for advocacy within the organisation.

Participants discussed ways of strengthening child led advocacy in their plans. This brought out the need to create a child friendly and open environment. In emphasising the importance of meaningful and ethical child participation, the requirement of building children's capacity and providing them support was also

highlighted. Emphasis was also placed upon impact monitoring and evaluation of activities and processes.

The workshop led to action plans for the next 1-2 years. The plans focused on getting started for impact and detailed the kind of support required. The action plans revolved around planning, building capacities, information collection and analysis, strengthening network/alliances and implementation. Although the action plans are realistic, they need to undertake process monitoring in a more strenuous way. They also need to develop child friendly tools and techniques. Platforms for children both at the local and regional level must be created. Participants also noted the need to involve more child led organisations in the region.

At the end, the participants suggested ways of carrying forward the dialogue that the workshop initiated. Creation of a listserv and a closed website were suggested. Use of email and conference calls was stressed, along with experience sharing and documentation. The workshop concluded with a realisation that this is only the beginning of a long-term capacity building process, which builds upon existing advocacy work in Asia.

Group Work Output: Experiences of Advocacy (section 2.1)

Group 1

Advocacy role in the organisations

The following were identified as areas in which participants were already involved in advocacy in their programmes:

- National Plan of Action²³ (NPA) on sexual abuse, exploitation and trafficking
- NPA on education with specific forms of Primary Education Development Programme (PEDP-II)
- NPA for children
- Poverty Reduction Strategy Paper (PRSP)
- Budget Analysis - an important tool for making government accountable
- Ban on physical and psychological punishment, especially in India
- Joint Child Labour Working Group

Partner organisations also undertake advocacy at the local level. In addition, advocacy initiatives are targeted towards UN agencies, INGOs, donors, media and the private sector. As a result, advocacy has become part of Save the Children Sweden's organisational structure.

The various **issues and priorities in policy discussion** include physical and psychological punishment, child sexual abuse, child protection

²³ This was an International Save the Children Alliance initiative led by Save the Children Sweden Denmark and Save the Children UK in Bangladesh.

issues, inclusive quality education, harmful child labour, children's participation, non-discrimination (gender disability, ethnicity etc) and children in emergencies.

Children are involved in consultations to identify issues and they provide primary and secondary information. Moreover, they are involved as members of government committees to formulate and monitor NPAs. In certain cases children have also been interacting with legislative members over issues such as physical and psychological punishment. In places like India, children are developing indicators and monitoring the impact of initiatives.

The **hardest challenges** in this work fall within organisational, institutional and cultural challenges. They represent intra and inter organisational and institutional challenges, and go to the heart of policy formulation and implementation. They are an integral part of what setting a public agenda for children's rights advocacy represents.

The challenges connect directly with the need for children to participate as agents of change and set policy priorities that require sustained advocacy. Looking at the participants' different findings, their on the ground knowledge leads us to work through the next steps that begin to address these ongoing organisational, institutional and cultural challenges. That provides the beachhead for addressing the toughest

policy issues and building the needed ongoing advocacy.

- Policy and policy formulation processes have not been institutionalised.
- Lack of financial allocation to commitments.
- Socio cultural norms and values are a challenge that must be dealt with.
- Adults often pose resistance to children's involvement.
- Working with various networks and alliances is challenging since they have numerous priorities.
- Staff and partner organisations have limited knowledge about the functioning of the government and little knowledge about advocacy techniques.
- To link grass-root experiences and policies is a challenge.
- Lack of analysis and documentation poses a problem.
- Child rights issues are not given high priority at the government level.
- Lack of coordination with government agencies.
- Impact of advocacy initiatives is unclear.
- Having frequent follow ups along with regular advocacy initiatives is also a challenge.

The group is **proud of** the involvement of children in the advocacy process. They are also proud of Save the Children and their partners focus on prioritising advocacy.

Inclusion of Save the Children's issues in the Bangladesh NPA is another achievement. The group is also proud of their ability to be self critical and their willingness to learn.

Group 2

The issues taken by the group include - enrolment of girls' in schools in Sudan, recruitment of children in armed forces of rebels and children's participation in the NPA process.

To deal with these issues, **advocacy** is a major tool to bring about changes at micro and macro levels - community, national and international. Advocacy is also used to influence policy makers and opinion leaders.

The **issues and priorities in policy discussion** include child protection and rehabilitation, reduction of gender disparity in education and incorporation of children's prioritised issues at national policy processes - NPA and PRSP.

Children are involved in various consultation processes, and dialogues are initiated between children and policy makers. Children's groups are also organised to promote their rights, and capacity building of children is also undertaken.

The hardest challenges have been:

- Ensuring children's meaningful participation
- Acting on children's voices
- Coordination of advocacy at different levels with Save the Children Sweden-Denmark and Save the Children Alliance
- Ensuring children's wider representation
- Addressing issues of inequitable power relation in society
- Mainstreaming child poverty issues into larger policy and programming issues
- Positioning ourselves with influential decision makers in relation to child poverty
- Lack of space to influence the policies of head offices
- Breaking communication barriers between children and adults
- Preparing adults to understand children's language

Reduction of the number of children in armed groups and increase in girl's enrolment in schools in Sudan are commendable **achievements**. Reflection of children's voices in the NPA and initiation of understanding of child rights issues in PRSP are also important accomplishments. The group is also proud of their partners for advocating successfully at the policy and local levels.

Group 3

Experiences of advocacy

Micro level

- Capacity building of children & partners in NPA undertaken to influence policy for ensuring children's participation.
- Capacity building of children on media undertaken for raising issues & policies effecting children's rights.
- Consultation with children, partners and other likeminded organisations initiated on different child rights issues.

Macro level

- Organised round table discussions, conducted children's consultations, initiated media campaigns to influence government and policies.
- Regional national consultation to establish child rights as subject of academic discourse in South Asia initiated.
- State level 'land reform' study undertaken to influence the government to distribute land to the landless.

The **issues and priorities in policy discussion** include protection, inclusive education, trafficking, sexual abuse/exploitation, child labour and participation.

Children are part of various consultation processes. They are also involved in producing a newspaper by and for children. Numerous 'sharing events' with children and adults have been organised, and various discussions on child rights issues have been facilitated. Children have been involved in selecting their representatives in various forums.

The **hardest challenges** have been:

- Dealing with the University Grant Commission for inclusion of a child rights course in colleges
- Dealing with Ministry of Education to

recognise child rights as a subject

- Budgetary allocations
- Dealing with the revenue and forest department in 'Land Reform' issues
- Providing priority to 'Land Reform' as an issue of development
- Dealing with policies of international banks and corporate houses
- Involving children in implementing and monitoring of NPA
- Ensuring children's positive and meaningful participation
- Building a larger/bigger constituency for NPA is also difficult

Government NPA advisory committee's acceptance to working children's involvement in the NPA and children's involvement in the planning process are notable **achievements** that the group was proud of.

Group Work Output: Applying the ACTON model (section 3.1)

Group 1 applied the ACTON model to the issue of **non-commercial sexual abuse of children in Chittagong Hill Tracts in Bangladesh.**

ADVANTAGES

- Organisation's strategic focus and partnership strength.
- Organisational capacity and human resources, including documentation, are present.

CHALLENGES

- Lack of uniform understanding within the organisation.
- Insufficient information flow.
- New geographical area.
- Lack of coordination and cooperation among partner organisations and between Save the Children Sweden-Denmark and other key actors.

THREATS

- Cultural taboos/gaps and religious fundamentalism.
- Dual administration and political confrontations.
- Socio political operation and lack of implementation and laws.
- Geographical set up.
- Application of protection policies.

OPPORTUNITIES

- NPA on sexual abuse and sectoral committees.
- Budgetary allocation.
- Peace treaty.
- Internal commitment and involvement (Save the Children Sweden-Denmark and Save the Children Alliance).
- Save the Children regional networks.

NEXT STEPS

- Reflection on ethnic children's rights in the NPA on CSEAT (Child Sexual Abuse and Trafficking).
- Budgetary allocation for implementation of programme on Child Sexual Abuse.
- Capacity building of existing institutions in Chittagong Hill Tracts.
- Children's awareness and capacity building for advocacy against CSEAT.
- Community awareness and mobilisation.
- Incorporation of the issue in education curriculum.

Group 2 applied the ACTON model to the issue of access of formal education to girls. Participants applied the model keeping in mind their target audience – education and concerned departments, parents, community and children and local government.

ADVANTAGES

- Organisational mandate
- Experience – evidence, documentation
- Research, situational analysis at initial level
- Internal capacity of the organisation to address the issue
- Models, experts on the issue and partial funding available
- Ability to build alliances and collaborations with other organisations and networks

CHALLENGES

- Cultural barriers
- Limited space as a small actor to influence the government (as against UN/World Bank etc). Lack of recognition as a significant actor.
- Limited funding
- Gaps in knowledge and experience – policy analysis, community level research
- Fragmented, rather than holistic approach
- Controls and priority determined internally in the organisation in a top down manner rather than bottom up – fund & marketing driven.

THREATS

- Parents may not send girls to schools even if infrastructure is available
- Inadequate understanding of the root causes for not sending the girls to schools
- Inadequate understanding of the internal dynamics of government functioning and priorities

OPPORTUNITIES

- Children's groups in the block
- Own commitment and persistence
- Pro-girls' education priority of donors
- Easy to hold the duty bearers responsible
- Willingness of the government at local level
- Access to legislative members, policy decision makers
- Access to media and other forms of communication channels
- Others actors involvement

NEXT STEPS

RESEARCH AND ANALYSIS

- Understand root causes
- Policy analysis to identify gaps and challenges
- Perception of girls, community and government towards girls' education
- Duty bearer analysis
- Designing advocacy with children, community & decision makers

ADVOCATING WITH DECISION MAKERS

- Clearly define and develop our advocacy messages, materials that support our arguments.
- Build linkages with duty bearers at decision making, policy, functional and local levels.
- Create a platform to convey our message & bring together all actors including government. Meet one on one; negotiate.
- Facilitate establishment of infrastructure for girls' education.
- Monitor quality implementation.

ADVOCATING WITH COMMUNITY

- Clear Messages
- Clearly demonstrate advantages of educating girls
- Community involvement in infrastructure development and monitoring – encourage ownership

ADVOCATING WITH AND FOR CHILDREN

- Involvement in research and analysis
- Involvement in determining priority
- Provide capacity building support to advocate for girls' education
- Create opportunities for children to negotiate with duty bearers to fulfil their priorities

Group 3 applied the ACTON model to the issue of **child sexual abuse (CSA)**.

ADVANTAGES

- Draft guidelines, position papers, mappings, studies and learnings, staff expertise and resources (human and financial) are available
- Ownership of the issue (including staff and organisation)
- Issue is an organisational priority at headquarters, regional offices and field offices
- Core value of child participation in the organisation
- Prioritised within the UN study
- Organisation has a Child Protection Policy (CPP)

CHALLENGES

- Poor cross thematic linkages & CPP not institutionalised
- Unclear advocacy strategy and knowledge of how to go about it
- Various degrees of staff capacity to work with children on CSA
- Still a taboo among staff to talk on sexuality and CSA
- Contrast in Save the Children Sweden & Denmark head offices priorities (preventive vs. curative)

THREATS

- Lack of sufficient legislative support
- Still a taboo within the society to acknowledge and talk about CSA
- Not officially recognised and perceived; an invisible problem
- Not enough understanding in families
- Less involvement of men and boys with the issue
- Gap in adult & child perception
- Not enough understanding among NGOs, with very few NGOs working on the issue. Also unhealthy competition among NGOs
- Existing gender structures and power relations
- Non implementation of NPAs and no resource allocation
- Stereotypes in media and not enough understanding on CSA
- Gap in referral linkages

OPPORTUNITIES

- Children have raised it in consultations
- Staff recognition that it is important for staff and programmes
- Government is favourable to work on it
- Prioritised in the UN study
- Some laws on CSA for girls are present
- Network of organisations
- Regional sharing of experiences and learning
- Recognition at regional level by both state and public
- Large NGOs/partners have resources and institutional mechanisms

NEXT STEPS

- Internalising, institutionalising and implementing CRP
- Internal discussions & awareness raising on sexuality and CSA
- Develop focused advocacy plan by Save the Children Sweden-Denmark and partners (building on existing knowledge and mapping).
- Capacity building (Save the Children and partners) on dealing with CSA
- Take a more proactive role in implementing the NPA through the sub-committees.
- Advocate for more resources to address CSA (through linkages between the NPA and the PRSP etc).
- Cross thematic linkages (internal-external partners)
- Sensitise the media and promote ethical guidelines.
- Build wider constituency and movements with groups beyond partners.
- Promote child to child approach for children to sensitise other children on CSA and to develop advocacy messages.
- Process documentation
- Identify best practises and learnings on CSA and advocacy outside the region.
- Stronger focus on CSA of boys. Involve men and boys to address gender based violence and CSA.

Group Work Output (thematic)

The group work focused on the following three issues:

- Gender-based violence (focusing on working with men and boys)
- Physical and psychological punishment (promoting positive discipline in schools)
- Children's education in emergency situations, in particular floods.

Annex 3.1 Gender-based violence (with focus on working with men and boys)

Stakeholders Analysis (section 4.1)²⁴

The position: Working with men and boys

STAKEHOLDER	ATTITUDE OF STAKEHOLDER TO YOUR POSITION			IMPORTANCE OF THE ISSUE TO THE STAKEHOLDER			INFLUENCE OF THE STAKEHOLDER OVER THE ISSUE		
	A	N	P	L	M	H	L	M	H
Religious Leaders	A	N	P	L	M	H	L	M	H
Law enforcement Agencies	A	N	P	L	M	H	L	M	H
Judiciary	A	N	P	L	M	H	L	M	H
State (ministry)	A	N	P	L	M	H	L	M	H
Children's groups/organisations	A	N	P	L	M	H	L	M	H
NGOs	A	N	P	L	M	H	L	M	H
INGOs	A	N	P	L	M	H	L	M	H

A = Anti N = Neutral P = Pro
L = Low M = Medium H = High

²⁴ See Annex 6 for all stakeholder matrices.

Identifying Relationships (section 4.7)

Within the issue, relationships exist between 2-3 potential NGOs, religious leaders and media network. To keep the relationships flowing, sharing of information and working on communication is important. Relationships with the judiciary, NGOs and religious leaders have to be developed to take the issue forward.

Strategy & tools to strengthen child centred advocacy (section 6.3)

Work on the issue needs to begin very slowly after gauging the entire process. The first step would be to initiate discussions with children on the issue. Ways for parents to contribute must be found. The issue

should be reflected in the school curriculum. An effective monitoring system should also be in place.

Limited knowledge about tools on the issue is a challenge. Limited documentation exists and very little in terms of argument and evidence that it will improve the situation of gender-based violence. Moreover children, especially younger children, may not be able to prioritise it as an issue. Shifting resources from women to men within the issue is also difficult. This is a sensitive subject and various groups oppose working on it.

To overcome these obstacles, constant sharing and support would be required. We also need to find easy ways of reporting and sharing good practises.

Planning Advocacy Initiatives focusing on Policy Advocacy (section 9.1)

REQUIRED INFORMATION	ARENAS	STEPS & TOOLS
<ul style="list-style-type: none"> ■ Stakeholder analysis: it is an issue affecting day to day life ■ Government commitments ■ Recommendations for addressing gender-based violence 	<ul style="list-style-type: none"> ■ Legislatures, Ministries and Bureaucracies (part of broader policies) and their implementation ■ Budget allocations ■ Public forums – as it is part of everyone's lives ■ Various types of Institutions ■ Media ■ Schools and all children's groups 	<ul style="list-style-type: none"> ■ Focus on public forums and media to generate a public opinion on the issue. ■ Look at furthering public advocacy to achieve specific changes in policy. ■ Use campaigns (Campaign on men and boys). ■ Save the Children in partnership with men and boys and other NGO partners should lead the work. ■ Build alliances as this work requires support of public organisations and government institutions. ■ Focus on people centred advocacy.

Strengthening and Furthering Plans (section 9.2)

Required organisational structure:

We need a common understanding and clarity about the issue across the organisation, as well as an agreed-upon framework for advocacy based on priorities within the issue. We also need to internalise the issue and create a gender and diversity policy within the organisations. Ethical guidelines on CPP and guidelines to work with media need to be enforced strongly. We also need to learn from experiences and mistakes. This cuts across partners, children, children's groups and the organisation. We must find positive ways of working with men and boys without offending and blaming them. We also need to value cultural perspectives and diversity. Responsibility for actions is important, and back up support is also required.

Strengthening child led advocacy in the present plans:

- Capacity and understanding of children (boys and girls) on gender, masculinities & advocacy approaches
- Support and equip everyone working on the issue with necessary child friendly information
- Support to plan and prepare for advocacy
- Work with adults on how to listen to children
- Create platforms and conducive environment for children to raise the issue with adults

- Ensure non-discrimination and equal participation of children

Capacities/skills/knowledge required for furthering the plans:

We must ensure that staff, partners and children across the board understand the issue. Information analysis is required (policies, budgets, culture, power circles) so that plans can be made accordingly. We need to improve our own skills on advocacy tools (internal & external). Allies also need to be influenced much more. Existing planning and management (resources) skills need to be aligned with the requirements of advocacy. Monitoring and evaluation skills for advocacy programmes are required. Above all, we must operate as a team and delegate. Joint ownership of the programme must be felt. Effective leadership with a clear focus on the ultimate objective is needed. Finally we have to learn the art of conveying our message concisely and precisely in a short span of time.

Monitoring and evaluation for activities and processes:

- Develop indicators for outcomes and monitoring against them
- Regular documentation (quantitative and qualitative)
- Draw lessons, review plans and make mid course changes, if necessary
- Frequent stock-taking pre/post events, meeting to review meetings

This should be undertaken by all the key advocates i.e. us and the children. Fellow advocates (alliance members) and the target audience should also be involved.

Annex 3.2 Physical and Psychological Punishments (Promoting Positive Discipline in Schools)

Stakeholders Analysis (section 4.1)

The position: Promoting Positive Discipline at the school level

STAKEHOLDER	ATTITUDE OF STAKEHOLDER TO YOUR POSITION			IMPORTANCE OF THE ISSUE TO THE STAKEHOLDER			INFLUENCE OF THE STAKEHOLDER OVER THE ISSUE		
Parents	A	N	P	L	M	H	L	M	H
Teachers	A	N	P	L	M	H	L	M	H
Students	A	N	P	L	M	H	L	M	H
NGOs/INGOs	A	N	P	L	M	H	L	M	H
Ministry of Education	A	N	P	L	M	H	L	M	H
PTC	A	N	P	L	M	H	L	M	H
Teacher Training Colleges	A	N	P	L	M	H	L	M	H
Media	A	N	P	L	M	H	L	M	H
Civil Society	A	N	P	L	M	H	L	M	H
Religious leaders	A	N	P	L	M	H	L	M	H

A = Anti N = Neutral P = Pro
L = Low M = Medium H = High

Identifying Relationships (section 4.7)

Relationships exist with Ministry of Education, Ministry of Culture, Ministry of Women and Children's Affairs, civil society, community and religious leaders. It is necessary to find a way other than bribery to maintain relationships with bureaucrats.

Strategy & tools to strengthen child centred advocacy (section 6.3)

Conflict resolution techniques must be propagated between teachers and children. A simple monitoring system involving children needs to be set up, and a support group should be created and made active. Information and challenges must be constantly shared with teachers and parents, who also need to be supported in this work. Reporting mechanisms should be put in place.

Planning Advocacy Initiatives focusing on Policy Advocacy (section 9.1)²⁵

STEPS	ARENAS	TOOLS
<ul style="list-style-type: none"> ■ Review the existing budgets & procedures. Apply ACTON model ■ Promote positive discipline at school level ■ Identify the stakeholders (key actors & formal authorities) ■ Identify the arenas ■ Undertake sensitisation (parents, teachers, community people, children) ■ Process monitoring and evaluation 	<ul style="list-style-type: none"> ■ Local government committees on education, Ministry of Women and Children's Affairs and standing committees ■ Explore informal sources of relationship in the formal structure ■ Media, other organisations, forums, children groups 	<ul style="list-style-type: none"> ■ Working with like-minded people, forming alliances with INGOs, UNICEF, donors (strengthening the existing pressure group) ■ Lobby with formal authorities to influence decisions ■ Campaign (media, rally, dialogue) for mobilising mass opinion to influence authority

Strengthening and Furthering Plans (section 9.2)

Required organisational structure:

The organisation needs to focus on a rights-based approach and accept the issue of physical and psychological punishment. Sensitivity to the context is required. The organisation should set priorities and practise and promote CRP, while creating a child friendly and an open environment. Appropriate relevant policies should be created. The programme management also needs to be participatory.

Strengthening child led advocacy in the present plans:

- Organise children: school-going, drop-outs, existing children's forums, clubs, organisations, media group.
- Capacity building on CRC, physical

and psychological punishment & positive discipline, child development, life skills, media & communications, monitoring and evaluation and planning.

- Create avenues for regular and updated information flow.
- Monitor and ensure meaningful participation.
- Sensitise & enable other stakeholders to bring them on board: parents, teachers, religious leaders, journalists, religious leaders, teacher training institutions, health professionals, NGOs, CSOs, CBOs, community people, opinion leaders, school management committees.
- Create spaces where children and adults interact on a regular basis.

²⁵ Psychological Punishments are not focused upon here.

Capacities/skills/knowledge required for furthering the plans:

We already have enough information and material on the subject. The staff also has knowledge and understanding of CRC, CRP, child development, rights-based approach & physical and psychological punishment. The issue is also part of the country office and regional office strategy. Monitoring and evaluation systems & structures are in place.

Conceptual clarity and uniformity are required, however. Capacity building on participatory tools and techniques, positive discipline issues, advocacy tools and techniques, monitoring and evaluation and policy analysis should be conducted for staff & partners. Issue based partners also need to be identified. We also need to

explore ways of building relationships/ networking with formal and informal bodies.

Impact monitoring and evaluation for activities and processes:

We need to set clear objectives and undertake baseline surveys and situation analysis. Children should be involved in developing indicators, including proxy indicators for process, progress and impact. Plans for monitoring and evaluation should detail the required information and data collection, including the methods for gathering it. This information should be used for analysis, reporting and feedback. Staff responsibilities should also be clear. Regular review needs to be undertaken and required changes incorporated. An evaluation plan needs to be made.

Annex 3.3 Children's education in emergency situations, in particular floods

Stakeholders Analysis (section 4.1)

The position: Rights to education during floods is fulfilled

STAKEHOLDER	ATTITUDE OF STAKEHOLDER TO YOUR POSITION			IMPORTANCE OF THE ISSUE TO THE STAKEHOLDER			INFLUENCE OF THE STAKEHOLDER OVER THE ISSUE		
Children	A	N	P	L	M	H	L	M	H
Parents	A	N	P	L	M	H	L	M	H
Families	A	N	P	L	M	H	L	M	H
Community	A	N	P	L	M	H	L	M	H
Local government	A	N	P	L	M	H	L	M	H
CBO	A	N	P	L	M	H	L	M	H
Opinion leaders	A	N	P	L	M	H	L	M	H
Local elected representatives	A	N	P	L	M	H	L	M	H
Ministry of Disaster Management	A	N	P	L	M	H	L	M	H
Ministry of Education	A	N	P	L	M	H	L	M	H
Ministry of Women's and Children's Affairs	A	N	P	L	M	H	L	M	H

A = Anti N = Neutral P = Pro
L = Low M = Medium H = High

Identifying Relationships (section 4.7)

Here relationships exist with the children, Save the Children Alliance and Ministry of Women and Children's Affairs. Maintaining the relationships requires regular meetings and joint actions. Support is needed for capacity building, resource mobilisation; follow-up on action, information and communication. We also need to develop relationships with Ministry of Finance and

Planning, Ministry of Education, Ministry of Disaster Management and Relief, local government, SAARC and other organisations in the region, CSOs and CBOs, media and academia.

Strategy & tools to strengthen child centred advocacy (section 6.3)

The work on the issue should begin with consultation with children and the community. This needs to be followed by

policy analysis and research on children during emergencies. Based on these consultations and findings policy statements can be formulated. All stakeholders and duty bearers need to develop knowledge on the issue, and children also must be mobilised.

The biggest challenge within the issue is to find ways of addressing child rights during emergencies. Poor disaster management policy adds to the difficulty. Acceptance of children as advocates is another obstacle, as is the lack of legitimate space for children to raise their voice.

Planning Advocacy Initiatives focusing on Policy Advocacy (section 9.1)

STEPS	ARENA	TOOLS
<ul style="list-style-type: none"> ■ A rights-based situational analysis of children's education rights in emergency is needed. ■ Apply the ACTON model, which will lead to a strategy. ■ Implementation and monitoring need focus. ■ Evaluation and re-planning are important. 	<ul style="list-style-type: none"> ■ Policy is an arena, and not inclusive (for example, education and discrimination are often not coordinated). ■ Budget analysis needs to link resources and policy and to track expenditure of resources. ■ Organisations & institutions (partners, other agencies and media) need to be focused upon to build capacity of addressing children's special needs in emergencies. 	<ul style="list-style-type: none"> ■ Network to build a wider constituency with likeminded bilateral/multilateral organisations, children's organisations, civil society (their working mandate needs to be influenced), media, CBOs, partner NGOs, INGOs, NGOs, national, regional and international networks. ■ Mobilisation for child sensitivity in media, community organisations and local government organisations. ■ Lobby with parliamentarians, policy makers & civil society to develop a pressure group in favour.

Strengthening and Furthering Plans (section 9.2)

Required organisational structure:

At the outset the organisation needs inclusive policies on HR, partnerships, finance, protection, gender & diversity. Moreover, implementation of the policies should be CRP driven. The organisation also requires an informed, quick, transparent & accountable decision making process, and responsibilities should be assigned with proper authority. Children need to be

included within organisational policy development and implementation, with emphasis placed on child centric governance. Children, staff and INGOs need to have information provided and their capacity built. The organisation needs to be accountable to children. Management should function horizontally rather than vertically. There should be integration & inter-relations among different thematic areas. Above all, advocacy should be evidence based (programme/research/analysis).

Strengthening child led advocacy in the present plans:

Capacity needs to be built in areas of planning, implementation and monitoring. Information sharing needs to be emphasised, with a favourable environment created for listening, learning and acting.

SMART practises need to be identified and developed. Other duty bearers must be informed and sensitised. Local level partners also need to be motivated and educated on child led advocacy. Research and documentation of the entire process and activities also needs to be undertaken.

Capacities/skills/knowledge required for furthering the plans:

WE HAVE	WE NEED
<ul style="list-style-type: none"> ■ CRP tools & techniques ■ Understanding on different thematic issues of child rights ■ Knowledge on children's special needs on emergency ■ Partnership with NGOs, CBOs, INGOs, UN agencies, local government ■ Some skilled resources (financial and human) ■ Experience of media 	<ul style="list-style-type: none"> ■ Communication and negotiation skills ■ Documentation skills ■ A calendar of government's decision making process ■ Different government policies: acts, laws, rules and regulation ■ Government resource allocation pattern & tracking pattern ■ Knowledge, skills and tools on children's special needs ■ Right based monitoring and evaluation tools/techniques

Impact monitoring and evaluation for activities and processes:

- Monitoring indicators should be developed through rights-based situation analysis and base line data.
- Involve children in developing monitoring tools.

- Document process and outcomes, with involvement of duty bearers through meetings, seminar, workshop, consultations, field visits.
- Review, revisit & re-plan based on the outcomes of the process.

4

Definitions

Mobilisation, Movement and Campaign

Advancing issues through a rights-based approach is the prime goal of all three tools. Mobilisation can be used as a tool within campaigns, and can also be a tool to start a campaign. A campaign can be a tool that we can use to advance a movement.

If we involve ourselves only with mobilisation we are only working at the level of awareness building, and our work isn't really advocacy.

Lobbying, Influencing and Negotiating

When we lobby we are dealing with decision makers such as bureaucrats and/or ministers who we are trying to persuade to do something. We also give them recommendations or clarifications on our issue and this leads to a focus on the specifics, and therefore negotiation. We can negotiate on budgets, actions and so on.

We need to draw the line on where we want to end the negotiation, but the organisation that we are part of should be willing to negotiate. If we aren't, the decision maker will ignore us and we will lose our influence. Our organisation must also know what we are negotiating for. We must inform the people we are representing. This is especially relevant in participatory

advocacy, where part of our responsibility is to be an interpreter.

(Boycotting is also a strategic form of advocacy that leads to negotiation. Examples are boycotting of salt against British Raj in India, boycott of South African products in US at the time of apartheid.)

Laws, Legislations, Bills & Acts

These terms are used in initiating and deciding on legislation. Differently used all over the world, in practical terms they are same.

A **bill** is what an MLA or a local official introduces in the parliament or assembly. The bill establishes policies in a framework of legislation. **Legislation** is what legislative bodies enact. When a bill becomes a law then it is called an **act** or **statute**. So an act is the end of a process.

As advocates we need to be familiar with the process of conversion of a bill into an act. We need to be aware of the calendar, and have contacts to influence the outcome.

Public Forum

In South Asia, a public forum is a space to instigate a public debate on an issue, bringing together people for and against the issue. This helps to negotiate with the government.

In the US, a public forum would be a gathering place to have discussions, but we wouldn't expect decisions to come out of it.

These terms are differently used and mean different things in different countries.

Public Interest Litigation (PIL)

Litigation is a tool and arena. A PIL is a catalyst for action where we are thinking beyond the case itself. For instance, the court agrees that rights have been violated in a particular case and that the government should be acting differently. How do you reach out to everyone who is affected by it? A PIL can be an effective tool in this situation as it creates a climate that spells out the problem that needs to be addressed.

Glossary

Certain language is used to provide depth and insights in rights-based work. Following are some of the particular terms and words used.

Experts on tap not on top – Experts on advocacy are not the ones in charge of the situation; the ones doing the work are in charge.

Create a buzz – Spread the word, make it part of your conversation.

One on one – One person talking to another person about values and beliefs in order to get to know the problems people face. This provides depth to our work.

Working definition – A definition that reflects our work as it stands today. The definition evolves with time as we work with it.

Smart practice – This may be a better expression than ‘best practices’ as practices may be good even if they are not the best.

Knowing where to squeeze and making them squirm – Creating pressures at strategic points thereby making those we want to influence ‘squirm’ so we get the desired results.

Revolving Door – Used in a positive sense here which means finding ways of getting work done. If you can't get in one way, get in the other.

Unintended consequences – The word is often used as an excuse for non-action or non-success. At times, however, unintended consequences do influence our work and we need to overcome them.

Wholesale – This means going to where people gather, to speak to large number of people at the same time.

Innocence by Association – Sometimes companies that are causing harm try and clean up their image by creating associations with children's organisations. For example, Nestle has a bad record of promoting synthetic milk instead of breast feeding. They may want to associate with a children's organisation to clean up their act.

Media is the Pipeline – Media transmits the critical news and information to a larger audience. That is why farming out stories for access and content is fundamental.

Feeding Frenzy – When the media gets on to an issue, it can be helpful or harmful. It can either sensationalise children or understand them as authentic voices to be heard. Feeding frenzy captures an emotion. It's a dynamic process that can serve child's rights advocacy or harm it.

6

Stakeholder Analysis Matrixes

While filling in the table, we have to be careful of whether we are plotting the reality now or in the perceived future. This influences the other matrixes of audience prioritisation and allies and opponents. (Though the participants only filled Matrix 1, the other three matrixes should also be plotted to complete the analysis.)

Matrix 1

THE ISSUE:

YOUR POSITION:

STAKEHOLDER	ATTITUDE OF STAKEHOLDER TO YOUR POSITION	IMPORTANCE OF THE ISSUE TO THE STAKEHOLDER	INFLUENCE OF THE STAKEHOLDER OVER THE ISSUE
	A N P	L M H	L M H
	A N P	L M H	L M H
	A N P	L M H	L M H
	A N P	L M H	L M H
	A N P	L M H	L M H
	A N P	L M H	L M H

A = Anti N = Neutral P = Pro
L = Low M = Medium H = High

Matrix 2: Audience Prioritisation Matrix

Importance of issue
to the Audience

HIGH	Secondary Audience	Priority Audience	Priority Audience
MEDIUM	Ignore	Secondary Audience	Priority Audience
LOW	Ignore	Ignore	Secondary Audience
	HIGH	MEDIUM	LOW

Influence of the Audience on the issue

Matrix 3: Allies & Opponents Matrix

Attitude of the Audience
to your position

HIGH			Main Allies
MEDIUM			Main Background
LOW			Main Opponents
	HIGH	MEDIUM	LOW

Influence of the Audience on the issue

Matrix 4: Engagement with Stakeholders: What Changes are you seeking?

E.g. increase/decrease influence, increase importance/motivation, change attitude.

STAKEHOLDER	CHANGE REQUIRED

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Evaluation by Participants

The most useful aspects of the workshop were:

1. Understanding advocacy, policy aspect, linking with children and of course the glossary used by David
2. The workshop simplified much of the technical areas/terms of advocacy
3. Being together for a common/difficult issue. Becoming more determined and being encouraged.
4. The sharing of experiences from different countries. The development of action plan.
5. The conceptual discussion.
6. Understanding on different ways, various tools, process of advocacy and trying to relate these with programmes. Opportunity to meet, discuss and learn from David.
7. Arenas and tools for advocacy – clear understanding on these aspects.
8. Hearing about advocacy stories, how small examples/actions can make a difference.
9. Sharing of different experiences. Getting tips on critical issues from facilitators. Useful case studies and examples to relate with.
10. Different steps in advocacy processes. Advocacy and public policy.
11. Conceptual understanding of different advocacy tools and examples of different advocacy work by David.
12. Conceptual understanding about different advocacy tools.
13. To learn different aspects of advocacy.

14. Lobbying and policy advocacy.
15. Discussion on different concepts and possibilities, on dos and don't in relation to advocacy.

The least useful aspects of the workshop were:

1. NIL
2. Discussion sometimes went out of desired direction.
3. How to work on child led advocacy in partnership and partners.
4. Starting time was not properly followed by the participants.
5. NIL
6. Sometimes in the plans of groups the focus diverted from advocacy to more general issues.
7. There was a bit too much group work. I would have liked to listen to more stories. Recognise that we all have rich experience and need to learn from each other but sometimes it's good to hear of solid experiences.
8. NIL
9. Power analysis.
10. NIL
11. Media advocacy, networks and coalitions. All introductions during the first days.
12. When issues for group work finalised, felt a little bit away from my track of experience at the beginning.

The workshop helped me as follows:

1. Developed further understanding on

advocacy. Will help me to design advocacy campaign. Learnt American examples.

2. To redefine the tools and techniques of advocacy. Overall conceptual clarity. Definition of child led advocacy.
3. Better understanding of structures and strategies of advocacy. Equipped me with concise but useful tools.
4. To understand Save the Children programmes and policies and some plans for future action. It was a networking place for me.
5. To build my confidence.
6. Relate to programme and accordingly plan.
7. The workshop helped me to understand the differences between networks, alliances and coalitions though it had confused me at times.
8. To workout a framework of operation.
9. To increase the level of understanding - the dynamic concept, strategies and tools, arenas of advocacy.
10. More clarity, the major concept of advocacy and its different tools are clear.
11. To initiate and develop advocacy strategy.
12. To develop M & E plan for advocacy work.
13. Ideas to further develop the work in advocacy and on how to initiate advocacy campaigns.
14. Conceptual clarity.

Did you feel that you were able to participate actively?

Yes – 14 No- 1

Reasons:

1. Shared my ideas. Learnt new things.
2. Most of the activities carried out in participatory manner.
3. Because of lack of clear understanding on the policies and programmes of Save the Children. The lack of understanding of work already done in selected area was a handicap.
4. The workshop was participatory.
5. Good facilitation.
6. The space for participants was provided. There was no element of fear or intimidation.
7. Got opportunity to share/give inputs in group work.
8. Because the method and session plan was participatory.
9. Active facilitation. Cooperation from the participants.
10. All questions/comments were encouraged, appreciated and taken positively for further clarity on different issues.

Comments on facilitation:

1. Facilitation overall was good.
2. Facilitation was good and the aspect of 'positive appreciation' was very encouraging.
3. Efforts were distributed.
4. Excellent.
5. Excellent.

6. It was constructive and positive.
7. The whole process was very good and David should be encouraged for his approach of allowing participants to relate with their own experience.
8. It was very interesting and effective.
9. Excellent.
10. Excellent facilitation.
11. Combination of David and Jay was very good.
12. Never lost the flow, managing time well.

Suggestions for the future:

1. Some form of refresher will be helpful.
2. Few more opportunities to meet. Enhance work experiences.
3. Need follow-up workshop.
4. Follow-up workshop. Wider documents and tools sharing. Communication. Mentoring and capacity building.
5. Give more reading – articles, for home/ hotel room work – i.e. not just at end of workshop (CD) but during workshops as well.
6. Regular experience sharing should be organised in different regions to bring together Save the Children staff.
7. Follow-up workshop needed. Follow the plan what we have developed.
8. Follow-up training on this course.
9. Participants should bring more case studies.
10. M & E for advocacy work should be highlighted more in future.
11. Follow-up of the training.

The vision

Save the Children works for:

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

The mission

Save the Children fights for children's rights.

We deliver immediate and lasting improvements to children's lives worldwide.

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