RAISING
One VOICE

A Training Manual for
Advocates on the Rights
of Child Domestic Workers

Child Workers in Asia

Task Force on Child Domestic Workers

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Acknowledgements

Preface

Child domestic workers are large in number, yet remain invisible, unreachable and marginalized both economically and socially. The issues, challenges and exploitation that children face as domestic workers are often overlooked because the work they perform is not seen as labour. It is considered to be part of their duty to their family or part of their role as children in society to offer service when asked and without complaint. However, when a child is placed in a household to perform domestic work, then that household becomes a workplace as much as a factory is a workplace. In such situations, children are entitled to the same protection to which all working persons are entitled.

Domestic work is often believed to be appropriate and safe for children because they are doing "household chores" and are nominally part of a family. It is sometimes assumed that children will even be cared for as part of the family. In some circumstances, the possibility of access to schooling creates the perception that domestic work is an attractive and even desirable option for children.

However, many children become victims of physical, psychological, and sexual abuse, where the abuse sometimes results in serious injury or even death. They suffer from a range of forms of discrimination. Many are victims of trafficking or suffer under various forms of bondage and slavery. Many are deceived or forced to work in the sex industry. They are given little or no regular days off. They are isolated from others, kept hidden, and often even denied access to their own families. They use equipment, machinery, and chemicals which they are not trained to use safely. They can be punished severely, with violence, for mistakes. They are often under the complete control of their employers whose primary concern and conduct may conflict with the best interests of the child. They generally lack access to education or are forced to drop out of school due to their heavy workload.

The United Nation Convention on the Rights of the Child (UNCRC) and the International Labour Organization's Conventions 138 (Minimum Age) and 182 (Worst Forms of Child Labour) together provide a strong policy framework for addressing child domestic work. The UNCRC provides for the civil, economic, social, and cultural rights of children under the guiding principles of non-discrimination, regard for the best interests of children, encouragement of their participation, and ensuring their survival and development. Child domestic workers share in the rights of all children, and are entitled to protection and enforcement of these

rights where their situation as domestic workers constitutes or contributes to violation of those rights. ILO Conventions 182 and 138 are two of the eight core labour standards of the ILO. ILO Convention 138 (Minimum Age) stipulates no person under 18 years of age should be employed in work that jeopardizes their health, safety, or morals. Children between 17 and 15 should not be made to work, but where they are compelled to do so, provision must be made to protect their health, safety and morals as well. With respect to domestic work, children under 15 should be prevented from engaging in this work. ILO Convention 182 (Worst Forms of Child Labour) states that work which presents a hazard to children, consitiues slavery, involves prostitution, or involves the drug trade must be eliminated as a matter of priority. Insofar as domestic work can and often does involve at least one the first three, it can be considered a worst form of child labour. All governments which have ratified these treaties are obligated to enact laws and other measures to protect children and ensure their rights.

Unfortunately, many people are not aware of the real and common dangers for children and violation of the their rights in domestic work situations, nor of the need and obligation to protect the rights of children and ensure their welfare. Hence, there is a need for effective advocacy.

Advocacy is a powerful tool for change. It can inspire people to change their attitudes, culture, and public policies. It can lead to the development of innovative strategies to combat exploitation. It provides a venue for children to speak up for themselves, work together, and develop their capacities to uphold their rights. It helps children to become empowered individuals. In short, advocacy changes lives – most importantly, the lives of children.

Raising One Voice: A Training Manual for Advocates on the Rights of Child Domestic Workers is a resource and practical training guide to help organizations who work with CDWs to train and develop advocates using the concepts and frameworks in the *Handbook*. To build on and consolidate progress made in establishing frameworks and effective methods for advocacy on child domestic workers, it is designed to be usable as a companion to Anti-Slavery International's *Handbook on Advocacy, Child Domestic Workers: Finding a Voice.* It is our fervent hope that this manual will help organizations to improve on the competence and capacities of advocates in order that they may be more effective in efforts to change the lives of child domestic workers.

Collaborators

Raising One Voice: A Training Manual for Advocates on the Rights of Child Domestic Workers is a product of collaboration among Child Workers in Asia (CWA) and the CWA Task Force on Child Domestic Workers, the International Labour Organization International Programme on the Elimination of Child Labour (ILO-IPEC), and Anti-Slavery International (ASI). The Program on Psychosocial Trauma and Human Rights of the University of the Philippines Center for Integrative and Development Studies (UP CIDS PST) was tasked to faciliate its development and draft the text. It has been prepared as a followup to the meeting "Southeast Asia Capacity Building Towards Sustainable Advocacy for Child Domestic Workers" held from 13-17 October 2003 in Manila, organized by Child Workers in Asia, Visayan Forum Foundation, Inc., and ILO-IPEC sub-regional and national offices.

Child Workers in Asia (CWA) is one of the prime movers in the region in advocating against all forms of child labor exploitation. CWA started as a support group for child workers in Asia and the NGOs working with them, facilitating the exchange of expertise and experience to strengthen collaboration. To date, it brings together over 70 groups and organizations working on child labour in 14 countries in Asia.

The CWA Task Force on Child Domestic Workers serves as a reference group for member organizations and development partners working in South and Southeast Asia. The Task Force strives to share its resources and experience in research, documentation, networking, advocacy, capacity building, program development, and public policy.

The International Labor Organization (ILO), through its International Programme on the Elimination of Child Labour (IPEC), has been in the forefront in the fight against child domestic labour. In Asia, it has been actively involved in advocating for the elimination of child domestic labour through lobbying governments to end slavery, supporting research, and providing technical support.

Anti-Slavery International (ASI) conducts advocacy to end child domestic labour. It urges governments to develop and implement measures to end slavery; lobbies governments and intergovernmental agencies to make slavery a priority issue; supports research to assess the scale of slavery and identify measures to end it; works with local organizations to raise public awareness of slavery; and educates the public about the realities of slavery.

The Program on Psychosocial Trauma and Human Rights Program University of the Philippines Center for Integrative and Development Studies (UP CIDS PST) focuses on psychosocial trauma as experienced by individuals, families, and communities in various contexts of violence and conducts research, networking and documentation/publication in three areas: childhood and child rights, torture prevention and rehabilitation, and violence against women.

Contents

Module 4
Outlining an Advocacy Strategy

Module 5
Drafting an Advocacy Plan

Recommended Readings

How to Use
the Manual

Raising One Voice: A Training Manual for Advocates on the Rights of Child Domestic Workers is intended for child domestic workers rights advocates and facilitators of training sessions for people and organizations advocating for the rights of child domestic workers.

Flow of the Manual

The manual is divided into six modules. Each module was designed as a stand alone module. This means, users may choose to start at any module or start from the very first module leading to the last depending on the needs of participants.

Module 1 provides an introduction to the issue of child domestic work. It also gives a definition on who are considered as child domestic workers.

Module 2 gives an introduction to the advocacy process. Among those topics covered in this module are the definition of advocacy, the different kinds of advocacies, and the rationale why people should engage in advocacy work.

Module 3 gives a run through of the various types of advocacy activities and strategies, provides hints and examples and identifies factors that make advocacy strategies successful, and discusses possible hindrances, challenges, and considerations in various advocacy strategies.

Modules 4 and **5** walk the participants through planning and designing an advocacy program.

Parts of the Module

Each module contains:

- **module objectives**, which tell of what we hope to accomplish at the end of each module,
- the **total time** each module would take to complete the activities,
- and an **outline of the sessions and activities** inscribed in each module.

In turn, each module is divided into different sessions. Each session also contains session objectives and the estimated time each session will be completed.

The sessions are also divided into different **activities** where **Materials**, **Procedures**, **Synthesis**, and **Key Points of the Activity** are inscribed. The key points tell you the rationale for each activity.

Notes to the Facilitator are included throughout the sessions. These give suggestions as to how you can better conduct the activity. They also offer suggestions on how you may go about with the lectures for each activity.

The modules also contain **Handouts** and **Overheads**. The handouts are meant to be given to the participants. These handouts have been laid out in such a way that you can photocopy these for distribution to the participants of your training.

The overheads, on the other hand, can be flashed using an overhead projector. This may also be scanned and used as a PowerPoint presentation. In the absence of an OHP or PowerPoint, you may also opt to photocopy the overheads for distribution to your participants.

The modules contain **Endnotes** where references for each modules are written. We have opted to write the references down to allow you to consult these materials should you wish to.
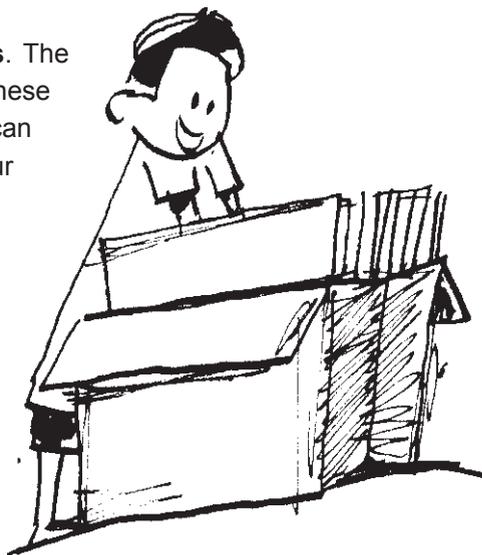
Below is a sample page of the module:

Session One
Defining Advocacy

Session Time: 2 hours

Session Objectives

1.   To come up with a definition of advocacy.

2.   To evoke local or indigenous definitions of advocacy.

Activity One
Word Association
Game: Advocacy

Time: 1 hour

Key Points of the Activity

·   To provide participants a venue to share and exchange their ideas on what advocacy is.

·   To compare their definition of advocacy with formal definitions of advocacy as given by experts.

Materials: Large sheets of paper, metacards, colored markers, adhesive

Procedures:

1.   Divide your participants into groups.

2.   Distribute to each group several metacards.

Note to the Facilitator

Ideally, each group should have at least five members each. However, you may reduce the number of members depending on the actual number of participants you have. For instance, should you just have 12 participants, you may assign three members for each group.
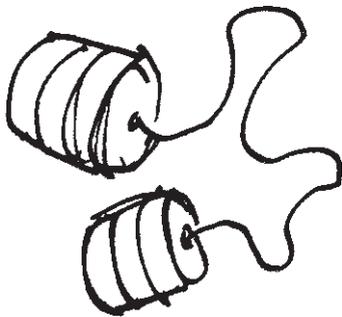
Tips and Suggestions to the Facilitator

This manual is meant as a 34-hour training program which could be spread over several days depending on the actual time and resources available. The training session may also be shortened as you see it fit.

It will be best to conduct a **needs assessment** analysis with your participants prior to the training. This will help you ascertain which parts of the training you can discard or concentrate on. To facilitate this assessment, you may ask for the kind of work your participants do in their organizations and the tasks their organizations perform in terms of helping child domestic workers (CDWs). You may do this before the scheduled training by calling them up, send out questionnaires or you may also engage them in a conversation before the training starts.

The number and composition of the participants will vary per training session so you have to be ready to adapt your activities depending on the number and composition of your participants.

When you deliver a lecture, make sure to give enough examples to allow your participants to fully understand the concepts. Relating the activities and outputs of the activities with the lectures is very important.

MODULE 1
The Child Domestic Worker

Module 1
The Child Domestic Worker

Total Time: 2 hours

Module Objectives

1. To define and discuss child domestic work and who child domestic workers are.

2. To assess the knowledge and attitudes of the participants towards child domestic work and child domestic workers.

Session 1	Who is the Child Domestic Worker?
Activity 1	Word Relay
Activity 2	Body Trace: Analyzing the Situation of CDWs
Optional Activity	Is this child a domestic worker?
Lecture	The Child Domestic Worker

Session One
Who is the Child Domestic Worker?

Session Objectives

1. To introduce child domestic work and who child domestic workers (CDWs) are.
2. To draw from participants their definition, concept, and understanding of child domestic work and child domestic workers.
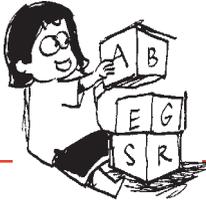
Activity One
Word Relay

Time: 30 minutes

Key Points of the Activity

- To gauge the participants' perceptions of a child domestic worker.
- To serve as a take-off point for the lecture on child domestic work and worker.

Materials: Large sheets of paper, writing pens

Procedure:

1. Write the word "child domestic worker" on two sheets of paper. Tape these two sheets of paper on the board.
2. Divide the participants into two groups or more, depending on the size of the group. Ideally, the group should have five to seven members each.
3. Ask each group to line up single file in front of the two sheets of paper.

4. Have each person write on the paper the words or phrases that comes to his/her mind when s/he thinks of "child domestic worker." Allow the participants to do the exercise for five minutes or until each person has contributed to the list.

5. Once the group has generated a list of terms associated with "child domestic worker," review the terms or phrases. What are the key differences and similarities? What do these words or phrases tell us about who "child domestic workers" are?

Note to the Facilitator

- You may skip Activity 1 if you have little training time.

- The words generated usually have to do with: age, terms used to address CDWs, activities or tasks of the child in the house, work conditions, and effects of domestic work on the child.

- Keep the synthesis short to give way for a detailed discussion in the next activity.

- Explain to the participants that the previous activity gave them only a snapshot of what a child domestic worker is. The next activity will complete the picture.

Activity Two

Body Trace: Analyzing the Situation of CDWs

Time: 1 hour

Key Points of the Activity

- To paint a more in-depth situation of child domestic workers.

- To draw from participants their personal experiences with child domestic workers and the situation of child domestic workers in their area.

Materials: Large sheet of paper, writing pens, drawing materials (optional)

Procedures:

1. Divide the participants into groups. Five to seven members in a group would be ideal. The members of the group should be from the same area, country, organization, or other pertinent variables, if possible.

2. Distribute one set of the materials to each group.

3. Ask the group to have one of their members lie down on the paper and another one to trace the body outline of the former on the paper.

4. Ask the participants to think of a child domestic worker they have "rescued," or who came to their organization for assistance.

5. With the child in mind, ask the group to write (in words or short phrases) on each part of the body outline the following:

   a. Head: educational background of the CDW

   b. Chest/Heart: feelings, emotional state of the child when s/he went to the organization for help or when s/he was rescued

   c. Shoulders and Right Hand: duties or tasks the CDW performs in his or her employer's house

   d. Left Hand: Wage or remuneration the child receives

    e.   Left Wrist: the number of hours the child works

    f.   Legs: treatment by employers

    g.   Stomach: Health condition; physical state

    h.   Feet: Other things that the participants wish to add, e.g. aspirations, talents, and skills

6.   On the space outside the body outline, ask the group to write (in words or short phrases) about the socio-economic background of the child domestic worker, and how the child was "recruited." Give the group 15 minutes to finish this exercise.

Note to the Facilitator

- It is advisable to have the instructions written on a manila paper or a flip chart.

- Make sure to watch the time since group discussions can be needlessly extended. Although, it will also be good to give some leeway for extension because this will give your participants the opportunity to have an in-depth sharing of personal interactions, experiences, and knowledge of child domestic workers in their localities.

- To facilitate the discussion and to manage the time, encourage participants to write their responses on a metacard (one metacard per body part) and have them post the cards on the body trace. Note similarities and differences in responses to have a composite profile of a CDW for presentation in the plenary.

- You may encourage the participants to represent their answers in drawings or illustrations or other creative ways. During the pre-test of this manual in the Philippines, one group opted not to write their responses on the body trace and instead wrote their replies on metacards and posted this on the appropriate body part of a participant-volunteer.

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7.   When the groups have finished, turn everyone's attention to the first group. Give the group five minutes to present. Allow for one to three questions or clarifications after the presentation.

8.   Once all groups have presented, ask the participants for their feedback on the activity before leading a discussion on the profile and characteristics of "child domestic workers" and what "child domestic work" is.

MODULE ONE
Session One: Who is the Child Domestic Worker?

19

Note to the Facilitator

Refer to the Lecture and Handouts for points to highlight in the discussion.

Allow 30 minutes for the lecture.

Optional Activity
Is this child a domestic worker?

Time: 1 hour

Key Point of the Activity

To have the participants debate and decide on the definition of a CDW.

Materials: Case study cards, flip charts, and writing pens

Procedures:

1. Divide the participants into four groups. Distribute one case study card to each group.
2. Have the group read the case and deliberate on whether the child can be considered a domestic worker or not. Ask the groups to list down the points to support their position.
3. Invite each group to present a summary of its worksheet. After each presentation, ask the other participants for their comments, questions, or suggestions.
4. Synthesize the discussion.

Note to the Facilitator

The group need not have a consensus. What is important is to bring attention to the points of argument on whether the child in question is a domestic worker or not.

Sample Case Studies

Case 1
A child from a rural area, sent by her poor parents to live with distant relative in the city, renders housework in exchange for free room and board.

Case 2

A child from a rural area "adopted" by a well-off aunt is sent to school, given allowance, but with no salary. The child wakes up at five o' clock in the morning, cleans the house, cooks breakfast for everyone, does the laundry, prepares herself and cousins for school, goes to school, goes to supermarket to buy grocery after school, bathes the pets, plays with aunt's kids, cooks dinner, washes the dishes, cleans house, does school assignments, and goes to bed past 12 midnight.

Case 3

A child, studying, lives with family, does the laundry of neighbors to earn money for schooling, and contributes to household expenses.

Case 4

A child, not studying, lives with family, renders domestic work for a neighbor for eight hours a day. The child is given food for her family in return.

Case 5

A child, very poor, lives in an agricultural community, helps family tend livestock, does not go to school. On occasion, the child helps clean the house and tend garden of a rich person in the neighborhood in exchange for a small amount of money, which the child dutifully gives to her parents.

5. Other cases may be added depending on the situation of each country or locality. Refer to this activity's outputs in the following handouts (Module 1 Session 1 Handouts)
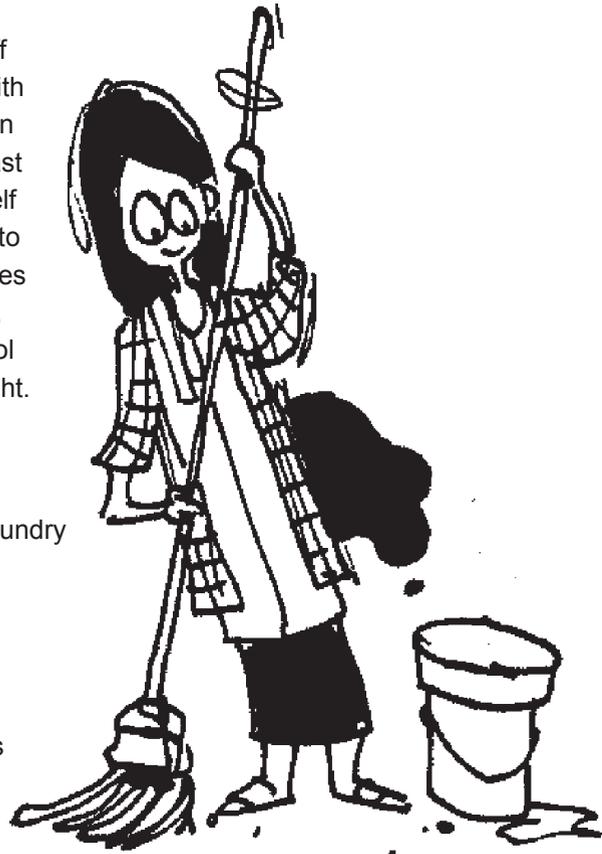
Handout 1

The Child Domestic Worker

Child domestic work is one of the oldest forms of child labor in Asia.[1] CDWs are a constant feature of many households across Asia.

The Visayan Forum, Philippine NGO that caters to the needs of child domestic workers, puts this in perspective by saying that "child domestic work is a massive, invisible engine of Filipino life."[2] According to the NGO, girls as young as eight years old are fielded in as child domestic workers. More often than not, these girls are hired through deceptive means or through trafficking. These children largely come from poor agricultural communities. The parents willingly pass on their children to recruiters and employers to help augment their family income and chance at a better life.

Statistics tell us that some 2.7 million or 26 percent of Filipino households in 2001 "had children 5-17 years old working either in their own household operated business or in other household enterprises."[3]

In Indonesia, the International Labor Organization (ILO) reports that some 2.6 million people work as domestic workers with some 688,132 of them being children. Interestingly, most of these CDWs that are mosty girls—as with Sri Lanka and the rest of the world—have been taken away from their homes to live with their employers. As such, these children often feel isolated from their families. Their only connection to their families is when they send money to their families or when their families ask them for financial assistance.

According to the Child Domestic Survey[4] conducted by the National Institute of Statistics in collaboration with the ILO-IPEC in 2003, there is an estimated 27,950 CDWs working in Phnom Penh alone with many of these children not being able to attend school.

Thailand's history of hiring children as domestic workers dates back to the time of Rama V according to Chawee Paenghom,[5] Child Labor Project Officer of the Foundation for Child Development in Thailand. Although the practice of slavery has already been abolished, the practice of hiring child domestic workers has been carried over to the present. As with the Philippines, children are also being trafficked in Thailand for the purpose of child domestic work. Most of the children, according to Paenghom, come from Burma, Laos, and a few from Cambodia.

Moutia Hatta Swasono,[6] Minister of Women's Empowerment of Indonesia, paints to us a vivid picture of the situation of these child domestic workers in Indonesia, which may as well be true of all child domestic workers across the globe:

> As live-in workers, they are frequently far away from their home and family. Often the employers are seen as looking after and providing them with food and shelter. They are totally under [their employers' control] whose primary concern may not [always] be the best interest of [these] children.

The situation of child domestic workers can be described as deceiving. There is the perception that domestic work is "safe for children because they are working inside a household."[7] This is especially true when they are employed by relatives — "good Samaritans" or "kind individuals" who promise to take care of them and provide as food, shelter, and education.

At the start, employers may sincerely intend to look after the child domestic worker, but such interest may wane, in favor of their own interests.[8] Worse, these promises may not only be broken but these children may find themselves in situations of abuse.

Since these children live with their employers, they work on the average of 15 hour days and are practically on-call 24 hours a day, seven days a week.[9] They are tasked to do all sorts of domestic duties: cleaning the house, preparing food, caring for and playing with their employers' children, washing and ironing clothes, tending to the garden, running errands, and others.

On top of this, many of these children find themselves in situations where they are denied their rights. For starters, these CDWs receive wages below the mandated standard minimum wages. In 2001, CDWs in the Philippines were only paid PhP800 or USD16 a month. Salaries have since increased, but their salaries still remain among the lowest in the country. Some are paid "in the form of schooling or room and board instead of cash."[10] However, being paid in the form of schooling does not guarantee that the child would benefit from her education because more often than not, school work is sacrificed for the child's responsibilities at home.

In Indonesia, domestic workers are paid anywhere from 150,000 to 200,000 Indonesian Rupiahs or roughly USD20 per month. Such paltry wages are hardly enough to compensate them for all the hard work.

There are also stories of CDWs being heavily in debt to their employers or recruiters because the need to pay for the children's transportation and recruitment fees.

Majority of these children are denied of their right to education since school would get in the way of the work. Also, this would entail additional expense on the part of the employer.

Few of these children also have access to healthcare or insurance. When they get sick, most employers do not bring these child domestic workers to doctors. Instead, employers prefer to prescribe medicine to these children or give them homegrown remedies to save on medical expenses.

Beyond the violation of their basic rights, CDWs are very vulnerable to various abuses such as physical, verbal, and sexual abuse.

These children may find themselves being beaten up by their employers for the most minor of infractions. Others go through worse: they are burned, chained, locked-up, or tortured. The Visayan Forum shares the story of a CDW who was forced to drink a chemical substance used to unclog drains as punishment. Later, the child died from the stomach injuries she sustained.
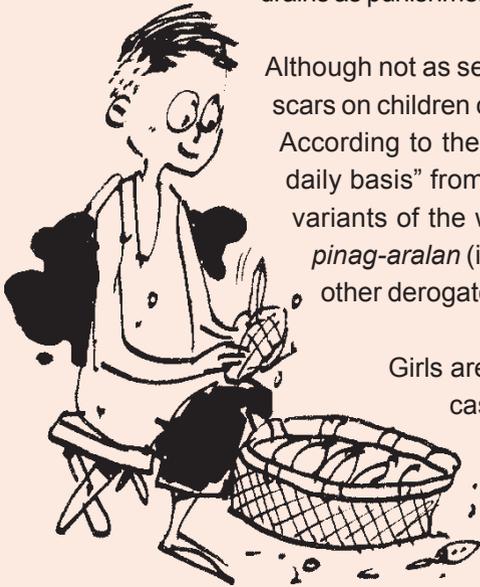
Although not as severe as physical abuse, verbal abuses leave psychological scars on children often stripping them of their self-confidence and self-respect. According to the Visayan Forum,[11] Filipino CDWs may "suffer insults on a daily basis" from their employers who label them as *tanga, gaga, bobo* (all variants of the word stupid), *batugan* (lazy), *tarantada* (careless), *walang pinag-aralan* (illiterate), *bastos* (rude), *malandi* (flirt), *sinungaling* (liar), and other derogatory terms."

Girls are most susceptible to sexual abuse (although there are also cases where male CDWs are sexually abused by their male or female employers). Stories have often been told how male employers ask girl CDWs to give them massages. At first, they are only made to massage their employers. However, later on, the girls may experience molestation or, worse, rape. According to a report by the regional Department of Social Welfare and Development (DSWD) in Cebu City,

Philippines, 80 percent of reported victims of rape, attempted rape and other acts of sexual abuse involve child domestic workers.[12] But the abuse does not stop there. Once found out by their female employers, these children may be beaten up of the household for "luring" their husbands to commit such acts.

Despite such dangers, many children are still enticed to work as child domestic workers. This is because child domestic work "requires no formal training or schooling" as Cecilia Flores-Oebanda points out. It is a work children can easily get into. But more than this, there are social factors that push children into this kind of work. Moutia Swasono outlines three factors that push these children to domestic work:

•   **Poverty** — Majority of child domestic workers come from poor families. They are forced to work as CDWs to help augment their families' income. These children usually lack education and live in conditions which are not very favorable for their development. Because they lack such opportunities for development, these children could not go except do domestic work.

•   **Cultural factors** — Cultural notions and expectations such as parents perceiving their children as their ownership, or children being beholden to contribute to their family's income. Because of such notions, parents compel their children to work because these children "owe" their parents their life. Another cultural factor would be the social acceptability of child domestic work.

•   **Gender inequality issues** — Child domestic work is closely tied to gender issues. Most girls spend their early years preparing for domestic tasks. It is also a cultural belief that boys are more suited for schooling than girls. The mentioned practices often times result in having more girls ending up in child domestic work.

Not all child domestic workers find themselves in abusive situations. There are actually some who find opportunities for development and move up the social ladder. But success stories of CDWs will never be able to cover up the fact that countless CDWs find themselves in abusive situations. It is also undeniable that countless CDWs are denied of their rights to survival, development, protection, and participation—rights which most countries are supposed to uphold when they signed the UN Convention on the Rights of Children.

Handout 2

Analysing the situation of children in domestic employment: **Where to start?**[13]

When planning an investigation on the situation of children in any kind of special circumstances – such as working in domestic service – **it is important to capture all the ways in which their childhood or adolescence is being adversely affected**. As we have already seen, child domestic workers are experiencing loss of their rights in a number of ways. The obvious violation is their economic exploitation, as with the case of other types of child labor. But they may also suffer from neglect, violence or abuse, and may lose many of their opportunities for personal growth as well. An analysis that focuses only on working conditions, but ignores the way the child is confined inside the household and misses out on schooling, will not fully indicate the extent of the potential or actual damage to his or her childhood.

A framework for analysis of the situation of children in domestic service is suggested to ensure that you consider as many relevant aspects of the child's situation as possible.

Terms of employment

- Is the child paid/unpaid?
- How much is the child paid? How often?
- Does the child her or himself receive the wage? In full?
- If the child is not given the full wage, who is it given to? (parents, an 'auntie' or other recruiter, or kept by employer?)
- How was the child recruited? (by a friend/neighbor, or by an agency?)
- Has any advance been paid to parents for the child's labor? How much?
- What are the implications of this advance?

- Does the employer ever make deductions from wages? If so, for what?

- Are any items given in kind? (e.g. medicines, clothes) If so, what?

- Are presents or tips given? To what value per year?

- Was the employment contract oral/written?

- What was the agreement that was made?

- Who made the agreement? (parents/ employer/recruiter/child?)

- Are the child's parents clear about the terms of the agreement?

- Does the child understand the terms of the agreement?
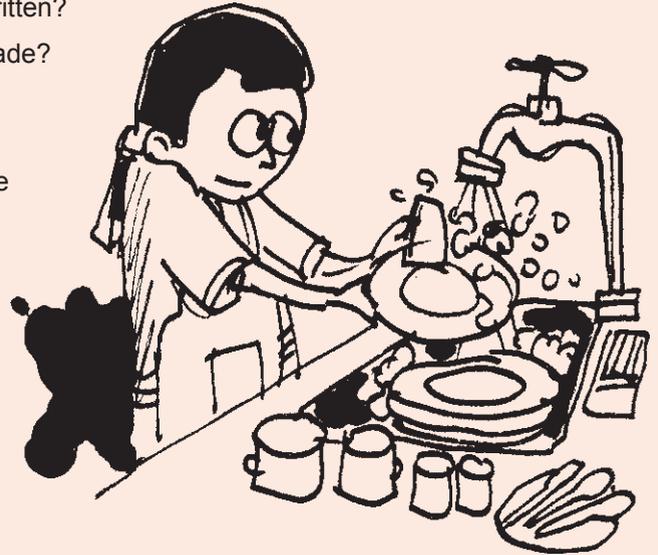
Working Conditions

- What tasks does the child perform?

- What are the hazards involved in the tasks?

- Has the child had any accidents? How serious? What happened?

- What are the child's working hours?

- Does the child have any rest breaks? During the day? During the week?

- Does the child have any full days off during the week? During a month?

- Does the child have any opportunities for leisure? (in house/away from house) How often?

- How often is the child allowed out of the house? For how long?

- Does the child get any annual leave? How much?

- What are the child's living conditions like?

- Where does the child sleep?

- What does the child eat? Are the meals nutritional and balanced? When? How often?

- How many members are there in the employer's household?

- How big is the house?

- What facilities does the house have? (e.g. water and sanitation facilities)

- To what extent does the child receive separate treatment? (accommodation/meals/ other facilities)

- How is the child treated by the employer and members of the family?
- How satisfied is the employer with the child?
- How is the child disciplined?

Socioeconomic background of child domestics

- Where is the child's home? What is the income of the child's family?
- What is the child's family situation (mother/father still living? step-mother/step-father?)
- What is the occupation of other household members? Is father unemployed?
- Have older children/brothers and sisters also been sent to work?
- Who is head of the household? Does any adult household member have a long-term illness (e.g. HIV/AIDS)?
- What is the child's ethnic origin? Is it different from the employer's?
- Is there a racial difference between the child domestic and the employer?
- Are there religious or linguistic differences between the child domestic and the employer?
- What factors affect the demand for child domestics in your area (job market, poverty)?
- Why did the child/the parents decide that the child should take up domestic work?
- Did the child want to take up the job or have any say in the decision?
- Does the child/parents know others who have done the same? A lot? A few?

Impact of his/her employment on the child's physical, intellectual and psychosocial development

- Who in the household is the child closest to? Who outside?
- Is the child informed or aware of what goes on outside the household?
- How often does the child see her family? How often does s/he communicate with them?

- Does the child have friends of her/his own age?

- Does the child suffer from sickness or ill-health? How often?

- Is the child prone to accidents? Examples?

- What treatment is given when the child is sick or hurt?

- Does the child like his/her working situation?

- What is the child's mood? Happy or sad?

- Does the child behave well?

- What is the child's attitude (to work, to employer, to parents, etc.)?

- How does the child respond to discipline?

- Does the child receive training, instruction or counseling from the employer other than for her duties?

- What level of schooling has the child reached?

- Can the child read or write?

- Does the child have any access to non-formal education and/or training?

- Does the child have any knowledge about her/his rights?

- What are the employer's views about education/schooling?

- What are the perceptions of parents, employers and the children themselves about the child's future?

- What would the child like to do in the future?

Handout 3

Domestic Employment:
An Abuse of Child Rights[14]

The UNCRC provides a set of useful norms to determine how far children in domestic work are actually or potentially being abused. The rights set out in the Convention which child domestics do not, or may not, enjoy are as follows:

- Non-discrimination, on grounds of ethnic or social origin, birth or status (Article 2)

- To be cared for by his or her parents (Article 7)

- To preserve identity, nationality, name, and family relations (Article 8)

- To maintain regular contact with parents if separated from them (Article 9)

- Freedom of expression (Article 13)

- Freedom of association (Article 15)

- To be brought up by parents or guardians whose basic concern is his or her best interests (Article 18)

- Protection from physical or mental ill-treatment, neglect or exploitation (Article 19)

- Conditions of living necessary for his or her development (Article 27)

- Education (Article 28)

- Rest, leisure, play, and recreation (Article 23)

- Protection from economic exploitation and from performing any work that interferes with his or her mental, spiritual or social development (Article 32)

- Protection from all forms of sexual exploitation and sexual abuse (Article 34)

- Protection from abduction, sale, or trafficking (Article 35)

- Protection from cruel or degrading treatment, and arbitrary deprivation of liberty (Article 37)
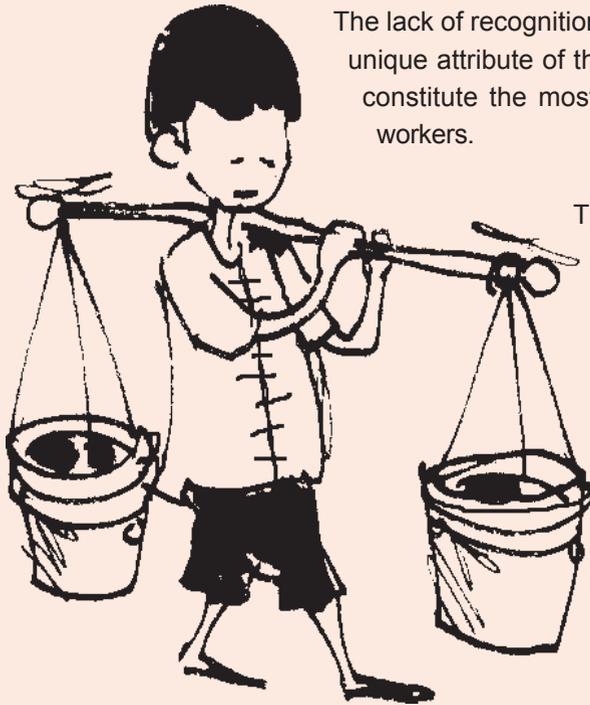
The lack of recognition accorded to their status and household role is a unique attribute of the situation of millions of young domestics - who constitute the most hidden, invisible, and inaccessible of all child workers.

They are **hidden** because, unlike children who work in marketplaces, on streets, in cafes and other places where they come in contact with the public, child domestics work behind the locked doors of people's houses where they cannot be seen.

They are **invisible** for the same reason, and because domestic work is an informal occupation and they do not show up in employment statistics. Another aspect of their invisibility is the ambiguity surrounding their position in the household, and their lack of recognition as workers or employees.

They are **inaccessible** because, unlike workers in a factory, plantation or other work environment, their workplace is a private home to which there is no public or official access. For all sorts of reasons, the employers of child domestic workers may obstruct or discourage contact between their workers and people from outside the household.

Also, since each domestic worker is in a separate location, they cannot be reached as a workplace group. The main purpose of this handbook is to encourage and facilitate advocacy on child domestics' behalf. The purpose of such advocacy must be to restore the childhood rights and opportunities they have lost, and the first stage of doing that must be to make children working as domestics less hidden, more visible and accessible.

Whatever the difficulties, many possibilities for improving the situation of child domestic workers through advocacy do exist. A number of organizations concerned with working children, or concerned generally with children's well-being, are beginning to take up their cause, and need inspiration and advice on how to proceed. Others already running non-formal educational programs or drop-in centers which include child domestics among their clients can use their experiences as a basis for changing public attitudes and policies. Certain key features of child domestics' situation prompt a specific handbook on this subject:

- Lack of awareness that children working as domestics in other people's households are suffering from childhood deprivations and abuses of child rights;

- The working situation of child domestics is so different from that of other working children, in particular the ambiguity of their working status and their employment in a private home, that special advocacy approaches are necessary;

- Improvement in the lives of child domestic workers is dependent on changes in public attitudes and private behavior, without which change in the law and in public policy will be impotent.

Handout 4

Convention 182

Convention Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor (Excerpts)
International Labor Organization

Apart from the UN CRC, Convention 182 of the International Labor Organization (ILO) serve as an important legal instrument to address the problem of child domestic work. Following is an excerpt from Convention 182. Aside from Convention 182, Convention 138 also serves as another important legal instrument in that it defines the acceptable age of employment recruitment.

Article 1

Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labor as a matter of urgency.

Article 2

For the purposes of this Convention, the term child shall apply to all persons under the age of 18.

Article 3

For the purpose of this Convention, the term "worst forms of child labor" comprises:

a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsary labour, including forced or compulsary recruitment of children for use in armed conflict.

Article 4

1. The types of work referred to under Article 3(d) shall be determined by national laws or regulations or by the competent authority, after consultation with the

organizations of employers and workers concerned, taking into consideration relevant international standards, in particular Paragraphs 3 and 4 of the Worst Forms of Child Labor Recommendation, 1999

Article 5

Each Member shall, after consultation with employers' and workers' organizations, establish or designate appropriate mechanisms to monitor implementation of the provisions giving effect to this Convention.

Article 6

1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labor.

Convention 138
Concerning the Minimum Age for Admission to Employment

Article 1

1. Each Member for which this Convention is in force undertakes to pursue a national policy designed to ensure the effective abolition of child labor and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

Article 2

1. Each Member which ratifies this Convention shall specify, in a declaration appended to its ratification, a minimum age for admission to employment or work within its territory and on means of transport registered in its territory; subject to Articles 4 to 8 of this Convention, no one under that age shall be admitted to employment or work in any occupation.

3. The minimum age specified in pursuance of paragraph 1 of this Article shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.

Article 3

1. The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years.

Endnotes

1   Child Workers in Asia. 2004. Making the invisible visible: Advocacy for child domestic workers. Newsletter. Volume 20 (1/2). January-April.

2   Oebanda, Ma Cecilia, Roland Romeo Pacis, and Virgilio Montaño. 2001. The Kasambahay Child Domestic Work in the Philippines: A Living Experience. Quezon City: International Labour Office.

3   Proceedings of the Southeast Asia Capacity Building Towards Sustainable Advocacy for Child Domestic Workers. 13-17 October 2003. Manila: Traders Hotel.

4   ibid.

5   ibid.

6   Moutia Hatta Swasono. 2005. Opening Speech delivered during the Validation Workshop cum Training of Trainers for the Advocacy Manual on Child Domestic Workers. 27 September. Jakarta: Ambhara Hotel.

7   ibid.

8   ibid.

9   Oebanda, Ma Cecilia, Roland Romeo Pacis, and Virgilio Montaño. 2001. The Kasambahay Child Domestic Work in the Philippines: A Living Experience. Quezon City: International Labour Office.

10 ibid.

11 Oebanda, Ma Cecilia, Roland Romeo Pacis, and Virgilio Montaño. 2001. The Kasambahay Child Domestic Work in the Philippines: A Living Experience. Quezon City: International Labour Office.

12 ibid.

13 Black (2001), Child domestic workers: A handbook for research and action (United Kingdom: ASI, pp 12-21).

14 Black (2002), Child Domestic Workers: Finding a Voice: A Handbook on Advocacy (United Kingdom: ASI, pp 9-10).
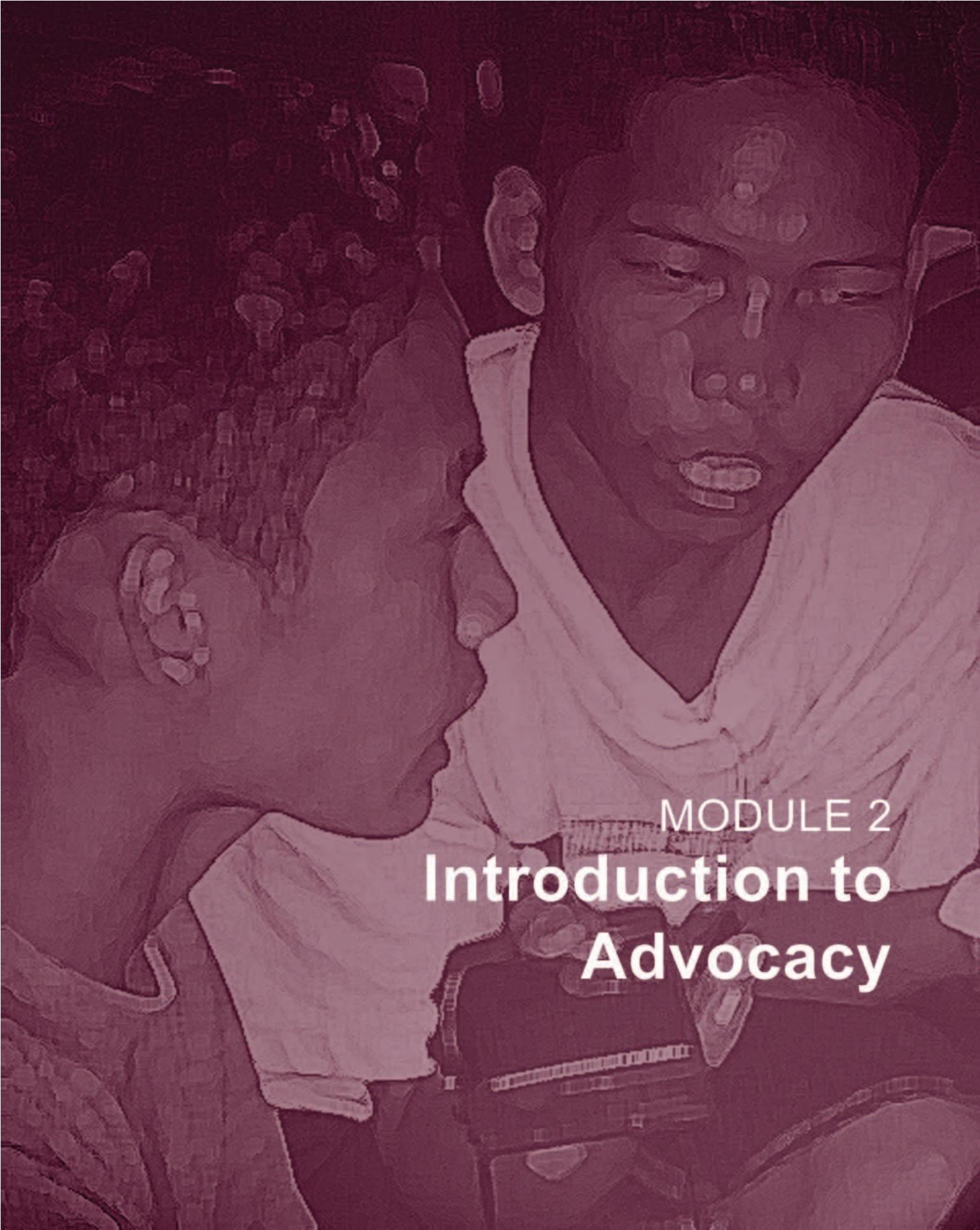
MODULE 2
Introduction to Advocacy

Module 2
Introduction to Advocacy

Total Time: 10 hours

Module Objectives

1. To define and discuss what advocacy is and to evoke local definitions and ideas of advocacy.
2. To give the rationale why we need to do advocacy.
3. To discuss the different kinds of advocacies and how these different kinds of advocacies may be relevant to the work we do.
4. To give an overview of the advocacy process.

Session 1	**Defining Advocacy**
Activity 1	Word Association Game: Advocacy
Lecture	Definitions of Advocacy
Activity 2	What 's It Called in the Local Language?
Lecture	Importance of Finding the Local Equivalent of the Word ìAdvocacyî
Session 2	**Doing Advocacy Work**
Activity 1	Advocacy Work Case Studies
Lecture	Important Concepts in Advocacy
Session 3	**The Advocate**
Activity 1	Semantic Mapping: The Four Principles of Advocacy
Activity 2	The Coat of Many Colors
Alternative Activity	Characteristics and Skills that Make Good Advocates

Session One
Defining Advocacy

Session Time: 2 hours

Session Objectives

1. To come up with a definition of advocacy.
2. To evoke local or indigenous definitions of advocacy.

Activity One
Word Association Game: Advocacy

Time: 1 hour

Key Points of the Activity

- To provide participants a venue to share and exchange their ideas on what advocacy is.
- To compare their definition of advocacy with formal definitions of advocacy as given by experts.

Materials: Large sheets of paper, metacards, colored markers, adhesive

Procedures:

1. Divide your participants into groups.
2. Distribute to each group several metacards.
3. On these metacards, ask the group to write down words or phrases that they associate with the word "advocacy."

4. Ask your participants to lay down all metacards on the floor. Have them choose or decide which among the words or phrases will be useful in coming up with a definition for advocacy.

5. Have them paste the metacards they have chosen on a large sheet of paper.

6. Ask the groups to present their definition of advocacy to other participants. Encourage other group members to comment or critique the definitions given by the other groups.

Synthesis

1. Show and discuss with them definitions of advocacy written on the session overheads in the succeeding pages.

2. Ask them to compare the definition they came up with and the definitions given by experts. Is their definition adequate? Does it need further enhancements? How can their definitions be enriched further? Do they agree with the definitions given by experts? Are there things that they can add to the definitions given by experts.

3. By the end of the session, they should be able to agree on the definition that they will use for the rest of the training.

Notes to the Facilitator

•   Deliver your lecture on the different definitions of advocacy. It will be best to present the different definitions given in the Module 2 Session 1 Overhead 1.

•   Stress your participants the different important natures of advocacy, that it is a form of speaking up for a cause or group of people and hence a form of consciousness raising activity not only to lawmakers but also the general public. It involves a process or set of actions that is meant to change policies or attitudes or build networks. Stress that advocacy is a political action that results to social benefits. Lastly, stress the rewards of involving child domestic workers from the very start of the advocacy.

•   It is always best to infuse your discussion with lots of examples because this will help your participants grasp concepts that may be unclear or ambiguous. Another alternative is for you to draw examples from them based on their experiences and knowledge should your participants have a lot of experiences as advocates.

Activity Two

What's It Called in the Local Language?

Time: 30 minutes

Key Point of the Activity

To evoke equivalent concepts of advocacy in the local language to make "advocacy" a more relevant concept to your participants.

Materials: Black or white bond or large sheet of paper, markers or chalk

Procedures:

1. Ask participants to translate the word advocacy in their native language. While advocacy might not really have an equivalent word in their local tongue, there may be words related to the word advocacy. Draw out these words and concepts from your participants.

2. List these words down on the board or large sheet of paper. Discuss each of them thoroughly. To guide participants, you may ask them the following questions:

Notes to the Facilitator

- This activity can be either integrated into Activity 1 or you may hold this as a separate activity after finishing Activity 1.

- Explain to your participants the importance of coming up with a local definition of the word advocacy.

- Share with them as an example the experience of the NGO Forum in Cambodia in coming up with the equivalent concept "advocacy" in Khmer (Module 2 Session 1 Handouts). You may allot 30 minutes for discussion.

- While the local language may not have a direct translation of the word "advocacy," stress on the fact that they were able to come up with related words and concepts in their native language means that the concept is not really alien to them, that parts and parcel of their culture predisposes them to engage in advocacy work.

- Translating "advocacy" will aid people particularly advocates to come up with context sensitive strategies in doing their advocacy work.

   a. Does the word or phrase fully capture the definitions of advocacy given in the previous activity?

   b. Which of these words or phrases best capture the essence or meaning of the word advocacy?

   c. Does the local counterpart of the language improve on the meaning of advocacy? If yes, in what ways?

ADVOCACY is speaking up for some cause or group of people. It might be in **PUBLIC**, or it might be in **PRIVATE**—wherever it seems likely to make a difference. It is more than a publicity campaign. It might include education, or diplomacy, publication of a report, or a celebrity event.[1]

- Advocacy means any activity intended to **RAISE** consciousness among **DECISION-MAKERS** and the **GENERAL PUBLIC** about an **ISSUE** or a **DISADVANTAGED** group, with a view to bringing about changes in policy and improvements in their situation.[2]

- Advocacy is a form of **ACTIVISM** that involves "intentional action to bring about **SOCIAL** or **POLITICAL CHANGE.**"[3]

- Advocacy is **SPEAKING UP**, drawing a community's attention to an important issue.[4]

- Advocacy is putting a problem on the agenda, providing a solution to that problem, and **BUILDING SUPPORT** for acting on both the problem and the solution.[5]

- Advocacy is the process of **PEOPLE PARTICIPATING** in the decision making processes that affect their lives.[6]

- We advocate a cause or issue because we want to:

  → **INFLUENCE OTHERS** to support [an issue]; or

  → Try to influence or change legislation that affects it

- Advocacy is a process that involves a **SERIES OF POLITICAL ACTIONS** conducted by organized citizens in order to transform power relations. The purpose of advocacy is to achieve **SPECIFIC POLICY CHANGES** that benefit the population involved in this process. These changes can take place in the public or private sector. Effective advocacy is conducted according to a strategic plan and within a reasonable time frame.

- **Advocacy involves constantly reminding people of the issue we are advocating for.** It is important to do this because people are bombarded with numerous issues on a daily basis, which means we are competing for people's attention. Moreover, we may get ourselves heard but certain barriers may stop them from acting on the issue. It is also possible to change their attitudes and get them to act; however, people may go back to their old attitudes and habits. Thus, it pays to come up with messages they will remember. We must also send out our messages constantly in the hope of inspiring attitudinal change and commitment to everyday action. An important technique to make them remember the issue is to link up the issue we are advocating for with other similar and pertinent issues.
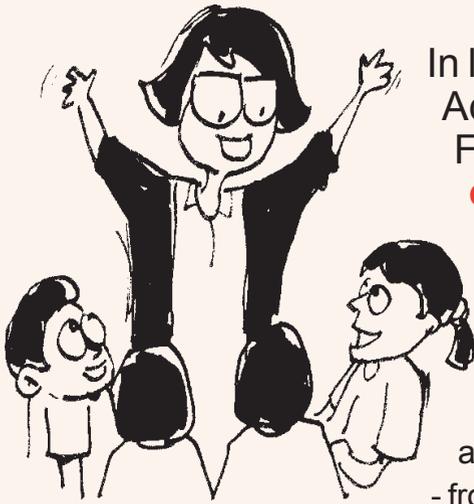
In line with Anti-Slavery's Handbook on Advocacy, Child Domestic Workers: Finding a Voice, **advocating on behalf of child domestic workers,** means any activty intended to raise awareness among policy-makers or the public, particularly among employers and the CDWs themselves. Advocacy aims to make the general public aware of the rights of CDWs. It also aims to change how CDWs see themselves - from weak and powerless to human beings with rights to survival, protection, development, and participation. In this context, it is about advocating for the improvement of the lives of CDWs.

Many organizations recognize the need to prevent children from entering into abusive forms of child domestic work. They use a combination of strategies to rescue and remove child domestic workers from very exploitative conditions. Many countries such as the Philippines and Cambodia have targeted their programs for child domestic work as one of the worst forms of child labor.

This does not mean however that when they involve child domestic workers as advocates that they support the existence of child domestic work in its worst forms. In fact many governments in Southeast Asia, in consultation with tri-partite partners and civil society groups, have recognized child domestic work as one of the worst forms of child labor on the basis of ILO Convention No. 182 which cites "work which by its nature or the circumstances which is carried out is likely to harm the health and safety of children."

Advocacy
for and with
CHILD DOMESTIC
WORKERS

While organizations in Southeast Asia use many approaches in dealing with the issue of child domestic workers, it is apparent during the pre-test and validation processes of the manual that in advocacy, organizations take on the message that in general they are not against children working. In fact, there are many national laws that allow children to work as long as they are above the minimum age of employment and are not found in hazardous circumstances. This is in line with the ILO Convention No. 182 and No. 138.

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RAISING ONE VOICE

- **Exposure to physical, psychological, and sexual abuse.** There are documented cases of physical abuse sometimes resulting in serious physical injuries or even death. Child domestics are also vulnerable to sexual abuse.

- **Exposure to harmful and hazardous working conditions.** Many child domestic workers are seldom allowed to take regular days off. Contact with family members and friends can be severed at any time, and consequently they are hidden from government protection and services. Child domestic workers may have to use electrical equipment and other unfamiliar machinery; chemicals, acids, and other materials that are considered health hazards, often with very little protection and no training on how to handle dangerous substances. They are expected to perform skilled tasks such as childcare with minimum training and are severely punished for their mistakes.

- **Child domestic workers can be on call 24 hours a day.** They perform multiple tasks often under the supervision and discipline of different employers.

- **Vulnerability to trafficking and debt bondage.** Many children are easy targets for trafficking because of the common belief among parents that child domestic work is the safest work for children. Victims are easily recruited and dispersed to local household jobs. They generally receive no training, orientation or information on the terms and conditions of their work, or on the agencies and institutions that can help them in cases of abuse or disputes with their employers.

- **Recruiters often collect advanced payment from employers and keep them from the recruits.** Recruiters charge placement, transportation, handling, accommodation and other fees against the future income of domestic workers. To encourage parents to allow their children to work, recruiters pay cash advances to the parents. These children then find themselves in a situation of bonded labor where they are forced to endure exploitative work conditions because of the debts they have incurred. An undocumented large number of victims of trafficking were promised work as domestics only to fall into prostitution.

- **Lack of opportunities for education.** While many children who work as domestics desire to acquire quality education, many have no access or have dropped out of school because they perform heavy workload which employers expect them to continue even when studying. Educational institutions currently fail to absorb and retain child domestic workers.[7]

The Khmer Definition of Advocacy[8]

On 19 May 1998, members of the NGO Forum in Cambodia met to discuss the appropriate Khmer translation of the English word "advocacy." According to them, there is no single word in Khmer that fully explains the meaning of the word advocacy. The translation most commonly used in Cambodia is *koem-tror*, which means "support." However, because this does not aptly describe the kind of work that the NGO Forum does or it may "give the wrong impression as to the purpose of the NGO Forum and [thus] create confusion," they saw the need to find a more appropriate term in Khmer.

During the deliberations, they compiled several translations of the word which are most commonly used in Cambodia. Among those they came up with include *kaa chor-chaa nung tor-waa*, which means "negotiation and protest;" *kaa koem-tror mete*, which means "supporting an idea;" *kaa teq-terng mete,* which means "drawing attention to an idea;" *kaa tor-soo mete,* which means "struggling for an idea;" and *kaapie mete,* which means "defending an idea."

While all these Khmer words essentially capture the meaning of advocacy, the group felt the need to decide which among these words best approximates the meaning of the word and how advocacy is actually being practiced in the NGO Forum.

A long discussion ensued among the participants of the meeting. Part of the discussion involved teasing out what is involved in advocacy. According to them, advocacy involves, among others, helping the community brainstorm and come up with an idea and raising concern. Moreover, to them advocacy "entails various strategies for influencing grassroots, provincial, national, and international levels." It involves "drawing attention to ideas about certain issues in order to influence decision-makers or law-makers to come up with appropriate solutions." Moreover, it also involves speaking out in public to support a cause.

The group pointed out that the words *koem-tror mete, terng mete, tor-soo mete,* and *kaapie mete* all express the meaning of advocacy to some degree. However, they fail to capture the meaning of advocacy. According to the NGO Forum, "When we struggle for an idea, we naturally support it, draw attention to it, and defend it as well." Because the word encompasses all the associated meanings of the other Khmer words, the group decided that *kaa tor-soo mete* best captures the meaning of the word advocacy. In the end, the group also resolved to use this Khmer word when they translate the word advocacy.

Session Two
Doing Advocacy Work

Session Time: 2 hours

Session Objectives

1. To discuss tasks that advocacy workers are doing for child domestic workers.
2. To discuss key concepts in doing advocacy work.
3. To introduce participants, in a general way, a few advocacy strategies that advocacy workers are employing to reach their goals.
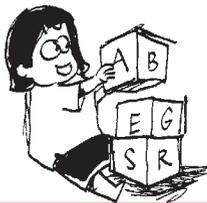
Activity One
Advocacy Work Case Studies

Time: 2 hours

Key Points of the Activity

- To discuss important concepts in advocacy.
- To make participants analyze advocacy activities described in the cases.
- To create a venue for participants to learn advocacy work. If they are neophytes, give the more seasoned advocates the opportunity to share their wealth of experiences.

Materials: Case study cards, metacards, adhesive

Procedures

1. Divide your participants into five groups.
2. Distribute the different case studies written in Module Two Session Two Handout. Make sure that all participants have a copy of each of the cases. Have them read all cases. Since there are seven case studies, you may opt to discuss case studies one and two in a plenary session and then assign them to discuss one case study per group.

3. To aid them in their discussions, give the following guide questions to the groups:

    *   What problem prompted the persons/groups to take action?

    *   What steps did the persons/groups of persons in the case study assigned take to address the CDW problem? Why do you think they took these steps?

    *   How would they describe or characterize the kind of advocacy the people/ groups engaged in?

    *   Discuss the possible strengths of the steps these advocates took. What else could these people and groups have done to improve their advocacy?

    *   If you were in the shoes of the advocates would you have done the same thing? How would you have done things differently?

    *   Share advocacy experiences they might know or might have engaged in.

4. After the group discussions, ask them to report to the other participants.

Synthesis

1. After the discussions, explain to your participants that there are two broad types of advocacy work according to Maggie Black. She calls them Quiet Advocacy and Loud Advocacy. Under these two major types of advocacies are different concepts and techniques in advocacy. Falling under quiet advocacy are individual advocacy, self-advocacy, peer advocacy, and alliances and coalitions. Falling under loud advocacy are legal advocacy, grassroots organizing, media advocacy, and lobbying.

2. Introduce to your participants the different concepts and techniques that fall under the two major forms of advocacy by writing them on the board.

3. Ask your participants what they think these words and phrases mean. If they cannot correctly define these concepts, you may help them by discussing the meanings of these concepts. (Please refer to the Overheads)

4. After discussing these concepts, distribute metacards with the concepts you have just discussed.

5. Ask them to identify and explain the types of advocacies.

6. Lastly, ask your participants whether they know of other forms of advocacy that were not covered by the exercise.

RAISING ONE VOICE

LECTURE GUIDE

1. Anchor your discussion on the concepts of quiet and loud advocacy and the different types of advocacy strategies in the case studies. As they are, the case studies serve as fitting illustrations of the different concepts of advocacy that your participants need to learn.

2. Introduce the different concepts to them, without handing out definitions. Ask them to try their hand at defining these. Provide the definition if the participants find it difficult to formulate one.

3. You could also ask them to identify advocacy strategies that were not included in the presentation.

4. After defining the concepts, ask your participants to come up with examples from real life or from personal experience.

5. You may also engage them in a discussion on assessing the strengths and weaknesses of the quiet and loud advocacies, and when they should or should not employ these strategies.

Case Study Card 1

Fitri is a school teacher in a local elementary school in a rural community in Indonesia. Her students are mostly impoverished students in her community. One day, she finds out that one of her students was sent by her parents to Jakarta to work as a maid for a rich household in the city. Although it is common in her community for girls to be sent as maids in the city, Fitri was still distraught at her discovery. After class, she decides to go to Widi's house to engage Widi's parents in a dialogue. As she had done before with the parents of her other students, Fitri explained to Widi's parents how sending her to work is violating the rights of the child. She said that sending the child to work as a domestic worker, may actually be limiting Widi's opportunity to improve her lot.

While Widi, may be earning money for the family's upkeep for the mean time, she has more to lose in the long run because she is denied the opportunity to learn concepts and skills that will allow her to find better paying professions than domestic work. She also explains that being a child domestic worker, Widi may be exposed to all sorts of abuses. Fitri explains that Widi stands to have a better future if she is kept in school. In the end, Fitri refers Widi's parents to a local NGO that may provide them the opportunity to learn livelihood skills. This Fitri does, in the hope of helping Widi's parents earn extra income to keep Widi in school.

Case Study Card 2

For the Visayan Forum (VF), a Philippine NGO that caters to the needs and welfare of domestic workers, including child domestic workers, the politically correct term to refer to housemaids is *kasambahay* or literally, household companion. This is a step away from the usual term attached to housemaids who are called, among others, *katulong* (helper), *chimay* (slang for helper), and *alila* (servant or slave), all of which carry negative connotations because they refer to the person's servitude to the family or their low status in society.

As an NGO concerned with child domestic workers, the Visayan Forum is involved in addressing the problem of illegal recruitment and abusive employers. Recently, it has also lobbied for the passing of the Magna Carta for Domestic Workers in Congress, which will "set a minimum wage for domestic workers above the legal minimum working age of 15, and lay down acceptable conditions of work." At the same time, the VF is staging media campaigns particularly in the radio to disseminate their cause. VF is also involved in grassroots organizing involving community members. They also have a hotline that provides information and counseling to child domestic workers and people who may be interested to learn about child issues and concerns. But it has not limited itself to the local front, VF has also been drumming up international support to further its cause.

Case Study Card 3[9]

ILO-IPEC has a team in Cambodia supporting the government's efforts and working with NGOs, municipal authorities, research institutions and others who are contributing to eliminating child domestic labor. In 2002, ILO-IPEC supported a two year project specifically aimed at improving knowledge and understanding of child domestic labor in Cambodia, identifying the kinds of actions that can be taken to eliminate child domestic labor but also to help those children who are currently being exploited in this way, and to identify and help children who are vulnerable.

As a first step, ILO-IPEC produced the first comprehensive survey of child domestic labor in Phnom Penh. This was to give a clear picture of the situation and to give basis for measuring progress in the future.

It also promoted awareness raising campaigns among parents and guardians of the risk of sending their children as child domestic workers and to help them find alternatives to sending their children to child domestic labor. ILO also embarked on awareness raising on what the community can do if they learn that a child in their community is exposed in dangerous situations.

ILO-IPEC worked with local NGOs and groups such as the Vulnerable Assistance Organization (VCAO), Women Development Association (WDA), Children's Committee (CC), and the Municipal Department of Social Affairs, Vocational Training, and Youth Rehabilitation (MDSALVY) to help carry out its programs for child domestic workers. Among the projects that were carried out include information campaigns, house to house calls by social workers to homes of employers of CDWs, preschool for children, TV programs, among others.

Case Study Card 4

Mary Rose and Omna are part of a children's organization in one of the suburbs in Cebu City, Philippines. Both are active, as well as their organization, in promoting children's rights and issues in their community. Recently, the rising number of child domestic workers in their community as well as their neighboring communities came to their attention. This inspired them to do something about this. They started out on their own by identifying who these child domestic workers are in their community. They did this by speaking with and befriending domestic workers they see on the streets when they go to the local store or church. Some of the child domestic workers have been referred to them by other child domestic workers. After they have gained their friendship and trust, Mary Rose and Omna, started to speak to these children about their rights.

In time, both girls brought the issue to their children's organization, which gladly took the issue of child domestic workers as part of their flagship programs. Soon, the children's organization engaged in bigger activities such as distributing flyers about CDWs; speaking with community members during community meetings on the rights of children, on the susceptibility to abuse of the CDWs, and encouraging the different *barangays* (the smallest political unit in the Philippines) in their community to pass local ordinances protecting child domestic workers; presentation of dramas about CDWs during community festivities; and forming networks with other children's organizations in neighboring communities.

Case Study Card 5

Rumpun Gema Perempuan (The Unity of the Voices of Women) is an organization in Jakarta that gives direct services to both adult and child domestic workers in five communities in Jakarta and the Greater Jakarta area. Since majority of the CDWs in these five areas can be found in Pamulang or Tangerang district, this is the only area where they offer services to CDWs.

For a more effective advocacy program, the Rumpun builds networks with other organizations, particularly women's organizations all over Indonesia. These networks are involved in pressing the government to come up with protection programs for domestic workers.

Recently, the Rumpun embarked on a research to assess the situation of domestic workers in five communities in Jakarta and Greater Jakarta, the results of which will be distributed in the Internet. This is an important endeavor because this will help people become more aware of the situation of child domestic workers in Indonesia.

Aside from the aforementioned activities, the Rumpun is also involved in delivering non-formal education to domestic workers such as cooking, handicraft making, cosmetology, and others. The Rumpun also gathers domestic workers twice a month to facilitate discussions on human rights, women's rights, rights of workers, reproductive rights, child rights, and the like. They also sponsor book discussions among domestic workers. One of the books they read was a book on domestic workers entitled *Bunga-bunga di Atas Padas* (*Flowers on the Rock*) published by ILO Indonesia and the ICWF. The book reading activity is aimed to help the domestic workers reflect on their situation.

Rumpun has also been involved in raising the awareness of community members on the issue of domestic workers. One of the areas it has targeted

is Maruga, a community where families have been sending their children as domestic workers for generations. Part of the objective of Rumpun is to discourage the community members from sending children under 15 years old to domestic work and to ensure that children from 16 to 17 years old are able to pursue education and are protected from hazardous working conditions. The awareness raising activities target parent, families, religious leaders, employers, community leaders, and local government officials. Their activities mostly coincide with the Islamic gathering. They enlist the help of religious leaders in educating community members on women's, children's, and domestic worker's issues.

Case Study Card 6[10]

Filipino domestic workers promise to gather a million signatures that aim to push for the passage of the Batas Kasambahay (Law on Domestic Workers), a law that will ensure the protection of their rights as domestic workers. The Visayan Forum (VF) is actively supporting this endeavor when it launched, together with these domestic workers the project: *"Isang Milyong Pirma para sa Batas Kasambahay,"* a nationwide campaign meant to gather one million signatures in support for the passage of *Batas Kasambahay.*

The efforts of VF and these domestic workers have already been met with some success. For instance, the Quezon City local government has agreed to become the first local government to require massive registration of domestic workers and their enrolment to the social security system. The registration of domestic workers and their enrolment to the social security system are two of the important provisions of the *Batas Kasambahay* that has yet to be passed by the Philippine Congress.

In the annual celebration of the *Araw ng mga Kasambahay* or Domestic Workers' Day organized by the Visayan Forum, Senator Aquilino Pimentel, personally came to express his support by addressing the crowd of advocates from the government, civil society, business and private groups, the religious and the domestic workers themselves who flocked to the Meditation Area of the Quezon City Memorial Circle.

There are one million domestic workers serving Filipino families. National statistics reveal that only a few may be receiving just salaries and benefits, nor everyone is being treated well by their employers. Many end up choosing to suffer in silence out of fear of losing their jobs or of being punished by their employers. Many of them are not even aware of their rights. Others do not know what to do when abused at work.

"We will start a campaign for one million signatures and if they still don't heed our call [for the passage of the Domestic Workers' Bill], will you go out to the streets with us to fight for your rights? We have to finish this fight soon, don't you think so?," intoned Cecilia Flores-Oebanda, VF president. VF and its partners have been pushing for the passage of this law for 10 years.

She noted that daily experiences with abused domestic workers prompted VF to lead the passage of the *Batas Kasambahay*.

Atty. Charito Planas of the Quezon City Parks Development Foundation Inc., Secretary-General Jurgette Honculada of the National Federation of Labor, Meneleo Carlos of the Bishops-Businessmen Conference on Human Development-Cluster on Labor and Employment, Sister Amelia Herreo, Quezon City Councilor Ariel Inton and Serenidad Lavador of ILO-IPEC also shared their commitment of support for *Batas Kasambahay*. Councilor Francisco Calalay, sponsor of the *Batas Kasambahay* ordinance of the Quezon City local government, was also there for the ceremonial signing of the local ordinance.

Partners also took part in the *Kasambahay* Fair for domestic workers who were provided with assistance on their medical and dental concerns, SSS and Philhealth registration, and legal matters, among others.

Immediately after the launch, the Senate called for a Technical Working Group meeting last April 26 to gather positions of stakeholders. Oebanda emphasized the need to prioritize the bill to provide a more appropriate protection to domestic workers than what the outdated Labor Code provides. The International Labor Organization (ILO), Department of Labor and Employment (DOLE), Department of Social Welfare and Development (DSWD), Social Security System (SSS), the Religious of Mary Immaculate and *Samahan at Ugnayan ng mga Manggagawang Pantahanan sa Pilipinas* also expressed their shared support to the law.

VF along with Anti-Slavery International have initiated an international letter campaign calling for people the world over to send e-mail to the President of the Philippines and to Philippine Senators and Congressmen to immediately pass the *Batas Kasambahay*.

VF is also spearheading a multisectoral initiative to launch a National Domestic Workers' Summit in August 2-4, 2005 to domestic workers themselves and other agencies to come up with a national agenda for both local and overseas domestic workers.

Case Study Card 7[11]

The Global March Against Child Labour identified child domestic work as a priority area for campaigning efforts. During the drafting of ILO Convention 182 on the Worst Forms of Labour in 1998, it lobbied for child domestic work to be identified as a worst form of labor. Although this did not happen, the debate during the drafting process saw the first thorough discussion of the topic and emergence of child domestic work as a worldwide challenge.

On 17 January 2001, Global March launched its campaign against the use of children as domestic servants. This was the first worldwide call to be made to expose what is known to be the most hidden form of modern day slavery.

Global March partners around the world became active in the international campaign. For instance, the French National Coordinator started investigations on cases of abuses against immigrant domestic workers in France. In South Asia, door-to-door campaigns to child domestic workers were held in local communities. Global March partners in over 30 countries became actively involved in advocating for national laws, raising community awareness, and rescuing and giving educational support to child domestic workers.

At the international level, the first exclusive website about child domestic work was launched, serving as the first online resource base on the issue, where partners and other interested people and organizations can share their findings and experiences. In addition, the International Secretariat worked with some multinational corporations to establish corporate social responsibility clauses against the use of child domestic workers by the company's employees.

The Global March International Secretariat also continues to support partners' work, mainly through some research initiatives.

Quiet Advocacy involves intimate discussions and personal persuasion in bringing an issue to people's attention. This usually happens on a one-on-one basis between an advocate and the target audience of the advocacy. This usually employs interpersonal techniques in raising people's awareness. Quiet advocacy could also happen between and among small groups of people such as in schools, women's group meetings, or in other community settings. Sketches and drama, may be considered as a form of this advocacy. Lastly, quiet advocacy could involve a network of like-minded individuals and organizations involved in cooperative work.[12]

Concepts Related to **Quiet Advocacy**

1. Individual Advocacy
2. Self-advocacy
3. Peer advocacy
4. Alliances and coalitions.

Individual advocacy involves persons who may not necessarily be connected to an advocacy organization but engages in advocacy work.

Self-advocacy involves people who are directly affected by a particular issue speaking out for themselves.[13]

Peer advocacy involves people who were engaged in a particular issue in the past (i.e. child domestic workers), received services from an advocacy group but are now themselves involved in the advocacy work.[14]

Alliances and Coalitions is a form of advocacy where individuals, groups, and organizations ally with each other to form a stronger body promoting or advocating for a certain issue.[15]

Loud Advocacy

involves fanfare and a wider more extensive reach than quiet advocacy. Loud advocacy may employ media and press campaigns, lobbying and political pressure (also called legal advocacy), grassroots organizing, and other similar tact.

Concepts Related to **Loud Advocacy**

1. Legal Advocacy
2. Grassroots Organizing
3. Media Advocacy
4. Lobbying

Legal Advocacy is a form of advocacy where lawyers or qualified advocates may engage in representing people in court or lobbying for changes in laws regarding a particular issue.

Grassroots Organizing is another form of advocacy where the public are enjoined to participate in supporting a particular advocacy initiative. Such advocacy work is carried out in various ways including, but not limited to, public demonstrations, rallies, leafleting, canvassing, and protests to help bring important issues to the political arena.[16]

Media Advocacy gets people interested in an issue by utilizing TV, newspapers, radio. This is an important form of advocacy because media reaches a lot of people. Media advocacy does a lot to fuel public concern in a particular issue.[17]

Lobbying involves persuading lawmakers to support legislation that will promote the public interest. By doing so, programmatic and legislative changes will be carried out that would result to improvement in the lives of those affected by a particular social issue.[18]

Session Three
The Advocate

Session Objectives

1. To look into the roles of the child domestic worker advocate or the advocacy worker.
2. To gather from participants the personal characteristics that an effective advocate has or should have.
3. To explore how these characteristics contribute to the success of advocacy work.

Activity One
Semantic Mapping: The Four Principles of Advocacy

Time: 1 hour

Key Points of the Activity

- To get participants to reflect on and discuss their work as advocacy workers.
- To learn the four principles of advocacy and relate this to their work.

Materials: Six metacards, pens or colored markers

Procedures:

1. Ask participants to identify or define an advocate. As a counterpoint, show them how Paul Curd Consulting defines an advocate is. (Module Two Session Three Overheads)
2. Give each of your participants six metacards.

RAISING ONE VOICE

3. Ask them to write on each paper strip something they do as child domestic worker advocates. They may also base their answer on the case studies provided in an earlier session.

4. Next, post the Four Principles of Advocacy in strategic places in the room. Explain briefly the four principles of advocacy, making sure that the participants understand this. Show them Overhead 3.2 to 3.6.

5. Ask the participants to post their answers under the appropriate Principle of Advocacy. Ask them to discuss the answers posted. Below is an example of possible answers your participants may come up with:

Empowerment	Autonomy	Citizenship	Inclusion
• Help CDWs gain access to formal or non-formal education • Embark on awareness raising campaigns among CDWs and the community in general • Come up with online resource base on CDWs and the work being done for them by government and NGOs	• Provide counseling to children • Sponsor book discussions among CDWs	• Organize rallies • Lobby to pass local ordinances protecting child domestic workers • Pressure government to come up with protection programs for CDWs • Come up with national agenda for CDWs	• Organize celebrations of CDW Day • Provide medical and dental services and access to healthcare insurance to CDWs • Organize celebrations of CDW Day • Provide medical and dental services and access to healthcare insurance to CDWs • Organize national and international letter writing campaigns to recognize CDWs as people imbued with rights like everyone else

6. Give inputs on the role of the child domestic worker advocate and how this is related to the four principles of advocacy. Discuss with your participants why these four principles are important.

7. Should they come up with roles that cannot be classified under the four principles of advocacy, ask them create a probable fifth or sixth principle of advocacy.

Note to the Facilitator

1. Explain to your participants not to worry when they experience difficulties in categorizing under the four principles; work may cut across the principles. For instance, a particular task they do for CDWs may help empower CDWs, gain autonomy, enjoy rights to citizenship, and feel included.

2. Stress that the point of the whole exercise is to show the importance of the advocate's work.

Activity Two
The Coat of Many Colors

Time: 1 hour

Key Points of the Activity

• The objective of this activity is to draw out from participants the essential characteristics of child domestic worker advocates.

• This activity is inspired bythe biblical Joseph's Coat of Many Colors. Here we use colors as metaphors for the various characteristics and skills child domestic worker advocates should possess to carry out their duties effectively.

Materials: Colored paper cut into 2"x 2" squares, 2 manila papers with drawings of a coat (like the biblical Joseph's coat), adhesive, paste, or glue

Procedures:

1. Divide your participants into two groups.

2. Ask them to discuss what they think are essential characteristics and skills of child domestic worker advocates.

3. In words or phrases, ask them to write these characteristics on the colored paper cut outs.

4. After writing the characteristics on the colored paper, instruct the participants to paste or glue the colored papers on the coat drawings.

5. Ask your participants to explain why they chose these characteristics and skills and how they think these characteristics and skills will help child domestic worker advocates with their roles and tasks as advocates.

6. In the end, discuss highlights and key learning points in Module Two Session Three Overheads.

Note to the Facilitator

1. There is a tendency for participants to come up with very ideal characteristics and descriptions of advocacy workers. While this is good, remind your participants that it is important. Advocacy workers need not be perfect. More than anything else, they need to be committed to the work they do.

2. The characteristics, more than being morally upright, should make advocates effective in their work.

3. You can modify the activity should your participants not be familiar with the story of Joseph and his coat of many colors or you may choose to do the alternative actvity in the next page.
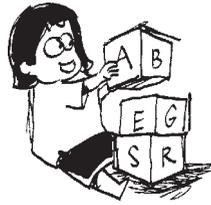
Alternative Activity

Characteristics and Skills that Make Good Advocates

Time: 30 minutes

This activity can be an alternate to Session 3 Activity 2. This is a reflective activity which will allow participants to determine the characteristics and skills of an effective advocate.

Materials: Large sheets of paper, colored pens, or markers

Procedures:

1. Divide your participants into two groups or more, depending on the number of your participants.

2. Ask the groups to write on the large sheet of paper what they think are the skills and characteristics of good advocates. To help them with this exercise, have them think of an advocate they may have worked with in the past. You may also ask them to share experiences and instances when they were effective advocates.

3. Ask them to discuss among themselves why they think having such skills and characteristics make good advocates.

4. Have the groups choose a person to report their discussions to the plenary.

Paul Curd Consulting (2005) defines an **advocacy worker** as anyone who is engaged in helping people to "say what they want, obtain their rights, represent their interests, and gain the services and practical support they need."

The Four Principles of Advocacy:[19]

- Empowerment
- Autonomy
- Citizenship
- Inclusion

Empowerment is about helping sectors of society, in this case, child domestic workers, gain and regain the power to take decisions and make choices in all areas of life, large, and small.
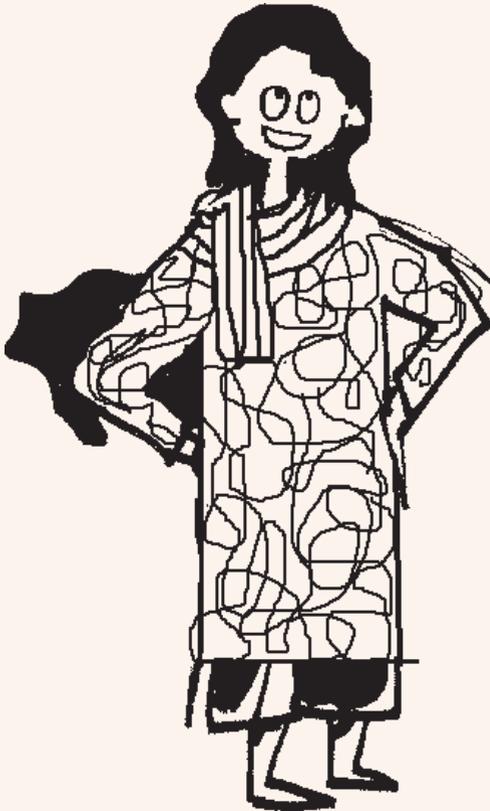
Autonomy has to do with helping people "to be a self-determining person; to be seen to be unique, and to be who they want to be and do the things they want to do."

Citizenship has to do with "helping safeguard their rights, supporting the person in being a fully fledged and respected citizen, and to counter injustice."

Inclusion entails "involving and welcoming people into groups and communities, on the basis of equality of opportunity and access."

Advocates are leaders who serve as 'change agents' and 'watchdogs' for the public by influencing public policies that benefit all people, particularly those who are underrepresented. Advocates for social justice have a strong desire and passion to change society for the better. Acting on their passion and vision, they go beyond wishing that things would change to actually working to create change by putting their words into action.[20]

Advocates develop their vision and ideas and put their words into actions to create positive change that improve people's lives.[21]

They are committed to their work and the goals they are advocating for.

Anyone can become a social justice advocate. While writing, public speaking, data analysis, information research and organizing are helpful, your skills can come from virtually any field of study.[22]

Advocates are creative. They adjust easily to the calls of the situation neither thinking that there is a cut and dry solution to different problems nor is there a single approach to address the issue of child domestic work.

Session Four
Why We Advocate

Session Time: 2 hours

Session Objectives

1. To discuss why advocacy is needed by child domestic workers, and to examine the role of advocacy in broader intervention efforts for CDWs.

2. To explore the various *personal* reasons why we do advocacy for child domestic workers.

3. To look into how these personal reasons may be influenced by the objectives and targets of the institutions participants we work with.
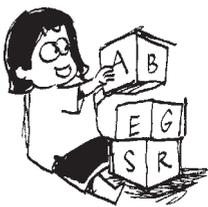
Activity One
Advocacy and the Ten Rights

Time: 1 hour

Key Points of the Activity

To help participants understand the purpose of advocacy.

Materials: Song about children's rights written on a large sheet of paper, guitar or any musical accompaniment (optional)

Procedures:

1. As a warm-up to the topic of "Domestic Work: An Abuse of Children's Rights," ask the participants to sing a song about children's rights. Below is an example of a song on the rights of children written in Filipino with its English translation. It is be best to render your country's own version of this song.

Sampung mga karapatan	(The rights of the child)
Apat ang saklaw niya	(Covers four domains)
Mabuhay nang matiwasay	(To live and grow peacefully)
Umunlad nang mahusay	(To develop fully)
Proteksyon sa panganib	(To be protected from harm)
Maging makabuluhan	(To participate)
Karapatan pananagutan	(To uphold their rights)
Ng sandaigdigan	(Is the duty of humanity)

(To the tune of "I have two hands")

2. After the participants have learned the song, ask the participants to stand up, form a circle and teach the action that accompanies the song.

3. After the participants have learned the action, ask the participants to perform the songs with actions.

4. After the participants have returned to their seats, lead the discussion on topic of "Domestic Work: An Abuse of Children's Rights." Refer to Module 2 Session 4 Handouts for points to highlight in the discussion.

Note to the Facilitator

1. You can make this process participatory by asking participants to suggest an action for each line of the song.

2. If there is no available song on the rights of the child, then the challenge for you is to create one or have your participants come up with a tune for it. If you are not musically inclined or none of your participants are, then reviewing the different rights of the child with your participants will suffice.

RAISING ONE VOICE
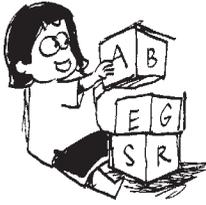
Activity Two

The Web of Life: Our Personal Reasons for Advocacy

Time: 1 hour

Key Points of the Activity

To help participants understand that the different personal reasons they have for becoming advocates are connected and, however disparate they may be, all result in the betterment of the situation of the child domestic worker.

Materials: Ball of string/yarn

Procedures:

1. Give the ball of string to a participant and ask him/her to tell everyone why he or she is doing advocacy work for child domestic workers and why his or her work is important for the welfare of the child. If the participant is not yet an advocate, ask him or her to reflect on why it is important to engage in advocacy for children.

2. Ask the participant to throw the ball of string to another participant while he or she holds on to one end of it. This will allow them to make a string connection between them. Ask the same question to the holder of the string as the previous participant.

3. Repeat the process until all the participants have spoken and are holding one end of the string.

4. After everyone has spoken, ask them how their reasons for advocacy work are connected and how all these contribute to the welfare of the child domestic worker. Ask them to describe the web they are in and the thoughts and insights they have of the activity.

5. Ask one participant to pull on his/her string gently, then violently. Ask them observe what happens. Next, ask them to pull the string all together at once. What happened? How were they affected?

6. Assign some participants to let go of the strings. What happened to the web? What can be done to restore the web?

7. Get a pair of scissors and cut the string. What happened to the web? What can be done to fix it?

Synthesis

1. Stress that while each participant may be impelled by different reasons. These all contribute to the common good of the child domestic worker. It is this working towards a common goal that makes the difference in the lives of the children.

2. In a sense, the web can be used as a metaphor for the welfare of the child domestic worker. The strength of the web lies in the commitment of each of the participant to engaging and remaining in their advocacy work.

3. When one of the members lets go of the string, the strength of the web is compromised. When one pulls at the string violently, others may lose their grip of the string, and also the strength of the web is compromised when some members are made to let go of their grip.

4. Equilibrium and the welfare of the child is also compromised when the strain on the web is unequal.

Session Five
Advocacy as an Integrated Approach

Session Time: 1 hour

Session Objectives

1. To discuss the relationship between advocacy and practical interventions.
2. To discuss how advocacy and practical interventions make advocacy work more effective.
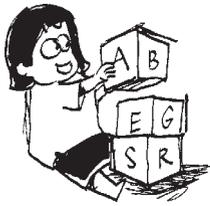
Activity One
Practical Interventions and Advocacy

Time: 1 hour

Key Points of the Activity

To help participants understand that every effective advocacy entails practical interventions. In the same way, practical interventions necessitate effective advocacy work. This activity will be a good jump-off point for your lecture.

Materials: Large sheet of paper, writing pens, and strips of paper

Procedures:

1. Review concepts related to Practical Interventions and Advocacy. Have this flipchart posted on the board.

Practical Interventions	Advocacy
Hotline Education programmers Health service Rescue Rehabilitation Recreation Associations Etc.	Awareness building Education Publicity campaign Publications Building solidarity for Speaking out

2. Divide the participants into two groups.

3. Give one strip of paper (bearing the label, "practical intervention") to Group One, and the other strip of paper (bearing the label, "advocacy") to Group Two.

4. Have Group One discuss the following question: How can advocacy reinforce our practical interventions? Have Group Two discuss the following question: How can our practical interventions reinforce our advocacy work?

   To facilitate reporting, encourage the group to limit their answers to three to five answers per question. Have these responses written on a large sheet of paper. Allow 15 minutes for discussion and writing.

5. When the groups have finished, turn everyone's attention to the first group and ask them to present their work. Allow for one to three questions or clarifications after the presentation.

   The following are examples of possible reflections your participants may arrive at. These have been shared by participants during the validation workshop of this Training Manual in Jakarta, Indonesia.

   • While it may be good to raise the awareness of children and the community on the importance of keeping children in school and not allowing them to work as domestic workers, it is not enough to do this alone. One has to consider the reasons why parents may be sending their children to become domestic workers and then addressing these reasons with practical solutions. For instance, if parents send their children to work because of poverty, it would be good to come up with livelihood programs that will allow the family to earn extra income. Giving out scholarship to children may also help dissuade parents from sending their children to work.

- When the Visayan Forum (VF) started their *Kasambahay Program*, a program that addresses the needs of domestic workers, no one came to the office for two months to seek help. This prompted the VF to go to parks and churches where domestic workers usually congregate to promote the services the center was offering. VF has learned that having a very good center is not enough, you have to advocate and advertise the presence of your center.

Note to the Facilitator

Once the two groups have presented, lead a discussion on the topic "An Integrated Approach to Advocacy." Refer to Module 2 Session 5 Handouts for points to highlight in the discussion. Allot seven minutes for the discussion.

Advocacy should be part of an integrated program of action

Advocacy is not an easy short cut - far from it. To yield solid gains for the intended beneficiaries, it needs to be bolstered by other kinds of action, or else the publicity generated may be like a shooting star - brief excitement and then nothing.

Therefore, advocacy should not be undertaken in isolation from a wider programmatic context. It is important to position it within a framework of research and practical action involving more than the limited idea of making a loud public noise - which is all that advocacy means to some decision-makers, thus earning it negative connotations.

Where the impression is given that advocacy is purely adversarial, or political, and is primarily intended to shame government or some social group, there may be a backlash against it. Public confrontation and controversy should be used with caution. They may lead to penalties against organizations and individuals involved, especially those who have raised their voices, which may include child domestic workers themselves. To escape public disapproval, employers of children have been known to throw them out on the street.

It is sensible, therefore, to have undertaken a practical program of action and become recognized as knowledgeable and professionally authoritative on the issues surrounding child domestic work before rushing into advocacy. The goals of advocacy will then naturally be consistent with the goals of practical work: the two types of action can reinforce one another. Very often, the practical component acts as a springboard, a resource base, or a pointer for the advocacy component. When advocacy messages are challenged, practical experience and working children themselves can vouch for their authenticity. There should, therefore, be a close and inter-active relationship between an organization's information base, its practical interventions, and the advocacy it undertakes. Advocacy will work best when it is part of a total program, and is strategically undertaken within a well thought-out program process.

This process can be described as circular *[see diagram, next page]*. First comes assessment of the problem, which requires research and data-collection. Once the information has been analyzed, action based on it can be undertaken. This is likely to consist of a set of practical interventions, and advocacy as a parallel and interconnected activity. Once actions have been underway for some time, it will be necessary to make a new assessment to see what has been achieved, take stock of lessons learned, and adjust the existing program of action or design a new one. In order to be able to undertake a new assessment, it will have been necessary to decide in advance of the initial program how the actions are to be monitored and measured.

Many organizations start out by responding to a need with action of one kind or another, and do not proceed very scientifically to begin with. For example, a concerned individual or NGO may launch a social program for young domestic workers on their day off – as has happened in both Peru and Philippines – without first undertaking any detailed assessment. As things progress, they may feel the need to do some research, and expand their services or develop an advocacy component building on what they have learned.

It is important, when developing an advocacy approach, to ensure that there are strong links with other parts of the program - assessment and practical interventions. Where these two elements are weak, advocacy will also tend to be weak. Never imagine that advocacy efforts will somehow compensate for disappointing results in other parts of the program. A rounded approach based on facts and dependable information will provide mutual reinforcement to different components.
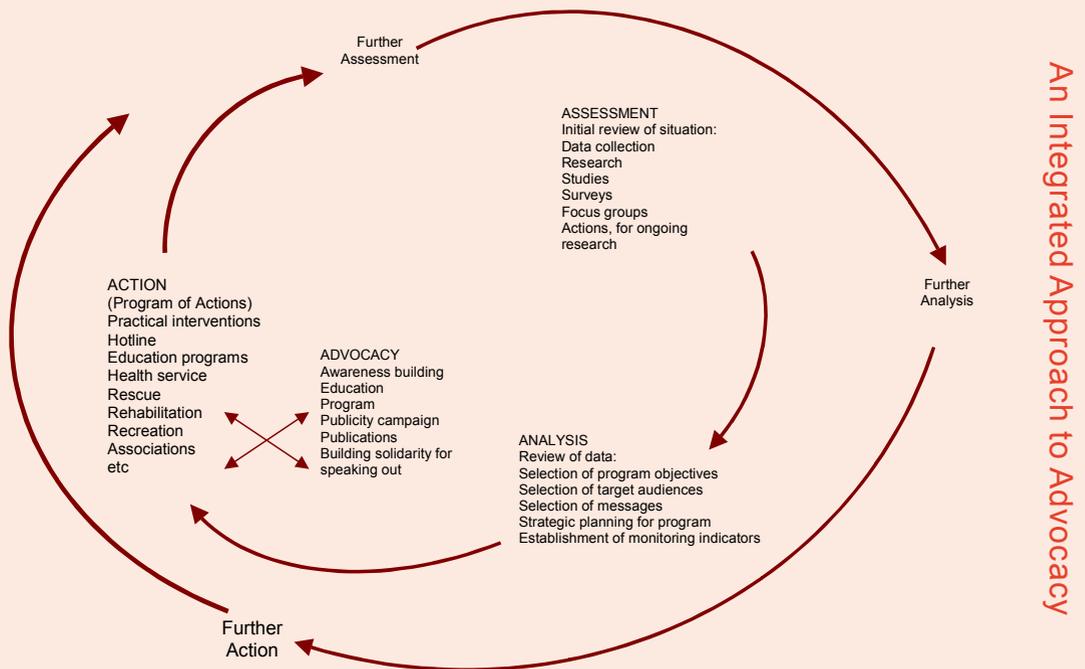
Source: Black (2002), Child Domestic Workers: Finding a Voice:
A Handbook on Advocacy (United Kingdom: ASI, pp 21-22)

Session Six
The Advocacy Process:
An Overview

Session Time: 1 hour

Session Objective

This session gives participants an overview of the steps in doing advocacy work.

Activity One
The Advocacy Process

Time: 1 hour

Key Points of the Activity

- The activity introduces the different steps in advocacy work.
- The activity aims to prompt the participants for ideas on what they think these steps are and then juxtapose them with the steps that they will learn throughout the training.

Materials: Metacards, colored pens or markers, adhesive

Procedures:

1. Ask your participants to reflect on the following questions: If you were to come up with an advocacy plan for child domestic workers, what steps should be taken?

2. Also, ask them to recall the steps taken by the different advocates in the case studies taken in Module 2 Session 2 Activity 1. Ask them to identify which of these steps can be used when they come up with an advocacy plan.

3. Have them share their answers and write their answers on the board.

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4. When they have exhausted all possible answers, erase ideas that have been repeated. After this has been done, write on metacards the answers that remain on the board.

5. Post the metacards on the board.

6. Have them decide the exact order the advocacy process should proceed.

Synthesis

1. Show them the advocacy process that will be tackled in the ensuing sessions of the training (Please refer to Module 2 Session 6 Overheads).

2. Ask them to compare the processes they came up with and the processes that will be tackled in the training. Do they think the processes they came up with are sufficient? Do they think that the programmed processes are sufficient as well? If not, what do they think should be added?

3. Discuss each process with them, making sure to highlight important points.
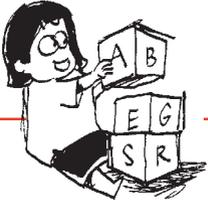
Alternative Activity
Step by Step

Time: 1 hour

Materials: Metacards with steps in the advocacy process written on each metacard

Procedures:

1. Divide your participants into two to three groups, then hand out copies of the set of advocacy process metacards. The processes should not be in proper order because the participants will be asked to guess the order later on.

2. Show and discuss the overheads where each of the advocacy processes is defined. This should also not be in order.

3. Participants are to decide on the order of the steps to implement an advocacy strategy. They are also free to discard steps they think are irrelevant.

Note to the Facilitator

1. Explain that the purpose of the activity is to highlight the systematic process of advocacy. However, you must also point out that although it is systematic in nature, there may also be deviations depending on the advocacy strategy that will be employed or the needs that are called for by the advocacy. The process being presented here is just a suggested process.

2. The process is not necessarily sequential. Some processes run on from start to finish and some may overlap or happen simultaneously.

4. Have the groups post the cards on the wall side by side each other to allow the different groups to compare.

5. Ask them to identify similarities and differences among the arrangements of each group.

6. Ask the groups the following questions: Did the groups all start with the same step? Did they end in the same way? Were any steps sequenced simultaneously? Were any of the steps discarded?

7. Show the Module 2 Session 6 Overheads.

The Advocacy Process

- Analyzing the Situation

- Identifying Key Issues

- Analyzing the Issue

- Setting Advocacy Goal and Objectives

- Identifying Key Actors, Institutions, and Target Audience

- Identifying Key Messages and Strategies

- Setting a Timeline

- Resource Generation and Management

- Monitoring and Evaluation

Analyzing the Situation. In advocacy it is important to define an issue or problem. This will be where the advocacy will revolve around. In defining the problem it becomes easier to promote policy or attitude change. Analysis of the situation may include studies, surveys, focus group discussions, workshops, etc.

Identifying Key Issues. After you have analyzed the issues, it is only right to identify key issues or problems to focus on comes. Keeping your focus on a handful of issues will allow you to be more effective in your advocacy. Identifying key issues will definitely help the advocate or the advocacy group to come up with doable and realizable plans.

Analyzing the Issue. Among the things that should be looked into or analyzed are the political, economic, and social issues and situations that affect the sector being looked into, in this case, child domestic workers. It is important to analyze the issue because only then can concrete and relevant solutions and objectives be proposed.

Setting Advocacy Goal and Objectives. An advocacy strategy starts out with the setting up of goals and objectives based on the problems and issues identified. Goals are long term targets that an advocacy group may have while objectives are short term, specific, measurable achievements that contribute to the attainment of a goal. The goals and objectives are of course informed by the situation in the field and is usually based on the findings of the research.

Identifying Key Actors, Institutions, and Target Audience. This involves identifying partners who can help with the advocacy, potential adversaries who may pose barriers to the goals of the advocacy, and audience for whom the message will be directed to.

Identifying Key Messages and Strategies. At this stage, advocates determine the messages they want to put across to their target audiences and determine the most effective strategy they can employ to stage a successful advocacy campaign.

Selecting Roles. The next step involves assigning what roles each member of the advocacy group will play when they stage their advocacy plan. This will ensure that each task is defined and that each player will know the exact function and responsibility they have in the advocacy process.

Setting a Timeline. At this stage, it is important to come up with a timetable with which to work. Setting a timeline involves you answering the question when and how long. For instance, we may ask: "When do we start with the project?," "How long will it take us to complete this?," and similar other questions. This would allow the group to identify when they expect to meet their goal. This would also help them gauge whether they are succeeding in their endeavor.

Resource Generation and Management. A very essential component in the advocacy is to generate funds to ensure that programs and projects in the advocacy work will be carried out and sustained.

Monitoring and Evaluation. Once everything has been carried out, it is important to look at whether the projects are being run as planned. Part of this involves looking at whether, based on predetermined criteria, the advocacy group are meeting their goals and achieving success.

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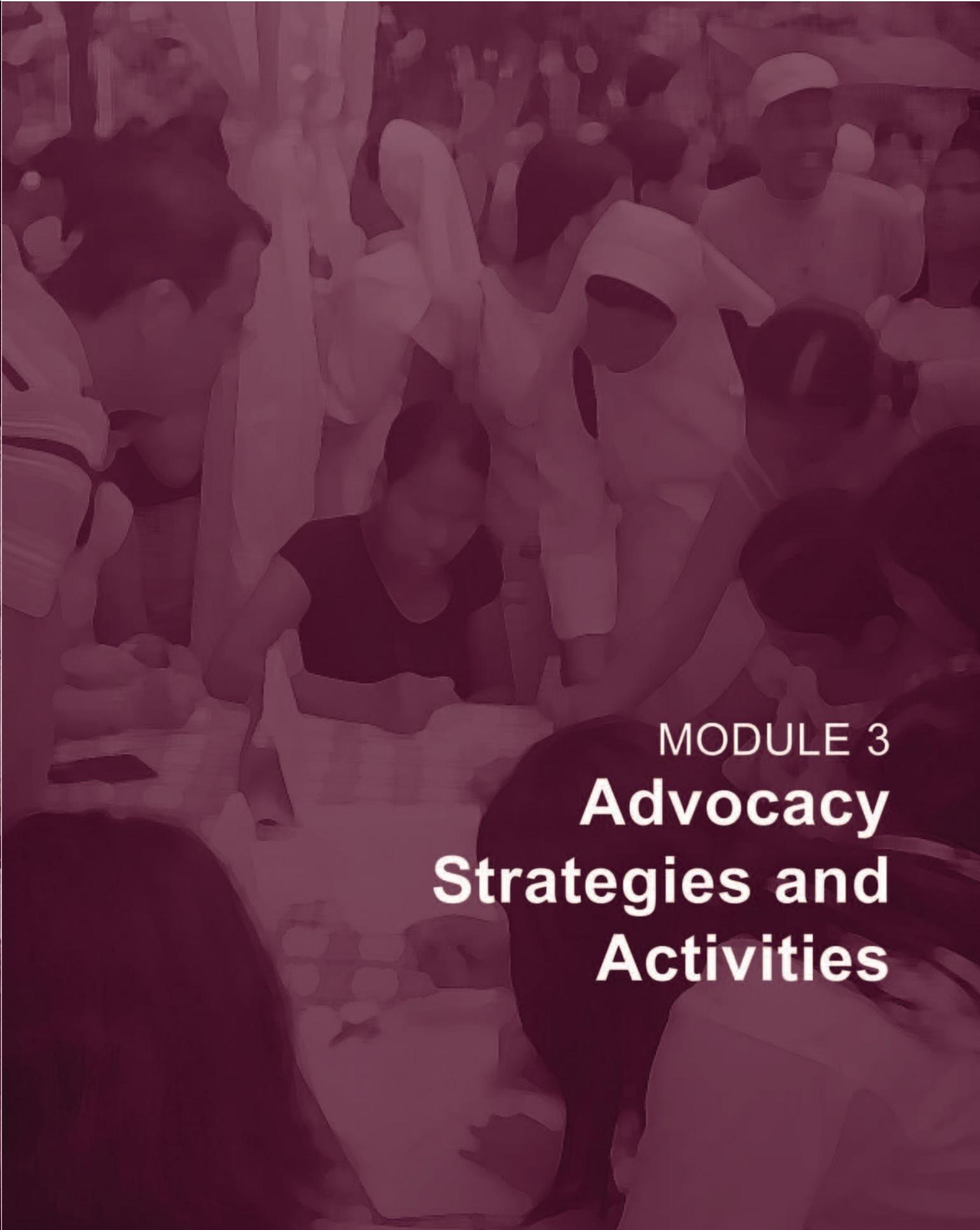
MODULE 3
Advocacy Strategies and Activities

Module 3
Advocacy Strategies and Activities

Total time: 8 hours

Module Objectives

1. To discuss and define the various types of advocacy activities and strategies.
2. To present guides, hints, examples, and identify the factors that make advocacy strategies successful.
3. To discuss possible hindrances, challenges, and considerations in various advocacy strategies.

Session 1	**Quiet Advocacy Strategies**
Activity 1	Convince Me
Lecture	Quiet Advocacy Part 1
Activity 2	Likes & Dislikes
Lecture	Quiet Advocacy Part 2 (Building Networks)
Activity 3	The Search
Activity 4	Developing Flyers
Session 2	**Loud Advocacy Strategies**
Activity 1	Call Me
Lecture	Loud Advocacy Part 1
Activity 2	Writing a press release
Lecture	Discussing Childrenís Rights with Children
Lecture	Loud Advocacy Part 2
Session 3	**Effective Advocacy Strategies**
Activity 1	The Secret Ingredient
Lecture	Effective Advocacy Strategies

Session One
Quiet Advocacy Strategies

Session Time: 4 hours

Session Objectives

1. For the participants to identify quiet strategies and their advantages and disadvantages.
2. To discuss how to build advocacy networks and the possible issues and problems that come with it.

Activity One
Convince me

Time: 1 hour

Key Points of the Activity

• To practice one-on-one or face-to-face advocacy activities.

• To evoke the participants' experiences in one-on-one or face-to-face advocacy activities, or in convincing people to take a stand on an issue.

• To serve as a take-off point on the lecture on quiet advocacy techniques.

Procedures:

1. Ask the participants to find a partner.
2. Tell the pairs they will be doing a "role-play" activity. Ask the pairs to assign who will act as the "advocate" and the "target audience."
3. The facilitator will then assign who among the pairs will play the following roles:
   a. A parent: she or he is poor and a recruiter offered to find a job for her or his daughter. The extra income will be a big help for their family.
   b. An employer: she or he employs a child to work for her or his household and the child has to stop going to school.

    c. A religious leader: his or her community has households that employ children as domestic helpers and he does not see anything wrong with it.

    d. A government official: she or he is not aware that CDWs are entitled to social security benefits.

4. Ask the participants who will play the role of "advocates" to go to the training venue. Tell the pairs they can choose an area where they can talk without overhearing the other pairs. They will be given 10 minutes to converse.

Synthesis

1. Ask three or four pairs to share their experience. Each pair shall be given three minutes.

2. After the sharing of experiences, ask the following questions to all the participants and note their answers on the board. Allot 15 minutes for the following discussions.

    a. Did you have similar experiences in real life? In your work? In your personal life? Can you give examples?

    A possible answer could be: yes, they have experiences in community-based work. The participants may share their programs and services. Welcome and note the answer/s. Be sure that the sharing does not focus on a single experience of an organization.

    b. Can you give examples of the advantages and disadvantages of approaching individuals, families, and small groups about an issue?

    Possible answers are:

       i. It takes a lot of time to conduct house-to-house;

       ii. There are difficult individuals or groups to approach. They are not open to what you are sharing. They easily get angry, etc.

       iii. It's hard work and taxing.

       iv. Individuals and groups can ask questions and there is a healthy exchange of ideas and opinions.

       v. Parents get to understand the issue of CDW more because they could ask questions

3. Summarize the answers and then proceed to the lecture.

LECTURE GUIDE

1. Start the lecture by emphasizing that the target audience is very important in identifying and choosing the strategies that will be used. This should have been discussed earlier in the previous module. There are different strategies and they can be categorized into "quiet" and "loud" advocacies. "Loud" advocacy will be tackled in the next session. For the lecture refer to Module 3 Session 1 Handout 1.

2. Define "quiet advocacy" and share that this strategy and the activities involved are more persuasive, it can only reach a small number of people and would require more time.

3. Give the following examples of quiet activities:

   a. *Interpersonal techniques* – these are one-on-one dialogues or small group discussions with key players such as parents, employers, and other significant members of the community such as teachers, religious leaders, village elders, community or local government leaders, etc. This strategy is a **persuasive technique** since the advocate and the target audience can engage in "question and answer" discussions. And when these *key players* are persuaded, they can help in spreading the message about the situation and needs of CDWs.

4. **After the example/s**, discuss the **hindrances** in these interpersonal techniques. The following points can be explored; however, encourage the participants to contribute other examples based on their experiences:

   a. One-on-one discussions and small group discussions **take time** and they can be taxing to the staff of an organization with limited human resources.

   b. Interpersonal techniques can be **very frustrating**. The target audience may not be open to the ideas and issues that the advocate wished to discuss with them. It may also take several intensive sessions where the person is not at all open and may even be very confrontational.

5. Proceed to discuss how **plays and dramas** are participative processes, which are effective in raising awareness in communities, schools, religious groups, and the like. Present posters or case studies of local NGOs. These are also examples of quiet advocacy. Refer to Module 3 Session 1 Handout 1.

6. Share that in plays and dramas, children play an important part in the planning, development, conduct, and evaluation of the activities. Emphasize that there are important considerations and principles to adhere to when children participate.

Activity Two
Likes & Dislikes

Time: 30 minutes

Key Points of the Activity

- To evoke methods or styles in working or interacting with children and young people in general.

- To utilize what was shared in developing methods for reaching out to child domestic workers.

Materials: Paper

Procedures:

1. Form three groups. Tell the groups that they will be given 20 minutes to discuss and prepare the reports.

2. Ask the groups to think about the children they work or interact with – the children in the organizations, their families, and communities. Instruct them to discuss the following:

   a. Group 1: the venues where children (in general) could be found and where CDWs spend their time aside from their employer's home.

   b. Group 2: what the children and young people like

   c. Group 3: what children dislike

3. The first group will present their report by drawing a map. The second and third group will present their report in role plays. Allow five minutes for each group to report.

Synthesis and Lecture Guide

1. Summarize the reports and stress that in order to reach out to CDWs in their areas, they must be knowledgeable on the situation of the children. They must be aware of the details of their work, their interests, and their problems. These are important in identifying methodologies in reaching out to CDWs.

2. Present the following examples:

    (It would be best if the facilitators look for examples from local NGOs)

    a. The Sri Lanka Interactive Media Group – Colombo conducts street plays in areas where young people and CDWs pass by. This way, SLIMG informs them of the issues and of children's rights. They encourage CDWs to attend their other activities. Young men and women are also encouraged by the plays to become volunteers of the SLIMG.

    b. Visayan Forum and Sumapi of the Philippines went to recreational parks during Sundays where CDWs meet friends and relax during their day-off. They distribute flyers and comics about CDW issues and the hotlines, which they can can call if they need help. The staff and volunteers also take time to befriend the CDWs. They brought along visual aids to make their presentation of CDW issues more interesting. VF also reached out to CDWs in the schools, Churches, and in shipping ports where most of the CDWs from the provinces land to find work in the urban areas.

    c. Ask the participants if they have similar programs or experiences in working with children.

3. Proceed to discuss the tips in explaining issues and children's rights to children in Module 3 Session 1 Handout 2.

Activity Three
The Search

Time: 2 hours

Key Point of the Activity

To evoke the benefits of working together with people with the same interests and the possible hindrances in working with them.

Materials: paper and drawing materials

Procedure:

1. Give the participants a blank piece of paper and drawing materials.

2. Instruct them to think about a symbol that would represent their traits and characteristics. They will draw this symbol in the middle of the paper. Allow five minutes for this activity.

3. Instruct them to stand, and randomly walk around the room and look for participants holding symbols similar to their own. All those with similar symbols should group together. For example, if one participant drew a leaf, he or she should find and form a group with other participants who drew trees, flowers, or fruits. Another group could be inanimate objects such as office supplies, rocks, etc. Let the participants group themselves.

   Based on previous training courses, at least three to four groups will be formed. It doesn't matter if the groups do not have the same number of members. It is possible that there might be participants who drew very unique symbols that they could not find a group. Ask these participants to choose and join any one of the existing groups. Allow 5 minutes for this activity.

4. Instruct the groups that each member will explain their symbol VERY briefly. Each group should note down the similar traits and characteristics that the members share. Based on the traits that they identified, they will develop a logo for their group. Tell the groups that they will be present their logo in a plenary session. Allow 15 minutes for sharing and 15 minutes to develop their logo.

5. Each group will present their logo and its meaning. Allow three minutes for each group to report.

Synthesis

1. Ask the participants if they found people with similar traits or interests in their group. If they did, how did they feel when they are with people with similar interests, jobs, principles, views and opinions, etc., not only in their group but also in their everyday lives? The facilitator can encourage short stories from the participants' everyday lives.

    Possible answers could be:

    a. Yes, they found people with similar traits and interests in the group. The participants may share that they feel they belong to the group. That it is easier to work together when they are with people with similar traits and interests.

    b. A participant may not found someone with similar symbol. (Remember that there are participants with very unique symbols who joined any one of the groups.) Either they may have felt left out or they might may appreciated the differences.

    The facilitator must note the answers on the board grouping the answers in the following columns:

Good things happen when one is with people who have the same interests, personality, opinions, views, principles, etc.	What happens when one is with people who have different traits, opinions, etc.?

2. Summarize the output according to columns then proceed to the lecture.

LECTURE GUIDE

1   Refer to Module 3 Session 1 Handout 3.

2   Define advocacy networks.

3   Refer to the answers from the activity above on the positive points of being with people with similar interests. Tell the participants that their answers are similar to the advantages of forming a network, after which proceed to discuss the advantages of building an advocacy network.

4   As earlier discussed on different strategies, there are **hindrances** or challenges in building a network.

5   If there is still enough time for the lecture, the basic guide on what to consider when starting an advocacy network[1] should also be discussed. If none, then it can be given to the participants as handouts.

6   Present examples of structures where advocacy networks can adapt[2]

7   Present Child Workers Asia (CWA) as a case study. Distribute Module 3 Session 1 Handout 4

Activity Four
Developing Flyers

Time: 30 minutes

Key Point of the Activity

To be able to see the skill level of the participants in developing flyers and to discuss some tips after the activity.

Materials: paper and drawing materials

Procedure:

1. Form three groups. They will be assigned the following target audience:
   a. Parents
   b. Employers
   c. General public

2. Instruct them that they will be making flyers (one for each group) out of the materials that will be provided. Allow 45 minutes for this activity.

3. Afterwards, the participants will post their output on the wall. The groups will be given three minutes to view the flyers. They will not be allowed to ask questions because the flyers should be self-explanatory.

4. Ask the participants to go back to their seats.

Synthesis

1. Get the feedback of the participants for each flyer. Group their answers into the following:

Content	Form and lay-out	Others
• clarity of message • appropriateness • language used • etc	• easy to read • interesting • size of flyer • etc	

2. Proceed to the lecture on tips in developing flyers using the synthesis of the output as examples. Refer to Module 3 Session 3 Handout 5.

Handout 1

Quiet Advocacy (Part 1)

1. **Quiet advocacy** are "personal persuasion" techniques used on a one-on-one conversation or with a small group where it is more productive.[3]

   Below is an example of a strategy to reach out to and attain the support of the religious leaders of the community:

   > **The Prophet Muhammad said…**Rumpun Gema Perempuan (The Voice of Woman) of Jakarta, Indonesia, is an organization that focuses on domestic workers including migrants and child domestic workers. In their advocacy to protect child domestic workers and adult domestic workers from abuse, they present the following teachings of the Prophet Muhammad to religious leaders and key players in the community:- *"Your life, assets, and dignity is holy and shall not be violated."*He also stated that everyone is born in holiness; meaning he or she is not allowed to harm/endanger/violate others and oneself.- *"Do not beat Allah's women-creation."* Because "The prophet did not beat his wives or domestic worker."- *"There are enemies of mine on judgment day: those who do not keep their promise, those who traffic others and take into possession their income, and those who do not pay their worker."* (HR. Ahmad and Bukari.; Syaukani, Nail al Awthar, VI/32).- *"The Prophet prohibited employing without prior explanation on the amount of the payment to be received."*- *"Anyone who employs others must define the payment they will receive."*- *"Pay your worker before he takes a rest."*

2. Plays and dramas – These are often held in areas of the community where people gather, in schools, or in meetings of local people's organization. These plays depict the situation of CDWs. When the children themselves are involved, these plays can be very gripping and persuasive. This strategy often works because the medium is **not confrontational**. Some organizations conduct small group discussions afterwards or get feedback from the audience. It also becomes a venue for children and adults to share their experiences and to develop the former's creativity and skills. Theater also gives a "big voice" to the thoughts and opinions of child domestic workers. When involving the chidren in plays and dramas, it is best to consider the following:

-   Since children are involved, usually from the conceptualization of the play, writing, design, and in its staging, the **best interest of the children must always be upheld**. Moreover, the children must never be **overburdened**.

The advocates must be **willing to take time** to develop the play and use resources for the training of the children and adults who will be involved.

> **Mobile theater in Thailand.** The Foundation for Child Development (FCD) organization in Thailand facilitated two mobile theater youth groups in North-Eastern provinces of Thailand. The areas identified were based on a survey of the situation of domestic workers. FCD initially hired an adult theater consultant to develop the script of the play that the young people would perform. Afterwards, they consulted the young people in the communities and they promptly revised the script saying that it does not reflect the real situation that CDWs face. The children tapped for the consultations and in implementing the mobile theater are existing youth groups that were focused on promoting children's rights and on raising awareness of STD/HIV-AIDS. They were not unfamiliar with the issue because they themselves are seasonal CDWs or had friends and neighbors who were CDWs. The play's message presented three situations that CDWs face: emotional abuse from constant scolding, sexual harassment, and a kind and

good employer who is concerned for their welfare. They wanted to inform children and families not only of the possible dangers of being a CDW but also of the advantages because the communities see domestic work as good and decent work. If they only presented the abuses, then they felt that they would not be telling the whole truth. The plays were supported by other activities such as creating comics and flyers that inform the children and their communities of people and organizations that they could contact in case they were abused by their employers.

Handout 2

Discussing Children's Rights with Children

There are several methodologies and activities that discuss children's rights. Advocates can approach CDWs individually and conduct several conversations with them on children's rights

The following is a suggested process that may be applied to any activity or module:

- Get to know the children first. Spend time with them or hold "getting to know you" activities with them in order to establish a comfortable and open relationship.
- Ask about their lives – their interests, the problems, and their dreams.
- Help the children reflect on "what is" (their realities and problems) and "what should be" (their wishes, their dreams, or what they feel and think is right for them). Ask them to differentiate between the two. Below are possible answers, however, the facilitator should evoke these from the children through drawings, role-play, and other art forms.

What is	**What should be**

I …
… am working as a domestic worker
… do not go to school
… eat noodles three times a day
   because they're my favorite
… do not have time to play
… can sing while washing clothes
Etc
	A child should:
	   Not work hard
	   Go to school
	   Eat nutritious food
	   Have time to play
	   Develop her talents
	   Etc

- In summarizing the answers, group the ones under "what should be" according to the four categories of children's rights. Before going further, it is necessary to explain what a "right" is. Explain that all human beings are entitled to human rights – people are born with rights, they are not "given," or "provided." Children are special. They face a different situation compared to adults and they have different needs. Thus, there are special rights for children and they can be found in the UN Convention of the Rights of the Child.

The four categories of children's rights

1. **Survival:** Basically pertains to a child's right to life. Children are ensured of their basic needs for a name, nationality, family, food, shelter, clothing, and medicine.

2. **Development:** Children have the right to develop all aspects of their well-being — mental, spiritual, physical, and emotional/ psychological.

3. **Protection:** Aims to protect children from war, abuse, and exploitation. This gives them a safe and positive environment to develop.

4. **Participation:** Ensures that children have access to information, to venues to express their thoughts and opinions, and to consultation. This is important especially on matters that directly involve children, whether at the level of the family, school, church or the larger community.
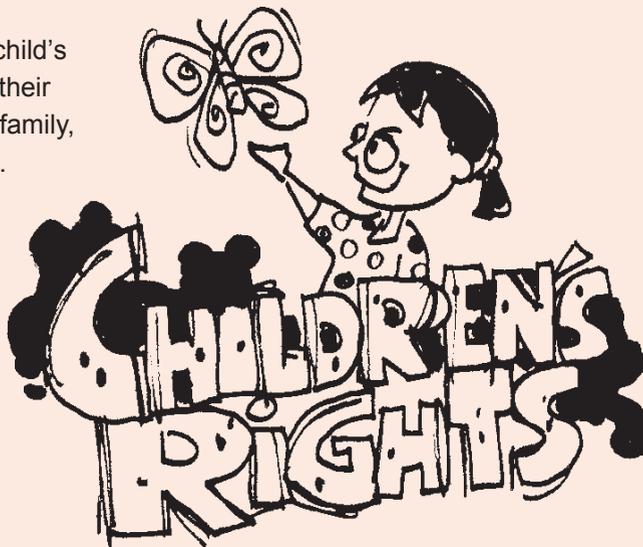
Using pictures to symbolize the rights could help in understanding the concepts. Use simple language and use the experiences the children shared earlier.

- After this discussion, inform the children that there are **people responsible** in fulfilling these rights such as their parents, teachers, local officials, social workers, law enforcers, doctors, nurses, and NGO workers. There are also **institutions accountable** in upholding, protecting, and fulfilling children's rights such as the government, schools, NGOs, and even religious institutions. (Be sure to explain what an institution is.)

- Though these people and institutions are accountable, the **right-bearer** or the children themselves also **have the responsibility** to uphold and fulfill their rights. For example:

Rights	Responsibility of the right-bearer (children)
Education	Study hard
Express themselves	Listen to other's opinions Listen to their parents and teachers
Play and relax	To do chores at home To help the family earn a bit more in order to survive (as long as they can go to school and have time to study, they must have time to play and rest)
Food	To eat nutritious food or eat what your parents prepare for you
Clothing	Take care of their clothes
Develop their talents	Practice
To be protected from abuse	To learn how to protect one's self To participate in planning, implementation and evaluation advocacy for children's rights

- Use the examples in stressing the principle of **indivisibility.** That the rights are interconnected. For example, in upholding the survival right, developmental rights are also fulfilled. In ensuring the holistic and optimal development of children they must be protected and should be given venues to participate.

- The activity could end with planning on what the children could do in orders to uphold their rights.

Handout 3

Building Advocacy Networks – Advocacy networks, also known as coalitions, are groups of organizations, individuals, and communities who **work together towards common goals** such as changes in government policy and programs to be more responsive to children, or in advancing a particular issue or agenda..
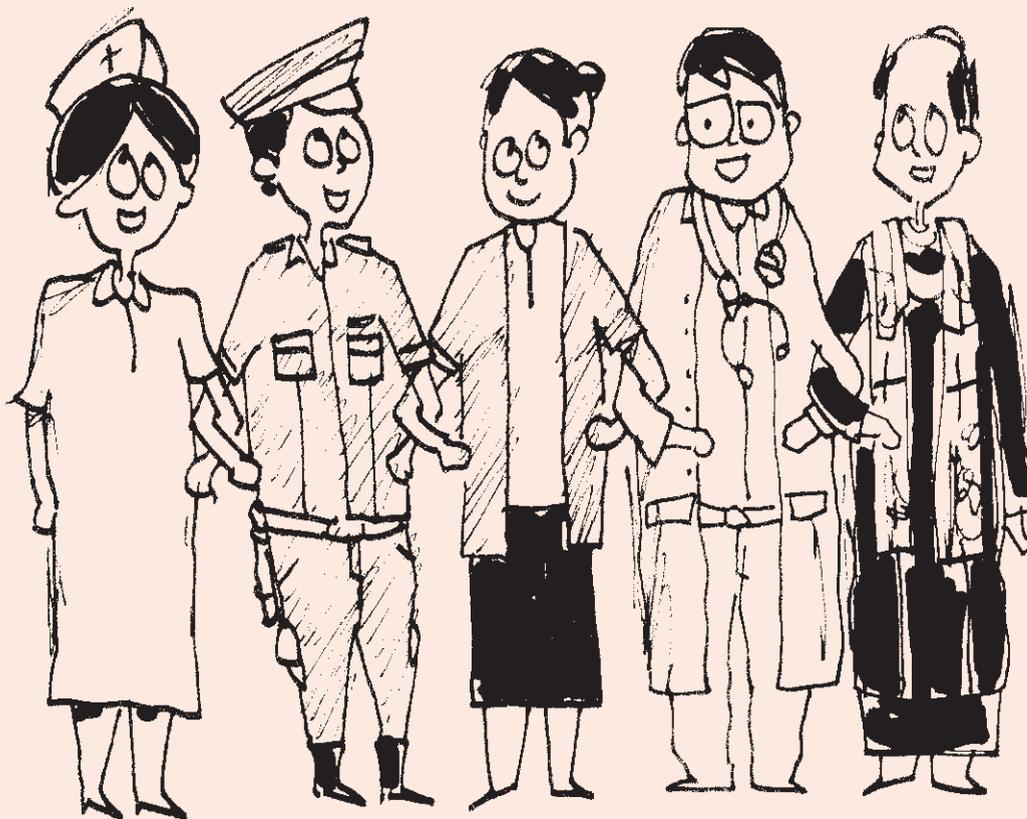
The advantages of advocacy networks

- **An advocacy network pools the limited resources of the combined organizations.** It also maximizes these resources when y embarking on joint activities such as capacity building of staff, volunteers, and children and various advocacy activities. Combined resources also give the member organizations easy and fast sharing of each other's skills, specialization, and expertise.

- **The combined mass base of the organizations also generates more support for the advocacy campaign and activities.** There is power in numbers.

- **Advocacy networks also become a hub of information.** Member organizations are kept updated on the developments of common activities and share relevant information such as case studies, related literature, researches, etc. The member organizations also benefit from the discussions in exploring ideas and options..

- **A network brings together organizations that will come out with a united position on an issue, which becomes the basis for advocacy activities.** This lends more authority and credibility to the network when they engage with policy makers. When varied positions in an issue are presented, policy makers do not take the organizations seriously.

- **Larger audience is reached and ensures there is no duplication of activities and efforts.** The organizations' concerted efforts and action attracts other organizations to join the network.

The possible hindrances of forming advocacy networks

- **Advocacy networks work when the member organizations are truly united in their goals and positions**. Networks are effective when there is consensus on issues, plans, strategies, and that credit of success and failures are both shared among the members.

- The risk in forming and joining a network is that member organizations may **disagree on key messages, strategies, and even on who takes the credit**. There have been cases where these led to bitter arguments and disagreements in front of the intended audience.

- With consensus as the key factor of a networks' effectiveness, allocating **time in developing it becomes indispensable**. However, this becomes a drawback especially when an issue requires *immediate* action. There might no longer time to discuss and come to a consensus on messages and strategy. In this situation, member organizations may be constrained to hold individual actions.
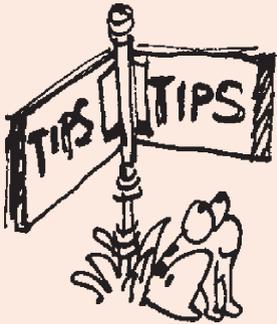
Basic guide on what to consider when starting an advocacy network[4]

1. ### Inviting organizations to join.

   In order to get organizations interested in joining the advocacy network, tentative objectives should be set. These objectives need to be significant to generate interest but must be attainable and reasonable. With organizations expressing interest, the objectives and goals could then be finalized through consensus.

2. ### State goals and objectives clearly.

   Organizations that will join the network must have a clear understanding of the goals and objectives. Clearly stated goals will strengthen the commitment of the member organizations. These goals will keep the network focused and on the right direction. Because of the different orientation of member organizations there may be a tendency to steer the network into focusing to several issues. This may steer the network off course.

3. ### Recognize and accept differences.

   With the recognition of what is common among the member organizations, differences in agenda and organizational interest must also be acknowledged. This will encourage dialogue, trust, and respect among the members.

RAISING ONE VOICE

4. Member organizations should participate in deciding the advocacy network's structure and form. It should be flexible to be able to adapt to the needs of the situation.

   Advocacy networks have many forms: they can be formal or informal, tightly organized or loose, and decentralized. The structure and form of the network will depend on many factors such as the level of interest the issue generates; nature of the issue that needs to be addressed, and the management or organizational styles and preferences of the people and organizations involved. The network's structure must be flexible and open to changes because it needs to adapt to a continually changing context.

5. Responsibilities and tasking should be clear.

   There must be clearly defined tasks and assignments equitably distributed among member organizations. Network meetings are venues to be updated on the progress of assigned tasks. If a member organization is lagging behind assigned task, support must be provided.
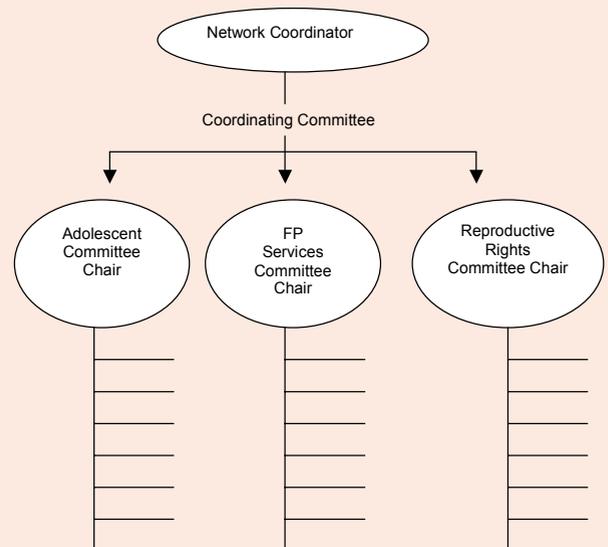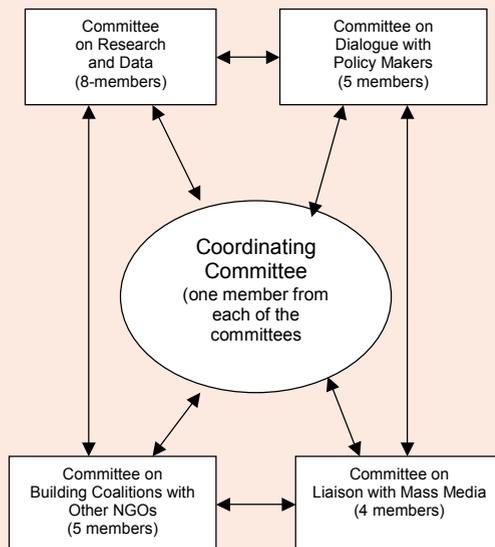
Examples of structures that advocacy networks can adapt:[5]

The members of this network divided themselves into four committees or teams, according to individual expertise or interest. The committees were organized according to audience or function. The network developed a vision, mission, and an action plan. Each committee implements the action plan among its stakeholder group. The coordinating committee consists of four members-one leader from each sub-committee. The members of the coordinating committee rotate on a yearly basis. In the case of this network, members organized themselves into thematic teams according to the network's key areas of advocacy. Each "issue team" is responsible for doing its own data gathering, communications plan, and action plan.

An elected chairperson represents each issue team on the coordinating committee. A single network coordinator was elected by the network to coordinate activities, facilitate communication flow, and organize monthly network meetings.

Things to consider in establishing a **network structure:**[6]

- **Membership:** Who can join the advocacy network? What are the criteria?

- **Participation:** How are member organizations expected to participate? What is the minimum level of participation? Who represents members, attend meetings, and participate in discussions? Do they need to have decision-making authority within their home organization? How are resource needs shared by members? Do larger organizations contribute more? Can smaller organizations contribute resources other than money? How do members participate in decision-making? How are roles defined and assignments made? What are the consequences if assignments are not completed?

- **Leaders:** How are the leaders chosen? How are they held accountable to the members?

- **Making decisions:** How are decisions for the advocacy network made? Basic, simple processes are needed to identify which decisions need group discussion, to create space for discussion, and to mediate conflicts over decisions. Are decisions to be made by the leadership after group discussion, or by the whole group? Would it be by consensus or voting? If voting, do larger organizations have more votes? Or does each organization get one vote, allowing smaller groups to have an equal voice? If a member doesn't have decision-making authority within their respective organization, can more time be given before voting? Are there different processes for strategic decisions, day-to-day decisions, and emergency decisions?

- **The Advocacy Network's identity and members' autonomy:** When do members act as a group? Through what process is this decided? How long does that process take? Is there a shorter process during emergencies? When and how can members act alone? What are the consequences for violating agreements?

- **Communication:** Are minutes taken during each meeting? Are they given to members? How? What information needs to be shared between meetings? How is it shared? Through phone? Fax? E-mail? Mail? A web page? Some combination? How do members stay in touch when there is an emergency? What language(s) should be used? What impact does this have during meetings? On resources for interpreters, translating materials, and so on.

- **Logistics:** How often does the network meet? How often do subgroups or task forces meet? Where does the coalition meet? Is the location rotated or fixed? Who facilitates each meeting? Is facilitation shared and/or rotated? How is the agenda of the meeting created? At the beginning of the meeting? Through consultation with members before the meeting? Who sets the agenda items?

■ Handout 4

Child Workers in Asia[7]

Child Workers in Asia (CWA) was established in 1985 as a support group for child workers in Asia, and the NGOs working with them. From a small group of five organizations, it now brings together over 50 groups/organizations working on child labor in 14 countries. It facilitates the sharing of expertise and experiences between NGOs and strengthens their collaboration to respond against o the exploitation of working children in the region.

For the last 15 years, CWA has been a venue for interaction between big and small NGOs. The network has strived to contribute to understanding the situation of children who work and are exploited. It supports the emergence of local actions for working children and for the promotion of children's rights.

In February 1999, partners of CWA met at the 5th CWA Regional Consultation and reaffirmed the need for Asian NGOs to sustain their role as catalysts for social change, remain as a part of the major actors in agenda-setting from local to international levels, and ensure children's participation in the formulation of programs and policies. Furthermore, the partners agreed to pursue actions on the identified priority groups of children: child domestic workers, bonded child laborers, trafficked children, and other groups of children in the worst forms of child labor.

CWA Vision

Asian societies without child labor exploitation where working children have their best interests protected by all social sectors.

Organizational Objectives

1. To promote the rights of working children within the UN Convention on the Rights of the Child and the ILO Conventions related to child labor;
2. To raise awareness and influence public opinion regarding child labor exploitation;
3. To provide a channel of communication and facilitate the sharing of information, materials, experiences and resources among people and organizations who are involved in child labor issues at various levels;
4. To coordinate action among NGOs in the region;
5. To assist and facilitate the formation of support groups for child workers at the country level; and
6. To seek new ways to protect child workers and prevent child labor exploitation.

Program Objectives (1999-2002)

1. Strengthen the NGO (including some GO) and children's network through capacity building in advocacy, organizing children, conducting action researches, documentation, and monitoring.
2. Propagate the concept of children's participation.
3. Organize/strengthen task forces for concrete actions to address bonded child labor, child domestic work, and migration and trafficking.
4. Encourage and support NGOs in conducting studies on sectors and countries where relevant information necessary for action is not available.
5. Monitor existing approaches to combating child labour in Asia, examine international interventions, and disseminate information on innovative programs.
6. Lobby to international organizations and UN bodies for the participation of children and NGOs in policy-making and in the implementation, monitoring, and evaluation of programs.

Programs and Activities

1. Focused interventions (through sub-regional and regional task forces)
   - Child Domestic Workers
   - Bonded Labour in South Asia
   - Children Migrant Workers and Trafficked Children (Mekong region, South Asia)
2. Capacity Building for NGOs
   - Participatory research with children
   - Advocacy and social mobilization
   - Children's Participation
3. Promotion of Children's Participation
   - National Leadership Trainings for Child Workers (at least six countries)
   - Regional Leadership Training of Child Workers
   - Facilitators' Training at National Levels
   - Development of Manuals for use in Promoting Children's Participation
4. Research, Documentation, and Information Dissemination
   - CWA Newsletter - NGO and children's perspectives and experiences
   - Research - children and education, children in agriculture, child labour policies, girl labourers
   - Reports on Child Labour
5. Advocacy and Lobbying
   - Participation on regional and international advocacy actions for children
   - Regional workshops to discuss international instruments and their use in local campaigns and lobby work
   - Building of working relationships with regional and international policy and program formulating bodies.

CWA Network / Task Forces (Task Force)
Network Members

Members of the CWA network are providing the following services:

- information, support and education to working children in different sectors;

- care and education for children who are homeless, without parents or, for other reasons, at risk in entering exploitative employment;

- care, rehabilitation, and education of children who have previously been employed.

- community awareness and advocacy about the rights of children and the situation of children who are trafficked or enter employment through other avenues;

- cooperation with governments to expand models of service and assistance available to working children through national programs.

CWA currently has links with organizations in:

Sri Lanka, Pakistan, Bangladesh, Nepal, India, Laos, Vietnam, Cambodia, Thailand, Malaysia, Indonesia, Philippines and **Hong Kong**.

As experience develops, more organizations in other countries can be expected to join the network.

■ Handout 5

Tips in
developing flyers[8]

1. Define the objective

What is the purpose of this publication? Who is the target audience (CDWs, parents, employers, etc.)? How will it be used? Be as specific as possible in order to narrowly define the message and help keep it concise.

2. Choose a format

Knowing the purpose of the piece and having an outline of the message will help decide whether to use a brochure, pamphlet, flyer, or poster. Keep in mind that there are many options in folding brochures and pamphlets. It may be helpful to collect several samples to see which ones work most effectively. Be aware that different folding patterns will affect the costs of production.

3. Write it

Know who the target audience is and write for them. Write a message that conveys feelings, that includes a story or something readers can relate to about your organization or a resource. Be concise – especially for posters and flyers. Use active, not passive, voice and avoid jargon and acronyms. Remember to include a contact name and phone number; a mailing address; and, if applicable, names of project partners and names and logos of sponsors who made possible the production of the piece. This may be the only representation of your organization that a person sees, so they need to know how to get more information.

4. Design it

Here are some elements to keep in mind:

- **Readability.** Since the ultimate purpose of the piece is for people to get information, it needs to be easy to read.

- **Make sure the font is clear and that it is large enough.** 11-12 point size for brochures and pamphlets is minimum (make cover text and headlines three times larger as a general rule); posters and flyers, which are read at a glance, should use big, bold fonts not script or italics. Allow for plenty of white space, which refers to blank areas that have neither copy nor images.

- **Images.** Select only quality photographs and artwork. Images should be used both to attract readers to the information and enhance their understanding of the message. Avoid using photographs, maps and drawings that are inserted just for decoration and do not strengthen a story. Do not resort to clip art to just fill in spaces. You'll lose your own personal identity.

- **Style.** Create a style for your organization that reflects your geography, history, and culture. Consider designing a logo and/or always using the same stock of color paper. Every piece that is published should have a similar look and feel so that it is immediately identifiable to your group.

5. Proof it

Always, always have at least one person, who was not involved in the writing or design of the piece, give it a careful read. Look for typos especially in names and numbers, verify dates and contact information are accurate, and be assured the message is clear.
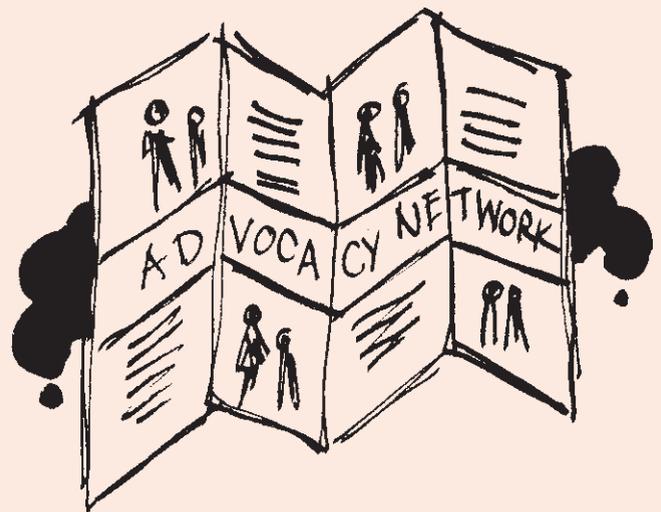
6. Produce it

Printing can be as easy as photocopying or as complex as a four-color production on glossy paper. What method of printing is chosen will depend on the budget. If you haven't already, consider seeking the support of a sponsor or sponsors. Businesses or other organizations may be willing to help pay for production in return for having their names on the final product.

7. Distribute it

Make the piece available to your target audience in whatever way it is most applicable. Recruit volunteers to help place pieces in public meeting spaces. Alert members to the piece's availability via newsletters and on websites. Issue a press release. Hold a meeting to review report findings and have the piece available for attendees to take home. Host a gala donor party or a reception for contest winners, etc. If the piece will be mailed, and the mailing list is more than 200 addresses, be sure to inquire about bulk mail permits from the post office.

A post card by Thailand's Foundation for Child Development in partnership with ILO reads: *"Employers and child domestic workers are both human beings who have equal rights."*

Below is a short comic that depicts the situation of a CDW. The Visayan Forum distributes these to CDWs during their rest day.

(Left)The front cover reads: "Why are you working as a domestic worker?"

(Right) The back page reads: "There are 2.5 million Filipino children who, like Inday, are working in hazardous workplaces. Act! Call the following hotline. ENACT! Republic Act 9231 the new law against child labor."

The poster below is distributed by ILO and its partners in Cambodia:

Quiet advocacy are "personal persuasion" techniques used on one-on-one conversations or with small groups where it is more productive.

Quiet Advocacy Techniques

Interpersonal techniques: one-on-one dialogues or small group discussions with key players This strategy is often a persuasive technique since the advocate and the target audience can engage in "question and answer" discussions.

Hindrances:

- These take time and can be taxing to the staff
- Interpersonal techniques can be very frustrating.

Plays and dramas: These depict the situation of CDWs and when the children themselves are involved. This strategy often works because the medium is not confrontational. Some organizations conduct small group discussions afterwards or get feedback from the audience.

It is best to consider the following when involving children in plays and dramas:

- The best interest of the children must always be upheld.
- The advocates must be willing to take time to develop the play and use resources for the training of the children and adults who will be involved in the play.

Building Advocacy Networks are groups of organizations, individuals, and communities who **work together towards common goals** such as changes in government policy and programs to be more responsive to children or in advancing a particular issue or agenda.
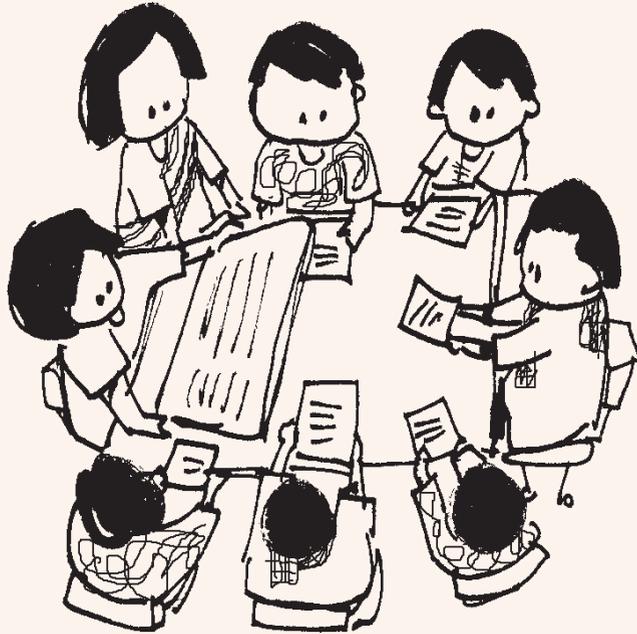
Advantages of building an advocacy network

- An advocacy network pools the limited the resources of the combined organizations.

- The combined mass base of the organizations also generates more support for the advocacy campaign and activities.

- Advocacy networks also become a hub of information.

- A network brings together organizations that will come out with a united position on an issue, which becomes the basis for advocacy activities.

- More audiences are reached and networks also ensure that there are no duplication of activities and efforts.

Hindrances or challenges in **building networks**

- Advocacy networks basically work when the member organizations are truly united in their goals and positions.

- Member organizations may disagree on key messages, strategies, and even on who takes the credit.

- Allocating time for building consensus becomes indispensable. This becomes a drawback when an issue requires *immediate* action.

Basic guide on
what to consider when starting
an **advocacy network**

1. Generate interest so that organizations would join.
2. State goals and objectives clearly.
3. Recognize and accept differences.
4. Member organizations should participate in deciding the advocacy network's structure and form. It should be flexible to be able to adapt to the needs of the situation.
5. Responsibilities and tasking should be clear.

Examples of Structures of Advocacy Networks

```
┌─────────────────┐          ┌─────────────────┐
│  Committee      │ ◄──────► │  Committee on   │
│  on Research    │          │  Dialogue with  │
│  and Data       │          │  Policy Makers  │
│  (8-members)    │          │  (5 members)    │
└─────────────────┘          └─────────────────┘
           ╲        ╲        ╱        ╱
            ╲        ◄─►    ╱        ╱
             ▼        ╲    ▼        ▼
              ╲  Coordinating  ╱
               ╲ Committee    ╱
                (one member from
                 each of the
                 committees)
               ╱              ╲
              ▼    ◄──►         ▼
┌─────────────────┐          ┌─────────────────┐
│  Committee on   │ ◄──────► │  Committee on   │
│  Building       │          │  Liaison with   │
│  Coalitions with│          │  Mass Media     │
│  Other NGOs     │          │  (4 members)    │
│  (5 members)    │          │                 │
└─────────────────┘          └─────────────────┘
```

```
        ( Network Coordinator )
                  │
          Coordinating Committee
         ┌────────┼────────┐
         ▼        ▼        ▼
    ( Adolescent )( FP      )( Reproductive )
    ( Committee  )( Services )( Rights        )
    ( Chair      )( Committee )( Committee Chair)
                 ( Chair     )
```

Session Two
Loud Advocacy Strategies

Session Time: 2 hours

Session Objective

To be able to define and discuss loud advocacy strategies and activities.

Activity One
Call me!

Time: 1 hour

Key Point of the Activity

To impress the importance of careful planning in loud advocacy and of knowing the facilitating and hindering situations and factors when conducting loud advocacy.

Materials: Blindfolds

Procedure:

1. Ask the participants to form pairs. Tell the participants NOT to be paired with their partner from the previous activity/ies. Tell them that one of them will be blindfolded and that they should decide whom.

2. Tell the participants that the object of the activity is for those blindfolded to find their partners after they are separated. Those who are not blindfolded will use their voices to guide their partner to them. They will be given time to get to know the voice of their partner and to plan how they could be heard above all the others who will be calling out to their partners. Allow two minutes for this activity.

3. Ask those with blindfold to gather at one end of the training venue. Instruct them to walk carefully and slowly when they hear their partner call.

4.   Meanwhile, their partners will be told to keep quiet while dispersing and positioning themselves at the other end of the training venue. Make sure they stand at irregular intervals and positions, e.g, some could stand on a corner, on a table, crouched beside a chair, or sit beside the door. Afterwards, ask them to start calling out to their blindfolded partners.

5.   Those who are blindfolded can start finding their partners. While they are looking for their partners, the facilitator can create noisy distractions such as pounding on a table, sing loudly, or playing loud music, etc.

6.   Those who find their partners will be instructed to go back to their seats or stand near the walls or out of the way of those who are still looking.

Synthesis

1.   Ask for volunteers to share what they had experience. The following questions can facilitate the sharing: Have you had a plan to find each other? If yes, what was it? Did it work? Why? Allow 15 minutes for the sharing.

Possible answers would be:

a.   They found it hard to look for their partner because of the loud noise and distractions. There are many reasons why and some of them could be the following: they did not know the voice of their partner well; the voice was not loud enough; there were too many voices, etc.

b.   They did plan and it worked in spite of the distractions and noise. The reasons could be: they planned a distinct sound which could easily be detected above the noise; voice was loud, etc.

2.   Pick up on the answers at 1.a and tell the participants that there are many forms of media and they are all calling for our attention incessantly. Ask the participants to give various examples of media and what they do to catch your attention to the news or story they want to sell. Write the answers on the board.

Possible answers could be interesting stories, sensationalism, use of accessible language, etc.

3. Pick up on the possible answers listed at 1.b something different and unique will catch the attention of people. Ask the participants about their favorite newspaper and TV stations and ask what their characteristics are. Write the answers on the board.

    Possible answers could be the following: they are impartial and objective; they make the news interesting and sensational, etc.

4. Proceed to the lecture on loud advocacy strategies.

LECTURE GUIDE

1. Take off from the result of the previous activity by summarizing it. Proceed by saying the media is just one form of "Loud" advocacy. Refer to Module 3 Session 2 Handouts 1 to 5

2. Define "Loud Advocacy" and the following strategies involving media and press campaigns Discuss its advantages and pitfalls. Distribute Module 3 Session 2 Handout 1.

3. After presenting the advantages and disadvantages of using the media, present the following tips and guides to make sure that the potential of the media as an advocacy tool is fully realized. Module 3 Session 2 Handout 2. If pressed for time, proceed to the next topic "Pitching a story."

4. Discuss how to pitch a story to the press, producers and production managers. Distribute Module 3 Session 2 Handout 3.

5. Tell the participants that the media can be reached through personal contacts but press releases are the usual "tool" in catching the media's attention.

6. Share some tips in developing and writing a press release. Present an example (Module 3 Session 2 Handout 5). Afterwards, proceed to the following activity.

Activity Two
Writing a press release

Time: 1 hour

Key Point of the Activity

To practice writing press releases and to be able to give feedback and tips in improving current writing skills.

Procedures:

1. Tell the participants that they will be writing a press release. Group them into three and assign the following topics:

   Note to the Facilitator

   It would be ideal to show a documentary or news produced by the local media on the situation or issue of CDWs during the evening.

   a. A play developed by CDWs depicting their situation. The play's proceeds will go to a fund for the tuition and other school fees of CDWs.

   b. Invite the media to a press conference (participants will provide who will be the speakers at the presscon and the topic).

   c. Press release about a new law that was passed protecting the CDWs (participants will provide which "law" will be presented).

2. Instruct the participants that although they are assigned groups, they have to write the press releases individually. Afterwards, they will give their press releases to the facilitator.

3. The facilitator will go over the participants' output during the evening and will give comments and recommendations on each topic and each group the following day.

Continuation of the Lecture Guide on Loud Advocacy

- After the activity, summarize the lecture on the media then proceed to the next topic "lobbying and political pressure."

- Define Lobbying and Political Pressure and its advantages and possible pitfalls. (Refer to Module 3 Session 2 Handout 5)

- Present a case study of a local NGO's experience in lobbying for the enactment of a law to promote the welfare of CDWs.

Handout 1

Loud advocacy are strategies and activities that are used to reach a wider audience.[9] These aim to raise awareness about issues and are considered to be cost effective considering the number of people these reaches. Some of these strategies and activities are:

Media and press campaigns – the media **reaches the most number of people**. It can be very effective in raising awareness about an issue or in building up pressure on the government to act. It also highlights the advocacy network's profile and improves its credibility to the public, especially to policy makers.

The **disadvantage**, however, is that the media may sensationalize the story or issue of CDW and might show insensitivity to the children. In order to bring focus and attention to the issues, we have to stress the following activities:

- Press conferences or invite the media to events organized by the advocates. Remember to invite public figures or celebrities in these events so as to catch the interest of the media.

- Choose the newspapers, TV, and radio stations that will be invited to the press conferences. Consider those that are read, watched, or listened to by the target audience.

Summits, marches, conferences, and other high profile campaigns ñ These are activities that mobilize a wide range of organizations around an issue. This often involves strategies and activities such as multi-media campaigns, local community-based activities, and national and international events. These high profile campaigns often have great impacts in raising awareness and advocacy on an issue. This would even result to policy changes favorable to CDWs. These campaigns, however, require careful planning and require considerable resources.

Handout 2

Key questions for developing a media strategy[10]

Strategic considerations

- Ensure that the target audience is reached
- Finding the right media contacts
- Choosing the right timing for media coverage
- Choosing the advocacy network's spokesperson
- Avoiding negative and inaccurate coverage

Key questions

- Does the media organization you have chosen reached your target audience?
- Have you chosen a story or issue that will appeal to both your target audience and decision makers in the media source you have targeted?
- Do you know someone who has covered your organization, or issue, before?
- Can you identify a journalist with knowledge and a positive attitude toward the issue?
- Have you followed local outlets to see who is covering your issue?
- Does the story relate to other current or news worthy issue?
- Does the story or issue offer something new?
- Anyone with experience in media relations?
- Spokesperson is qualified and authorized to speak for the organization/network?
- Person will be readily available to media when needed
- Do you have your facts straight? (Don't be afraid to call back when you can't answer questions)
- Before talking to the media, ask yourself what is the worst thing that can happen, and how likely is it?
- How has the media outlet covered similar subjects from the past? Are they fair and accurate?
- Do we have a long term relationship with the journalist? Will she or he let us see the story before it is published?
- Are we prepared to counter what our opponents might say about us?
- Will others back us up?

RAISING ONE VOICE

Handout 3
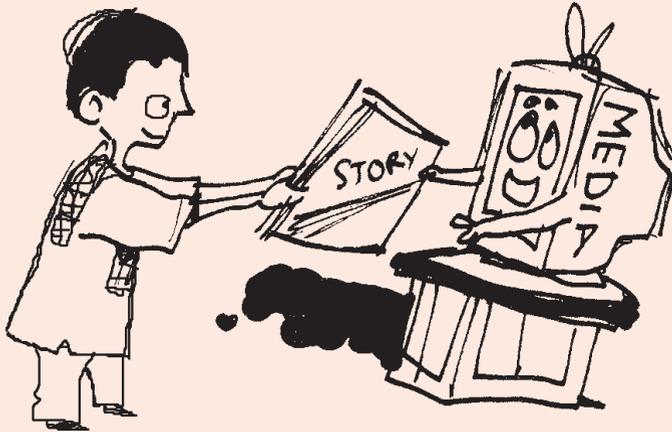
Pitching a story to the media

"Pitching a story" means presenting your ideas or your story to the media to producers, reporters, editors, and so on. It was mentioned earlier that in order to call the media's attention to a story or issue it has to be interesting and relevant to be worth covering. It has to sell.

One way to get the attention of the media is to **personally contact media people** whom the advocacy network worked with before or those that favorably covered the issue one time or another. In contacting these people remember to:

- Explain clearly why your story or issue is interesting, new, and timely.
- Your story or issue must have focus – it must not cover too many topics.
- If you are working with local newspaper be sure the story or issue has a local slant especially if the issue or story you are pitching is national in scope.

The usual way to pitch a story is to send press releases to the media. A **press release is a written or recorded communication directed at members of the news media for the purpose of announcing something claimed as having news value**. Typically, it is mailed or faxed to assignment editors at newspapers, magazines, radio stations, television stations, and/or television networks. Sometimes news releases are sent for the purpose of announcing news conferences.[11]

Present the following tips in **writing a press release**:

- Make sure the information is newsworthy.
- Start with a brief description of the news, then distinguish who announced it, and not the other way around.
- Ask yourself, "How are people going to relate to this and will they be able to connect?"
- Make sure the first 10 words of your release are effective, as they are the most important. A first paragraph should cover the five Ws: who, what, where, when and why.
- Avoid excessive use of adjectives and fancy language.
- Deal with facts.
- Provide as much contact information as possible: Individual to contact, address, phone, fax, email, Web site address.
- Make sure you wait until you have something with enough substance to issue a release.
- Make it as easy as possible for media representatives to do their jobs

■ Handout 4

Examples of Press Releases

For Immediate Release[12]

April 20, 2005

DOMESTIC WORKERS PUSH FOR PASSAGE OF
BATAS KASAMBAHAY

"Pass the Bill now!" This is the concerted clamor of thousands of domestic workers that will gather at the Quezon Memorial Circle on April 24, Sunday for the annual celebration of the "Araw ng Kasambahay." The elusive bill that they are pushing for here is the Magna Carta for Household Helpers, otherwise known as the Batas Kasambahay, which has languished in the Senate for nine years to date.

"It's high time we give this sector the respect, recognition and attention it deserves," says Ma. Cecilia Flores-Oebanda, president of Visayan Forum Foundation, co-organizer of the Araw ng Kasambahay celebrations.

Passing the bill is a clear sign of government's sincerity to address the needs of the domestic work sector. "We are calling President Gloria Macapagal-Arroyo to endorse this as a priority bill to the present Congress. We believe this is a comprehensive bill that can rightfully replace the outdated provisions of the Labor Code which are no longer apt to the needs of our domestic workers," adds Ms. Flores-Oebanda.

On the Araw ng Kasambahay, key legislators and government agencies and social partners will convene to show their support for the Batas Kasambahay and encourage local initiatives towards the development of the domestic work sector. **Senator Aquilino Pimentel and Congressman Jack Enrile**, both co-sponsors of the Bill in the Senate and Lower House, respectively, will speak before domestic workers to express their commitment to support the passage of the Bill.

Visayan Forum will also launch its new signature campaign entitled, "Isang Milyong Pirma para sa Batas Kasambahay" to generate massive support from the public for the Bill.

Aside from pushing for the passage of the Magna Carta for Household Helpers, the Araw ng Kasambahay will laud ground-breaking local initiatives by partners, such as the passage of the Quezon City Ordinance on Mandatory Registration of Domestic Workers and the launching of the Quezon City Kasambahay Program.

Quezon City Mayor Feliciano Belmonte and Councilor Francisco Calalay will formally launch the QC Kasambahay Program on Friday, April 22, 2005 with a press conference at the Bulwagan, Mayor's Qffice in Quezon City Hall.

Domestic workers and employers are also invited to participate in the Kasambahay Fair, where there will be various booths offering free services for domestic workers.

The celebration will also be joined by distinguished guests like Meneleo Carlos of the Bishops-Businessmen Conference on Human Development-Cluster on Labor and Employment, Ricardo Martinez Sr. of DOLE-NCR, Serenidad Lavador of ILO-IPEC, Jorgette Honculada of the National Federation of Labor, Atty.Charito Planas of the Quezon City Parks Development Foundation and Sr. Ma. Amelia Herrero of the Religious of Mary Immaculate. s

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Telefax: 634-0683

Struggle of Phnom Penh's
Child Domestic Workers
Survey FindsThousands Work
Long Hours for Little Reward

Friday, 12 March 2004

Phnom Penh/Bangkok. Almost 28,000 children are working in domestic service in Phnom Penh; often seven days a week, with little or no pay or chance to go to school. These are the findings of a new survey, sponsored by the ILO (International Labour Organisation) and carried out by the Government of Cambodia.

What's more, the report concludes that the use of children - those aged 7-17 - for domestic work is becoming increasingly common, due to a mixture of economic and social changes and cultural factors.

The survey estimates there are 27,950 child domestic workers (CDWs) in Phnom Penh, equivalent to almost one in 10 of the city's child population. 60 per cent are employed in the houses of relatives - washing, cleaning, cooking, child-minding or gardening. Such arrangements are increasingly common in many Asian countries, including Cambodia, the report says, and are often seen by poor parents as a way of educating their children and creating opportunities for them. Other children have to work because they are orphans.

58.6 per cent of child domestic workers in Phnom Penh are girls and 41.4 per cent boys. Children are also working very long hours. 60 per cent don't get even one hour of rest during a working day and 57 per cent were expected to work seven days a week (among girls that figure is almost 70 per cent).

In return, 80 per cent receive no cash wages; just food, shelter, living essentials and perhaps education at the employer's expense.

However, even when their employers are initially well-intentioned, only a small proportion of child domestic workers actually get the chance they want to attend school, and many - up to 40 per cent - drop out, perhaps because of the dual workload. Of those surveyed, 58.9 per cent finished primary education and 35.6 per cent completed secondary education. 14 per cent were illiterate,

with girls in the majority. "This not only has implications for the future options of the [child] but contributes to a sense of isolation" the report concludes.

This ILO-supported survey shows that child domestic labour is a real and growing problem. It is both a symptom of current poverty and a contributor to future poverty, because it denies children the education that can lead them to a better life. As adults we need to recognize that children have rights too," said Christine Evans-Klock, Director of the ILO's Subregional Office in Bangkok. "This survey not only highlights the hazards of domestic work for children, it reminds us that to help children, more and better jobs for adults are needed"

The survey was complied over six weeks, in all seven districts of Phnom Penh. It was launched today (March 16th) at the opening of a workshop organized by the National Institute of Statistics (NIS) of Cambodia's Ministry of Planning (MOP) in Phnom Penh.

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Handout 5

Lobbying and political pressure – this is exerting pressure on decision-makers such as politicians and agencies that have **great influence on public policy**. This may be done in two ways:

- "Quietly" where advocates approach decisions makers individually.
- "Loudly" where many people are mobilized.

If too loudly, which is often done, lobbyists usually resort to playing up controversy and scandal in order to get the public's and the media's attention. Though this raises the awareness of people on the issue, the usual **negative result** of this would be that the policy-makers may not take the advocacy message seriously because of the sensationalism. The policy-makers will not be moved to change policy. If done quietly, however, lobbying becomes more effective if policy-makers are asked to come to meetings, conferences, and one-on-one discussions. Combining the two ways to lobby and pressure might be more effective.
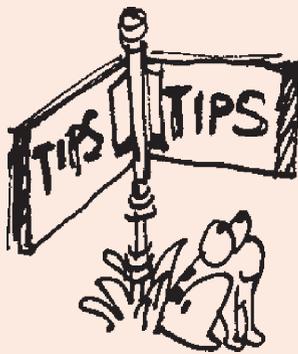
Tips in Preparing for Lobbying

1. Understand how a policy is made. No two countries have exactly the same process of getting policies developed and passed. Thus, activities that would help map the process of "making" policies is important. This includes the formal rules and processes at the national level. This helps identify the actors, the issues, the hindrances and opportunities in policy processes and development. These are important in identifying the advocacy's target audience and strategies that will be used. A resource person who is learned in governance could be tapped.

2. **Understand the current policies and programs regarding the issue of CDW.** The advocate must have a clear grasp of the policies and programs regarding the issue of CDWs. He or she must know the strong and weak points of the policy or program and the issues in implementation. Knowledge of pertinent facts and figures concerning the CDW issue will also help in being able to competently discuss the recommended policy changes not only with policy makers but also with the media, representatives of civil society groups, religious institutions, etc., in order to gather support. Moreover, understanding the policies and programs will help advocates define problems, link them to solutions, and translate them into simplified images that will influence the general public and decision makers.[13]

3. **Prioritize policy issues.** There are various issues confronting the CDWs – general and country specific. Consider your organization's or network's strengths and limitations, the current opportunities, timing, and what issue can best be addressed with advocacy. For example, one issue of CDWs is that they are at-risk of abuse because they are "invisible" – the children work in private homes and it is possible that nobody in the neighborhood is aware that a child is being employed as a domestic by a household. Visayan Forum in the Philippines worked on advocating to local governments to pass ordinances requiring households to register the CDWs who work for them. This was simple, attainable, and will hopefully address the issue of the children being invisible.

Loud advocacy are strategies and activities that are used to reach wider audiences. These aim to raise awareness about issues and are considered to be cost effective considering the number of people these activities reach.

Strategies and activities:

1. Media and press campaigns
   - the media **reaches the most number of people** and in raising awareness about an issue or in building up pressure on the government to act they can be very effective.
   - highlights the advocacy network's profile
   - improve the credibility of the network and member organizations with the public and especially with policy makers.

2. Summits, marches, conferences, and other high profile campaigns
   - these are activities that mobilize a wide range of organizations and coalitions around an issue. This requires careful planning and sizeable resources.

The **disadvantage** with the media:

- may sensationalize the story or issue of CDW
- they might show insensitivity to the children.

Possible solutions to disadvantages:

- Press conferences or invite the media to events organized by the advocates. Remember to invite public figures or celebrities in these events so as to catch the interest of the media.

- Choosing the newspapers, TV and radio stations, that will invited to press conferences. Consider the ones read, watched or listened to by the target audience.

Key questions for developing a media strategy[14]	
Strategic considerations	**Key questions**
Ensuring that the target audience is reached	- Does the media organization you have chosen reached your target audience? - Have you chosen a story or issue that will appeal to both your target audience and decision makers in the media source you have targeted?
Finding the right media contacts	- Do you know someone who has covered your organization or issue before? - Can you identify a journalist with knowledge and a positive attitude toward the issue? - Have you followed local outlets to see who is covering your issue?
Choosing the rights timing for media coverage	- Does the story relate to other current or news worthy issue? - Does the story or issue offer something new?

Key questions for developing a media strategy[15]	
Strategic considerations	**Key questions**
Choosing the advocacy network's spokesperson	- Anyone with experience in media relations? - Spokesperson is qualified and authorized to speak for the organization/network? - Person will be readily available to media when needed.
Avoiding negative and inaccurate coverage	- Do you have your facts straight? (Don't be afraid to call back when you can't answer questions) - Before talking to the media, ask yourself what is the worst thing that can happen, and how likely is it? - How has the media outlet covered similar subjects from the past? Are they fair and accurate? - Do we have a long term relationship with the journalist? Will she or he let us see the story before it is published? - Are we prepared to counter what our opponents might say about us? - Will others back us up?

"Pitching a story" means presenting your ideas or your story to the media.

A press release is a written or recorded communication directed to members of the media for the purpose of announcing something claimed as having news value.

Tips in writing a press release

- Make sure the information is newsworthy.
- Start with a brief description of the news, then distinguish who announced it, and not the other way around.
- Ask yourself, "How are people going to relate to this and will they be able to connect?"
- Make sure the first 10 words of your release are effective, as they are the most important. A first paragraph should cover the five Ws: who, what, where, when and why.
- Avoid excessive use of adjectives and fancy language.
- Deal with the facts.
- Provide as much contact information as possible: Individual to contact, address, phone, fax, email, Web site address.
- Make sure you wait until you have something with enough substance to issue a release.
- Make it as easy as possible for media representatives to do their jobs

Lobbying and political pressure – this is exerting pressure on decision-makers such as politicians and agencies that have **great influence on public policy**. This may be done in two ways:

- "Quietly" where advocates approach decisions makers individually.
- "Loudly" where many people are mobilized.

Possible pitfalls in lobbying:

- Lobbyist usually resort to playing up controversy and scandal in order to get the public's and the media's attention.

- Policy-makers may not take the advocacy message seriously because of the sensationalism. The policy-makers will not be moved to change policy.

Possible solution:

- Invite policy-makers to meetings, conferences, and one-on-one discussions.
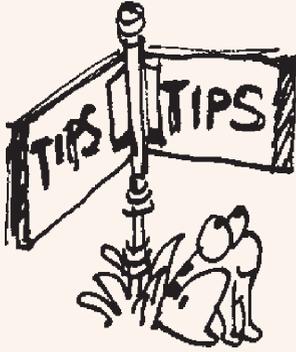
Tips in Preparing for Lobbying

1. Understand how a policy is made.

    a. Map the process of "making" policies.
    b. Include the formal rules and processes at the national level.
    c. Help identify the actors, the issues, the hindrances and opportunities in policy processes and development.

2. Understand the current policies and programs regarding the issue of CDW.
    Understanding the policies and programs will help advocates define problems, link them to solutions, and translate them into simple images and language that will influence the general public and decision makers.

Tips in Preparing for Lobbying

Prioritize policy issues. There are various issues confronting the CDWs – general and country specific. Consider your organization's or network's strengths and limitations, the current opportunities, timing, and what issue can best be addressed with advocacy.

Session Three
Effective Advocacy Strategies

Session Objective

To be able to evoke and identify effective advocacy strategies from all the activities preceding this session and the case studies.

Activity One
The Secret Ingredient

Time: 2 hours

Key Point of the Activity

To be able to sum up all the facilitating factors of effective advocacy strategies.

Materials: Marking pens, meta cards, and tape

Procedure:

1. Divide the participants into two groups. Each group will be provided with marking pens, meta cards, and two case studies. (Module 3 Handouts 1 and 2)

2. Considering all that was discussed in the previous sessions and based on their experiences, each group will discuss the factors and elements that would make an advocacy strategy effective based on the case studies that they have. They will write their ideas on the meta cards – one idea on each meta card. Ask the group to assign a reporter. Allow 30 minutes for the discussion.

3. Reporting. Allow 15 minutes for each group's report.

Synthesis and Lecture

1. Summarize and synthesize the report of both groups. The facilitator will put the similar ideas on meta cards together in columns.

2. The possible answers that could be grouped under columns could be:

Participatory processes with CDWs and adults in the communities	Holistic programs and advocacy strategies	Community-based advocacy	Building a network

Note to the Facilitator

- Keep notes of what was common on both reports. This will be important during the synthesis. During the presentation, you can put discreet marks on the meta cards that present similar ideas.

- Discuss the following factors that help ensure advocacy strategies are effective:
  - Children's Participation
  - Integrating advocacy activities with programs
  - Participatory research and situational analysis
  - Reaching out to parents, teachers, and communities
  - Advocacy networks of NGOs and children's organizations gaining the support and working with legislators *and* their staff.

Handout 1

Child Rights Forums (CRFs)[16]

Children's right to participation is a process-oriented undertaking and CWIN believes there is tremendous need to explore/document the best cultural practices about children's participation in our society. Since the very beginning of CWIN's operation, it has created much scope for children's involvement. CWIN has always promoted the working approach whereby the **children are not mere beneficiaries but are the stakeholders of the child rights movement.** CWIN aims to incorporate children's productive participation in all activities related to children.

On the backdrop of the context mentioned above, CWIN started focusing its activities for child participation through its CRFs in 1997. Thus, it is justified to say that the origin of Child Rights Forums (CRFs) in Nepal can be traced to the felt-need of promoting child participation in the society. The first CRF was organized by a group of street children in CWIN Socialization Center and since then they have expanded to great number of schools in different parts of the country. Such forums recognize that children can play influential role in the promotion of Child Rights Movement in Nepal. At present there are 322 CRFs in 28 districts of Nepal.

The awareness raising activities of the CRFs do not focus only on the issue of child labor and child domestic labor but also on children's rights and in creating awareness against the social, gender and ethnic discriminations practiced against children. They are involved in research and collecting materials that they can use in their advocacy activities. The children conduct community based awareness raising activities such as discussion programs with parents, students, and other community members. They organize exhibits or wall newspapers on children's rights and issues and extracurricular activities in the school like quiz contests, poetry, essay, sports, etc. They reach out to out-of-school children and encourage them to go back to school. CRF also conducts advocacy with policy makers on issues such as including children's rights in the school curriculum and in better laws to protect child laborers.

Campaign Against Child Labour (CACL)[17]

Campaign Against Child Labour (CACL) is a national network of more than 6000 NGOs, child rights activists, trade unions, women groups, researchers, media houses and corporate houses and eminent citizens of India. Currently it is spread in over 20 states in India.

The goal is complete eradication of child labour and ensuring fundamental right to education for all the children. Two sub-campaigns have been launched as a part of the main campaign: 1) Right to Education and 2) making at least 25 villages girl-child-labor free in each state.

As a part of the campaign against girl-child-labor 1,045 villages in India have been identified for the program and focused campaign is going on in 300 villages. The year 2003-2004 has been observed as "Freeing the Girl Children from Labor Year" with number of advocacy programs. Sixty villages of Karnataka have already been declared girl-child-labor free. And as a part of the follow up, they have established monitoring committees with the help of local people in each village to monitor this and intervene whenever it is required.

The Right to Education Campaign is partially successful so far as education is declared a fundamental right and government has taken steps to enact a law with a title "Free and Compulsory Education Bill." But CACL is still active in the campaign as this Bill is targeted for the children within 6 – 15 years of age group. There is no provision for pre-school education up to six years of age and education for 15-18 years of age. Besides, the demand is to have full time and formal schools with quality and equitable education.

A Public Interest Litigation (PIL) has been in the process to be filed in the Supreme Court of India for the CDWs. The CL(P&R) Act. 1986 has made two categories of workers like Hazardous and Non-Hazardous and the law says for immediate prohibition of child labour in the hazardous sector and regulation of child labour in the Non-Hazardous sector. This is some sort of contradiction like preventing some and regulating some. CACL believes that anything that prohibits the development of children is hazardous and in this sense the children working in the informal sectors like domestic, agriculture, hotels, dhaba, etc. are also to be listed as hazardous sectors.

Children are involved in the advocacy through the national public hearings for children (facilitated by adults) and in the regional children's process facilitated by the children themselves. The regional meetings are three- to four-day activities where the children draft a "charter of demands" for the government, the public, and their parents. The charters from different regions are presented and heard in the national public hearings.

Handout 2

Children-Women in Social Service and Human Rights (CWISH) [18]

Children-Women in Social Service and Human Rights (CWISH) situational analysis showed that 60% of children who are going to government schools in Kathmandu work as child domestic laborers. Their study revealed that their work affects their performance in school. The children are often late. They have difficulty completing their homework because they do not have time for them, and they have difficulty concentrating during their classes.

In raising awareness of CDW about their rights, CWISH started a non-formal education program for CDW and other child laborers to help them catch up with their school work in 1996. During the sessions children's rights and discussions about the issue of CDW were integrated in the lesson plan. At the same time, CWISH reached out to parents, teachers and employers. They discussed the children's right to education then the minimum standards of employment of children as domestic workers.

Together with the children, CWISH started a program of child participation against child servitude. The program aimed to raise awareness of the child domestic workers studying at government schools on their rights and on the issues of CDWs. The children from the schools organized themselves into a children's club that aimed to raise community awareness on children's rights and protection issues.

Batas Kasambahay[19]

The Batas Kasambahay (Law for Domestics) was first filed in Congress in December 1999. Despite suffering a setback during the presidential impeachment process in 2000, the bill was re-filed simultaneously in House of Representatives and the Senate in June 2001. With the help of legislators and their legislative staff, the bill was again passed in the Lower House. The President of the Philippines also marked it as a priority bill. The Senate Committee on Labor and Employment was also about to submit its report for third hearing but presidential elections had already caught up with the lobbying efforts. The Batas Kasambahay needs to be filed again.

The origins of the Batas Kasambahay can be traced to the documentary film Nakatagong Kasambahay (Hidden Domestic Workers) produced by Visayan Forum Foundation (VF), Anti-Slavery International and The Probe Team, and aired on national primetime television in the Philippines in 1999. The resulting debate sparked Congressman Jack Enrile to begin working with VF on the drafting of the bill. Other VF partners also collaborated in the drafting process, including the Ateneo Human Rights Center, the Department of Labor's Bureau of Women and Young Workers, ILO/IPEC and members of the Samahan at Ugnayan ng mga Manggagawang Pantahanan sa Pilipinas (SUMAPI).

Arunodhaya Centre for Street and Working Children

Arunodhaya Centre for Street and Working Children, a non-profit child rights organization, was founded in 1992 in Chennai, southern India. Its vision is to initiate a social movement that will uproot all forms of exploitation and oppression of children by working with local communities to promote and protect children's basic human rights. Their organizational goal is to enable all children to enjoy a dignified childhood.[20]

In advocating about the issue of CDW, Arunodhaya employed a holistic approach. Acknowledging that poverty is one of the primary causes of sending children to work as domestics, Arunodhaya reached out to parents and facilitated the formation of self-help groups that focused on improving their economic situation. At the same time, a series of discussions were held about the issue of child labor and child domestic labor. In partnership with the parents, Arunodhaya reached out to employers and this resulted to five employers freeing five children from their premises. These employers have begun talking to other employers about not hiring children.

Handout 3

The Factor: Children's Participation

Experiences around the region have taught organizations a very important lesson – that the impact of advocacy is greater when children are involved. First, it must be stressed that children have the right to be involved and in their involvement the children, their community, and society benefits. Key messages in an advocacy become more credible because the facts and numbers that support an issue are validated by the experiences of children who were or are CDWs. These experiences have greater weight with parents and employers than statistics. The children who participated in advocacy activities said the activities gave them venues to express themselves in stories, drama, songs, and art for the target audience. The children also shared that they learned new skills and that their confidence improved. The children also provided important feedback on whether the action, processes, and methodologies were appropriate and effective for children and in attaining the goals of the advocacy.

The Factor: Integrating advocacy activities with programs

Advocacy activities and strategies need to be part of a holistic program to address the needs of CDWs. Advocacy strategies become more effective when it is integrated with practical action such as programs and projects that help families overcome socio-economic problems, provide psychosocial help to children and their families, address the cultural factors that promote or aggravate the exploitation of children, educational support for the children, and so on.

The Factor: Participatory research and situational analysis

A situational analysis from participatory research or assessment of concrete realities is necessary for advocacy objectives, goals, and strategy to be appropriate to the needs of the children. An understanding of the psychosocial effects of child domestic labor will greatly help in planning strategies, activities, and in formulating advocacy messages.

The Factor: Reaching out to parents, teachers, and communities

Parents, teachers, and other community members are very significant adults in the lives of children. As validated during consultations with many children, the situation of the family and the community sometimes cause children to work in domestic labor. If the significant adults in the children's lives are made aware of the issues and are become organized they will contribute much to the prevention of children being in domestic labor and in monitoring homes that employ children.

The Factor: Advocacy networks of NGOs and children's organizations gaining the support and working with legislators *and* their staff.

There is a tendency to be aggressive and challenging when advocates face policy makers. Sometimes policy makers are unapproachable or are just not interested in the issue. The strategy employed in the case above hinged on working through the policy maker's technical staff – in a way these people are a legislator's advisors. In catching the interest of the staff, the advocates must present facts, statistics, and a consolidated position paper on the issue.

It is also important to understand the policymakers' backgrounds. Being the target audience, the advocates must know the principles, issues and agenda that the policymaker usually upholds. This will help in defining methodologies or the "style" in approaching or presenting the issue to the policymaker. It could also help to stress on the benefits to the policymaker's political career if he or she chose to support the issue.

EFFECTIVE ADVOCACY STRATEGIES

The Factor: Children's Participation

- It must be stressed that children have the right to be involved.
- The impact of advocacy is greater when children are involved. Facts and numbers that support an issue are validated by the experiences of children who were or are CDWs.
- Children who participated in advocacy activities shared that:
  - Advocacy activities were venues to express themselves in stories, drama, songs, and art
  - Children learned new skills and that their confidence improved.
- The children also provided important feedback on whether the action, processes, methodologies were appropriate and effective for children and in reaching the goals of the advocacy.

The Factor: Integrating advocacy activities with programs

- Advocacy activities and strategies need to be part of a **holistic program** to address the needs of CDWs.
- Advocacy strategies become more effective when it is integrated with **practical action** such as:
  - programs and projects that help families overcome socio-economic problems,
  - provide psychosocial help to children and their families,
  - address the cultural factors that promote or aggravate the exploitative situation that CDWs find themselves in,
  - educational support for the children

The Factor: Participatory research and situational analysis

- Assessing the context is important in determining the:
  - advocacy objectives,
  - goals, and
  - appropriate strategy
- Understanding of the psychosocial effects of child domestic labor will greatly help in planning strategies, activities, and especially advocacy messages.

The Factor: Reaching out to the parents, teachers, and communities

- Reach out to parents, teachers, and other community members who are very significant adults in the children's lives. Aim to:
    - Raise their awareness of the CDW issue
- If they are organized, they are very effective partners in:
    - prevention of children being involved in domestic labor
    - monitoring homes in their communities that employ children

The Factor: Advocacy networks of NGOs and children's organizations gaining the support and working with legislators *and* their staff.

- Work through the policy maker's technical staff – in a way these people are a legislator's advisors.
- Catch the interest of the staff through credible facts, statistics, and a consolidated position paper

Endnotes

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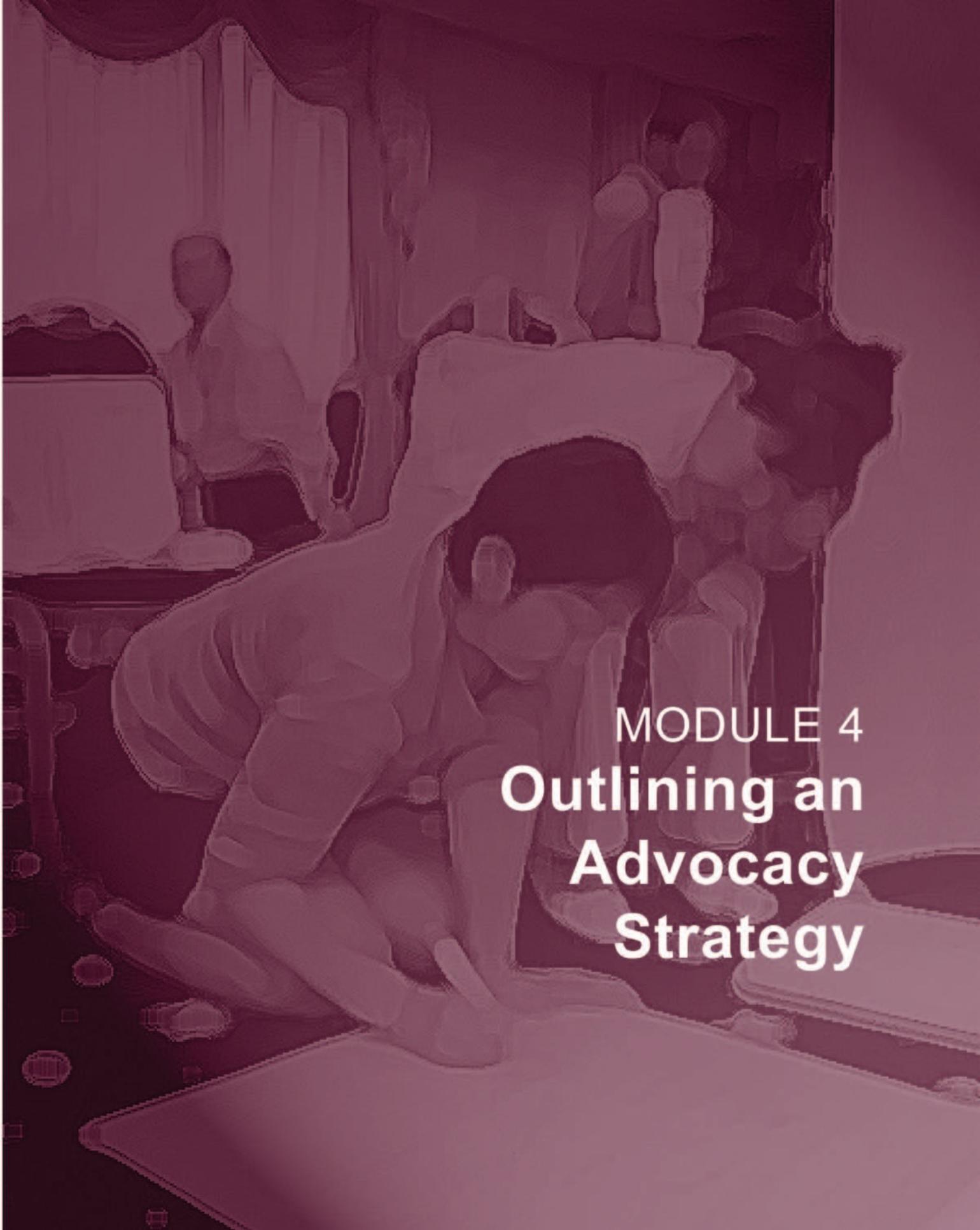
MODULE 4
Outlining an Advocacy Strategy

Module 4
Outlining an Advocacy Strategy

Total Time: 7 hours and 30 min

Module Objective

To identify three issues in child domestic work that are most urgent and relevant. These three issues will be used as the anchoring point of each group in planning and designing an advocacy program through out the training course.

Session 1	**Key Issues in Child Domestic Work**
Activity 1	Identifying Key Issues
Activity 2	Analyzing the Issue
Lecture	Issue Framing
	Prolem
	Web Chart

Session 2	**Setting Advocacy Goals and Objectives**
Pre-activity	Our Dreams
Activity 1	What Are We Trying to Achieve?
Activity 2	SWOT Analysis
Lecture	Goals and Ojectives

Session 3	**Identifying Key Actors, Institutions, and Target Audience**
Activity 1	Power Map

Session 4	**Identifying Key Messages and Strategies Per Target**
Activity 1	Elements and Characteristics of a Message
Lecture	Elements and Characterics of a Manager
Activity 2	Developing Key Messages and Strategies Per Target Audience

Session One
Key Issues in Child Domestic Work

Session Objective

The purpose of this session is to identify three of the most urgent and relevant issues in child domestic work. These three issues will be used to anchor the planning and designing an advocacy program of each group through out the training course.
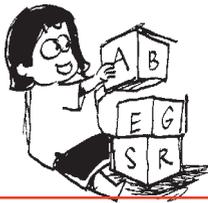
Activity One
Identifying
Key Issues

Time: 1 hour

Key Points of the Activity

To make the participants reflect on key issues, concernns and problems CDWs face.

Materials: Output of the "Body Outline" activity; flipchart, and writing pens

Procedures:

1. Ask the participants to review their group's output of "Body outline." (Refer to Module 1, Session 1, Activity 2). Ask them to reflect on the issues, concerns, and problems of the CDWs that they serve or work with.

2. Ask each group to identify 5 issues, challenges, and/or problems facing child domestic workers. Record the responses on a flipchart.

3. Review all responses and take note of similar answers to eliminate redundancy in the list. It is important that this process is done with the participants. Consolidate all responses in one exhaustive list and record this on a flipchart. Post the flipchart on the board.

4. The responses may also be written on colored metacards, one issue per card. This facilitates categorization as issues (written on metacards) of the similar concern can be lumped together. Holding up the metacards, the participants should post them on the board in columns. Issues of similar concerns are placed in the same column. Use of meta-cards eliminates the need for re-writing.

    Participants may phrase the issue in neutral terms, e.g. access to education. In consultation with the participants, facilitator should lead the process of translating this into an "issue," i.e. lack of access to education.

5. In order to prioritize the CDW issues, ask each participant to tick off (✓) two issues on the flipchart that are most urgent and relevant to his/her work. Give the participants enough time to finish this.

    As an alternative, you may give three adhesive papers to each participant and ask them to post it next to the three issues of their choice. The adhesive paper may be cut into small shapes or other creative figures to make the exercise more visually interesting and enjoyable.

6. At the end of the voting process, some CDW issues should emerge as being especially important for the group. Tally the responses and note the total beside each issue. Identify three issues that received the most interest. If there is a tie for the third place, the group can either negotiate to choose one or work on a total of four advocacy issues. However, note that adding an extra issue will require extra time for most sessions.

    Also, note that the process is not intended to determine scientifically which are the most important CDW issues in the country or region. There are tools available in issue/problem selection and analysis. The purpose of this process is to determine which issues are most critical to the work and lives of the participants of the training course. Advocates are most successful when they feel a deep concern for their advocacy issue. And in a training course on advocacy, participation in the workshop sessions is most active when participants work on issues they deeply care for.

    After identifying these priority issues, ask for the concurrence of all the participants. This is important especially for those participants whose priority issues were not among the three selected.

    For the remaining sessions in this manual, the following issues will be used. These were the issues identified by the participants during the pre-test of this manual in the Philippines.

**The Three Most Pressing
CDW Issues in the Philippines**

✓ Lack of access to education and other education-
related issues

✓ Invisibility of CDWs and lack of public concern for the
plight of CDWs

✓ Lack of policies and legal provisions to protect CDWs

7. Before moving forward, the participants will need to organize themselves into three
working groups according to the CDW issues identified. They should select an issue
that interests them and, preferably, one that they have encountered before. In addition
to letting each one choose their issue, it is important to seek a balance in terms of
gender, regions and organizations. In some cases however, it would be advisable to
group participants from the same area or organization.

Activity Two
Analyzing
the Issue

Time: 1 hour

Key Points of the Activity

To analyze the issues they have
identified in the previous activity and
to find solutions to these.

Materials: Flipchart and marking pens

Procedures:

1. Explain to the participants that after identifying an issue or problem is to define the problem and the advocacy solutions for it.

2. Based on the working group formed in the preceding activity, ask each group to define and analyze the issue they have chosen by answering the following questions:

    a. How do you define the problem/issue and its solution?
        i.   Who benefits and who loses from it?
        ii. What are the principal causes of the problem?
        iii. What are the solutions that can best address the problem? Does the problem require new or changed laws, enforcement of existing laws, or changes in behaviors, practices, or attitudes?
    b. How do other important players define the problem, its causes and its solutions?
    c. How does the opposition define the problem, its causes and solutions?
    d. How can you counter their arguments?
   e. What is the scope of their power?

    For this activity, you can work on Question A first. Questions B, C, D, E will be answered in the session on identifying key actors and institutions.

3. To answer Question A, give the groups 30 minutes to process. Encourage groups to record their responses using the following table:

Issue: Lack of access to education and other education-related issues[2]		
Causes	Consequences (Who loses? Who benefits)	Solutions (changes in policy, behavior, program)

4. Once the groups have finished, turn everyone's attention to the first group and ask them to present their work. Give the group 10 minutes to present and respond to questions and clarifications.

5. Once all groups have presented, process the activity by asking the opinion of the participants on the importance of analyzing the issue when planning an advocacy program. Give a short synthesis of the discussion and the group presentations.

6. Present several tools and checklist the participants can use in problem definition and issue framing. These are the Problem Tree, WebChart. *(Note: CDW specific diagrams of the Web Chart and Problem Tree would be developed and included in the manual.)*

7. Distribute Module 4 Session 1 Handouts. You may deliver a short lecture on the handouts.

Handout 1

Checklist for Issue Framing

The issue and problem --

1 are presented in clear compelling and engaging language,

   Creative and amusing ways of framing issues can also serve to mobilize people.

2 reflect immediate urgent concern of members or constituents,

3 are stated in as inclusive language as possible to draw in broad support without compromising the group's major concerns, and

4 are defined in ways that combine narrow short-term policy objectives with more long-term transformational goals.


Handout 2[1]

Problem Tree

Creating a problem tree is another option in analyzing a problem or issue. In this approach, the causes and effects of the main problem/issue are clearly delineated. The following are the steps in drawing the Problem Tree:

Step 1:   Identify **major problems/issues** existing within the stated problem (Brainstorming)

Step 2:   Write up a short statement of the **core problem/issue**

Step 3:   Write up the **cause** of the core problem/issue

Step 4:   Write up the **effects** caused by the core problem/issue

Step 5:   Form a diagram showing the **cause** and **effect** relationship in the form of a problem tree

Step 6:   Review diagram as a whole and **verify** its validity and completeness

Example of a Problem Tree:

Handout 3[2]

Web Chart

The web chart is a method of analyzing a problem by identifying its causes, the causes of the immediate causes, andthe interrelationships among the causes and effects.

You start making a web chart by writing the main problem in the middle of the flip chart paper and encircling it. Then you write the immediate causes around the main problem and encircling them. Connect the immediate causes to the main problem with arrows. The cause should point to the effect. Afterwards you proceed by writing the causes of the immediate causes and connecting them with arrows until you exhause all the possible causes and effects, forming a virtual spider's web.

Below is an example of a web chart made by the Environment Working Group of the NGO Forum on Cambodia. Deforestation was the main problem they analyzed. They did not put arrows in some of the connecting lines because they were unsure which ones were the effects.

Session Two
Setting Advocacy Goals and Objectives

Session Time: 1 hour and 10 minutes

Session Objectives

1. To differentiate goals from objectives.

2. To come up ith concrete goals and objectives for the dvocacy.

3. To go through a SWOT Analysis exercise.
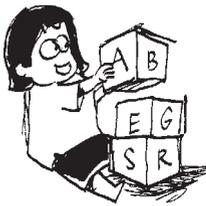
Pre-Activity
Our Dreams

Time: 10 minutes

Key Points of the Activity

This is an activity to prep up interest for the session on setting advocacy goals and objectives.

Process:

1. Ask each group to list as many songs as they can remember with the following words in the lyrics:

   a. Dream

   b. Wish

   c. Hope

   d. Equivalent of the abovementioned terms in the local language

2. Ask each group to think of a name for themselves. The names could be patterned after famous bands and other singing groups.

3. Ask each group to sing the line from the song containing one of the words listed above. A song cannot be sang more than once. Repeat until all songs in the list have been sang.

4. Proceed to the first activity of this session, relating this pre-activity to the next.

Activity One
What are we trying to achieve?

Time: 30 minutes

Key Points of the Activity

To come up with fesible goals and ojectives for the advocacy plan.

Procedures:

1. Ask participants to highlight the difference between a goal and an objective.

2. After eliciting their responses, lead a discussion on setting advocacy goals and objectives. Make the following points:

    a.   It is important at this stage to differentiate advocacy goal from objective. (Refer to Module 4 Session 2 Handout 1)

    > An **advocacy goal** is the long-term result (three to five years) of your advocacy effort; it is your vision for change. An **advocacy objective** is the short-term target (one to two years, or less) that contributes toward your goal.[3]

    b.   Present tools for setting goals. (Refer to Module 4 Session 2 Handout 2)

    c.   Present tools for setting objectives (Refer to Module 4 Session 2 Handout 3)

    A sound objective is **SMART**
    > **S** – Specific
    > **M** – Measurable
    > **A** – Achievable
    > **R** – Realistic
    > **T** – Time-bound

3. After the participants have learned the difference between a goal and an objective, ask the participants to form groups (according to issues). Distribute the output of activity on "Analyzing the Issue."

4. Based on their analysis of the issue and guided by the tools presented, ask the groups to set a goal and objective/s for the issue they have chosen. Give the group 15 minutes for this process, including recording their output on a flipchart or overhead transparencies.

    Facilitator should carefully monitor the progress of each group. Even with experienced advocates, they may not be skilled in formulating goals and objectives that are clear and specific. More often, the time-frame and target groups are left out in the formulation.

5. After the groups have finished, ask each group to share their output to the rest of the participants. Allow for comments or questions.

    This step could be modified into a gallery viewing, allowing each participant to post his/her comments on the flipchart/output of the other groups.

Activity Two
SWOT Analysis

Time: 30 minutes

Key Points of the Activity

To come go through a simple SWOT analysis exercise

Materials: Flipchart and pens

Process:

1. Ask participants to group themselves according to the key issue they selected.
2. Based on the Issue, Goal, and Objective they selected, have each conduct a SWOT analysis of their organization/network. "Network" is used since a group may be composed of participants coming from different organizations.
3. Invite each group to present a summary of its worksheet.
4. After each presentation, ask for comments, questions or suggestions.

Transition: After setting our goals and objectives and before a comprehensive planning, it is good to assess our own strengths and weaknesses and the environment where we are operating. A simple tool to achieve this is the SWOT Analysis – acronym for **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats. Present and explain Module 4 Session 2 Overheads.

Handout 1

Goals[4]
- long-term result
- long-term vision for (policy) change
- a cooperative endeavor

"It is unlikely that the network can achieve the goal on its own; therefore, the goal can be considered external to the network. In other words, *the network will not hold itself accountable for achieving the goal*, even though the goal is the ultimate, desired result."

### Objectives[5]
- Short-term targets

"In a sense, the objective is the network's internal target. The network plans to effect the change with its own resources, energy, and action. The advocacy objective clearly contributes to the broader goal."

The objectives are "achievable by the network on its own."

Why?[6] – for Direction and Focus – for Evaluation purposes

> "When goals are poorly articulated or vague, they can be interpreted differently and people may never agree whether or not they were met. When goals are vague and ambiguous, it is difficult to clearly understand what your advocacy initiative is trying to achieve and hard to maintain focus. This also makes it hard to evaluate your efforts."

Elements of an Advocacy Objective

Policy "actor" or decision maker	+	Policy "action" or decision	+	Timeline and degree of change
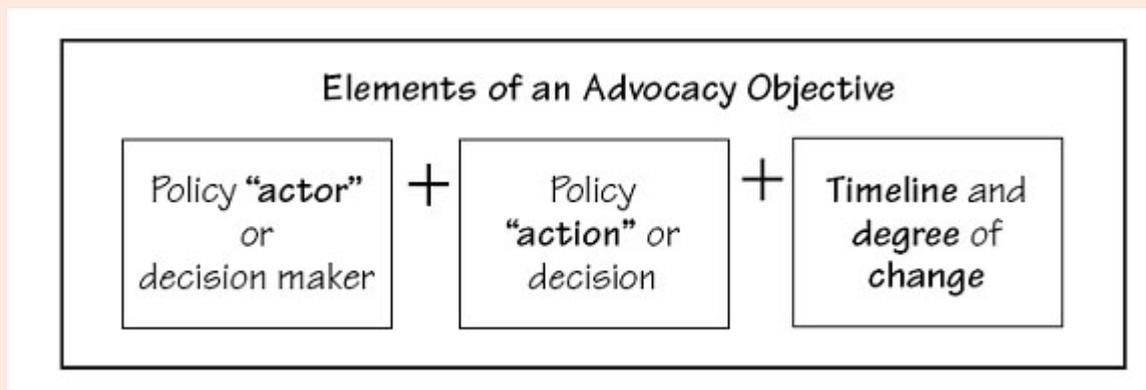
How?[7] – Clear and Specific – S M A R T

Other points to consider in formulating Goals and Objectives – Assessment of the local situation of child domestic workers – Assessment of our organization's capacities and resources

> According to Black (2002) Any selection of objectives will mainly be **guided by an informed perception of** the situation of child domestics in the locality, reached by the assessment and analysis process. But it will also be guided to a considerable extent by **who we are and what practical methods** we have at our disposal to achieve those objectives. It is important not to be over-ambitious, or choose objectives which set us up for failure in advance.

Handout 2

Goal Setting and Planning[8]

While framing the issue, advocates can set overall goals and specific objectives for their advocacy effort. As in issue framing some basic questions can help clarify your goals. These include the following:

— What are the transformation goals we want to accomplish – goals aimed at transforming the inequitable structures and power relationships of society related to the problem or issue?

— What specific actions, decisions, or changes do we want in the long-term – what will best address the basic cause of our problem and how will we be able to maintain our gains if successful?

  • On a policy or political dimension, what specific changes do we want in a policy, law, program, or behavior?

  • On a civil society dimension, how do we want to strengthen NGOs and grassroots groups as a result of our advocacy so we can sustain and expand our gains?

  • On a democracy dimension, how do we plan to increase the political space, participation, and legitimacy of civil society with our advocacy effort?What are our intermediate goals?

— What constitutes victory? To what extent will the campaign or advocacy effort:

  • Win concrete improvements in people's lives?

  • Alter the relations of power?

- Give people a sense of their own power and confidence?

- Build strong organizations that can make relations of power more equitable and democratic?

- Improve alliances between colleague organizations?

- Incorporate political awareness and citizen advocacy skills?

- Increase citizen/NGO access to policy making?

– What short-term or partial victories can we win as steps toward our longer-term andtransformational goals?

Handout 3[9]

Checklist for Selecting an Advocacy Objective

This checklist is taken from SARA/AED Advocacy Training Guide and adapted from the Midwest Academy's Organizing for Social Change. It is designed to help advocacy groups develop and choose sound objectives for policy change.

Criteria	Objective 1	Objective 2
1. Do qualitative or quantitative data exist to show that the objective will improve the situation?		
2. Is the objective achievable? Even with opposition?		
3. Will the objective gain the support of many people? Do people care about the objective deeply enough to take action?		
4. Will you be able to raise money or other resources to support your work on the objective?		
5. Can you clearly identify the target decision makers? What are their names or positions?		
6. Is the objective easy to understand?		
7. Does the advocacy objective have a clear time frame that is realistic?		
8. Do you have the necessary alliances with key individuals or organizations to reach your advocacy objective? How will the objective help build alliances with other NGOs, leaders, or stakeholders?		
9. Will working on the advocacy objective provide people with opportunities to learn about and become involved with the decision-making process?		

This column refers to positive or favorable factors about the advocacy group and the environment ↓	This column refers to negative or unfavorable factors about the advocacy group and the environment ↓	
Strengths	Weaknesses	← This row refers to the advocacy group or factors internal to it.
Opportunities	Threats	← This row refers to the situation (i.e., can be people, groups, events, etc.) external to the advocacy group
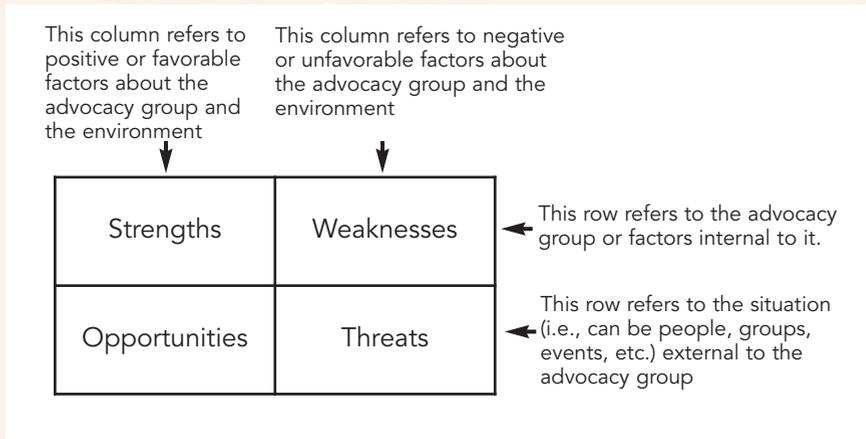
The SWOT Analysis Table can indicate if a group or network is ready for advocacy work, and if the environment is favorable to the achievement of our goals and objectives. It can also point out what needs to be improved or what needs to be modified.

Session Three
Identifying Key Actors, Institutions, and Target Audience

Session Objective

In this session, the participants create power maps to identify sources of support or opposition for each advocacy objective.
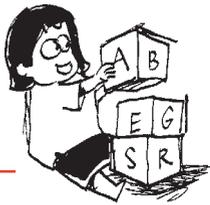
Activity One
Power Map

Time: 1 hour

Key Points of the Activity

To identify possile llies and opponents of the advocacy project.

Process:

1. Return to the questions in the activity, "Analyzing the Issue." Focus on questions B to E.[10]

    a. How do you define the problem/issue and its solution?

        i. Who benefits and who loses from it?

        ii. What are the principal causes of the problem?

        iii. What are the solutions that can best address the problem? Does the problem require new or changed laws, enforcement of existing laws, or changes in behaviors, practices, or attitudes?

    b. How do other important players define the problem, its causes and its solutions?

A Training Manual for
Advocates on the Rights of Child Domestic Workers

    c.   How does the opposition define the problem, its causes and solutions?

    d.   How can you counter their arguments?

    e.   What is the scope of their power?

2.   Ask each Issue group to brainstorm a list of key players and stakeholders with interest on the problem/issue – these could be institutions or individuals who are supporters, who are in opposition, undecided, or unknown. Identify who are the supporters and who are in the opposition.

> **Key players** are those who have the authority or power to make decisions on the concerned policy agenda. They have the direct power to provide advocates with what they want. As such, they are usually the advocacy targets.
>
> **Stakeholders** are parties who have a stake or interest in the outcome of an advocacy effort. Sometimes the terms "stakeholders" and "key players" are used interchangeably. However, stakeholders would generally encompass a broader scope of people and groups.[11]

3.   After determining players who are supportive or resistant to your advocacy objective, ask each group to answer Questions B to E.   Allow 30 minutes for this process.

4.   Invite each group to present a summary of its discussion.

5.   After each presentation, ask the other participants for their comments, questions or suggestions.

6.   Present tools for mapping alliances and/or positions. Refer to Module 4 Session 3 Overheads.

Power Map for Audience Analysis[12]

Opposition

Neutrality

Support

Advocacy Objectives
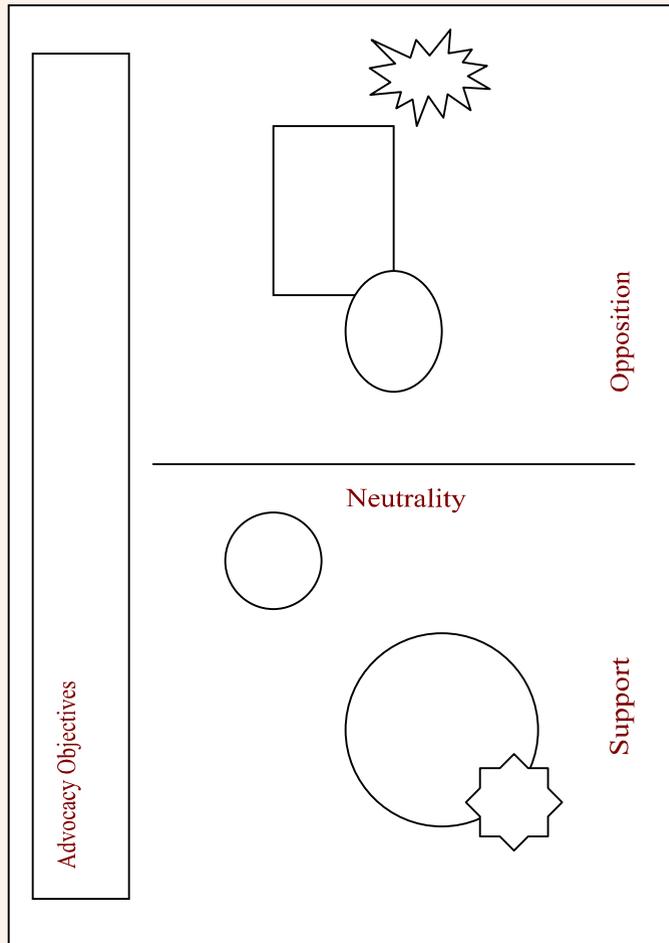
Power Mapping Matrix

Sectoral/ Categories	Support			Neutral	Opposition			Evidence Source
	High	Medium	Low		Low	Medium	High	
External Actors Government/State								
Legislators/ Policy Makers InFulential Individuals Civil Society								
Religious Groups Media								
People's Organizations								
Business Sector								
Children's Organizations								

Session Four
Identifying Key Messages and Strategies Per Target

Session Objectives

To have participants come up with key messages for their advocacy.

To identify approprite strtegies to deliver the key messages.
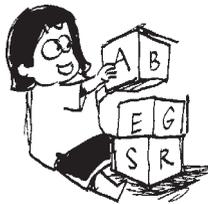
Activity One
Elements and Characteristics of a Message

Time: 1 hour

Materials: Three print advertisements from local magazines or.
Three posters or other information material on CDWs.

Process:

1. Post the print advertisements around the room. You may also use posters or other information materials on CDW.

2. Read each material aloud and ask participants to stand next to what appeals to them most. Give the participants a minute or two to review each of the material before they make their selection.

3. After the selection, ask participants to discuss with the group what made the material specifically appealing to the type of message it conveys. Ask each group to write those characteristics on the newsprint around the material.

4. Invite each group to share the characteristics of the material that appealed to them. While the groups are reading their lists, list down the key characteristics on the flipchart.

Synthesis/Lecture

According to Maggie Black (2002), Whatever message you are trying to put across to your audience, they should be **simple,** they should be **easily understood,** they should be **few,** they should be **relevant,** and they should be **persuasive.**

The characteristics of effective messages are: simple, concise, appropriate language, content consistent with format, credible messenger (spokesperson), tone and language consistent with the message (i.e. serious, humorous). (The Policy Project 1999)

The elements of a message are:

- Content/ideas
- Language
- Messenger/source
- Format/medium
- Time/place

Explain each element of a message. Refer to Module 4 Session 4 Handout 2 for the explanatory notes.

Ask the group to review the possible ways of delivering their advocacy messages. Refer to the session on Advocacy Strategies. Record the responses on a flipchart. Possible responses include:

Message Medium	
✓ Face-to-face meetings ✓ Executive briefing packets ✓ Public rallies ✓ Fact sheets ✓ Policy forums	✓ Posters, flyers in public places ✓ Petition ✓ Public debate ✓ Press releases ✓ Press conferences ✓ Contests to design posters, slogans

Ask the group to think about the criteria that they would implement when choosing an appropriate medium for delivering messages. For a sample list of criteria, refer to Module 4 Session 4 Handout 3.

Oftentimes we need to distill our messages into a 30- to 60-second commercial or material for television or radio. Be brief and concise when talking to policy-makers. To ensure that the central points of the message are communicated during this brief transmission, "messengers" must be skilled at delivering "**the one-minute messages.**" One minute messages have the following components:[13]

The One-Minute Message

Statement	**+**	Evidence	**+**	Example	**+**	Action Desired
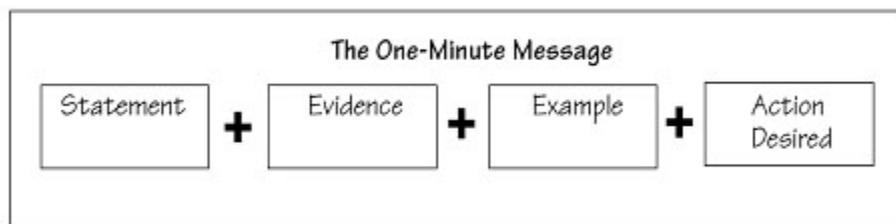
Explain each component of The One-Minute Message. Refer to the Module 4 Session 4 Handout 4 for explanatory notes.

If time is available, lead an exercise in developing one-minute messages with the group such as the one on the following page.

Sample Exercise

Statement. The trafficking of children to domestic labor must be stopped. Child domestic labor has long been tolerated and children have suffered in silence. The seriousness and scope of the problem has been ignored.

Evidence. In the Philippines, one child is trafficked every three days and one is physically abused by her employer every six minutes. According to a 2004 report by Children's Rights International, children from the indigenous groups are more at risk of being trafficked than children from low-land communities.

Example. Our organization, Children's Rights International, has been supporting a former child domestic worker named Nora. One year ago, Maria was approached by a town mate and asked if she wanted to work as a waitress in the city. She was promised PhP 3000[1] a month in salary plus free room with the other employees of the restaurant. When she reached the city, she was told that the restaurant went bankrupt. She was told to work as a house help in a middle class family instead. She was promised a salary of PhP 800 a month but she was never paid. Maria was made to work for twenty hours a day and had to endure verbal and physical abuse from her employers and their children. After six months Maria escaped and went to local officials who in turn referred her case to our center. Maria is one of the millions of children in domestic labor.

Action Desired. There should be a law mandating each household that employs children as domestic workers to register them with the city or municipal hall. This will help monitor if the employers abide by the Labor Code. There should be stricter penalties for violators.

The Local Government and its the Social Welfare Department should ensure that there are channels to report abuses of child domestic workers such as hotlines or centers where children can go to for help.
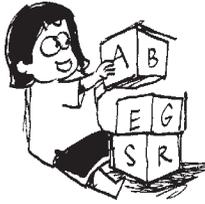
Activity Two

Developing Key Messages and Strategies per Target Audience

Key Points of the Activity

To identify apt manager for particular audiences and issues.

Time: 1 hour

Materials: Flipchart and marking pens

Process:

1. Participants should group themselves according to the key issue they selected.

2. Explain that each issue group would develop key messages and strategies per target audience. In other words, each issue group should have four sub-groups to work on the following target audiences: child domestic workers, employers, parents/community, government (national/local).

3. Present the following matrix, and encourage the issue groups to use this as a guide for developing key messages and strategies per target audience. Allow 30 minutes for this task.

Issue: Lack of access to education and other education-related issues[14]	
Goal: Access to education for all child domestic workers **Objective/s:** To establish night schools in three selected receiving areas	
Target Audience:	Choose one from the following: Child Domestic Workers, Employers, Parents/Community, Government, (National/Local)
Action you want the target audience to take	
Message Content	
Message Medium/Strategy	
Messengers	
Time & Place for Delivery	

4. Invite each group to present a summary of its worksheet.

5. After each presentation, ask for comments, questions, or suggestions.

Handout 1

The messenger and the message[15]

Choosing the right message for your target audience is fundamental to successfullychanging attitudes. However, selecting the right messenger is also crucial, and themethod by which the information is passed on.Think about how your messenger (this could be your own organisation, or another person or group that you are using to get the message across) is seen by others - particularly by your target audience - since this will affect the credibility of the message you are trying to deliver. Your message might not be trusted or taken seriously if your messenger is not respected. Put yourself in the mind of your target audience and try to imagine how they would react to your planned message and messenger.Whatever message you are trying to put across to your audience, they should be**simple,** they should be **easily understood,** they should be **few,** they should be **relevant,** and they should be **persuasive.** This applies whatever vehicle or approach is selected.

In enlisting popular support for legislative reform to improve the working conditions of15 year olds and over, Visayan Forum Foundation (VF) sought to downplay the notion that all employers were bad. Since young domestic workers are so common in the Philippines it was thought likely that encouraging such a message would merely provoke a public backlash. Instead, VF promoted the message that by improving the employer-employee relationship in this way, many of the problems faced both by employees and employers could be avoided and reduced.In Bolivia, an association of domestic workers found that using university 'intellectuals' to act as go-betweens with employers of child domestic workers was far more successful than using indigenous women, as employers perceived the university graduates to be of higher status and were therefore more prepared to listen to what they had to say.

Handout 2[16]

Five Elements of Messages

Content/ideas. The content refers to the central idea of the message. What is the main point you want to communicate to your audience? What single idea do you hope the audience will take away after receiving your message?

Language. Language consists of the words you choose for communicating your message. Is the language appropriate for your target audience? Is the word choice clear, or could it be interpreted differently by various audiences? Is it necessary to use a local dialect or vernacular to communicate the message?

Messenger/source. Source refers to the person or people delivering the message. Is the messenger credible to your target audience? Is it possible to include beneficiaries as spokespersons or messengers? For example, you might invite a community or religious leader to join you for a high-level meeting with a policymaker; you might ask a pregnant teen who has dropped out of school to speak to youth groups; etc. Advocacy networks can send a powerful and more meaningful message to policymakers by letting the message come from a member of the affected population.

Format/medium. The format or medium is the communication channel you choose for delivering the message. What is the most compelling format to reach your target audience? Different channels are more effective for certain audiences.

Handout 3

Criteria for choosing an appropriate medium to deliver messages[17]

Audience. Some formats are more effective and more appropriate for specific audiences. For example, high-level policymakers have little time and many constituents. The message needs to give them the facts and move them to action quickly; also, always leave information for them to read later. Effective media for policymakers include briefing packets, fact sheets, face-to-face meetings, and policy forums.

Cost. Using mass media such as radio or television can be extremely costly. The advocacy network should seek out any free or reduced-cost opportunities if the mass media is the medium of choice.

Risk. When a network goes public with an advocacy issue—especially a controversial one—risk is always involved. Certain advocacy tactics entail more risk than others. Public debates and live forums highlighting both sides of an issue can turn into "heated" events. Nevertheless, risk can be minimized through careful planning, selection of speakers, rehearsals, etc.

Visibility. The advocacy network may choose one medium over another if it can make use of a contact or connection to raise the visibility of an event. Perhaps a celebrity or high-ranking public official is willing to pay a site visit to a project or make the opening speech at a meeting. Such an event may provide an excellent opportunity to recruit other decision makers and promote a particular advocacy objective.

Time/place. When and where will the message be delivered? Are there other political events that you can link up with to draw more attention to the issue? Some advocacy groups connect their advocacy activities with events such as International Women's Day or World AIDS Day. Is there an electoral campaign underway that might make policymakers more receptive than normal to your message?

Handout 4

Components of the One-minute Message[18]

Statement. The statement is the central idea of the message. The spokesperson should be able to present the "essence" of his/her message in several strong sentences.

Evidence. The evidence supports the statement or central idea with facts and/or figures. The message should include limited data that the audience can easily understand—such as "only two out of five adults of reproductive age have access to FP services" rather than "4,253,800 adults of reproductive age have access to FP services".

Example. After providing the facts, the spokesperson should add a human face to the story. An anecdote based on a personal experience can personalize the facts and figures.

Action Desired. The desired action is what you want the audience to do as a result of hearing the message. The advocacy objective should be stated clearly to the target audience as an invitation for action!

Endnotes

1   Clamor, Anna Maria. 1999. To Struggle for an Idea: An Advocacy Training Manual for Cambodians. Pnom Penh: NGO Forum Cambodia.

2   Ibid.

3   The Policy Project. 1999. Networking for Policy Change: An Advocacy Training Manual. Washington DC: The Policy Project.

4   Ibid.

5   Ibid.

6   Ibid.

7   Ibid.

8   Clamor, Anna Maria. 1999. To Struggle for an Idea: An Advocacy trining Manul for Cambodians. Pnom Penh: NGO Forum Cambodia.

9   The Policy Project. 1999. Networking for Policy Change: An Advocacy Training Manual. Washington DC: The Policy Project.

10   Ibid.

11   Clamor, Anna Maria. 1999. To Struggle for an Idea: An Advocacy trining Manul for Cambodians. Pnom Penh: NGO Forum Cambodia.

12   The Policy Project. 1999. Networking for Policy Change: An Advocacy Training Manual. Washington DC: The Policy Project.

13   Ibid.

14   Ibid

15   Black, M. 2002. A handbook on Advocacy Child Domestic Workers. Finding a Voice. Sussex, UK: Anti Slavery International.

16   The Policy Project. 1999. Networking for Policy Change: An Advocacy Training Manual. Washington DC: The Policy Project.

17   Ibid.
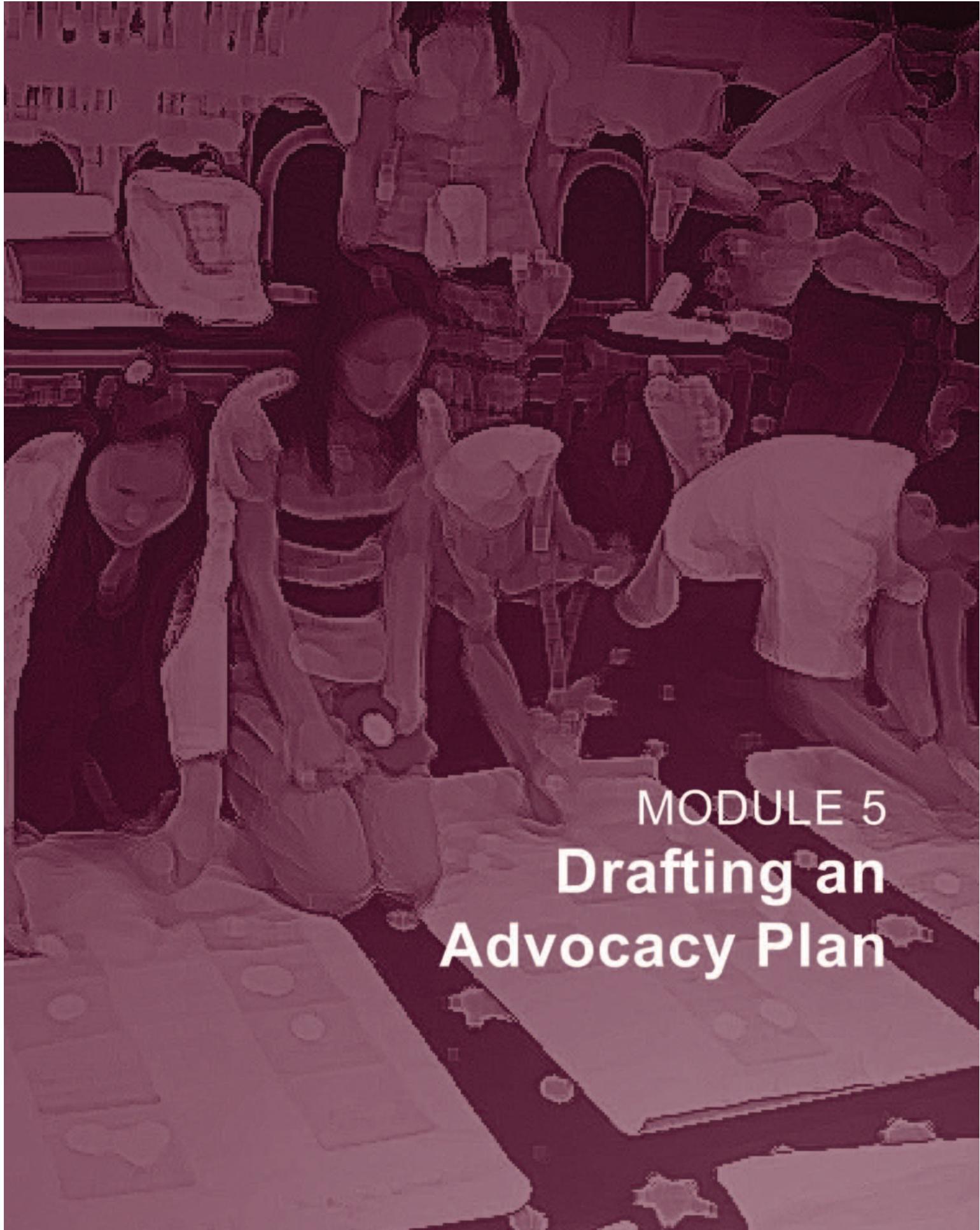
18   Ibid.

MODULE 5
Drafting an
Advocacy Plan

Module 5
Drafting an Advocacy Plan

Time: 6 hours and 30 minutes

Module Objectives

1. To guide participants in creating a timeline for their activities and projects;
2. To go over fund raising strategies and to come up with sound budgets for their activities;
3. To introduce monitoring and evaluation;
4. To discuss the importance of monitoring and evaluation; and
5. To come up with a simple log frame.

Session 1	**Setting a Timeline**
Lecture	Important Definitions
Activity 1	Managing Time

Session 2	**Resource Generation and Management**
Lecture	Budgeting
Activity 1	Budgeting Exercise
Lecture	Fundraising, Donations, etc.
Activity 2	Identifying Current and Possible Sources of Resources
Activity 3	Exploring the Fit Between a Possible Source of Funding and Resources and the Advocacy Group is Goals and Objectives

Session 3	**Monitoring and Evaluation**
Activity 1	Defining Monitoring and Evaluation
Lecture	Definitions of Monitoring and Evaluation
Activity 2	The Log Frame
Lecture	The Log Frame
Activity 3	Conceptualizing Monitoring and Evaluation

Session One
Setting a Timeline

Session Objectives

1. To define important concepts in setting a timeline for one's projects; and
2. To guide participants in creating a time table based on their goals, objectives, and strategies.

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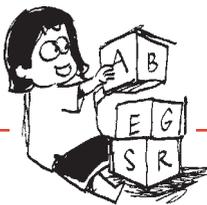
Activity One
Managing Time

Time: 1 hour

Key Points of the Activity

- This activity builds on the goals, objectives, messages, and strategies your participants came up with in the previous sessions particularly those in Module 4 Session 4 Activity 2.
- To help participants learn the importance of setting timelines.
- To help participants differentiate between long term (goals) and short term (objectives) targets.

Materials: Manila paper, colored marker and pens, output from Module 4 Session 4 Activity 2

Procedures:

1. Participants will be referring to the goals, objectives, and strategies they came up with in Module 4, Session 4, Activity 2.
2. Go over with your participants the definitions of long term, medium term, and short term targets (Please refer to the Session Overheads). Next, have them identify their long term, medium term, and short term targets based on the goals, objectives, and strategies they have.
3. Ask your participants to account for possible resources they may have, monetary or otherwise, which they can use to carry out their goals, objectives, and strategies. Explain to your participants that it is important to account for these resources because these have an effect on the length of time they would set to carry out their goals,

objectives, and strategies. They need not write this yet. They only need to keep this in mind because this will come in handy when they go to the next exercise.

4. Also, have them decide on the urgency of their goals, objectives, and strategies.

5. After they have considered the foregoing variables, ask them to estimate the time they will complete their targets. They can give their long-term targets in number of months or years, their medium term targets in number of weeks or months, and their short-term targets in number of days, weeks, or months.

6. Have them write this on a manila paper using this format:

Issue			
Goal:			
Objectives:			
Target Audience:			
Activities	Time Frame	Sources of Expenses	Estimated Budget

7. Have the groups discuss their answers to the rest of the participants. The audience should be ready to critique the presentation of the group.

LECTURE GUIDE

1. Deliver the lecture before the start of the Activity. Refer to Module 5 Session 1 Overhead 1.

2. Flash the definitions using an OHP or a laptop. You may also give the overheads as handouts.

3. Remind your participants that their timeline should be realistic. It should be able to factor in possible delays in reaching their targets. It should also be able to account for the resources they have because having little resources would definitely disallow them from carrying out their targets for long periods.

4. Their timeline should also account for the importance or urgency of the target. It would help your participants to answer the following questions: How would lengthening or shortening the estimated time affect our advocacy? For instance, would cutting down or lengthening the time water down the effects of our advocacy or would it make it more effective? Given the available resources, which of the targets are very urgent and thus require a shorter time to carry out and which are not very urgent?

5. Also remind them that the timeline should also be flexible in that unexpected contingencies and events may affect the implementation of their programs and projects.

6. In setting their timelines, remind them that it would also help to compare their timelines with the timelines used by other organizations in carrying out their projects. Doing so would help them gain ideas in setting up a realistic timeline.

7. The Internet is a valuable source of ideas in setting up timelines.

Goals may considered as long-term targets.
Objectives are short-term targets.

Short-term targets can be accomplished in a few days or up to four weeks.

Medium-term targets can be done between one month and 12 months.

Long-term targets refer to those projects that go over 12 months or more.

The **more tasks** or activities that you include in your action plan and the **more specific** you get in identifying your actions, the **easier** it gets to come up with the timeline.

Session Objectives:

1. To come up with a budget plan based on their goals, objectives, strategies, and timeframe.
2. To identify possible monetary and manpower resources.
3. To explore whether there is a fit between possible sources of resources and the group's goals and objectives.

Activity One
A Budgeting Exercise

Time: 1 hour

Key Points of the Activity

This will be a short exercise on budgeting that will give your participants an idea what to include when they come up with a budget for their advocacy work. Outputs from the previous modules and sessions will be used for this exercise.

Materials: Metacards, colored markers, manila paper, outputs from Module 5, Session 2, Activity 1

Procedures:

1. Tell your groups to go back to their output in the previous session.
2. Ask them which of these activities would require them to pay for items and services. Have them list down these items and services.

3. Flash the Budget Items categories (please refer to Module 5 Session 2 Overhead 1) using an OHP or write them down on the board. Explain each budget category and give copious examples of possible sources of expenses for each budget category.

4. Ask your participants to compare the sources of expenditures they prepared with the budget categories. Have they missed on possible sources of expenditure? Ask them to prepare a budget for these possible sources of expenditures. Could they cut down on certain sources of expenditures? Would they be able to get some services and materials for free by way of donation or volunteer work?

5. Now, ask them to estimate the budget they need for each expenditure. Make sure to tell them that they need to consider the time frame they have set in estimating the budget they need for the particular expenditure. Also, remind them to allocate budget for unexpected expenses or possible delays in carrying out projects. Also, ask them to identify services and items they may be able to get for free. Have them write this on a manila paper in this format:

Issue			
Goal:			
Objectives:			
Target Audience:			
Activities	Time Frame	Sources of Expenses	Estimated Budget

6. Again, have them present their findings to the other participants.

7. Ask the listeners to critique the budget that was presented. Do they think that the group presented a complete possible source of expenses? Is the budget realistic? How may the budget be improved or cut down? What services or resources can be availed for free?

Activity Two
Identifying Current and Possible Sources of Resources[4]

Time: 1 hour

Key Points of the Activity

- To explore the importance of fundraising and how to raise funds.

- To explore possible resources other than monetary resources.

Materials: Manila paper, colored markers, pens, and adhesive

Procedures:

1. Go over Module 5 Session 1 Overhead 2 with your participants.

2. On the board, write the possible types of funding sources that agencies may tap: private donors, local companies, international companies, international donor agencies (Embassies, USAID, etc), government, and membership fees.

3. Include non-monetary resources such as volunteer services and other donations that do not come in monetary forms but in kind.

4. Under each heading, ask your participants to write down the current sources of financial support that allow them to run their program activities.

5. Now, ask them to reflect on the following questions: Aside from the funding sources they have right now, are there still other possible sources of revenue and other non-monetary resources they may tap? Of the types of funding and non-monetary resources that have been identified, which have their organization not yet tapped?

6. Based on the latter, have your participants come up with a list of other possible sources of revenue and non-monetary resources they could tap for their activities.
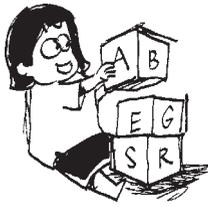
Activity Three
Exploring the Fit Between a Possible Source of Funding and Resources and the Advocacy Group's Goals and Objectives[13]

Time: 1 hour

Key Points of the Activity

To explore how participants can solicit support from funding sources and to explore the fit betwen the ideals of their organizations and that of the funding source.

Materials: Manila paper, colored markers or pens, output from the previous activity

Procedures:

1. Go over the output from the previous activity. Based on this, ask your participants which among the different funding agencies or non-monetary resources they have identified may have a fit with their interests as an advocacy group.

2. Ask them to select three funding agencies or sources that do not necessarily give monetary resources that will most likely support their goals and objectives.

3. Have them answer the following questions: Why would this agency be interested to support their goals and objectives? Stress on your participants that the interests and agenda of the monetary and non-monetary sources should not clash with the goals and objectives of their agencies.

4. Ask them to answer the following questions:

    a.   How can they gain the source's support?

    b.   What steps should they take to gain their support?

    c.   Who will be in charge of sourcing of funds or soliciting the help of non-monetary resources?

5. Show them a copy of the Sample Fund Raising Strategy Grid below. Ask them to fill out the grid. On the first column have them write down the three potential funding sources they have identified. In the second column, ask them to write down the steps they should take to secure funding from the source. On the third column, have them identify the persons who would take charge of the steps they identified.

6. Below the three potential funding sources, ask your participants to identify possible people or groups they can tap who can give them non-monetary resources or services. On the second column, have them identify steps that would help them solicit the help of these people or groups. On the third column, identify persons who would take charge of the steps.

7. After the groups have completed their task, ask them to present their strategies to the rest of the participants.

8. Solicit comments or suggestions from the other participants.

Overhead 1

Estimating the cost of an advocacy project can be difficult, especially for a multilevel initiative. But it is possible. To do this, properly itemize each activity you need to engage in. Identifying these activities will make it easier for you to think of possible items you will have to spend on. In turn, it will be easier for you to come up with your budget.[1]

In coming up with your budget, always include a line item for unexpected expenses. Planning for such contingencies will help you keep a flexible activity schedule and allow for changes, if required.[2]
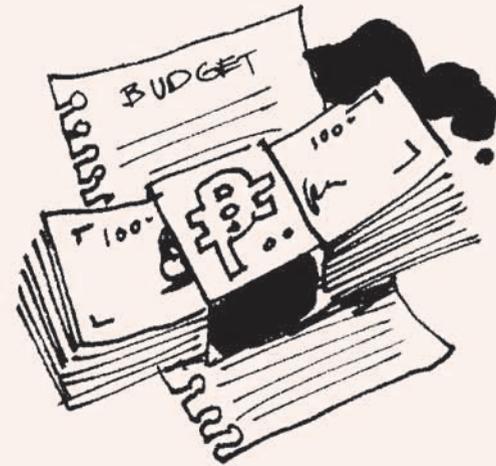
Budget Categories[3]

A **budget for an advocacy initiative** should consider the following possible sources of expenditures:

- Salaries and benefits for staff
- Office Supplies
- Activities and events (conferences, briefings, lunches, meetings, press conferences, etc)
- Printing and distribution (brochures, reports, fact sheets, press releases, promotional items, briefing materials, etc.
- Communications (telephone calls, fax, postage, internet, etc)
- Office space
- Consulting services (policy research, public relations services, private lobbying, legal services)
- Training
- Travel
- Dues and Fees
- Contingencies (unexpected expenses)
- Overhead

▇ Overhead 2

Mobilizing resources is essential to the survival of an advocacy group for without funding sources, the advocacy group will not be able to carry out their programs and projects. Access to financial resources expands the options available to the advocacy [group] and gives members the freedom to try new, creative, or even higher-risk activities than would be possible with limited funds. But no matter how much an advocacy campaign benefits from financial resources, it is entirely possible to launch a successful campaign with the resources and energy of advocacy [groups] alone.[5]

It is important to set realistic goals based on particular setting and advocacy issues, to **target** potential contributors and **develop** persuasive appeals to reach them. They forge **innovative strategies** to raise money—from seeking small grants from bilateral development organizations to targeting private sector concerns within their own communities.[6]

The Fund Raising Process[7]

Fundraising methods

Successful advocates have used many different methods to obtain the resources they need for their work. Examples include the following:

- Setting membership **dues** for the network or alliance generally based on a sliding scale;
- Soliciting in-kind **contributions**;
- Holding special **fundraising events** such as dinners, film festivals, picnics, raffles;
- Cultivating large **individual contributors**;
- Seeking **corporate donations**;
- **Selling merchandise** such as crafts, artwork, t-shirts;
- Obtaining international, national, or local government **grants**;
- Promoting **donations** around a particular holiday;
- **Auctioning** donated goods and services; and
- Selling **advertising space** in newsletters or other publications.

Donations[8]
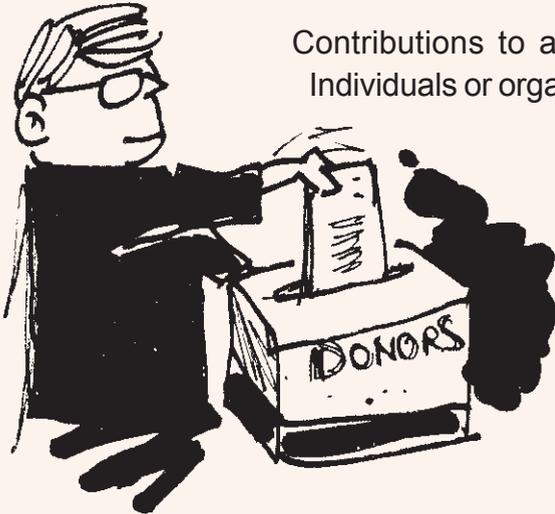
Contributions to advocacy efforts can be varied and creative. Individuals or organizations can donate:

- Money
- Labor
- Equipment, office space, supplies, printing services
- Technical expertise
- Administrative support and,
- Space for meetings and events

Legal Issues Governing Donations[9]

Laws that govern the giving and receiving of donations vary from country to country. Local research will provide answers to the following questions:

- What laws govern the solicitation of contributions?
- Are there restrictions related to the use of donations for advocacy or political action?
- Are the amounts that individuals or organizations can contribute for advocacy limited?
- What are the requirements for reporting donated income? Are there specific rules for accounting? Are donations taxed?

Potential Donors[10]

Funding may come from many different sources, including:

- o   Individuals
- o   Private sector companies (including multinational firms)
- o   Philanthropic/donor agencies and foundations and
- o   Government-sponsored initiatives

Sometimes companies wish to support initiatives in the communities in which they work. Often, however, donors have their own agenda or attach conditions to their gifts, if these conditions conflict with an advocacy goal, the network should refuse the offer of support. Such support will likely harm or weaken the advocacy effort.

Donors as Your Audience[11]

Certain types of information, language, and presentation styles will elicit a positive response from funding sources. Donors generally like to see:

- A well run and effectively managed organization or effort;
- Financial stability and budget information;
- Examples of successful efforts;
- A good strategy and a reasonable chance of success;
- Traits that distinguish the network from other organizations in the same field;
- Why the work is important and necessary;
- The achievements associated with any previous contributions; and
- Information on the network's activities and successes; if the network is new, information on its strategy and goals.

General Fundraising Suggestions[12]

- It is important to find out what types of organizations the donor has funded in the past, how much it typically donated, and what is the nature of its current interests. An annual report, if available, will provide the needed information.
- To avoid donor control over the advocacy agenda or strategy, it is important not to accept donations, grants or contracts for activities that do not match specific advocacy objectives.
- All donors—especially foundations—have their own programmatic and ideological agendas, and it is important to match funding sources and advocacy objectives.
- Strive for a diverse funding base to avoid dependence on a few sources.
- Appoint qualified individuals to lead fundraising efforts.
- As in advocacy itself, relationships are central. Invest time and energy in getting to know potential contributors.
- Include staff of multinational organizations in the membership of the network. These individuals may be helpful in obtaining support for advocacy efforts.

Session Three
Monitoring and Evaluation

Session Time: 2 hours and 30 minutes

Session Objectives

1. To define monitoring and evaluation.
2. To discuss how these two related concepts may help them improve their advocacy initiatives
3. To construct a log frame, which is an important tool in monitoring and evaluating projects and programs.
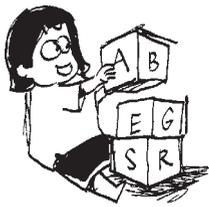
Activity One
Defining Monitoring and Evaluation

Time: 30 minutes

Key Points of the Activity

This activity allows the participants to learn the concepts of monitoring and evaluation and the importance of this.

Materials: Chalk or white board markers, blackboard or whiteboard

Procedures:

1. Ask your participants what comes to mind when they hear the words "monitoring" and "evaluation?" What do they think is the difference between the two concepts?
2. Write down their answers on the board.
3. Compare their definition of monitoring and evaluation with the definition of the concepts as given in the handouts. Do they think their definition is sufficient? How can their definition be improved? Can the definitions they gave help enrich the formal definitions of monitoring and evaluation?
4. Next, ask them what they think is the importance of monitoring and evaluating projects and programs? What good do these bring to projects and programs?

ActivityTwo
The Log Frame

Time: 1 hour

Key Points of the Activity

The activity allows your participants to go through a simple logframe exercise.

Materials: Manila paper, colored markers and pens, outputs from previous sessions

Procedures:

1. Explain to your participants what a log frame is, what it contains, and what it is for. Please refer to the session overheads.

2. Next, show the matrix structure of the logframe. Please refer to the Module 5 Session 3 Overhead. Explain to them that these are the basic contents of a logframe.

3. Explain to them that they will be made to create a logframe similar to this, but with certain modifications. Also, inform them that much of their output for this activity has already been done in the previous sessions. They would simply have to recall previous findings and apply them to this activity.

4. Show them the following matrix format and ask them to fill this up. The Activities and Time Frame along with the issue, goal, objectives, and target audience will be based on what they have done previously. The resources part, will include monetary, manpower, and other similar resources needed to run the activity. On the other hand the indicators would involve any of the following outlined below in the matrix. Stress the importance of these indicators because these will be used in the monitoring and evaluation of their activities. Also, these indicators should be concrete items that can be used to tell whether their advocacy activity has succeeded or not.

Issue			
Goal:			
Objectives:			
Target Audience:			
Activities	Time Frame	Resources	Indicators[16] (Could be any of the following) Measures of the extent to which component objectives have been achieved and lead to sustainable benefits. Used during review and evaluation.
Activities	Time Frame	Resources	Conditions at the end of the project indicating that the purpose has been achieved and that benefits are sustainable. Used for project completion and evaluation. Measures of the extent to which component objectives have been achieved and lead to sustainable benefits. Used during review and evaluation.

5. Make sure to go around to check whether the groups are doing their work properly.

6. After they have filled out the matrix structure, ask them to present and explain their work in front of the other participants. They may also hang their outputs around the room for everyone to see.

7. Allow the other participants to critique the work of the presenters. In doing the critique, let them answer the following questions: Did the group correctly fill out the matrix? Did the group miss out on things, particularly, the indicators that would measure the success of the project? How can the presenting group improve their matrix? What more should be added or what should be taken out, in case?

Note to the Facilitator

The logframe matrix structure found in the Overheads section is just a sample matrix structure. It is possible to revise this according to how users will see it fit to be revised.

Activity Three
Conceptualizing Monitoring and Evaluation

Time: 1 hour

Key Points of the Activity

To go through a simple monitoring and evaluation exercise.

Materials: Manila paper, output from previous sessions

Procedures:

1. Ask the different groups to answer the following questions per goal, objective, and strategies they have identified: What should they monitor? Who will be responsible for collecting and analyzing information from the monitoring activities? When will monitoring take place? How will they gather these necessary information? Have them write these down on the "monitoring" column.

2. Next, based on the log frame, ask your participants think of three to five possible evaluation questions that can be used to measure the success or failure of their goals, objectives, outputs, and activities. Have them decide too who will carry out the evaluation. Again, write these down on the column on evaluation.

3. Ask the different groups to present these to the other groups.

4. Let the other participants critique the work of the presenters by looking into whether the questions will generate useful information and whether these focus on results of the projects?

Issue					
Goal:					
Objectives:					
Target Audience					
Activities	Time Frame	Resources	Indicators	Monitoring	Evaluation

Monitoring[14] is the process of routinely gathering information on all aspects of an advocacy campaign and using the information in network management and decision-making. A monitoring plan is a basic and vital management tool that provides network embers and other stakeholders with information that is essential to designing, implementing, managing, and evaluating advocacy activities. To fulfill the monitoring function, the monitoring plan must include systems for collecting data and information on key activities as well as systems for summarizing, analyzing, and using the information to make decisions and take action. Monitoring information can help:

- Demonstrate innovative and effective strategies
- Generate financial and political support for advocacy activities
- Market the network

Evaluation[15] involves a systematic, objective analysis of the [advocacy group's] performance, efficiency, and impact in relation to its objectives. Its ultimate purpose is to:

- Draw lessons from experience in order to improve the quality of an advocacy campaign
- Improve the design of future campaigns
- Demonstrate the network's merits to supporters, policymakers, donors, members, etc.

Evaluation can be thought of as an assessment at a critical period or a process of looking at impacts or achievements.

The Logical Framework Analysis[17] (also known as Log Frame or LFA) is an analytical, presentational and management tool which can help planners and managers:

- **Analyze** the existing situation during project preparation
- **Establish** a logical hierarchy of means by which objectives will be reached
- **Identify** the potential risks to achieving the objectives, and to sustainable outcomes
- **Establish** how outputs and outcomes might best be monitored and evaluated
- **Present** a summary of the project in a standard format
  Monitor and review projects during implementation

A distinction is usefully made between what is known as the Logical Framework Approach (LFA) and the **Logical Framework Matrix**. The approach involves **problem analysis**, **stakeholder analysis**, **developing a hierarchy of objectives** and **selecting a preferred implementation strategy**. The product of this analytical approach is the **matrix** (the Logframe), which **summarizes** what the project intends to do and how, what the key assumptions are, and how outputs and outcomes will be monitored and evaluated.

Logframe Matrix structure			
Project Description	**Performance Indicators**	**Means of Verification**	**Assumptions**
Goal: The broader development impact to which the project contributes - at a national and sectoral level.	Measures the extent to which a sustainable contribution to the goal has been made. Used during evaluation.	Sources of information and methods used to collect and report it.	
Purpose: The development outcome expected at the end of the project. All components will contribute to this.	Conditions at the end of the project indicating that the Purpose has been achieved and that benefits are sustainable. Used for project completion and evaluation.	Sources of information and methods used to collect and report it.	Assumptions concerning the purpose/goal linkage.
Component Objectives: The expected outcome of producing each component's outputs.	Measures the extent to which component objectives have been achieved and lead to sustainable benefits. Used during review and evaluation.	Sources of information and methods used to collect and report it.	Assumptions concerning the component objective/purpose linkage.
Outputs: The direct measurable results (goods and services) of the project which are largely under project management's control	Measures the quantity and quality of outputs and the timing of their delivery. Used during monitoring and review.	Sources of information and methods used to collect and report it.	Assumptions concerning the output/component objective linkage.
Activities: The tasks carried out to implement the project and deliver the identified outputs.	Implementation/work program targets. Used during monitoring.	Sources of information and methods used to collect and report it.	Assumptions concerning the activity/output linkage.

Endnotes

1   Sprechman, Sofia and Emily Pelton. 2001. *Advocacy Tools and Guidelines: A Resource Manual for CARE Program Managers.* Atlanta: Cooperative for Assistance and Relief Everywhere, Inc. (CARE).

2   Ibid.

3   Ibid.

4   Activities have been adapted from The Policy Project. 1999. *Networking for Policy Change: An Advocacy Training Manual.* Washington DC: The Policy Project.

5   Sharma, Ritu. 1997. *An Introduction to Advocacy Training Guide.* Washington DC: Academy for Educational Development. In the Networking for Policy Change: An Advocacy Training Manual.

6   Ibid.

7   Ibid.

8   Ibid.

9   Ibid.

10   Ibid.

11   Ibid.

12   Ibid.

13   Activities have been adapted from The Policy Project. 1999. *Networking for Policy Change: An Advocacy Training Manual.* Washington DC: The Policy Project.

14   The Policy Project. 1999. *Networking for Policy Change: An Advocacy Training Manual.* Washington DC: The Policy Project.

15   Ibid.

16   AUS Guide. 2005. AUS Guidelines Content. Available html http://www.ausaid.gov.au/ausguide/ausguidelines/1.cfm. Accessed on 25 August.

17   Ibid.

Recommended Readings

Child Domestic Workers: A handbook on good practice in programme interventions
Maggie Black and Anti-Slavery International 2005

A practical guide to what works and why when it comes to practical assistance for child domestic workers. The book contains experiences of local practitioners from Africa, Asia, Latin America, and the Caribbean; international organisations and networks working on this issue. It includes views of almost 500 current and former child domestics consulted in nine countries. This handbook will be useful for small and medium-sized NGOs seeking ways to improve their existing programmes or planning in addressing the needs of child domestic workers.

Learning to Work Together: a handbook for managers on facilitating children's participation in actions to address child labour
Regional Working Group on Child Labour (RWG-CL) 2003

This manual provides a practical guide for program managers on methods in developing strategies and processes in involving child workers in projects from situational analysis to monitoring and evaluation.

(Available as a PDF download at http://www.crin.org/docs/resources/publications/hrbap/Learning_to_Work_together_RWGCL.pdf)

Child Domestic Workers: Finding a voice, a handbook on advocacy
Maggie Black and Anti-Slavery International 2002

A practical "how to" guide which will help local-level NGOs and activists plan, design, implement and evaluate the impact of an advocacy strategy on child domestic workers. This book draws on the experience of activists from 17 countries and representatives of internaitonal and regional agencies who attended a workshop convened by Anti-Slavery International in April 2001.

(Available as a PDF download at http://www.antislavery.org/homepage/resources/publication.htm)

Child Domestic Workers: A handbook for research & action
Maggie Black and Anti-Slavery International 1997

This handbook explores ways of finding out about the situation of CDWs who are some of the most invisible and vulnerable of all child workers. It provides a practical "how to" guide that draws on the experiences and views of non-governmental organizations and others working with CDWs in Asia, Africa and Latin America. It offers useful insights for anyone who wants to help these children. Examining the reasons why children working as domestic servants deserve attention, the handbook's step-by-step approach focuses on solutions to practical problems such as "where to start?," "how do we find out what we need to know?," "how to collect the information needed," and "translating the research findings into action."

(Available as a PDF download at http://www.antislavery.org/homepage/resources/publication.htm)