

Youth Power

A Manual on Youth-led

Advocacy





Youth Power - A Manual on Youth-led Advocacy

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“

In my village, a young girl was being given in marriage by her parents. We met with the family and the village chairman to explain how this could be harmful to her. The chairman agreed and convinced the parents to cancel the marriage. After this incident, the chairman of the area made a law stating that if anyone gives or takes a young child for marriage they will be severely punished

”

—YPP South Asia representative

TABLE OF CONTENTS

I. Introduction	1
A. The ECPAT Global YPP	1
B. ECPAT's advocacy strategy within the YPP	2
C. Objectives of the guide and the target audience	2
II. Safety Guidelines	3
A. Global YPP Child Protection Framework	3
B. "Do and Don't List" for safe advocacy	3
III. Five key steps for successful youth advocacy	4
Step 1: Defining the policy issue you want to address	5
Step 2: Identifying your advocacy targets	9
Step 3: Identifying available resources and timeline	13
Step 4: Implementing your advocacy project	15
Step 5: Monitoring and evaluating your advocacy activities	26
Conclusion: What next	28
A. Institutionalising youth-led advocacy in your organisation	28
B. Reaching out to other youth	28
Annexes	30
Glossary	33
Acronyms	34
References and Resources	34

INTRODUCTION

A. The ECPAT Global YPP

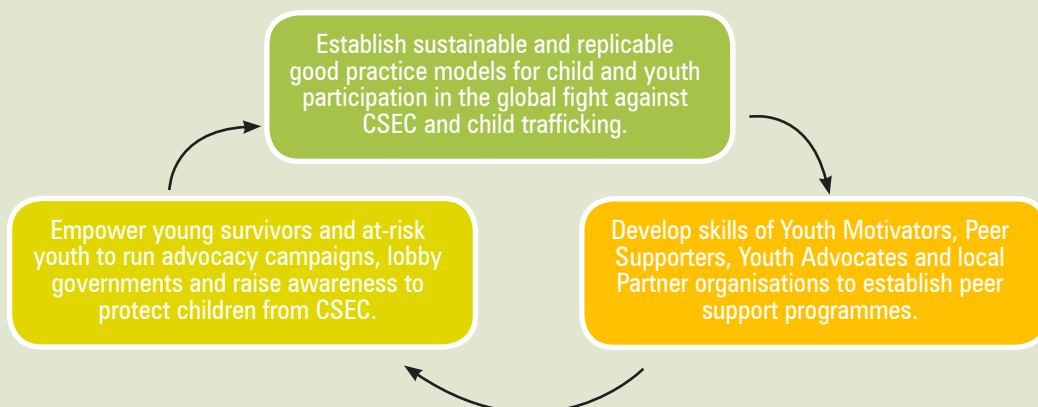
The global work and experience of ECPAT International over the last decades has validated the important role that young people can play as key stakeholders in the fight against commercial sexual exploitation of children (CSEC) particularly when provided with relevant channels

through which to contribute. Support for substantive participation requires that young people be recognised less as social welfare recipients or target groups than as important actors and agents of social change within programmes and policies affecting them.

ECPAT's **Global Youth Partnership Programme for Child Survivors and Youth at Risk of Commercial Sexual Exploitation (YPP)** acknowledges the important role children and youth

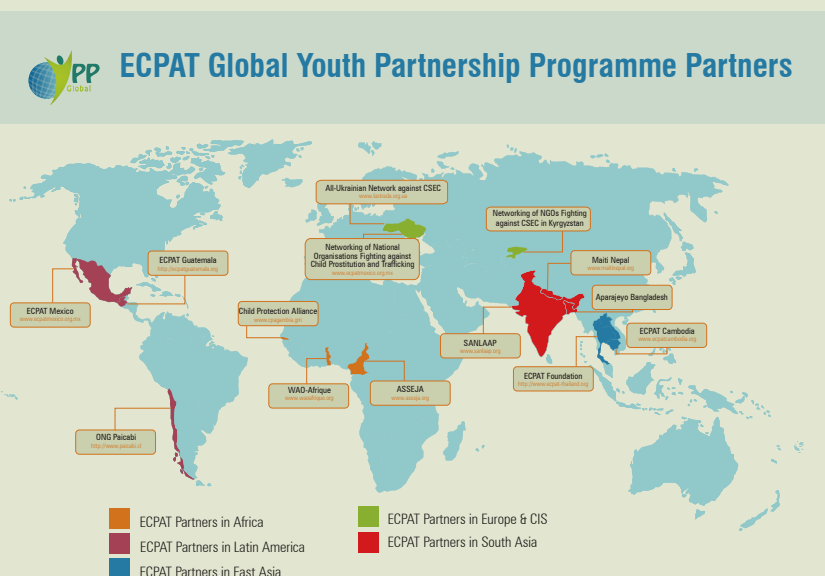
can play in the fight against CSEC and encourages their engagement directly in the project as Youth Motivators, Peer Supporters and Youth Advocates. The YPP also seeks to strengthen ECPAT's organisational capacity to improve the participation and the protection of young people against the grave violation of their rights by empowering youth at-risk and survivors (i.e. children and youth who are or have been exploited in commercial sex) to voice their ideas and take the lead in the fight against CSEC.

Youth Partnership Programme's Objectives



ECPAT International and local NGO members of the ECPAT network are currently implementing this programme in 16 countries in Latin America, East Asia, South Asia, Africa and Eastern Europe. These countries were selected because of the demonstrated commitment and experience of the ECPAT member groups in conducting child and youth participation programmes against CSEC.

Since the spring of 2009, the YPP Country Teams have worked on leadership trainings for the youth members of the national YPP teams to provide direct support to project management and implementation of activities, organised "Forum Meetings" to foster partnerships with local institutions serving vulnerable and



marginalised children and youth, setting up peer to peer support programmes

in participating shelters and schools and youth-led micro-project schemes,



YPP Exhibition Booth

which has demonstrated how youth capacity building in planning and implementation of projects can result in action for social change in communities and at higher levels, while building life skills and access to education to promote their development and future employability.

Each of the Global YPP Country teams are composed of a National Coordinator from the local partner organisation who helps run training courses and assists the young people in their activities; two Youth Motivators who are the leaders of all the child and youth participation activities and many Peer Supporters who run peer support programmes at schools and shelters in vulnerable areas. The YPP is supported by European Union, SIDA, Irish Aid, OAK Foundation, International Child Support (ICS), Christian Aid, Ladies' Circle International, Latin American Children's Trust and The Body Shop. For more information, see http://www.ecpat.net/ypp_global/index.php

B. ECPAT's advocacy strategy within the YPP

Though child and youth participation in awareness raising and peer support programmes has increased

significantly in recent years, the opportunities for child and youth to play a meaningful and sustained role in advocacy are still relatively few. Though ECPAT has emphasised the importance of this role for children and youth since the first World Congress in Stockholm, expanding youth-led advocacy programmes rather than event-based or adult-led efforts, has been a key goal of the global YPP. The YPP provides both financial and technical support through a Micro Project Scheme composed of small grants (usually \$500-1,500 USD) for youth-led projects. Staff from ECPAT groups as well as ECPAT International also train and supervise child and youth advocates and support them throughout the implementation of their projects.

C. Objectives of the guide and the target audience

The Global YPP has shown that public and policy decisions informed by the views of children and youth can lead to better policies, planning, programmes and services. Throughout the three years of the Global YPP, youth have been involved in the development of legislation, policies and national action plans. In Thailand for example, the YPP

youth have been engaging with the Thai government in the development of its National Strategic Plan to Prevent and Eliminate Violence against Children and over the last year have been organising consultations in partnership with civil society. All YPP country teams participated in the ECPAT – TBS 'Stop Sex Trafficking of Children and Young People' campaign, raising more than 170,000 petition signatures worldwide, which were presented to policy makers and even heads of State. Over the years, the YPP has helped facilitate and support children and youth to carry out action-oriented research and participate in public consultations and conferences.

These good practice examples from the Global YPP have revealed a number of good practices in involving children in advocacy. This Advocacy Manual seeks to distil those good practices in order to articulate child-friendly strategies and methodologies that vulnerable and marginalised groups of children and youth (such as child survivors of CSEC and other most-at-risk youth) themselves have developed based on their direct field experiences within the YPP as Youth Advocates and Peer Supporters. These strategies will be broken down into five key advocacy steps, with each step illustrated by concrete examples from the Global YPP.

The users of this guide are expected to be the youth of non-YPP ECPAT members and other organisations outside the ECPAT network willing to implement similar projects in their countries and regions. These groups may be large organisations operating at the national or international level or small community organisations of only a few youth. They may work within the structure of NGOs such as ECPAT or they may operate independently. In addition to being useful as a guide in planning specific projects, this manual may also serve as a resource for those planning to train other youth on the advocacy process. It is meant to be useful in a variety of cultural, social and political contexts.

Safety Guidelines

A. Global YPP Child Protection Framework

The Global Youth Partnership Project aims to empower and have a positive psycho-social impact on participating youth. Therefore, it is essential that we ensure that we are working with children and youth in an environment that is safe for them by minimising and eliminating any possible harm.

The goal of establishing a Child and Youth Protection Framework is to identify challenges and risks and develop measures to maximise physical and psychological safety for young people involved in peer support work, micro projects, advocacy and outreach in high-risk areas. This also includes interaction with the media, protection against harmful information, involvement in national/regional advocacy events and other risks identified by YPP youth (Youth Motivators and other youth involved in the project) at the start of the YPP project implementation phase.

ECPAT International has adopted policies and procedures to ensure that all staff and those associated with ECPAT International (member organisations of ECPAT, partner organisations, Board Members, consultants, interns) are knowledgeable about and take specific measures to protect children in the course of their work. ECPAT International's Child Protection Policies and Procedures guide and inform all our activities based on the overarching principle that "the best interests" of the child are central to all our work. ECPAT International Child Protection Policies and Procedures can be accessed at: http://www.ecpat.net/EI/Publications/Care_Protection/Child_Protection_Policies.pdf

B. "Do and Don't List" for safe advocacy¹

DO:

- Appoint an adult(s) as focal person(s) to be responsible for supporting the young people and also as a key contact should an emergency occur;
- Ensure consent from all participating children and youth to be involved in the specified advocacy project. Also, consent from parents, legal guardians, responsible organisations etc. is particularly important for children (under the age of 18) and youth (under 25);
- Have children and youth work in teams with a designated team leader, who reports to the focal person;
- Prior to the implementation of any activities, hold discussions to ensure that everyone involved conducts a simple "risk assessment exercise" and, based on this, understands and agrees with the "Do & Don't List" and knows who the focal person is;
- Produce an 'emergency contact

card' with focal person's contact information to distribute to all youth (or saved on their mobile phones);

- Have a meeting reviewing the emergency procedures and rules prior to actual events, confirming the meet up and departure times, meeting points/location and back-up plans if separated;
- In case advocacy will involve work with the media, make sure that your focal person will brief you on ECPAT media guidelines.

DON'T:

- Forget who the focal person is and the emergency contact information/card;
- Leave the group or go off by yourself while conducting activities;
- Be aggressive or confrontational with advocacy targets or other stakeholders;
- Do not share or give out your personal information and contact information to strangers or the general public. Encourage them to contact your organisation directly if they wish to learn more about the issue or work to protect children from sex trafficking.



Promoting youth advocacy in South Asia.

Five Key Steps

for successful youth advocacy

Now that we have considered some background on the YPP programme that has served as a basis for this manual and safety tips for youth-led advocacy, it is time to turn our attention directly to you: children and youth ready to make a difference in the lives of children affected by or vulnerable to CSEC. In the pages that follow, you will learn how to plan and implement an advocacy project on the issues that matter to you. In addition to explaining how to carry out this process, it will also illustrate each stage with examples from the YPP and a set of resources that may be useful to you throughout the planning process. Finally, the appendix will include a glossary of key terms to help you remember all the key concepts you need to understand when engaging in advocacy. However, you may be thinking, “we haven’t even discussed the most key term of all—advocacy!” So, let’s begin there; what is advocacy?

Advocacy is a difficult word to define, and different people understand it differently. Many languages do not even have a word for advocacy but instead use several words to explain its meaning. However, there are a few important common features that all advocacy projects we are interested in will share; so, if you want to make sure your project is an advocacy project addressing the commercial sexual exploitation of children (CSEC), make sure you can check the following the boxes:

- ☒ My project aims to make change benefiting groups of children in need.
- ☒ My project seeks to achieve these goals by influencing someone who has the power to make decisions or take action that will help achieve



Youth Day Rally 2010, Bangladesh

these goals.

- ☒ The action I am recommending will have a long-term impact. It will not just be a one-time response to a particular case but will change a policy or law so that the benefits will continue to grow over time.

As these boxes show, advocacy is one method of achieving goals to make change in a way that helps other people. In order for this method to be considered advocacy, it must involve influencing, persuading, or arguing for a person to use his or her power to change society over the long-term, not just for a particular person or at a particular moment in time. Furthermore, advocacy is different from awareness raising, though there may be some overlap between the two in some projects. Awareness raising focuses on making sure people in your community, country, or political system know about CSEC and understand it. However, simply raising awareness is not enough to be considered advocacy! Advocacy must be an appeal for action from specific decision makers. While awareness raising may be an effective tool for getting more support for your advocacy initiative (See the public mobilisation section below), advocacy requires much more than that.

It is important to note that this is not the only way to define advocacy, but it is the working definition we will use in this guide. Advocacy is a process, and in order to advocate effectively, the process must be carefully planned, paying attention to each and every step. Though this planning is an essential part of every advocacy effort, it is also important to be aware that advocacy is a process that involves interacting with decision makers, and sometimes you cannot predict the responses of others, no matter how carefully you plan. Therefore, it is important to prepare yourself for the possibility that your effort may not go according to plan, meaning you will need a backup plan that you can use in case you meet unexpected circumstances.

As you move through the advocacy steps detailed below, you may sometimes find that new information gained at a later step forces you to go back to earlier steps to alter your plan. This is a natural part of many advocacy projects and is not necessarily a weakness. It is better to be flexible and make adjustments in response to unexpected circumstances or new information rather than strictly follow

your original plan just because you thought of it first. However, the more time and thought you devote to earlier stages, the more successful you'll be at achieving your goals; so, you should

plan each step as carefully as possible. As you proceed to implement each stage of your advocacy plan, continually keep track of what you've accomplished so far, what is left to be done, the

timeframe for doing it, and who is taking responsibility for that stage. The following chart may be useful:

Advocacy Planning Chart

Step	What you have finished/ selected already	What work remains to be done or questions remain to be answered	Time schedule	Person in charge
Defining, researching, and framing your advocacy objectives.				
Gathering and allocating your resources.				
Selecting your advocacy approaches.				
Reaching your target audiences.				
Monitoring and evaluating your advocacy				

Step 1

Defining the policy issue you want to address

A. Identify a problem:

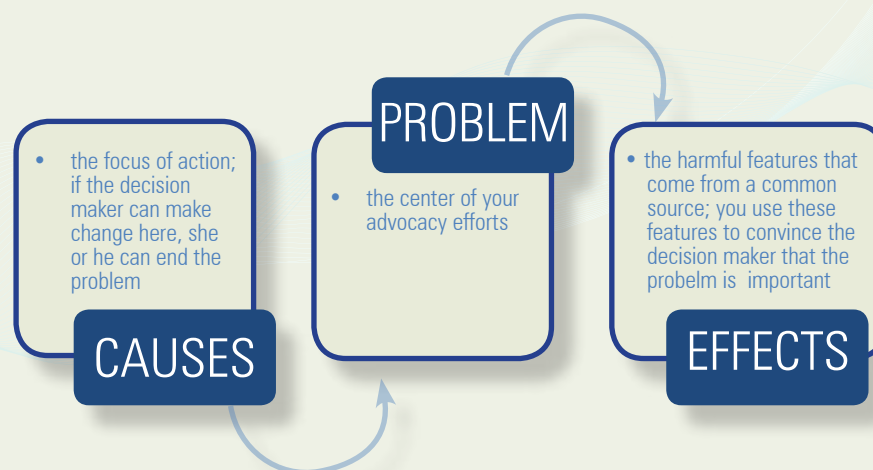
1. Cause and effect table

This first step may seem obvious. Of course, if you want to solve a problem, you have to identify the problem first! However, it is important to spend some time on this step to ensure that you have not simply chosen a problem but that you have understood it in a complex way. A basic principle to keep in mind in this step is: "Every problem has a cause and an effect." Most problems worthy of advocacy are complicated, which means they will likely have several causes and several effects.

Thus, fully understanding your problem requires that you identify some of

its causes and some of its effects. The effects of the problem that you identify will help you convince the decision maker you are targeting that your problem is important. If you can show that the effects are significant, the decision maker will be more likely to take action to solve the problem.

However, that does not answer the question of what kind of action should be taken. In order to answer that question, you need to understand the causes of the problem. By taking action focused specifically on these causes, you can end the problem and its harmful effects.

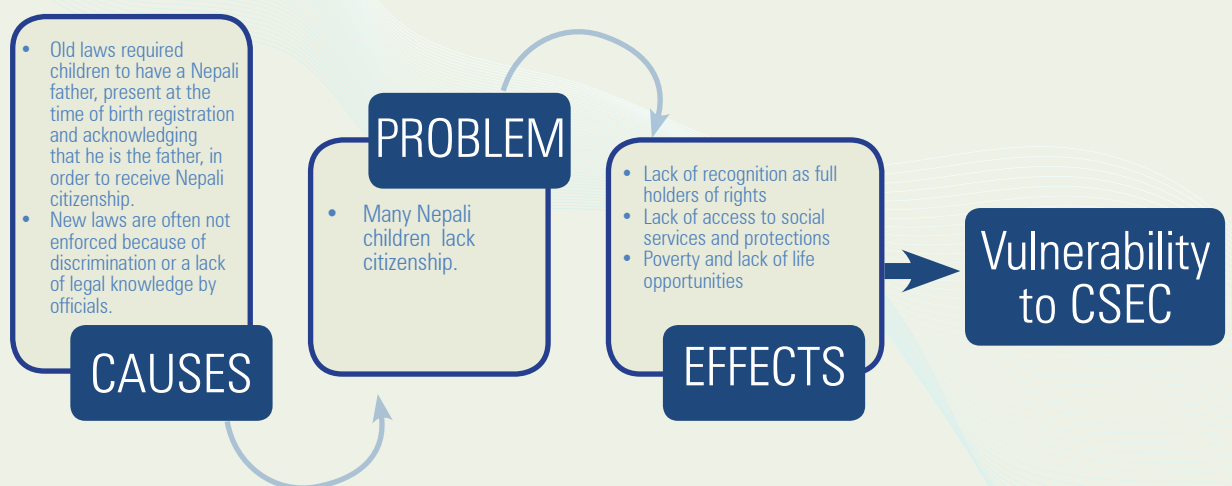


YPP Nepal Youth Input to the Interim Constitution Drafting Process

In Nepal youth advocacy efforts began by recognising an opportunity in the development of a new interim (temporary) Constitution. Though the Nepal YPP youth knew that the new Constitution presented an opportunity to make a difference in the lives of Nepali children at the highest level, they also knew that they must be very clear and thoughtful in choosing their issues. Working with Maiti Nepal, an ECPAT affiliate, they ultimately drafted 16 key points to be submitted to the Constituent Assembly. These recommendations covered a range of issues focused mostly on the commercial sexual exploitation of children (CSEC) and children involved in the longstanding conflict in Nepal, but the recommendations also touched on more basic vulnerability factors that contribute to a range of children's rights violations. When considering the factors that make Nepali children vulnerable to CSEC, a lack of citizenship was identified as key. However, the youth knew they needed to understand the problem fully; so, they held a discussions to understand the causes and effects for the problem as described below.



YPP Nepal petitioning Nepali President



2. Choosing among alternatives

This approach is extremely important in ensuring that you fully understand the CSEC problem you want to address. However, there may be times that you have several problems in mind as potential advocacy topics and are forced to choose among them. In that case, go through the Cause and Effect process for each of your potential problems to make sure you fully understand each problem and decide which would be the most suitable for an advocacy approach. There are a number of factors you should consider when deciding which problem you want to focus on:

- As will be explained further in the next section, research and evidence are important foundations for any advocacy campaign. Choose a

problem for which there are good sources of information available.

- It is important that you request your target decision maker to take a specific course of action that you can show is likely to improve the problem. Choose a problem for which you have a good solution and can identify a decision maker in a position to make that solution happen.
- Even when you have a good solution and a targeted decision maker in mind, sometimes you may have reason to think that it is unlikely that your decision maker will take the specific action you want (e.g., he or she has very firmly refused to take a similar course of action in the past). Choose a problem where you have a reasonable chance of success to ensure you are using your time and

resources in a way that is likely to achieve benefits for children.

- Some problems have more of a direct impact on children's lives than others, which, while important, may be more general with benefits less focused specifically on children. Choose a problem that will produce specific and meaningful benefits for children.
- Advocacy is more effective when you work in partnerships with other people and organisations interested in your issue. Choose a problem in which you are likely to be able to convince other partners to advocate with you to maximise impact.
- Though children face many difficult problems in society, some are so large that it would require a lot of money, time, and people to make an impact on that particular



YPP Cambodia planning their project

problem. Make sure you have chosen a problem where you are likely to be able to make an impact with the resources that you have. Sometimes this simply means dividing your problem into several “sub-problems” and choosing one of these smaller issues that you can address more effectively. The following chart may be useful to help you plan this stage. Fill out one of these charts for each problem you are considering and choose the one that scores highest.

Defining the policy issue you want to address

Criterion	Score each criterion on a scale of 1-3 (3 being highest)	Reason for your score or any other relevant comments
Research opportunities and evidence are available to support claims		
Advocacy objective is specific and realistic with a reasonable chance of success		
Level of benefits for vulnerable children likely to be achieved by project		
Range and quality of advocacy partners available for collaboration		

These factors are all important considerations to take into account when defining the advocacy issue you want to address; however, at the first stage, it is difficult to compare potential advocacy problems with regard to these factors because you may lack information showing how the potential issues measure up. In order to make this comparison, you must move on to the next sub-step.

3. Perform some background research

Research is a key part of the advocacy process at several stages. Though the importance of research and tips for good research methods will be explained in more detail below (see Step 4), your first research effort must



YPP Cambodia considering alternatives

take place very early in the advocacy process in order to make sure you have selected an issue appropriate for advocacy and to help compare among

potential choices.

At this stage, you should use the Internet, experts willing to answer questions, and other available

resources to address the factors presented in the chart above. Questions you should address during this first stage of research include:

1. How much information is available about your issue?
2. Who are the decision makers with the power to make an impact on your issue?
3. How likely are these decision makers to take the requested action?
4. What other organisations and individuals are interested in your issue and how likely are they to work with you?
5. How significant is your problem? How many children does it affect and how severely?

By discussing these issues with as many knowledgeable people as possible, as well as using the Internet to locate information, you will be better prepared to determine how important and realistic your potential issues are, select the best one, and continue in the planning process. Finally, it is important to emphasise that your own direct experiences with the problem, or those of your friends and family, can be the most effective evidence for an advocacy campaign. However, the more you can find additional evidence through research to support your own experiences, the more likely you are to convince your target decision makers that your issue is important.

4. Setting advocacy goals and objectives:

Once you have identified advocacy issues through the Cause and Effect approach, performed some background research, and settled on your issue, you must clarify the goals and objectives of the advocacy process. If you have spent a good amount of time and attention on the earlier steps in the process, this should be relatively easy, as you already have most of the basic information you will need.

To understand the difference between



YPP capacity building in Guatemala

advocacy goals and objectives, begin by returning to your Cause and Effect table: resolving the central problem you identified should be your advocacy goal. This goal is a particular harm you want to end or benefit you want to achieve at the broader level. However, in order to achieve that goal, you must determine what courses of action decision makers must take and focus your advocacy campaign on one of those particular courses of action. The more narrow focus of convincing your target decision maker to perform the requested action is your advocacy objective.

To see this more clearly, let's consider another example from the Global YPP, this time from Ukraine. In October 2010 young people and children all around Ukraine began organising a campaign petition as part of the ECPAT International and Body Shop campaign "Stop Sex Trafficking of Children and Young People." Though the campaign included specific advocacy objectives for each country, including Ukraine, the children and young people decided to write their own version of the petition in order to push for the changes that

were important to them.

The YPP Ukraine's identified advocacy problem is that child trafficking cases often fail to be administered according to Ukrainian law, because of a lack of coordination among the actors involved and the removal of an important ministry in the recent reform of the Ukrainian bureaucracy. As a result, in the Ukrainian case, the advocacy goal is to achieve consistent and comprehensive administration of child trafficking cases in accordance with Ukrainian law. In order to achieve this goal, the YPP group focused on the narrower advocacy objective of demanding that the Ukrainian government clearly assign the coordinating responsibility to a specific office within the Ukrainian government.

Thus, your cause and effect table should help you understand your advocacy goal, the broader social change you want to see in order to improve the lives of children. But, now you must consider what courses of action could be taken to work toward achieving that goal. In order to answer

Advocacy
Objective:

Convince the Ukrainian government
to assign coordination responsibility
for child trafficking cases

Advocacy Goal:
All child trafficking cases
administered consistently
in accordance with
Ukrainian law

this question, you must consider how policies are changed in the system in which you are working and who has the power to make those changes. Once again, this requires a bit of research! Furthermore, you must understand where the relevant policies fit into the broader system in which you are working. For example, sometimes a law or policy might have changed at the highest level of government, but the new law or policy has not been carried out at the lower levels. In this circumstance where the higher levels have already acted, as a form of follow-up advocacy, you must target a decision maker who can make a difference at the lower levels to ensure that new policies are implemented. Once you understand these background issues, you must formulate your particular advocacy objective. A good framework to keep in mind is that your objective should be SMART:

Specific- While advocacy goals

may be general improvements that you would like to see more broadly, advocacy objectives must focus on narrow, specific changes that can be achieved by a particular course of action by decision makers.

Measurable- Your objective should lead to an impact that you can measure in some way, either by the number of stakeholders reached, places a change has been implemented, or the number of specific changes that have been made.

Achievable- No matter how important your objective, if it is clear that there is no way the decision maker will take the action you are requesting, it will not be a good use of your resources and time.

Realistic- Your objective should be based on an evidence-based

analysis of the problems to ensure that you're focusing on something that is a real problem and that your solution is tailored to fit the "real" nature of the problem. Furthermore, make sure you and your organisation have the capacity, in terms of resources and expertise, to make a difference.

Time-bound- In order to ensure your objective is well-focused, well-resourced, and that you continue to work efficiently toward achievement, you should have a concrete timeline for its successful completion. This will also help you work effectively with project partners, donors, and other stakeholders.

The goal should focus on the change to be created by the particular action performed by a particular actor, in concrete terms that can be measured and assessed according to a timeline.

Step 2

Identifying your advocacy targets

Once you have selected and analysed your advocacy goal and objectives, the next step is to identify the decision makers who have the power to make your objectives become reality. These decision makers will be your direct advocacy targets, those you are pushing to take action. However, in order to make your project as effective as possible, usually, you must also target people who have the power to influence your direct advocacy target. If you can convince these people, your indirect advocacy targets, that your issue is important, they can help

you pressure your direct advocacy targets to take the action to achieve your advocacy objective. Your direct advocacy target might be a government official, such as a member of parliament, minister from the bureaucracy, law enforcement officer, etc. Your indirect advocacy target could be the media, groups that work on social or legal issues, or even the general public.



YPP Cameroon considering advocacy targets

A. Direct advocacy targets (decision makers)

To begin choosing your direct advocacy targets, consider who are the actors responsible for protecting children from CSEC at the various levels and consider which level would be the most effective to target, in light of the criteria discussed in Step 1 above. The responsibility for child protection is located in a complicated system of people and institutions, and it is important to think strategically about the best place within this system to target. Consider the diagram below:



Because our definition of advocacy focuses on achieving benefits for groups of vulnerable or victimised children, advocacy efforts should focus on actors who can affect policy and practice located somewhere within levels 3-6 in the chart above. To determine the best target for your project, begin by making a list of all the people in a position to make decisions that would achieve your advocacy objective. There will often be people at multiple levels who have the ability to make change that would further your objective; so, you have to decide which one would be the most effective. To determine effectiveness, you must ask yourself the question: "Who should I target in order to make the biggest impact toward achieving my objective?" The answer to this question depends on two sub-questions:

1. Who has the power to make the biggest, most sustainable change toward achieving my objective?
2. Who is the most likely to listen to me and take action to make progress toward achieving my objective?

While the first question is the most important, you must also pay attention to the second. No matter how

powerful a particular decision maker may be, if there is no chance that she or he will take action, you should not spend your limited resources lobbying at this level. Instead, look for the person with the ability to make the greatest change but who also is reasonably likely to take the action necessary to achieve that change. Let's consider another example from the YPP that focuses on question (2).

In 2011, YPP Thailand increased its advocacy efforts in several venues, including by contributing directly to the development of an Alternative Report on the Thai government's progress to implement the Optional Protocol on the sale of children, child prostitution and child pornography (OPSC), which is an extension of the Convention on the Rights of the Child (CRC). In preparation for advocacy efforts, the YPP youth conducted an exercise to evaluate the likelihood of advocacy success of various stakeholders with regard to their attitudes and their actions. Participants rated each group of stakeholders on a scale of 1-3. The results from this exercise are presented on the next page:



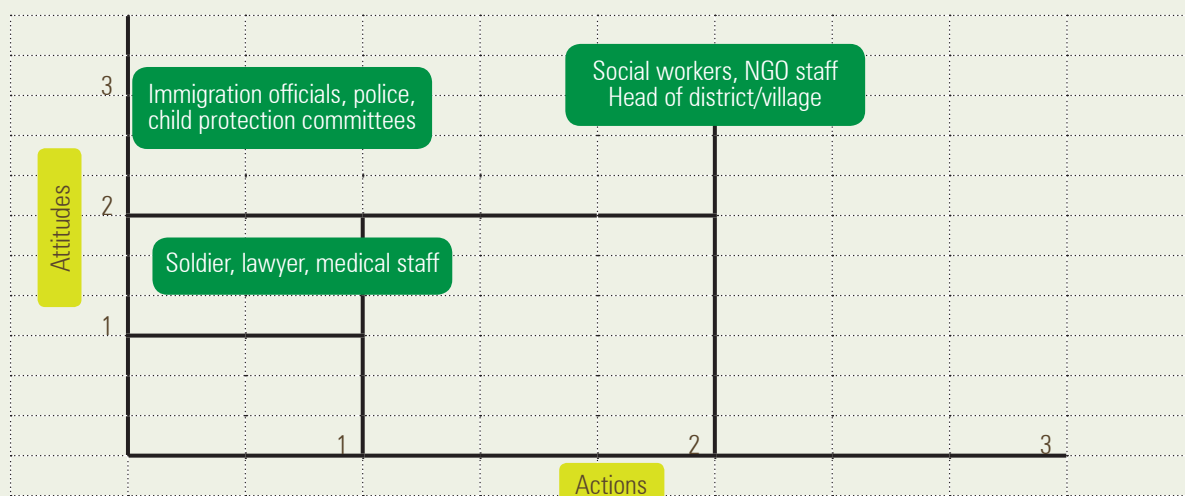
YPP Nepal advocating the Nepali president

Mapping Exercise of main local-level stakeholders who come into contact

with child victims of CSEC and assessment of their “Commitment to

Action” in order to identify good local-level advocacy targets.

Result from the child and youth participants:



At the local level, children and youth identified social workers and community leaders as the most likely to act based on their attitudes and actions.



YPP Thailand evaluating their advocacy targets

When assessing the power of your advocacy targets, it is important that you research thoroughly to make sure that the person who is supposed to have power in the system to make decisions is actually the person who has power in fact. For example, in Thailand the YPP working with ECPAT knew that the Department of Social Development and Welfare, Ministry of Social Development and Human Security has the power to set guidelines and policies that ensure child victims living in shelters have access to a safe and supportive environment. Though this knowledge might suggest that the Ministry is a key target for an advocacy objective focused on living conditions in shelters, the Thai group followed up with more research and discovered that in reality the individual

shelters were not centrally controlled by the Ministry and living conditions were largely controlled at the local level. Thus, though Ministry-level policy advocacy is important to create a long-term, consistent source of support from above, real change on these

issues must also come from decisions at the local level, making the heads of particular shelters important advocacy targets.

B. Indirect advocacy targets (influentials and allies)

Though direct advocacy targets are your primary focus, it is important to understand that their decisions are greatly affected by those around them. This group of individuals (influentials) has the power to influence your direct advocacy target to act, both in favour or against the action called for in your advocacy objective, and thus should

be considered as indirect advocacy targets. If you can convince them to motivate your direct advocacy target to take the action you are requesting, or at least avoid working against you, you can significantly increase the likelihood of success. Common indirect advocacy targets include media, public interest groups, business leaders, or other decision makers who have relationships with your direct advocacy target. Once you have decided on your direct advocacy targets, brainstorm and make a list of every influential person or group who might be able to benefit your project or who might be able to harm it. This list will help you come up with advocacy techniques that reach your direct advocacy target from multiple sources as well as dampen the influence of those who might work against you. The chart on the next page is a useful tool to assist you in identifying the best advocacy targets. If it turns out that one of your potential advocacy targets scores low in will or relevant knowledge/experience, think of ways you might be able to raise that score by hosting an awareness raising event or by convincing influentials to lobby your target as well.

Exercise: In order to plan a cooperative approach, begin by mapping all the relevant stakeholders who may be useful in achieving your objective on the chart below:

Target (Direct or Indirect- list individual decision maker(s) rather than an institution when possible)	Influentials (list persons or institutions as well as how they might influence your target)	Power of target (Evaluate your target's ability to make the change you want-low, medium or high)	Will of target (Evaluate your target's attitude toward making the change you want-low, medium, or high)	Relevant knowledge, experience, and interest of target (Evaluate or list)



Mobilising the public through media attention in Guatemala

In Guatemala the YPP group identified a lack of public attention as a major obstacle to progress in combating CSEC. In order to inform and encourage action from a broad audience of the general public, the YPP decided to start a campaign to engage with the media. The YPP participated in interviews with major news outlets to inform the general public of the nature of the problem, its prevalence, and how they can become involved, including answering frequently asked questions. Additionally, YPP

youth conducted training sessions for other children and youth on how to utilise the media to make progress in combating CSEC.

Another key component of this campaign was advocacy directed specifically at media representatives. Though media can be a powerful tool for mobilising the public or influencing other advocacy targets, it also contains major risks. If media do not follow ethical reporting standards when reporting on child victims, they risk doing great long term harm to child victims whose identity and personal information should not be revealed. Thus, an important part of any engagement with the media is ensuring that you educate and seek a commitment from them to stick to ethical reporting standards in order to avoid further victimising children.

Step 3

Identifying available resources and timeline

In order to reach your advocacy targets and achieve your objective, you must be aware of available resources and the timeframe within which you can use those resources. This step will also help you seek new resources and ensure that you have a plan for using them efficiently and effectively. When we discuss “resources,” you might first think of money. However, when assessing your existing and needed resources, you must also consider other non-monetary forms of resources, as these are often just as important as how much money is in your organisation’s bank account. Keep in mind the following categories:

- Monetary- including gifts, donations, and the budget provided by your organisation.
- Human- including staff, volunteers, partners, and other engaged youth. Also, be sure to consider their level of expertise and commitment to your project in order to determine how valuable they will be.
- Connections- your or your organisation’s existing contacts with both direct and indirect advocacy targets are an extremely important resource, as these relationships can be the foundation for achieving maximum impact.
- Logistics- including access to office space, technology, supplies, libraries, Internet databases, etc.
- Time- though this may not seem like a direct tool for achieving your goal, time is actually one of your most valuable resources. Every day you spend working on this project is a day you cannot spend working on another valuable project; so, you must use your time effectively.

Careful planning for how your advocacy team will use available time and resources to achieve maximum benefit is a core step in the advocacy process.



Global YPP meeting planning advocacy strategies

Furthermore, this planning will help you come up with solutions in case you are forced to respond to unexpected circumstances. In many cases, however, this planning may reveal that your current resource base is not enough to achieve your objective. In this case, one solution is to modify your advocacy objective to be achievable at a lower cost. However, a second option is to engage in fundraising, which can help benefit your project, draw attention to your issue, as well as help you develop useful skills for your future.

A. Developing micro-project proposals

Because there are so many different kinds of funding sources, both large and small, with very different application processes, if you have connections with an NGO or association, you should work with that organisation’s staff to

consider the best funding opportunities and the best way for you to work with others to produce a strong application. However, some organisations, such as ECPAT International, also offer small grants to support advocacy projects by children, called “micro-projects.” Micro-projects have been a major component of the Global YPP and usually provide grants of about \$500-1,200 USD to children and youth groups working on CSEC issues. See Annex I for a Micro-project Proposal Template.

These projects may provide a direct source of money for a variety of activities related to your advocacy project, including:

- print materials
- fund transportation costs to reach your advocacy targets
- host events at local venues to engage with direct and indirect targets
- access research materials
- translate documents
- employ a consultant
- develop the advocacy capacity of children and youth participants

- promote media interaction

Successfully receiving funding depends on being clear and specific about the activities you seek to fund, the rationale for the project, its relevance to the goals of the organisation providing the funding, the role of children and youth in the process, the outcomes that will be achieved, the projected timeline for completion, and your qualifications to carry out your project successfully. Because most available micro-projects are for relatively small amounts of money, depending on your current resources and the size of your advocacy objective, the micro-project proposal may fund only one part of your broader advocacy plan, leaving other steps to be funded by other resources.

B. Prepare an advocacy time schedule

Once you have a sense of the resources available and a broad understanding of the scope of your project, you must begin to make your advocacy plan more concrete by setting an approximate timeline of when you will conduct your specific activities, who will take charge of specific responsibilities, where resources should be devoted, and the deadline for completion of particular tasks. Detailed planning

For example, in 2010 the YPP Kyrgyzstan decided to utilise ECPAT's campaign with the Body Shop as their key advocacy platform and reach as many members of the general public as possible in order to gain support for their advocacy petition to the Kyrgyzstan government. However, in order to sure that they efficiently worked together and covered key areas, they laid out a clear advocacy plan including target number of signatures, budget and timeline, before beginning their work. They also developed key messages and methods of convincing the public to sign. As a result of this planning and their persistence, the Kyrgyzstan YPP managed to get 20,000 signatures for their campaign petition, which was later submitted to the government.



YPP Kyrgyzstan engage in policy debate

can be a key to success, especially when coordination is required among a number of team members.

Though this kind of prior planning is ideal when possible, some of your advocacy activities may be scheduled due to events outside of your control,

requiring you to target your advocacy message in a particular way at a particular time in order to maximise the benefits of external events that present an opportunity for you to reach your advocacy targets.

In 2011 representatives from YPP Thailand discovered that the Thai government would face review by the Committee on the Rights of the Child (CRC) in Geneva on its record implementing the OPSC. Though this had not been on the YPP's advocacy schedule, they knew that it represented a key opportunity to further their advocacy objectives before a key international audience of advocacy targets with the power to put pressure on the Thai government to make concrete policy changes to benefit child victims of CSEC, especially in the YPP communities in the North region of Thailand. Thus, they worked with ECPAT International and ECPAT Foundation under very tight time constraints to hold roundtable discussions to prepare an advocacy agenda to be included in an Alternative Report to the CRC and, with support from ECPAT staff, travelled to Geneva in order to advocate directly to the CRC on the advocacy objectives that they had identified. This YPP example shows that sometimes your advocacy timeline must be built around a particular event that is outside of your control, rather than freely building a timeline of your own activities according to your own schedule. This sort of flexibility is important in order to make sure you take advantage of every opportunity to reach your advocacy targets and make progress toward your advocacy objectives.

Step 4

Identifying available resources and timeline

Successful advocacy can be conducted through a variety of approaches. Because CSEC issues are complex and involve many stakeholders, you will often have to combine several of these approaches in order to maximise impact, though for some narrower advocacy projects, you may decide to use only one or two. The approaches you choose should depend on the nature of your project, its timeline, the political and social conditions that affect you and your advocacy targets, and the relationships that you have with both direct and indirect targets. You should think creatively in order to consider approaches that others may not have tried or to carry them out in new ways; however, you should also be mindful of your organisation's strengths and resources in order to make sure that you are equipped to carry out your advocacy approaches effectively.

A. Cooperation

Successful advocacy depends on the successful building of relationships, not only with your direct and indirect advocacy targets but also with other key stakeholders who can serve as partners in your efforts. These stakeholders include other advocacy or public interest organisations, community networks, affected groups

of children and youth, business people, and the general public. Though it may be possible to achieve a narrow advocacy objective with a single campaign, your larger advocacy goal will often take a longer period of time and the consistent, coordinated effort of many people and groups in order to make the significant, lasting change you want to see in the lives of children affected by commercial sexual exploitation.

Beyond the more general importance of cooperation, particular cooperation strategies also involve working with key advocates and allies who can directly contribute to the achievement of advocacy objectives. This could include organising a roundtable meeting

with government officials and other stakeholders, which can serve as a starting point to build the foundation for a series of future activities focused on your advocacy objective and show your advocacy targets that your objective has widespread support. It also helps to develop personal contacts and provides the opportunity to build relationships and trust with decision makers, which will be helpful throughout the advocacy process. Finally, the inputs from project partners can help reveal any errors you might have made in planning or simply sharpen your advocacy strategy in order to make success more likely.



YPP Thailand collaborating with strategic partners



While more “traditional” stakeholders are likely to be your starting point, you should also think creatively about non-traditional partners, such as groups of people involved in non-CSEC issues who may be in a position to lobby on behalf of your CSEC-related objective. Let’s consider another example of innovative cooperation from the YPP:

As part of ECPAT International’s global campaign with the Body Shop, the YPP group in Cambodia collected signatures for the advocacy petition to be submitted to the Cambodian government as well as conducted public awareness raising and mobilisation activities to stir greater public attention and action on CSEC issues. The YPP Youth wanted to reach as broad an audience as possible, but they knew working on their own they would be limited. Thus, they worked with ECPAT Cambodia to consider ways they could expand this audience quickly and effectively. In addition to more traditional stakeholders, the group also settled on the unlikely target of tuk-tuk drivers. Though tuk-tuk drivers are obviously not a group focused on CSEC issues, they have broad exposure to the public, coming in contact with potentially hundreds of people per day, thus presenting a great opportunity in YPP efforts to reach a large section of the Cambodian population and mobilise awareness and public action on the issues in the campaign petition.

Working with ECPAT Cambodia, the YPP managed to convince 100 tuk-tuk drivers to agree to support their work, and YPP Youth Motivators conducted trainings with the drivers in order to explain to them the petitions. Enlisting the support of this unexpected group of partners turned out to be very successful; the drivers managed to collect 3,400 signatures for the campaign petition.



YPP Cambodia engaging tuk-tuk drivers

B. Contestation

The second advocacy approach recognises that progress toward your objective sometimes requires using open challenge, debate, or disagreement with those whose position is opposed to yours. In the contestation approach, you will openly identify and challenge serious policy gaps. In some circumstances, you may even be more assertive by identifying those working against your position and presenting their names and the reasons why you disagree with their actions in a wide public forum—sometimes called the “name and shame” method. This method can be a good way of grabbing the attention of the public and motivating them to support you, especially if you can organise a press conference or create a press release to get attention from the mass media.

The contestation method can be useful, as disagreement can be a good way of attracting attention from the public and focusing it on your advocacy targets, which in turn might make them more likely to act. This is especially true if your advocacy targets are elected officials who depend on support from the public in order for them to keep their jobs. However, you also must be careful when using this method, as it could make your advocacy targets see you as an enemy and be less willing to work with you to come to a compromise that will make progress toward meeting your objective. Furthermore, if you live in a society that does not tolerate such disagreement, using this strategy could place you at risk of suffering negative consequences. Thus, it is important that you discuss this method carefully with those in your organisation to ensure that you know how to contest safely and effectively.

MEETING OF SURVIVORS AND AT-RISK CHILDREN WITH PARLIAMENTARIANS IN DELHI

In December 2010, four child advocates had the opportunity to meet with the Indian Parliamentary Forum on Children, a committee composed of Members of Parliament from multiple parties charged with advising on and promoting children’s issues. Child advocates, supported by ECPAT partner Sanlaap as well as UNICEF, arrived at the meeting with a focused agenda:

1. Child advocates had been personally affected by CSEC issues and presented a case that the resolution of CSEC cases in courts takes too long, with frequently long delays. Awaiting the various stages of the process, child victims are forced to remain in government and NGO institutions while offenders are often free to leave prison after paying bail. By presenting their own personal experiences with this problem, they added a personal, emotional touch that also made their identified problem more believable.
2. Children left in these institutions often do not receive adequate support with regard to recovery and reintegration, as the government rarely has any concrete plan or programme. They thus lack the opportunity to progress in their education and career development, further harming their future prospects as their cases drag on.
3. In light of these points, the child advocates requested the Members of Parliament to develop a policy to speed up cases involving child victims and to require government institutions to have a recovery and reintegration plan with adequate services for each child victim in their care.



YPP India hold a press conference



On the occasion of the National Child Rights Week in October 2010, the YPP Bangladesh, with support from ECPAT affiliate Aparajeyo, organised a rally involving 500 children and youth. The rally started at 9.00 am from the National Museum and ended at Bangladesh Shisu Academy passing through one of the busiest roads of Dhaka city and marching in front of the national press club, high court and the secretariat area. By bringing large crowds to government buildings to demand officials to take action to implement the CRC in Bangladesh, the YPP adopted a contestation approach that directly and openly challenged their advocacy targets. However, the YPP helped to lessen the risk of the contestation approach by organising a very large group for the rally to display the broad support for their advocacy objective and capture the attention of their targets.

C. Public Mobilisation

As previously discussed, the general public is often a key stakeholder in your advocacy efforts, either as an indirect advocacy target or as a potential partner in lobbying your advocacy targets to act. Thus, mobilising the general public to work with you to achieve your advocacy objectives will often create great rewards. However, stirring genuine interest and commitment among the general public is challenging. In order to improve your chances, pay attention to the following factors:

1. Present your objective through a

creative method that will feel new to your audience. If they feel that your message is the same old story they have heard before, they will be less likely to see it as something that demands urgent attention right now.

2. Come up with a specific yet simple action that you would like your audience to take. If your request is confusing or seems like it will take too much time or effort, your audience may feel overwhelmed and decide that they do not have time to bother.
3. Present other supporters as your partners. If your public audience sees your issue as a “social movement” supported by a broad range of actors, they will feel that it is more justified and worthy of their

attention right now.

4. Show them how your advocacy target is both achievable yet also likely to make a significant impact on the lives of children affected by CSEC. If your audience feels that your project is either unrealistic or not likely to make real change, they will easily push it aside as not a good use of their time and attention.

Sometimes you may appeal to the general public directly through events in public spaces; however, you may also consider working with other stakeholders who have greater access to the eyes and ears of the general public in order to reach a wide audience quickly and effectively.

As part of ECPAT's campaign with the Body Shop, the YPP in Togo organised a series of public mobilisation events to garner support from a public that is only now beginning to become aware of CSEC issues. In the implementation of their project, they carried out three kinds of activities: a rally, skit performance and collection of signatures for the campaign petition—all chosen because they were effective strategies to reach a massive audience.

The target audience was children and youths in centres, students, parents, authorities and the community at large. The campaign managed to reach more than 8,000 persons in Lomé and Atakpamé. YPP activities made this group more aware of the consequences of the trafficking of children and youths for sexual purposes. In addition, more than 6,000 people signed the petition, and there was widespread acknowledgement by the public that the trafficking of children and youths for sexual purposes is a growing problem, requiring greater action by both the public and authorities. While planning and implementing this campaign, the YPP children and youth enhanced their capacity to conduct campaigns in their effort to reach people through door-to-door activities.



D. Action-oriented Research

Research is an essential part of advocacy, because decision makers may not believe that your problem is very important and therefore will not take the action you are requesting unless you can support your argument with information from other sources. Even though you can and should use your direct experience of the problem, or the direct experiences of your friends and family, your argument will be much more powerful if you can show that this is not just your experience, but that others are also experiencing similar

harms and these harms have been documented by good sources.

How do you know if a source is good?

This is a difficult question that even teachers and professors debate. However, there are a few basic guidelines you can follow to ensure that the sources you use will be believable to the decision maker you are targeting.

- **The author performed research to support her or his claims and cited sources to support them.** This shows that the research isn't just based on the author's guesses or opinions, but that she has

evidence that her claims are true.

- **The source has been published in a newspaper, magazine, book, or NGO report.** Most publishers will check that the articles they publish have used good research methods and contain believable information.
- **The source was published within the last four years—the more recent, the better.** Because CSEC issues change so quickly, in order to convince decision makers, you must show that your problem is still a problem now. If you present evidence from many years ago, it will be easy for your decision maker to respond that the problem may have already been solved.

- **Examples of bad sources:** blogs, facebook or other social networking pages, Wikipedia, tabloid magazines, etc. These sources do not necessarily rely on evidence or go through any kind of review process to ensure they present quality information. They may be based on mere rumour or, in the worst case, purposely false statements.

- **Examples of good sources:** laws, court documents; reports from governments, NGOs, and IGOs; newspapers and news magazines. These sources are usually reviewed in order to ensure quality and typically rely on evidence to support their claims.

Finding good sources is always a challenge, but being creative with

google can usually point you to at least a few good documents. Try rephrasing your issue in several different ways to make sure you find all the useful material.

Strong advocacy-oriented research projects can be a powerful method for effective advocacy. Consider the following example from the YPP:

Youth-led Research to Assess the Vulnerability of Children and Young People to CSEC working in the tourism and entertainment sectors in Kathmandu

In Nepal, the YPP hypothesised that children working in entertainment venues were much more likely to be victims of CSEC and wanted to advocate for better protections for such children. However, they knew that in order to convince policymakers that these children were really at risk, they needed to back up their claims with research. Thus, with support from ECPAT International and Maiti Nepal, they planned a youth-led field research project to test their hypothesis. Thorough preparation for the project was essential, including detailed protection guidelines to ensure the safety of youth researchers and subjects. Youth researchers also attended training sessions to develop their skills with regard to designing projects, collecting information, and analysing results.

Following training, youth researchers, with adult



support staff, entered a range of entertainment venues, such as massage parlours, karaoke establishments, bars, and cabin restaurants, to interview children and youth employees. The YPP researchers found that youth research subjects were more comfortable expressing themselves openly with youth researchers and that youth researchers were able to anticipate and respond to concerns raised by research subjects. Results from the project showed that youth working in such establishments face high rates of exploitation, which will be used as a basis for a lobbying advocacy project aimed at the Nepali government to regulate more closely these establishments to ensure that child and youth employees are protected from CSEC.

Though you may conduct research in preparation for one specific advocacy project you are currently planning, you should also keep in mind that your research may be useful for other advocacy efforts within your organisation or in other organisations. To make sure that your research is high impact both for your own project and that it contributes to other projects seeking to support the rights of children, make sure to disseminate and promote your research as widely as possible. This may be achieved through roundtable discussions, consultations, or press releases to the media.

E. Framing your message and accessing your target audience

By this stage you are well prepared with your advocacy goals, objectives, targets, approaches, and evidence, and you now must consider all of these factors as you decide how best to reach your targets and convince them to take the action you are requesting. Let's begin with how to "frame your message."

As communications technology has developed more and more over the last ten years, many people are now flooded with information throughout their days through their mobile phones, computers, televisions, etc. As a result, your advocacy message will often be competing with many other messages for the attention of your targets. You therefore must spend time considering the best way to present your message so that it will be effective with your target audience. This process of expressing and presenting your message in an effective way for a target audience is called "framing." Because your advocacy plan may have multiple target audiences, you must be prepared to frame your message



Thai Prime Minister Abhisit Vejjajiva signs YPP petition



YPP Thailand reaching out through the media



YPP Togo host a rally

differently for each of your target audiences, depending on their level of interest, time, and experience with your issue.

As part of ECPAT's global campaign with the Body Shop, YPP youth had the opportunity to advocate to a range of advocacy targets at local, national, regional, and global levels. The youth

had different advocacy objectives for their various advocacy targets, but they also had to think carefully about the opportunities and limitations of each advocacy target and activity in order to make sure they formulated their message appropriately.

In the speech featured below, the YPP Youth National Coordinator from

Ukraine was given the opportunity to speak before the United Nations Human Rights Council, and, though she only had the opportunity to offer a very short statement, she used the time she had to offer a targeted appeal for action from the Council that would create a long term platform for greater attention to CSEC issues at the international level.

Speech for the Campaign Handover Event at UN Human Rights Council Mariana Yevsyukova, ECPAT Youth Representative

It is a great honor for me to speak before the Human Rights Council on behalf of children and young people all around the world who actively participated in the 'Stop Sex Trafficking of Children and Young People' Campaign implemented by ECPAT and Body Shop. With the help of ECPAT children and young people, the campaign collected 170,877 more signatures and expanded into 11 additional countries where the trafficking of children is a serious concern: Bangladesh, Cambodia, Gambia, Guatemala, Kazakhstan, Kyrgyzstan, Moldova, Togo, Uganda, Ukraine and Vietnam.



However, more importantly this campaign gave opportunity to ECPAT children and youth to become advocates for their peers at different levels: as individuals, in their local communities and even at the national and international arena. The campaign gave a floor to show meaningful child and youth participation which is still not recognized enough on national and international levels. ECPAT youth therefore would like to encourage the HRC and Member States to promote and support meaningful child and youth participation at all levels in the design, monitoring and evaluation of policies and programs, in campaigns and through peer-to-peer youth programs, aimed at raising awareness and preventing the sexual exploitation and trafficking of children and young people. ECPAT's Global 'Youth Partnership Project' against commercial sexual exploitation of children, which is run in 18 countries all around the world, is a good example of such meaningful participation.

I would like to mention that the campaign petition includes the direct calls to action from children and youth to change this world to better lives of children and protect them from trafficking and exploitation. In this regard, we would like to ask the Human Rights Council and Member States to put the issue of sex trafficking of children and young people into the top list of human rights violations monitoring and to organize an "Annual Full-Day Meeting" focusing on child trafficking and sexual exploitation. We would also like to stress on the campaign goals, and in particular to ask UN HRC and Member States to ensure child-victims of trafficking receive comprehensive protection and specialized care services in order to be safe and get back to normal life. Special attention should be given regarding providing child victims with compensation for all damages they have suffered through trafficking in human beings.

With all the children and young people all around the world who supported this campaign and the petition, I believe that Human Rights Council and Member States will show their efforts to stop trafficking of children and young people: to not only give the right to children to participate, but support this right as children and young people are not just victims of trafficking and exploitation but are also part of the solution! Thank you.



Global YPP meeting in Bangkok planning advocacy strategy

Consider the following factors when deciding how to frame your message:

Substance- Make sure that your message includes the important elements of your problem and the evidence you have collected to support your claims. If you present a message that does not appeal to facts and good reasoning, your target may reject your message because it lacks "substance."

Clarity- Though it is important to ensure your message has substance, you also must present the substance of your claim in language that is clear and understandable to your advocacy targets. Make sure you use language that your target will easily understand but also avoid making your presentation too simplistic. So, for audiences with more experience in your issue, more complicated language may be better. However, for audiences with less experience, avoid using complex language that they may not understand. Make sure that the action you are requesting is clearly stated and connected to the evidence.

Depth- Another important consideration is the level of detail you provide about your issue and the impact you expect your advocacy



YPP Ukraine mobilising public support



YPP in Guatemala host a rally

target to be able to make. For a target with a higher level of interest and a more developed understanding of the issues, a short, simple presentation may not be effective. This kind of target will likely want you to give her a more detailed account of your research and of the impact you expect her to be able to make.

Style- The final important consideration in framing your message is the style and tone of your presentation. With advocacy targets more concerned with the facts and policy needs involved in your issue, you may need to present your message through very serious language, without strong emotional appeals that your target would see as manipulative or exaggerated. However, with audiences likely to be more moved by a desire to lessen the suffering of children, a message presented with a more flashy style that stirs the audience's emotions may be more effective.



YPP Chile on International Day against Child Violence and Sexual Abuse



YPP Chile's website promotes their agenda

International Day against Child Violence and Sexual Abuse in Chile

Sometimes a major public event in a highly visible location can be the best way to convince your advocacy target to listen to you. If your target feels that the public is motivated and focused on this issue, she/he may feel compelled to show the public that she/he is listening. For example, YPP Chile organised a campaign on the 18th of November, 2011 in celebration of the International Day against Child Violence and Sexual Abuse. During this event, YPP children and youth marched to the City Hall of Viña del Mar to deliver their message "Look me in the eyes; look through them and you can see yourself" to the City Mayor, Ms. Virginia Reginato, whom they asked to work to build a world where there is no room for violence. After reading their message and delivering it to the Mayor, the march moved on to the Paicabí Office, as the ECPAT Affiliate Group leading the YPP project in Chile, and to the entrance of a shopping mall, where they carried out several awareness raising activities. This campaign served as a great vehicle for the YPP to reach its target audience in a highly public forum, serving as a platform for further, more focused advocacy follow-up.

The “**Soundbite**” version: Because you will likely be presented with many opportunities to discuss your advocacy project during conversations in informal settings, in addition to targeted messages, you should also be

prepared with a 30-second “soundbite” of your project. This soundbite is a quick summary of your problem, evidence, advocacy objective, and direct target, which you can recite to raise awareness and expand public

mobilisation when you interact with anyone on a daily basis. This soundbite may also be useful for media outreach. For each advocacy activity you plan, fill out the following chart you make sure you prepared an effective message.

Implementing your advocacy project- Developing your message (make one of these charts for each activity)

Target audience	
Advocacy approach	
Research and supporting evidence	
Requested action	
Formulation of key message	
Persons who will deliver message to target	
When and where message should be delivered	

Step 5

Monitoring and Evaluating your Advocacy Activities

No matter how well you have carried out Steps one through four of this

manual, the advocacy process often encounters unexpected challenges



Global YPP meeting, Bangkok, building advocacy capacity

that have the potential to limit the effectiveness of your campaign. In order to counter these potential barriers, you must have a plan to monitor progress. Furthermore, you should maximise impact by using the results from this campaign as a foundation for future efforts by yourself or other stakeholders. In order to give your project a strong foundation, however, you need to evaluate the progress made and the work still left to be done. This monitoring and evaluation will also be an important part of reporting to any donors you may have or other sources of support within your organisation or beyond.

A. Monitoring progress and assessing your strategies

beginning to end in order to make sure that you are still on the right track and that you are performing each step fully effectively. Consider the following factors:

1. Keep a record of all your activities, including dates, number of participants, activities conducted, responses of advocacy targets and other stakeholders, challenges faced, successes achieved, and plans for follow-up.
2. In your timeline, include periodic evaluation days, preferably every two weeks. On these evaluation days, consider the records that you have kept and discuss them with your project partners in order to assess progress toward your advocacy objective, the effectiveness of your current strategy, and any adjustments in your advocacy plan that need to be made.



YPP Cameroon monitoring their efforts

This activity should be a consistent part of your advocacy process from

A. Monitoring progress and assessing your strategies

As mentioned above, at the end of each advocacy project you must evaluate the successes and setbacks of your project. In many ways, this process will be very similar to the monitoring process outlined in (A) above; the major difference is that you must look at all the stages of your advocacy process together and make your assessments based on the project as a whole. Additionally, in this final project evaluation stage, you must make sure your assessment will cover all the necessary areas so that it can be used as a basis for future advocacy on similar issues, either by yourself or others. Make sure your assessment is presented in a way that will be accessible to an outside audience of donors or other stakeholders and



YPP Kyrgyzstan tracking progress

captures both the “good practice” elements of your method as well as what you would do differently next time. The following chart may be useful as you perform monitoring and evaluation:

Monitoring and evaluating your advocacy activities

Advocacy activities	Outputs (number of meetings held, number of targets or influentials reached, commitments from targets)	Challenges faced	Indicators of short-term success of particular activities (Check the box when you have achieved the indicator)	Indicators of long-term progress toward advocacy objective (Check the box when you have achieved the indicator)
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

One monitoring and evaluation example from the YPP took place in Cameroon in 2011. In November, the YPP youth participated in a workshop organised in the Yaoundé Municipal Hall by the Ministry of Social Affairs to offer their views on the functioning of the Children’s Parliament. The YPP found that the appointment of junior parliamentarians does not seem democratic but rather based on who is thought to be the “best.” Most of these young parliamentarians come from rich homes, excluding the most marginalised groups of children from participation and making the Parliament less representative of all social classes. There is also not enough follow-up on resolutions adopted during the children’s parliament, which makes them feel that they are parliamentarians for just one day.

Despite these problems, the YPP youth gave the Children’s Parliament credit for being an important channel for children’s contribution to policymaking and made recommendations for its improvement.

Conclusion: What next?

A. Institutionalising youth-led advocacy in your organisation

Whether your project was very successful or struggled to overcome challenges, you should use it as a source of lessons for the future and build from it to ensure that youth-led advocacy becomes a consistent and important part of your organisation's work. The monitoring and evaluation you conducted in the last step will be extremely important in achieving this goal, as you must be able to show the progress that you have made, the relationships that you have built, and the strengths of the process you have used. Furthermore, you must communicate these with your organisation's staff and try to find out if there are opportunities within their focal areas for more youth-led advocacy projects. Think carefully about how your growing advocacy expertise could be used as a tool for achieving



SAIEVAC meeting Nepal

your organisation's broad mission or strategic goals. There may be opportunities to consider new youth-led programmes that further these broad goals in addition to working youth-led advocacy into existing programmes and projects. These efforts will require long-term planning as well as finding the resources necessary to develop your projects, but now that you have experience in all of these aspects of planning and implementing programmes, you are well situated to make youth-led advocacy a core part of your organisation work!

B. Reaching out to other youth

Finally, don't limit your outreach to your own organisation. The lessons that you have learned and the expertise that you have built can be a great resource for other children and youth already engaged in advocacy or for those who might be interested in such efforts but do not believe that they have the power or the knowledge necessary to turn their interest into action. You are now in a position to show them that children and youth can make a difference through advocacy and help teach them the most effective ways to maximise impact. Reach out to your advocacy partners and other stakeholders to find audiences of children and youth who may be good candidates for advocacy work.

If possible, set aside some of your budget for follow-up meetings and peer-to-peer training sessions with other children and youth in order to equip them with the tools they need to become actors making change to protect children from CSEC. This will not only build their capacity but also continue to expand the social movement you are a part of to build action from decision makers in power

In order to provide children and youth in South Asia with a sustainable opportunity to be engaged in the policymaking process, the South Asia Initiative to End Violence Against Children (SAIEVAC) began hosting national and regional consultations involving a Child and Youth Participation Working Group composed of two to four children from each SAIEVAC member country in 2010. SAIEVAC believes that children should have national children's networks to make recommendations regularly to governments in their home countries.

At the national level consultations, child advocates planned an advocacy agenda focused on care standards, child-friendly services and alternative care. Recommendations from the national processes were then brought together at the Regional Consultation in Nepal, which included a press conference to expand dissemination opportunities. In addition to participating in SAIEVAC governance, such as a Technical Consultation on Legal Reform, the group has participated in other international venues, such as the UN Global Survey on Violence against Children.

In addition to this Working Group, the SAIEVAC board includes two child representatives and two additional child observers to provide a systematic opportunity for child-led advocacy within decision-making processes.

and show them that though children are vulnerable and in need of protection, they are also experts with much value to add to the policymaking process from the lowest levels of local and community activity all the way up to the international governance of the United Nations. Though this manual will hopefully be a helpful starting point for you on the path to building that expertise, as your experience grows, you may continue to refine your own advocacy process that draws on the best practices you have discovered for yourself through collaboration with other advocates, both youth and

adult, to continue finding new ways to improve the protection of children from commercial sexual exploitation.

You may not yet be confident that you have the knowledge, skills, experience, or ability to convince high-level decision makers to take action. “Why would they listen to me?,” you might be asking yourself, “I am just an ordinary child. They know more, have more experience, and understand the issues better than I. What can I possibly add?” This is a natural feeling that even many adults experience when beginning the advocacy process.

However, when feeling this doubt, keep in mind that even the smallest thing can sometimes have a very large impact. Have you ever tried to sleep in a room with a mosquito? No matter how small, its constant buzzing around your ears and irritation on your skin can keep you from sleeping and force you to act. Similarly, if you prepare yourself to back up your buzzing with facts and a strong voice, you have the power to push your advocacy target to stop closing his or her eyes to your issue and take action. You have all the necessary tools to create that change; now, you just have to use them!



Global YPP meeting, Bangkok, celebrating success!

Annex

Annex I- Identifying available resources and timeframe/deadline

YPP Application Form for Youth Led Micro-Projects

General Information

Title of the micro-project:

Submitted by:

Include the names and roles of the 2 main young applicants in the YPP

Location(s):

Please specify countries, cities and towns involved

Start date:

Month and day

End date:

Month and day

Details about this Micro-project

Background and rationale:

Tell us why this micro-project needs to be implemented. How will your proposed project help to protect children from sexual exploitation?

Overall objective:

Towards what right of the child will this micro-project contribute to?

Specific objectives:

What are the main things you would like to achieve with this micro-project? Please, try to name not more than four specific objectives.

Main activities:

We want to hear all about the activities you expect to carry out! Please outline the activities in detail.

Expected outcomes:

As a result of the above activities, are you going to produce something? For example, 100 brochures, 20 news articles, 30 young people participating in a Media Training, Radio Spot reaching 1,000 children and families etc. List your outcomes below.

Youth involvement:

Tell us how many children will participate in implementing the micro-project and what role they will have. Also, list the indirect beneficiaries, especially if this is a awareness raising or advocacy project, how many other young people do you plan to reach through this project?

Budget... or the resources you will need

Activity/Materials (What you will buy and how many and other related costs such as transportation, meals etc.)	Cost (In your local currency)	Cost (In US dollars)
TOTAL COST	=	=

Activity Schedule

List of Activities (Think of all the steps involved in implementing your activities)	Weeks/Months (Mark with an X or colour the box as required)								
	1	2	3	4	5	6	7	8	9

Glossary

Terms:

Actor:	An individual or organisation whose work or action affects the outcome of the project, in either negative or positive ways.
Administer:	To manage or be in charge of specific activities, programmes, or affairs.
Assess:	To estimate or identify a particular level, amount, or value of something.
Bureaucracy:	A body or group of administrators or officials charged with carrying out some specific duties within the executive branch of a government. The parts of a bureaucracy will often be called Ministry, Agency, Division, Secretary, etc. They have responsibility for implementing programmes and policies within a specific area.
Campaign:	A movement to create and mobilise public support for the preferred changes in policy, system, or behaviour, usually carried out through lobbying, networking, and outreach to media and the general public.
Concrete:	Something that is a firm, definite ("real") thing or plan, easily understood, rather than abstract ideas or qualities.
Constitution:	The highest source of law in a country, this document lists the core political principles and beliefs that govern a state and typically declare the rights of the people of the state.
Coordinate:	multiple actors working together toward common goals or objectives in order to achieve more efficient and effective results.
Delegate:	To transfer power or authority from a one person or institution to another: for example, when a Minister transfers his power to enforce the law to one of his or her staff members.
Disseminate:	To spread a message through any means available in order to reach as large an audience as possible.
Equipped:	Possessing the tools needed to accomplish a particular goal or to complete a task.
Evaluate:	To measure the level of success or value of a situation or benefit, or the impact of a particular project or activity. This process is usually based on pre-defined criteria that depend on your objective.
Evidence:	Something that proves or disproves a fact or argument and can serve as grounds for belief or action.
Good practice:	A way of conducting activities or implementing projects that achieves the intended results, meets standards for safety and ethics, and can be repeated in future projects or activities in a way that is likely to lead to good results again.
Impact:	The major changes, positive or negative, intentional or accidental, brought about by a specific action or process.
Implement:	To carry out a plan and turn it into action.
Institution:	An organisation or organised process founded for a particular purpose, especially focused on public issues, whose function or role is well established. An institution may be political, religious, humanitarian, etc.
Law:	The regulations established by the government of a state or community and applicable to its people.
Maximise:	To raise something to the highest possible level.
Outreach:	Spreading a message, request, or demand to new sections of the community or population.
Policy:	A process or action adopted by a government or authority intended to achieve an objective.
Press Conference:	A meeting where journalists and/or people working in media are invited to listen to an announcement and/or ask questions in order to gain more details of interest to the public.
Press Release:	A statement summarising a particular project, activity, or issue to be submitted to the media, such as newspapers, television stations, radio programmes, etc. in order to inform the public about the project, activity, or issue.
Process:	A series of actions or events carried out together, in sequence in order to achieve an outcome.
Public interest groups:	A group of people who campaign or lobby for the same interest.
Rationale:	A set of reasons or logic used to explain a project or a particular course of action.
Regulate:	To adjust or control an activity by setting standards in order to make it safer or more effective.
Relevance:	Having a direct connection or bearing in the matter at hand.
Stakeholders:	Individuals or institutions who have a particular interest or are affected by a particular issue.
Standards:	A minimum or maximum level of something used as a basis for evaluation, assessment, or making rules.
Target:	The thing, person, or institution you are aiming to reach or change.
Vulnerable:	At risk of being exposed to physical or emotional harm.

Acronyms:

- CRC:** Convention on the Rights of the Child 1989: International legal instrument which enumerates basic human rights held by children everywhere. One of the core principles is respect for the view of the child.
- OPSC:** The Optional Protocol on the sale of children, child prostitution and child pornography: Supplements the CRC to serve as an international legal instrument providing legal protection to children against CSEC.
- IGO:** Intergovernmental organisation: An organisation formed by representatives from several governments of different countries, working together to address particular issues or conduct particular activities and programmes.

References and Resources

The following publications, many of which contributed to the planning process for this Manual, may also be useful as follow-up reading.

- Child Rights Information Network, "Compilation of guidelines for interviewing children," 2005. Available at: <http://www.crin.org/resources/infoDetail.asp?ID=5572&flag=report> (Useful resource for planning advocacy projects aimed at improving ethical media practices)
- Child Rights Information Network, "Media Toolkit." Available at: <http://www.crin.org/resources/infoDetail.asp?ID=15268&flag=report> (Provides helpful tips for working with the media as well as links to other media resources)
- ECPAT International, "Youth power in the fight to stop child sex trafficking," 2010.
- Save the Children, "Advocacy Matters: Helping children change their world," 2011. Available at: <http://www.savethechildren.org.uk/resources/online-library/advocacy-matters-helping-children-change-their-world> (Though aimed at an adult audience, contains a number of useful exercises and resources for involving children in advocacy)
- Save the Children, "So you want to consult with children? A toolkit of good practice," 2003. Available at: www.savethechildren.net/alliance/resources/childconsult_toolkit_final.pdf (Provides a step-by-step guide to planning consultations with children)
- Save the Children, "So You Want to Involve Children in Research? A toolkit supporting children's meaningful and ethical participation in research relating to violence against children," 2004. Available at: www.savethechildren.net/alliance/resources/So_you_want_to_research_apr2004.pdf (provides a practical guide for the involvement of children and youth in research)
- United Nations Development Programme, "Reaching the Outside World- How to Conduct a Campaign." Available at: <http://www.undp.org/comtoolkit/reaching-the-outside-world/outside-world-core-concepts-campaign.shtml> (access to a range of useful planning resources, best practice examples, and other tools for conducting campaigns on particular issues)
- World Association of Girl Guides and Girl Scouts, "Together we can change our world- a Toolkit on Advocacy, supporting and encouraging young people to speak out, educate, and take action." Available at: <http://www.wagggsworld.org/en/grab/3384/1/1advocacyENG.pdf> (includes games and group exercises that may be useful as part of the preparatory process)



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