

## Module 10: Action-training - Identifying Required Change and Action

Child-friendly Accountability Pillar: Pillar 3 - Action

Objective of the workshop: To support youth in identifying change and agreeing on an action strategy.

### Where does this module fit in the CFA methodology?

This action-workshop should build on the results of Module 9 and should be held directly afterwards.

### What are you trying to achieve?

This action-workshop is designed to address the protection gaps identified during the previous Action Workshop (Module 9) into an action strategy.

### How are you going to achieve this?

This workshop should be held in two sessions. The sessions are designed to introduce participants to advocacy and activism, help them identify the change they want, and support them in planning what kind of action they want to take.

## Ideas for Facilitating the Workshop

The youth should attend this workshop with their binders (containing the results of Modules 6 - 9). In particular, the results of the Activities in Module 9 should be hung up around the training room to stimulate thinking. Most critically, the five core protection gaps (identified during Activity 5, Module 9) should be written on flipchart paper and hung in the room.

**Duration of the Workshop:** two sessions

### A. Suggested Workshop Activities

**Introduction:** Explain to the participants that during this workshop they will identify concrete actions that they can take in their communities to improve child protection, directly addressing some of the gaps that they identified during the last Action-Workshop. During the first session, participants will be introduced to examples of advocacy and activism. In the second session, participants will agree on which problem they would like to focus on and an action strategy to adopt.

### Session 1: Introduction to Advocacy and Activism

Before this session, spend some time to identify successful examples of youth activism in country. These examples should be shared with the youth and discussed. Try to use a diversity of formats, including bringing in a well-known youth activist, if possible.

### Activity 1: Ways that children and youth are changing the world...

Objective: To introduce participants to youth activism around the world (*knowledge-building*).  
Duration: 1 hour 30 minutes  
Materials: Projector, computer, printouts of examples, etc.

**Description:** Pulling from the examples provided in Section B below (Suggested Workshop Tools) as well as local examples of youth activism, present at least five case studies of youth activism to the group. After each case study, discuss the following questions:

- What issue did the youth tackle?
- How did they make a difference? What was their approach or strategy?
- Were they successful? Why do you think they were successful?

On flipchart paper, make a running list of the strategies or actions that the youth used and things that contributed to their success. Hang these lists in the room so that they can be referred to later.

### **Activity 2: Introduction to Action Strategies**

**Objective:** To introduce participants to action strategies (*knowledge building*).  
**Duration:** 1 hour 30 minutes  
**Materials:** Flipchart paper and markers

**Description:** Tape three pieces of flipchart paper to the wall. Label each one Reporting, Advocacy, and Direct Action. Ask the group to brainstorm what kind of activities might fall in each of these categories. Use the information in the “Information Sheet: What you need to know”, complete their list. Take time to discuss the different strategies with the group. Spend time thinking through the importance of ‘social mobilization’ or building a movement of adults and youth, reminding youth that they should aim to work with adult stakeholders to make change happen, not against them.

## **Session 2: Identifying Change**

### **Activity 3: What can we do?**

**Objective:** To help participants identify which protection gap they want to address and which change they hope to achieve (*realization*).  
**Duration:** 3 hours  
**Materials:** 5 core protection gaps (identified during Activity 5, Module 9) written on flipchart paper, flipchart paper and markers

**Description:** As a group, read the five core protection gaps that they identified during the previous workshops. For each, identify at least 3 actions that could be taken to address the gap and improve child protection in their community. Try to encourage the participants to identify different types of actions, such as:

- Policy change (e.g. a school adopting a ‘no bullying’ policy);
- Behavioral change (e.g. training teachers in how to respond to peer-bullying); and
- Infrastructure change (e.g. closing off areas of the playground that are outside of the view of an adult supervisor).

As a group, discuss which of these problems the group wants to tackle and which change they think they can achieve. Encourage the participants to be realistic about their environment and their own capacities. As a group, think through possible risks. How are the adults likely to respond? Is there any chance that they might be at risk if they take this action? By the end of the activity, the group should have agreed to a specific change they would like to work on.

#### Activity 4: Who is our target audience? Who can make the change happen?

Objective: To help the youth identify their target audience (*realization*).

Duration: 1 hour 30 minutes

Materials: Flipchart and markers, pieces of white paper and pens

Description: Push chairs and tables to the edges of the training room. Ask the youth: who can make their desired change happen? Who needs to be convinced to act for things to change? Once the group has identified this person or group of people, ask one participant to write the name of that group, hold it to their chest and stand in the middle of the room.

Explain to the youth that everyone has people and organizations that can influence their action or decisions (e.g., friends, parents and teachers have a strong influence over the decisions of youth). These people are called *influencers*. As a group, ask participants to identify the people and organizations that can influence their target audience. Each time they identify someone, one of the participants should write this name on a piece of paper, hold the paper to his or her chest and stand up. The participants should decide how much influence each of these actors has. If they have a lot of influence, the participant representing them should stand close to the target audience. If they have limited influence, he or she should stand far away.

Draw a point in the middle of a piece of flipchart paper and then draw three circles around this point. During this exercise, record the results of the activity on flipchart paper, ensuring that the diagram reflects the physical orientation of the actors in the exercise (i.e. if “teacher” is close to the target audience, they would be listed in the innermost circle). Hang it in the room so that youth can refer to it later when they are developing their action plans in subsequent workshops.

#### Activity 5: How should we make the change happen? Choosing a strategy

Objective: To help participants agree on an action strategy (*realization*).

Duration: 1 hour 30 minutes

Materials: Flipchart pages summarizing reporting, advocacy and direct action (results of Activity 2)

Description: As a group, discuss what the best strategy might be to convince the target audience or influencers to act. If there are differences of opinion, ask participants with the same opinion to work in a small group to prepare a brief presentation explaining why their approach is most likely to work. After all the groups have presented, the plenary should vote. Make sure that the participants are realistic about time, resources, risks, etc.

### B. Suggested Workshop Tools

Below are several examples of successful youth-led actions addressing violence reduction and protection (to be used during Activity 1)?

#### 1. Government Advocacy Case Study: Teens on Target and Oakland Gun Dealers <sup>1</sup>

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<sup>1</sup>Extracted from: [http://www.youthalive.org/wp-content/uploads/2016/03/TNT\\_advocacy\\_manual-2001.pdf](http://www.youthalive.org/wp-content/uploads/2016/03/TNT_advocacy_manual-2001.pdf)

*In 1991, Teens on Target members determined that violence in their communities could only be stopped by reducing the number of guns being sold in Oakland. With so many private residences licensed to sell guns throughout the city, it was ridiculously easy for anyone to get one. Young people saw this easy access to weapons as one of the primary causes of youth violence in their communities. TNT members decided to show lawmakers a vision of East Oakland through the eyes of young people, so that they could see for themselves what guns were doing to the community. They made video and audio recordings of their neighborhoods at night – including the sound of multiple assault weapons being shot, and ambulance sirens from all directions. Teens on Target members then presented this evidence to the Oakland City Council at a public hearing. Members spoke about friends and family members who had been injured and killed, mixing statistics with personal stories for an honest and persuasive testimony. They told the council members that it did not seem fair that the residential gun dealers were making a profit off their friends and family members' lives. In response, the Oakland City Council passed a resolution against residential gun dealers. The result was the reduction of the number of gun dealers in Oakland from 115 to only 4. Teens on Target members were then invited to take their expertise regionally. They worked with the East Bay Public Safety Corridor, an organization dedicated to reducing crime, which covers two counties, 27 cities, and many school districts. TNT members provided expert testimony before city councils, which were considering similar legislation. Over a series of months in 1996, members presented before 15 city councils. Not only did their presentations contribute to the passage of a residential gun dealer ban in many of the cities, but TNT members provided positive models both to adults and for other youth, as many of their presentations were covered in the media.*

## **2. Direct action and Advocacy Case Study: La Diaspora and Sexual Violence in Colombia <sup>2</sup>**

*“Here is where Bogota ends and Soacha begins”. Hash points to where the asphalt drops off and becomes dirt track. “This is just one of the reasons why we see it as a forgotten place”. The border is so demarcated it’s comical. The asphalt ends, houses cease to have water meters, and overall infrastructure grows more precarious as one moves up the hill of informal housing. But to Hash, Chepe and their friends, Soacha is also home. Some 70% of its population is under 25, meaning many are poised to embark on a path as to how the rest of their lives will turn out. Adequate education is inaccessible to most. For many, signing up to the army is one of the few livelihood opportunities available. Others will end up in gangs or as ‘microtraffickers’ for the larger distributors.*

***La Diaspora - What can you do?** They thus founded La Diaspora and devised projects focusing on violence prevention – using hip-hop, theatre and journalism workshops to sensitize youth to matters of human rights, sexual violence, and non-violent livelihood options.*

*La Disapora’s methodology consists of interactive training workshops offering conceptual foundations that participants can connect with their own realities and experiences. They reach out to a broader public through their website and their Facebook page. Besides the video posted above, they have two further videos on Youtube, entitled **Why aren't you speaking?** and **What do you want to change?***

*They have joined with several other youth organizations in different parts of Colombia to form a nationwide network of initiatives targeted at peace building, and are this week launching the virtual component of their campaign ‘Youth against sexual violence in Colombia’ (see attached campaign video).”*

## **3. Direct action and Advocacy Case Study: One Billion for Justice and One Billion Rising Revolution <sup>3</sup>**

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<sup>2</sup> Extracted from: <http://erinbtaylor.com/entry/in-colombia-youth-organizations-mobilize-against-sexual-violence>

<sup>3</sup> Extracted from: <http://www.onebillionrising.org/resources/youth-rising/>

*In the last two years of the One Billion Rising for Justice and One Billion Rising Revolution campaigns, all over the world, youth took to the streets, occupied their schools and communities, and created some of the most creative, audacious and radical Rising events. The energy that came from the youth sector was inspiring and bold – from rising to end rapes and sexual assault on campuses, for the right to education, and ending sex trafficking, to rising to end poverty and make young women’s voices heard – we saw youth defiantly claiming their right to a future free of violence, discrimination and exploitation. We also saw the incredible persistence and bravery of young women and men, boys and girls, insisting on a future where girls can live with equality and dignity. Throughout, youth used art to shape their risings, giving them a diverse and radical edge. What is emerging across the One Billion Rising movement is a youth revolution like no other – young people leading the way, through diverse artistic, cultural, social and political actions, determining the future they would like for themselves. A future with humanity and choice. A future where girls can grow up and thrive with opportunities and with freedom. The youth revolution is outspoken, unafraid, determined, colorful, current and bold, and it is leading a new way forward.*

### **Examples of Youth Risings: One Billion Rising: Revolution, 2015**

*Young people from all over the world embraced the Revolution theme and owned it with diverse creative expressions of what their aspirations are for the future. We saw the engagement of 500 schools rising in Mexico where all classes danced for weeks as part of their school programs where ending Violence Against Women was discussed.*

*We saw youth in the Philippines doing a nation-wide walk out from their universities to call for President Aquino’s resignation as they demanded quality not commercialized education that they can no longer afford under their “Rise for Education” campaign. We saw children across countries in South Asia dancing and expressing through art their dreams for a violence free world.*

*We saw school children in South Africa call for Revolution, and young girls in India taking to the streets in protest demanding teachers for their schools. We saw young girls in the UK creating Goddess art and sharing in front of huge crowds – why they have the right to grow up with dignity and equality. We saw girls all over Swaziland create girls clubs to discuss their issues openly and demand discourse and changes for themselves, while they self-organized protest marches all over their cities. We saw an outpouring of artistic expressions – poetry, dances, songs, theatre, spoken word, music – created by young people all over the world as they rose to demand revolutionary changes to their right to education, within their cultures and societies, and their right to grow up free of violence.*

### **One Billion Rising for Justice, 2014**

**South Africa:** *The South Africa V-Girls led innovative actions for the Rising, including discussion sessions on justice, emotional intelligence and rights, music, poetry and art events, and a Justice Youth concert to rise against rape, sexual abuse, and gender discrimination. They also rose to bring customary laws into a human rights framework.*

**Somalia:** *V-girls in Somalia rose by going to different IDP camps in Mogadishu for a petition to change the penal code.*

**Lesotho:** *Young women led the Lesotho Rising by creating a space for young women to discuss their justice issues. The rising included a performance of “The Vagina Monologues” and a story circle where issues of sexual and economic violence against women were discussed openly.*

**Santa Fe, New Mexico:** *In the lead up to the Rising in February, an “Empower the Girl” summit was organized and led by V-Girls from Santa Fe. As part of the campaign, young activists and students in the community held creative “Just Art” initiatives with tattoo events and photo exhibits on themes of justice at the Santa Fe University of Art and Design.*

**United States:** *Through #CampusRising, students at colleges and universities across all 50 states of the U.S. rose to stop sexual assault on campuses and to hold administrations accountable to properly prevent or adequately respond to the needs of the college survivors. #CampusRising leveraged V-Day’s 15-year history at schools across the nation, which has contributed to what is now a widespread dialogue about reforming campus sexual assault policies.*

**Italy:** *Out of the 150 Risings that took place in 119 cities across Italy, the majority of participants were young people. Youth and students all over the country shared their thoughts on the larger meaning of justice for women and girls: the importance of respect, value, a guarantee for equality and social justice, but all pointing to EDUCATION as crucial starting point.*

*“In order to stop violence, injustice, discrimination and abuse of power it’s necessary to change the culture that generates it. School text still describes Mums at home baking cakes while Dads owns the Family.” In Modena, students stopped their classes for the day, dancing for the Rising.*

**India:** *One Billion Rising for Justice took over the whole nation with an amazing sense of energy, talent and creativity. Risings to end all forms of sexual violence, abuse and discrimination continued. The most extensive energy and fun, as well as the loudest display of public presence, came from schools and college students from across the country, who led colorful risings in their communities using dance, music, poetry and art.*

**The Philippines:** *The One Billion Rising Philippine task force team involved a huge youth sector that initiated and implemented their own Rise for Justice campaigns and events. Led by National Union of Students of the Philippines (NUSP), Gabriela Youth, Salinlahi Children’s group, Association for the Rights of Children in Southeast Asia (ARCSEA), Kabataan (Youth) Party List, Act Now, Anakbayan (Child of the Nation) – the comprehensive national democratic mass movement of the Filipino youth – the youth sector and youth leaders mobilised hundreds of schools and colleges around the country in their #Rise4Education – “Education is a Right not a Privilege” campaign. They rose against the government to demand greater budget for the education sector, against social injustices that do not enable their parents to pay their tuition fees, and against militarization, as schools in some parts of the country continue to be occupied by military forces. The youth also rose against lack of facilities in school, against tuition fee hikes, against the delayed salaries of their teachers, and against sexual harassment in schools. They rose against sexual exploitation of children and against poverty, taking the government to task for their economic exploitation of the people that forces thousands of young girls into prostitution each year, just to be able to continue going to school, with their “NO to Prostitution for Tuition campaign”. They marched and danced outside the Department of Education with their justice demands, and conducted local activities and awareness drives such as education forums, discussions on VAW and justice in the youth context, community outreach, build-up flash mobs and “Move to Mob” events to drumbeat their Rise for Justice campaigns for their bigger activities on February 14th. On Rising day, colleges in Metro Manila held a University Rising in the college belt, where college students came dressed in the colors of their schools in their “Wear Your Pride” initiative.*

## Information Sheet: What you need to know...

### **Drafting and Publishing a Report**

Drafting an evidence-based report with recommendations can be a useful contribution to monitoring state progress in protecting children's rights as well as advocacy. Reports can be drafted for a range of actors, including:

- **Public:** Reports can be published in many formats (blogs, internet, newspapers, reports, books, etc.), with the objective of informing the public about an issue and encouraging behavior change.
- **Local:** Reports can be submitted to local child protection actors or formal or informal government bodies.
- **Governmental:** Reports can be submitted to governmental decision-making bodies, including provincial assemblies, the national Parliament, Ministries, etc.
- **Regional mechanisms:** Regional inter-state bodies (e.g. the African Union) often have mechanisms by which civil society (including youth) can submit reports. These mechanisms are often linked to treaty-bodies (or mechanisms that are mandated to oversee the implementation of a treaty).
- **International mechanisms:** The UN has numerous mechanisms in place which monitor states' actions and the degree to which they are meeting their obligations under international law:
  - **Treaty-bodies:** There are treaty-bodies that allow civil society organizations to submit reports. Many of the treaty-bodies also allow individual complaints, including the Committee on the Rights of the Child, which permits individual complaints from children under the new Optional Protocol;
  - **High Level Political Forum:** The HLPF has been established to monitor progress towards achieving the Sustainable Development Goals;
  - **Human Rights Council and the Universal Periodic Review:** The Universal Periodic Review process reviews the human rights obligations of each country every four years.

The format and the procedure for submitting a report will depend on the receiving body. Further information is available in Module 11.

### **Advocacy**

Advocacy can take many forms. Reporting (above) is, in fact, a form of advocacy. Advocacy can be defined as a series of planned and strategic actions to influence the formulation and implementation of public policies at the local, national, regional or global levels.<sup>4</sup> Advocacy is most effective when it is designed as a campaign, with a long-term vision and a series of coordinated actions. Advocacy can be confrontational (e.g. sit-ins at a school) and it can be cooperative (e.g. closed-door meetings). The approach to advocacy should be carefully selected to maximize impact with the skills and resources available while minimizing risks. A comprehensive list of nonviolent advocacy actions is available [here](#) (not all those listed are appropriate for youth). Further information is available in Module 12.

### **Direct Action**

When they work together, people can solve many of their community's problems. Sometimes outside resources are needed, but often change requires little more than organization, commitment, and hard work. Examples of Direct Action are many, including: mothers organizing alternating days of daycare in their homes, community renovation of abandoned buildings being used as a drug distribution point, a parent or youth-run after-school-program to keep children from joining gangs or being left unattended until parents return from work, community-organized surveillance or night-watch, etc. It is important that youth have the support of adults before they engage in Direct Action and that they have carefully assessed potential risks. Further information is available in Module 13.

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<sup>4</sup> <https://childfundalliance.org/resources/glossary-definitions>