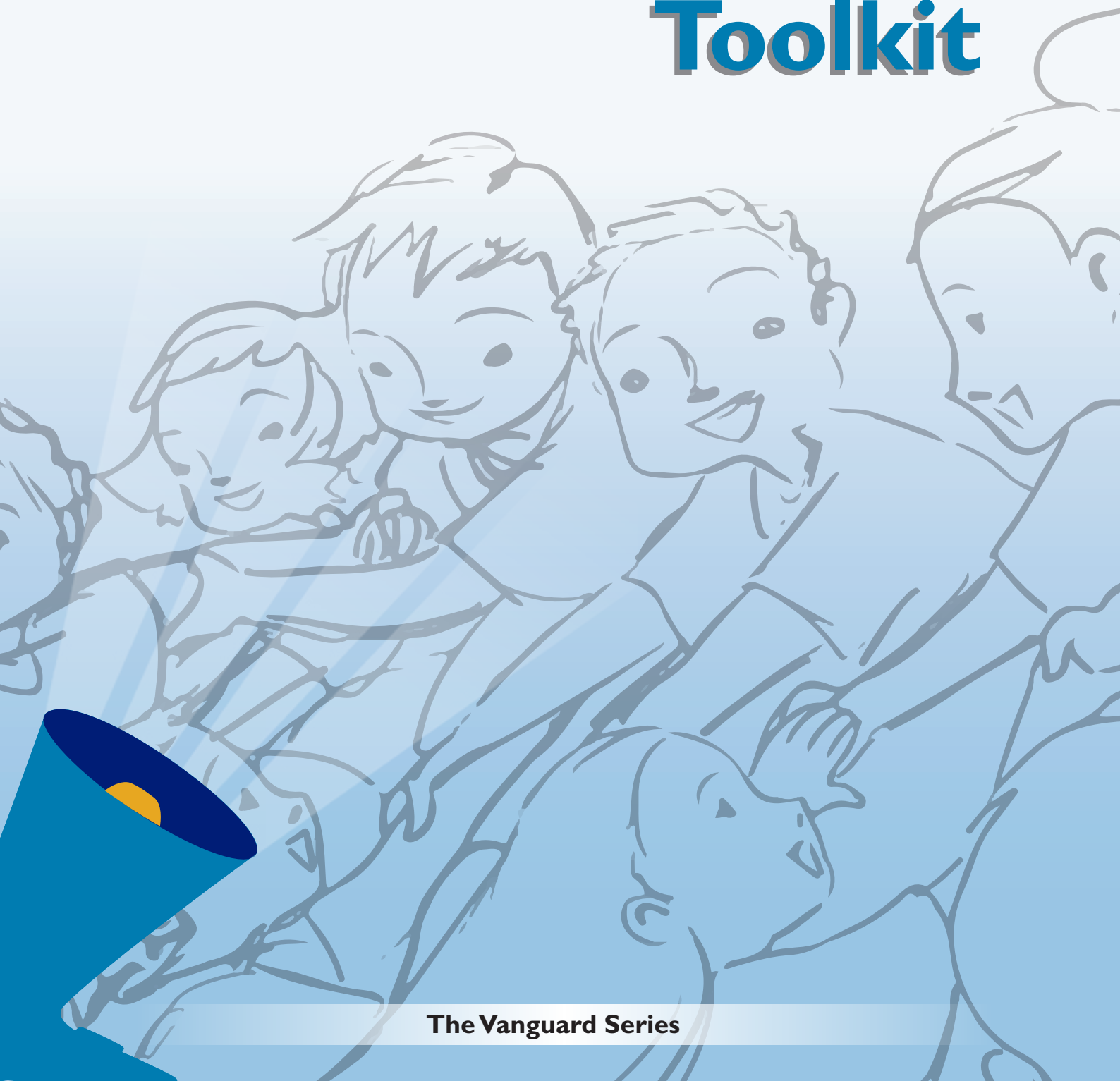


Voice Up for **Change** Toolkit



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The Vanguard Series: Paving innovative ways to combat trafficking and unsafe migration

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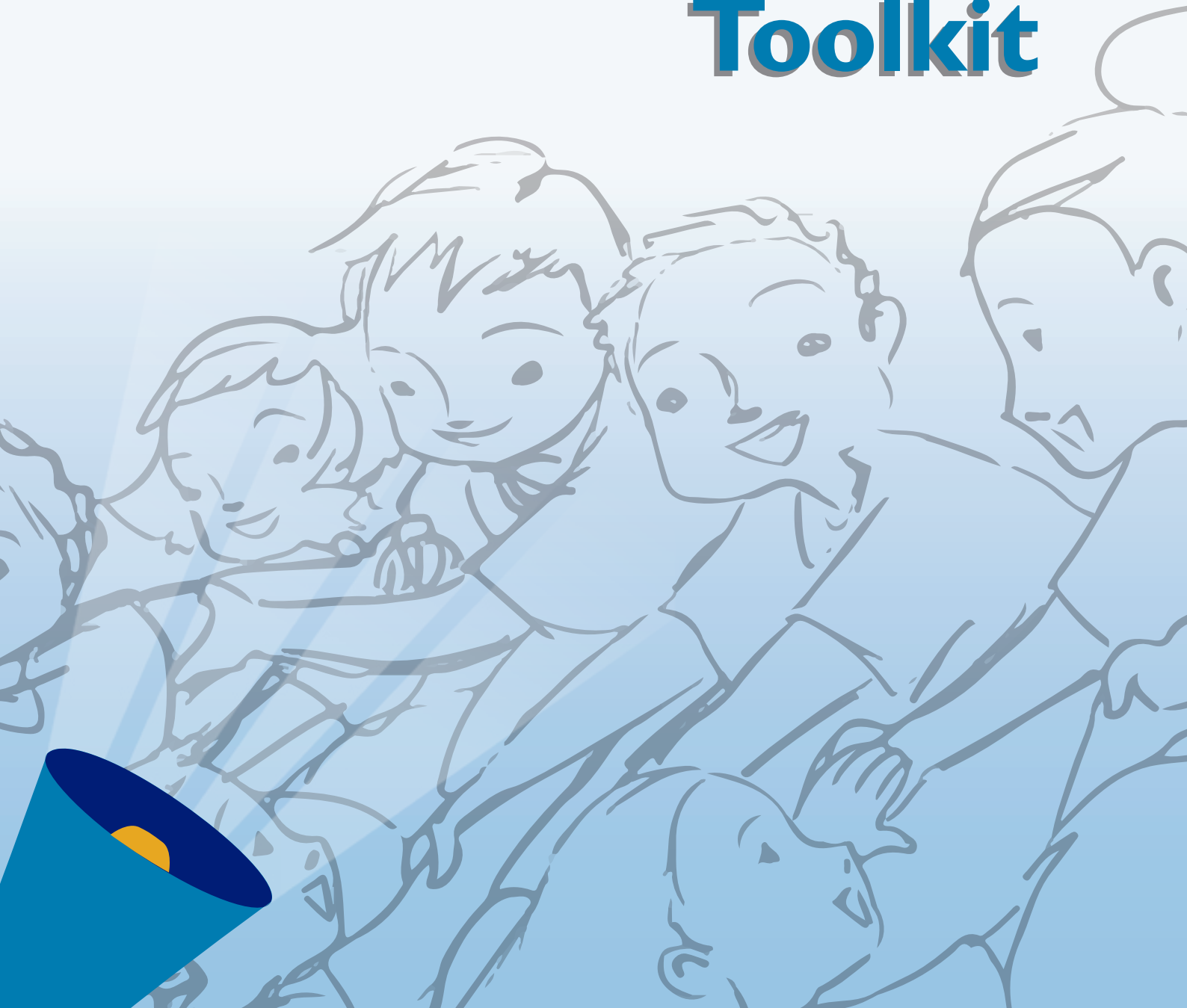
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Voice Up for **Change** Toolkit



A toolkit to inspire and train young people to develop advocacy campaigns against human trafficking, child labour and exploitative labour



Preface

The Voice Up for Change Toolkit has been designed to equip the young people of the Greater Mekong sub-region (GMS) to raise their voices and advocate for greater protection of the vulnerable and those victimised by human trafficking. The youth advocates will be trained to identify the key problems related to human trafficking that they want government officials to solve and also to develop and implement an advocacy plan.

The Voice Up for Change Toolkit is a companion to the Smart Navigator Toolkit. The Smart Navigator Toolkit contains 31 sessions designed to help youth build knowledge regarding the dangers of trafficking and unsafe migration and to learn the concrete steps they can take to protect themselves. The Voice Up for Change Toolkit is aimed at youth who are involved in Smart Navigator Youth Clubs and have already been trained in the Smart Navigator Toolkit. Those youth are familiar with anti-trafficking efforts and are passionate about making a change, with regard to human trafficking, in their families, schools and communities.

The Vanguard Series is designed to include all of the innovative resources and tools to combat trafficking and unsafe migration developed by the End Trafficking in Persons Programme (ETIP). Both the Voice Up for Change Toolkit and the Smart Navigator Toolkit are included in this series.



Note on Terminology

Throughout this toolkit the word **youth** refers to young people as opposed to children. Although World Vision considers anyone under the age of 18 a child, this toolkit uses the terms **youth** and **youth club** because it is targeted at youth over 14 years of age and they refer to themselves as youth rather than children.

The term **victim** is used to describe a person who has been trafficked. There has been a tendency to blame migrants who have been trafficked for what happened to them. The term **victim** stresses that migrants are not responsible for being trafficked.

The term **prostitute** is also used in the toolkit. This is because the toolkit addresses situations in which youth are forced to work in brothels and would be considered victims. The term **sex worker** suggests that working in brothels is a job. For youth who are trafficked into brothels, this is not true. These youth do not choose to work in brothels, are not free to leave and often do not receive payment.

While many of the case studies in this toolkit are based on real stories from migrants' lives, most of them are composites and do not reflect what happened to individual migrants or victims of trafficking. In cases where stories are based on actual migrants' lives, to protect anonymity and to prevent confusion, the people described within such case studies are referred to by initials.



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Introduction

The toolkit provides a step-by-step guide on how to create a successful campaign against human trafficking and unsafe migration. It gives youth the opportunity to build skills and to deal with the issues that affect them the most. The toolkit is divided into two modules:

Module 1 – Trafficking in Persons Overview

The first module reviews the knowledge of trafficking in persons that participants learned in the Smart Navigator Toolkit.

Module 2 – Getting Ready for ACTION: Planning Your Advocacy Campaign

The second module introduces advocacy, explaining how it can contribute to a change in communities. It then goes on to describe different activities that will help the youth create their own campaign. The activities are designed to identify a problem, a target audience, a goal, objective and message, supporters and how to carry out the campaigns. It also provides information and tools for the adult facilitators to provide follow-up support to children and youth, as well as tools and processes for monitoring youth activities to ensure that children feel safe during the implementation of campaigns. Lastly, Module 2 leads the youth through a process of risk assessment to help prevent youth advocates from engaging in advocacy activities that could be detrimental to their well-being and safety.

Evaluation

A final section is dedicated to evaluation. This helps youth reflect on what they have learned and can be used to help World Vision improve the training programme. Evaluations should be carried out after the training and after the advocacy campaign.

For Whom Is This Toolkit Intended?

This toolkit is intended to be used by an adult facilitator while working with youth over age 14 who have already participated in the Smart Navigator Youth Club and are interested in advocating on anti-trafficking issues.

The Voice Up for Change Toolkit is offered as a three-day workshop to participants who then return to their communities to lead their own youth clubs through the process of organising an advocacy campaign. The toolkit is written so that it can be used as a tool both in the three-day workshop and once participants return to lead advocacy activities in their communities.

The toolkit is designed to be used with groups of approximately 20 young people. If a group is larger than this, try to break up the training into two separate groups.

Adult Facilitators

Each youth group must be supported by an adult World Vision staff member who ensures that the children are not harmed as a result of advocacy. At each step throughout the project the adult facilitator should help youth to assess risks. The adult facilitator makes the final decision on whether a project is safe enough to continue.

A second role of adults is to support project activities. These adults may be World Vision or non-governmental organisation (NGO) staff or other members of the community such as teachers, members of local authorities, and so on. These adults provide support to children, assisting them in building their campaigns. Adults in this role must be sure to let children take the lead, allowing them to come up with ideas, make decisions and do as much as possible by themselves.

What Do You Need to Deliver the Training?

The toolkit training should be given in a quiet room, and people who are not in the training should not be allowed to watch.

The standard sessions require pens for all group members and several sheets of flip-chart paper. Each session also includes a list of additional materials for the specific session, which may include information sheets (IS).

The times given for each session are approximate. Training sessions may be shorter or longer depending on the prior knowledge of the participants.

This is a step-by-step guide, so the sessions must be given in order. Most sessions begin with a short energiser activity.

Before the Workshop Begins

It is important to welcome and include all kinds of youth in workshop activities. The workshop should not discriminate but should welcome youth:

- who are from both rich and poor families
- who go to school and who do not go to school
- who are from different religions
- who are from different ethnic backgrounds or countries of origin
- who have a disability.

It may not be possible to get all of these different youth to join the workshop, but it is important to encourage them to join if possible. This is because advocacy is better if it represents the voices and experiences of a range of youth.

Child Protection

Facilitators shall abide by World Vision's Child Protection Policy, included as Appendix A.

Consent

Participation in an advocacy campaign must be voluntary. Youth must:

- choose if they want to take part in the advocacy activity
- be free to leave the advocacy activity at any point
- choose if they would prefer to help the advocacy activity without being in a public role (for example, youth can choose to help organise the club but choose not to attend any events outside the club)
- be free to advocate on a different subject
- be informed in advance of the objectives and planned activities of the advocacy campaign.

Both the youth and their caregivers/parents must sign consent forms at the beginning of the workshop, for the risk assessment, and before beginning the advocacy activity, acknowledging that they understand that they have the choice to participate or not.

Support for Trauma

Human trafficking is a very sensitive subject. During the advocacy campaign youth may learn about issues that are very upsetting to them. The sensitive subjects discussed might cause them to remember and discuss difficult and upsetting things that have happened to them in the past. The adult facilitator should anticipate this situation. Before beginning the campaign, the facilitator should identify support services that can be called in to help if youth become very upset, and then contact these services if necessary during the training.

Reporting Dangerous Situations

During the course of the training and the advocacy campaign, the youth might choose to talk to the facilitator about difficult situations in their own lives. If a youth tells the facilitator he or she is in danger, the facilitator should immediately follow the World Vision response plan. Some offices may have a Level I Child Protection Incident Preparedness Plan (LI CPIPP), which includes guidelines and a detailed plan (included as Appendix B). First, ask the child protection officer in that office if the LI CPIPP exists. Otherwise, World Vision in-country staff should put together a response plan that describes how World Vision staff members will respond if a child reports that he or she is being physically or sexually abused.

This response plan should include:

- a description of the procedures to be followed if a child reports abuse, including detailed descriptions of the roles of relevant World Vision staff or partner NGOs in this process
- a description of how World Vision will explain the response plan to the child in question
- the telephone numbers of relevant World Vision staff or partner NGOs who will take action to protect a child that reports abuse
- how to offer immediate protection to a child that reports abuse in order to prevent retaliation by the abuser
- links to local counselling services.

Examples of those in dangerous situations include:

- someone who is being physically abused
- someone who is being sexually abused
- someone who has been approached by a trafficker
- someone who works in a dangerous job.

This list does not include all dangerous situations.

How to Facilitate the Toolkit Training

Make It Safe

The facilitator should:

- speak to the youth respectfully, as equals
- not use derogatory names for youth in the club or in private
- invite all youth to join (take note of those who are quiet youth and ask their opinions, but never force them to speak or join in)
- not ask directly about a young person's life, but instead ask about the lives of other youth in a similar situation
- not talk about the lives of youth in the club to people outside the club.

Make It Fun

Learning about the toolkit should be fun for the youth. If it is fun, youth will continue coming to the club and will remember more information. To make it fun, consider the following:

- use 'energiser' activities
- sit in circles with the youth, not at the front of the room
- ask lots of questions and do not speak for too long without asking a question
- look youth in the eye (if culturally appropriate)
- use your hands while talking
- use words and language young people use.

Let the Youth Lead

This toolkit anticipates that youth will lead the advocacy campaign upon their return to their community/youth club. The advocacy issue and method will be chosen by the youth. Most of the advocacy activities will also be decided on and carried out by the youth. The facilitator should help the youth if they ask for help but should not take over.

Module I

Trafficking in Persons Review





Consent Form for Module I: For Youth Participants

- This training will give you information about human trafficking and human smuggling.
- Your participation in this training is voluntary. You can stop at any point.
- During the training you can choose to answer only the questions that you want to answer. If you do not want to talk, you can remain quiet.

I have read and understand the information above.

I choose to take part in the training.

I understand I can stop at any point.

Name _____ Date _____

Signature _____

Consent Form for Module I: For Parents or Caregivers of Youth Participants

Note: Parent/caregiver consent forms must be signed before the session begins.

- This training will give your child information about human trafficking and human smuggling. Your child's participation in this training is voluntary. You can choose to withdraw your child at any point.
- During the training your child can answer only the questions that your child wants to answer. If your child does not want to talk, your child can remain quiet.

I have read and understand the information above.

My child can take part in the training.

I understand that I can withdraw my child at any point.

Name _____ Date _____

Signature _____



Session 1.1: Trafficking in Persons Review



Objective:

Participants will review the definitions of trafficking and migration and be able to link these definitions to real-world cases.

General note: All units require flip-chart paper, markers and pens. Additional materials are listed under resources in individual sessions.



Time:

75 minutes



Supplies

- Smart Navigator Booklets for all participants
- 'IS 1.1: Trafficking Definition Cards' (1 set for each group of 2 people)



Prepare:

Before beginning this module, ensure that parents/caregivers of youth participants have signed the consent form.



Introduction

Welcome youth to the group. Ask the youth to introduce themselves, if they haven't already met. Play an energiser game. Confirm the training schedule.

Toolkit Content

Explain that Module 1 of this toolkit is designed for participants who have already been trained in issues of trafficking and migration by using the Smart Navigator Toolkit. This module is designed to help participants review their knowledge about the dangers people face when they look for jobs. It gives information about trafficking, labour exploitation, child labour and safe migration.

Review Definitions

Ask if anyone can remember what migration means

Explain that the word **migration** describes a person moving to another place for work. A migrant is a person who **migrates**. Explain that migration can be a good thing; it can help young people find jobs or see new places or get an education. Many people in this room

may be thinking of migrating. But migration can also be dangerous. There are people who want to take advantage of or trick young migrants in order to make money. Such people can lead young people into serious trouble.

Ask if anyone can tell the group what trafficking is

Explain that **trafficking** is tricking or forcing people into exploitative forms of work that the trafficking victims have difficulty leaving. Trafficking often involves taking a victim from the place he or she lives to another place by force or deceit in order to exploit the person. However, it is possible to be trafficked without being moved.

Ask if anyone can explain the difference between trafficking and smuggling

Explain that **trafficking** is different from **smuggling**. People who are smuggled pay someone to take them across a border illegally. People choose to be smuggled. Although those who are smuggled pay to be moved – and may owe money once the trip is over – they are normally free to go once they reach the destination. People who are trafficked are not free. This does not mean that smuggling is safe. People who are smuggled across an international border run many risks. They may be abused by the smuggler or have their money stolen; when they reach their destination they cannot go to the law for help because they are in that country illegally. However, trafficking is even more dangerous than smuggling.

Explain that the Palermo Protocol is an international agreement regarding trafficking. The Palermo Protocol defines trafficking. Explain that they will not look at the full definition in this session because it is complex, but that it has three components: act, means and purpose.

Hand out the Smart Navigator Booklets. Ask a volunteer to read the definition of trafficking aloud to the group. Next, ask the participants the following questions to help them understand the definition:

Can anyone explain the meaning of the following words in the definition?

Recruitment

Answer: Finding and hiring people for trafficking jobs.

Transfer/transportation

Answer: Helping to move people to trafficking jobs.

Harbour

Answer: Providing a place to stay for people who are being trafficked.

Threat of force

Answer: Saying or doing something that leads people to believe they, or someone else, will be hurt.

Abduction

Answer: Removing people against their will. Kidnapping is a form of abduction.

Deception/fraud

Answer: Telling a person something that is not true, for example, a false job advertisement.

Abuse of power

Answer: Using a position of power in an abusive way; for example, a school principal who recruits students for trafficking jobs, or an older boyfriend who asks his girlfriend who is much younger to sell sex.

Forced labour

Answer: Jobs that people are prevented from leaving; for example, workers locked in a factory.

Slavery

Answer: When people are forced to do jobs for which they are not paid.

Prostitution

Answer: Selling sexual services.

Child Trafficking

Explain that trafficking happens to boys and girls, men and women.

Explain that the laws relating to the **trafficking of children** are different from the laws for trafficking of adults. For children to be considered trafficked, it is not necessary to show that they were forced or controlled. It is sufficient to show that there was an action by someone that helped to place a child in an exploitative situation. In terms of the trafficking definition that was introduced earlier, it is sufficient to show there was act and purpose. It is not necessary to prove the means when determining whether a child was trafficked.

Linking the Definition of Trafficking to Case Studies

Ask participants to form pairs.

Give each pair a set of the 'IS 1.1: Trafficking Definition Cards'. Ask each pair to read through the description on one side of the card and determine what the definition is before flipping the card over to read the answer. Encourage discussion during this time. Some stories may fit more than one definition.

Ask the groups to share their answers. Clarify any confusion.

Session Summary

- Migration is when a person moves to another place for work.
- Trafficking is tricking or forcing people into exploitative forms of work that the trafficking victims then have difficulty leaving.
- Trafficking involves act, means and purpose.
- Trafficking is different from smuggling. People choose and then pay to be smuggled and are usually free to go once they reach their destination. People who are trafficked do not have a choice. However, smuggling is also dangerous.
- The laws relating to the trafficking of children are different from the laws for trafficking of adults. For children to be considered trafficked, it is not necessary to show that they were forced or controlled. It is sufficient to show that there was an action by someone that helped to place a child in an exploitative situation.



K was a young woman. Her aunt visited the house and told her she could arrange for her to get a good job in an office in Malaysia. Her aunt knew the job was not in an office, but she received money for every person she sent to Malaysia, so she lied to K.



X was a powerful man in the fishing town. He had a house where trafficked victims were held while they waited for fishing boats to take them to sea. The victims were locked in the house.



B was the driver of a bus which regularly transported trafficking victims from the border to the fishing boats. He knew that the victims had been tricked into these jobs, but he was paid extra to take them and not to ask questions.

Answer:
Recruitment

Answer:
Harbour

Answer:
Transfer

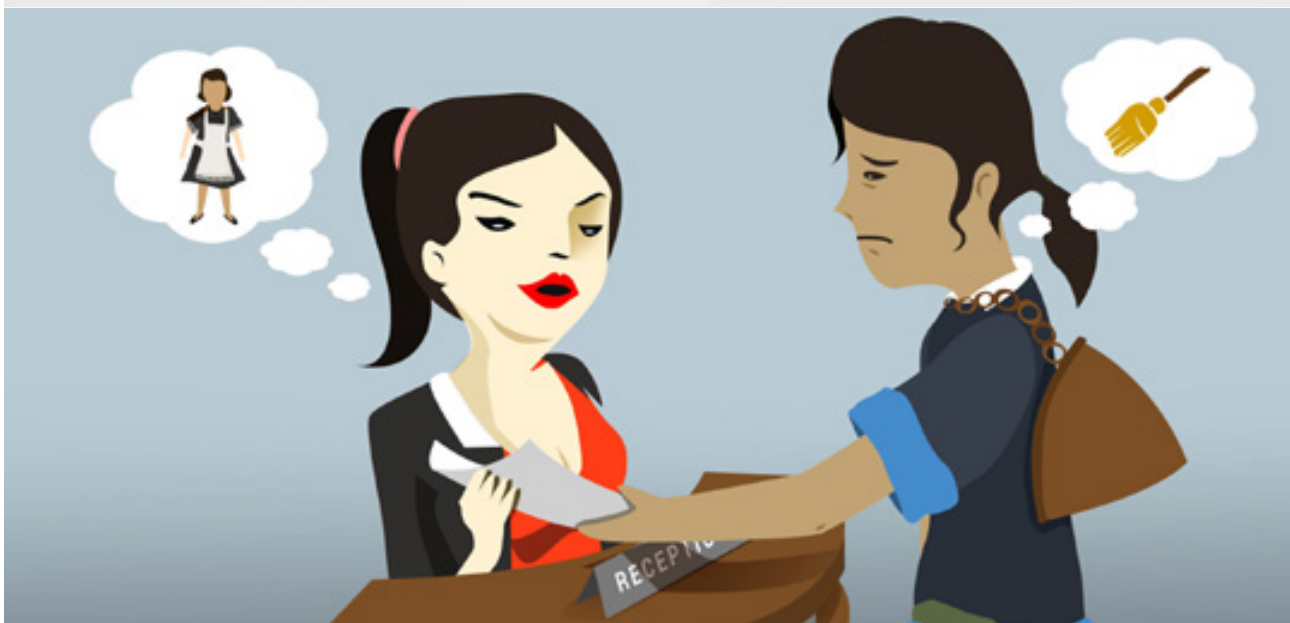




M's father was a farmer. He had borrowed money from a local moneylender, who also owned a bar. When her father couldn't pay back the money, the moneylender demanded that M sell sex at his bar to pay back the debt. The moneylender said that if M refused, he would ask the police to put her father in jail.



L worked for three years as a domestic servant, receiving a small salary. She was locked in the house and told if she escaped, her family would be forced to pay a large sum of money to the recruiters.



A recruiter arranged to transport K to Malaysia for a good job. When she arrived, she was told she was actually working as a domestic servant and was not allowed to leave the house.

Answer:

Threat of force and abuse of power

Answer:

Abuse of power

Answer:

Deception



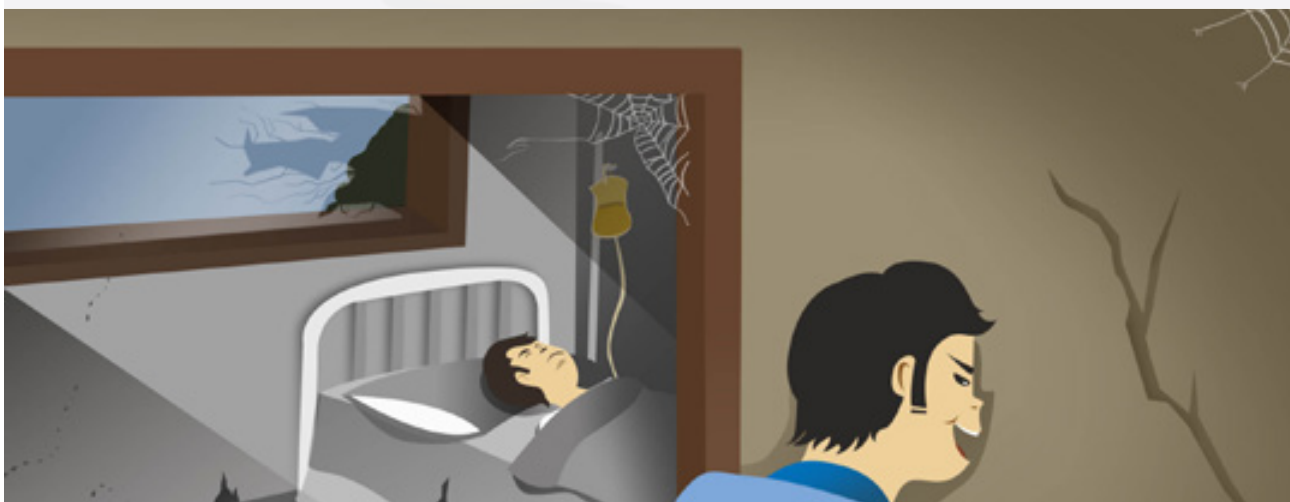
PURPOSE



K worked for five years on the farm. Men with guns guarded the fences, and he was told that if he left, his family would be punished.



M worked for two years selling sex in the brothel to pay back her father's debt.



N was a migrant living in a big city far from his country. He didn't have a job. He was approached by a man who said N could make a lot of money if he sold a kidney. He said the operation to remove the kidney only took a day and that because N was young and healthy, he would be fine afterwards. N went to the clinic and had the operation to remove the kidney. It was very painful afterwards, and the clinic did not offer N any place to recover or any medicine. When N asked for his payment, the clinic gave him only a quarter of the agreed price, and N was too sick and weak to object.

Answer:
Forced labour/slavery

Answer:
Prostitution

Answer:
To remove body organs





Session 1.2: Trafficking Laws and Agreements Review



Objective:

Participants will review the trafficking laws and agreements.



Time:

75 minutes



Supplies

- 'IS 1.1: Trafficking Definition Cards' (1 set for each group of 2 people)
- 'IS 1.2: Child Rights Cards' (Photocopy enough so that each group of 6–10 participants can have its own set of cards. Cut out the cards before the session.)
- Smart Navigator Booklet for each participant



Review the United Nations Convention on the Rights of the Child (UNCRC)

Explain that this session is about the laws that relate to trafficking. Point out that in the Smart Navigator Youth Club the participants learned about some of these laws, but since these laws are complicated, they will be reviewed again.

Explain that nations have laws that govern what happens inside that nation. But nations also sign international agreements that are applied in many countries. When a nation signs an international agreement, it means it has a duty to try to implement the articles in the agreement within its own country,

Ask if anyone can name any international agreements that relate to trafficking.

Explain that two important agreements are:

1. Convention on the Rights of the Child (CRC)
2. Palermo Protocol¹

¹ Officially titled the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime (New York: 15 November 2000). For more information, see <http://www.palermoprotocol.com>.

Ask if anyone can explain what the CRC is. If necessary, point out that the CRC is an international convention that outlines children's rights. It was created over 20 years ago by the United Nations and has been signed by most countries, including all countries in the GMS. Countries that have signed the CRC agree to follow the same laws regarding children. This means that these countries have agreed that children in their countries should have the rights the CRC describes.

Explain that the CRC describes in 54 Articles the rights that children should have. Because it describes so many, they have been put together into four groups, called 'baskets' of rights, to make them easier to remember. Ask if anyone can name the four 'baskets' of rights. Write the names of the four baskets inside four large circles on a piece of flip-chart paper.

The four 'baskets' are:

Survival

Explain that these rights include the right to enough to eat, the right to health care, the right to shelter and the right to have a legally registered name and nationality.

Protection

Explain that these rights include the right to be protected against physical and mental violence or abuse, the right to be protected against neglect or exploitation, the right to be protected against sexual abuse and the right to be protected from labour exploitation and drug abuse.

Development

Explain that these rights include the right to play, the right to education and the right to grow up in a caring family environment.

Participation

Explain that these rights include the right to express their opinion and speak up, the right to be heard and the right to information and freedom of association. The last includes the right to join groups (like the youth club) and to meet friends.

Child Rights Card Sorting Activity

Ask participants to form groups of 6–10 people. Give each group a full set of the 'IS 1.2: Child Rights Cards'.

Have each group put its cards into a pile and nominate one person to turn them over one by one. When a card is turned over, the group should decide whether the child described in the card is accessing his or her rights. If the group decides a child is not accessing his or her rights, the group should be able to explain why. (For example, a child who is not allowed to play with friends is not accessing participation rights.)

Once all the groups have finished, ask the groups to go through the cards again, separating the cards that describe situations that would make children more vulnerable to being trafficked. (For example, a child who does not have national identity papers would be less likely to go to school, which might make this child more vulnerable to being trafficked. A child without identity papers may also be afraid to contact the police if he or she is trafficked.)

Trafficking Law

Next, ask participants to take out their Smart Navigator Booklets. Ask them to read the section entitled Palermo Protocol on page 2. Explain that the Palermo Protocol, an international agreement written in 2000, has been signed by many countries. Explain that this definition of trafficking is the basis for the act, means and purpose definition we have used in this toolkit.

Next, ask participants to read the law in their country regarding trafficking.

Then, ask participants:

- Are child rights violated by trafficking? (yes)
- Is the Palermo Protocol violated by trafficking? (yes)
- Is trafficking illegal in our country? (yes)
- Does trafficking still happen in our country? (yes)

Explain that trafficking is still a huge problem. In East Asia and the Pacific 'between 14% to 30% of both boys and girls have reported experiencing forced sex in their lifetimes'.²

The United Nations estimates that 1.2 million children are trafficked annually.³

And the US Department of State estimates that 27 million people are now victims of human trafficking.⁴

Ask: If trafficking is illegal, why is it so widespread? Can anyone think of reasons why trafficking continues to grow?

2 Child Safe Tourism, 'UNICEF: A Statistical Snapshot on Child Abuse in East Asia and the Pacific' (2 September 2013), <http://www.childsafetourism.org/unicef-statistical-snapshot-child-abuse-east-asia-pacific/>.

3 UNICEF, 'Child Protection Information Sheet: Trafficking' (May 2006), <http://www.unicef.org/protection/files/Trafficking.pdf>.

4 Department of State, United States of America, 'Trafficking in Persons Report' (Washington DC: Department of State, 2012).

After the group has given its ideas, add the three following reasons, if they have not already been discussed:

- Traffickers make a lot of money.
- Prosecution systems are not strong.
- Victims may refuse to give evidence or may refuse to give useful evidence because they are afraid.

Tell participants that in order to be good advocates they need to know and understand the laws regarding trafficking and to know a little about the numbers of people who are victims of trafficking. Explain that later in this training they will be learning more about trafficking, but tell them it is a good idea to spend time studying the trafficking laws so that they are well informed.

Session Summary

- The CRC is an international agreement that has been signed by a large number of countries that accords children certain rights.
- These rights can be divided into four categories: survival rights, protection rights, development rights and participation rights.
- Child labour and child trafficking stop children from accessing the rights they are given in the CRC.
- The Palermo Protocol is an international agreement signed by many countries including our own. Trafficking is illegal under the Palermo Protocol.
- Trafficking continues to occur despite these international agreements for many reasons, including that traffickers make a lot of money, prosecution systems are not strong, and victims may not choose to prosecute.

IS 1.2: Child Rights Cards

Child goes to school

Child does not go to school

Child gets health care

Child does not get health care

Child is allowed to contribute opinions

Child is not allowed to contribute opinions

Child gets enough to eat

Child does not get enough to eat

Child is allowed to play with friends

Child is not allowed to play with friends

Child has a birth certificate

Child does not have a birth certificate

Child has national identity papers

Child does not have national identity papers



Child is allowed to speak native language

Child is not allowed to speak native language

Child is allowed to worship in religion of choice

Child is not allowed to worship in religion of choice

Child is protected from physical/sexual abuse

Child is physically/sexually abused

Child is given access to information

Child is not given access to information

Child is protected from the use of drugs and alcohol

Child uses drugs or alcohol

Child is protected from doing work that is hazardous

Child works at a difficult job

Child is protected from sexual exploitation

Child works in a brothel





Session 1.3: Child Labour



Objective:

Participants will be able to identify the negative effects of child labour.



Time:

75 minutes



Supplies

- 'IS 1.3: Child Labour Icons'
- Several sheets of red, green, blue and yellow sticker-dots



Welcome

- Welcome children to the group.
- Play an energiser game.

What Is Child Labour?

Ask participants to describe child labour.

Explain that the term **child labour** is often defined as work that deprives children of their childhood, their potential and their dignity and that is harmful to physical and mental development.

Explain that it is common for children to do a little work after school in their communities to help their families or to help with the family business. This can be a good thing. It can assist the family and help the child to learn skills.

However, it is also common for children to work in jobs that deprive them of their childhood, their potential, their dignity and their physical and mental development. When children do jobs that harm them in these ways, it is called child labour. Explain that child labour can be bad for children, especially when it:

- hurts children's bodies or minds
- stops children from having friends
- stops children from attending school
- prevents children from being able to do homework
- means they are too tired to study at school the next day
- hurts their future.

The Difference between Child Labour and Trafficking

Explain that child labour can hurt children, but this does not mean that all child labour is a form of trafficking. Child labour is child trafficking only if the child is exploited for forced labour/slavery, for prostitution/sex, or to remove his or her body organs.

The following jobs are examples of trafficking:

- a child who is a slave (a slave is a person who works without payment and is unable to leave; slaves are treated like property of owners)
- a child who works in a brothel selling sex
- a child who works as a domestic servant without pay.

The following jobs are examples of child labour but may not be trafficking:

- a child who works in a store, is free to leave, and receives a salary
- a child who harvests rice, is paid, and lives at home.

Ask if participants have any questions. Then, if there is time, ask them to give their own examples.

Considering Child Labour and Child Trafficking in Our Community

Ask participants to form groups of 6–8 people. Give each group a piece of flip-chart paper and ask the participants to draw a picture of their community, showing the kinds of jobs that children do in their community and surrounding areas.

Ask participants to think of jobs children do in each of the following places, and display the 'IS 1.3: Child Labour Icons' on a large piece of flip-chart paper:

- homes
- family businesses
- local stores
- factories
- fields
- forests
- bars.

Hand out dot-stickers. Ask the participants to put green stickers on jobs in their pictures that show jobs that hurt children's education.

Ask them to put blue stickers on jobs that hurt children's health.

Ask them to put yellow stickers on jobs that hurt children's future (for example, children who drop out of school to work on construction sites do not get enough education to have a high paying job in the future).

Ask them to put red stickers on jobs that could involve trafficking.

After 20 minutes, ask the groups to join together in a circle and to hold up their pictures to show how many stickers there are. (Do not ask them to explain all the stickers on their pictures as this would take too much time.)

Discussion

Ask participants to look at the list and answer these questions:

- What are the most common forms of child labour in your community?
- What are the most dangerous forms of child labour in your community?
- What are some of the reasons children are forced to work in your community?
- How can we help children in your community stay in school?

Session Summary

Child labour is work that deprives children of their childhood, their potential and their dignity and that is harmful to physical and mental development.

When children participate in work for their family or within their community that does not hurt them and helps them learn skills, this can be a good thing. This kind of work is not child labour or child trafficking.

Child labour can be particularly bad for children, especially when it:

- hurts children's bodies or minds
- stops children from having friends
- stops children from attending school
- prevents children from being able to do homework
- means they are too tired to study at school the next day.

Child labour is child trafficking only if the child is exploited for forced labour/slavery, for prostitution/sex, or to remove his or her body organs.



IS 1.3: Child Labour Icons



Homes



Family
Business



Local Stores



Factories



Fields



Forests



Bars



Session 1.4: Commercial Sexual Exploitation of Children (CSEC)



Objective:

Participants will be able to define CSEC and will understand that children who have been exploited in this way should not be blamed.



Time:

75 minutes



Prepare:

- Tell parents or caregivers before the session that the topic is CSEC.
- If there is a participant who has been sexually abused in the past, or has been raped, tell that participant the topic of this week's session the week before, in a private setting. The participant can choose whether to attend or not.
- Obtain the number of referral services before the session.
- Reread the section from the Smart Navigator Manual on responding to participants in distress.
- If any participant becomes visibly upset during the session, do not draw attention to the person at that moment and do not probe in public. Wait until the other participants have left, and then ask the person if he or she wants to talk.



Welcome

- Welcome youth to the group.
- Play an energiser game.

What Is CSEC?

Explain that today's session is a subject that is difficult to talk about and that sometimes when participants talk about this subject they become upset. Explain that any participants who find this topic difficult to talk about can be silent or can stop their participation in the session. Explain that if participants are upset and want to talk about it, the facilitator will remain after the session to talk.

Explain that as a result of being trafficked, people can end up doing terrible jobs. Explain that participants are often trafficked to do physical work (for example, working in a factory, on a shrimp boat, or as a domestic servant). However, people can also be trafficked in order to sell sex.

CSEC

Explain that CSEC (Commercial Sexual Exploitation of Children) describes a situation in which a person, usually an adult (but sometimes a child), sexually abuses a child and pays to do this or earns money or other benefits from other people who pay to sexually abuse children. The adult may pay with money or in some other way, such as with food or favours.

Explain that many times the child does not receive the payment. Instead, it goes to an adult, like a brothel owner or a relative.

Explain that CSEC can happen to both boys and girls.

Explain that different countries have different definitions of what it means to be a child, but World Vision defines a child as a person under 18.

There are different kinds of CSEC, but the main kinds are:

- prostitution (including sex tourism)
- pornography.

Prostitution means that a person is given money to have sex with another person. When children are forced to be prostitutes, the person who controls them usually receive this money instead of the child.

Pornography means stories, images and movies of sex. People sometimes watch pornography on the Internet or on cell phones.

When children are victims of CSEC, the adults who control them often try to 'break' them. This may involve threatening, beating, starving or drugging them so they do what the adults say and force a smile for customers.

CSEC is a form of trafficking because children are being exploited for payment.

What Are Brothels?

Explain that now we are going to talk about another difficult topic. Brothels are places where men go to pay for sex. (Sex is also sometimes sold on the street, in restaurants, in karaoke bars and in homes.) Often brothels are quite visible in the community, and many members of the community know where they are and what happens inside them. In some cases they are more hidden, but people who want to pay for sex still find them.

Explain that women and children can be trafficked into brothels and forced to have sex with customers.

Explain that brothels often contribute towards trafficking and that children may be trafficked into brothels.

Explain that whenever a man visits a brothel, there is a chance that the prostitute he has sex with could be a child who has been trafficked.

Explain that even if the woman he has sex with is not a child, there is a chance she has been trafficked into the brothel and is unable to leave. Even if the prostitute works in the brothel by choice, her life may involve high levels of physical and mental abuse.

Ask whether anyone has heard someone describe a prostitute like this: 'She is a good daughter; but a bad woman.' Explain that when people say this, they are blaming girls who went into prostitution to help their families. This is a second wound. First, the person is a victim of trafficking for sexual purposes. Then, later, the community wounds them a second time by discriminating against them.

Explain that when people have been sexually exploited, it is important for us to realise that they have been hurt, that it was not their fault, and that they need our help and acceptance.

Session Summary

- People can be trafficked for labour or trafficked for sexual purposes.
- Children can be trafficked for sexual purposes. This is called CSEC.
- Both boys and girls can be trafficked for sexual purposes.
- Brothels can contribute towards trafficking because children and women may be trafficked into brothels. As a result, men who go to brothels may be supporting the trafficking industry.
- It is important to support victims of sexual trafficking and CSEC. Victims should not be blamed for being trafficked.

Module 2

Getting Ready for Action: Planning Your Advocacy Campaign







Session 2.1: Introduction to Advocacy and Overview of Developing an Advocacy Campaign



Objective:

Participants will be able to describe advocacy and how to organise an advocacy campaign.

General note: All sessions require flip-chart paper and pens.
Additional materials are listed in resources.



Time:

90 minutes



Prepare:

Before beginning this module, ensure that parents/caregivers and participants have signed the consent forms (if this is being taught at the youth clubs).

The steps to organise an advocacy campaign (see IS 2.1b) are used throughout the module as an organising structure. They are referred to in almost every session and should be displayed during every session.



Supplies

- 'IS 2.1a: Examples of Advocacy'
- 'IS 2.1b: Steps to Organise an Advocacy Campaign'



Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome the youth.

Play an energiser game.

Confirm the training schedule.

Introduce Module Content

Explain that Module 2 of this toolkit is designed to help participants learn what advocacy means and how to start an advocacy campaign.

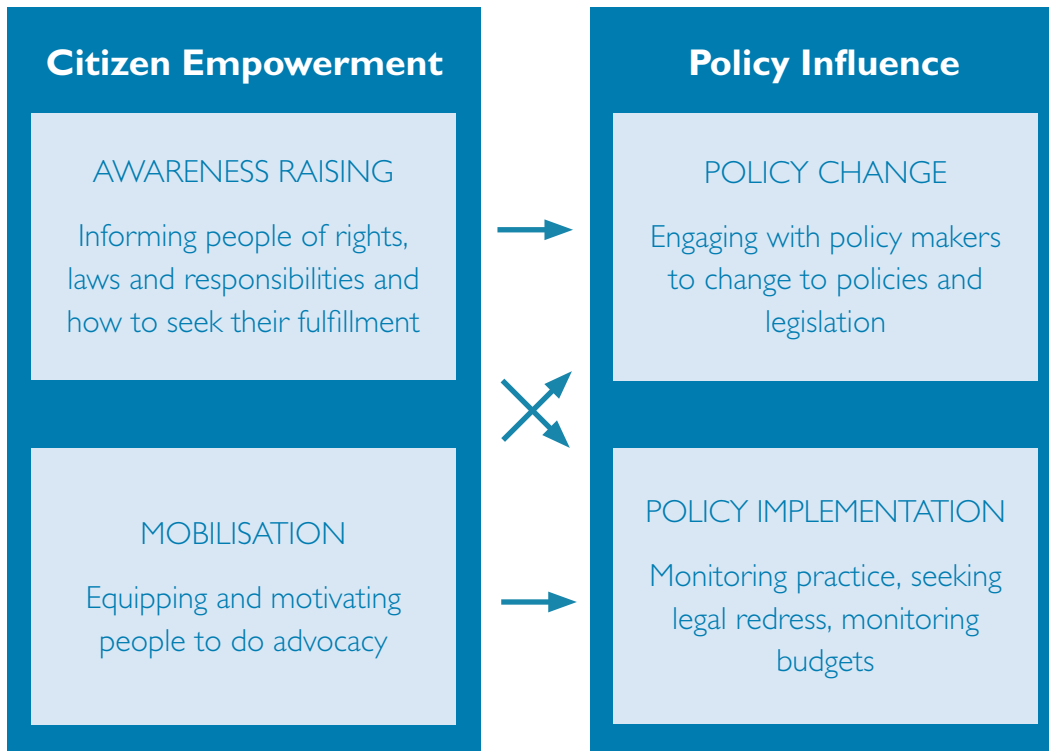
Introduction to Advocacy

Ask if anyone can explain what advocacy is.

Explain that advocacy is influencing policymakers and those who implement policies to change or improve policies and systems that are unfair. Advocates do this using persuasion, dialogue and reason.

Explain that for World Vision, the advocacy work includes both helping people to advocate by themselves and advocating on behalf of people for changes in the policy. Please see the model shown in Figure 2.1 below.

Figure 2.1: WV’s Four Categories of Advocacy Practice



The arrows indicate the main purpose of Awareness Raising and Mobilisation activities: to prompt Policy Change and Policy Implementation activities

Explain that an advocate is a person who works to influence change in a policy or the implementation of a policy.

Explain that the word **policy** means a course of action taken by an organisation, such as the government, to guide and determine decisions and actions of the people within the organisation. For example, if a school has a policy of promoting safe migration, then that school may develop programmes and rules to support safe migration.

Next, explain that target audience means the people whom the advocates wish to influence. The target audience of World Vision advocates includes people who have the power to make or implement laws and policies, such as policymakers, legislators, politicians and government civil servants.

Explain that an advocacy campaign includes activities that a group plans and carries out in order to influence policy and to raise awareness on a specific issue to win public support.

Participants may feel intimidated at the thought of working on an advocacy campaign to influence policymakers, legislators, politicians and so on. Assure participants that advocacy campaigns can be both small and large. For example, a group of students who organise to change the policy of the school regarding whether a local NGO is allowed to share safe migration messages with students are involved in an advocacy campaign.

Explain that participation in an advocacy event should be voluntary. Participants can decide at any point not to take part in an advocacy campaign.

Also, explain that advocacy events should not place participants at risk. Explain that as the campaign is organised, it is important to ensure the participants' safety.

Share Examples of Advocacy

Explain that advocacy events can include small events in the community, larger events that are coordinated among several communities and very big events coordinated among different countries. Large-scale advocacy events are often the result of collaboration between young people and NGOs or other organisations.

Hand out 'IS 2.1a: Examples of Advocacy'. Ask participants to break into groups of 6–8 people and read through the examples, which are based on real stories. Then ask each group to discuss the questions below. Spend time with each group to ensure that the group members have understood the example.

Introduce the Steps to Organise an Advocacy Campaign

Hand out 'IS 2.1b: Steps to Organise an Advocacy Campaign'.

Explain that over the course of this module, participants will follow these steps to organise their own advocacy campaign. (The steps should be displayed in every session.) Ask participants to read the steps aloud.

Explain that it is all right if participants don't understand all of the steps immediately. They will be learning about them all the way through the module. Ask if anyone has any questions.

Session Summary

- Advocacy is the effort to address a problem or support a cause by effecting changes in policy, legislation or implementation.
- The target audience that advocates seek to influence includes the people who have the power to make or implement laws or policies.
- An advocate is a person who works to influence change in a policy or the implementation of a policy. An advocacy campaign includes activities a group plans and carries out in order to influence policy and to raise awareness on a specific issue in order to win public support. Advocacy can include small, local events or larger events organised among communities or countries.

IS 2.1a: Examples of Advocacy

Example 1



A group of girls in Cambodia took part in an after-school programme in which they learned life skills. Within the group they recognised that it was hard for girls to attend school because the school only had one bathroom; it was shared by both boys and girls, and the girls were shy to go in. They also knew that some parents in the village prevented girls from going to school because it didn't have a girls-only toilet. So the girls organised an advocacy campaign. They learned that girls in their country are more likely to drop out of school than boys and about the effect this can have on their lives. They asked a builder how much it would cost to build a new toilet. They asked their youth-group leader to help them arrange a meeting with the school principal. They wrote a letter explaining that girls felt uncomfortable at school because there was only one toilet and explained the negative effects of dropping out of school on girls. They told the principal how much it would cost to build a toilet for girls. The principal decided to take action by asking the more wealthy parents in the school to donate a small amount of money to build a new girls-only toilet.

Example 2



In one school in Vietnam there were many children who worked for their parents' businesses after school. An NGO offered extra tutoring for poor children, but the classes were held right after school, when the working children were not able to attend. Some children were part of a youth group that met on Sunday mornings. They discussed the problem in this group. They realised that if the extra tutoring could take place early Saturday mornings, then the working children could attend. They asked for help from their teachers to find a way to contact the NGO. Once they found the name of the person who was in charge of the programme, they arranged a meeting. They also decided it would be most effective if the working children told the person at the NGO their stories. The children each wrote a short description of their own life, a description of what they hoped to do, and why they needed extra lessons. They practised telling the stories until everyone was confident and clear. Then, when they visited the NGO, they took turns sharing their stories. The NGO changed its policy and procedure and began to offer extra lessons when these working children could attend.

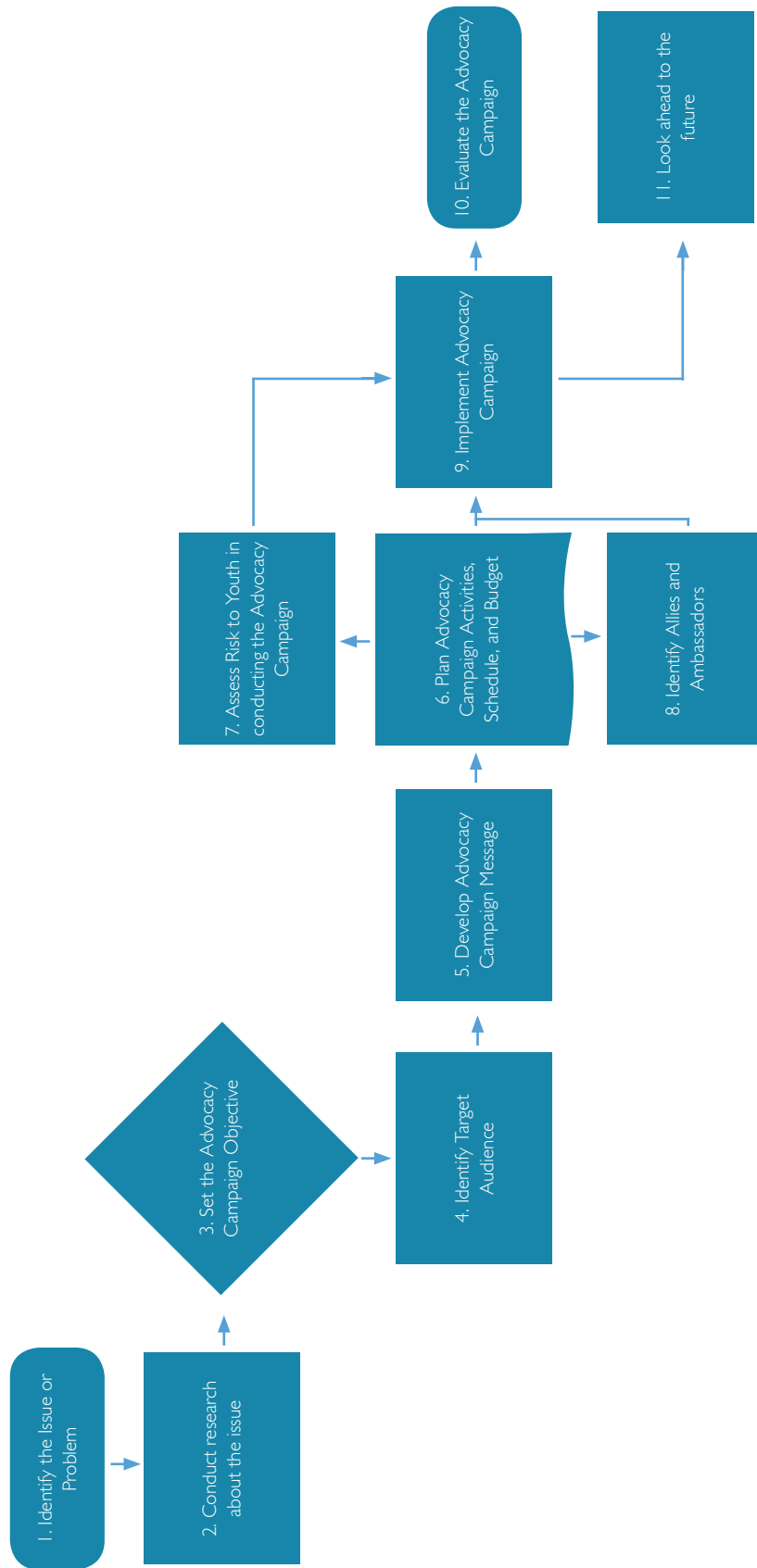
Questions

For each of these examples, discuss these questions:

- Who organised the advocacy campaign?
- Whom were they trying to influence?
- How did the event bring a solution to the problem or change in policy?
- Have you ever heard of a situation in which people advocated for a change in your community? Can you share it with the others?

IS 2.Ib: Steps to Organise an Advocacy Campaign

1. Identify the issue: What is the specific problem or issue we want to address?
2. Conduct research about the issue: What can we learn about this issue?
3. Set the advocacy campaign objective: What is the change or solution we want to see happen?
4. Identify the target audience: Whom do we need to influence to achieve our objective?
5. Develop the advocacy campaign message: What message do we want to communicate to our target audience?
6. Plan the advocacy campaign activities, schedule and budget: What are we going to do to achieve our objective?
7. Assess risk to youth in conducting the advocacy campaign: How can we make sure the advocacy campaign is safe for us?
8. Identify supporters.
9. Implement the advocacy campaign.
10. Evaluate the advocacy campaign: How was the campaign successful? What challenges did we face?
11. Look ahead to the future: What do we want to do next?





Session 2.2: Identify the Key Issue of the Advocacy Campaign



Objective:

Participants will be able to identify issues related to trafficking or unsafe migration in their communities. Participants will select a specific problem that will be the focus of the advocacy campaign.



Time:

90 minutes

Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome youth. Play an energiser game.

Introduce the Mind Map Activity

Ask if anyone can remember the Steps to Organise an Advocacy Campaign from the last session. If not, ask a participant to read the steps aloud from 'IS 2.1b: Steps to Organise an Advocacy Campaign'. (You should post the steps for every session.)

Explain that today's session is on 'Step 1. Issue: What is the issue we want to address?' This means that today participants will decide on the specific problem they want to address during the advocacy campaign. Explain that this session will focus on identifying a problem. Possible solutions to this problem will be discussed later. (If participants are confused, use this example: The problem is that **the local bus company allows dishonest brokers to recruit migrants on the bus**. A solution might be that **the bus company creates a policy forbidding brokers to recruit on buses**.)

Explain that advocacy is most effective if it addresses real issues that are relevant to the people it hopes to influence. For this reason, this activity will help them identify issues in their own communities.



Supplies

- 'IS 2.1b: Steps to Organise an Advocacy Campaign'
- 'IS 2.2a: Mind Map Questions'
- A pack of sticky notes (small adhesive pieces of paper)
- Three sheets of paper, labelled 'frequently happens', 'sometimes happens' and 'seldom happens'
- Three sheets of paper labelled 'bad', 'very bad' and 'the worst thing that can happen'
- 'IS 2.2b Sorting Problems'

Ask the participants to divide into four groups.

Give each group a large piece of flip-chart paper, a pen and a pack of sticky notes. Explain that each group is going to do a 'mind map'. Explain that each group will have a different question to answer for its mind map and that the answers to the question should be written on the sticky notes. They should write only one answer on each sticky note or the activity will not work.

Explain that after five minutes, two people from each group will be asked to leave their group and join the closest group to their right. Then they will continue to create the mind map with the new group.

Give each group a different question from 'IS 2.2a: Mind Map Questions'.

Mind Maps

Ask the groups to work on their mind maps for five minutes.

Then, after five minutes, ask two members from each group to move to the closest group to their right. Repeat this three times, each time asking participants to move who have not moved before. (The whole activity will take about 15 minutes.)

When the mind maps are complete, briefly read the results aloud to the entire group.

Sorting Problems

Draw a large copy of 'IS 2.2b: Sorting Problems' on a piece of flip-chart paper and place where all the participants can easily see it.

Ask the participants to look at the sheet. Explain that they are going to sort the answers by placing the sticky notes on this chart. Explain that the words on the top of the chart help sort problems on the sticky notes according to **how bad** they are. Problems listed on the sticky notes that are **bad** go in the column on the left; problems that are **very bad** go in the middle column; and problems that are **the worst thing that could happen** go in the column on the right.

Next, explain that the words in the column on the left of the chart sort problems on the sticky notes according to **how often** they happen. Problems that happen **frequently** belong in the top row; problems that **sometimes** happen belong in the second row; and problems that **seldom** happen belong in the bottom row.

This may be confusing for the participants, so take a few minutes to show them how the chart works. (It is easier for the participants to understand if the facilitator is pointing to the chart while explaining.) Take one sticky note describing a problem and ask the participants to decide whether this problem is **bad, very bad or the worst thing that could happen**. Next, ask them to decide whether this problem happens **frequently, sometimes or seldom**.

Ask the participants to identify the box in the chart in which how bad the problem is intersects with how often the problem happens. For example, if the sticky note said 'sexual trafficking of children,' the participants might have decided it is **the worst thing that could happen**, but also that it **seldom** occurs. So this sticky note would go in the bottom right-hand corner of the chart, where the row for **seldom** meets the column for **worst**.

Repeat the process, demonstrating how to sort a few more problems until you are certain that the participants understand.

Next, ask members of the group to come up with the problems they wrote on the sticky notes and place them onto the chart. Encourage discussion amongst the group members as they work.

When all the sticky notes have been categorised on the chart, make a list titled 'Severe and Common Problems', using all the sticky notes placed in the red boxes. (These are the problems that are **frequent** and **very bad**; **frequent** and **the worst thing that could happen**; and **sometimes** and **the worst thing that could happen**.) They are the problems that are both severe and common, and this is why it is important to focus on these problems.

Choose the Specific Focus of Advocacy

Ask the participants to join as a large group.

Read the list titled 'Severe and Common Problems' to the group.

Ask the group members to decide which issue from this list they would like to focus on for their advocacy campaign. Explain that during the rest of the module all the participants will join together to organise an advocacy campaign addressing this **one** issue.

Ask the participants to discuss the problems on the list as a group. Encourage all the participants to voice their opinions. Ask the participants to consider whether any of these problems are too controversial to address. For example, they may have identified 'trafficking of children into brothels' as a problem. This may be controversial and addressing it may place participants at risk. In this case the group may decide to focus on another problem.

Explain that the group will decide in a later session which actions to take as part of their advocacy campaign, and at that point they will ensure that all their activities are achievable and safe. **At the present time, however, the discussion should focus on the problem, not solutions or future activities.** Finally, try to guide the group to a consensus, so that everyone feels committed to tackling this problem. If consensus is not possible, hand out small pieces of paper and ask participants to vote.

Once the specific focus of your advocacy campaign has been chosen, announce it to the group to ensure that everyone is aware of the group's decision.

Session Summary

- Advocacy is most effective when it addresses real issues in the community.

The specific focus of the advocacy campaign of this group is _____ (*insert the name of the issue the group decided to address*) because this is a severe problem that is common in our community.

IS 2.2a: Mind Map Questions

Questions for Youth in Countries That Commonly Send Migrants

- What problems cause young people to leave this community for work?
- What dangers do young people face when they travel in order to find work?
- What dangers do young people face when they work in another country?
- What dangerous jobs do young people in your community do?

Questions for Youth in Countries That Commonly Receive Migrants

- What dangers do migrants face in travelling to this country?
- What dangers do migrants face when they work in this country?
- What are dangerous jobs that young people in this country do?

IS 2.2b: Sorting Problems

| | Bad | Very bad | Worst thing that could happen |
|-----------|-----|----------|-------------------------------|
| Frequent | | | |
| Sometimes | | | |
| Seldom | | | |



Session 2.3: Conduct Research About the Issue



Objective:

To help participants learn more about the issue through interviews and Internet research.



Time:

90 minutes

This session should take place at an Internet café or an office with approximately six to eight computers online. If this is not possible, participants can take turns sharing a single computer. The facilitator should ask the Internet café to install a filter to block access to pornographic sites on the computers you will use.

If the group does not have Internet access, before the session begins the facilitator should visit the sites noted on 'IS 2.3c: Websites', which provide information about migration and trafficking. Print out several pages from each site and ask the group to read these to find relevant information.



Supplies

- 'IS 2.1b: Steps to Organise an Advocacy Campaign'
- 'IS 2.3a: Conducting Good Interviews', enough photocopies for all participants
- 'IS 2.3b: Consent Form for Interviewees'
- 'IS 2.3c: Websites'
- Several packs of sticky notes
- Notebooks (enough so that when participants break into groups of 3–5 people, each group has a notebook)



Prepare:

Before going online, all participants **must** have completed the session on Online Safety in the Smart Navigator Toolkit. (Participants who attended the Smart Navigator training will have done so already.)

If the participants have not completed the session on Online Safety, they **must** use printouts from 'IS 2.3c: Websites' instead of going online.

Before beginning this session the facilitator should visit the websites on 'IS 2.3c: Websites' to see if they have a local language version. If there is no local language version, the participants should skip the section in this session regarding the Internet unless a significant number of participants can read English.



Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome youth. Play an energiser game.

Learning More

Explain that this session will address the specific focus of their advocacy event. Ask if anyone can remember what the issue is. Write the issue on a large piece of paper.

Ask if anyone can remember the steps to organise an advocacy campaign. If not, ask a volunteer to read the steps aloud from IS 2.1b from a previous session.

Explain that today is about 'Step 2. Conduct research about this Issue: What can we learn about this issue?' The participants as a group will think about information that will be helpful for their campaign.

Groups Write Questions

Ask participants to form groups of 3–5 people. Give each group a large piece of flip-chart paper.

Ask each group to draw lines to divide the paper into four sections, or quarters. Then ask a volunteer in each group to write the following questions inside the sections (one question in each section):

How many people are affected by this issue?

What is happening currently related to this issue?

What is the impact of this issue on victims and their families?

What are the laws regarding this issue?

Explain that participants need to think of questions about the specific focus of advocacy that fits within these categories. Offer the following example to clarify.

Example:

If the specific focus of advocacy is child labour, then the following questions might apply:

How many people are affected by this issue?

- How many children in my country don't go to school?
- How many children work in dangerous jobs?

What is happening currently related to this issue?

- What kinds of jobs do children do in my community?
- What are the most dangerous forms of child labour in my country?

What is the impact of this issue on victims and their families?

- How do children who are victims suffer?
- How do their families suffer?

What are the laws regarding this issue?

- What is the legal age to work in my country?
- Are employers following the law?

Once everyone understands, hand each group a pack of sticky notes. Ask the groups to spend 15 minutes writing their questions, using the categories on the flip-chart paper. Explain that each question should be written on a sticky note. There should be only one question per sticky note or the activity will not work. Encourage them to think of questions that will help inform the advocacy campaign.

When they are finished, take four large pieces of flip-chart paper. Label each with one of the following titles:

How many people are affected by this issue?

What is happening currently related to this issue?

What is the impact of this issue on victims and their families?

What are the laws regarding this issue?

Then ask the groups to place their question sticky notes onto the appropriately titled sheet. If there are two sticky notes that ask an identical or similar question, combine them into one question.

Once all the sticky notes have been placed, ask the entire group to choose three to five of the most important questions from each category. Have a volunteer write them neatly on a piece of flip-chart paper titled 'Questions on Our Issue'. There should be between 12 and 20 questions in all.

How Can We Find the Answers to These Questions? Who Might Know the Answers to Our Questions?

Explain that there are two ways to answer these questions. The first is by looking for additional information on the Internet. (If the group does not have Internet access, the participants will use information summaries taken from the Internet that have been prepared before the session.) The second is by talking to knowledgeable people from their community.

Finding Answers on the Internet

Gather again in the groups of 3–5 participants. Hand out a copy of 'IS 2.3c: Websites' to each group. Ask the groups to look at the websites on the information sheet. Explain that these websites are all produced by reputable organisations that check the facts, so their information is more likely to be reliable.

Explain that the Internet is a good resource for finding answers to questions, but point out that not all websites tell the truth.

Give each group a notebook. Ask for one volunteer from each small group to copy the list of questions from the flip-chart paper titled 'Questions on Our Issue' into the notebook. Assign each group a different website from the information sheet. Explain that each group should spend about 20 minutes on its assigned website to see if it can find answers to any of the questions in its notebook. (If participants are using Internet webpage printouts, then give each group a printout from a different website instead.) Ask the groups to write their answers in their notebook and to write the name of the website beside their answers.

When they are finished, gather again as a large group. Go through the list of questions on the flip-chart paper and ask the participants to share their answers. Encourage the small groups to add information that other groups found to their own notebooks.

Learning More from the Community

Next, ask the same groups of 3–5 participants to read through the list of questions again and to think about people in the community who might know some of the answers. Encourage them to think about people who know from experience as well as those who know because they have studied. Depending on the issue that was chosen to focus on, and the list of questions, a list of knowledgeable people might include the following:

- teacher
- principal
- doctor
- older person who has returned to the community after having migrated
- village chief
- NGO worker
- youth who dropped out of school.
- religious leader – priest, pastor, etc.

Explain that not all questions can be answered. For example, if the group chose an issue related to migration, it may not be possible to find out how many people migrate from your community for work each year, since the government or NGOs may not be recording these cases. It is also very difficult to count the number of people who migrate since few people migrate through official channels. However, it is important to find as many answers as they can.

Consider the Impact of Interviewing People

A primary concern of this toolkit is to ensure that participants and people involved with the toolkit are protected from harm. As a facilitator, you need to consider any possible dangers posed by interviews. Read through the list of possible interviewees and consider whether being interviewed may be upsetting to the interviewer or interviewee. For example, if a participant interviewed a person who was trafficked into an abusive situation, this could be emotionally upsetting for both. As a general rule, the group should **not** interview:

- children
- people who have had traumatic experiences, unless they have recovered significantly and are willing to be involved in advocacy activities.

The facilitator must make the final decision regarding who is interviewed. The facilitator must ensure that interviews do not harm interviewers or interviewees. The facilitator must also use his or her good judgement to select interviewees who will be available and happy to be interviewed.

Practising Conducting Good Interviews

Read through 'IS 2.3a: Conducting Good Interviews' and ask if anyone has any questions.

Ask the group to divide into two groups. Give each group a notebook with the list of questions. Each group should ask for three volunteers, one to act as the interviewee, one to act as the interviewer, and one to take notes. Ask each group to take about 15 minutes to practise interviews. Each group should read through 'IS 2.3a: Conducting Good Interviews' before beginning and should try to follow these guidelines during this practice session. The note taker should take notes on a piece of paper, and **not in the notebook**, because the notebook should be saved for the real interviews. The three volunteers should practise doing the interview. Then, if there is enough time, they should repeat the process with new volunteers.

Conducting the Interview/s

When the group members return to their home communities, they will repeat this session with their club members. The local club facilitator will then arrange and conduct the interview or interviews according to the instructions in this toolkit.

Explain that before conducting an interview, the local club facilitator should:

- help the Voice Up participants select two people to conduct the interview, the first to ask the questions, the second to take notes
- find a quiet, private place for the interview to take place
- confirm with the Voice Up interviewers and the interviewee the time and place of the interview 24 hours before the interview is scheduled
- reread 'IS 2.3a: Conducting Good Interviews' with Voice Up interviewers before beginning the interview
- bring a copy of 'IS 2.3b: Consent Form for Interviewees' for interviewees to sign, the list of questions in the notebook, and a pen to take notes.
- During the interview the facilitator and Voice Up interviewers should:
 - follow the guidelines in 'IS 2.3a: Conducting Good Interviews'
 - remember to thank the interviewee when they are finished.

Closing

If this session is taught as part of the training workshop, World Vision staff may organise a field visit for participants to practise conducting an interview.

If this session is being taught at the local Voice Up club to club members, the facilitator must ensure that the interview or interviews have been conducted before continuing to the next session.

At the end of this session, thank participants for their work, and explain that the information they gathered will help them to be better advocates.

Session Summary

- Advocates need to be well informed regarding the topic about which they are advocating.
- Advocates can gather information through the Internet and through interviews.
- Advocates should use only trustworthy sites on the Internet, and should follow interview guidelines.
- Participants should prepare for interviews in advance and make sure that the interview will not upset or harm the interviewer or the interviewee.

IS 2.3a: Conducting Good Interviews

Ethical Guidelines for Interviews

Protect interviewees from harm

Do not interview people who have had traumatic experiences.

Do not interview children.

Protect researchers

Do not interview people who may become angry about the questions you ask.

Do not allow children to be alone in a room with only one adult.

All research participation must be voluntary

All interviewees must be informed of the reason you are interviewing them, the subject you are going to ask about, and your intention to use their answers to inform your advocacy campaign.

Respect the person you are interviewing

Behave respectfully toward the person you are interviewing and his or her culture.

Avoid unrealistic expectations

The people you interview should know that they will not receive any money or other benefit for taking part in the interview.

Confidentiality

Do not take down names when recording these interviews. Do not tell people during the advocacy campaign the name of the person or people you interviewed.

Good Interview Techniques

Be polite

Thank the participant for making his or her time available.

Do not judge

Avoid judgmental tones so as not to influence responses.

Be an active and attentive listener

Show empathy with the interviewee and interest in understanding his or her views.

Let the interviewee do most of the talking.

Ask follow-up questions

Ask follow-up questions if the interviewee says something interesting, something you did not understand, or something you would like to know more about. An effective interviewer will ask several follow-up questions during an interview.

Take good notes

Write down everything the interviewee says.

Check your notes with the group to make sure you wrote down accurately what the interviewee actually said.

Watch the clock

Make sure you have enough time to do the interview, but do not let the interview last for more than one hour.

IS 2.3b: Consent Form for Interviewees

Thank you for participating in this interview today. My name is _____.

Please note:

- Your participation is voluntary. You do not have to take part if you do not want to.
- You do not have to answer a particular question if you don't want to. There are no right or wrong answers.
- One of us will be taking notes to ensure that we record your opinions accurately.
- The report will not mention your name.
- We encourage you to discuss information freely.
- The information you provide will be used to help our group develop our advocacy campaign.
- We will share your answers with our group, and they will inform our public advocacy campaign. We will not reveal your name to the group.
- The topic we would like to discuss today is _____
_____.

I have read and understand the information above.

Interviewee's Name _____ Date _____

Signature _____

IS 2.3c: Websites

Before using this information sheet, the facilitator should search the Internet to identify local-language sites to add to this list.

If the facilitator chooses to use Google to search for information, he or she should ensure that the settings on the computers have been adjusted so that participants cannot access pornography or violent content through the search.

- World Vision: www.wvi.org
- ECPAT International: www.ecpat.net
- Plan International: www.plan-international.org
- MTV EXIT: www.mtvexit.org
- Save the Children International: www.savethechildren.net
- Terre des Hommes: <http://www.terredeshommes.org>
- UNICEF: www.unicef.org
- The United Nations Global Initiative to Fight Human Trafficking: www.ungift.org
- IOM-X: <http://iomx.org>



Session 2.4: Identify the Campaign Objective, Target Audience and Campaign Message



Objective:

Participants will be able to describe the meaning of objectives, activities, target audience and advocacy message.



Time:

90 minutes



Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome youth. Play an energiser game.



Supplies

- 'IS 2.1b Steps to Organise an Advocacy Campaign'
- 'IS 2.4a: Advocacy Plan' (a very large copy)
- 'IS 2.4b: Practising Objectives, Identifying Audience, Campaign Messages and Activities', a copy for each participant
- The notebooks from the last session used to record questions and answers during the Internet research and the interviews

Revisit the Research

Ask participants to tell you the specific focus of this advocacy campaign. Then ask participants to take out their notebooks. Ask them to share the main information they learned in the interviews and from the Internet regarding the focus of this advocacy campaign.

Steps to Organise an Advocacy Campaign: Steps 3–5

Point to the 'Steps to Organise an Advocacy Campaign' (IS 2.1b) and explain that this session will focus on steps 3, 4 and 5:

- Step 3. Set the advocacy campaign objective: What is the change or solution we want to see happen?
- Step 4. Identify the target audience: Whom do we need to influence to achieve our objective?
- Step 5. Develop the advocacy campaign message: What message do we want to communicate to our target audience?

Step 3: Set the Advocacy Campaign Objective: What Is the Change or Solution We Want To See Happen?

Explain that the answer to the question in Step 3 – ‘What change or solution do we want to see happen?’ – is the objective. The easiest way to decide an objective is to decide to do something real. The objective will describe the large-scale change or solution. It will not describe the detailed activities involved. If the issue that is the focus of your advocacy is ‘uninformed migration from our schools’, then your objective might be that ‘schools educate students about safe migration before they migrate’.

Ask the group to think of an objective for the issue of this advocacy campaign.

Allow the group to think of several objectives, and then encourage discussion. Eventually, help the group reach a conclusion.

Once the group has agreed on an objective, write the objective on the copy of ‘IS 2.4a: Advocacy Plan’.

Step 4. Identify the Target Audience: Whom Do We Need To Influence To Achieve our Objective?

Now explain that the target audience is made up of the people who they want to influence in their advocacy campaign. These should be people who can bring about change in a policy or the implementation of a policy regarding the issue on which they are focusing.

Ask participants to think of people who can influence change in this issue. This may include people who work at the local level, such as school staff or local authorities, or people who can influence change at a national level.

Ask the participants to think about the best way to reach these people. Ask them to consider whether the target audience can be reached through:

- official processes such as attending meetings of local authorities
- official introductions through someone who works with these people
- letter-writing campaigns (if the addresses of those in the target audience are available to the public)
- comments to a public comment page (if the target audience is a company)
- disruption of their business through a group protest.

Ask participants to form groups of 4–8 people. Give each group a piece of paper and some markers. Ask the groups to take ten minutes to consider the issue of this advocacy campaign and then to list people who have influence over this issue.

When each group has finished writing its list, call everyone back together for a group discussion. Ask the groups to share their results with the whole group.

Step 5. Develop the Advocacy Campaign Message: What Message Do We Want To Communicate To our Target Audience?

Explain that a campaign message is a sentence that describes the objective. A campaign message should:

- summarise the objective
- be short
- sound good
- be simple
- tell people to do something.

The campaign message does not have to cover every detail of the objective. It should be general, not specific. Examples:

- 'Write a letter; make a change!'
- 'Migrate legally; do not use a broker.'
- 'Children in school have brighter futures'.

An example of an **ineffective** advocacy campaign message is 'We want 20 children to write letters to our teachers because we want to impact migration.' Why is this ineffective?

- It is too long.
- It is hard to remember.
- It has words that not everyone understands.

Another **ineffective** message is this: 'People who are thinking of migrating should fill out a safety checklist first.' Why is this ineffective?

- It is too long.
- It is too specific.
- It is hard to remember.

A better message could be this: 'Take your time; migrate with documentation.'

Ask the participants to think of examples of campaign messages for the issue they have decided to focus on. As they think of them, write the messages on a piece of flip-chart paper where everyone can see them. As the group thinks of more messages, check to see if there are messages that are similar that can be combined. Ask the group to look at the messages, to check that they are short, simple, summarise the objective and tell people to do something. Ask the group to discuss which message they think is the most effective. Then decide as a group which message will be the group's campaign message.

Explain that the media, such as local newspapers or television stations, can help them increase the impact of their advocacy campaign. If they are organising a local event, it will be much more powerful if a newspaper writes an article about it. The local newspaper may share its email or street address in the paper or online on its website. If participants choose to share details of what they are doing with a local paper, they should write a summary of what they

are doing, and share it with World Vision staff first. Then, several weeks before the event, they should send it to the local paper or news channel to allow plenty of time for the media to plan. Later the participants should follow up with a reminder. This kind of task should be listed as activities in the advocacy plan.

Learn about Advocacy Campaign Activities, Schedule and Budget: What Are We Going to Do to Achieve Our Objective?

Explain that once the group has decided on its objective, target audience and campaign message, it is time to start thinking about activities, schedule and budget. Explain that activities are the actions the group takes to reach its objective.

Explain that activities can use different kinds of methods, for example:

- Write letters to people who have influence over migrants (local authorities, transport companies, schools).
- Meet with community leaders to ask them to take action on an issue.
- Write letters to local businesses to ask them to change a policy.
- Organise a presentation to be given to the local school board to change policy.
- Make signs or posters to hang up in the community to influence policymakers.
- Perform at a community event to convince audience members to take action to influence policy.
- Go from house to house to share information with people in the village, requesting that they pressure local authorities to take action on an issue.
- Attend a national forum to talk about the youth perspective on this issue.
- If you have Internet access, develop an online campaign using social media like Facebook, Twitter or YouTube to encourage users to take action to influence policy.

Practise Identifying Objectives, Target Audience, Campaign Messages and Activities

Hand out 'IS 2.4b: Practising Objectives, Identifying Audience, Campaign Messages and Activities'. Ask participants to form groups of 4–8 people.

Ask the groups to read the first example on the Information Sheet and then complete the other examples on the sheet.

As they work, visit the groups to make sure that their examples are correct. Explain further if participants are confused. When they are finished, ask the groups to share their results.

Closing

Ask if anyone has any questions about objectives, target audience, campaign messages and advocacy activities. Explain that the next session will be about advocacy activities for the campaign.

Session Summary

- An objective describes what you want to happen.
- The target audience comprises the people you hope to influence in your campaign.
- A campaign message is a sentence that describes the objective.
- Activities are the actions you take to achieve your objective.

IS 2.4a: Advocacy Plan

Read the directions and then answer the questions below.

1. Advocacy campaign objective (What do you want to change to solve the problem?)

2. Target audience (Whom do you want to influence?)

Answer the following questions in the space below.

Who is your target audience? (age, gender, location, occupation, and hobbies, if you know them).

3. Campaign message (What key message do you want to communicate to your target audience?)

Your campaign message should:

- explain exactly what you want people to do
- be a call to action (for example, 'Share this with three friends' or 'Follow this link to sign a petition' or 'Come to our event')
- be achievable (share with three friends, **not** share with 10 friends; watch this three-minute video, **not** watch this 20-minute video) – don't ask too much
- be short
- be easy to remember.

Write your campaign message in the space below.

4. Activities

Each campaign should have start and end dates. The most successful campaigns usually last between one and three months.

The activity plan should include who will do what and when it will be completed.

You need to complete most of your content (posters, leaflets, etc.) before you begin the advocacy campaign.

Once you have finalised the plan, start the campaign.

| Activities | Supplies/ tools/ equipment | Supporters | Responsibility | Timeline (date completed) |
|------------|----------------------------|------------|----------------|---------------------------|
| | | | | |

5. Budget (Optional)

| Supplies | Cost of item | Number of items needed | Total |
|----------|--------------|------------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |

Total cost of supplies: _____

IS 2.4b: Practising Objectives, Identifying Audience, Campaign Messages and Activities

Example 1



A youth group knew that the local shrimp farms were using fish to feed the shrimp. These fish were supplied by fishing boats that were staffed by trafficked migrants. The group wanted to pressure the local shrimp factory to stop buying fish from the trafficking fishing boats.

The youth group members read an article on the Internet that said Happy Supermarket purchased shrimp from the shrimp factory. This supermarket had a website with a comment page and a customer-service mailing address. The youth group decided to organise a campaign in which young people wrote letters and posted comments on the webpage of the supermarket to say that no one would buy shrimp from the supermarket until the supermarket stopped buying shrimp from trafficked labour.

Objective

The supermarket chain will not buy shrimp from the shrimp factory as long as the factory continues to buy fish from trafficking boats.

Target Audience

The supermarket, the people who wrote letters and the shrimp factory.

Campaign Message

Tell Happy Supermarket: We won't buy shrimp from trafficked labour!

Activities

1. The youth started a social media campaign. They created a Facebook and Twitter post that provided the link to the supermarket comment page, and they told friends to go on the page and post a comment saying they would not buy shrimp that came from that shrimp factory.
2. They also held letter-writing workshops, inviting people to come to write a letter to the local supermarket saying they would not buy shrimp from this factory. At the workshop they provided the address, the stamp, the paper, and food and drinks.

Example 2



The youth group noticed that many children were dropping out of school and migrating with few skills. The youth group believed that if the school had a policy requiring a teacher to visit every child who dropped out in order to encourage the student to return and to share the value of school with the student and the family, fewer children would drop out.

Objective

The school implements a policy that whenever a child is absent for over one week, the teacher visits the family to share information about the value of staying in school to prevent early migration.

Target Audience

The school and the schoolteachers.

Write the campaign message and activities that you would organise to achieve this objective below.

Campaign message:

Activities:

Example 3



A youth group learned that there was going to be a local committee to advise the provincial- and national-level governments about issues related to migration and trafficking. They wanted to ensure that the committee was required to include at least one youth member.

Write the objective, target audience, campaign message and activities below.

Objective:

Target audience:

Campaign message:

Activities:



Session 2.5: Plan the Activities, Schedule and Budget of the Advocacy Campaign



Objective:

To help participants develop an advocacy plan.



Time:

90 minutes



Supplies

- 'IS 2.4a: Advocacy Plan' from previous session



Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome youth. Play an energiser game.

Introduction

Point to the 'IS 2.1b: Steps to Organise an Advocacy Campaign' and the 'IS 2.4a: Advocacy Plan' that you began in the last session. Explain that the planning skills participants learn today can also be helpful in other areas of their lives.

Explain that in this session they are going to think of activities to achieve the objective.

Ask the participants to tell you:

- the objective of this advocacy campaign
- the target audience of this advocacy campaign
- the campaign message.

Design Advocacy Activities for this Campaign

Ask someone to define an advocacy activity. (**Answer: An advocacy activity is an action(s) the participants will take to achieve the objective.**)

Remind the group that activities can include a wide range of approaches. Review the following examples from the previous session with participants:

- letter-writing campaigns to people who have an influence over the issue
- meeting with the community
- visiting the target audience members individually, holding workshops in the community, starting clubs, meeting with community elders to influence their ideas

- using social media (if participants and the target audience use social media, the group might choose to use Facebook, Twitter or YouTube to put pressure on decision makers to change policies)
- advocating for policy changes
- meeting with leaders of local schools to persuade them to change policy
- meeting with people in government to influence policy
- using creative methods such as performances or drawing posters to support direct efforts (such as letter writing) to influence change in policymakers
- posters, flyers, murals.

Ask participants to form groups of 6–10 people. Ask each group to make a mind map of advocacy activities that the group could do in the advocacy campaign. Ask the participants to write their ideas on sticky notes on the mind map. (Tell them to write neatly so other participants can read the activities.)

Now have the participants walk around the room and look at the work of the other groups.

Hang a large piece of flip-chart paper on the wall. Ask the participants to choose two ideas that they like the best, from any group, and to put the sticky notes on this piece of paper. Participants who like an idea that has already been chosen should add their name to that sticky note to indicate it has more than one vote. When everyone has chosen, select the three most popular ideas from the flip chart.

Make a list of the other popular ideas, since participants may wish to work on those ideas in advocacy events in the future.

Discuss these three questions (especially if they have trouble deciding on an idea):

- Which ideas would be most effective?
- Which ideas are possible to do with the money and time we have?
- Which ideas would be the most fun?

Next, try to guide the group to consensus, so that everyone feels committed to tackling this problem together. If consensus is not possible, hand out small pieces of paper and ask participants to vote.

Once participants have chosen the main activities for their advocacy plan, they may need some help considering the basic steps that each activity involves.

Example: The main activity is to make a presentation to village leaders asking them to keep a book that all migrants sign, leaving their telephone number and intended destination before they leave. The basic steps of the activity might be the following:

- Find the correct way to contact the leader.
- Write a letter to request a meeting.
- Create a written presentation on the dangers of unplanned migration and the benefits of leaving a telephone number and intended destination behind:
 - Research and write the presentation.
 - Edit the presentation.
 - Take photos or find images to accompany the presentation.
 - Practise presenting the presentation.
- Contact World Vision to share your plan.
- Contact the media to inform them of your plans.
- Give the presentation to the village leader.
- Follow up one week later to find out results.
- If successful, share the story with peers and, if appropriate, with the media.

Ask participants to think of these kinds of detailed activities for their own project. Then have a volunteer write the suggestions on to the advocacy plan that is displayed.

Discuss Supplies

Ask participants to look at the activities on the advocacy plan. Explain that next they will need to think about what they need in order to complete these activities, starting with supplies.

Explain that supplies are items the group will need to complete the actions. For example, if a group is giving a presentation to school officials about migration, it might need the following:

- handouts of the written presentation for each school official
- photographs to accompany their presentation
- a photocopy machine.

A group organising a concert might need:

- costumes
- music player
- loudspeaker
- power cords
- posters
- safety rails

Ask the group members to think of all the supplies they will need for the activities they have chosen.

Discuss Supporters

Supporters are people in the community who might be able to help with the project. The following are examples:

- If you are trying to influence policy in a school, a teacher might introduce your group to the school authorities.
- If you are handing out flyers, a local NGO might let you use its photocopier for free.
- If you are organising a letter-writing campaign to authorities, an NGO might help you deliver your letters.
- If you are organising a youth forum, an NGO might help you to find a place for the event or to contact other young people.
- If you want to influence the policy of a bus company, there might be someone who can introduce you to the company owner.
- If you are organising a social-media campaign, an organisation might let you use its computers and Internet connection for free.

Ask the group to take a minute to make a mind map of possible supporters.

Then, ask the group to decide which of these supporters are likely to be the most helpful. Ask them to choose which ones they would like to approach for help.

Budget (Optional)

(This step should be undertaken only if the facilitator thinks members of the group have the skills to complete it.)

Ask participants to look at the small section at the end of the 'IS 2.4a: Advocacy Plan' titled 'Budget'.

OPTIONAL: Explain that World Vision has a small amount of funds to give to youth clubs to support advocacy projects. Explain that if participants want to apply for these funds, they can submit through their facilitator a copy of their completed advocacy plan along with the budget to the World Vision staff member who is in charge of monitoring their youth club.

Ask participants to copy the list of supplies from the column titled 'Supplies' on the Advocacy Plan. Next, ask participants to write how much one of these items costs in the next column, titled 'Cost of item'. If participants do not know, the facilitator can ask them to take the form with them to a local store to ask for the cost and return the form in the following session.

Next, in the column listed 'Number of items needed', ask participants to write how many items they require.

Finally, in the column titled 'Total', ask the participants to calculate the total cost of that item by multiplying the number in 'Cost of item' by the number in 'Number of items needed'.

Example:

| Supplies | Cost of item | Number of items needed | Total |
|--------------|--------------|------------------------|-------|
| Poster board | \$1.50 | 10 | \$15 |
| Pens | \$0.50 | 50 | \$25 |
| TOTAL | | | \$40 |

Repeat this with all the supplies. Then add the numbers in the column labelled 'Total' and write this answer on the line following 'Total cost of supplies'.

Explain Responsibility

Explain that responsibility describes who will do each job.

Ask the group who will be responsible for each action item. Ask for volunteers for different jobs. Remind participants that if they do not feel comfortable doing a job, they do not have to do it. Remember to include the job of asking supporters for help.

Discuss the Timeline

Explain that a timeline is a list of dates that explains when each job will be done.

Explain that the group can decide to work on the advocacy event as a group or individually. The group will decide when and where different steps will be completed.

Ask the group, 'When will each person finish each step?' Write their answers next to their names on the advocacy plan.

Closing

Explain that in the next session we will be considering possible risks associated with the plan and modifying the plan if necessary.

Session Summary

Ask a participant to read aloud the advocacy plan, including the objective, activities, target audience, campaign message, supplies, responsibility and timeline.



Session 2.6: Assessing and Mitigating Risks of the Advocacy Plan



Objective:

To assess and mitigate risks to youth that could result from participating in the advocacy campaign.



Time:

90 minutes



Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome youth. Play an energiser game.

Introduction

Welcome participants to the session. Point to the advocacy plan that they have completed during the previous sessions. It includes the objective, target group, campaign message, activities, schedule and budget (in some cases). Ask a volunteer to read the advocacy plan aloud.

Explain that today we will be thinking about 'Step 6. Assess risk to youth in conducting the advocacy campaign: How can we make sure the advocacy campaign is safe for us?' from 'IS 2.1b: Steps to Organise an Advocacy Campaign'. ***(A large copy of this information sheet should be posted for all the sessions in this module.)***



Supplies

- 'IS 2.1a: Examples of Advocacy'
- Photocopies of the Advocacy Plan
- One of each for every participant:
 - 'IS 2.6a: Safety Questions', one copy for each group of 6–8 participants
 - 'IS 2.6b: Ranking Risks', a large copy for the group
 - 'IS 2.6c: Consent Form for Advocacy Campaign – Participants'
 - 'IS 2.6d: Consent Form for Advocacy Campaign – Caregivers'

Step 6: Assess Risk to Youth in Conducting the Advocacy Campaign: How Can We Make Sure the Advocacy Campaign Is Safe for Us?

Ask participants to form groups of 6–8 people. Give each group a copy of the advocacy plan and 'IS 2.6a: Safety Questions'.

Ask each group to read the activities listed on the advocacy plan. Ask the participants to use the questions on 'IS 2.6a: Safety Questions' to evaluate each activity listed. For each activity on the plan, participants must answer yes or no to whether this is a risk. Whenever the participants answer yes, they should write the risk on a sticky note. We call these 'risk sticky notes'.

Examples of risk sticky notes:

- Taking part in this advocacy plan could result in a participant being in an unsafe location at night.
- Taking part in an advocacy campaign could result in a participant angering his or her parents.

If the answer is no, they do not have to write anything on a sticky note.

Ensure that participants consider every risk on the activity list. This may take some time. When the groups have finished, ask them to share their results. Ask them to place all the risk sticky notes on a piece of flip-chart paper.

Next, ask participants to share their ideas about ways to lessen risks. Ask the group to find a way to eliminate or lessen every risk listed. Write these on flip-chart paper. Then, look at the list and come to consensus about how to change the plan to make the activity safer.

It is possible that participants will devise ways to make the advocacy plan safer, so that no risk sticky notes remain. If so, skip to 'Final Steps' below.

However, if there are still a number of risk sticky notes without solutions, hand out 'IS 2.6b: Ranking Risks'. Explain that participants are going to sort the remaining risks on this chart. Explain that for each risk sticky note they need to decide both how bad the risk is and how likely it is to happen.

For example, if there is a risk sticky note that says, 'Taking part in an advocacy campaign may result in the participant being beaten by his father,' the participants may think that this would be 'certain' and would be a 'worst thing that could happen' so they would place the risk sticky note in the top right-hand corner of the table. If a risk sticky note said, 'Taking part in this advocacy campaign would result in a participant travelling by bus to the next town', participants may agree that this risk is 'certain' but 'only a little bad', in which case they would place it in the bottom right-hand corner.

Ask participants to sort all the risk sticky notes onto the chart. Now, look at the chart. The red area illustrates activities that are high risk. The yellow area illustrates activities that are medium or low risk. If all the remaining risk sticky notes are in the white area, then the group may be safe to continue. However, if there are remaining risks in the red area, then the group must modify the advocacy plan again before continuing. The advocacy plan may remain unchanged if some risks remain in the yellow area, but ideas about how the risk can be reduced or avoided or what can be done if the risk materialises need to be written as part of the exercise. Some suggestions for modifying an advocacy plan include:

- travelling on public transport instead of motorbikes
- carrying a cell phone and list of emergency numbers
- reorganising duties or schedules so that working participants or students are not required to miss work or school
- not holding meetings at night; rescheduling advocacy events to a safer location or safer time of day
- travelling in groups with an adult or with friends
- asking an NGO or respected adult to advise the group on how to approach people in authority
- involving families and respected community members from the beginning so that they may advise the group on its campaign and lend it their authority
- finding a non-public role for participants who may be at risk due to being identified with public advocacy
- concealing the identity of participants.

Final Steps

When the group has modified the plan so that there are no longer any risks in the red area, the facilitator should take the following steps:

- Write a copy of the advocacy campaign.
- Photocopy 'IS 2.6c: Consent Form for Advocacy Campaign – Participants' or 'IS 2.6d: Consent Form for Advocacy Campaign – Parents/Caregivers of Participants under the Age of 18' (whichever is relevant) and attach it to the advocacy campaign photocopy.
- Ask participants (or their parents/caregivers if participants are under age 18) to sign the consent form.
- Send a copy of the advocacy campaign plan to World Vision and ask for its permission to continue with the planned advocacy campaign.

Closing

Ensure that all participants (or their parents/caregivers if they are under age 18) have signed the consent forms before continuing with the advocacy plan.

Use the advocacy plan to schedule upcoming sessions to complete the activities listed. Make sure participants are clear about where and when to meet, who will provide supplies, and whether any of these activities can be completed outside club sessions. Confirm plans with each club member before he or she leaves.

Session Summary

- The advocacy campaign should not expose participants to severe or likely risks.
- The advocacy campaign activities should be adapted to make them safer if participants believe it will place any group member at risk of a severe danger or likely danger.
- The advocacy campaign can continue only once participants deem it to be relatively safe; participants (or their guardians if participants are under age 18) have signed consent forms; and World Vision supervising staff has given permission.

IS 2.6a: Safety Questions

Could taking part in this advocacy activity or plan...

| | YES | NO |
|--|-----|----|
| Cause participants to miss school? | | |
| Cause participants to miss work and lose income necessary to their family's survival? | | |
| Involve travel at night? | | |
| Involve travel on a hazardous vehicle (such as a motorbike)? | | |
| Cause a child participant to be alone with one adult? | | |
| Result in the identity of the participant becoming known to a trafficker or other person involved in criminal acts? | | |
| Require participants to sleep away from home? | | |
| Take place at night? | | |
| Take place in an unsafe location? | | |
| Result in a participant being the target of violence from traffickers or any other individuals? | | |
| Offend or anger any of the following: <ul style="list-style-type: none"> • friends • family • community members • local authorities • anyone else | | |

IS 2.6b: Ranking Risks

| | Not likely | Possible | Very likely | Certain |
|-------------------------------|------------|----------|-------------|---------|
| Worst thing that could happen | | | | |
| Very bad | | | | |
| Somewhat bad | | | | |
| Only a little bad | | | | |

IS 2.6c: Consent Form for Advocacy Campaign – Participants

- I have read the advocacy plan.
- I understand that I do not have to take part in the advocacy campaign.
- I understand that I can choose to take part only in certain parts of the advocacy campaign.
- I understand that I can choose to take part in the advocacy campaign without sharing my identity with the public.

Read and sign this before taking part in the Advocacy Campaign.

I have read and understand the information above.

I choose to take part in the advocacy campaign.

I understand I can stop at any point.

Name _____ Date _____

Signature _____

IS 2.6d: Consent Form for Advocacy Campaign – Parents/Caregivers of Participants under the Age of 18

- I have read the advocacy plan.
- I understand that my child does not have to take part in the advocacy campaign.
- I understand that my child can choose to take part only in certain parts of the advocacy campaign.
- I understand that my child can choose to take part in the advocacy campaign without sharing his or her identity with the public.

Read and sign this before your child takes part in the Advocacy Campaign.

I have read and understand the information above.

I choose to allow my child to take part in the Advocacy Campaign.

I understand my child can stop at any point.

Name _____ Date _____

Signature _____



Session 2.7: Implement the Advocacy Campaign Plan



Objective:

To complete the tasks for the advocacy campaign.



Time:

To be decided by the facilitator and participants according to advocacy activities listed in the plan.



Supplies

- Advocacy plan with details for this advocacy activity



Prepare:

If participants are attending the initial training workshop, then the facilitator will read and discuss this session with participants, **but they will not complete the session**. If participants are attending their local youth club and creating their own advocacy campaign, then the group will complete the session. Repeat this session as many times as necessary while the group works on the advocacy plan.



Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome youth. Play an energiser game.

Introduction

Welcome participants to the group. Display the advocacy plan with the details of the group's advocacy campaign details. Ask the group to read the advocacy plan, including all the activities and responsibilities. Clarify who will be doing each activity, what supplies they need and when the activity will be completed.

As participants work on their activities, encourage collaboration and give constructive feedback and support.

If participants have decided to work on some activities independently, outside of club time, the facilitator needs to arrange regular meetings to check on the progress.

Update Advocacy Plan/Summarise the Session

At the end of the session, ask the group to look at the activities and the timeline to check whether tasks have been completed on time. If necessary, the group can adjust the dates.

Ask if there are any actions that need to happen that are not yet on the plan. If so, ask the participants to add them.

Confirm who will do the remaining actions and when they will be completed.

Closing

Close the meeting by confirming when the group will meet again, what jobs will be done by then and who will have done them.

If this is the last time the group meets before doing its advocacy action, confirm that everyone is ready and confident and knows the time and place. Schedule a final practice session if you think it is needed.

Ask if there are any remaining questions or concerns.

Advocacy Campaign

When they have completed all the steps in the advocacy plan, the group will do its advocacy event.



Session 2.8: Evaluate the Advocacy Campaign



Objective:

To evaluate the advocacy campaign and to plan for the future.



Time:

30 minutes



Prepare:

The evaluation should be completed as soon as possible after the advocacy event.



Supplies

- 'IS 2.8: Evaluation', a copy for each group of 6–10 participants
- A 'Certificate of Attendance' for each participant

Be sure 'IS 2.1b: Steps to Organise an Advocacy Campaign' is on display.



Welcome

If this session is part of the workshop, participants will already have greeted one another. If this session is being taught at the village youth clubs, welcome youth. Play an energiser game.

Evaluate the Advocacy Campaign

Point out that this discussion covers Step 10 in the organisation of an advocacy campaign, 'Evaluate the Advocacy Campaign: How Was the Campaign Successful? What Challenges Did We Face?' Explain that evaluating means looking at both the challenges and successes of a campaign and that challenges can be both things that were difficult to carry out or achieve and things that were carried out but failed for one reason or another.

Ask the participants to form groups of 6–10 people.

Give each group a copy of 'IS 2.8: Evaluation'. Ask the groups to answer the questions on the sheet together.

Before they begin, encourage participants to be as honest as possible, both about successes and challenges. It is important to recognise that nothing is perfect. There are always things that could have been done better. Learning from mistakes is important for the participants.

After 15 minutes ask the participants to come together in a single group and to share their answers. Encourage discussion as they do so.

Session Summary

- Summarise the successes and challenges encountered as part of the advocacy campaign.
- Summarise any future plans.

IS 2.8: Evaluation

Write the Objective of the Advocacy Campaign Here:

.....
.....
.....
.....
.....
.....

Answer the Following Questions:

1. Did activities go as planned?

.....
.....
.....

2. Do you think the advocacy campaign changed the opinions or behaviours of the target audience? If yes, how? If no, why?

.....
.....
.....

3. Did you encounter any unexpected challenges? If yes, describe them. How could you change things next time to avoid these difficulties?

.....
.....
.....

4. Did anything happen, good or bad, that you didn't expect? If yes, please describe.

.....
.....
.....



World Vision®

CERTIFICATE OF COMPLETION

This certifies that

has successfully completed the

Voice Up for Change Course

Held in _____, ON _____

Location

Date

Smart Navigator Club Facilitator

World Vision ETIP Staff

Signature: _____

Signature: _____



Session 2.9: Planning for the Future



Objective:

Participants will make plans for future advocacy events.



Time:

90 minutes



Prepare:

You need to have a copier available to use at the end of the session.



Supplies

- 'IS 2.9: Future Advocacy Plan'
- A sheet of typing paper

Prepare a celebration to mark the end of the campaign, to give out the certificates of attendance and to thank participants.



Welcome

Welcome participants to the last session of this training. Play an energiser game.

Introduce Today's Topic

If participants are attending this session as part of the training workshop, explain that during the course of this workshop they have built skills that can help them plan events in the future. World Vision hopes that participants will return to their communities and train members of their youth clubs in this toolkit, so that the local youth clubs may organise advocacy events themselves.

If participants have been attending the Voice Up sessions as part of their community youth club, explain that this session will help them plan future advocacy campaigns.

Discuss Organisational Support and Funding

Explain that the first question participants often ask when they think about continuing advocacy events is 'How will we get support and funding?'

Explain that funding and support may come from a number of places, such as NGOs and other organisations.

Possible sources of funding from World Vision and other organisations

- Explain that World Vision's ETIP project runs until September 2016. If participants organise advocacy events before then, they can apply for financial support from World Vision.
- Explain that at the end of the ETIP programme, World Vision will work to link club members with other organisations that may be able to fund activities.

Youth Group Events

Some youth groups have organised events to raise money to fund advocacy activities. Events might include:

- a party or dance that charges people a fee to attend
- a day on which youth wash cars or perform some other service to earn money.

Approaching Sponsors

Sometimes it is possible to ask businesses to donate funds to your project. Businesses might donate money or goods. Examples might include:

- a print shop that prints the Smart Navigator Booklet for free
- a store that gives you candy at a bargain price so you can sell it at a profit to raise funds for your campaign.
- a café that allows you to organise a karaoke party in the café and charge a fee for each song, which is given to your campaign
- a local business that offers to give you money to pay for your campaign if you wear T-shirts with the business's name on them, showing that the business cares about the issue the group has chosen to address.

Plan for the Future

Ask participants to form groups of 6–10 people. Ask participants who come from the same youth club to join the same group.

Explain that World Vision hopes that participants will return to their clubs and, with the help of World Vision staff, will lead the youth clubs through the process of organising their own advocacy campaign.

Hand out the 'IS 2.9: Future Advocacy Plan' and ask the groups to complete the sheet. Encourage discussion as the groups work.

When the groups have finished, ask them to come together to share their answers.

Finally, summarise the answers on a large piece of flip-chart paper. Ask a volunteer to copy the answers onto a piece of letter-size paper. At the end of the session make copies of this summary for all the participants to take when they return to their communities.

Closing

Thank participants for their dedication and commitment to working on this project. Remind them how important it is to work to prevent trafficking and promote safe migration. Encourage the participants to continue their good work in the future.

IS 2.9: Future Advocacy Plan

Who can help you to organise an advocacy campaign in your home community?

.....

- Are there youth in your youth club who will take part? Who?

.....

- Are their adults or supporters who can help you? Who?

.....

Where can you meet to organise your advocacy campaign?

.....

What is a good time for members of your community to meet to organise a campaign?

.....

When will you start your campaign? When will you finish?

.....

.....

What kind of support do you need from World Vision to organise your advocacy campaign?

.....

.....

.....

.....

.....

Write contact details (telephone numbers or email addresses) of other group members and World Vision staff members who can support you and encourage you.

.....

.....

.....

.....

.....

.....

When you return to your communities remember to follow the 'IS 2.1b: Steps to Organise an Advocacy Campaign' as you organise your campaign.

Acronyms/Terms Used

| | |
|----------------------------|---|
| Abduct | To kidnap, or hold a person against his or her will |
| Acquaintance | Someone you know or have met before |
| Advocate | Supporter (n.); to speak and/or act on behalf of someone/something (v.) |
| BCC | Behaviour change communication; using communication to change someone's behaviours and/or attitudes (for example, doing an advocacy event to change attitudes towards trafficking) |
| Broker | Agent; someone who helps people find jobs or helps business owners find employees |
| Bonded child labour | 'A child (under 18 years of age as defined in the UNCRC) working against debt taken by himself/herself or his/her family members, or working against any social obligation (e.g., caste factor, ethnic or religious practices, etc.) without or with the child's consent, under conditions that restrain his/her freedom and development, making him/her vulnerable to physical and other forms of abuse and depriving him/her of his/her basic rights.' ¹ |
| Campaign | Various efforts and activities designed to achieve a set goal |
| Child rights | The human rights of children as described in the United Nations Convention on the Rights of the Child (UNCRC) |
| Citizen | A person who has rights and obligations within a certain state |
| Coerce | To force or threaten a person into doing something |
| COMMIT | The Coordinated Mekong Ministerial Initiative against Trafficking; the teamwork by the governments of the Greater Mekong sub-region countries when it comes to trafficking |
| Convention | An international agreement on a subject. For example, the UNCRC |
| CSEC | Commercial Sexual Exploitation of Children |
| Destination country | A country to which people move in order to find work |
| ETIP | End Trafficking in Persons |

¹ South Asian Task Force on Bonded Child Labour.

| | |
|---|--|
| Exploitation | The use of someone for the benefit of others; 'taking advantage, abusing or mistreating someone for personal gain. As in making a child work to pay off his or her parents' debts, or making children do dangerous or illegal work (such as child prostitution) to make someone else better off.' ² |
| GMS | The Greater Mekong sub-region; the six GMS countries are Cambodia, China, Lao, Myanmar, Thailand and Vietnam. |
| Harbour | To give shelter to someone or keep someone in a place |
| Hazardous | Dangerous, unsafe |
| Human rights | Rights belonging to all individuals because they are human, including rights to basic freedoms and to have what they need to survive, develop and participate in society. |
| Human smuggling | The facilitation, transportation or illegal entry of a person or persons across an international border in violation of either country's law. |
| ILO | International Labour Organization; a part of the United Nations that deals with labour issues. |
| International law | Laws that most countries have signed up to and have agreed to obey |
| IS | Information sheet |
| LI CIPP | Level I Child Protection Incident Preparedness Plan |
| Migration – undocumented | When a person moves to another country using illegal methods; crossing a border without that country's legal permission to do so |
| MoU | Memorandum of understanding; a contract between two or more countries/groups/ organisations |
| NGO | Non-governmental organisation |
| Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime | An international agreement to prevent and stop trafficking in people and to help countries work together to stop trafficking; it includes ideas about action that countries can take to stop traffickers and also to help the victims |
| Ratify | To sign up to a law, to say that your country will abide by it and make sure that all citizens obey that law |

² UNICEF, Handbook on the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography (UNICEF Innocenti Research Centre, 2009), 6.

| | |
|-------------------------------|--|
| Recruiter | A person who is paid to find people to work for a business |
| Recruitment agency | An employment agency; a company that is paid to find people to work for business owners |
| Sign | To approve or agree to something by writing your name at the end of the document in which it is described (in some circumstances people may be asked to provide a fingerprint instead of a signature) |
| Slave | A person who is forced to work without choice or without pay; people can be born slaves, forced into slavery, or sold into slavery |
| Stigmatise | To discriminate against or look down on a person or persons because of who they are or because of a societal group with which they are associated |
| Strategy | A plan of how to do something |
| Target/target audience | The people that an advocacy campaign intends to influence |
| Trafficking (child) | The recruitment, transportation, transfer, harbouring or receipt of a child for the purposes of exploitation shall be considered 'trafficking' even if this does not involve any of the means defined in the definition of trafficking in persons or regardless how it occurs – i.e. whether it is voluntary or coerced. ³ |
| Transfer | To move from one place to another |
| UN | United Nations; an organisation created after the Second World War to provide a mechanism for almost all the countries in the world to discuss issues and solve problems that affect them all. (All the members together are called the UN General Assembly.) For more information about the UN, see http://www.un.org |
| UNCRC | The United Nations Convention on the Rights of the Child, an international law intended to protect children (also referred to as CRC) |
| Unskilled labour | Work that does not require any formal training or education |

³ Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime.

Appendix A

WVI Child Protection Policy

(26 January 2007)

Purpose: To establish and outline World Vision International's (WVI) policy on its responsibility and commitment to the protection of children and families which it serves. To maintain a work force that is committed to the welfare of children around the world.

Scope: This policy applies to all WVI staff (covering all employment categories including without limitation full-time, part-time, short-term, temporary, and contract employees), Independent Contractors [Consultants], interns, and volunteers in the Partnership Office.

Policy: This policy is based upon the WVI Board Policy entitled "World Vision Partnership Policy on Child Protection" adopted on March 2, 2000.

For the purpose of this policy and World Vision's work, the definition of children will be any person under the age of 18 years.

World Vision International (WVI) is an international partnership committed to the welfare of children around the world. World Vision opposes all forms of child exploitation and child abuse, including child sexual abuse. Any person who has knowledge of a potential child protection issue involving the World Vision organization is to immediately contact PO Human Resources Director who will work with the Child Protection Coordinator.

I. Awareness Raising and Statement of Responsibility for the Protection of Children

WVI will present periodic mandatory training sessions/seminars for all Partnership Offices (PO) staff to raise awareness of issues related to protecting children from exploitation. This training will be mandatory for all categories of staff. Training will include: awareness and indicators of child abuse, procedures to adopt if abuse is alleged or suspected, security of information. PO Human Resources Director and Legal will work with the Child Protection Coordinator to review the policy and hold follow up training sessions on an as needed basis.

All World Vision employees, volunteers, interns, independent consultants, and Board Members involved with World Vision International/Partnership Offices are asked to sign their commitment of support for the Child Protection Policy and training attendance. Completed forms shall be returned to WVI Employment.

2. World Vision International Behaviour Protocol Guidelines

All WVI employees, applicants, volunteers, interns, independent consultants and Board Members will be expected to abide by the defined guidelines for behaviour:

- A. Treat all children with respect and dignity (listen).
- B. All visitors and volunteers to WV projects must always accompanied by a designated WV staff member.
- C. Be sensitive to the local or regional norms of personal familiarity in language, conversation and physical intimacy and observe them.
- D. STOP any interaction with a child if a child says stop or if the child appears uncomfortable with the interaction.
- E. Always ask permission from a child and parents/guardian if you wish to take a photograph.
- F. Do not touch sexual areas of the body and/or have sex with a child.
- G. Do not expose them to sexual materials or abuse them through non- contact sexual activity.
- H. Always be in view of another adult when with a child. i.e. Do not spend time alone with a child. This is for the protection of the child and to protect you from false accusation.
- I. WV staff do not hire children as house help or place a child in situations of exploitative labor. Children have a right to education and play.
- J. Do not slap or hit a child or physically abuse any child.
- K. Do not psychologically and/or verbally abuse any child.
- L. Adults are always responsible for their behaviour with a child even if a child appears to be acting seductively.

3. World Vision International Standards for Protection of Beneficiaries

The following principles of sexual behaviour outline international standards for protection of beneficiaries (adult and/or child) and are considered an integral part of this policy:

- A. Sexual exploitation and abuse by any WV or humanitarian worker of any beneficiaries (adult or child) constitute acts of gross misconduct and are therefore grounds for termination of employment.
- B. Sexual activity between any WV or humanitarian worker and a child (person under the age of 18), or any beneficiary is strictly prohibited regardless of the age of majority or age of consent locally. In such case, mistaken belief by any WVI or humanitarian worker regarding the age of a child is not a defense against corrective action or termination of employment.
- C. Exchange of money, employment, goods, or services for sex (including sexual favours or other forms of humiliating, degrading, or exploitative behaviour) is strictly prohibited

and is grounds for termination of employment. This includes exchange of assistance that is already due to beneficiaries.

- D. Sexual relationships between any WV or humanitarian workers and beneficiaries are not acceptable and will not be tolerated since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of WV's humanitarian aid work.
- E. Where a WV or humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, s/he must report such concerns via WV's established WV reporting mechanisms.
- F. All WV workers are obliged to create and maintain an environment that prevents sexual exploitation and abuse and promotes the implementation of WV's Code of Conduct. WV Managers at all levels have particular responsibilities to support and develop systems that maintain this environment.

4. Visits to World Vision Projects

Any staff member, board member, or visitor of WVI who will be visiting a World Vision project must be advised of the local behaviour protocols which should include:

- A. Visits to WV projects are to be pre-arranged and pre-approved.
- B. When a WVI staff member takes visitors (sponsors, donors, constituents) to a project, the visitors must be accompanied by a WV staff member at all times.
- C. Unannounced or unplanned visitors may be denied access to the project.
- D. WVI does not facilitate visits by children to the donor, sponsor or constituent's home.
- E. WVI does not facilitate adoptions.
- F. WVI staff must not stay overnight alone with non-related children whether in the staff member's home or elsewhere.
- G. Although it should be the exception rather than the rule, there may be some circumstances when it might be appropriate for WVI staff to spend time alone with a child. WVI staff must notify the appropriate supervisor before spending time alone with a child in an unsupervised situation with written permission from the child's parent or guardian.
- H. Two or more adults must supervise all activities where project children are involved. At least two adults must be present at all times.

5. Communication about Children

- A. All visual communications about children must use pictures that are decent and respectful, not presenting them as victims. Children should be adequately clothed and poses that could be interpreted as sexually suggestive avoided. Language that implies a relationship of power should also be avoided.
- B. World Vision's web site will not use scanned images of children without formal, written permission of the national office responsible for the project and the family/community of the child.
- C. A child's personal and physical information which could be used to identify the location of a child within a country must not be used on World Vision's web site or in any other form of communication about a child.
- D. WVI requires that any communication with the media on protection of children issues be coordinated by the Vice President, Communications in consultation with the WVI Child Protection Coordinator.
- E. Misuse of WVI-provided Internet access is prohibited. Misuse can occur through viewing web sites, downloading information or uploading information and specifically includes accessing or distributing information relating to children which is obscene, pornographic, defamatory, harassing, threatening, contains racial or sexual slurs, or otherwise is inappropriate in the context of WVI's Christian ethos and Core Values.
- F. Any outside organization, group, or individual requesting the use of World Vision's resources such as videos or photographs should sign an agreement with WVI PO Legal as to the proper use of such materials. This agreement will include a statement that any use of such materials for purposes other than what is agreed upon will subject the borrowing organization, group, or individual to legal action. In addition, failure to adhere to the agreed upon use of the material may result in the immediate termination of World Vision's permission to use the subject materials and/or require immediate return of all materials provided by World Vision as well as any copies of such materials.

6. Guidelines on Screening and Selection

In order to safeguard children, WVI will screen all potential employees, current employees, volunteers, interns, consultants, and Board Members in accordance with the Fair Credit Reporting Act (FCRA) and California Investigative Consumer Reporting Act. This screening will only consist of a background check for identification (e.g. social security and address check) and criminal convictions (e.g. felonies or misdemeanours) relating to child abuse, paedophilia, etc. The background check will be done by employing a consumer reporting agency. If the employee's country of origin requires the employee to request a background check for themselves, then the employee will be responsible to obtain a certified copy of all necessary documentation.

A. New Applicants: All applicants will be asked to sign a “Background Check Release and Authorization” form as part of his/her application process. All candidates being considered for a position with WVI will have a background check prior to employment. If a prospective applicant refuses to submit to a background check, this will result in disqualification for employment with WVI. New applicants will be informed initially that WVI takes the issues of child protection seriously and screening of new applicants will also include prior employer references and other traditional employment processes.

- i. General Recruitment: Clearance to move forward with the assignment of the successful candidate will be dependent on the outcome of this background check.
- ii. Relief and Emergency Response Recruitment: Candidates will still be required as a condition of employment to have a clear police background and identification check prior to full acceptance as an employee by WVI. In the event of delay in obtaining police checks outside the control of WV, the candidate may be assigned immediately, on a provisional basis, only AFTER the following conditions have been met:
 - The National/Country office has been alerted that the child protection background check has not been completed and the candidate’s employment is provisional upon a receipt of clear background check within 90 days.
 - Documented general and child protection reference checks have been completed on the candidate;
 - Documented child protection interview of the candidate has been(1) undertaken by a skilled Human Resource or Child Protection officer.
 - Written documentation of all reference checks and interview(s) and all other relevant information has been kept on file.
 - A signed Declaration of Compliance form has been provided by the candidate. (See Below).
- iii. WVI must receive the clear police background and identification check within 90 days after the candidate has accepted employment. Pending final receipt of the candidate’s child protection background check, WVI or the National/Country office shall have the right to limit the candidate’s work to the office or access to the children. Failure to provide a clear police background and identification check within 90 days of employment will result in the candidate being recalled from the assignment and his/her contract terminated.

B. Independent Contractors/Consultants:

- i. All independent consultants must sign a Declaration of Compliance with WV’s Child Protection policy.
- ii. Any Consultant who is assigned to work in a field location or based at the PO for more than five (5) working days will be required to submit to a background check.

C. Procedures:

- i. Certification—Before requesting a background check, WVI Corporate Security will have on file a written certification form to certify to the Credit Report Agency (CRA) that WVI is utilizing such information for employment purposes only.
- ii. Authorization and Release—All WVI employees, volunteers, interns, independent consultants and Board Members involved with WVI Partnership Office are requested to sign the Background Check Release and Authorization form and return it to WVI Corporate Security. Failure to sign the form will result in non-selection for a position or separation.

D. Background Check Results for Applicants, Current Employees, and Independent Contractors/Consultants:

WVI will not retain any hard copies of reports where a clear background check is received. Such clearance will be noted on the individual's authorization form and filed in the individual's personnel or contract file. In the event the information received from the consumer reporting agency indicates negative results, WVI will:

- i. Notify the individual of the negative results, orally, in writing or electronically;
- ii. Meet with the individual to discuss the report;
- iii. Provide the report(s) to the individual orally, in writing or electronically;
- iv. Advise the individual of his/her rights, orally, in writing or electronically;
- v. Advise the individual of the agency that provided the negative information orally, in writing or electronically;
- vi. Reserve the right to take adverse action including non-selection of an applicant for a position or separation. If such adverse action is taken, WVI will notify the individual orally, in writing or electronically.

E. Security and Confidentiality: All reports that indicate further inquiry may be required will be held in a confidential and secure area in WVI Corporate Security. The Director of Corporate Security, WVI Child Protection Coordinator, Director for PO Human Resources Director will be the only staff designated to handle any information received as a result of a background check.

7. Reporting Procedures for Alleged Misconduct

All misconduct with children will immediately result in an investigation and resolution. All investigations will be coordinated through the office of the PO Human Resources Director in consultation with the WVI Child Protection Coordinator. WV reserves the right to refer to law enforcement as required by law.

- A. Any suspicion or allegation of any such misconduct is to be reported immediately to the Partnership Offices' PO Human Resources Director. Anyone in the field who experiences a situation that raises concern for the children involved is to immediately report such concerns to the National Director who will contact PO Human Resources Director. An internal investigation will be initiated by PO Human Resources Director and representatives from Human Resources, Legal and appropriate senior management (e.g., National Director, the employee's supervisor).
- B. All electronic communication needs to be identified (subject heading) in a manner that indicates urgency but does not define the actual situation. For example: use a phrase such as "Urgent matter" rather than "Child abuse occurred" when addressing any communication.
- C. Treatment of the complainant (for the alleged minor victim and/or for any individual who has witnessed inappropriate conduct): The complainant will be treated respectfully and fairly. Statements made by the complainant will be kept in appropriate confidentiality. The complainant may:
 - i. Participate in an internal investigation of all known relevant facts.
 - ii. Be given the opportunity to provide all known relevant facts.
 - iii. WVI PO Human Resources Director will work with the national office to follow-up with the complainant and offer counselling services as appropriate.
- D. Treatment of the alleged perpetrator: The alleged perpetrator will be treated respectfully and fairly. Statements made by the alleged perpetrator will be kept in appropriate confidentiality. WVI will notify the individual of the allegation and investigation. The alleged perpetrator may:
 - i. Be given an opportunity to respond with a written documentation
 - ii. Be given an opportunity to provide WVI with other pertinent information and witnesses.
 - iii. Receive a written memorandum of WVI's final determination at the conclusion of an investigation which may include, but not limited to, notification of corrective action to be taken by WVI, up to and including, suspension or separation

- E. References and Re-Hire: In the event of dismissal due to confirmation that inappropriate behaviour occurred, WVI reserves the right to disclose such information as termination for child protection incidents to other NGOs as applicable law and customs allow. In the event that a WVI employee is contacted for reference, they are to refer to the individual to WVI Employment for an appropriate response. An employee who is dismissed as a result of misconduct with a child(ren) is not eligible for rehire with any WV entity.

8. Confidentiality

Coordinating an investigation requires extreme caution in maintaining confidentiality for all parties involved. Accusations of inappropriate behaviour will be investigated. All complaints will be treated seriously and impartially and appropriate confidentiality will be maintained. It is of the utmost importance to maintain confidentiality, especially in situations where investigations prove that no inappropriate behaviour occurred. Discussing details or sharing opinions on any situation with those not involved will not be tolerated. Corrective action steps will implemented up to and including termination in such cases.

The WVI Child Protection Coordinator shall be the person who determines what is communicated to other WV offices (PO, Region, Support Office, etc.). Even if you think you should be able to communicate a child abuse situation, FIRST receive clearance from the Child Protection Coordinator. The Coordinator will be responsible for determining a list of individuals who have a “need to know” in each situation. This includes communication with the media.

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|--------------------------|--|
| Approved By: | Bev Irwin, Acting Vice President of Human Resources |
| Document History: | Revision of policy 545 dated 17 August 2001; Revision of policy 545 dated 23 January 2001 |



Notes

Please use this page to write any notes you may wish to remember once you return to your community.

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