

# CHILD-LED MOBILISATION

A PARTICIPATORY APPROACH TO ENGAGE CHILDREN AND YOUNG PEOPLE IN MOBILISING TO END VIOLENCE AGAINST CHILDREN

GUIDE FOR CHILDREN  
AND YOUNG ADVOCATES



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# INTRODUCTION



WorldVision is committed to creating spaces and opportunities for children and young people to participate in shaping programmes, practices and policy. This guide supports children and young people in crafting their own voices and spaces as part of the efforts to end violence against children.

This guide has been written to support children and young people to organize and conduct child led mobilisation activities as part of World Vision's global campaign to end violence against children. It is part of a series of guides to support child led actions to end of violence against children.

This guide was created based on the learning and feedback from child led mobilisations in learning and feedback from child led mobilisations around the world. In addition to these mobilisation efforts, this guide finds its roots in Article 15 of the Convention on the Rights of the Child which states that children have the right to meet and assemble in groups as long as it does not infringe upon the rights of others.

# HOW TO USE THIS GUIDE



This guide is for children and young people, aged 12 to 18 that seek to mobilise themselves and others to take actions to end violence against children. The steps included in the guide should be facilitated by a youth leader and/or trusted adult facilitator or leader.

The guide assumes that the National Office has already conducted the Child Protection ADAPT process which identifies specific root causes of violence that the children and young people's mobilisation will focus on.

The guide is divided into 10 steps to plan for, conduct and reflect on your mobilisation. If you are an established group or have conducted mobilisation activities before, you can skip some of the sections and go directly to the parts that are most useful for you.

This guide begins with an explanation of child-led mobilisation and is followed by instructions to facilitate a preliminary discussion before beginning the 10 steps, including:

- 1. Envisioning change and Organising a group to make it happen**
- 2. Learning new skills**
- 3. Identifying types of mobilisation**
- 4. Collecting ideas/ your own brainstorming**
- 5. Connecting and joint planning with others**
- 6. Taking actions or mobilising your group**
- 7. Developing messages/ materials for your mobilisation**
- 8. Monitoring actions to learn and improve your plans**
- 9. Thinking about what to do next**
- 10. Celebrating the end of your project**

# WHAT IS CHILD-LED MOBILISATION?



Child-led mobilisation is an approach that aims to empower, engage and equip children and young people to take action toward social change in their communities and countries through activism and social movements in order to challenge unfair policies, practices or attitudes that affect children and young people.

Child-led mobilisation offers new spaces and opportunities for children and young people to act as key social actors through inclusion and active citizenship by taking public action to achieve their collective goals.

## THREE MAIN COMPONENTS OF THIS APPROACH

### SPACE

Children and young people are provided with space and opportunities to engage in social mobilisation and make their voices heard on issues that are relevant to them. They are equipped with the essential skills and tools needed to ensure meaningful and effective participation in social change.

### ACTION

Children and young people develop strategies as activists to plan and undertake the actions they want to take to make their communities and countries safer for everyone. This component includes identifying priority issues and selecting mobilisation strategies such as advocacy campaigns, social media action and community conversations with key stakeholders.

### INFLUENCE

Children and young people contribute to change in policy, practices and attitudes around violence against children by reaching out to decision-makers and stakeholders and presenting their appeals to make positive changes in their communities and countries.

## **WHAT ARE THE BENEFITS OF THIS APPROACH?**

This approach helps to transform communities as a result of children and young people's engagement on issues that are relevant to them. Children and young people's energy and enthusiasm can be mobilized for positive change. This approach equips them with advocacy skills, tools and knowledge with an emphasis on civic engagement and social mobilisation.

This approach offers opportunities for children and young people to express and act on their opinions, and contribute their ideas as part of intergenerational dialogue with other adult stakeholders and decision-makers at the community and national level.

Child-led mobilisation can demonstrate the contribution that children and young people can make to society by emphasising that they are competent social actors and positive contributors to society.

## **HOW DOES THE PROJECT CONTRIBUTE TO THE NEW CAMPAIGN GOAL AND TO THE SPECIFIC OBJECTIVES AROUND CHILDREN AND YOUNG PEOPLE'S PARTICIPATION?**

As the campaign to end violence against children seeks to empower children and young people as key partners, child-led mobilisation provides a beneficial and powerful way to engage them to include their unique knowledge and perspectives in generating ideas to end violence against children.

By participating in mobilisation actions, children and young people contribute to making the campaign more efficient, relevant and sustainable. In many consultations, children and young people have prioritised violence against children as one of their most pressing concerns and asked to be actively involved in actions to address this issue and promote long-term solutions.

Past experiences from the field have proven that children and young people can undertake a diverse range of initiatives to enhance positive and peaceful environments, improve relations with peers to end bullying and harassment, or raise awareness of the need to address violence as a matter of urgency with key decision-makers and community stakeholders.

# SUMMARY OF CHILD-LED MOBILISATION PROCESS

## PREPARING TO MOBILISE

**STEP 1** ENVISIONING CHANGE & ORGANIZING A GROUP TO MAKE IT HAPPEN

**STEP 2** LEARNING NEW SKILLS

**STEP 3** IDENTIFYING TYPES OF MOBILISATION

**STEP 4** BRAINSTORMING IDEAS FOR MOBILISATION

**STEP 5** CONNECTING & JOINT PLANNING WITH OTHERS

**STEP 6** TAKING ACTIONS OR MOBILISING YOUR GROUP

**STEP 7** DEVELOPING MESSAGES/ MATERIALS FOR YOUR MOBILISATION

**STEP 8** MONITORING ACTIONS TO LEARN & IMPROVE YOUR PLANS

**STEP 9** WHAT DO WE DO NEXT?

**STEP 10** CELEBRATE THE END OF YOUR PROJECT



# BEFORE THE STEPS: PREPARING TO MOBILISE



## NOTE TO FACILITATOR:

This preliminary discussion assumes that the National Office has already done the CP ADAPT process that identifies the particular violence issue and root causes of that issue that the group will focus on. Information from the ADAPT process should have captured children's voices on which violence issues are most prevalent in communities to focus on in the Campaign. For the purposes of this discussion, a child-friendly version of the most prevalent forms of violence against children should be prepared for the use of the children's group.

Some work has already been done to support your planning for mobilisation. Review the following points in preparation for planning your mobilisation:

- As a part of the campaign to end violence against children, World Vision has identified a specific violence issue to focus on based on participatory assessments with children, families and community stakeholders. Review the results of participatory assessment, or ADAPT. The violence issue identified should be broad enough for you to organize around and develop your own ideas for mobilization, raising awareness, and influencing change related to violence against children.
- Provide a general overview of the 10 step guide. Ask the participants for their initial ideas and input. Encourage a group discussion on the mobilisation process and their interests/ commitment.
- Make mention of the other child-led guides available, ie: Becoming Researchers, The Article 15 Resource Kit, etc.
- Ask the participants if this method of child-led advocacy (mobilisation) is an appropriate choice for the group at this time. Ask participants to consider if there are any potential risks involved with mobilising around the (insert specific violence issues here) and if there are ways to reduce or eliminate risks.

# STEP 1

## ENVISIONING CHANGE & ORGANIZING A GROUP TO MAKE IT HAPPEN

Before we get started on what child-led mobilization is, we should think about why we are here and what we want to accomplish. Whatever it is that we want to accomplish, we need to make sure we are a strong children's group. This group is your team, and any team that wants to accomplish a goal (whether that is trying to build a house, complete a project, or do something to end violence in your community), needs to be able to work together well. This first step will help you develop a shared vision for the difference you want to make and prepare your group to make that vision a reality.

### LEARNING OBJECTIVE

- You and your friends will develop a common vision for a world free from violence against children and reflect on how you can make a difference.
- You and your friends will establish expectations for your group and its members for taking actions to make a difference in ending violence against children.
- You and your friends will identify children groups and other potential partners to take action against violence against children

### FORMAT

This is a child-friendly, participatory activity that includes small group work, reflection, and discussion with the large group.

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18.

### DURATION

90 - 120 minutes

### RESOURCES

- Flipchart paper
- Assorted coloured paper
- Pens, markers, crayons, paint
- Glue and tape
- Scissors
- Newspapers and magazines
- Other art supplies for creating a large collage/mural

## ACTIVITY

### INTRODUCING PARTICIPANTS

- Distribute name badges to participants and serve refreshments.
- Welcome participants and introduce yourself.
- Invite everyone to introduce themselves by using an icebreaker to know each other and create a relaxing atmosphere. Ask for a volunteer to lead the icebreaker.

### VISION FOR OUR COMMUNITY & GROUP – GROUP ART MURAL

- Now explain that the whole group will create a group art mural to express what their vision of their community if their community was free from (insert the specific issue of violence against children here).
- Tape several sheets of flipchart paper together so it forms one long piece.
- Ask all the participants to gather around the mural and think about what life could be like for children if they did not have to fear (insert specific violence issue here) anymore. How would the children feel? What would they be free to do? What opportunities would they have in life? What would the future look like if the community was free from (insert specific violence issue here)?

- Once children have thought about these questions, ask everyone to draw, paint, or write their ideas on the mural. It will be a collage of ideas with contributions from each group member.
- After the group has completed the mural, gather the group in a circle and use prompting questions that ask participants to describe what's going on in the community.

## GROUP

- Then ask them to consider: What can your group do to make a difference? How can you all help achieve this vision for your community? Have several children answer out loud and capture the ideas on poster paper.
- Tape several sheets of flipchart paper together so it forms one long piece. Ask three participants to lie down on the flipchart paper and trace the outline of their bodies. Ask all the participants:
  1. What kind of group do you need to be to make a difference? What characteristics describe a group that makes a difference? How does this group work together and communicate? (Write down ideas on one of the outlined bodies. At the top of the head write - GROUP)
  2. Who's in the group? What roles do they play? How do they contribute to the group? (Write down ideas on one of the outlined bodies. At the top of the head write - MEMBERS)
  3. Who can support this action? Who can join the group in taking action against violence against children? Who can we invite to join us? (At the top of the head write - PARTNERS)

## DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts. You can also take photos of murals and poster paper notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

## USEFUL LINKS AND RESOURCES

The tools in this module are adapted from The Article 15 Resource Kit. You can find the other tools from the kit at [www.crc15.org](http://www.crc15.org).

# STEP 2

## LEARNING NEW SKILLS

This session includes capacity building exercises to equip children and young people with essential leadership and communications skills that are pivotal to ensure their meaningful participation in social change.

Children and young people who previously engaged in mobilisation projects recommended that young participants need to develop leadership and public speaking skills, conflict resolution techniques, self-awareness and self-management skills as one of the critical success factors.

### LEARNING OBJECTIVE

- You and your friends will learn about new leadership and communications skills.
- You and your friends will learn about new social skills and how to enhance them.

### FORMAT

Child-friendly workshop that includes creative activities

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18.

### DURATION

Approximately 90 minutes

### RESOURCES

- Flipcharts
- Pens, pencils and markers
- List of participants
- Refreshments
- What makes a good child leader? Poster
- Developing social skills board game
- Social Skills map tool



## ACTIVITY

### INTRODUCING PARTICIPANTS

- Distribute name badges to participants and serve refreshments.
- Welcome participants and introduce yourself.
- Invite everyone to introduce themselves by using an icebreaker to create a relaxing atmosphere. You can also ask somebody to volunteer and lead the icebreaker

### INTRODUCING THE “IDENTIFYING THE QUALITIES OF A CHILD LEADER” ACTIVITY

Explain to participants that every girl and boy has the ability to become a leader in their communities. Each child can learn how to become a leader; they just need the opportunity to gain the skills needed and learn how to develop self-confidence and self-awareness.

- Hang the ‘What makes a good child leader tool?’ on the wall and explain to the children that this tool will help them to think about the qualities of a child leader.
- Distribute pens and sticky notes to each child.
- Ask children to write down the characteristics that a child should

have to become a good leader.

- Ask children to place the sticky notes on the speech bubble.
- As a group, ask children to share their opinion on the characteristics that the group identified, and what are some practical ways they can help each other build these skills in the group. Participants can add more qualities if they consider necessary for discussion purposes



## BREAK

Take a 10-minute break. Distribute some refreshments.

It is a good idea to ask participants to lead some energisers, stretches or light exercises.

### ENHANCING SOCIAL SKILLS ACTIVITY

- Explain to the children that social skills are about how we relate and interact with other people. These skills range from saying hello to resolving conflicts. Social skills are understood by establishing models of interaction with others, by coaching children and giving them opportunities to understand and practice those skills.
- To make this session educational but fun, use the 'Developing Social Skills' board game.
- Divide the participants into teams of three or four children. Each group receives a board game.
- Explain the game instructions. Emphasise that children need to read and discuss each square of the board game. Ensure that each group has at least one strong reader/literate child.
- Children play and the first group to get the finish line receive a surprise award. Give extra time in order to let all groups complete the board game and to get the finish line.
- As a group, discuss the topics related to social skills. Ask children why in some stops they were rewarded by sending them forward or penalised by sending them back. For those who do not completely understand the concepts, the facilitator may give a brief review and add more examples to illustrate the concepts.

### EXPLAINING SOCIAL SKILLS

- Once children finish the board game, use the 'Social Skills Map' tool to explain basic social skills to the children and relate them to what was learned from the board game.
- Hang the 'Social Skills Map' tool on the wall and explain to the children that social skills are learned experientially from birth and throughout our entire life.
- Social skills include both verbal and nonverbal forms of communication, manners, interactive sensitivity, ability to listen, empathy for others, body language, social-ability and more. Emphasise that social skills can always be learned and improved.
- Learning and improving our leadership and social skills is important not only for advocacy purposes, but also for our own development and personal growth.

### CLOSIGN

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

### USEFUL LINKS AND RESOURCES

The tools in this module are adapted from Children Make Their Voices Heard manual produced by WV Lebanon.

# STEP 3

## IDENTIFYING TYPES OF MOBILISATION

In this session children and young people will learn about actions that can be used to influence change, which varies from rallies, social media-based campaigns, dialogue with stakeholders and community members, and direct negotiation with the concerned parties

### LEARNING OBJECTIVE

- You and your friends will deepen your understanding of mobilisation.
- You and your friends will explore types of mobilisation and consider what mobilisation types are possible for your community.

### FORMAT

Child-friendly workshop that includes creative activities

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18

### DURATION

Approximately 90 minutes

### RESOURCES

- Flipcharts
- Pens, pencils and markers
- List of participants
- Refreshments

## ACTIVITY

### INTRODUCING PARTICIPANTS

- Distribute name badges to participants and serve refreshments.
- Welcome participants and introduce yourself.
- Invite everyone to introduce themselves by using an icebreaker to create a relaxing atmosphere. You can also ask somebody to volunteer and lead the icebreaker.

### EXPLORING THE CONCEPT OF MOBILISATION

- Ask children and young people “what does mobilisation mean?”
- Give participants two sticky notes. Give them three minutes to write down on one sticky note their understanding of mobilisation and in the second one about activism.
- Ask participants to place the sticky notes in a flipchart or wall. Cluster the sticky notes based on the commonalities and differences.
- Now explain the concept of mobilisation: Child-led mobilisation is when young people lead efforts to engage and motivate a wide range of people (children, adults, and decision-makers) to act on an issue that they consider important. Mobilisation actions often raise awareness for and ask for change. It is about connecting people and sometimes groups together in a coordinated way to pursue a similar goal that can't be accomplished by just one person alone.
- Invite participants to share the concepts they wrote in the sticky notes and ask them to discuss the different understanding and terminologies. Correct any possible misunderstanding.
- Once the discussion finished, ask participants to reflect on safety and protection issues around mobilisation. Some prompting questions to use include:
  - How to we make sure children and young people remain safe when speaking out about violence issues in our community?
  - What are some risks to mobilization that we should be aware about?
- Explain to children that safety and protection is core to our work and no one should engage in any extreme or dangerous activity. Illustrate examples where mobilisation or activism can put at risk the people they want to defend.
- Explain that it is always necessary to assess the situation and make informed decision about an activity and many times they should take a not-go decision. In this case, they can choose another angle or theme.



## BREAK

Take a 10-minute break. Distribute some refreshments.

It is a good idea to ask participants to lead some energisers, stretches or light exercises.

## IN FOCUS

In Brazil, Youth Monitoring of Public Policy—MJPOP, its acronym in Portuguese— is a social movement that aims to open up spaces for children and young people to engage in mobilisation and participate in public policy debates. MJPOP advocates for creating a space for young people from poor communities to dialogue with stakeholders on issues that are relevant to them.

In the outskirts of one of the most violent communities in the world, Fortaleza, child rights and protection were often neglected. Local governing bodies, such as the Council Guardianship which is responsible for ensuring compliance with child rights, often failed to protect and serve children as needed.

As a part of MJPOP, children and young people explored the issues related to their rights and well-being and started to monitor the public services in their communities for children and youth. Rates of child rights infringement and violence were very high. The children and youth of MJPOP understood that it was time to implement advocacy actions to ensure the protection of children and youth.

In 2013, about 100 children and youth from MJPOP groups joined forces to ask for improvements in the local Guardianship Councils. First they conducted a community diagnosis on the Councils work and then they mobilized other community members to build an action plan and started to ask the government to investment more money in the Councils so that they could ensure the protection of children and their rights.

The children and youth of MJPOP mobilised the community to hold meetings and participate in forums with the representatives of the municipal government to address these problems and develop a joint action plan with the authorities.

As a result of MJPOP's actions, a policy was developed which requires the municipal government to follow the national guidelines related to the Guardianship Councils and ensure the appropriate ratio between number of counselors from the Guardianship Council and the size of the population. This then led to the construction of two new Council Guardianship facilities.

MJPOP continues to be interested in addressing the issues of violence and discrimination that affect young people. MJPOP is now conducting an awareness campaign in the city of Fortaleza.

## LEARNING FROM A CASE STUDY

Title: *Reflecting on our learning*

- Divide the participants into small groups.
  - Hand out the MJPOP case study and ask each group to read and discuss the case study using the following questions:
    - What are the issues covered by the MJPOP?
    - How did children and young people mobilise themselves to promote a change in their communities?
    - Are you aware of similar situations in your community?
- Ask each group to share their key discussion points.

## EXPLORING POSSIBLE ACTIVITIES IN THE COMMUNITY

- Ask participants to write ideas of activities in the sticky notes and place them in a flipchart or wall.
- Cluster the ideas by similarities
- Display a flipchart with some concrete activities that can be carried out by the participants. Compare these ideas with the children's ideas.
  - Using social media to raise children's voices and call for a change and motivate others to get engaged,
  - Organizing workshops on ending violence against children.
  - Writing letters to local authorities, members of parliament, politicians and leaders about the issues children want to raise.
  - Giving interviews in the local TV or radio station
  - Drawing posters or banners to raise awareness about the issue and disseminate key messages in public spaces.

## CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

1. MJPOP Making a Difference in Fortaleza: The Youth Enlightening the Land of Light by Reinaldo Almeida and Edgleison Rodrigues, (2015).

# STEP 4

## BRAINSTORMING IDEAS FOR MOBILISATION

In this session children and young people will learn about actions that can be used to influence change, which varies from rallies, social media-based campaigns, dialogue with stakeholders and community members, and direct negotiation with the concerned parties

### NOTE TO FACILITATOR:

This step assumes that the National Office has already done an effective root causes analysis of the particular violence issue that the group is focusing on. Information or data from the ADAPT process should have captured children's voices on which violence issues are most prevalent in communities and which root causes are the most important to focus on in the Campaign. For the purposes of this step, a child-friendly version of the most prevalent forms of violence against children and their root causes should be prepared for the use of the children's group.

### LEARNING OBJECTIVE

- You and your friends will brainstorm ideas for mobilising other children in your community to end violence against children and the specific violence issue identified.
- You and your friends will decide on activities and discuss how your group will accomplish these activities together.

### FORMAT

This is a child-friendly, participatory activity that includes small group work, reflection, and discussion with the large group.

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18

### DURATION

90 – 100 minutes

### RESOURCES

- Flipchart paper
- Tape
- Markers
- Child-friendly ADAPT report
- Mural/Pictures of mural from Step 1

## ACTIVITY

### WELCOME PARTICIPANTS

- If there are new members, make sure everyone has a chance to introduce themselves.
- Play a short ice breaker game to create a friendly and comfortable environment.
- If this is a custom in your group, serve refreshments to everyone before beginning the activities.

### REVIEW THE PURPOSE OF YOUR MOBILIZATION AND WHAT ISSUE YOU ARE FOCUSING ON

- Remind participants about the first time they met as a group for this project. Remind them why they participated in the meeting and the vision they had for their community. Display pictures or actual mural from the first meeting. How do you describe this community? What are its key characteristics? What is life like for children in the community depicted?
- Summarize the motivations for the participants to mobilize to end (insert specific violence issues here). Spend 10-15 minutes reviewing the issue.
- Ask the group if they have any additional comments to add before getting into the planning process. Some questions could include:
  - Is there a certain root cause that you relate to more?
  - Do you think these root causes are accurate for this community?
  - Are there root causes that are stronger than others (great impact, number of persons affected, etc.)?
  - Does anyone have additional thoughts related to the issue or root causes?



- Explain that before planning, the group should decide which root cause they want to focus on, or which root cause their mobilisation actions will focus on. Identifying the root cause will help us plan and effectively communicate so that the mobilisation has greater influence.
- With the names of the root causes written on flip chart paper and place around the floor, give the participants 2 stones each and ask them to vote on root cause of the issue they want to address and that their mobilisations will focus on.
- Afterwards count up stones and confirm root cause to be address.

## DEFINE SMART GOALS AND OBJECTIVES FOR MOBILISING OTHER CHILDREN

- Depending on your group size, divide into smaller groups of 6-8 people per group. Each group will need a flipchart paper and markers.
- In each group, spend some time brainstorming SMART Goals for your mobilisation. Remember, the goals should be related to how your group can mobilise other children in your community to end violence against children (or whatever violence issue you have chosen). A SMART Goal is:

**S**pecific

**M**easurable

**A**chievable

**R**ealistic

**T**ime-Bound

- Here are some examples of SMART Goals versus Non-SMART Goals



### EXAMPLE OF A SMART GOAL:

At least two youth recommendations are published in the UN's National Consultation Report in Armenia in 2013

### EXAMPLE OF SMART OBJECTIVES:

- Develop and launch a website by January as a platform to share our research, media products, and policy positions
- Mobilise 2,000 young supports in 4 districts to lobby for inclusion of Youth "Must-Haves" in the final Consultation report



### EXAMPLES OF A NON-SMART GOAL

Youth voices are heard. (This goal is too vague. It does not describe how youth voice can be heard, and it is not specific enough to measure.)

### EXAMPLES OF NON-SMART OBJECTIVES:

- Increase awareness of youth issues. (This objective is vague, not time-bound, or measurable.)
- Conduct a fundraising event. (This goal does not say when the event will take place or who/what the event is targeted at)

- Give each group 15 minutes to brainstorm one SMART goal as well as accompanying SMART Objectives to reach that goal. Groups can replicate the following chart on flipchart paper. Make sure that each Goal has its own separate flipchart paper:

**GOAL FOR MOBILISING OTHERS: (Write your SMART Goal here):**

**WRITE DOWN SMART OBJECTIVES TO REACH YOUR GOAL:**

Objective 1

Objective 2

Objective 3

- Bring all the small groups back together into one large group. Give each group 5 minutes to share their ideas.
- Have a discussion in a large group to try and consolidate similar ideas. If there are similar goals stated or similar objectives, try to combine them into a single SMART goal with SMART objectives.
- If there are two completely separate ideas, ask all group members if they think they can manage both goals with the accompanying objectives. If the group feels like they should only put their efforts into one, conduct a fair vote to decide which goal to focus on.
- By the end of this section, there should be a consolidated list of SMART Goals with SMART Objectives. (Tip: try and keep to one or two main SMART goal and objectives. When there are too many, it may become very overwhelming for the group to do each one effectively.)

## DEFINE SPECIFIC ACTIVITIES AND TIMEFRAME

- Now that your group has agreed on your goals and objectives for your child-led mobilisation, it's time to break down your objectives into specific tasks.
- If your group is small enough to do this next portion all together, that's great! If your group is larger, break into small groups again and assign each group one of the SMART objectives.
- For each SMART Objective you have, discuss the potential activities you need to do in order to reach that objective. Also discuss which ones you need to do first, and who will be responsible for coordinating that activity. Use the worksheet below to help you (or transfer to a flipchart paper)

OBJECTIVE	ACTIVITIES: WHAT NEEDS TO BE DONE TO MAKE THIS OBJECTIVE A REALITY?	WHO WILL DO THIS?	BY WHEN?
OBJECTIVE 1	1. e.g. Write letters to other children's groups to ask them to join our event		
	2.		
	3.		
OBJECTIVE 2	1.		
	2.		
	3.		
OBJECTIVE 3	1.		
	2.		
	3.		

- If you split into small groups, gather everyone back together to present your activities.
- After each group presents, ask the rest of the participants if they have any comments on the activities, or if there is anything to add. Allow discussion between participants to ensure voices and opinions are heard.
- By the end of this section, there should be a consolidated list of SMART Goals, SMART Objectives, and a list of activities for how to accomplish each objective.

## CLOSING

- Congratulate each other for making a plan for child-led mobilisation!
- Allow some time for the group to discuss how they will accomplish the activities they listed. Some smaller groups of children may need to meet together to plan out specific activities.
- You may also want to designate additional weeks to work on these activities.
- Close the session by doing a fun energiser activity.

## DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Make sure the goals, objectives, and plans are saved. You may want to type them on a computer and print a copy for each member.
- Collect all the flipcharts. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

## USEFUL LINKS AND RESOURCES

Many of the materials and steps in this section are adapted from the Youth Influencing Workbook produced by World Vision's Middle East and Eastern Europe region (MEER). It is widely used by their ART networks of young people in mobilising and taking action on various issues.

# STEP 5

## CONNECTING & JOINT PLANNING WITH OTHERS

Now that you have a good plan for your mobilisation efforts, it's time to start thinking about how to involve other children and their groups. Remember, mobilisation is about gathering groups of people together for a common purpose or goal, so you will need to connect with other young people and share your plans with them.

### LEARNING OBJECTIVE

- You and your friends will discuss strategies for how to spread the word about your mobilisation plans to other children and young people in your community, city, or country.
- You and your friends will decide who in the group has the responsibility to reach out to others to join your mobilisation efforts.

### FORMAT

This is a child-friendly, participatory activity that includes small group work, reflection, and discussion with the large group.

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18

### DURATION

90 minutes

### RESOURCES

- Copies of your SMART Goals, Objectives, and Activities from Step 4
- Flipchart paper
- Markers
- Tape

## ACTIVITY

### WELCOME PARTICIPANTS

- If there are new members, make sure everyone has a chance to introduce themselves.
- Play a short ice breaker game to create a friendly and comfortable environment.
- If this is a custom in your group, serve refreshments to everyone before beginning the activities.

### REVIEW YOUR SMART GOALS AND OBJECTIVES

- Spend 10 minutes reviewing the SMART Goals, Objectives, and Activities your group created in the previous session.
- Ask volunteers to read each statement aloud. For groups who want to do something more creative, groups can create a 1 minute drama on each of the goals to demonstrate the vision of the objectives and activities.

### DISCUSS THE IMPORTANCE OF REACHING OUT TO OTHER CHILDREN'S GROUPS

- Ask the group: In our mobilisation efforts, why is it important to reach out to other children and invite them to join in our activities?
- Allow participants to discuss the questions in pairs or small groups.
- Ask a few group members to share their thoughts.
- If you'd like, share the following thoughts with the group:
  - Mobilisation is all about taking collective action, so the more people are involved, the stronger our voices and opinions will be,
  - Having a larger group of people participate in mobilisation efforts shows decision-makers that we are serious about ending violence in our communities. It gives greater attention to our efforts.

## BRAINSTORM IDEAS

- In a large group, ask participants: Who should we contact to tell about our mobilisation efforts and invite them to participate? Which children or children's groups should we target?
- List all ideas on a flip chart paper for everyone to see.
- Some ideas could include (but are not limited to)
  - Children at the various schools that group members attend
  - Other children and youth clubs in the community
  - Children from other communities
  - If part of your plan involves online social networks, children in a certain city may be a good target
- Organize the list into major categories based on location, age, type of group, or any other category that make sense to your group. At the end of this section, you should have 4-5 large categories with a list of children or groups underneath each category.

## DISCUSS STRATEGIES FOR HOW TO CONTACT THESE GROUPS

- Depending on your group size, divide into smaller groups of 6-8 people per group. Each group will need a flipchart paper and markers.
- Assign one of the larger categories from the brainstorming exercise to each group.
- In small groups, look at your assigned category and the list of children and groups. Discuss together ways to contact these children to invite them to be involved in your mobilisation efforts.
- For each group of children, write down how to contact them, and who should be responsible for doing this. Use the worksheet below to help you (or transfer to a flipchart paper)

CATEGORY: (E.g. Children and clubs and school)		
LIST OF CHILDREN AND CHILDREN'S GROUPS TO CONTACT	HOW SHOULD WE CONTACT THEM?	WHO IS RESPONSIBLE FOR DOING THIS?
1. (E.g. The creative arts and drama club at school)	(E.g. Make a short presentation at their next club meeting about our mobilisation efforts)	
2.		
3.		

- Gather everyone back together to present your activities.
- After each group presents, ask the rest of the participants if they have any comments on the activities, or if there is anything to add. Allow discussion between participants to ensure voices and opinions are heard.
- By the end of this section, there should be a consolidated list of children you want to invite to participate in your mobilisation efforts. There will also be ways to contact these groups and who is responsible for reaching out to them.

## DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the flipcharts. You can also take photos of notes in order to save them.
- All the information you keep will be helpful to write your report and follow-up on the project.

# STEP 6

## FURTHER PLANNING FOR ACTION

In this session participants will learn to plan, resource and monitor mobilisation actions. Successful mobilization actions by young people will contribute to making the campaign for ending violence against children more relevant and connected to children's views and opinions. Plans succeed when people take responsibility to deliver on the actions, find resources and partners to carry them out and monitor progress so that changes can be made based on learning and what's working. Don't be worried about making mistakes – some of the most creative and successful mobilization actions come from initial failure!



### LEARNING OBJECTIVE

- You and your friends will learn how to manage the activities you have designed.
- You and your friends will learn how to identify and acquire resources that enable you to carry out the activities you've planned



### FORMAT

This is a child-friendly, participatory activity that includes small group work, reflection, and discussion with the large group.



### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18



### DURATION

Approximately 90 minutes



### RESOURCES

- Flipcharts
- Pens, pencils and markers
- List of participants
- Refreshments

## ACTIVITY

Remind the group of Step 5. Display the SMART Goals and Objectives, and plans to reach out to others their plans to reach out to others. Ask the participants to review the goals, objectives and plan. Ask the group to discuss any updates or changes to these plans before going forward.

If there are established point people with different responsibilities, ask each point person to give an update or progress report before heading into the calendar activity.

Take a flip chart and divide it into the number of months that are required to carry out your mobilization plans.

Calendarise your activities under each month taking into account any special days such as the Day of the Child or the International Day for People with Disabilities, or any local and national days which have significance for the issue you are mobilizing around.

See table on the next page:



**ROLES AND RESPONSIBILITIES**

It's important to clarify who will do what to ensure that the activities are carried out successfully.

Brainstorm the kinds of roles that are needed to ensure that the mobilization efforts run smoothly. For example, events manager, communications coordinator, liaison officer, resource mobilization etc. (If possible review the poster of the group and members from Step 1.)

You can ask people to volunteer based on their skills and interests. Fill in the table below to ensure that everyone knows what they have signed up to do. More than one person can volunteer for an area of responsibility, but choose one person to coordinate the activities under that area of responsibility. The coordinators can form the steering group for the mobilization plan:

COORDINATOR	COORDINATOR	COORDINATOR	COORDINATOR
TEAM MEMBERS	TEAM MEMBERS	TEAM MEMBERS	TEAM MEMBERS
RESPONSIBILITIES	RESPONSIBILITIES	RESPONSIBILITIES	RESPONSIBILITIES
SIGNATURES	SIGNATURES	SIGNATURES	SIGNATURES



**BREAK**

Take a 10-minute break. Distribute some refreshments.

It is a good idea to ask participants to lead some energisers, stretches or light exercises.

**RESOURCE MOBILIZATION**

To enable your plan to be a success, you will need resources! What equipment do you need? Do you need to fundraise to support certain activities? Are there enough volunteers to help make an event safe and well run?

**EXERCISE**

Go back to the activities you developed in Step 4. Use the following questions to help fill in the table below:

- What supplies do you need to complete our activity?
- Do you need any budget to support our activity?
- What can we do to fundraise or acquire resources in kind for our activity?
- What resources do we already have? What can we borrow from our partners and networks?
- What skills do we have within our group that we can use (e.g. graphic design, photography, writing, video etc)
- What skills do we need? Who can we reach out to?

OBJECTIVE/ACTIVITY	RESOURCE NEEDS/ GAPS	PLAN TO ADDRESS THIS
<b>OBJECTIVE 1</b>		
ACTIVITY 1		
ACTIVITY 2		
ACTIVITY 3		
<b>OBJECTIVE 2</b>		
ACTIVITY 1		
ACTIVITY 2		
ACTIVITY 3		



# STEP 7

## DEVELOPING MESSAGES / MATERIALS FOR YOUR MOBILISATION

Communicating your message is a vital part of successful mobilisation. It's important to develop clear messages and materials that help you communicate to your audience. Developing a lot of materials and social media work which look great but are not right for your audience will not help to achieve your goals. Review your goals and who you are targeting before deciding on what you want to communicate and how you will reach them.

### LEARNING OBJECTIVE

- You and your friends will explore different types of communication materials (such as posters, brochures, videos) used by children who have mobilized others in the past.
- You and your friends will develop the key messages that you would like to communicate to key groups (such as other children's groups, community members, and decision makers/ authorities) as part of your mobilisation efforts.
- You and your friends will decide on what materials you would like to create to communicate your messages and make a plan to develop them.

### FORMAT

Child-friendly workshop that includes creative activities.

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18

### DURATION

Approximately 90-120 minutes

### RESOURCES

- Flipcharts paper
- Pens, pencils, and markers
- Examples of campaign and mobilisation messages/ materials

## ACTIVITY

### WELCOME PARTICIPANTS

- If there are new members, make sure everyone has a chance to introduce themselves.
- Play a short ice breaker game to create a friendly and comfortable environment.
- If this is a custom in your group, serve refreshments to everyone before beginning the activities.

### INTRODUCING COMMUNICATIONS STRATEGIES

- Introduce campaigns and mobilisation materials that have been used by organisations and by children and young people (posters, videos, etc.). In order to open a critical conversation, introduce some good and bad mobilisation material.
- After participants view each piece of material, ask them to describe the material and consider its objective, target audience and impact. Does the material support the objective (of the campaign/ mobilisation)? Is it appropriate for the target audience? What type of feeling or effect does it have? Is it easily understood?
- Then ask the participants to identify which messages/ materials are the most impactful (for the audience and supporting the goal). Ask them to identify what makes these messages/ materials impactful. What makes message impactful? This will facilitate the critical thinking when the participants consider the key messages for their mobilisation.



## BREAK

Take a 10-minute break. Distribute some refreshments.

It is a good idea to ask participants to lead some energisers, stretches or light exercises.

## DEVELOPING KEY MESSAGE(S) AND EXPLORING WAYS TO COMMUNICATE THEM

- Ask participants to reflect on the goal/ objectives of their mobilisation.
- Who are the main people/ groups that they want to reach? (Write down the name of each person/ group on separate sheets of poster paper.)
- In order to achieve the objectives of your mobilisation, what do they want to communicate to each of these persons/ groups? Discuss as a group and make note of the main ideas for each person/ group.
- Considering these main ideas and the target person/ group, ask the participants to brainstorm messages to communicate to each person/ group. Ask them to write down their ideas for messages on the poster paper for corresponding person/ group.
- Review the messages for each person/ group and collectively identify the best messages to use for each.
- Now that the key messages have been created, ask participants to discuss how they would like to deliver or communicate these messages to the specific people/ groups identified. Remind participants of the examples they saw at the beginning of the session. Would any of these work for their message and target people/ groups? What materials/ resources do they need to develop these materials?
- Encourage participants to collectively decide on what materials to create and how/ when they will create them.

## CLOSING

- Close the activity and thank everyone for their valuable participation.
- Have refreshments and clean the room so other people can use it.
- Schedule a day and time for the next session.

## DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Collect the collages. You can also take photos of notes in order to save them.

# STEP 8

## MONITORING ACTIONS TO LEARN & IMPROVE PLANS

Now that you have decided on who is taking responsibility and what resources you need, you're ready to act! As you carry out your activities, it's important to monitor how you're doing. Monitoring is really about keeping track of what you are doing, what you have achieved and what you are learning.

In this session, participants will learn to use monitoring tools to assess the progress towards achieving the goal of the mobilization and make adjustments to the plan if necessary.

(Note: Depending on the scope of your mobilisation activities and how long it will take to complete your plans, you may have to revisit this step weekly or every other week to make sure you are on track. Repeating this step will also allow you and your group to make adjustments to your plans if necessary.)

### LEARNING OBJECTIVE

- You and your friends will learn to monitor progress on your activities and adjust plans as you go along.
- You and your friends will discuss what went well during your mobilisation activities and what needs to be improved for next time.

### FORMAT

This is a child-friendly, participatory activity that includes small group work, reflection, and discussion with the large group.

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18.

### DURATION

60 - 90 minutes

### RESOURCES

- Flipchart paper
- Markers, pens,
- Copies of original SMART Goals and Objectives as well as the calendar of activities table from Step 7 and chart on page **XX**

## ACTIVITY

### WELCOME PARTICIPANTS

- If there are new members, make sure everyone has a chance to introduce themselves.
- Play a short ice breaker game to create a friendly and comfortable environment.
- If this is a custom in your group, serve refreshments to everyone before beginning the activities.

### QUESTION TO PLENARY

- Why is it important to monitor?
- What could be the benefits of monitoring?
- What actions could be taken to monitor?

Explain to the group that we will look at two tools that can be used to measure activities, 1) as they happen (immediate or ongoing activities); and 2) as actions and plans take place over the course of a few days, weeks or months (mid and end point activities). Explain that most likely, the initial plans have changed a bit, so it's important to take time to discuss what happened with your group and encourage each other. There's always an opportunity to learn!

**EXAMPLE 1 – MEASURING PROGRESS (IMMEDIATE/ ON-GOING ACTIVITIES)**

Draw the calendar on p 37 on a flip chart and add several columns onto the existing table as shown in blue. This can be used as a daily/weekly monitoring tool

OBJECTIVE	ACTIVITY	WHO WILL DO THIS?	BY WHEN?	UPDATE (Day, month, year)	UPDATE (Day, month, year)	UPDATE (Day, month, year)	STATUS ✓ → ★	NOTES

**DISCUSS PROGRESS AND CHANGES NEEDED**

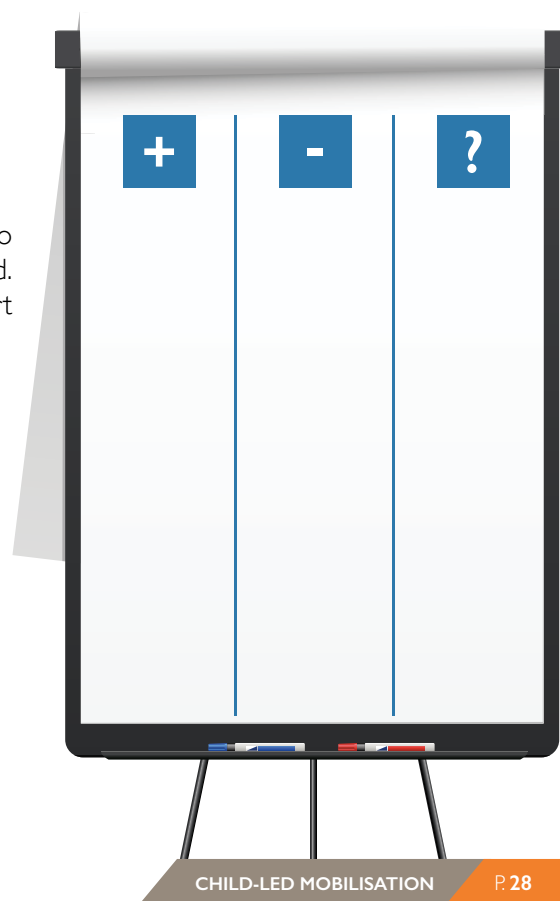
- The group gathers around the poster paper or flip chart. Facilitate a discussion with the group to assess progress against specific objectives and activities.
- When responsible person(s) are identified to complete a specific task or activity, those persons should provide an update on the task or activity and use a marker pen use a symbol under the specific update to describe the status of the activity as:
  - ✓ Complete
  - ➔ In motion
  - ★ Challenge
- Where a challenge needs immediate action, a steering group or members of the mobilisation group should discussion and make a decision on how best to address it.
- Changes to your plans or activity can be noted on the flipchart.
- Groups leading a mobilisation activity can meet daily during, or weekly to oversee activities that are spaced out over a longer time period and review the table and progress or challenges and necessary changes.

**QUESTIONS FOR DISCUSSION:**

- How many times do you need to meet to review progress?
- Who should be at the meeting?
- How will it be facilitated?

**EXAMPLE 2: PLUS, MINUS AND INTERESTING!  
(MID OR END-POINT OF PROJECT)**

- Explain to participants that this is a simple tool that can be used to evaluate a key mobilization activity or the project when completed.
- Ask the group to sit in a circle and use a marker pen to divide a flip chart into three columns with the following headings:
  - + (What went well?)
  - - (What could have gone better?)
  - ? (What could we do differently in the future?)



- Open up the discussion – you can start with plus to focus in on the positives, but feel free to ask people then to comment on the minus and interesting columns after that. You don't have to do it all in order. Let the conversation flow, but try to ensure that you use positive and constructive criticism and reflection to encourage those who took part.
- Reflections should be noted as bullet points in each column under the corresponding symbol.
- Explain that the group should review further and consider a few questions:
  - Under the plus - What went well? What did the group do that allowed for success?
  - Under the minus - What could have been improved? What could we have done better?
  - Under question – What was learned? What questions still remain? What would be done differently in the future?
- To close, summarize the key findings and learnings under each column and make mention of possible changes for the future. Thank the group for their participation.

## DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions. You may want to type them on a computer and print a copy for each member.
- Collect all the flipcharts. You can also take photos of notes in order to save them.
- It would be good to develop an organized list of the main ideas and suggestions and identify some key considerations or recommendations for future projects or mobilisation plans.

## USEFUL LINKS AND RESOURCES

This session is adapted from the Monitoring & Evaluation for Children's Participation toolkit, Booklet Five. Click the link for more of these types of resources:

<https://reliefweb.int/report/world/toolkit-monitoring-and-evaluating-childrens-participation>

# STEP 9

## WHAT DO WE DO NEXT?

Now that you have reflected on what went well and what could have been improved in your mobilisation efforts, it's time to think about the future. What comes next? Does your group want to continue with mobilization efforts? Do you think it's time to change direction? These are some of the things we'll discuss in this next step.

### LEARNING OBJECTIVE

- You and your friends will reflect on your mobilisation efforts.
- You and your friends will reflect on your initial vision for your community and what else can be done to achieve this vision.

### FORMAT

This is a child-friendly, participatory activity that includes small group work, reflection, and discussion with the large group.

### PARTICIPANTS

These activities can accommodate 25-30 people, ages 12-18

### DURATION

60-90 minutes

### RESOURCES

- Flipchart paper and sheets of lined paper
- Pens, markers, crayons, paint
- Glue, tape
- Mural or pictures of mural from Step 1

## ACTIVITY

### WELCOME PARTICIPANTS

- If there are new members, make sure everyone has a chance to introduce themselves.
- Play a short ice breaker game to create a friendly and comfortable environment.
- If this is a custom in your group, serve refreshments to everyone before beginning the activities.

### REFLECT ON VISION FOR YOUR COMMUNITY AND WHAT ELSE CAN BE DONE

- Remind the participants of the mural created in step one. Display pictures or the actual mural and ask participants to gather around it.
- Ask the group to reflect on their vision for their community if it was free from violence against children.
  - What has been achieved towards this vision? What has changed in the community?
  - What else needs to change to make this vision a reality? What else can the group do to help achieve this vision? What do you think our next steps should be as a group?
- Invite children to share with other and answer out loud.
- Remind the participants of the lessons learned in Step 8. (Display flipchart with pluses, minuses and interesting.)
- While people are sharing, have another person write down key phrases, notes and words on a flipchart paper
- If someone says something similar to another person, draw a small star next to that comment on the flipchart.
- Allow enough time for the majority of participants to share.
- At the end of the sharing review the comments that have the most stars. This will indicate what the majority of the group is thinking in terms of the next steps.
- Explain that we don't have to decide today what our exact next steps will be. This exercise is meant to help us to continue to dream and dream bigger while brainstorming ideas for when we plan our next mobilisation efforts in the future.
- If they want to do more mobilization actions, they should finish their current one and go back to Step 3 or 4.

## CLOSING

Close the session by thanking everyone for their time and playing a short energizer game.

## DOCUMENTATION

- Make sure that one person captures the participants' responses, ideas and suggestions.
- Make sure the Art Mural is documented through photo or video. This can even be hung up in the group meeting space to remind the group of your vision for the community.
- Collect all the flipcharts. You can also take photos of notes in order to save them.
- Use all the information you keep will be helpful to write a brief report on the mobilisation project that you can share with other members of the group and partners. This is important to be accountable to those you have worked with, and who have supported you.

# STEP 10

## CELEBRATE THE END OF YOUR PROJECT

You have completed your mobilisation efforts! You and your friends must be very proud of this big achievement. Let's celebrate and have fun together.

In this step, there are not any specific objectives or detailed methodologies. The focus is on you and your friends and your accomplishment.

How do you want to celebrate? You have many options, such as:

- Have a picnic in a nearby park
- Have a costume party at the community centre
- Watch a movie together
- Play some music and dance with your friends

### AFTER THE CELEBRATION

Keep in contact with your friends even if you don't see them in person. We are sure that this experience has been very rewarding and unforgettable, and it can be repeated in the future if you want to conduct other mobilisation activities in the future. Think about it!



# YOUNG PEOPLE MONITORING PUBLIC POLICY (MJPOP)



In Brazil, Young People Monitoring Public Policy – better known by its Portuguese acronym, MJPOP – is a movement that aims to open up spaces for children, young people and youth to engage in social accountability mechanisms and participate in public policy debates. MJPOP advocates for creating a space for young people from slum communities to dialogue with stakeholders on issues that are relevant to them.

MJPOP is particularly interested in addressing the issue of violence and discrimination affecting young people, who are most likely to be male, black and from vulnerable families. The group is currently conducting an awareness campaign in the city of Fortaleza, which has the fifth-highest rate of teenagers killed in the country, and where young black men are specifically targeted and murdered.

As part of MJPOP's work, children and young people conducted an assessment at the community level to explore issues related to their well-being. This experience showed that the local government has not created public policies on health, education, sports and recreation as promised. Based on their findings, they have held meetings with the representatives of the municipal government to address these issues and develop a joint action plan with the authorities. As a result, new spaces for sports and recreation were established, which improved the socialisation and integration of the community members. Additionally, new opportunities have been created for debate between young people, community members and government representatives on issues such as urbanization, discrimination and violence.

MJPOP's experiences show that children and young people can adapt social accountability mechanisms to their own needs and priorities, as they have clear targets and audience. Children and young people were also able to use this form of social accountability from a children's rights perspective by choosing the topics that were covered in the Convention on the Rights of the Child and relevant to their own needs.

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# **It takes a world**

**to end violence against children**



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