– It's Time to Talk! – Children's Views on Children's Work

Lessons Learned II Supporting collaborative and child-led advocacy by working children

TIME TO TALK!

#talkaboutchildwork

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Content

Executive Summary → 4

1. Introduction and Background → 8

2. Methodology of the Lessons Learned Analysis → 10

3. Advocacy carried out by children: Messages and Activities → 11

4. Results and Lessons Learned → 17
    - 4.1. Strengths and successes of processes and outcomes → 17
    - 4.2. Weaknesses and challenges of processes and outcomes → 32

5. Recommendations to support collaborative and child-led advocacy → 40

References → 43

Annexes → 46
    - Annex I: List of partners for the Time to Talk project in 2019/2020 → 46
    - Annex II: Advocacy priority issue by CACs in different country contexts → 47

Acronyms

CAC	Children's Advisory Committee
CERG	Children's Environment Research Group
INGO	International Non-Governmental Organisation
MPs	Members of Parliament
NGO	Non-Governmental Organisation
T2T	Time to Talk
UNCRC	United Nations Convention on the Rights of the Child
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

Partner Organisations

Bangladesh	CSID - Centre for Services and Information on Disability
Bolivia	PASOCAP - Pastoral Social Caritas Potosí
EthiopiaFC - Facilitator for Change	
Chile	Protagoniza
Guatemala	CEIPA - Centro Ecuménico de Integración Pastoral
India	CACL
India	PARA
India	Sikshasandahn
Indonesia	PKPA - Pusat Kajian dan Perlindungan Anak
Jordan	terre des hommes Lausanne (tdh)
Nepal	CWISH – Children-Women in Social Service and Human Rights
Philippines	Kaugmaon - for Children´s Rights and Social Development
Kenya	Afcic – Action for Children in Conflict
Kenya	WCY – Welfare for Children and Youth
Lebanon	AMURT – Ananda Marga Universal Relief Trust
Lebanon	Nabaa – Developmental Action Without Borders
Kosovo	terre des hommes Lausanne (tdh)
Paraguay	Callescuela
Peru	CESIP - Centro de Estudios Sociales y Publicaciones
Peru	IINCAP – Instituto de Investigación, Capactitación y Promoción
Peru	MANTHOC - Movimiento de Adolescentes y Niños Trabajadores Hijos de Obreros Cristianos
RwandaCVT – Children´s Voice Today	
Tanzania	TAWLAE – Tanzanian Associaton of Women Leaders in Agriculture and Environment
Zambia BIC – Brethren in Christ Church	
Zambia JCM – Jesus Cares Ministry	

Executive Summary

Introduction:

"It's Time to Talk! – Children's Views on Children's Work" (hereafter: Time to Talk) was launched by Kindernothilfe and terre des hommes Germany in 2016, to support meaningful participation of

working children in practice and policy developments affecting them, from local to global levels. The first phase expanded spaces for working children in diverse contexts to express and analyse their realities, opportunities, and concerns about their work, and to share messages to improve their lives. The support of 56 civil society organisations made it possible to gather the views of 1.822 working children aged 5 to 18 from 36 countries in Africa, Asia, Latin America, Europe and the Middle East. Working in collaboration with Children's Advisory Committees (CACs) the project also supported collaborative and child-led advocacy at local, national and higher levels. The consultation results were included in a report (O'Kane, Barros & Meslaoui, 2018) that was officially launched at the IV Global Conference on Child Labour in Argentina, but without the presence of working children themselves due to their exclusion by conference organisers.

Building upon the lessons learned from the first phase, the second project phase supported collaborative and child led advocacy by working children in 29 Children's Advisory Committees across 18 countries in Africa, Asia, Latin America, Europe and the Middle East. The CACs were accompanied by NGO partners who received training, tools and guidance to support working children to identify, analyse, plan, implement and monitor advocacy initiatives on priority issues affecting them.

Methodology:

Participatory qualitative methods were used to analyse, validate and report on: the lessons learned from working children's advocacy actions that took place in 2019; the strengths and limitations of the planning and implementation processes; and the recommendations to improve the effective and ethical participation of working children in collaborative and child-led advocacy.

The lessons learned process engaged key stakeholders including 19 CACs from 13 countries, NGO partner organisations, and the Time to Talk Steering Committee.

Advocacy actions:

The second project phase was marked by advocacy actions by working children that addressed five main priority areas:

1. Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work!
2. Prevent and protect working children from violence and discrimination!
3. Address poverty; provide decent jobs for our parents; and ensure that our basic needs are met!
4. Take our education seriously and provide quality education and skill training!
5. Listen to us, understand us, and implement laws that respect our rights!

Advocacy actions in local and national contexts targeted diverse key stakeholders including parents and caregivers; teachers and school authorities; local government officials; children; community members; employers; market associations; local civil society organisations; police; and media. The advocacy actions included meetings with key duty bearers, awareness raising campaigns, discussions and outreach activities with children, local research and assessment, and case reporting.

Key findings:

Strengths and successes of processes and outcomes:

The lessons learned process indicated the positive impact that an increased reflection on child-adult power relations by facilitators, and the application of the nine basic requirements (CRC/C/GC/12, 2009) have in fostering effective and ethical participation of children. At a collective level, children's

active participation in the CACs was enhanced by the opportunity to meet regularly and to strengthen solidarity bonds among them. The provision of small grants and the use of the Toolkit II made a difference for committees strengthening and planning and implementation of their advocacy actions.

At a personal level, participation in the CAC meetings and advocacy initiatives increased children's self-confidence and skills to express their views, as well as their knowledge about their rights. It also encouraged children to see themselves as agents of change able to advocate and act in favour of their rights. In some contexts, exposure to media also increased platforms for children's expression and amplified their messages.

An enabling factor for successful advocacy by working children has been to mobilise and secure support from key stakeholders. Engagement and support from parents and caregivers have been essential to enhance children's participation in CAC meetings and activities. Parental support for girls' participation has been particularly important in contexts where social norms restrict girls' mobility and freedom of expression. Awareness-raising with caregivers has resulted in improved communication within families, and improved efforts by parents to consider children's needs and feelings, for example, giving more priority to their school work. Collaboration with teachers, local government officials and some duty-bearers at higher levels have also allowed dialogue and duty-bearers actions to increase respect for children's rights.

At an organisational level, some NGO partners adapted and replicated Time to Talk processes, structures, and tools to support effective children's participation in organisational governance and programming.

Weaknesses and challenges of processes and outcomes:

Time constraints was identified as the most common challenge facing working children as advocates. In diverse contexts, working children are often busy juggling paid and unpaid work, studies, religious/ social/ leisure/ participation activities and rest. Thus, time availability for regular participation in groups, planning meetings and advocacy activities is restricted.

Some children faced individual or collective fears of limited capacity for influential advocacy reflected in fears and hesitation to speak up, especially in contexts where deep-rooted social cultural traditions discourage girls and boys from expressing their views.

Despite efforts to identify and address risks related to children's participation in advocacy actions, a few children and adults continued to raise ethical concerns about risks of working children of losing their jobs or earning less due to their participation in the meetings, and risks of scolding, abuse or other forms of harm when they defend their own rights and/or the rights of their peers.

Other challenges were related to the time constraints, lack of support and accountability from key duty-bearers. The limited budget to NGO partners (including the almost no costs for staff time), complicated financial procedures and lengthy documentation procedures were identified as constraints by some NGO partners and by Steering Committee members.

CACs' influence on policies affecting working children was limited to the short-term advocacy that the project was able to support. Furthermore, geo-political challenges including political insecurity and/or extreme weather conditions in countries like Bolivia, Chile, India and Lebanon in 2019, negatively affected planning and implementation of working children's advocacy.

Recommendations:

Six main recommendations to support collaborative and child-led advocacy include the need to:

- Scale up support for working children's participation and collective advocacy;
- Ensure project funds for coordination by NGO staff and streamline documentation requirements;
- Ensure a strong focus on ethical approaches to do no harm;
- Increase information sharing and collaboration with parents and caregivers;
- Increase collaboration and coordination with key duty bearers; and
- Strengthen working children's individual and collective capacities to undertake effective advocacy.

1. Introduction and Background

"[Our goal is] to present the proposals of working children and adolescents to decision-makers" (Children's Advisory Committee, Guatemala)

In March 2016, the global campaign and research project "It's Time to Talk! – Children's Views on Children's Work" (hereafter: Time to Talk) was launched by Kindernothilfe and terre des hommes Germany. With the co-funding of the German Federal Ministry for Economic Cooperation and Development, the project supported working children's perspectives to be heard and considered in relevant practice and policy developments from local to global levels. The IV Global Conference on the Sustained Eradication of Child Labour (14-16 November 2017 in Buenos Aires, Argentina) was especially identified as a key opportunity for working girls and boys to present their suggestions on how to best improve their lives.

The project supports working children's right to be heard (UNCRC Article 12). In the first phase of Time to Talk over 56 civil society organisations in 36 countries in Africa, Asia, Latin America, Europe and the Middle East were trained in the use of a child-friendly methodology for consultations on working children's lived experiences. Participatory tools were used with and by children to share their perspectives on reasons for their work, what they like and dislike about their work, risk and protection factors, people that can support them and priority messages to improve their lives. Working children who were part of 17 local Children's Advisory Committee (CAC) were actively involved in analysis and advocacy initiatives at local and national levels (O'Kane & Barros, 2019a). The results of the consultation of 1.822 working children aged 5 to 18 years old were analysed, validated and published in a report (O'Kane, Barros & Meslaoui, 2018[1]). The report was officially launched at the IV Global Conference on Child Labour in Argentina, but without the presence of working children themselves due to their exclusion by conference organisers (see Peleg, 2018).

The project setup

Time to Talk committed itself to a child-rights based approach (Beazley et al., 2009; Lundy & McEvoy, 2012a, 2012b) and the nine basic requirements for the effective and ethical participation of children (CRC/C/GC/12, 2009). Three different types of participation (Lansdown, 2011) were supported:

- Consultation
- Collaborative Participation
- Child-Led Participation

The first lessons learned process in 2018 (O'Kane & Barros, 2019a) highlighted the achievements and challenges, and identified recommendations to further support the effective and ethical participation of working children in policy and practice developments affecting them. Positive outcomes were gained from working children's participation in CACs, including increased confidence to express their views in private and public settings, increased abilities to defend their rights, and improved communication with their parents/ guardians and influence in decisions affecting them. To deepen and sustain changes in families, and to influence practice and policy changes at higher levels, ongoing efforts were required to transform unequal power relations and to dialogue with duty bearers at

[1] The 2017 version of the report presented in Argentina was updated in the 2018 publication to incorporate findings from working children's advocacy at national levels.

different levels. Opportunities to promote local campaigns and ownership, and to build upon the knowledge, partnerships and capacities of children and adults in their specific socio-cultural political contexts influenced the design of this second phase.

Beyond the lack of recognition of children's right to be heard, is a lack of understanding that children have the capacities to contribute to decision-making (Lansdown, 2010). In diverse socio-cultural contexts children's views, especially the views of girls are underestimated (Blanchet & Torres 2015; Charles & Haines, 2019; Chilwalo, 2015; Hinton, 2008; Theis, 2007). Many adults fail to understand and explore meaningful ways to involve children and young people in decisions that affect them (Percy-Smith & Malone, 2001). In this sense, the second project phase came as an opportunity to build bridges between adults' support to children's participation, children's capacities to strengthen their groups, and working children's messages to influence decision-making processes (O'Kane & Barros, 2019b).

The design and development of a Toolkit II accompanied the second project phase providing child-friendly support and guidance for working children to identify, plan and implement their own advocacy activities. Building upon lessons learned, the Toolkit II encouraged opportunities for collaborative youth facilitation, and supported reflection and skill building among the NGO partners' staff and volunteers on adult-child power relations and ways to respect children's views (O'Kane & Barros, 2019a, 2019b). In order to help the CACs to reflect and plan ways to strengthen their groups, the Toolkit II also linked them to the existing Article 15 resource kit*: Supporting Children's Rights and Capacities to Self-organise* (CERG et al., 2012).

In 2019, 265 girls and boys aged nine to 18 participating in 29 CACs across 18 countries in Africa, Asia, Europe, Latin America and the Middle East *(see Annex 1)* were engaged. The CACs included working children from diverse backgrounds, including children from rural and urban areas, children with disabilities, children with tribal backgrounds, and refugee children. The CACs also included children from existing organised associations and networks of working children, as well as non-organised children *(see Annex 1)*. 24 NGO partner organisations joined this phase supporting the CAC meetings and the advocacy initiatives. Their support also enhanced child safeguarding and a sensitive response to any disclosures of abuse that might occur.

The freedom to choose the issue to prioritise, the messages, and the audience marked the project second phase's goal to address children's right to be heard and to enhance adults' approach to children's participation.

2. Methodology of the Lessons Learned Analysis

This report outlines the results from the lessons learned process that took place between August 2018 and April 2020. The process aimed to identify, analyse and report on the:

- Collaborative and child-led advocacy actions/activities;
- Strengths and limitations of collaborative and child-led advocacy as well as related processes;
- Recommendations to improve the effective and ethical participation of working children in collaborative and child-led advocacy.

Overview of CAC meetings to support working children's advocacy:	
Meeting 0	*Existing CAC members* have informal meeting to explore interest to continue *New to T2T* use original toolkit 1 day consultation plan
Meeting 1	***"Looking back, looking forwards"***:
Meeting 2	***Developing our priority issue(s) advocacy plan***
Meeting 3	***Refining our plan and preparing for implementation***
Advocacy activities *(determined by CAC)*	***Implementation of our advocacy plan***
Meeting 4	***Reflecting on successes and challenges, and strengthening our groups and advocacy initiatives***
Meeting 5	***Using the Article 15 Resource Kit to reflect on and strengthen our group***
Meeting 6	***Review of the global advocacy document*** *"Let our voices be heard", to explore further actions, and to* ***create a poster*** *about our CAC activities & achievements.*

The lessons learned process used participatory qualitative methods and engaged key stakeholders including CAC members, NGO partner organisations, and the Time to Talk Steering Committee.

Tool:	***Objective:***
H-assessment *(For CACs, Steering Committee, and NGO partner organisations)*	To share their views about the strengths, weaknesses, and lessons learned and to share their suggestions to improve future advocacy initiatives with and by working children.
Stories of most significant changes and challenges *(for CACs only)*	To identify the most significant changes and challenges due to their participation, through the selection of a story of change that represent them as a group and the challenges they faced through their advocacy action.

The collected data came from:

- Girls and boys participating in 19 CACs across 13 countries (Ethiopia, Guatemala, India, Indonesia, Kenya, Kosovo, Lebanon, Nepal, Peru, Philippines, Rwanda, Tanzania and Zambia)
- 6 NGO partner organisations across 4 countries (Ethiopia, Guatemala, Indonesia, and Lebanon)
- The Steering Committee in Germany
- Nvivo coding of facilitators' observations, and learning from each CAC meeting from 23 CACs.

3. Advocacy carried out by children: Messages and Activities

Participation is more than having a voice (Kelleher et al., 2014; Lundy, 2007; UNICEF, 2020). Lundy (2007) emphasises that meaningful participation of children requires space, opportunities, audience and influence. Children and young people should have access to information, safe spaces to develop and form their own opinions, access to people who have the power and authority to act on their views, and children should receive timely feedback about the extent of their influence. By supporting working children to identify, prioritise, analyse and plan advocacy initiatives on priority issues affecting them, and to meet with relevant decision-makers to discuss key messages, the project was designed to support meaningful participation of working children in advocacy. Moreover, the nine basic requirements for effective and ethical participation outlined by the Committee on the Rights of the Child (CRC/C/GC/12, 2009) were used as a planning tool to enhance quality processes (O'Kane & Barros, 2019b).

Regular opportunities for CAC to meet together using reflective participatory analysis and planning tools allowed working children to access information, to identify and analyse socio-cultural and political economic factors affecting their lives (Hart 2008), increasing their awareness and agency as right holders. Freire's (1970) work on conscientisation highlights the importance of individual and collective reflection on one's situation, experiences, and power-dynamics, as a tool for transformation.

Working children organised a diverse range of advocacy actions that go from awareness raising and street mobilisation to dialogue with policymakers, thus enhancing opportunities to meet with and influence their audience.

3.1 CACs main priority advocacy messages

Working children's advocacy messages and actions coming from Time to Talk show the importance of collaborating with children as positive agents of change in their families, schools, communities, workplaces and wider settings (O'Kane et al., 2018; O'Kane & Barros, 2019a).

The Toolkit II was designed to encourage collaborative and child-led advocacy by following the advocacy cycle (O'Kane & Barros, 2019b). The CACs brainstormed about the meaning of advocacy before starting to identify the main issues affecting working children in their contexts. Thereafter, they used a diamond ranking activity to prioritize one issue they could focus on. The process to develop their actual advocacy plan included a deeper analysis on the root causes and impact of the issue, possible solutions, and key duty bearers to influence the change they wanted to promote. As a result, the CACs came up with advocacy issues and advocacy plans that are relevant to their local contexts (*see Annex II for priority issues identified by CACs*).



Figure 3: Advocacy cycle

In comparing the advocacy priorities and messages, there were a number of overarching common issues prioritised by CACs across diverse socio-cultural political contexts.

CACs main priority messages *(based on the overall prioritization of 29 CACs)*

1. **Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable dignified work!**
2. **Prevent and protect working children from violence and discrimination!**
3. **Address poverty; provide decent jobs for our parents; and ensure that our basic needs are met!**
4. **Take our education seriously and provide quality education and skill training!**
5. **Listen to us, understand us, and implement laws that respect our rights!**

Protect us from labour exploitation, harsh conditions and risks, and allow children to do suitable and dignified work!

Many of the CACs focused on the need for protection from labour exploitation and harsh conditions of work, and some also focused on opportunities for dignified and suitable work. CACs in Bangladesh, Ethiopia, Kenya, Kosovo, and Lebanon advocated for their right to be protected from harsh working conditions and exploitation. They do not want to do work that is too heavy, harmful, in harsh or risky conditions. Children do not want to be exploited by working long hours or being underpaid. In some countries, boys face increased risks of being asked or forced to do heavy work, and girls face increased risks of doing unpaid household work for long hours. However, many working children do not want to stop all of child work. CAC members in different regions described how they want to do work that is suitable to their age and capacity in order to contribute to their families, to learn skills, to earn money, and to solve problems. They are proud to help their families and they want their work to be valued. CACs that are part of organised movements in Latin America especially emphasised the value of dignified work.

Address poverty; provide decent jobs for our parents; and ensure that our basic needs are met!

Other messages underlined the structural issues that deprive children of enjoying their fundamental rights including their right to education and survival. Children from Latin American countries including Bolivia, Peru and Paraguay put special emphasis on the impact that violence and the lack of quality and flexible education systems have on working children's lives. According to children, poverty and violence in schools, households and workplaces remain pushing factors for children to drop out of school, to engage in work, and to migrate. In each region, the lack of decent jobs for parents and caregivers in rural, remote, and urban settings does not allow them to earn fair wages nor to meet their children's basic needs. Poverty was specifically considered by CACs in Ethiopia, Guatemala, India, Indonesia, Jordan, Kenya, Paraguay, the Philippines, and Tanzania. In different contexts children discussed the need to address poverty through a multi-stakeholder approach by

"More must be done to increase family income and to raise government awareness of public welfare, especially family welfare of working children, to free children from obligation to work… The government should provide free education facilities and quality health services so that everyone can get access to free health services and a quick health response." (CAC, PKPA, Indonesia)

ensuring access to livelihood programs, decent housing, land rights, improved quality education, and access to clean drinking water and sanitation.

Prevent and protect working children from violence and discrimination!

CACs in Bangladesh, Lebanon and Rwanda mentioned that certain groups of children face higher risks of sexual abuse and/or harassment, discrimination, and violence depending on the working setting, their gender, migration status, and disabilities. Other forms of exclusion and discrimination are reflected in the lack of access to quality education and skill training. Furthermore, CAC members in Tanzania focused on the need to prevent early pregnancy.

Take our education seriously and provide quality education and skill training!

Some children struggle to balance work and studies, especially if they work long hours before or after school. However, some children are able to combine studies and work, especially if their parents and caregivers prioritise their education. Many children work to continue their education. CAC members in MANTHOC Peru advocated for the education system to be more flexible, to adjust to the diverse realities of working children, rather than pushing working children to choose between attending to school or keeping their work. For some children this choice implies quitting two things they want to do, and for some others the choice is made by the need to meet their family's basic needs.

Listen to us, understand us, and implement laws that respect our rights!

CAC members in Guatemala advocated for their views, feelings and suggestions to be heard, valued and taken seriously by parents, caregivers, teachers, employers, general public, practitioners, police, and policy makers – and they presented proposals to the municipal authorities. Tribal children in India also presented their grievances to local government officials and advocated for actions to create a healthy environment for working children.

> *"[Our goal is] to present the proposals of working children and adolescents to decision-makers" (CAC, CEIPA, Guatemala)*

When children's views are not heard their right is violated, and they face increased risks of exploitation and abuse. If children's views are heard in decision making processes it is more likely that the decisions and policies are in their best interests Working children across diverse country contexts want their associations and networks to be supported and they call for more space and platforms to ensure their participation in decision-making and policy making processes.



Figure 4: Working children refining their advocacy plan, Peru-IINCAP

3.2 Children's main advocacy actions and audience

CACs have used informal and formal spaces and platforms to share their advocacy messages (Kelleher et al., 2014; Vromen & Collins, 2010). The actions included advocacy meetings with key stakeholders (including meetings in schools and local government offices), use of media channels, awareness raising workshops and mobilisation in public spaces, local research and assessments, and report of cases.

Children were creative in deciding how to convey their messages. Their choices varied from creative expression methods like drama, poems, songs, and acrobatics, to public actions including rallies, wall writing, TV programmes, film production, radio jingles, and street theatre *(see table 1 for further details)*.

Dialogue between working children and government officials and use of films and songs, Indonesia:
In Indonesia, members of the CAC participated in a dialogue that took place at the Hall of the Medan Women's Empowerment and Child Protection Office. The event was attended by children, young people, government officials, parents and NGOs, and had attention from local press. It served as a platform for the CAC to present a song written by children themselves and *The Power of Niat*, a film produced by the CAC that tells the story of a child who wants to help his parents to improve their economic situation, and who finds a way to earn money to pay his school fees. *The Power of Niat* was sent to the Child Film Festival and the Child Theatre Festival 2019, winning the sixth place.

Table 1: Overview of the main types of advocacy actions and audience:

Type of advocacy action	Audience	Country
Advocacy meeting with parents *(including use of drama/ song/ poems/ leaflets / banner/ t-shirt messages/ display of Time to Talk body maps, Flowers of Support etc.)*	Parents	Bolivia-PASOCAP, Ethiopia-FC, India-tdh, Kenya-WCY, Kosovo-tdh, Peru-CESIP & IINCAP, Tanzania-TAWLAE and Zambia-JCM.
Interface with concerned authorities *(including municipal/ district child protection/ education /labour officials, market associations, local councillors/ MPs, political party officials, ombudsman, embassy etc.)*	Decision and policymakers	Bangladesh, Ethiopia, Guatemala, India-PARA, India-Sikshasandhan, India-tdh, Indonesia, Kenya-AFCIC & WCY, Kosovo, Paraguay, Peru-CESIP, Peru-IINCAP, Peru-MANTHOC, Philippines, Rwanda, Tanzania, and Zambia-JCM.
Meeting with employers *(development & signing of code of conduct by employers)*	Employers	Bangladesh, Lebanon Naaba
School based advocacy	Teachers and school authorities	Ethiopia, India- tdh, Nepal, Peru-IINCAP
Use of media *(including video/ film production and participation in film festivals/ TV programme/ radio spots and jingles/ press conferences/ talk shows/ and social media coverage)*	Media	Bolivia, India-PARA, Indonesia, Jordan, Kenya-WCY, Kosovo, Lebanon-tdh, Philippines, Rwanda, Tanzania, and Zambia-JCM.
Discussions & outreach activities	Children	Bangladesh, Bolivia, Ethiopia, India, Kenya, Kosovo, Nepal, Paraguay, and Peru.
Local research / assessments *(including child labour mapping)*	Decision and policymakers	India-tdh, Kenya, Paraguay, Peru, and Zambia_JCM
Awareness & mobilisation *(including rallies/, wall writing/ street theatre, interactive theatre/ awareness walks/*	Community	Bolivia, India-PARA, India-Sikshasandhan, India-CACL,

pamphlets/ painting exhibition/ songs/ films & using UNCRC day and national days).		Indonesia, Jordan, Kenya-WCY, Kosovo, Rwanda, and Zambia-JCM
Report cases to Ombudsman	Ombudsman	Bolivia and Ethiopia.



Figure 5: Interactive dialogue, CAC Indonesia

Children's advocacy actions were as diverse as their audience including:

- parents and caregivers;
- teachers and school authorities;
- local government officials;
- children;
- community members;
- employers;
- market associations;
- local civil society organisations;
- police; and
- media.

> *"We as working children, want the State to protect our living conditions; to include us in government programmes where the work of children is considered and that protect us from exploitation." (Jed and Katherina's speech at the 30th anniversary of the UNCRC, Berlin 2019)*

Children's decision to focus their advocacy efforts on parents and caregivers reflects the influential role that their parents and caregivers have in relation to decisions about children's study, work and discipline, and the important role that parents and caregivers can play to support children's education and to protect children from violence and exploitation. In Peru (CESIP), for example, the CAC members developed and performed a play that addressed the different types of work they do and the need for parents and caregivers to listen to children's views, to avoid forcing them to work and to prioritise their education. School teachers and administrators were also targeted to reduce discrimination and violence in schools.

For some CACs there was a clear need to influence local government officials and policymakers to strengthen policies and practices that respect the rights of working children (see O'Kane et al., 2018). Many CACs organised interactions with local government officials to present and discuss their priority concerns and grievances, and to advocate with the officials to improve service provision, policies and/or increased budget allocations that would better respond to the needs and rights of

working children. National level officials were also targeted by CAC members supported by AFCIC in Kenya, while working children representatives from MANTHOC-Peru were part of higher-level consultations with education policy makers. Media was also mobilised by CAC members across many country contexts to help amplify their advocacy messages. Events to mark the 30 year anniversary of the Convention on the Rights of the Child (CRC) were used as a platform for working children's advocacy in local, national, regional and global contexts.

Participation of a Time to Talk delegation at the event on the 30th anniversary of the UNCRC in Berlin, Germany



A Time to Talk mixed delegation formed by Katherina — a 14 year old girl participating in one of the CACs from Peru (MANTHOC)— and Jed —a 17 year old boy from the CAC in the Philippines (KAUGMAON)— at *Stop Child Labour*, an event organized by the German Ministry for Economic Development and Cooperation on the occasion of the 30th anniversary of the Convention on the Rights of the Child held in November 2019. Bringing a mixed delegation to this platform, allowed a fair representation of the diverse views that are part of Time to Talk Jed and Katherina's participation in an event strongly focused on the abolishing perspective of children's work allowed the audience to reflect on the complexities of the issue and the multiple realities of working children. A speech that reflects the different positions on children's work as a result of an inclusive and participatory process, proved the importance to find more advocacy opportunities for working children to engage in dialogue with key stakeholders even when the topic may not fully align to their positions. In their speech[2] the working children's representatives emphasised: *"We joined Time to Talk so that working children get heard. We want our diverse childhoods to be acknowledged and understood. Some of us work because we need to; some because we have no choice; some of us to be in solidarity with our families; some because of culture; and some because we like it. In all continents, countries, and cities, there are different experiences of children's work. In Time to Talk many of them are represented and this allows us to know in which conditions they work. There are children who claim their right to be protected from working, and other children claim their right to work under dignified conditions."*

[2] A full version of the speech can be read on here.

4. Results and Lessons Learned

4.1. Strengths and successes of processes and outcomes

- *Ethical participation is fostered by application of the nine basic requirements and increased reflection on power relations by facilitators*
- *Active participation of working children that is enhanced through regular committee meetings, solidarity among peers, and use of child-friendly tools*
- *Working children have increased self-confidence and skills to express their views*
- *Working children have increased knowledge of their rights, see themselves as agents of change and are more able to defend their rights*
- *Engagement and support from key adult stakeholders for working children's advocacy*
- *Working children's views and suggestions are heard and acted upon by some concerned duty-bearers*
- *Child led advocacy and child led committees are strengthened through the provision of small grants and use of the Toolkit II*
- *Adaptation and replication of Time to Talk processes, structures and tools by NGO partners to support effective children's participation in other projects*

4.1.1 Ethical participation is fostered by application of the nine basic requirements and increased reflection on power relations by facilitators

Collaboration with local NGOs is integral to quality processes and positive outcomes for Time to Talk, as it harnesses the engagement of experienced staff and volunteers as facilitators, and enables children's access to complementary projects run by the NGOs (e.g. education, skill development, psycho-social support etc.).

> *We (adults) have power to orient the analysis towards our perception. Children look up to us, as we are different from most of the adults around them, and therefore our opinions have a great impact on their decisions. We need to use methodologies that effectively facilitate children's expression. Decisions must be made by children and actions shared with adults. (Adult facilitators, Callescuela, Paraguay)*

Renewed efforts were made by the NGO partners to use the nine basic requirements as a planning tool to enhance effective and ethical participation of working children that is voluntary, respectful, inclusive, safe and sensitive to risk etc. (see O'Kane & Barros, 2019a). Working children and their parents were informed about the project goals and written informed consent was gained from both parties for children's participation in CACs and related advocacy initiatives. Children were also informed that they could withdraw at any stage of the process. In some contexts, informing and getting permission from parents and caregivers reinforced respectful participation, as their parents supported, rather than challenged their participation in regular CAC meetings and related advocacy activities. Other efforts to support respectful participation included discussions with children to identify the most suitable times for CAC meetings and advocacy activities, taking into consideration their school hours, working hours, harvesting seasons, school exam times, and other relevant calendars.

Preparations by adult and youth facilitators included explicit reflections on their own views and values concerning children's work and labour, power relations, humility, and deep listening in order to create a favourable environment where children individually and collectively have freedom to express their own views and suggestions, which may differ from the facilitators' views and

perspectives (Jijon, 2019; O'Kane & Barros, 2019a; Taft, 2015; Wessells. 2018). Adults recognised the power they hold as facilitators and identified ways to share power and information with children to encourage freedom of expression and authentic participation. For example, children were given time and space to share their experiences and views, to review information and analysis about their situation, to consider differences in opinions among children, and to generate messages and plans that reflected and respected different perspectives. Their participation was considered very relevant, and children were encouraged to develop their own advocacy messages taking into consideration their own realities and socio-cultural political context.

NGO staff and children positively commented on the relevance and child-friendliness of the Toolkit II, and the training of adult and youth facilitators supported child-friendly attitudes and behaviour. Opportunities for experienced CAC members to become youth facilitators were taken forward among at least 12 of the NGO partners. Facilitators use of local languages, attention to room and sitting arrangements, provision of refreshments, regular use of experiential games, participatory tools, and listening to children's own suggestions about preferred activities enhanced child-friendly participation.



Figure 6 Training and reflection with partner staff, India

To support inclusive participation, NGO partners made efforts to support non-discriminatory participation of girls and boys, with some opportunities for gender separate group work, as well as opportunities to work in mixed groups. Children were encouraged to promote non-discrimination and to respect differences in opinions among them. Partnership with CSID Bangladesh further ensured a systematic focus on the participation of working children with disabilities.

Training and support to adult and youth facilitators, as well as to children enhanced reflective experiential learning (Kolb, 1984). Organisation of regional workshops for facilitators in Africa, Asia, Latin America, and at country level in Kosovo, followed by the implementation of local level preparatory workshops for adult and youth facilitators in each country enabled participation that was

supported by training. The regional trainings were well received by participants and provided important opportunities to share experiences, to reflect on values and how they influence facilitation with working children, to model and try out the Toolkit II, and to address questions concerning project administration. The regional workshops contributed to a stronger sense of ownership among NGO partners for the Time to Talk project and enhanced exchange and learning among partners. The participatory learning approach also enhanced replication of the training at national/ local levels with staff, volunteers and youth facilitators.

> *The training in Zambia was very important as it created a common thinking, perspective, links etc. All the staff training at AMURT Lebanon was also very beneficial. (Facilitators, AMURT, Lebanon)*

Experienced CAC member as a youth facilitator, Indonesia
19 year old working girl who has been part of Time to Talk since 2016, PKPA, Indonesia: I was selected as a youth facilitator for Time to Talk to help younger children participate in the second phase of the program. I learned how to be a good leader and facilitator for these younger children. Through the programme I could also participate in the film making and I was motivated to go to University.

In some contexts where CAC members were not already aware of their rights, the initial CAC meetings including training on children's rights. Toolkit II activities also supported training of children in advocacy and communication. In addition, some NGOs (e.g. PKPA, Indonesia; Kaugmaon, Philippines, and CESIP Peru) provided CAC members with additional training in leadership, and use of music, film or theatre as an advocacy tool.

To ensure participation that was safe and sensitive to risk, each NGO followed their respective child protection policies and assigned a child protection focal point to ensure systematic and sensitive follow up and referrals to any reported concerns. Use of individual codes allowed children's anonymity to be protected in reports. The Toolkit II encompassed child friendly activities to actively involve working children in identifying and mitigating risks associated with their planned advocacy initiatives. For example, in CAC meeting 2 the "hot air balloon activity" used clouds to explore what risks children may face as a result of their advocacy ideas, and the rainbow was built with practical ideas to reduce and address likely risks. In the follow up CAC meeting 3, a movement activity was used for additional discussion on the likelihood of the risk(s) happening, and the impact, with discussions and decisions made considering children's best interests.

For example, to reduce risks of children getting into trouble from parents, employers or teachers due to their participation in advocacy, working children's risk mitigation efforts included:

- organising meetings at times that suit children and sharing tasks to reduce the likelihood of being late or missing work or studies in order to do their advocacy activities;
- informing and getting consent from parents and guardians;
- being brave and persistent, using discussions to motivate and negotiate with adults using positive language, rather than combative language;
- collaborating with parents, teachers, local officials, and employers to engage in and support their advocacy initiatives.

However, despite such efforts, some children have still experienced risks during their advocacy, thus further systematic risk assessment and mitigation efforts are needed, including renewed efforts to get parents informed consent once children have identified their advocacy activities.

To enhance accountable participation, NGOs shared information with CACs, and relevant duty-bearers who children met with in the course of their advocacy initiatives were encouraged to share feedback with children, but as described in section 4.2.3, this was sometimes a weakness.

Adult-child power relations are an ongoing topic that has been better addressed with Toolkit II. Partner organisations feel motivated by being well accompanied through the toolkit and reflections on their own practice are still going on, as this doesn't change after one workshop. Changes in power sharing need time and continuous learning. (Time to Talk Steering committee members)

4.1.2 Active participation of working children that is enhanced through regular committee meetings, solidarity among peers, and use of child-friendly tools

Children and NGO staff commented on the solidarity, unity, hope, and power that working girls and boys gained from one another through their collective meetings, teamwork and actions, especially when the majority of members were motivated, responsible, tolerant and kind to one another. The importance of solidarity and strength gained through children's committees is particularly beneficial for children in adversity, as it increases their self-esteem, social networks, skills and power to defend their rights (Liebel, 2003; O'Kane, 2002, 2003a, 2003b; Taft, 2019; UNATSBO, 2010; UNICEF, 2020).

Our strength is the unity in the group. We can use our voice. (CAC, JCM, Zambia)

Happiness to participate in the group



A 9 year old working girl in Peru points out her happiness for participating in the group, since she closely knows the reality that the working children go through because she has experienced it.

Meaningful participation involves use of methods that are appealing to children and young people (Bell et al., 2008; Kelleher et al., 2014; O'Kane, 2008). Toolkit II enhanced children's active participation as CAC members enjoyed the activities, and the participatory tools and experiential games fostered children's analysis, planning and advocacy skills. In Paraguay, the CAC members shared the problem tree with their base groups to engage wider numbers of working children in the problem analysis. Furthermore, through their creative advocacy initiatives encompassing music, theatre, art and acrobatics CAC members enjoyed expressing and developing their artistic talents.

The children were very excited by the tools and activities used during the sessions. They enjoyed the games and had fun, while at the same time the activities were engaging and educative. (Facilitator, AFCIC, Kenya)

Overall, both children and facilitators expressed really loving the Time to Talk process, seeing it as a truly participatory and empowering intervention. (Facilitator, tdh Lebanon)

4.1.3 Working children have increased self-confidence and skills to express their views

Through the Time to Talk processes working children have increased self-confidence and skills to express their views in public and private settings. Children's regular participation in groups, interactions with other children, use of participatory analysis and action planning tools, and encouragement and support from NGO facilitators increased the confidence of many CAC members to speak up in public settings to express their views, experiences and advocacy messages.

Before participating in the Time to Talk program I was very afraid and too shy to speak in public. However, I have totally changed after participating in the program. I am brave and confident to speak in public. (14 year old working girl, PKPA, Indonesia).

Increased self-confidence to express views, Guatemala

A 14 year old girl, Guatemala: I would like to tell my story because I believe that this space has made me change my way of thinking and acting: I want to start by telling you that I am a very shy person, I have a hard time talking to other people and sometimes I preferred not to be in places with many people. That attitude led me to be a very lonely person, I knew that that was not right, so I felt very angry with myself for being that way. When I started to participate in the CAC's meetings, I felt very nervous; but I still wanted to participate because I thought this was the perfect space that would help me change my way of being and thinking. As time went by I began to identify with the others, because I realized that I was not the only person who felt fear or nerves or shame when speaking, but that as we were getting to know one another, the group was becoming friendly and fear was going almost disappearing. When we started planning the advocacy action it was very exciting because we realized that we could help many other children, adolescents and young workers like us who do not have the opportunity to continue their studies due to the lack of money to buy their school supplies. They also don't have money to buy a good snack. That moved me a lot, but I also felt a lot of nerves when they told us that we had to present it ourselves to the municipal authorities. The day came and we went to the mayor and the councillors and trustees, we were all very nervous, I was very scared because I did not know if they wanted to talk to us or if they were going to pay attention to us. When we introduced ourselves, they were all looking at us and there was mean communication too, that's why at one time we thought we weren't going to be able to do it but, in the end, we made it. We presented what we had planned and now we

are waiting for the mayor's response and support. Now I am not the same as when I started, I am still nervous, and I am very embarrassed, but I know that one day I will be able to speak without fear or shame.

Children from different CACs expressed pride about what they had achieved through their CAC advocacy initiatives, and some CAC members have improved self-efficacy regarding their power to influence matters that affect them. Exposure to media also increased platforms for children's expression and amplified their messages.



Figure 7: Advocacy planning, CAC Kosovo

Working children's representative speaks up in Press Conference, Davao City, Philippines

After two CAC meetings, some children had demonstrated skills in leadership and public speaking. A 17-year-old male CAC representative participated in a press conference, alongside the Kaugmaon (NGO) director. The purpose of their participation was to seek support from the private sectors for the education of the working children in Davao City. The CAC representative actively expressed his sentiments and called for private sectors to extend help especially school support for children like him. He also answered questions from the media.

Time to Talk is an instrument used to promote child well-being through the full-fledged participation of children. (…) The CAC members at Sinan and Machakel districts of Ethiopia did the advocacy work, (…) the CAC members were encouraged by the impact on child rights protection and enhanced child participation at the grass roots level. The advocacy work enables children to be proud of their initiatives and increase their self-confidence. CAC members' ability in writing poems, doing drama and speaking in front of huge audiences is enhanced. The capacity of the CAC members in scanning their environment and finding a possible remedy for a certain problem is enhanced. (Facilitator, FC, Ethiopia)

4.1.4 Working children have increased knowledge of their rights, see themselves as agents of change and are more able to defend their rights

Through the CAC meetings and advocacy initiatives working children gained increased knowledge on their rights and identified themselves as agents of change who could take action to defend their rights.

> *When given the chance to exercise our rights, we can bring about positive change to children in work. For example, children can have access to education and can enjoy their rights (CAC members, RCT, Rwanda)*

Almost half of the CACs were already established during previous Time to Talk processes, while some of the CACs were newly established. For all CACs that engaged new members, the facilitators were encouraged to introduce children's rights to the members in one of their initial meetings.[3] In some countries (e.g. Bolivia, Ethiopia, Guatemala, India, Indonesia, Kenya, Nepal, Paraguay, Peru, Philippines, and Rwanda) CAC members have shared information with their peers about their rights, and have encouraged other children to join their advocacy initiatives.

Increased understanding and action on children's rights

16-year-old girl, PKPA Indonesia: I dropped out at elementary school and I work selling fried noodles from 6 to 11 a.m. After that I help my mother at home. I participated in Time to Talk program, in the advocacy action and attended some meetings every month to change my life and my friends' lives. We wanted to pass messages about our lives to the government. I participated in Time to Talk music program and I am the vocalist. We wrote a song to pass our messages to government. We attended the music training for a few months. I am happy because we have a song which is the result of our work. Having participated in Time to Talk program, I know the rights of the child better and what I should do. Now, I am more than myself and I am proud to participate in the program. I can be a role model for other children.

17-year-old boy, AFCIC, Kenya: Before I joined the Children Advisory Committee, I was not aware of the existence of the UNCRC. I came to understand every right concerning children all over our society. I had a golden opportunity of participating in formulating the memorandum to be presented to the president during the UNCRC@30 celebrations. The three days in the conference were so amazing whereby I made friendship with other children from all over the country and had a chance to interact with them, as well as knowing more about their communities. I came to realize that different counties face different challenges, but we were all united by a common goal, to fight for a better tomorrow for every child. I really appreciate the government and the organizers for coming up with the conference idea that brought together children from different places in the country to represent their regions and talk about their issues. We as children need more opportunities to learn about our rights according to the various legal instruments addressing Children Rights as well as Responsibilities. Through participation in the CAC I understood that rights come with responsibilities. I also learnt to speak out whenever there is a problem. I feel like rewinding the hand of time to the memorable experiences of the National Children's Conference. It was such an amazing experience speaking in front of people, sharing meals with children from different backgrounds but very similar to me, all as a Kenyan family. I want to thank CAC and Time to Talk for helping me to understand that we must act now if we hope to realize the rights of every working child in the decades to come. Every child, Every right!"

[3] O'Kane, C. & Barros, O. (2019). It's Time to Talk! Children's views on children's work: Toolkit II Supporting collaborative and child led advocacy. Kindernothilfe and Terre des Hommes.



Figure 8: Children's views on work they can and cannot do, Ethiopia

Time to Talk enables children to be aware of their rights. It paves the way for children to consider themselves as one of the actors in protecting their rights. It capacitates children on the way of problem-solving processes through lobbying and advocacy. (Facilitators, FC, Ethiopia)

4.1.5 Engagement and support from key adult stakeholders for working children's advocacy

An enabling factor for successful advocacy by working children has been to mobilise and secure support from key stakeholders including:
a) parents and caregivers,
b) teachers and school managers,
c) community members and civil society actors,
d) local and national government officials, and
e) media.

As already mentioned, engagement and support of parents and caregivers has been essential to enhance children's participation in CAC meetings and activities. Parental support for girls' participation has been particularly important in contexts where social norms restrict girls' mobility and freedom of expression. Support from teachers and schools was also important, especially in contexts where CACs planned school-based advocacy initiatives engaging teachers and/or other students.

Broader public participation and collaboration with existing children's platforms, community-based child protection committees and/or local civil society organisations has enabled working children's

advocacy messages to be spread more widely. For example, in Bolivia, more than 1200 children and adults were mobilised to participate in a rally about protection of violence from violence. In Rwanda the CAC members strengthened linkages between community based children's groups and local leaders. As a result local leaders have supported children to exercise their right to play and have supported them in sensitising community members on children's rights.

The celebration of 30 years of the UNCRC provided a bigger advocacy platform. International day celebrations have a bigger advocacy platform that the CAC should leverage and maximise in the future. (Facilitator, AFCIC, Kenya)

Use of international days such as World Day Against Child Labour (June 12th) and Children's Day/ the CRC Anniversary (November 20th) provided increased opportunities to secure support from relevant stakeholders and to mobilise public participation in support of working children's messages.

Collaboration with the local authorities, especially local councillors and government departments responsible for children's protection and education, have supported the creation of more sustainable platforms for working children's advocacy in matters affecting them. For example, working children in India collaborated with Panchayati (local government) members and local politicians to address the rights of working children. In Zambia CAC members collaborated with Area Councillors to support working children's advocacy initiatives with their parents and caregivers. Collaboration with media outlets (radio stations, TV) and support for child led media has also enabled working children's advocacy messages to be amplified.

CAC members successfully invited the government and media (newspaper, local TV and radio) and showed their film and music performance about working children and then had a dialogue about working children's situation. (Facilitators, PKPA, Indonesia)



Figure 9: CAC radio broadcasts, Philippines

CAC collaboration with the Protection Committee to establish a Code of Conduct to protect working children, Lebanon

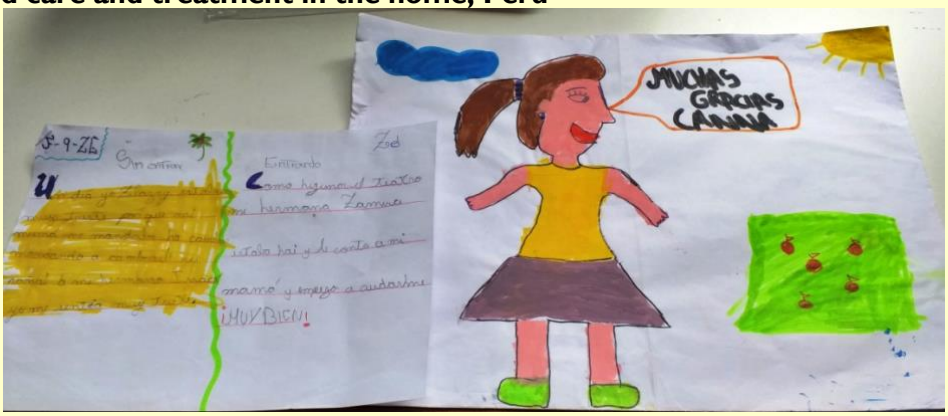
The Protection Committee in Ein el-Hilweh Camp was established since 2009 with the aim of forming a framework of civil and local society associations, popular committees, Islamic parties and UNRWA[4]. It works on the protection of children from different forms of abuse and exploitation, such as harassment, sexual abuse, child recruitment, and labour exploitation. With support from the NGO Nabaa, the CAC members collaborated with the Protection Committee to help establish and implement a Code of Conduct to protect working children from abuse and exploitation in Lebanon. The rules and protective measures for working children were considered a good and important basis for all those who deal with working children, especially the parents, employer and protection committee in the Ein el-Hilweh camp.

4.1.6 Working children's views and suggestions are heard and acted upon by some concerned duty bearers

The success of the advocacy was the acceptance and signing of the code of conduct by employers. The employers and community became more responsible and aware of child rights and the child labour policy. (CAC members & facilitators, Nabaa, Lebanon)

Opportunities for children to meet with influential decision-makers and duty-bearers ('the audience') is an important element of meaningful participation (Lundy, 2007; UNICEF, 2020). As a result of their CAC advocacy initiatives, working children's views and suggestions were heard and acted upon by some duty bearers including a) parents and caregivers, b) employers, c) teachers and school managers, and d) local and/or national government officials.

Improved care and treatment in the home, Peru



A 9 year old girl in a CAC supported by CESIP, Peru says: thanks to her participation in the CAC, the treatment she receives at home has changed, today her mother takes care of her more and now she is, as her drawing shows in a very good situation

CACs in Bolivia, Ethiopia, Indonesia, Kosovo, Peru-CESIP & IINCAP, Rwanda and Zambia targeted their parents and caregivers as primary stakeholders that they wanted to influence in order for parents to: prioritise their education, prevent children engaging in hazardous work, give them more time for play and rest, do not treat them with violence but with love and care, and allow them to participate in decisions affecting them.

Parents accepted the messages of working children, especially efforts to prioritise children's education, Zambia

[4] United Nations Relief and Works Agency for Palestine Refugees in the Near East

In Zambia, CAC members developed 5 key messages to share with their parents:

- Please have kind hearts
- Please give me work for my age
- Take our education seriously
- Send us to sell at the right time and in the right places
- Give me time to rest, play, go to school and study.

In efforts to convince their parents to take their messages seriously CAC members first organised a stakeholder meeting with representatives from the Church, Department of Education, Department of Labour, members of the District Child Protection Committee, and the Market association. They asked representatives of these agencies/ associations to help them communicate their 5 key messages in the parent advocacy meeting that they were organising the next day.

In the meeting with stakeholders the CAC members introduced and explained each of the five key messages. They presented a drama to show the problems working children experience missing school if their parents do not prioritise their education. They presented a gallery of their CAC journey explaining how each of these tools (Body Mapping, Timeline, Flowers of Support, Problem Tree) had helped them to develop their advocacy action plan (the Hot Air Balloon). The CAC members also presented a song, poem and rap on the importance of their education. A similar format was used during the Parents Advocacy Meeting, and the stakeholders emphasised the importance of the CAC messages. For example, the church representative helped with the message on be kind to us; the Department of education representative helped with the message on take our education seriously.

Parents and caregivers accepted the 5 key message and made commitments to: give children time to rest, to go to school and to study, including for relative children they were caring for; and to stop calling children bad names as a way to show they 'have kind hearts'. The District Child Protection Committee, market association, Nature Guard and parents have agreed to work together to remove and stop children from picking and selling used local beer bottles as this work was recognised as harmful. 140 Parents were reached with the key messages and they also made commitments to reach out to other parents and guardians in the community.

In Rwanda, CAC 7 children (2 boys and 5 girls) who were working as domestic workers have returned to their families and have been encouraged to return to school, as a result of the CAC advocacy efforts.

CAC members were also able to influence teachers and education authorities in Ethiopia, Peru-IINCAP, Peru-MANTHOC, in India (India-Para, and India-CACL) and in some schools in Nepal to make schools more inclusive and safer for working children. For example, CAC advocacy initiatives in India supported by PARA, and by tdh resulted in increased enrolment of working children in schools in different locations, especially through collaboration with children in child clubs. In Ethiopia working children's advocacy resulted in increased provision of school support materials, and improved water supplies in the local school. In Peru, children's representatives from MANTHOC engaged in national consultations to influence planning by the Ministry of Education to develop child friendly schools, with policies and practices that adapt to the lives of working children by providing flexible schedules to better fit the reality and needs of children who work. Following the consultations, children's representatives from MANTHOC were invited by the National Education Council to the Lima Metropolitan and Callao Macro-Regional Meeting, to participate in a two-day dialogue and consultation event about the National Educational Project.

CAC members influence parents, teachers and prefect to prevent violence against children, Peru

A 16-year-old boy in a CAC supported by IINCAP, Peru:

"I am a member of a CAC and together with my other classmates and in the company of our educators, we started a work plan to combat violence against children. Taking into account our collective analysis and planning, we were able to hold our meetings, first with the teachers of the different educational institutions, our second meeting was with the parents in the areas where IINCAP is present, and our third meeting was with the prefect of Cajamarca. In these meetings we had the opportunity to express all our opinions. In our meeting with teachers we started being a bit nervous, shy and a little fearful to express ourselves, as we had a fear of not being heard. But after the development of our meeting we realized that most of us were paying attention and the nerves were reducing. At the end of our meeting everything was satisfactory because they listened to us. Teachers and parents made some commitments. The prefect told us that they are working to respect the rights of children. In the end we say goodbye to all of them and hope that on the following occasions we can hold our meetings without nerves and with greater participation and better development. Now we are not afraid to express ourselves, now we learn and defend our rights. "We can, we can do it and together we will be stronger".

Fathers and mothers who participated in the interaction shared how they would be more patient, communicative and understanding with children. They would be more of a friend, giving more and more affection, they would teach by example, be confident and responsible with children, and they would avoid all types of violence."

CACs organised interfaces with representatives from the local authorities (municipal officials/ representatives from district departments of child protection/ education /labour, local councillors/ members of parliament, political party officials) to present and discuss their key advocacy messages in a number of countries (including Ethiopia, Guatemala, India-PARA, India-Sikshasandhan, India-CACL, Indonesia, Kenya, Kosovo, Paraguay, Peru-CESIP, Peru-IINCAP, Peru-MANTHOC, Philippines, Rwanda, Tanzania, and Zambia). Through linkages to established platforms for children's participation and representation, working children have been able to bring their priority concerns to the attention of concerned duty bearers. Rather than 'one off' meetings, regular platforms for children's participation and representation are needed to influence effective and sustainable changes in practices and policies. Regular interactions and dialogue between children and adults enable trust, relationship building enhancing children's sense of care and protection, influence and accountability (Arunkumar et al., 2018; Collins et al., 2020; Eurochild 2017; Kelleher et al., 2014; Tdh, 2018).

CAC representatives raise child labour concerns through the Children's Congress and regional summits, Philippines

As a result of the CAC's advocacy initiatives in Davao City (Philippines) using radio to raise awareness on child labour exploitation, the Department of Labour and Employment Region XI acknowledged the contribution of the CAC to the campaign against child labour, and invited them to join the 2nd Regional Anti-Child Labour Summit in November 28-29, 2019. Furthermore, a CAC representative attended the 16th City-Wide Children's Congress and was able to bring child labour issue as one of the top 5 violations of children's rights in the city. Another CAC representative also attended the Regional Children's Congress from December 7-8, 2019. CAC representatives were able to elaborate on the push factors and effects of their involvement in hazardous work, and they advocated for increased job opportunities, livelihood grants for parents and services for families.

With our advocacy it was possible for the municipal authorities to listen to the voices of the working girls and boys, and the problems that afflict us. Communication is maintained with the president of the Citizen Participation Commission who is the communication channel with the Municipal Corporation. (CAC members, CEIPA, Guatemala).

4.1.7 Child led advocacy and child-led committees are strengthened through the provision of small grants and use of the Toolkit II.

A strength of Time to Talk! was the availability of funds to realise the advocacy plan developed by children. (CAC members, PKPA, Indonesia)

The provision of a small grant of Euro 1200 to each CAC enabled planning and implementation of child-led advocacy initiatives. Determining how best to use the grant, and direct management of the grant by children provided important opportunities to strengthen children's individual and collective skills in managing funds. However, increased monitoring was needed to identify the degree to which CAC managed the grant themselves in each of the different contexts.

In an effort to support more sustainable collaborative and child-led action and advocacy beyond the project implementation, the Toolkit II encompassed a broader focus on: Preparation with adults, youth, and/or child facilitators to support the effective and ethical participation of children; and guidance on strengthening different aspects of how children's groups function:

- *TO BE:* To be more aware and transparent about who they are as a group, why they are part of a group, how they communicate with their members and make decisions, etc.
- *TO DO:* To strengthen their capacity to organise and undertake advocacy initiatives
- *TO RELATE:* To reflect on and strengthen their partnerships with other actors and allies; to be aware of their role in a political context and how they influence others; and to consider how they can better mobilise existing material and human resources around them to support their advocacy efforts.



Figure 10: Image from the Article 15 Resource Kit (www.crc15.org)

Introducing and trying out the Article 15 resource kit supported important opportunities by CAC members and facilitators to reflect on, discuss and plan ways to strengthen inclusive and sustainable groups. The CAC members tended to prioritise Article 15 modules that were most relevant to address weaknesses in their CACs that they had identified when undertaking the "H" assessment of their strengths and weaknesses.

The Article 15 module that was most prioritised by CAC members was (Module 7) "How to keep their group going strong over time". This is because of the strong desire of the CAC members to make their group strong and long lasting which paves the way for them to struggle against the violation of children's rights. (CAC members & Facilitators, FC, Ethiopia)

Exploring good and bad groups, Guatemala
CAC members supported by CEIPA in Guatemala used drama to explore and express their ideas about the qualities of good and bad groups. They highlighted how a bad group does not take into account the opinions of their peers and that they make fun of the mistakes of others, so many of the members do not dare to participate and give their opinion and become more shy. To be a good group, they must be united, they must respect each other, and they must also accept that not everyone has the same ideas but they need to respect each other.

Many of the CACs included new members thus required time and processes to strengthen their group's identity and ownership. In deliberations about how to keep their group going strong over time CAC members recognised that some members have and would continue to leave due to: getting older, moving away for better jobs, further education, or marriage. Many CAC members felt they should try to motivate and maintain existing group members to consolidate and strengthen their CAC in order to continue to implement advocacy initiatives; and some CAC members emphasised the importance of involving new and younger members. Some children suggested on-going roles for CAC members to spread awareness on child rights among other children in the community in order to mobilise and engage more children in their groups.

Strengthening how the CAC collaborates with adults to ensure working children represent their own issues, Kenya
The CAC supported by AFCIC in Kenya prioritised use of module 10 "how adults work with our children's group". It addresses how the CAC can engage with adults and other institutions in their community. The CAC members realised that within their context, there are lessons that they can learn from the adults and other organized groups, and form lasting partnerships that will be beneficial in increasing their visibility and influence. The CAC members used the power ball mapping to identify and list key institutions/partners/allies who can be beneficial to their group as they seek to grow. The partners were listed as; NGOs, Children's Department, Teachers, village elders, youth associations and women groups. CAC members were able to brainstorm on the power relations between these institutions that exist in their community and how they could influence this power relations to their benefit. It emerged that their group would want to see children and youth groups having power over their own issues and directing the way matters relating to them are handled by adults, which is not always the case right now. They felt that especially in matters of working children, power is in the hands of adults who believe that they are speaking for children but they lack the experience that working children themselves have.

4.1.8 Adaptation and replication of Time to Talk processes, structures and tools by NGO partners to support effective children's participation in other projects

NGOs have described how they have adapted and replicated Time to Talk processes, structures and tools to support effective children's participation in other projects which provides evidence of the relevance and sustainability of the methods and tools. Efforts to adapt and scale-up use of principles, tools and guidance for children's participation across programme areas was enhanced by the active involvement of NGO senior managers, as well as field staff in the Time to Talk project. Furthermore, the Toolkit II has been adapted and used by other Search for Common Ground, another INGO to support adolescent participation in radio programming in conflict affected countries in Africa.

> *The tools, methodology and approach gels very well with vulnerable groups. It creates opportunities and a voice for children to give their perspective on various issues which is exciting. (Director, AFCIC, Kenya)*

Replication of Time to Talk processes, CACs and tools in other projects, Zambia
Jesus Cares Ministries (JCM), one of the NGO partners in Zambia is adapting and replicating the processes, CAC structure, the Time to Talk Toolkit II, and the Article 15 resource kit to support effective children's participation and child-led advocacy in other education and child labour projects. For example, in 2020 JCM plans to support child-led advocacy on the issues of child labour in Kamushanga and Katondo communities to enhance the implementation of policies /to hold the government accountable /to demand services. The project will form one Children's Advisory Committee in Kabwe District. The committee involving working children and JCM project beneficiaries will be supported to meet on a monthly basis, planning and implementing advocacy initiatives on priority issues affecting them each year during the 5-year project period.



Figure 11: Rally against violence, CAC Bolivia

4.2. Weaknesses and challenges of processes and outcomes

- *Time constraints of working children*
- *Children's fears and limited capacity (individually or collectively) for influential advocacy*
- *Ethical concerns and risks*
- *Time constraints, lack of support and accountability from adult duty-bearers*
- *Limited budget to NGO partners (almost no costs for staff time) and complicated reporting procedures*
- *Limited influence on policies affecting working children due to shorter term advocacy*
- *Geo-political challenges that negatively affected project implementation*

4.2.1 Time constraints of working children

The most common constraint facing working children as advocates, identified by children and NGO staff across every region, is the time constraints of working children. While it is recognised that effective advocacy usually takes time to plan and implement, working children have very little time available. In diverse contexts, working children are often busy juggling paid and unpaid work, studies, religious/ social/ leisure/ participation activities and rest (O'Kane et al., 2018; O'Kane & Barros, 2019a). Working children often have work responsibilities to fulfil for their parents and family members, before or after school, including at week-ends. Thus, time availability for regular participation in groups, planning meetings and advocacy activities is restricted. Careful negotiations are usually required with parents, caregivers, employers, and teachers to convince them about the benefits of children's participation in groups, in order to allow children the space and time to participate; and efforts need to be made to avoid disrupting children's education. At least initially some parents were reluctant to support children's regular participation in groups, as they preferred them to spend their time working to contribute to the family or studying.

The main concern for this group was their unavailability during school time; as a number of them go to school and also work. Children suggested that meetings be scheduled during weekends, holidays, and midterm breaks, as they all spend a lot of time in school, and rarely have spare time during school days. Walking to school takes individuals 30 to 120 minutes, and they are expected to be in school by 7am and leave at 5pm. Thus, some children do not reach home till 7pm. (Facilitator, AFCIC, Kenya)

Time constraints for regular meetings and collaborative advocacy by working children were further complicated when CAC members lived in different villages or parts of the town, when they did different types of work with different timings, or when they had school or religious commitments at different times (for example Muslim children wanted to be free for religious practices on Fridays, while Christian children wanted to be free on Sundays).

Time constraints as their most significant challenge, Peru
When identifying the most significant challenge faced during their CAC advocacy efforts, one group of working children supported by IINCAP in Peru shared that some children cannot attend their CAC meetings due to study factors and/or chores and work. Their comrades tell them that participation is important to fight for their rights and that with union and fellowship they can strengthen their rights. They suggest that they can establish a day and time where they can all meet without harming their studies or other activities. In this way the children can make an

agreement so that in one day everyone can meet.

During exam periods, harvesting times, and festival times it was often necessary to avoid CAC meetings and activities, thus carefully planning with working children was required In some countries working children had more availability to participate in advocacy meetings during school holidays, while in other countries children had less time during school holidays as they engaged in full-time work, and some migrated for seasonal work.

> *The activity in the school could not be conducted in the planned date due to exams and other important programs in the school. (CAC members & facilitator, CWISH, Nepal).*

Constraints on children's time led to irregular or late participation by some CAC members, and caused some children to drop out. Marriage was also cited as a reason for a couple of the girls dropping out of the CAC supported by CACL in India. New members were sometimes brought into CACs, requiring further efforts to share information and to support group cohesion. However, group cohesion was sometimes facilitated when existing CAC members brought their friends into the committee.

> *The number of attendees decreased because the meeting was during their work time. (Facilitator, Nabaa, Lebanon)*

Children's time constraints also meant that some of the CAC meeting schedules needed to be adapted: leaving out or shortening the time available for some tools.

4.2.2 *Children's fears and limited capacity (individually or collectively) for influential advocacy*

Although many CAC members described how they had increased self-confidence to express their views in private and public settings, some children continued to have fears and hesitation to speak up, especially in contexts where deep-rooted social cultural traditions discourage girls and boys from expressing their views or asking questions in front of their elders. Some CAC members expressed fears that adults would not listen to them seriously – with readiness to act upon their advocacy messages.

> *Some CAC members were shy to talk to their parents who were in attendance in the advocacy event, due to household tradition and culture. (CAC members, JCM, Zambia)*

Children's fears were increased when they did not have confidence that adults would listen to them, and when they anticipated or experienced risks of scolding, threats, or ridicule for their participation from their parents, caregivers, peers, employers, teachers, general public, or from government officials. For example, children from one of the CACs in India that promoted the importance of education for working children, described how they were demotivated when children and adults made fun of them, and when parents and children didn't pay attention to their messages.

> *Many children were not confident enough to face the people and tell them about the issue. They felt that adults will not pay attention to them or will scold them. (CAC members, CACL, India)*

Challenges in public speaking and weaknesses in mutual support offered by group members, Peru

Although CAC members supported by CESIP in Peru felt they had achieved their advocacy objectives to make parents more aware of the risks of child labour, they also identified some challenges faced. Key challenges and weaknesses included:

- Fear and shame to speak well in public
- The teasing between classmates for forgetting some text.
- They did not manage to get every member to participate.

In their on-going efforts they need to ensure that the majority of CAC members participate in setting up the advocacy event, with responsibilities assigned to each member.

The CAC in Nepal had prioritised concerns about child sexual abuse of domestic workers, a violation that was considered sensitive, and thus harder to talk about in public settings. Some CAC members from Nepal worried that they may not be able to effectively convey their advocacy messages to the identified targets in a proper and effective way, and they described how some friends and community members disrupted their efforts.

> *Some of our school friends were not supportive and created disturbances while we conducted the street drama. Even teachers were unable to control those students…. A shopkeeper shouted at us and told us we should be studying at this age and not creating such scene and disturbances. (CAC members, CWISH, Nepal)*

In some CACs insufficient knowledge among children about national child labour laws and policies and their labour rights as children was identified as a barrier to defending their rights.

Different levels of literacy, concentration spans, and interests of individual children required sensitive and child friendly facilitation in order to be inclusive taking into consideration diverse capacities of children within the CAC. Working children with least access to education and children with disabilities tended to have lower levels of literacy that often contributed to lower levels of self-esteem. Thus, encouragement and interactive activities that did not depend on high levels of literacy were required, and facilitators needed to adjust the facilitation pace to different members of the CAC.

> *Some of them [CAC members] could not write and read fluently and this made them less confident. (CAC members, PKPA, Indonesia)*

While the majority of CAC members were motivated and actively engaged in CAC meetings and activities, a minority of members in some CACs were not fully engaged. Furthermore, children sometimes forgot things they had discussed or planned in previous CAC meetings, particularly if there was a time gap between meetings. The most active children were sometimes frustrated by members who were less engaged.

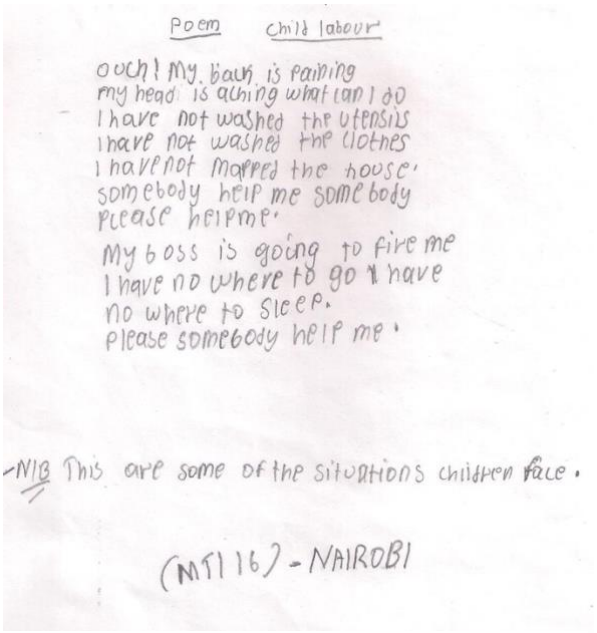
4.2.3 Ethical concerns and risks of scolding, threats or insults

Ongoing systematic efforts are required to balance children's freedom of expression and participation and child safeguarding and (Adolescent Health Initiative, 2014; Collins et al., 2020; Kelleher, 2014; Ruiz-Casares et al., 2017). Some adults, especially practitioners from child protection agencies may have a paternalistic and risk-averse approach to children's participation (Collins et al., 2020; O'Kane & Barros, 2019a; Peleg, 2018). Conversely it is essential to ensure robust implementation of child safeguarding policies, and risk assessment and mitigation procedures guided by the principles of do no harm, and best interests of the child. Children's participation in advocacy that is poorly implemented has risks that children and young people become disillusioned (Carnegie UK Trust, 2008; Kelleher et al., 2014).

As described in section 4.1.2 while planning their advocacy initiatives working children identified likely risks and discussed ways to mitigate the risks. CACs in diverse contexts expressed fears that they would be scolded, threatened or insulted due to their advocacy activities, and children identified various strategies to reduce such risks, especially through information sharing, positive messaging, and collaboration with parents, teachers, local officials, and employers. Despite such efforts a few children and adults continued to raise ethical concerns about:

- Risks of working children earning less money due to the time spent in advocacy activities
- Risks of losing their job if they speak up about poor working conditions, or if they are late to their job as a result of their participation in advocacy
- Risks of scolding, abuse or other forms of harm when they defend their own rights and/or their rights of their peers – especially if they engage in advocacy activities that are seen as provocative in the socio-cultural political context.

To reduce such risks CAC members described the importance of getting support from their parents and caregivers. They also described efforts they took to juggle and balance the time dedicated to CAC meetings and advocacy activities, alongside their study and work. It was also easier when CAC members shared tasks among them.


Poem Child labour

ouch! My back is paining
my head is aching what can I do
I have not washed the utensils
I have not washed the clothes
I have not mopped the house.
somebody help me somebody
please helpme.
My boss is going to fire me
I have no where to go I have
no where to sleep.
please somebody help me.

-NB This are some of the situations children face.

(MT116) - NAIROBI

Figure 13: Child labour poem, 16-year-old boy, CAC WCY Kenya.

Adult facilitators in Lebanon raised the dilemma that *"sometimes it is confusing to tell children about their rights, if we are not able to help them get their rights!"* Yet, working children in across different contexts emphasised the importance of knowing and defending their rights. Increased efforts are required to ensure that children know who to report to if they rights are violated, and which adults have responsibilities to respond to child right violations. Children need to know that adults have a primary responsibility to respond and fulfil children's rights to education, protection, health care etc.

Unequal power relations between adults and children remain challenging, as when adult duty bearers are not ready to listen to working children and to take their views seriously this contributes to participation that is not accountable, and

> *Children and adolescents think it is difficult to change the mentality of adults who have the power to make decisions, because not everyone wants to hear them. (CAC and adult facilitators, CEIPA, Guatemala)*

place children in more vulnerable positions.

4.2.4 Time constraints, lack of support and accountability from adult duty bearers

In assessing the effectiveness of their CAC advocacy initiatives, a number of CACs identified how they did not receive sufficient support from adult duty bearers (parents, caregivers, employers, teachers, local and/or national government officials, journalists). Adults were often busy and thus time constraints made it harder to arrange meetings with them.

It was important for working children to secure support and engagement from their parents and caregivers, especially as many of CAC advocacy initiatives were targeted at parents to influence parenting approaches and decisions about children's work, study, play and participation *(see section 4.1.1)*. Some CAC members described challenges faced to convince their parents to take their messages seriously, especially as parents in many diverse socio-cultural contexts are not accustomed to listening to their sons and daughters and to taking their views into account when making decisions.

> *Some parents forced their children to do other activities at home instead of giving them permission to do advocacy works. (CAC members, FC, Ethiopia)*

In some contexts, community members did not show active support for working children's advocacy initiatives, due to being busy with their own schedules. In one school in Nepal and in Peru-IINCAP, school administrators and teachers were initially reluctant to support working children's advocacy initiatives due to negative perceptions relating to children. However, the CAC members in Peru were able to convince the teachers about the importance of their efforts to raise awareness and respect for children's rights, and the teachers committed to participated in their events.

In Lebanon, CAC's collaborative efforts with community-based child protection structures enabled a number of employers to sign and a follow a code of conduct, but some employers refused to sign, especially due to objection on some points, such as the obligation to provide paid annual leave.

> *We faced difficulty in implementing our advocacy [on codes of conduct for employers] because our message surprised the employers so they were afraid to accept it. (CAC members, Nabaa, Lebanon)*

CAC also described challenges to meet with influential government officials at local and national levels. When government representatives participated in advocacy events and campaigns organised by the working children, they were not always the "right people" who had the power to influence changes in policies or practice. For those who had targeted specific influential government officials it often took a lot of time and negotiations to arrange meetings with them. Changes in political leadership (e.g. in Peru, Kenya) also meant that long negotiations for CAC members to meet certain influential political leaders such as county level governors and congressmen, had to be re-started when their positions changed.

> *The government people who participated in the campaign were not policy makers and not all government institutions were actively involved in the campaign…. Some government officials who participated in the song launch were not serious, they slept, played with their smart phone and chatted with other participants. (CAC members, PKPA, Indonesia)*

In some contexts, such as in Guatemala and Indonesia, CACs felt that the local municipal government officials did not take their views and suggestions seriously and working children did not always receive

feedback about follow up actions taken by government duty bearers.

Lack of feedback about budgeted follow up to working children's proposals by the municipal authorities
In Guatemala, the CAC developed and presented proposals of working children to the municipal authorities. Their key messages focused on: the need to address poverty so that families can meet their basic needs; protecting children from jobs that are not suitable for them and preventing damages to their health; ensuring time for recreation; addressing discrimination and exclusion; supporting working children's efforts to work to improve the well-being of children and their families and to continue their education. Although the municipal authorities gave a positive response during the advocacy action, the CAC members state that their objective was not 100% achieved because the authorities did not commit to full compliance and they still do not know how much of the budget the municipal authorities will allocate to the proposal presented.

In Kenya and Indonesia media journalists were also not as responsive to working children's advocacy initiatives as hoped for by working children. Some journalists did not turn up to their events, or left early, and some did not provide coverage of children's messages.

4.2.5 Limited budget for NGO partners (no costs for staff time) and complicated reporting procedures

The Time to Talk budget allocations for partners encompassed funds for regular CAC meetings, training, and a small grant for child-led advocacy. The budget did not include funds to cover the total working hours of adult staff working with the NGO partners. Adults play an important role in coordination, capacity building, facilitation, and accompaniment of working children in their advocacy initiatives to enhance participation that is safe and sensitive to risk. The Time to Talk project benefited form partnerships with committed NGO staff whose organisations were dedicated to work to enhance children's well-being and rights, thus investing their time and energies to support effective and ethical participation of working children. Quality participation requires dedicated resources in terms of staff time and budgets to support the meaningful participation of children and young people (Kelleher et al., 2014; Lundy, 2018; Tisdall, 2015). Non-provision of staff costs is a constraint that makes it more difficult for NGO staff to support regular CAC meetings, to complete related administration and documentation tasks in a timely manner, and to be in regular communication with Time to Talk core team members (at the global level).

> *The extension phase of Time to Talk created additional workload for adult facilitators, as there is no single individual or officer employed to implement Time to Talk activities. (Adults, FC, Ethiopia)*

Complicated financial procedures and lengthy documentation procedures were identified as a constraint by some NGO partners and by Steering Committee members.

> *A challenge is to obtain approval of the financing to carry out the advocacy action. (Adults, CEIPA, Guatemala)*

The project team should develop simpler documentation formats. In addition, more flexible and simple financial and administration procedures would be beneficial, especially when costs for staff time were not covered by the project. Some partners had difficulties completing the documentation of the CAC meetings. In some cases this was related to the time constraints faced throughout the process. At least one partner relied on volunteers for the documentation process, and one NGO lost information when the volunteer left the organization.

There may also have been insufficient communication about the value of documenting CAC meetings and how such documentation can be used to inform advocacy work at different levels, and to reflect and learn on the process and outcomes of working children's participation. The global team shared regular updates through information on the project website, emails and e-newsletters, but an adequate mechanism was not in place to determine the extent to which the information in the e-newsletter was disseminated with the CACs by the adult facilitators.

The small grant for child-led advocacy while appreciated by children and staff, was also seen as limited reducing the scope of planned advocacy activities. The budget was especially constrained if CAC members did not live nearby one another, as more funds and time were required for CAC members to meet together.

> *A challenge is the limited resource and budget to use while advocating with fellow children. (CAC, CVT, Rwanda)*

4.2.6 Limited influence on policies affecting working children due to shorter term advocacy

This Time to Talk project built upon the skills and capacities of existing CACs (supported through the first phase of the project), and it supported new CACs. For new groups, such as the CAC supported by Kaugmaon in the Philippines, a minimum of 6 meetings a year for children was identified as a good start to form a group of child advocates and to build their skills, but children and adults identified the need for more training and meetings to empower children to conduct comprehensive advocacy actions to protect children from labour exploitation and harmful work.

> *For reaching the CAC advocacy goal there was not enough time. It is not realistic to change things through one activity only. Changes need more continuity and support from children and adults. (Steering Committee members)*

Comprehensive advocacy to influence policies and practices requires time for analysis, planning, targeting and engaging influential actors (O'Kane & Barros, 2019a; van Daalen, 2018). It requires confidence, knowledge and skills to communicate key messages effectively, and advocacy is more likely to be successful when it is collaborative involving stakeholders from different settings. This extension phase has supported steps in this direction, but longer-term empowerment processes with more regular opportunities for working children to dialogue with key duty bearers are required. Longer term advocacy and dialogue processes involving working children government, UN, international and local agencies, academia and media are particularly important to overcome pervasive and historical resistance of high-level duty bearer efforts to seriously consider the views of working children (Arce, 2012; Bessell, 2011; Invernizzi & Milne, 2002; O'Kane & Barros, 2019a; Liebel, 2003; Liebel & Invernizzi, 2018; van Daalen, 2018).

4.2.7 Geo-political challenges that negatively affected project implementation

Geo-political challenges negatively affected planning and implementation of working children's advocacy in Bolivia, Chile, India and Lebanon. Civil unrest in Chile and Bolivia during 2019 made it difficult and risky for working children to organise regular meetings and advocacy actions. Thus, the CAC advocacy work

> *Being the hot summer season with extreme temperature it was difficult to organise programmes in the community as no-one showed interest to attend. (CAC members, CACL, India)*

was cancelled by working children in Chile and was postponed in Bolivia and Lebanon due to political insecurity. Furthermore, floods in Orissa (India) caused delays to working children's advocacy in the CAC supported by Sikshasandhan; extreme hot weather made it harder for CACs (supported by CACL-India) to mobilise crowds to join their advocacy programmes; and high rains created challenges for CAC members in Ethiopia to move around to organise their advocacy.



Figure 14: CAC media engagement, Kosovo

5. Recommendations to support collaborative and child-led advocacy

- ✓ *Scale up support for working children's participation and collective advocacy*
- ✓ *Ensure project funds for coordination by NGO staff and streamline documentation requirements*
- ✓ *Ensure a strong focus on ethical approaches to do no harm*
- ✓ *Increase information sharing and collaboration with parents and caregivers*
- ✓ *Increase collaboration and coordination with key duty bearers*
- ✓ *Strengthen working children's individual and collective capacities to undertake effective advocacy*

5.1 Scale up support for working children's participation and collective advocacy by:

- Strengthening collaboration with CACs and staff from NGO partners to develop and implement a joint strategy for on-going collaborative and child-led advocacy;
- Mobilising and engaging more girls and boys in advocacy and participation efforts in a way that strengthens both the ownership and sustainability of children's groups and associations;
- Organising a global gathering of working children's representatives from CACs to enable working children to dialogue, debate and further develop a collective advocacy document that could be used as an advocacy tool at international, regional, national and local levels;
- Supporting networking and exchange among children and partners within and across regions;
- Planning follow-up and accountability actions with stakeholders identified by the CACs and encourage exchange between CACs to increase collaboration and address the successes and lessons learned of their advocacy;
- Making effective use of national and international days including April 30th, June 12th, November 20th, and national and international advocacy platforms on children's rights like Children's Councils, the Global Conference on Child Labour, local and national working groups on child participation and protection, the Global Partnership to End Violence Against Children, the Alliance for Child Protection in Humanitarian Action, among others;
- Continuing advocacy and awareness raising actions with families, schools, and local authorities to increase both their knowledge on the issue of child's work and their support to children's participation in matters that affect them;
- Using creative child-friendly methods for children to develop and disseminate their key messages, including theatre, music, and games. A higher and more effective use of media can support the dissemination of children's advocacy messages;
- Supporting the CACs with skill building that enhances their confidence to speak up and overcome fears of sharing their views;
- Continuing with an evidence-based approach to policy and practice developments on children's work by undertaking further research and action with working children on hazardous and harmful work.

5.2 Ensure project funds for coordination by NGO staff and streamline documentation requirements by:

- Increasing project funds for local coordinators/focal points, and whenever needed, for a community facilitator and a documenter to ensure more time availability from adults supporting the CACs to increase the quality of their support;
- Reviewing the financial administration processes and assessing the alternatives to simplify it for both the Time to Talk steering committee and the NGO partners;
- Improving the documentation process and instruments through training and simplified and more flexible formats of documentation;

- Considering developing a standard monitoring tool for the CACs' progress including the incorporation of online reporting;
- Strengthening the communication of the global advocacy efforts to CACs and NGO partners through consultation with children and adults on their preferred channels of communication and areas of interest related to the Time to Talk agenda.

5.3 Ensure a strong focus on ethical approaches to do no harm by:

- Continuing on-going efforts to use the nine basic requirements for effective and ethical participation of children as a tool for planning and monitoring children's participation in research and campaign processes;
- Further emphasising "risk assessment and risk mitigation" as a key step in the advocacy cycle to ensure systematic assessment and mitigation of risks by children and adults. Child protection focal points should be present during the risk assessment and risk mitigation exercises with children, and careful consideration of the socio-political context is needed to ensure decision-making in the best interest of the child.
- Reinforcing minimum child participation and ethical standards for NGO partners to engage in the project including the need to ensure access to a child protection focal point and referral pathways, and clear information sharing with children about who to report to if they identify children experiencing abuse or harm.
- Strengthening support to children and young people to prioritise advocacy initiatives that they can realistically influence, and provide training on self-care, and individual and collective ways to effectively manage frustrations if advocacy initiatives are not successful.
- Approaching employers —if needed— to explain about the child's participation in the CAC and the time flexibility needed to support the group without losing their job;

5.4 Increase information sharing and collaboration with parents and caregivers by:

- Sharing accurate information and support to children and parents/caregivers about the project, children's participation in the CAC meetings, and likely outcomes of their participation in ways that reassures parents and encourages children's engagement;
- Providing awareness raising materials for parents, caregivers, teachers, and community members on children's work and child participation including a user-friendly and explanatory information illustrating the valuable contribution of children;
- Seeking parents and caregivers informed consent for specific advocacy initiatives planned by children; and increasing collaboration with parents to support and engage in advocacy alongside children.
- Supporting the CACs' follow-up advocacy actions with parents and caregivers on the issues addressed through the extension phase by monitoring at least some of the countries that chose parents and caregivers as primary audience.
- Piloting and learning from approaches to support collaborative analysis and advocacy by children and parents/ caregivers at different levels.
- Encouraging the NGO partners and CACs to use the Time to Talk report to approach corporations and the private sector to advocate for better working conditions for parents and caregivers and the benefits that stable jobs and good working conditions for parents have in children's wellbeing and development.

5.5 Increase collaboration and coordination with key duty-bearers by:

- Supporting NGO partners to identify potential local partnerships that could strengthen and amplify working children's messages including partnerships with local government, unions, private sector, schools, child rights associations, and civil society organisations;
- Encouraging inter-generational dialogue by organising exchanges between the CAC and the different key duty-bearers starting from school -including children, teachers, school

authorities-, to family, local authorities, and employers on the CAC experience and working children's main advocacy messages from the Time to Talk perspective;
- Considering joining local and national working groups and platforms that address issues related to child's work, but also other child rights issues underlined on the children's main advocacy messages including poverty, education, violence, and environment.

5.6 Strengthen working children's individual and collective capacities to undertake effective advocacy by

- Continuing support for CACs and NGOs to use the Article 15 resource kit, and to co-develop further training materials / toolkits to strengthen children's communication, leadership, advocacy skills, and self-care/ psychosocial well-being;
- Strengthening existing platforms for mutual exchange and collective advocacy by creating spaces for the different perspectives to be heard and by linking the CACs across different country contexts and with existing associations and movements;
- Increasing opportunities for the CACs to participate in advocacy events that address topics relevant to child's work, including the continuous support for representation of delegations; that involve the different perspectives on child's work in advocacy events and platforms.
- Supporting peer-to-peer learning among children as co-facilitators, mentors, and documenters of their process while increasing children's engagement and sustainability of their groups;
- Harnessing media support and facilitating media training and tools to amplify children's advocacy messages;
- Strengthening monitoring and evaluation on the outcomes of children's participation in advocacy to inform evidence-based advocacy.

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Annexes

Annex I: List of partners for the Time to Talk project in 2019/2020

Region	*Country*	*Partner organisation*	*Partner involved in the Time to Talk consultation phase (2016-2018)*
Africa	Ethiopia	FC	Yes
	Kenya	AFCIC	Yes
		WCY	Yes
	Rwanda	CVT (AMWCY)	Yes
	Tanzania	TAWLAE	Yes
	Zambia	BIC	Yes
		JCM	No
Asia	Bangladesh	CSID	Yes
	India	PARA	Yes
		Sikshasandhan	Yes
		CACL/ Tdh Germany	Yes
	Indonesia	PKPA	Yes
	Nepal	CWISH	Yes
	Philippines	Kaugmaon	Yes
Europe	Kosovo	Tdh Lausanne	Yes
Latin America	Bolivia	PASOCAP	Yes
	Chile	Protagoniza	No
	Guatemala	CEIPA	Yes
	Paraguay	Callescuela/MOLACNATs	Yes
	Peru	CESIP	No
		IINCAP	Yes
		MANTHOC	Yes
Middle East	Jordan	Tdh Lausanne	Yes
	Lebanon	AMURT	No
		Nabaa	No

Annex II: Advocacy priority issue by CACs in different country contexts

Priority Issue	*Focus*	*CAC*	*CAC support by…*	*Country*	*Region*	*Movement of working children*
1. Protect from labour exploitation, harsh conditions, & allow to do suitable dignified work	Physical harm: employers to apply code of conduct to improve conditions	MF12-17	Naaba	Lebanon	Middle East	No
	Harsh working conditions	MF16-22	AMURT	Lebanon	Middle East	No
	Risks & dangers (especially of working on the street)	MF12-14	Tdh	Kosovo	Europe	No
	Health hazardous during work because of overtime work/huge work	MF14-17, CwD, rural	CSID	Bangladesh	Asia	No
	Ensure that there is legislation in place to protect the rights of working children	MF	AFCIC	Kenya	Africa	No
	Exploitation & abuse: To provide care & attention to children in need & protecting those who are exploited.	MF12-16, urban	WCY	Kenya	Africa	Yes
	Doing work that is beyond their capacity: Child labour affects child health, we need a child labour free society. Right to do light work.	MF10-17, rural	WCY	Kenya	Africa	Yes
	Child labour	MF10-14, rural (Sinan)	FC	Ethiopia	Africa	No
2. Violence against working children	Violence against children (physical, emotional & sexual)	MF14-16	CVT	Rwanda	Africa	Yes
	Physical, verbal and sexual abuse by employers	MF11-17, Domestic workers	CWISH	Nepal	Asia	No

	Domestic Violence	MF9-17	PASOCAP	Bolivia	Latin America	Yes
	Violence against children by parents & teachers	MF8-17, Brick work	INCAP	Peru	Latin America	No
	Insecurity for working children with disabilities: stop all forms of torture, including sexual abuse in the workplace	MF12-17, disabilities (urban)	CSID	Bangladesh	Asia	No
	Physical & emotional abuse from employers & customers experienced by street children	MF16-22, Refugees	TdH Lebanon	Lebanon	Middle East	No

3. Poverty & basic needs not met (inc. need for decent work for parents, land rights, decent housing, water, food etc).	Poverty	MF10-16	PARA	India	Asia	No
	Parents not having decent work & low family income	MF12-19	PKPA	Indonesia	Asia	No
	Need school support for working children & livelihood projects for parents	MF14-17	Kaugmaon	Philippines	Asia	No
	Provide safe space for children & parents, livelihood & work permits for (refugee) parents of children	MF10-17 (Refugees)	Tdh/ NAYA	Jordan	Middle East	No
	Basic needs not met (food, clothes)	MF10-14, (Machakel)	FC	Ethiopia	Africa	No
	Lack of land titles & housing for those in urban settlements & right to be safe in places they live	MF9-18 (HDH Central)	Callescuela	Paraguay	Latin America	Yes
	Lack of drinking water & contamination of streams & proposal to form a Municipal Council for Children to address their issues.	MF9-18 (Alto Parana)	Callescuela	Paraguay	Latin America	Yes

4. Education	To reduce absenteeism which results in child work	MF6-17	JCM	Zambia	Africa	No
	To increase child friendly schools that are flexible to adjust to the realities & needs of working children.	MF8-16	MANTHOC	Peru	Latin America	Yes
	We do not have enough time to study when we work	MF7-12	CESIP	Peru	Latin America	No
	Working children are not able to continue their study. *(Need to improve school admission & quality education)*	MF13-17	Tdh /CACL	India	Asia	No
5. Listen to working children's proposals to respect the rights of working children	Present the proposals of working children and adolescents to decision makers *(do not do jobs that are unsuitable, meet basic needs, ensure time to rest, address discrimination & poor health)**	MF10-16	CEIPA	Guatemala	Latin America	No
	A healthy living for working children: *give respect to the views on working children while taking any decisions that affects children rights*	MF11-17, rural, tribal	Sikshaandhan	India	Asia	No
	Recognition, provision and safeguarding of child rights especially health rights for all working children. Working children should not be exploited and have their rights violated by employers.	MF14-17	AFCIC	Kenya	Africa	No
6. Early pregnancy	Address early childhood pregnancy. **promoting education of girls, and involving girls & boys to break cycle of violence through economic empowerment.*	MF13-19	TAWLAE	Tanzania	Africa	No

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