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DEFENSE DES ENFANTS INTERNATIONAL DEI
DEFENCE FOR CHILDREN INTERNATIONAL DCI

ADVOCACY STRATEGIES TRAINING MANUAL

General Comment No.10: Children's Rights in Juvenile Justice

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FOREWORD

This *Advocacy Strategies Training Manual* aims to provide users with some practical tips for conducting advocacy for children's rights in juvenile justice. The manual is not reinventing the wheel; rather, it adapts and makes best use of the good practices already developed for child rights advocacy and illustrates how they can be used to ensure follow-up to the Committee on the Rights of the Child's General Comment No.10 on Children's Rights in Juvenile Justice.

The guidelines and step-by-step examples in the manual are taken directly from the field, and we are pleased to have been able to include a number of case studies and examples taken directly from the practical experiences of DCI's national sections.

While the manual has been designed for use in advocacy for juvenile justice, it also contains valuable advice for those conducting advocacy for other child rights issues.

The strongest message of the manual is to plan and coordinate your strategy with other partners at the highest in-country level possible. Children in conflict with the law will benefit immensely if advocates for child-friendlier juvenile justice devise a comprehensive strategy in a spirit of cooperation and openness to strengthen one another's advocacy actions. A small number of coordinated, well-targeted and planned advocacy initiatives achieve much more than a myriad of ad hoc individual activities. An individual gesture, even hundreds of them, however courageous and meaningful, can be brushed off as incidental, without giving that extra push towards the legal, social or behavioural change it so hoped to provoke.

We are pleased to present you with this manual that can guide both your current actions as well as your ongoing training and wish you much success in your future advocacy initiatives.

The International Secretariat Team

Defence for Children International (DCI)
Geneva, Switzerland

1. TRAINING MANUAL - GC10

The purpose of this training manual is to support members of civil society to plan and implement effective advocacy work around General Comment No. 10 on Children's Rights in Juvenile Justice[1], with the goal of promoting and monitoring its use in their respective countries.

General Comment No. 10 (hereafter GC10) must be the basis of advocacy on juvenile justice as it remains one of the most comprehensive sets of recommendations to governments, elaborating on the relevant articles of the Convention on the Rights of the Child, while also pulling together recommendations based on other international standards on juvenile justice.

The training tools and guidelines presented in this manual have been developed from Defence for Children International (DCI)'s wider international follow-up project on "General Comment No. 10: Children Rights in Juvenile Justice" - the objective of which is to ensure that GC10 is widely known, understood and used by governments.

The manual has been developed by DCI's International Secretariat and several of its national sections contributed to the drafting process, providing practical examples from their own advocacy experience with GC10.

The manual is intended to "train trainers" and is thus addressed to those who will be sharing their advocacy training with others. It is designed to be flexible so that trainers can choose specific parts, adapt the training to the time at their disposal and meet the needs of the participants.

The overarching goal of the manual is to contribute towards a deeper understanding of advocacy for the implementation of juvenile justice standards.

The **specific objectives** of the manual are as follows:

- To provide a model for a comprehensive advocacy action plan for GC10;
- To provide background material and training resources to launch advocacy activities;
- To present guidelines for the monitoring and evaluation of progress on juvenile justice (GC10) advocacy;
- To provide practical tools and ideas for conducting an advocacy training on juvenile justice

While this manual does provide some substantive information on juvenile justice and on GC 10, it is not a training manual on juvenile justice issues or policies themselves. Rather, this manual aims to provide practical tools and steps for actually "doing" advocacy in juvenile justice.

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1 General Comments are produced by the Committee on the Rights of the Child, the treaty body charged with monitoring the implementation of the UN Convention on the Rights of the Child (UN CRC). General Comments expand upon and provide recommendations to States parties for the implementation of particular articles and themes in the UN CRC.

2. JUVENILE JUSTICE

2.1. Global perspective

What do we mean by "juvenile justice"?

In the narrowest sense, the term "juvenile justice" refers to legislation, norms and standards, procedures, mechanisms and provisions, institutions and bodies specifically applicable to juvenile offenders.

According to the United Nations Convention on the Rights of the Child (CRC)[2], "States Parties recognise the right of every child alleged as, accused of, or recognised as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society." UNCRC, Article 40.1.

However, juvenile justice today is mostly understood to not just cover the treatment of children in conflict with the law[3], but also efforts to address the root causes of offending behaviour and implement measures to prevent such behaviour. DCI also recognises the need for the protection of children who are deprived of their liberty not because they are in conflict with the law, but rather, due to: physical or mental disabilities or troubles, the imprisonment of family members, the immigration or asylum-seeking process etc.

What is the general situation of children in detention and juvenile justice?

Over 18 years since the adoption of the UN Convention on the Rights of the Child, the progress made in terms of juvenile justice around the world has been slow and uneven.

On a global scale, it is estimated that over one million children are deprived of their liberty though the numbers are undoubtedly much higher, and the lack of data on the issue makes these children invisible. Worldwide, many of these children are being held under arrest, in detention or imprisonment, frequently in conditions that constitute degrading and inhumane treatment.

Some of the negative effects of detention on children include violence, sexual abuse, economic and sexual exploitation, humiliation, loss of education, feelings of isolation and the spread of sexually transmitted infections, including HIV. In many cases, the detention facilities are not segregated according to gender, age, or crime committed. Many children deprived of their liberty have not actually been convicted of an offence - they have simply been apprehended or are on pre-trial remand. It is during pre-trial detention that many of

2 The Convention on the Rights of the Child was adopted by the UN General Assembly on 20 November 1989 and entered into force the following year, on 2 September 1990. To date it has been ratified by 193 countries. There only countries who have not ratified the Convention are the United States and Somalia.

3 However, it is important to say that some organisations or actors, especially in Latin America, clearly limit their area of work to children in conflict with the law within the justice system only, use the specific term "Penal Juvenile Justice"

the worst human rights abuses occur.

In some countries, contrary to the provisions of the UN Convention on the Rights of the Child, capital punishment and life imprisonment without possibility of release can still be imposed for offences committed by persons below 18 years of age.

2.2. Regional perspective

In 2007 Defence for Children International carried out a preliminary mapping of the implementation of relevant international standards on juvenile justice in 15 countries (Albania, Argentina, Belgium, Bolivia, Canada, Chile, Costa Rica, France, Ghana, Italy, The Netherlands, Niger, Palestine, Sierra Leone and Uganda)[4]. The report gave an overall picture of juvenile justice across these countries. Overall, the topic of most concern was the (over)use of pre-trial detention and its poor conditions. The report also showed a lack of government data and specific statistics on the lengths of imprisonment and pre-trial detention as well as on the use of alternatives to detention.

While each country had nationally-specific problems and achievements, many of these were also reflected back at the regional level in Africa, the Americas, Europe and the Middle East. Some key regional trends which emerged when exploring the contexts of these 15 juvenile justice systems were as follows:

- **Africa:** While a lack of resources is a consistent barrier to implementation across all regions, the African region is particularly affected. Although each African country surveyed has expressed in law a firm commitment to upholding children's rights in juvenile justice, their ability to achieve effective and consistent implementation in practice is constantly challenged.

- **Americas:** The regional trend in both Latin and North America has been towards tightening juvenile justice legislation and "cracking down" on youth crime and juvenile delinquency. Rates of incarcerations are high in the Americas, with attempts to address the problem being met with negative public reaction against juvenile offenders and calls for tougher responses to juvenile delinquency. In Latin America especially, the rhetoric of "citizen security" measures to combat violence is embedded throughout the policies and practices of all countries surveyed. In particular, initiatives for preventing juvenile delinquency are framed within broader strategies to increase safety among the civilian population and often result in stigmatising young people.

- **Europe:** In the European region, there is also much concern over juvenile delinquency, resulting in some repressive policies towards young people. In particular, concerns over immigration reoccur as a key theme in all countries, and have an impact on juvenile justice legislation and implementation.

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4 Defence for Children International, "From Legislation to Action? Trends in Juvenile Justice Systems Across 15 Countries", Geneva, 2007

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• **Middle East:** The Occupied Palestinian Territories (OPT) was the only state examined in the mapping. The administration of juvenile justice in the OPT is embedded within the politics and political regime of the region and specifically, the current military occupation of Palestine, making it difficult to compare to other countries.

DCI's report did not cover **Asia**; but according to UNICEF[5], despite improvements in legislation, many children continue to be arrested, found guilty, and convicted for petty crimes as first time offenders throughout Asian countries. Information also shows that children with previous records of abuse, violence at home and in schools, substance abuse, and histories as street children often end up in the juvenile justice system.

2.3. International Standards on Juvenile Justice[6]

There is a series of international instruments related to children in the justice system that can be grouped as shown in the table appearing on the next page. The instruments shaded in orange are **legally binding** on States that have ratified them. However, all other guidelines and rules still carry the authority of the UN or regional inter-governmental bodies and can be used to support advocacy based on the legally binding instruments.

Direct links to the full texts are available on DCI's website (www.dci-is.org) under the "International Instruments" section.

5 UNICEF, "Justice for Children: Detention as a Last Resort. Innovative Initiatives in the East Asia and Pacific Region", 2003

6 This section, available on the website of the Interagency Panel on Juvenile Justice (www.juvenilejusticepanel.org), was originally taken from Wernham, M., An Outside Chance: Street Children and Juvenile Justice – An International Perspective, Consortium for Street Children, 2004, pp.38-39, drawing on sources such as Roy, N. and Wong, M., Juvenile Justice Review and Training Documents prepared for Save the Children UK, 2002-3; Penal Reform International, International Instruments Governing the Rights of Children in Conflict with the Law; Philippine manual, pp.124-246.

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	Child Specific Instruments	*Non-child specific instruments*
International	UN Convention on the Rights of the Child: CRC (1989)	UN Universal Declaration of Human Rights: UDHR (1948)
	UN Committee on the Rights of the Child General Comment No. 10 (2007) on "Children's rights in juvenile justice"	UN International Covenant on Civil and Political Rights: ICCPR (1966)
	UN Guidelines on the Prevention of Juvenile Delinquency: the 'Riyadh Guidelines' (1990)	UN International Covenant on Economic, Social and Cultural Rights: ICESCR (1966)
	UN Minimum Rules for the Administration of Juvenile Justice: the 'Beijing Rules' (1985)	UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment: CAT (1984)
	UN Rules for the Protection of Juveniles Deprived of their Liberty : the 'JDLs' (1990)	UN International Convention on the Elimination of All Forms of Racial Discrimination: CERD (1966)
	UN Resolution 1997 / 30 – Administration of Juvenile Justice: the 'Vienna Guidelines' (1997)	UN Convention on the Elimination of All Forms of Discrimination Against Women: CEDAW (1979)
		UN Standard Minimum Rules for the Treatment of Prisoners: The Standard Minimum Rules (1955)
		UN Minimum Rules for Non-Custodial Measures: The Tokyo Rules (1990) UN Code of Conduct for Law Enforcement Officials (1979) UN Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (1990)
Regional	African Charter on the Rights and Welfare of the Child: ACRWC (1990)	African Charter on Human and Peoples' Rights (1981)
		American Convention on Human Rights: ACHR (1969) and the Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights: the 'Protocol of San Salvador ' (1988)
		European Convention for the Protection of Human Rights and Fundamental Freedoms: ECHR (1950)

2. JUVENILE JUSTICE

For the purposes of juvenile justice reform, the international instruments most commonly referred to are: the UNCRC, Riyadh Guidelines, Beijing Rules, JDL rules, Tokyo Rules and Vienna Guidelines.

Brief overview of key international instruments

1. UN Convention on the Rights of the Child (CRC)

The CRC is the most important legal instrument in relation to juvenile justice because it is legally binding on all members of the United Nations, except Somalia and the USA (as they have not ratified the Convention). It is therefore more powerful and more widely applicable than some of the other instruments. It defines 'children' as all people under the age of 18. The most specific articles in relation to juvenile justice are Articles 37 and 40. However, the CRC is not just a list of separate articles. It was designed to look at children as entire human beings. It is therefore very important to set Articles 37 and 40 in the context of the overall framework of the CRC and its main 'umbrella rights.' These include: Art. 6 (the right to life, survival and development); Art. 3.1 (the best interests of the child as a primary consideration); Art. 2 (non-discrimination on any grounds); Art. 12 (the right to 'participation'); and, Art. 4 (implementation – including of economic, social and cultural rights to the maximum extent of available resources). Other CRC articles relevant to street children and juvenile justice, including aspects of prevention, are Articles 3.3, 9, 13, 14, 15, 16, 17, 19, 20, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 36 and 39.

2. UN Guidelines for the Prevention of Juvenile Delinquency: the 'Riyadh Guidelines'

The Riyadh Guidelines represent a comprehensive and proactive approach to prevention and social reintegration, detailing social and economic strategies that involve almost every social area: family, school and community, the media, social policy, legislation and juvenile justice administration. Prevention is seen not merely as a matter of tackling negative situations, but rather as a means of positively promoting general welfare and well-being. It requires a more proactive approach that should involve "efforts by the entire society to ensure the harmonious development of adolescents".

More particularly, countries are recommended to develop community-based interventions to assist in preventing children from coming into conflict with the law, and to recognise that 'formal agencies of social control' should be utilised only as a means of last resort. General prevention consists of "comprehensive prevention plans at every governmental level" and should include: mechanisms for the co-ordination of efforts between governmental and non-governmental agencies, continuous monitoring and evaluation, community involvement through a wide range of services and programmes, interdisciplinary co-operation, and youth participation in prevention policies and processes. The Riyadh Guidelines also call for the decriminalisation of status offences and recommend that prevention programmes should give priority to children who are at risk of being abandoned, neglected, exploited and abused.

3. UN Minimum Rules for the Administration of Juvenile Justice: the 'Beijing Rules'

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The Beijing Rules provide guidance to states on protecting children's rights and respecting their needs when developing separate and specialised systems of juvenile justice. They were the first international legal instrument to comprehensively detail norms for the administration of juvenile justice with a child rights and child development approach. They pre-date the CRC, are specifically mentioned in the CRC Preamble, and have several of their principles incorporated into the body of the CRC. The Rules encourage: the use of diversion[1] from formal hearings to appropriate community programmes; proceedings before any authority to be conducted in the best interests of the child; careful consideration before depriving a juvenile of liberty; specialised training for all personnel dealing with juvenile cases; the consideration of release both on upon apprehension and at the earliest possible occasion thereafter; and, the organisation and promotion of research as a basis for effective planning and policy formation. According to these Rules, a juvenile justice system should be fair and humane, emphasise the well being of the child and ensure that the reaction of the authorities is proportionate to the circumstances of the offender as well as the offence. The importance of rehabilitation is also stressed, requiring necessary assistance in the form of education, employment or accommodation to be given to the child and calling upon volunteers, voluntary organisations, local institutions and other community resources to assist in that process.

4. UN Rules for the Protection of Juveniles Deprived of their Liberty: the JDL Rules

This very detailed instrument sets out standards applicable when a child (any person under the age of 18) is confined to any institution or facility (whether this be penal, correctional, educational or protective and whether the detention be on the grounds of conviction of, or suspicion of, having committed an offence, or simply because the child is deemed 'at risk') by order of any judicial, administrative or other public authority. In addition, the JDLs include principles that universally define the specific circumstances under which children can be deprived of their liberty, emphasising that deprivation of liberty must be a last resort, persist for the shortest possible period of time, and remain limited to exceptional cases. In contexts where deprivation of liberty is unavoidable, detailed minimum standards of conditions are set out. The JDLs serve as an internationally accepted framework intended to counteract the detrimental effects of deprivation of liberty by ensuring respect for the human rights of children.

5. UN Standard Minimum Rules for Non-Custodial Measures: The Tokyo Rules

The Rules are intended to promote greater community involvement in the management of criminal justice, especially in the treatment of offenders, as well as to promote among offenders a sense of responsibility towards society. When implementing the Rules, governments shall endeavour to ensure proper balance between the rights of individual offenders, the rights of victims and the concern of society for public safety and crime prevention. In order to provide greater flexibility consistent with the nature and gravity of the offence, the personality and background of the offender and the protection of society, as

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1 Diversionary measures are those that divert the child away from the formal court system, and often redirect them towards community support services.

well as to avoid unnecessary use of imprisonment, the criminal justice system should provide a wide range of non-custodial measures, from pre-trial to post-sentencing dispositions. Where appropriate and compatible with the legal system, the police, the prosecution service or other agencies dealing with criminal cases should be empowered to discharge the offender if they decide that it is not necessary to proceed with the case for the protection of society, crime prevention or the promotion of respect for the law and the rights of victims.

6. UN Resolution 1997/30 – Administration of Juvenile Justice: the 'Vienna Guidelines' (1997)

This UN Resolution (also known as the Vienna Guidelines) provides an overview of information received from governments about how juvenile justice is administered in their countries and in particular about their involvement in drawing up national programmes of action to promote the effective application of international rules and standards in juvenile justice. The document contains as an annex Guidelines for Action on Children in the Criminal Justice System, as elaborated by a meeting of experts held in Vienna in February 1997. This draft programme of action provides a comprehensive set of measures that needs to be implemented in order to establish a well-functioning system of juvenile justice administration according to the CRC, Riyadh Guidelines, Beijing Rules and JDL Rules.

7. General Comment No. 10 (GC10) is the most recent and comprehensive document and recalls all the international standards related to juvenile justice.

3. GENERAL COMMENT NO. 10

3.1 Introduction

In February 2007 the Committee on the Rights of the Child issued General Comment No.10 (GC10) on "Children's Rights in Juvenile Justice." GC10 elaborates on juvenile justice-specific articles of the Convention on the Rights of the Child (articles 37 and 40) while also taking into account the broader social, cultural, economic, civil and political rights enshrined in the CRC that of course also apply to children in juvenile justice systems. Moreover, GC10 provides recommendations based on the rights set forth in other international standards on juvenile justice, making it one of the most comprehensive documents available on the topic.

The General Comment highlights shortcomings in the development and implementation of juvenile justice policies by States parties, and provides guidance to States in developing comprehensive juvenile justice policies that comply with the CRC and relevant international standards. The uniqueness of GC10 lies in the fact that it doesn't only cover the juvenile justice "system", but also the juvenile justice "policy", which includes primary and secondary prevention (prevention is not part of the traditional juvenile justice system).

What are the Committee on the Rights of the Child's "General Comments"?

As well as monitoring the implementation of the UN Convention on the Rights of the Child by its State parties, the Committee on the Rights of the Child also publishes its interpretation of the various provisions of the Convention in the form of General Comments on thematic issues. To date, the Committee has issued 11 General Comments including:

- The aims of education (2001)
- The role of independent human rights institutions (2002)
- HIV/AIDS and the rights of the child (2003)
- Adolescent Health (2003)
- General measures of implementation for the CRC (2003)
- Treatment of unaccompanied and separated children outside their country of origin (2005)
- Implementing child rights in early childhood (2005)
- The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment (2006)
- The rights of children with disabilities (2006)
- **Children's rights in juvenile justice (2007)**
- Indigenous children and their rights under the Convention (2009)

The Committee's General Comments are an important tool in understanding the Convention. They constitute an authoritative interpretation of the obligations of States Parties under the Convention and give practical insight into the kinds of implementation measures that should be taken.

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3.2 What are the objectives of GC10?

- To encourage States parties to develop and implement a comprehensive juvenile justice policy to prevent and address juvenile delinquency based on and in compliance with CRC, and to seek in this regard advice and support from the Interagency Panel on Juvenile Justice, with representatives of the Office of the United Nations High Commissioner for Human Rights (OHCHR), the United Nations Children's Fund (UNICEF), the United Nations Office on Drugs and Crime (UNODC) and nongovernmental organisations (NGO's), established by ECOSOC resolution 1997/30 (www.juvenilejusticepanel.org);

- To provide States parties with guidance and recommendations for the content of this comprehensive juvenile justice policy, with special attention to prevention of juvenile delinquency, the introduction of alternative measures allowing for responses to juvenile delinquency without resorting to judicial procedures, and for the interpretation and implementation of all other provisions contained in articles 37 and 40 of CRC;

- To promote the integration, in a national and comprehensive juvenile justice policy, of other international standards, particularly the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (the "Beijing Rules"), the United Nations Rules for the Protection of Juveniles Deprived of their Liberty (the "Havana Rules"), and the United Nations Guidelines for the Prevention of Juvenile Delinquency (the "Riyadh Guidelines").

3.3 What does GC10 say?

General Comment No.10 explores several aspects of juvenile justice policy, including: prevention of juvenile delinquency; diversion from judicial proceedings; minimum age of criminal responsibility; guarantee to a fair trial; prohibition of the death penalty and life imprisonment; and deprivation of liberty. In order to facilitate the understanding and the diffusion of GC10, DCI, as part of the follow-up project, has developed a series of 7 explanatory fact-sheets on these topics. Here are brief summaries of fact-sheets #2-7 (#1 being a general presentation of GC10). The complete fact-sheets can be found on DCI's website (www.dci-is.org, under "Publications").

Preventing Juvenile Delinquency

Preventing juvenile delinquency refers to the process of discouraging situations that cause children to come into conflict with the law. Rather than focusing only on children who have infringed the law, a comprehensive prevention strategy addresses broader social and economic injustices including poverty and discrimination.

GC10 recalls the core principles of the United Nations Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines) and advises authorities:

- to promote social integration and community involvement;
- to develop and implement prevention programmes focusing on vulnerable families;
- to support parents, caretakers and families.

Moreover, Member States should ask for international support and seek support and advice from the Interagency Panel on Juvenile Justice.

Promoting Diversion

Promoting Diversion refers to the promotion of alternative measures to judicial proceedings. Diversionary measures are thus those that divert the child away from the formal court system, and often, redirect them towards community support services.

GC10 recalls Article 40 (3) of the Convention on the Rights of the Child and stresses that, given that the majority of child offenders commit only minor offences, a range of measures involving removal from criminal justice processing and referral to alternative (social) services should be used in most cases. Steering children away from the formal justice system reduces the stigma faced by children who have been in conflict with the law and reduces the negative effect of subsequent proceedings.

In order for diversion to be used effectively and in keeping with the rights of the child, GC10 recommends that:

- The child must freely and voluntarily give consent in writing to the diversion; the child's parents should also give their consent;
- The law should contain specific provisions that indicate in which cases diversion is possible ;
- Police, prosecutors, and other agencies who make decisions on these provisions should be regulated and reviewed ;
- The child must have the opportunity to seek legal or other assistance on the diversionary measure offered to him/her ;
- The completion of any diversion by the child should result in a definite and final closure of the case.

Minimum age of criminal responsibility

The minimum age of criminal responsibility refers to the minimum age below which children shall be presumed not to have the capacity to infringe the penal law. The establishment of such a minimum means that if a child below that age breaks the law, he or she shall not be held criminally responsible. At present there is a wide spectrum of minimum ages of criminal responsibility existing in national legis¬lations across the world - from as young as 7 years up to age 16.

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GC10 recommends that:

- State Parties should set their minimum age to no lower than 12 years of age;
- State Parties who currently have a minimum age which is higher than 12 should not decrease it but rather raise it as high as possible;
- States should also respect an upper-age limit (the age of 18, according to the CRC). They are encouraged to raise this limit whenever possible and appropriate;
- States with two minimum ages should increase their lower age to 12 and increase their higher age to 14 or 16;
- Even children below the minimum age have a right to a response or reaction to their alleged actions;
- Children whose age cannot be proven to be above the minimum age should not be formally charged in a penal law procedure.

Guarantee to a fair trial

Guaranteeing a fair trial refers to the process of preserving certain rights and guarantees while treating and sentencing a child who has come into conflict with the law.

GC10 recommends that:

- High quality training should be provided to all parties in the justice system – e.g.: police officers, pros¬ecutors, legal representatives of the child, judges, probation officers, social workers and others;
- Training should teach parties to consider the child's psychological, physical and developmental capaci¬ties as well as his or her racial, ethnic, social, religious and linguistic needs in order to provide appropriate support to the child throughout the process;
- Particular attention should also be paid to girls as they constitute a smaller group in the criminal justice system;
- The standard set of rights to a fair trail should be considered minimum standards and States should strive to attain higher standards.

Prohibition of the death penalty and life imprisonment

The death penalty, or capital punishment (literally the sentencing of an individual to death), continues to exist in several countries in the world. Although the banning of this practice for both children and adults has become an international norm, children who are under 18 in some States may still receive death as a sentence. While the reported figures vary, it is generally known that Iran, Saudi Arabia, Nigeria, the Democratic Republic of Congo, Yemen, Pakistan, China and the United States have sentenced children to death between 1990 and 2004.

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A sentence of life imprisonment without parole is the second harshest sentence that can be given short of execution and essentially means that the individual is destined to die in prison. Throughout the world, approximately 14 countries have laws allowing for a life sentence to be imposed on child offenders; how¬ever, it appears that with the exception of the United States, the sentence is rarely if ever used. In fact, 99.9% of all cases of children serving life sentences without parole occur in the United States.

GC10 recommends that:

- States Parties should completely abolish the death penalty for children under 18 years of age at the time of the offence. Any pending executions should be suspended until domestic legislation is passed to abolish them;
- During sentencing, States parties should take into account the age of the child when they broke the law rather than the age at which they are being tried. This would prevent the practice of States waiting for children to reach 18 before executing them;
- There should be no life imprisonment (neither with nor without possibility of release) for children who infringed the law before reaching the age of 18 years. The possibility of release should be realistic and regularly assessed and must comply with the aims of juvenile justice.

Deprivation of liberty

The deprivation of liberty refers to “any form of detention or imprisonment or the placement of a person in a public or private custodial setting, from which this person is not permitted to leave at will, by order of any judicial, administrative or other public authority”(UN Rules for the Protection of Juvenile Deprived of their Liberty (Havana Rules).

GC10 calls for the need for better monitoring and data collection on the number of children in detention and recommends:

- The arrest, detention or imprisonment of a child must be in conformity with the law; no child can be deprived of his/her liberty unlawfully or arbitrarily;
- The deprivation of liberty should be used only as a measure of last resort and for the shortest appro¬priate period of time;
- States Parties must ensure that children are not held in pre-trial detention for months or years. If necessary, they should be released conditionally and the law should state the conditions under which children can be placed in pre-trial detention;
- Alternatives to detention should be used wherever possible. These may include community service or restorative justice;
- The time period from arrest to sentencing should not last more than 6 months and should be reviewed by independent and qualified inspectors.

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3.4 DCI's Follow-up to GC10 project

In 2007, members of the UN Committee on the Rights of the Child encouraged DCI to develop a project to follow up on their latest recommendations on juvenile justice, that were published in General Comment No.10 on Children's Rights in Juvenile Justice. This project was presented to Committee members in February 2007 and received their full endorsement. In order to promote and monitor the use of General Comment No.10 on Juvenile Justice, with the support of the Committee, DCI's follow-up project, launched in March 2008, includes activities relating to awareness-raising, training, capacity building, advocacy and lobbying. Activities at the national level have been launched in 8 pilot countries: Albania, Costa Rica, Ecuador, Sierra Leone, Sri Lanka, Uganda, Cameroon and Ghana.

The project at a glance:

Overall goal: to promote the implementation by States parties of relevant articles of the Convention on the Rights of the Child related to Juvenile Justice, in particular Articles 37 and 40.

Specific objectives:

- To raise awareness of State authorities, professionals working in the field of juvenile justice at country level, international organisations, and other bodies, about GC10.
- To advocate and lobby at the international level, and to equip DCI National Sections and other national partners with tools to advocate and lobby their respective Governments to use the General Comment in their implementation of the Convention.
- To train and build the capacities of DCI National Sections, and individual DCI practitioners, to conduct pilot projects to promote and monitor the use of the General Comment in their respective countries.

For more information, please write to juvenilejustice@dci-is.org

4. ADVOCATING FOR GC10

4.1 Introduction

At almost 20 years since the adoption of the United Nations Convention on the Rights of the Child (CRC), the global progress made in terms of juvenile justice has been very uneven. Not all State parties have child-centred, specialised juvenile justice systems for all children up to the age of 18 that are comprehensive and separate from adult criminal justice systems, have rehabilitation and social reintegration as their primary aims, and operate in accordance with their obligations under the CRC.

While there has been some improvement in recent years, the Committee on the Rights of the Child's concluding observations in reviewing States parties continually reveal gaps in national juvenile justice legislation and implementation. It is clear that many States are having difficulties in translating their intentions into action on issues such as diversion and providing alternatives to detention. Advocacy for the implementation of juvenile justice standards is therefore very important.

General Comment No. 10 provides states with guidance on how to implement a fair and comprehensive juvenile justice system. However, as General Comments are not very well known and used by governments of States parties, it is necessary to undertake follow-up action to make sure that they are known and understood, and to advocate for their content to be implemented in policies.

> The term ***"advocacy"*** refers to the process of bringing about change in behaviours and attitudes, policies and practices with regard to a chosen issue. It is a long-term process, and it is an umbrella term that encompasses many other sub-terms and encapsulates many approaches and methodologies, including campaigning, lobbying, awareness-raising, mass mobilisation and other measures.

By providing concrete recommendations and guidance, GC10 has the potential to significantly improve the quality of national juvenile justice policies and facilitate appropriate methods of implementation. It is therefore necessary to ensure that GC10 becomes widely known, understood and used by States parties.

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4.2 Training Tools: Planning an advocacy project in 8 steps

In order to be as effective as possible, the process of "doing advocacy" should be a collective effort and lead to a consensus in order for all stakeholders to feel involved in and responsible for the choices made.

For this reason, this section is presented as if it were addressed to a facilitator or a trainer who will be training others in a workshop. However, individuals or small groups can also use this manual directly as a guidance tool. This framework will help you really think about what your advocacy aims and objectives are: Whom should you be influencing? What do you want them to do? And how can you make them do it?

For pedagogical reasons, we have decided to split the process into 8 "Steps"[1]. For each step, we propose activities and give hints and advice on how to facilitate the workshop. We also suggest group activities that can be done during such workshops.

Use this framework as a general orientation tool. You do not have to go through the steps in strict order, and you will probably need to revisit some steps and modify your initial action plan as you plan and implement your strategy.
In order to give an example of how this can be implemented in reality, we will illustrate each step with a case study of DCI-Sierra Leone's successful advocacy to raise the Age of Criminal responsibility from 10 to 14 years (the project was carried out from 2005 to 2007).

Step 1: Defining the problem you want to address
Step 2: Developing and defining the aim and objectives
Step 3: Identifying the advocacy targets
Step 4: Identifying your allies and your adversaries
Step 5: Identifying your resources
Step 6: Developing an action plan
Step 7: Ensuring meaningful child participation
Step 8: Planning the monitoring and evaluation

1 This chapter is adapted from : International HIV/AIDS Alliance, "Advocacy in Action – A toolkit to support NGOs and CBOs responding to HIV/AIDS", 2002

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Step 1: Defining the problem or the issue you want to address through advocacy

Why?

It is very important to have, from the beginning, a clear and common definition and understanding of the problem or the issue, as well as an idea of what you want to achieve through advocacy.

Objectives:

By the end of the activity, participants will be able to:

- Have a clear and common definition and understanding of the issue or the problem to address through advocacy;
- Explain why advocacy can be a useful strategy to address the issue or the problem;
- Identify appropriate advocacy solutions and activities.

Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.

2. Working with the whole group or in small groups, ask the participants the following questions:

- What is the problem / the issue we want to address through advocacy?
- What is the situation in your country?
- What do you want to achieve? What is your final goal?
- To what extent can advocacy help you achieve your goal?

3. Make sure that all points of view are considered and discussed. By the end of the activity, the entire group should agree on one common vision.

Step 1 Example

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

The Committee on the Rights of the Child in its General Comment No. 10 recommends that the minimum age be raised as high as possible, taking into account the developmental differences and decision-making capabilities of children and young people. Sierra Leone's minimum age (set at 10 years) had already been criticised by the Committee in 2002. In its Concluding Observations the Committee recommended that the State review relevant legislation and raise the age of criminal responsibility (to at least 12 years).

After this first analysis of the situation you might also find that further research is necessary in order to better define and understand the issue of concern.

Step 2: Developing and defining the aim and objectives of your advocacy work

Why?

Planning advocacy strategies and actions is much easier if we first identify its aim and objectives. (Please note that the creation of an action plan will be the topic of Step 6).

Objectives:

By the end of the activity, participants will be able to:

- Understand the importance of setting a clear aim and objectives for their advocacy work;
- Write an aim and objectives for their advocacy work.

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Some definitions:

An "aim"...

is the long-term result that you are seeking. An advocacy aim describes the change you want to see. It is the long-term result of your advocacy effort and your vision of change. This advocacy aim can be general.

An "objective"...

is a short-term target that contributes towards achieving the long-term aim; it is the specific change that you can bring about that contributes to reaching your aim. It is specific and measurable (see the "Characteristics of good objectives" box) and defines what you will accomplish, where and with whom. Advocacy strategies usually have a number of different objectives that all contribute to achieving the goal and overall vision.

> ***Characteristics of good objectives:***
>
> - Objectives should be **SMART**: Specific, Measurable, Appropriate, Realistic, Time-bound.
> - Objectives may include legislation, policy, or practices or that you want to change (as identified in Step 1).
> - Objectives must include the targeted individual, group or institution.

Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity;
2. Ask participants to picture the situation some time later and ask themselves what they will be happy to have achieved. Is it a change of law? A shift in policy or practice?
3. Explain the difference between "aim" and "objectives" and present the characteristics of good set objectives (the "SMART" concept).
4. Divide the participants into small groups. Ask each group to write an advocacy aim as well as detailed advocacy objective(s).
5. Going back to plenary, ask each group to present their aim and objectives.

Discuss the possibilities. Together, identify an aim and objectives of the advocacy work; write them on a flip-chart that will remain visible throughout the planning process.

Step 2 Example

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

DCI-Sierra Leone was concerned about the low minimum age of criminal responsibility in the country - set at age 10. Their objective thus became clear: to advocate for the minimum age to be raised in national legislation, bringing it in line with international standards including GC10. The following aim and objective were identified: Aim: To have Sierra Leone's legislation on the minimum age of criminal responsibility in conformity with international standards. Objective: To engage the government to enact legislation on the minimum age in line with international standards.

Step 3: Identifying your advocacy targets

Now that the advocacy aim and objectives have been identified, it will be much easier to identify your direct and indirect advocacy targets.

Some definitions:

Direct advocacy targets...

are the groups or the individuals whose practices, habits or behaviours you want to change in order to reach your objectives or who are the decision-takers. Depending on your objectives of change, these can include: public authorities, judges, probation officers, etc.

Indirect advocacy targets...

consist of groups of people or individuals that can influence the choices and priorities of your direct targets. They can include the media, the public, etc.

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Why?

Given the often limited resources available for advocacy, it is very important to focus all the efforts on the individuals, groups or institutions that have the greatest possibilities to introduce the desired change. Identifying advocacy targets will help you to plan strategically and choose the most appropriate methods or activities.

Objectives:

By the end of the activity, participants will be able to:

- Identify and prioritise direct and indirect target individuals/groups/ institutions for advocacy action.

Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity. Explain the difference between “direct” and “indirect” targets.
2. Divide the participants in small groups. Each group will work on a different advocacy objective (identified in Step 2).
3. Ask each group to brainstorm and write down all the different actors (individuals, groups, institutions, government departments, etc.) that could be targeted to influence the changes identified in their objective (they should be as specific as possible).
4. Once this is done, go back to plenum and let each group present its findings. Then go objective by objective together:
   - Identify “direct” and “indirect” targets;
   - Identify any links or connections to your organisation(s);
   - Identify which targets can have the most influence over the objective;
   - With this in mind, prioritise the targets.

5. Go back to the same small groups again. Ask each group to identify strategies on how to contact/inform/interact with the prioritised targets.

Step 3 Example

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

DCI-Sierra Leone identified the following direct and indirect targets for their advocacy work:

Direct targets: Parliamentarians, Minister in charge of Social Welfare, Gender and Children affairs

Indirect targets: public opinion via the media (radio, TV)

Step 4: Identifying your potential advocacy allies (who to advocate with) and adversaries

Why?

Doing advocacy as a coalition is not mandatory, but a coalition of people or organisations doing advocacy can often achieve more together than individually. Therefore, it is important to consider if it is worth investing time and energy to build and maintain a coalition. Working in a coalition might also be interesting in terms of sharing the resources (both financial and human) with others.

At the same time, certain groups or individuals could be defined as "adversaries," or those opposing your cause. Identifying them can be helpful in reflecting on the obstacles or resistance you may face, and from whom.

Finally, aside from "allies" and "adversaries" there is a big majority of people with no opinion on the issue yet. Depending on the circumstances, such as developments in the country or in the news, these people might become allies or enemies to your cause. They can usually be included among your "indirect" advocacy targets.

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Objectives:

By the end of the activity, participants will be able to:

- Explain the advantages/disadvantages of doing advocacy with a coalition;
- Identify individuals, groups or institutions that can assist them in achieving their advocacy objectives;
- Identify potential adversaries.

DCI-Uganda working together with partners World Vision and Save the Children

Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.
2. Facilitate a preliminary group discussion (in plenary) on the participants' experiences in working in advocacy coalitions. Ask them to list the main advantages and disadvantages in working with others to undertake advocacy action. Then ask them if working in coalitions might be interesting in order to address the advocacy issues that have been identified (If the answer is "no" it might still be interesting to go on with the exercise in order to identify potential allies, even if the advocacy would not be done in a coalition. If the answer is "yes", simply go on with the exercise.)
3. Tell participants that certain groups or individuals may hinder your advocacy efforts. Ask if anyone has any experiences to share in this regard.

4. Split the participants into small groups (one per objective). Ask them to discuss the following points:

   - Who else (individual, group or institution) is already working on this issue and could be interested in joining their efforts to yours?

   - Are there any other usual allies that could be interested in joining a coalition?

   - Would it be interesting to work in a coalition with the identified allies?

   Participants should write down the list of potential allies and include in their list what each ally could gain by joining the coalition, what they could offer to the advocacy work and what their limitations would be.

5. Ask each small group to discuss the following: Are there any groups or individuals that might cause problems for your advocacy efforts? Who are they? Why could they be against your cause? Is it possible to overcome them?

6. Go back to plenary; ask each group to present its findings.

Step 4 Example

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

As far as juvenile justice is concerned, DCI-Sierra Leone is considered the main civil society expert and actor in the country. It was therefore understood that DCI-Sierra Leone would take the lead on this initiative. As the Chair of the Child Rights Coalition in the country, DCI-Sierra Leone contacted other child rights NGOs involved in the coalition to inform them of its advocacy plans and ask for their support. A number of partners/allies supported DCI's efforts: UNICEF, members of civil society, the UN Mission to Sierra Leone, children, and the Justice Sector Development Program (a project managed by the British Council to assist the government with legal reforms). DCI-Sierra Leone also identified a number of potential adversaries. They did not consist of organisations, but rather of some individuals working in institutions that were known to be against raising the minimum age.

Step 5: Identifying your available resources

Why?

Successful advocacy requires adequate human, financial, information, and skills resources. Before planning advocacy strategies and actions, it is very important to be aware of the resources that are available or necessary so that the strategy can be as realistic as possible.

Objectives:

By the end of the activity, participants will be able to:

- Identify existing resources available/necessary to do the advocacy work.

Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.
2. Brainstorm with the whole group on the resources that are needed or useful for advocacy work (e.g. people, contacts, information, skills, money, equipment etc.).
3. Divide participants into small groups. Ask them to identify the resources that are already available (to the organisation) to address the advocacy aim and objectives selected at Step 2. "Already available resources" should be differentiated from "needed resources" that still need to be found. (Ask the participants to think about how to mobilise the needed resources.)
4. Ask each group to report back to plenary and finalise the list of resources together.

Step 5 Example

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

Before starting its advocacy actions, DCI-Sierra Leone assessed the needs and the available resources: who were the people they could count on? It was concluded that no extra resources (human or financial) were necessary to engage in this project.

Step 6: Developing an action plan & choosing appropriate advocacy activities

Why?

You now have all the necessary elements to develop a comprehensive advocacy action plan with appropriate activities to achieve your aims and objectives. An action plan sets a timeline for each activity and indicates who is responsible for implementing it.

Developing an action plan means identifying specific activities that are appropriate for addressing the aims and objectives of the advocacy work. In order to identify the right activities, it is very important to consider the findings of steps 1-5. We might find it useful to write them on a flip-chart and keep it in a visible place.

Objectives:

By the end of the activity, participants will be able to:
- Select appropriate advocacy activities;
- Make a detailed plan for those activities.

Instructions for the facilitator/trainer:

About choosing activities...

1. Explain the objectives of this step and introduce the topic of the activity.

2. Divide the participants into two groups. Ask them to identify realistic advocacy activities / methods that could be used to achieve the advocacy aims and objectives (remind them to consider the findings of steps 1-5). Ask them to identify possible activities for each objective. (Possible advocacy activities are listed in Chapter 5 of this manual).

About making an advocacy plan...

3. Ask the groups to develop an action plan. They can (but are not obliged to) use the format suggested here below. Participants should also include expected challenges or barriers. This will help them to anticipate how they will manage them.

4. Ask each group to report back to the plenary. The Advocacy Action Plan is drafted.

Sample format

Advocacy Aim:

Key Stakeholders:

Objective	Target	Activties	Resources	Persons responsi-ble	Time-frame / deadline	Expected challenges	Exepected outcomes
1. xxxx		Activity 1.1	Available: To be found:				
		Activity 1.2	Available: To be found:				
		Activity 1.3	Available: To be found:				
2. xxxx		Activity 2.1	Available. To be found:				
		Activity 2.2	Available: To be found:				
		Activity 2.3	Available: To be found:				

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Example Step 6

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

Objective	Target	Activties	Resources	Persons responsible	Time-frame / Deadline	Expected challenges	Expected outcomes
Engaging the government to enact a legislation on minimum age, in line with international standards	*Direct:* - Parliamentarians - Minister of Social Welfare, Gender and Children affairs *Indirect:* - Media - Public opinion	Meeting with parliament Organise meeting to discuss the issue of minimum age Have DCI's legal expert facilitate workshops in all 4 regions of the country Organise a nationwide consultation with children Prepare press release and press conference	Printing, computer access, meeting room, staff time (DCI-SL's lawyer, director, volunteers, etc.) No external fundraising or extra human resources are needed	DCI Director is responsible Communications officer Legal officer	Month 1: Define objectives and identify partners Month 2: Build advocacy strategy Months 3-4: Parliament meetings Month 5: Workshops planned Month 6: Consultation with children. Workshops continued Month 7: Follow-up etc.	Difficulty in obtaining a meeting with government We know that some individuals are against us Negative public opinion of juvenile offenders	Get the support of a part of the parliament Get the Minister's support Get the public's support The ultimate expected outcome is a change in legislation!

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Step 7: Ensuring meaningful child participation

Why?

According to Article 12 of the Convention on the Rights of the Child, children have the right to participate in decisions that affect them.

Consulting with children that are directly concerned with our advocacy issue can also give us precious information and new ideas that will be very helpful in our advocacy work. The process will also be beneficial for the children themselves, as they will feel taken seriously and empowered.

It is therefore important that, as in the planning process, you think of how you could integrate the perspectives of children into your advocacy work. As child participation is a cross-cutting concern, we invite you to integrate a child participation dimension in each step to build an advocacy plan and activity.

It is important to remember that children have needs and abilities which are sometimes similar but at times also significantly different from those of adults. In chapter 5.5 you will find some advice, tools and further references on how to organise a meeting with children and how to communicate with them.

Consulting with children…

- leads to better decisions. Children have a body of experience and knowledge that is unique to their situation. They have views and ideas as a result of that experience.
- strengthens a commitment to and understanding of democracy.
- protects children more effectively.
- is fundamental to upholding their rights. According to Articles 12 and 13 of the CRC, children have the right to express their opinions and have them taken into account in any matter concerning them.

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Objectives:

By the end of the activity, participants will be able to:

- Understand the importance of involving children in their advocacy work;
- Formulate a list of possible activities or actions to involve children in their advocacy work.

Children in Costa Rica participating in a discussion about preventing violence

Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.
2. Divide the participants into two groups. Ask one group to find 5 arguments in favour of including children in an advocacy project. Ask the other to find 5 arguments against it.
3. Go back to plenary; ask the "for" group to present their first argument and the "against" group reply to it, etc. Let the discussion develop freely for a while.

   The aim of this exercise is not to arrive at a conclusion "for" or "against" child participation, but rather to think about different aspects, advantages and challenges of child participation. Of course, at the end participants should all agree that child participation is important and that efforts should

be made to ensure a meaningful inclusion of children.

4. Ask participants to brainstorm and suggest possible child participatory activities to be included in the advocacy strategy.

Characteristics of effective and meaningful child participation:

THE PROJECT:
- Issue is of real relevance to children themselves
- Capacity to make a difference - where possible produce long-term or institutional change
- Linked to children's direct day-to-day experiences
- Adequate time and resources made available
- Realistic expectations of children
- Clear goals and targets agreed upon with children
- Addresses the promotion or protection of children's rights

VALUES:
- Honesty from adults about the project and the process
- Inclusive – equal opportunity for participation by all groups of interested children
- Equal respect for children of all ages, abilities, ethnicities, and social backgrounds
- Information is shared with the children to enable them to make real choices
- Children's views are taken seriously
- Voluntary nature of children's involvement
- Decision-making is shared

METHODOLOGY:
- Clarity of purpose
- Child-friendly meeting places, language and structures
- Involvement of children from the earliest possible stages
- Training provided to help children acquire necessary skills
- Methods of involvement developed in collaboration with children
- Adult support provided where needed
- Strategies developed for sustainability

Source: Lansdown Gerison, "Promoting Children's Participation in Democratic Decision-Making", UNICEF Innocenti Insight, 2001

Example Step 7

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

DCI-SL decided to conduct a nationwide consultation with children, including children in school, street children and child offenders detained in prisons. One of the issues discussed during the consultations was the age of criminal responsibility. The report from the children's consultation was then presented by two children in a national workshop organised by the government's Justice Sector Development Programme. The active participation of children was a key influence in this process – children themselves served as effective advocates for their rights and produced convincing evidence obtained from their lived experiences. Because children are embedded within the society their views were seen as powerful indicators rather than being dismissed as outside critics.

Step 8: Planning the Monitoring and Evaluation of an advocacy activity

Why?

Before going into action it is important to spend some time planning how we will measure the impact of our advocacy activities. Assessing the impact of advocacy work is more difficult than determining the success of a more "service provision-oriented project."

Nevertheless, monitoring and evaluation are critical for determining if the advocacy work has succeeded. Setting clear and measurable advocacy aims and objectives (Step 2) becomes even more important as it will simplify these processes. It is also crucial to identify clear "indicators" of success.

It is important to make sure that we are able to verify if and how the advocacy aim and objectives of the advocacy plan of action have been reached. This process of measuring the impact is called "monitoring" (during implementation)

and “evaluation” (at the end). It is therefore necessary, in the planning phase, to agree on a set of “indicators.” These indicators can then be included in the initial plan of action, next to the “expected outcomes”.

> ***Indicators...***
>
> are required for monitoring progress and evaluating the impact of activities. They are a means of measuring how you are doing and whether you are achieving/have achieved your objectives in a more scientific way than just informed guesswork. Choosing indicators is a very useful exercise as it forces you to plan advocacy in such a way as to be able to do this.

It is useful to distinguish between “impact” and “process” indicators. The first measure the impact of a programme upon the problem it addresses; the latter tell you how the programme is processing.

Since it is difficult and expensive to assess major impacts, it may be more appropriate to concentrate on developing and monitoring indicators relating to your own programme. The indicators you need will therefore be process indicators to measure what you have been doing.

Indicators can be “quantitative” (eg. number of children in detention is reduced by “10%”) or “qualitative” (eg. government officials are educated on the importance of GC10). Indicators can also be of “short term” or “long term” character. It can be useful to have both kinds of indicators in order to be able to successfully monitor and evaluate your work.

Examples of process indicators relating to GC10 might include: number of juvenile justice professionals that have participated in training on juvenile justice, decrease in number of children in detention, increase of children receiving alternative sentence, number of articles mentioning juvenile justice or General Comment No.10 etc.

Objectives:

By the end of the activity, participants will be able to:

- Decide how and when to monitor and evaluate their advocacy work during and after its implementation;
- Set clear monitoring and evaluation indicators that will be used to assess if the advocacy aim and objectives have been reached.

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Instructions for the facilitator/trainer:

1. Explain the objectives of this step and introduce the topic of the activity.
2. Facilitate a plenary discussion on the importance of monitoring and evaluation in advocacy work.

   Before moving to 3 and 4, you might find it useful to give participants information about chapter 6 on "Monitoring and evaluating advocacy activities."
3. Add an "indicators" column to the plan of action framework and ask the group to propose indicators for every advocacy objective (an indicator is a description of the evidence required, or the definition of "success").

Objectives	Target	Activities	Resources	Person responsible	Timeline	Expected challenges	Expected outcomes	Indicators

4. Ask the group to choose some methods for monitoring the indicators in their advocacy work, and write these below their indicators.

Example Step 8

DCI-Sierra Leone: Successful Advocacy to Raise the Age of Criminal Responsibility from 10 to 14 Years (2005 to 2007):

The following indicators of success were identified:
- Support within the parliament
- Minister supports the raise of MACR
- Children's views were heard by the decision-makers
- Articles appeared in the press on the issue

Now you are ready to get to the action!!

5. IMPLEMENTING ACTIVITIES FOR GC10

Implementing advocacy activities for GC10

Good advocacy is creative and innovative. There are therefore as many possible advocacy activities as there are ideas. This section presents a selected number of advocacy activities and skills that were suggested and used during the pilot phase of DCI's GC10 follow-up project. Like the rest of the manual, it can be used as a resource and/or as a training tool (for selected activities). This chapter is linked to Step 6 ("Choosing appropriate advocacy activities") of the advocacy planning framework).

Two suggested activities ("Organising a meeting with children" and "Organising a seminar/training for professionals") need special skills and knowledge (training on juvenile justice issues; child participation/consultation) that cannot be covered in this advocacy manual. We will therefore limit ourselves by giving some general information on these activities and providing good external references to training material and other manuals that might be of help.

Objectives of this section:

- To suggest advocacy activities and give indications on how to carry them out;
- To improve practical skills used to carry out advocacy work in order to raise the awareness about GC10 and advocate and lobby governments to use the GC10;
- To provide further references for important documents and training material

Suggested advocacy activities:

Awareness-raising:

5.1. Creating and distributing promotional material (general information)
5.2. Writing a press release (general information & practical exercise)
5.3. Organising a press conference (general information & practical exercise)

Advocacy and Lobbying:

5.4. Organising a meeting with government officials (general information)
5.5. Organising a meeting with children (information & consultation) (general information & external references)

5. IMPLEMENTING ACTIVITIES FOR GC10

Training:

5.6. Assessing the training needs of professionals (general information & practical exercise)
5.7. Organising a seminar/training for juvenile justice professionals (general information & external references)

DCI workshop on ending violence against children in juvenile justice systems

5. IMPLEMENTING ACTIVITIES FOR GC10

5.1. Creating and distributing promotional material

What is this about?

It is very important to produce and distribute good informative material on the advocacy issue or problem in a language that is adapted to your advocacy target group.

What information is available about GC10?

Defence for Children International's Secretariat has developed a series of 7 Fact Sheets on on the following themes in General Comment No.10:
- Introduction to GC10;
- Preventing Juvenile Delinquency;
- Promoting Diversion;
- Ensuring Appropriate Age Limits of Criminal Responsibility;
- Guaranteeing a Fair Trial;
- Prohibiting the Death Penalty and Life Imprisonment;
- Deprivation of Liberty as a Last Resort

The Fact Sheets are available in English, French and Spanish and can be downloaded from DCI's website (www.dci-is.org, under "Juvenile Justice" and "Resources"). You might consider translating them into your local language(s)!

DCI-Sri Lanka translated the GC10 Fact Sheets into Sinhala and is also planning to translate them into Tamil. The Fact Sheets will be published as a book to be distributed among juvenile justice professionals including judges, probation officers, prison officials, police officers, journalists, child rights activists, NGOs and teachers.

You may also wish to adapt the information about the GC10 to your national context. This will help to clarify the problems and avenues for action for your target audience.

DCI-Sierra Leone produced and distributed a reader-friendly brochure which illustrated each theme in the GC10 in relation to Sierra Leonean laws and their implementation in practice. The brochure was distributed widely to government officials, civil society, journalists, police and children.

5.2. Writing a press release

Using the mass media to do advocacy is useful especially when...

- The general public has been identified as an "indirect target" that will go on to influence a direct target
- Influential people are the targets of the article or broadcast item – for example, ministers reading a newspaper.

What is a press release?

A press (or news) release is the standard method of distributing a story to the media.

The aim of a press release is usually to do one or more of the following:

- Outline an organisation's response to an event/action
- Draw attention to an issue
- Provide background information on an issue/event or action
- Give advance notice of an event
- Announce new campaigns and provide progress reports
- Provide a report of a meeting
- Report decisions taken by organisations/groups
- Circulate speeches in advance.

In June 2008 ***DCI-Ecuador*** issued a press release that was distributed to all national written media. The press release announced that DCI would be undertaking follow-up actions to GC10 and that DCI-Ecuador, as an active member of DCI involved in the project, was developing nationwide activities to disseminate the contents of GC10 and was seeking a commitment by the political institutions involved in juvenile justice.

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How to write a press release?

- Identify the target of the press release – this will help you adapt your message to different forms of media. For example, if your news takes place in Geneva and you are targeting Geneva media, you may use this in the title. If you are trying to garner international media attention, you may need to shift your headline and other writing to appeal to a different audience. Ask yourself, "Who is reading this? Why should they care?"
- Write a simple and interesting headline – this will help the journalists to understand the story immediately. Your headline should be direct and written in active language.
- The first sentence should summarise the most important facts of the story, i.e:
  - Who is involved?
  - What is happening?
  - Where is it happening?
  - When is it happening?
  - Why is it happening?
- The main part of the press release should then explain these points in further detail. This information helps to persuade the journalists of the facts and importance of the subject, and why it is of interest.
- Quotes can often make a press release more interesting and appealing to the journalists, because they may not have access to the relevant people or perhaps because the event has passed. Direct speech quotations from people involved in the issue or activity:
  - should express an opinion, fact, or be able to support the view you have expressed in your press release
  - allow you to give strong opinions that would look wrong in ordinary text
  - give a human dimension to the story
  - are better than indirect quotations *(but don't forget to get permission from the person you are quoting!)*
- Style:
  - Remember to write like you speak!
  - Use short sentences (max. 20 words)
  - Write short paragraphs (max. 2-3 sentences)
  - Copy the format and story structure from a newspaper article

- Use a good case study or anecdote to support your point of view

- Presentation:
  - Use headed paper so that it looks official and professional
  - Make sure that it is well laid out and easy to read
  - Type it, using double spacing, on one side of the paper only
  - Include the date and the name of the organisation
  - Provide a contact name, telephone and fax number, and e-mail address as available
  - Give an embargo time (the day/time when the journalists are allowed to use the information). This should include the day, date and time.

- Photographs: Include photographs of key people, places or actions mentioned in the press release if you have them. Remember that, for child protection reasons, children should not be recognisable in any pictures and you should seek permission from the child and his/her parents or guardian.

- Disseminating a press release:
  - Recall who is interested in the message and adapt accordingly
  - Send messages by email or fax whenever possible; provide contact information for follow-up.

! Journalists receive many press releases every day. It is therefore very important to prepare a persuasive and memorable press release. Here is some advice:

Advice for writing a press release:

- Be clear about what you are trying to achieve when using the media in your advocacy work
- Research the most relevant journalist(s) and send the release directly to them, using the correct contact details
- Coordinate all your media work through one person so that there is one contact person for all journalists
- Provide a 24-hour contact phone number on the press release if possible
- Don't include jargon – if in doubt, explain technical words, abbreviations, initials, etc.
- Don't assume that the journalists know about your issue – explain the key concepts or attach additional notes
- Don't quote someone without his or her permission

Advice for working with journalists:

- Provide the media with information they need in formats that they can use
- Develop good relationships with journalists and be as helpful as possible
- Understand the pressures and limitations under which journalists work and respect their deadlines
- Work with, rather than against, journalists whenever possible
- Don't dictate terms – good journalists will resent being told what to think or write
- Don't be defensive, even if challenged; just state your position clearly

5. IMPLEMENTING ACTIVITIES FOR GC10

Practical Exercise

Objectives:

By the end of the activity, participants will be able to explain the purpose of a press release and write a simple press release.

Instructions for the trainer:

1. Introduce the topic and explain the objective of the activity to the participants.

2. Ask the participants to explain what a press release is and what its purpose is. You might want to print and distribute to the participants the "what is a press release" part of this section.

3. Divide the participants into groups. Ask them to write a headline and opening sentence for a press release on your advocacy issue.

4. Ask them to write the rest of the press release, taking care to explain in detail the "Five W's" (Who, What, Where, When and Why).

5. Ask the participants to describe the kind of journalists or media to whom they would send the press release.

6. Ask each group to exchange their press release with another group.

7. Each group should analyse the other group's release by making sure it is interesting and that it answers all five "W's". Ask each group to give some constructive feedback to the other groups on how the release could be improved.

8. Invite the participants to share within their groups any comments or experiences from analysing and using press releases.

9. Bring the groups together again. Discuss with the participants what they have learned from the activity.

5.3. Preparing a press conference

What is a press conference?

A press conference is a meeting held by an organisation or group of organisations when journalists listen to speakers and ask questions. It usually includes statements by up to three speakers, followed by questions from the journalists. The format is similar to a panel discussion, although the purpose is not to discuss, but rather to gain publicity for the advocacy issue. The aim of a press conference is to gain media coverage for an issue.

How to organise a press conference?

1. Give two to seven days' notice of the conference to relevant journalists, and send them an announcement including:
    - The purpose of the press conference
    - Date, time and where it will be held
    - Who will speak at/present/chair the discussion

2. Choose a suitable venue including the following requirements:
    - Easy location, access and adequate parking space
    - Low noise level
    - Enough capacity – power points for TV lights, space, layout
    - Audio/video equipment
    - Room for individual interviews
    - Helpful staff with technological expertise and experience hosting press conferences

3. Choose an appropriate time of the day for the majority of media, i.e. so that they can write the story before their deadlines (though you will not be able to fit in with everyone's deadlines).

4. Select and brief a chairperson and appropriate speakers. Work with them to identify and practice answering questions from the journalists, especially the difficult ones!

5. Select a press officer/key contact person for the press to deal with.

6. Prepare a press pack for journalists, including:
    - Press release (see 5.2)
    - Background on your organisation/coalition
    - A list of the key points you are making and sample quotes

- Recommendations for future action
- A list of contacts that journalists can contact to discuss the issue
- Any relevant photographs, statistics, graphs, etc. Take special care concerning confidentiality and brief the chairperson and speakers about these issues if necessary.

What is the typical format of a press conference?

1. Welcome, refreshments, and distribution of the press pack. Circulate a "list of attendees."
2. The Chairperson:
   - Introduces the speaker(s)
   - Explains arrangements and proceedings
   - Points out the press officer/key contact person for all enquiries
   - States whether interviews are available afterwards
   - Stresses confidentiality issues where appropriate
3. First speaker
4. Second speaker etc.
5. Chairperson takes questions from journalists and gives them to one of the speakers to answer. Other speakers may also add remarks.
6. Chair thanks the press for attending and closes the press conference
7. Individual interviews with speakers

What to do after the press conference?

- Send the press pack to the journalists who did not attend.
- Update your database with the list of attendees where appropriate.
- Note down the names of journalists who asked particularly important questions or that appeared sympathetic to your cause.

5. IMPLEMENTING ACTIVTIES FOR GC10

DO'S & DON'TS OF PRESS CONFERENCES

DO...

- Make sure that your press conference does not coincide with an important event that will prevent the journalists or speakers from attending.
- Call to check whether the announcement has been received – use this to encourage journalists to attend.
- Choose speakers carefully – they should be interesting, confident speakers and show the human face of the issue/problem.
- Ensure that each speaker knows your key messages and coordinate each speaker to say something different.
- Capture attention with quotes, comparisons, examples or visual aids such as photographs or graphs.
- Respond to questions clearly and simply.
- Make sure that the person chosen to deal with the media is clearly identifiable.
- (If it is a joint press conference) Try to make clear why the different organisations or people are involved.
- Involve a journalist in advising you on how to organise and plan the press conference.

DON'T...

- Have too many speakers – the message can get confused!
- Allow speakers to talk for more than 10 minutes.
- Start late – journalists have deadlines!
- Allow the speakers to answer the questions at great length – warn the chair of this as appropriate.
- Let the press conference run over time.
- Allow the speakers to make conflicting statements – try to rehearse the key points with the speakers before the conference.
- Organise a press conference if there is a cheaper, more effective way to publicise the issue.
- Hold a press conference if you predict the majority of the journalists will disagree with you or present negative coverage.

5. IMPLEMENTING ACTIVITIES FOR GC10

DCI-Cameroon held a press conference in May 2008 to raise awareness and inform the media about the importance of GC10. The media present pledged to denounce all forms of child rights violations in their communications. They also expressed the hope that DCI-Cameroon would help to establish a media network for the promotion of children's rights with particular emphasis on children in conflict with the law. Following the press conference, a number of reports were broadcast on the radio and in the print media.

Practical Exercise

Objectives:

By the end of the activity, participants will be able to explain the purpose and format of a press conference

Instructions for the trainer:

1. Introduce the topic and explain the objective of the activity to the participants.

2. Ask participants to explain the purpose of a press conference.

3. Ask the participants to prepare and role-play a press conference on the advocacy issue (ex. GC10). You might want to print and distribute the participants the "Format of a press conference" part of this section.

4. The following roles should be distributed:
   - Writers of announcement of press conference (2 people)
   - Writers of a press pack (2 people)
   - Chair of press conference
   - First speaker
   - Second speaker etc.
   - Journalists supporting the advocates
   - Journalists opposing the advocates (who ask difficult questions)

5. The group should quickly agree on:
   - The subject of the press conference

- The identities of the speakers

6. Allow 20 minutes for them to prepare. There may not be time to write a complete press pack, but at least they should have the headings, with ideas of where to find the information, the key issue, etc.

7. Let the participants take their roles and stage the press conference.

8. After the press conference, discuss strengths and provide suggestions for improvement.

9. Invite any other comments or experiences using press conferences for advocacy work.

5.4 Organising a meeting with government officials

What is this about?

A face-to-face meeting with targeted decision-makers (also known as **"lobbying"**) is one of the most frequently used advocacy tools and is often the starting point in a series of activities.

Personal contact provides the opportunity to build relationships with decision-makers which could prove very useful in the future.

Between March and June 2008, ***DCI-Albania*** organised 8 meetings with juvenile justice professionals and state authorities. The meetings took place in public institutions, prisons or were organised as public meeting activities specifically on GC10. The aim of those meetings was to inform the state authorities about GC10, provide copies of GC10 comments and handouts in Albanian, and review the existing policy/legislative measures taken by the government in the area of juvenile justice.

The meetings proved to be very important as DCI-Albania noticed a general lack of knowledge about GC10 and other international standards on juvenile justice, even among those government officials responsible for upholding them.

5. IMPLEMENTING ACTIVITIES FOR GC10

Points to be considered:

- When to meet them? It is important to choose the right time for meeting decision-makers - when your issue is already on the agenda or most likely to be taken up, or when they are able to take action in support of your advocacy (for instance during the budget-setting process).

- Before meeting an official, put yourself in the decision maker's position; try to understand the issues from his/her perspective. Why should he/she support your advocacy objective? How can he/she benefit from taking the action you are requesting?

- Make realistic requests. Show the decision-maker that there is widespread support for your advocacy objective. Encourage allies to further lobby the same decision-maker, sending the same message.

Some advice...

- **Be prepared:** Bring information and material with you. Leave a short summary of the issue and the action you would like them to take.

- **Be relevant:** Know in advance what position the policymaker holds on the issues to be discussed so that you will know what new information to present and what arguments will influence them most. In general, it is always best to present a human side – how their decision would affect, for instance, the community or the children. Mix these stories with statistics to paint a broader picture of the issue.

- **Be positive:** Have suggestions and solutions, not just criticisms. Do not make other people feel angry or uncomfortable by attacking them. The people who are willing to meet with you are the ones who are probably willing to help you. They want to discuss solutions and hear your recommendations.

- **Be specific:** After giving general background on the issue, give the government official a concrete action they can undertake in response. This might be voting a certain way, talking to other authorities to gather additional support, or attending an event to publicise your cause. Ask for a commitment in the meeting and make sure you know where they stand

before you leave.

- **Be responsive:** Be prepared to answer questions or provide additional information in the event the official expresses interest or asks questions. Follow-up the meeting with a thank you letter that outlines the different points you covered, and send any additional information and material requested.

5.5 Organising a meeting with children

In Chapter 4 we discussed why and how to include the views of children in your advocacy action plan.

Children are not "mini-adults". Specific skills are needed to consult with them. The consultation process needs to be adapted the children's ages and capacities and follow ethical principles.

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Suggestions for communicating with children

- **Provide an appropriate location and environment.** Selecting an appropriate location for interviewing children or having an informal conversation can have an important bearing on the effectiveness of the conversation. A friendly, informal and relaxed environment will help the child feel at ease.

- **Take into account the cultural context.** In many societies there are rules about what topics can be discussed with particular adults. It is important that those trying to help children do not make matters worse by encouraging them to talk and express feeling in a way that contravenes such norms. There are also cultural norms about what forms of expression are most appropriate; the use of physical touch or eye contact, for example, will vary between cultures, while the degree of formality and social distance between adults and children may, in some societies, limit the

exchange of personal information and feelings.

- **Introductions are important.** The child needs to know who you are and why you want to speak with him/her; explain carefully why information is being collected, who will know about it and how it will be used.

- **Use simple language** that the child can easily understand and that is appropriate for his/her age, abilities and culture.

- **Listen attentively** and show that you have heard the child - for example, summarise what has been said, seek clarification etc. This will confirm to the child that you are actively listening. Also make sure that your body language shows that you are listening.

- **Give the child adequate time** to help him/her feel relaxed, to develop mutual trust and to enable the child to feel that he/she is being taken seriously. Be patient - communicating with children can take time, as many children may have difficulties to trust adults.

- **Understand** that children can and do see things differently than the way you do.

- **End the interview or conversation appropriately** - provide the child with an opportunity to ask questions or add anything, summarise what has been agreed upon, etc.

- **Respect** confidentiality.

- **After** the end of the interview, make sure that there is **follow-up support** available to the child, especially if painful and difficult issues have been discussed.

In April 2008, **DCI-Uganda** organised a workshop for children at the Naguru Remand Home. Working with two partners, COWA Uganda and Give Me a Chance, DCI-Uganda brought together 168 children to raise awareness about the rights of young people in conflict with the law, as well as their responsibilities in order to access justice. During the second part of the workshop, there was a specific focus on the root causes of juvenile delinquency, its consequences, and how it can be prevented.

5. IMPLEMENTING ACTIVTIES FOR GC10

A number of organisations have published manuals and **toolkits on child participation** and how to consult with children. Here is a list of key references available online that we strongly encourage you to read before organising a consultation with children.

- International Save the Children Alliance, "So you want to Consult with Children? A Toolkit of Good Practice" (November 2003).
  www.savethechildren.net/alliance/resources/childconsult_toolkit_final.pdf

- Save the Children, "Practice Standards in Child Participation"
  www.savethechildren.org.au/alliance/about_us/accountability/practicestandardscp.doc

- Lansdown Gerison, "Promoting Children's Participation in Democratic Decision-Making",UNICEF Innocenti Insight, 2001
  www.unicef-irc.org/publications/pdf/insight6.pdf

Meeting with a member of the Committee on the Rights of the Child and children and young people in Brazil

DCI-Costa Rica held a workshop with 43 teenagers to address the issue of violence and crime inside schools. DCI's Factsheet No. 2 on GC10 (on preventing juvenile delinquency) was used as a basis for discussion. The design of the workshop encouraged the active participation of adolescents through the expression of their views and assessments of the conditions in which violence occurs and the best ways to prevent it.

5.6 Assessing the needs of professionals

What is this about?

A needs assessment is a systematic investigation of an audience to identify aspects of individual knowledge, skill, interest, attitude and/or abilities relevant to a particular issue, organisational goal, or objective.

By assessing target audience needs you can determine a focus and direction in training. Needs assessments are therefore critical to developing relevant and effective education and training programs.

How do I conduct a needs assessment?

1. Determine and define the **objectives** of the assessment (What do you want to know?)
2. Identify the **target audience** (Whom are you going to collect information and data from?)
3. Choose the **population** you are going to assess (Are you going to select a sample of individuals that will represent your target population or – if the population is relatively small – are you going to send the assessment to everyone?)
4. Select your methods of **data collection**. (How do you plan to collect data?)
5. Define your **instruments** and **techniques**. (which ones will you use to collect data?)
6. Think about data **analysis**. (How will you analyse the data?)
7. Make **decisions**. (What and how will decisions be made?)
8. Send the **questionnaire** to your "population". Give a deadline for responses.
9. After the deadline regroup the **results.**
10. Analyse the results and write a final **report**.

5. IMPLEMENTING ACTIVTIES FOR GC10

Practical Exercise

Objectives:

By the end of the activity, participants will be able to explain the benefits of conducting a needs assessment for GC10 and prepare a needs assessment questionnaire

Instructions for the trainer:

1. Introduce the topic and explain the objective of the activity to the participants.

2. Discuss with the participants what a needs assessment is and when and why it is important to conduct one.

3. Ask them to identify the steps in planning a needs assessment for training on GC10 for juvenile justice professionals.

4. Divide participants into small groups. Ask them to write a needs assessment questionnaire. You might want to print and distribute to the participants the “How to conduct a needs assessment?” part of this section.

   Tell participants to consider the following points before writing the actual questionnaire:
   - objectives of the needs assessment
   - target audience & population
   - data collection method

5. Report back to plenary. Discussion.

5. IMPLEMENTING ACTIVITIES FOR GC10

Between March and May 2008 ***DCI-Ghana*** carried out an assessment of training needs of 40 professionals working on juvenile justice (police officers, social workers, judges/magistrates, probation officers, prison officers, prosecutors and journalists) in the Kumasi Metropolis area in Ghana.

47% of the participants said that training is their major source of knowledge and 90% expressed an interest in attending a training session on GC10. Participants were also asked to prioritise among a number of training areas from selected GC10 issues (prevention of juvenile delinquency, diversion, age of criminal responsibility, guarantee to a fair trial, prohibition of the death penalty and life imprisonment without parole, deprivation of liberty). Prohibition of death penalty and life imprisonment without parole received the highest ranking of 27%.

The results of the needs assessment will now be used to assist in the design of appropriate training sessions for juvenile justice professionals working in the area.

5.7 Organising a seminar/training for juvenile justice professionals

Why organise a seminar/training for juvenile justice professionals?

Professionals that work directly or indirectly with children in conflict with the law do make a difference if they are aware of what juvenile justice standards are and how they can implement them. Organising training on juvenile justice for professionals is therefore a very good way to change the situation of many children.

How to organise a seminar/training for juvenile justice professionals?

The choice of the topics you are going to cover in your training can come either from the needs assessment (see 5.6.) or from issues covered in GC10 (see Chapter 3 and in particular the GC 10 Fact Sheets).

You will need to find a good trainer/facilitator. A good trainer/facilitator doesn't have to be an international expert in juvenile justice, but must have good training skills.

** *For your training, we suggest using the PRI and UNICEF Juvenile Justice Training Manual (see Resources at the end of this manual). You may then adapt the content to your local/national context or add some modules on issues that relate specifically to the professionals that are going to attend the training.*

5. IMPLEMENTING ACTIVTIES FOR GC10

LOGISTICS CHECKLIST

Two months before the workshop:

- ☒ Decide to host the workshop
- ☒ Define workshop objectives and set the agenda
- ☒ Select facilitator(s)
- ☒ Fix a date

One month before the workshop:

- ☒ Invite the participants (send out invitation letters and registration forms)
- ☒ Appoint one person responsible for administration, logistics and technical support
- ☒ Identify and book a large main room with tables and chairs
- ☒ Book 2-3 separate rooms for small group work
- ☒ Organise facilities for coffee/tea breaks and lunch, and (if required) a reception
- ☒ Verify availability of a projector, flipcharts and markers etc.
- ☒ Organise accommodation and transport for facilitators (if required)

Two weeks before the workshop:

- ☒ Confirm the participants (follow-up with emails and phone calls)
- ☒ Send pre-workshop reading materials to participants (if necessary)
- ☒ Organise the facilitators' briefing

One week before the workshop:

- ☒ Make a reminder phone call to participants
- ☒ Confirm lunches and coffee/tea breaks with catering
- ☒ Photocopy handouts
- ☒ Prepare participant workshop binders including: workshop objectives, schedule, list of resource persons, list of participants, administrative information, evaluation forms

On the workshop day, verify:

- ☒ Workshop materials
- ☒ Equipment functioning
- ☒ Handouts in place (including pre-workshop reading materials)
- ☒ Room lighting and temperature
- ☒ Drinking water and glasses
- ☒ Group work rooms
- ☒ Coffee break area
- ☒ Name tags
- ☒ Participant registration at the workshop event

At the end of the Workshop:

- ☒ Distribute evaluation forms

5. IMPLEMENTING ACTIVITIES FOR GC10

DCI-Sri Lanka held 4 training seminars between March and September 2008 in the Kalutara District, Ratnapura District, Gampaha District, and Colombo District as a means of raising awareness and providing tools for the implementation of GC10. The trainings were attended by more than 135 government authorities, professionals and non-governmental stakeholders. These included police officers, probation officers, childcare workers, lawyers, teachers, labour officers, NGO representatives, journalists and child rights promotion officers. The fourth seminar was mainly attended by students and inmates of correctional homes.

6. MONITORING AND EVALUATION

Monitoring and evaluating advocacy activities:

"Monitoring" = measuring at regular intervals the progress towards achievement of objectives, noting which activities are going well and which are not. You will need to monitor the advocacy process as well as regularly assess your progress in relation to your aims and objectives.

"Evaluation" = looking at the outcomes of your advocacy work over a longer period of time and making judgements about the quality and the impact of your advocacy work.

Monitoring and evaluating advocacy work is very important but also very challenging. It is important that we understand what makes our work effective (how and when does it really make a difference?) and how we can learn to do it better. Developing systems to monitor and evaluate advocacy is particularly challenging, as its impact always depends on multiple factors, some of which cannot be controlled or anticipated.

However, if you have developed good **quality** indicators of your aim and objectives and have a clear and comprehensive action plan with activities and **realistic** indicators of success, monitoring and evaluation will be easier. We therefore strongly encourage you to plan your advocacy strategy carefully. Chapter 4 of this manual should help you develop a detailed advocacy action plan.

As we mentioned previously, the monitoring and evaluation processes need to be well planned and prepared from the beginning (at the stage of planning your advocacy action plan).

Monitoring:

Monitoring methods can be simple or complex, depending on the indicators and the resources available. They may include:

- Keeping records of all the meetings, events and activities that took place;

- Keeping records of anecdotes and conversations with target audiences;
- Keeping significant letters or emails that have been exchanged;
- Carrying out surveys and interviews to determine the impact of your actions;
- Monitoring the media

It is often a good idea to prepare regular monitoring written reports that give updates about your advocacy work for colleagues, external partners, donors or other actors.

Evaluation:

In addition to monitoring the day-to-day activities of your advocacy action plan, you also need to evaluate your achievements. The purpose of evaluation is to assess how effective your advocacy has been in bringing about the changes intended, as well as any unintended changes, and what can be learned from the process to make your future advocacy more effective.

Evaluation methods:

There are many ways to evaluate your impact. The best method to use will depend on what you want to know, who needs to know it, how much rigour is required, and the resources available. You may need to carry out an internal process or an independent external evaluation.

Methods for evaluation can be:

- Qualitative (case studies, focus-group discussions, interviews, etc.)
- Quantitative (statistics, follow-up surveys, etc.)

Here are some examples of questions that might be useful to ask during evaluation:

- Have the advocacy aim and objectives been achieved?
- Is the situation better than before? How much? If not, do we need to change the advocacy aims and objectives?
- Are the people and actors involved in the advocacy work happy with the results and with the process?
- What do children in conflict with the law say about this?

6. MONITORING AND EVALUATION

Monitoring and Evaluation - some external training material...

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- **MEASURE Evaluation** - online training material on Monitoring and Evaluation:

MEASURE Evaluation works around the world to strengthen the capacity of host-country programs to measure progress in confronting disease, population issues, and poverty. It makes available free training materials and tools on monitoring and evaluation (M&E) topics for use by researchers, program managers, trainers, policy makers, students, and other public health professionals. These materials were developed by global experts in order to provide state-of-the-art information on M&E topics.

The website contains a free interactive M&E fundamentals training course, as well as downloadable training material: http://www.cpc.unc.edu/measure/training/mentor

- **Save the Children:** "Toolkits: a practical guide to planning, monitoring, evaluation and impact assessment"

Designed to promote a systematic approach to planning, reviewing and evaluating development work, Toolkits has proved popular and useful to countless development workers around the world.

Covering the whole process of monitoring, evaluation and impact assessment, it includes a range of practical tools that can be adapted to suit different circumstances.
Published by Save the Children (2003). Further details online at www.savethechildren.org.uk

7. GLOSSARY OF TERMS

Advocacy

The term "advocacy" refers to the process of bringing about change in behaviours and attitudes, policies and practices with regard to a chosen issue. It is a long-term process, and it is an umbrella term that encompasses many other sub-terms and encapsulates many approaches and methodologies, including campaigning, lobbying, awareness-raising, mass mobilisation and other measures.

Child / Minor / Youth / Young person / Juvenile

A child is any individual aged 18 years and under. The terms above are used interchangeably throughout the manual.

Children in conflict with the law

A child is in conflict with the law when he or she has committed or has been accused of committing an offence. Depending on the local context, children may also be in conflict with the law when they are dealt with by the juvenile justice or adult criminal justice system for being considered to be in danger by virtue of their behaviour or the environment in which they live.

Convention on the Rights of the Child (CRC)

The CRC is an international convention setting out the civil, political, economic, social and cultural rights of children and states who ratify it are bound by international law. The CRC has been ratified by all nations with the exception of the United States and Somalia. The Committee on the Rights of the Child (also referred to as "the Committee") is the body of independent experts that monitors the implementation of the CRC by its States Parties.

Deprivation of liberty / Detention

A child is deprived of liberty when he or she is placed in any form of detention or imprisonment in a public or private setting, from which the child is not permitted, by order of any competent authority, to leave at will.

Diversion

Diversionary measures are those that divert the child away from the formal court system, often redirecting them towards community services. Rather than taking part in court proceedings, the child may be asked to conduct community service, be supervised by a probation officer of social worker, issue an apology or offer compensation to a victim, or other mutually agreed upon alternatives.

General Comment No. 10 (GC10) – Children's Rights in Juvenile Justice

The Committee on the Rights of the Child publishes its interpretation of the various articles in the Convention on the Rights of the Child, in the form of General Comments on thematic issues. The GC10 was issued in 2007 and provides further elaboration and recommendations to States for implementing the rights of children in juvenile justice.

7. GLOSSARY OF TERMS

Juvenile Justice System

The juvenile justice system consists of laws, policies, guidelines, customary norms, systems, professionals, institutions and treatment specifically applicable to children in conflict with the law.

Non-custodial measure:

A non-custodial measure is any sanction given that does not involve the deprivation of liberty.

Probation

Probation is a non-custodial measure involving the monitoring and supervision of a child while he or she remains in the community. A competent authority, the public prosecutor, the social welfare service or a probation officer usually supervises probation. Probation may be employed as a measure on its own or following a custodial sentence. During probation, the young person must maintain good behaviour, not commit another offence, and meet any other conditions the court deems appropriate to impose.

Restorative Justice Programme

A programme that uses any process in which the victim and the offender, and, where appropriate, any other individuals or community members affected by the crime, participate together actively in the resolution of matters arising from the crime, generally with the help of a facilitator. Restorative processes may include mediation, conciliation, conferencing and sentencing circles.

Sentence

A competent authority passes a sentence when – notwithstanding any right of appeal – it makes a final decision about a child's case and rules that the child shall be subject to certain measures.

8. EVALUATION FORM

« Advocacy Strategies Training Manual: General Comment No.10 »

Defence for Children International welcomes your feedback on this manual. Please take a moment to tell us what you think by completing this form and returning it to the address below.

You can also download the form directly here and email it back to us at:
juvenilejustice@dci-is.org

Thank you for helping us to improve our work!

1. How useful did you find this training manual overall?

Very useful	Useful	Not very useful	Not at all useful

Please explain:

2. How effective was the manual in providing concrete strategies for advocacy?

Very effective	Moderately effective	Not very effective	Ineffective

3. Which part of the manual did you like best / was most suited to your needs?

4. Would you recommend this training manual to others? Why/ why not?

5. What should we have done differently / what could be improved?

6. Additional comments:

Please return to:
Defence for Children International
International Secretariat
Rue de Varembé 1, CP 88
CH-1211 Geneva 20, Switzerland

Name: _____

Organisation (if applicable): _____

Address: _____

Email: _____

Would you like to receive future mailings from DCI? _____

9. REFERENCES

BLACK Maggie, "A handbook on advocacy – Child domestic workers: Finding a voice", Anti-slavery International, 2002; http://www.antislavery.org/homepage/resources/AdvocacyHandbookEng.pdf

BOND, "The how and why of advocacy", Guidance Notes No.2.1., http://www.bond.org.uk/pubs/guidance/2.1howwhyadvocacy.pdf

Defence for Children International, "Fact Sheets - General Comment No.10 - Children's Rights in Juvenile Justice", 2008; http://www.dci-is.org ("Resources")

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