

# Workshop Facilitation Guide



**CHILD RIGHTS TOOLKIT**  
Integrating Child Rights in Development Cooperation

Module



## Working with Civil Society on Child Rights



unicef 

# Contents

**Contents of this training package:**

**TRAINING PLAN ..... 3**

- Objectives..... 3
- Training methodology ..... 3
- Advance preparation ..... 3
- Session outline ..... 4**

**PARTICIPANT HANDOUTS ..... 6**

- Module 8 Exercise: Working with CSOs ..... 6**
- Case 1: Effects of increased export of quinoa in Bolivia ..... 7
- Case 2: Violence in Central America..... 8
- Case 3: Maternal mortality in Namibia ..... 9
- Case 4: Children of migrants left behind in the Philippines ..... 10
- Case 5: Child Labour in Egypt..... 11

**FACILITATOR NOTES ..... 12**

- Exercise: Governance Interventions..... 12**
- Advance preparation ..... 12
- Steps of performing the exercise..... 12
- Example solutions for cases..... 12

# Training plan

This training plan is for Toolkit module 8, which presents tools and resources designed to support donors to strategically engage with civil society in child rights programming. It also provides practical guidance for how donors can support the creation of an enabling environment for child-focused CSOs to operate in.

## Objectives

1. Explain the role of child-focused CSOs in promoting, protecting and fulfilling child rights and some of the challenges
2. Be able to identify some of the activities involved in conducting a mapping and capacity/value assessment with the goal of identify capacity needs of child-focused CSOs
3. Identify actions to support the creating of an enabling environment for CSOs to operate in to promote child rights
4. Access/describe the purpose of the tools in this module

## Training Tips

**Slide presentations:** The slides for each session contain detailed notes on content and facilitation notes.

**Case studies:** You may have each group work on all of the different case studies, or alternatively, have groups work on filling out different forms from the same case.

**Small group work and presentation to plenary:** There are a number of options for how groups can conduct their work and present their findings. The simplest is for each group to designate a presenter to present the group’s findings; another option is to have each group post its findings and to have participants move among the posted presentations requesting details from group members. Adjust the session time dedicated to these presentations based on reporting method selected and number of participants in the plenary.

Training methodology	
Slide presentation of session content (slides 1-7)	15 mins.
Large-group discussion: Roles of CSOs in your country/region (slides 8-9)	15 mins.
Slide presentation of session content (slides 10-11)	10 mins.
Small-group exercise – mapping and creating an enabling environment. (slide 12)	1 hr
Small groups present findings to plenary session	30 mins.
Slide presentation of tools (slide 13)	10 mins.
Session close	5 mins.

## Advance preparation

1. Review the contents of Module 8 of the Child Rights Toolkit
2. Review slides for this session & facilitation notes in slides
3. Review & become familiar with the case examples and questions from the Facilitator’s Notes
4. Copy materials from the Participant Handouts section for each exercise. At minimum, each participant group should have one copy of the handouts for each exercise. For case activities you may either:
  - Have all groups work on one case that you feel is particularly relevant to the region
  - Have each group work on a different case

**Session outline**

Time	Content & Activity	Training Materials & Notes
10 mins	<p><b>Content/Activity 1</b>  <b>Objective &amp; contents:</b></p> <ul style="list-style-type: none"> <li>• Introduce the topic and session</li> <li>• Definition of governance</li> <li>• International investment in governance</li> </ul> <p><b>Methodology:</b>  Slide presentation</p>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 8, slides 1-7</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>• See detailed notes on contents within the slide presentation</li> </ul>
20 mins  (10 mins) (15 mins)	<p><b>Content/Activity 2</b>  <b>Objective &amp; contents:</b>  Identify the purpose, contents, and potential use of the child rights-sensitive governance assessment tool</p> <p><b>Methodology:</b></p> <ul style="list-style-type: none"> <li>• Guided large-group discussion</li> </ul>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 8, slides 8-9</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>• Introduce the assessment tool from the Toolkit and ask participants to review the tool as you address the content in slides 8-10</li> <li>• Use slide 11 as a jumping off point to facilitate a large-group discussion of how participants feel they might use this tool in practice. Specifically, discuss how this tool might complement and enhance other tools they currently employ</li> </ul>
10 mins	<p><b>Content/Activity 3</b>  <b>Objective &amp; contents:</b></p> <ul style="list-style-type: none"> <li>• Be able to identify some of the activities involved in conducting a mapping and capacity/value assessment with the goal of identify capacity needs of child-focused CSOs</li> <li>• Identify actions to support the creating of an enabling environment for CSOs to operate in to promote child rights</li> </ul> <p><b>Methodology:</b>  Slide presentation</p>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 8, slides 10-11</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>• See detailed notes on contents within the slide presentation</li> </ul>
1 hour 20 mins  (5 mins) (1 hr)	<p><b>Content/Activity 4</b>  <b>Objective &amp; contents:</b>  Given a category of governance reforms (institution building, anti-corruption efforts, child-friendly services, rule of law/legislative reform, capacity-building, accountability mechanisms), identify at least three concrete actions/approaches to improve their effectiveness in realizing child-rights</p> <p><b>Methodology:</b></p> <ol style="list-style-type: none"> <li>1. Introduction of exercise</li> <li>2. Small-group activity</li> </ol>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 8, slide 12</li> </ul> <p><b>Facilitation notes:</b></p> <ul style="list-style-type: none"> <li>• See detailed notes on contents within the slide presentation</li> <li>• Before conducting this session, become familiar with the case scenarios in the Facilitator’s Notes</li> <li>• Explain the small group exercise, break participants into groups of 4 or 5, and provide each group with the handouts (see Participant Handouts)</li> </ul> <p><b>Participant handouts:</b>  Cases and questions for analysis in small groups</p> <ul style="list-style-type: none"> <li>Case 1. Effects of increased export of quinoa in Bolivia</li> <li>Case 2. Violence in Central America</li> <li>Case 3. Maternal mortality in Namibia</li> <li>Case 4. Children of migrants left behind in the</li> </ul>

		<p>Philippines Case 5. Child Labour in Egypt</p> <p>Each case consists of a one-page description and question sheet. Please copy and distribute at least one set of forms to each group for the small-group exercise. You may choose to either:</p> <ul style="list-style-type: none"> <li>• Have all groups work on one case that you feel is particularly relevant to the region</li> <li>• Have each group work on a different case</li> </ul>
30 mins	<p><b>Content/Activity 5</b> Small group presentation to plenary</p>	
10 mins	<p><b>Content/Activity 6</b> <b>Objective &amp; contents:</b> Access/describe the purpose of the tools in this module</p>	<p><b>Facilitator materials:</b></p> <ul style="list-style-type: none"> <li>• Slide presentation: Session 8, slide 13</li> </ul> <p><b>Facilitation notes:</b> As you introduce the different tools within this module, point participants to the appropriate tool in the Toolkit and have them examine each.</p>
5 mins	<p><b>Session close</b></p>	

# Participant Handouts

## Module 8 Exercise: Working with CSOs

These cases appear on the pages that follow:

- Case 1. Effects of increased export of quinoa in Bolivia
- Case 2. Violence in Central America
- Case 3. Maternal mortality in Namibia
- Case 4. Children of migrants left behind in the Philippines
- Case 5. Child Labour in Egypt

Each case consists of a one-page description and questions. Ideally, each participant should have a copy of the materials; at minimum, copy and distribute at least one set of forms to each group for the small-group exercise.

You may choose to either:

- Have all groups work on one case that you feel is particularly relevant to the region
- Have each group work on a different case

## Module 8 Exercise: Working with CSOs

### Case 1: Effects of increased export of quinoa in Bolivia

**Assignment for participants:** *Although Bolivia has succeeded in reducing child malnutrition nationally, the nutrition status of children in the impoverished quinoa growing regions continues to deteriorate. In your working group, brainstorm solutions to address the questions identified below. Please appoint a chairperson and a secretary who will make a 5-minute presentation of your findings and proposals to the group*

Notes to consider	
<b>Key facts and issues</b>	
<ol style="list-style-type: none"> <li>1. Quinoa is traditionally an important part of Bolivian culture. It has exceptional nutritional qualities and is adaptable to different agro-ecological situations</li> <li>2. Bolivian farmers have dramatically increased production of quinoa for export. Demand continues to increase in Europe and North America, driving up the price and making it out reach for the families in the region.</li> <li>3. Areas which produce quinoa for sale present a clear downward trend in consumption due to the prioritization of exports and the difficulty of the milling process for household consumption.</li> <li>4. In urban areas, there have been changes in dietary habits due to global influences (preference for imported foods such as noodles that are less nutritious than traditional staples like quinoa)</li> <li>5. Progress in improving community infrastructure and development of sound public health systems has been slow. Barriers to implementing programmes include a lack of sanitation (specifically in rural areas where only 5 per cent have access to safe water and sanitation).</li> <li>6. Disparities are concentrated by region, ethnicity and gender. Infant mortality in rural areas is almost double than that of urban areas and the rate for indigenous girls is four times higher than that for non-indigenous children. Chronic malnutrition in indigenous children under 3 years is twice that of non-indigenous children.</li> <li>7. Bolivia has implemented a Zero Malnutrition Program (ZM), a multisectoral initiative which aims to reduce malnutrition through a range of measures including education on nutrition and the distribution of food supplements. Health officials are incorporating quinoa into foods supplied to pregnant/nursing women.</li> </ol>	
<b>Questions to answer</b>	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• National association of educators – powerful advocates for importance of child nutrition</li> <li>• National association of journalists or broadcasters – lead a campaign around the cause of child nutrition through a mix of media activities</li> <li>• Organizations of community health workers – can conduct outreach in local language within cultural fabric to reach those most vulnerable to under-nutrition.</li> </ul>	

**Module 8 Exercise:** Working with CSOs  
**Case 2: Violence in Central America**

**Assignment for participants:** Due largely to drug trafficking, youth violence and gangs, and the availability of small arms and light weapons, the Latin America region has the highest rate of armed violence in the world and accounts for 42 per cent of homicides globally. Young men between the ages of 15 and 34 comprise an estimated 60 per cent of all homicide victims. In your working group, brainstorm solutions to address the questions identified below. Please appoint a chairperson and a secretary who will make a 5-minute presentation of your findings and proposals to the group

Notes to consider	
Key facts and issues	
<ol style="list-style-type: none"> <li>1. The Latin America region is characterized by significant and persistent inequality, accompanied by low social mobility. Inequality within countries is apparent through a range of indicators ranging from income and education to life expectancy and employment.</li> <li>2. A recent review of legislation affecting children and adolescents in the region shows persistent gaps in implementation of international standards at the national level.</li> <li>3. The region presents an environment where traditional notions of masculinity, "machismo" and deep rooted cultural beliefs sustain many aspects of gender inequality</li> <li>4. The amount of actual violence perpetrated by adolescents is unclear as there is a lack of availability of quality data. Qualitative studies of violence in the region have suggested that media coverage of high profile cases may serve to reinforce fear within communities and also undermine public trust of the justice system.</li> <li>5. Traditional notions of masculinity, "machismo" and deep rooted cultural serve to downplay the importance of addressing violence in general and violence against women and girls in particular.</li> <li>6. There are more than 900 gangs or maras operating in Central America today, with an estimated 70,000 members. In Central American capitals and their surrounding areas in 2008, between 16 and 36 percent of the population felt that their neighborhoods were greatly affected by gangs.</li> <li>7. Criminal justice institutions are weak resulting in a low percentage of crimes being solved and the perpetrator being punished. The impact of crime and violence on the legitimacy of state institutions is particularly relevant in the Central America and underreporting of crime is thought to be a major issue in Central America due to citizens' low level of trust in justice sector institutions.</li> <li>8. Governments responded to recent high-profile acts of violence by implementing a variety of "mano dura policies" that emphasized repression and law enforcement and minimized prevention, rehabilitation and social reintegration of gang members.</li> </ol>	
Questions to answer	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• National National association of lawyers – influence on justice sector reform</li> <li>• Faith-based organizations – access to families and communities</li> <li>• Federations of teachers</li> </ul>	

## Module 8 Exercise: Working with CSOs

### Case 3: Maternal mortality in Namibia

**Assignment for participants:** Namibia is not on track to achieve the MDGs 5 goal of reducing maternal mortality ratio by 75%. It is now unlikely that the target of 337 deaths in 100,000 live births will be met.

Namibia – MDG 5			
Maternal mortality rate, deaths per 100,000 live births	Baseline 1990/1993	2008	Target 2015
	225	449	337

In your working group, brainstorm solutions to address the questions identified below. Please appoint a chairperson and a secretary who will make a 5-minute presentation of your findings and proposals to the group

Notes to consider	
<b>Key facts and issues</b>	
<ol style="list-style-type: none"> <li>1. The rise in maternal mortality may be partially traced to the combined effects of limited access to emergency obstetric care, HIV/AIDS, and poverty.</li> <li>2. Complications of abortion account for 20.7 per cent of maternal mortality. Limited legalization of abortion and complicated administrative processes disproportionately affects poor women.</li> <li>3. Budget allocation to reproductive health is far from adequate; funding is needed for life-saving interventions, materials and supplies and training health workers to deliver emergency obstetric and antenatal care.</li> <li>4. There is a need to disseminate information on maternal and child health services, discourage harmful cultural practices, and construct and maintain maternal waiting homes, which are in great demand.</li> <li>5. The Oshana Region alone accounts for almost a third of the mothers who died countrywide. Disparities in regions are driven by high poverty, inequality and very low population density. In sparsely populated regions, about a third of the population has to travel more than 40 km to reach any health facility.</li> <li>6. Implementation gaps in poverty reduction and development strategies have been identified. There is an absence of time-bound benchmarks, effective accountability and monitoring mechanisms, and a substantial skills gap in service provision, resulting in inefficient government spending, limited implementation and unsatisfactory results in the right to education, health, housing and social protection.</li> <li>7. Namibia has not put in place the necessary structures to facilitate meaningful participation by people living in poverty in decision-making processes for monitoring implementation of public policies and programmes</li> </ol>	
<b>Questions to answer</b>	
<b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?	
<b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective? <ul style="list-style-type: none"> <li>• Child Rights Ombudsman – mandate to persuade government to act on behalf of indigenous and immigrant populations (the most vulnerable)</li> <li>• Network of traditional healers – influence on health-seeking behaviour</li> <li>• Legal Assistance Centre (LAC) – has significant input in debate on welfare of children through their research and policy advocacy.</li> <li>• CSO's that provide health services -- two-thirds of CSO's are focused on health service delivery.</li> </ul>	

**Module 8 Exercise:** Working with CSOs

**Case 4: Children of migrants left behind in the Philippines**

**Assignment for participants:** *Children of Overseas Filipino Workers (OFWs) are now more often raised by one parent or by relatives, as both parents work abroad. Their moral/cognitive development is not supported adequately, exposing them to dangerous behaviour, and endangering their lives, future and the very basis of economic sustainability of their country. In your working group, brainstorm solutions to address the questions identified below. Please appoint a chairperson and a secretary who will make a 5-minute presentation of your findings and proposals to the group*

Notes to consider in addressing the questions	
Key facts and issues	
<ol style="list-style-type: none"> <li>1. Nearly nine million people (10 per cent of the population) have left to take jobs overseas. These migrants endure separation, sometimes for years, to help support families back home.</li> <li>2. Economic migration has negatively impacted adolescent well-being, causing a lack of consistent health care, a lack of trusted parental guidance, and social stigmatization. One study found that children aged 13-16 are the most affected, with many dropping out of school, experimenting with drugs or getting pregnant</li> <li>3. Underlying causes include: lack of employment opportunities, feminization of migration, household income needs, lack of support from family and community, lack of special needs programmes in schools, and financial crisis (lower remittances). Root causes include reliance on remittances for national income, economic growth based on export of labour, and the social status of women (labour seen as exportable)</li> <li>4. There are government programs for OFWs, however there is low awareness and even lower utilization. There is also no systematic data on the number of children left behind, and no comprehensive study has been undertaken to assess their situation or the impact of the increasing feminization of migration</li> <li>5. In 2009 the Committee on the Rights of the Child noted the need to increase budgetary allocations for children, making particular reference to vulnerable groups, including those affected by migration.</li> <li>6. Institutional mechanisms to deliver social services are in place though not always with adequate funds. The policy environment is amenable to influence by civil society, which is represented by a rich mix of NGOs. The private sector is strong, and social responsibility and individual giving are significant strengths.</li> <li>7. The economy has grown; however, serious structural problems threaten its sustainability. Regional disparities have increased due mainly to growth led by the private sector, bias towards the rich in budget allocations, low revenue base, corruption and low investment in social sectors.</li> </ol>	
Questions to answer	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• National association of youth organizations – influence on national youth policies to encourage alternative to exporting skilled labour</li> <li>• Community-based religious organizations – influence on family attitudes toward children of OFW</li> <li>• Women’s organizations who advocate for more quality employment opportunities for women at home</li> </ul>	

## Module 8 Exercise: Working with CSOs

### Case 5: Child Labour in Egypt

**Assignment for participants:** *Child labour practices in Egypt cotton sector are not adhering to laws and put at risk children of violence, exposure to harmful pesticides, overworked and family obligations (pressure). In your working group, brainstorm solutions to address the questions identified below. Please appoint a chairperson and a secretary who will make a 5-minute presentation of your findings and proposals to the group*

Notes to consider	
Key risks for any intervention	
<ol style="list-style-type: none"> <li>1. An estimated 2.7 million children work across the country, the majority in agriculture, with more than 1million hired each year for the cotton harvest. These children work up to 11 hours a day in 40C heat.</li> <li>2. Most children work removing the leafworm/bollworm, and handling plants drenched in pesticides. Children earn on average about one U.S. dollar each day.</li> <li>3. A majority of the children working for cotton co-operatives are between the ages of seven and twelve.</li> <li>4. According to most NGOs, eradicating child labour in agriculture in Egypt would be impossible, as it is traditionally an issue among families.</li> <li>5. Today many children in the Nile Valley are found to be victims of modern-day gangmasters, who recruit them from impoverished families to work the fields from dawn until dusk. In a recent UNICEF survey, nearly all children asked reported beatings by foremen in the fields.</li> <li>6. The Egypt Child Law of 1996 bans the employment of children under 14, and regulates the hours and conditions of those between 15 and 17, but it remains largely unenforced. The children's working hours far exceed the maximum six hours per day for which they may be employed under the Child Law.</li> <li>7. Egypt suffers from inflation, corruption, dwindling water resources, high fuel prices and a government that has not been responsive.</li> <li>8. Even though the Agriculture ministry had made significant strides in recent years to reduce the volume of pesticides applied on cotton, and had banned the use of several categories of hazardous pesticides, research conducted by Human Rights Watch found that children resumed work on cotton fields either immediately after pesticide spraying or after twenty-four to forty-eight hours, a period that falls short of the recommended intervals for reentry after the use of certain pesticides registered for use in Egypt.</li> <li>9. Accurate health studies are thin, but many of the children complain of breathing difficulties at the height of summer.</li> </ol>	
Questions to answer	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• Egyptian Coalition on Child Rights – access to political and government leaders</li> <li>• Islamic leaders -- influence on families and communities to resist involving young children in cotton production</li> <li>• Alexandria Cotton Exporters Association (ALCOTEXA) -- cotton industry trade group</li> </ul>	

# Facilitator Notes

## Exercise: Governance Interventions

**Time:** 1 hour 20 minutes

**Purpose:** Given a set of categories of governance reforms (institution building, anti-corruption efforts, child-friendly services, rule of law/legislative reform, capacity-building, accountability mechanisms), select three categories and identify concrete actions/approaches to improve their effectiveness in realizing child-rights.

### Advance preparation

- Review and become familiar with the case examples presented in the handouts:
  - Case 1: Effects of increased export of quinoa in Bolivia
  - Case 2: Violence in Central America
  - Case 3: Maternal mortality in Namibia
  - Case 4: Children of migrants left behind in the Philippines
  - Case 5: Child Labour in Egypt
- Review the examples for each case presented below
- Make copies of the exercise for participants. Ideally each participant should have a copy of the exercise; at minimum copy at least one set of handouts for each group. You may choose to either:
  - Have all groups work on one case that you feel is particularly relevant to the region
  - Have each group work on a different case

### Steps of performing the exercise

After presenting the content on the Participation Rights Analysis (slide 20), perform the following steps:

1. Break participants into groups of four or five
2. Distribute one set of handouts to each group (see Participants Handouts)
3. In working groups, have participants review their case and answer the questions provided on the question sheet
4. Explain that each group will be asked to present their findings during the plenary session
5. The facilitator should move among groups ensuring that participants understand the exercise and are addressing the questions appropriately
6. Facilitators should use the examples presented below to help participants formulate their responses to questions

### Example solutions for cases

#### Case 1: Effects of increased export of quinoa in Bolivia

Questions to answer	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	<ul style="list-style-type: none"> <li>• What organizations are well placed to educate children on healthy foods?</li> <li>• What organizations can assist in targeting interventions to indigenous girls, those most affected by under-nutrition?</li> <li>• What organizations can reach parents so that they may be taught to monitor nutritional status of child?</li> </ul>
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• Child Rights Ombudsman – mandate to persuade government to act on behalf of indigenous and immigrant populations (the most vulnerable)</li> <li>• Network of traditional healers – influence on health-seeking behaviour</li> <li>• Legal Assistance Centre (LAC) – has significant input in debate on</li> </ul>	<p>Actions to enable these partners to be effective</p> <ol style="list-style-type: none"> <li>1. Encourage the association to adopt a resolution on this issue and lobby the government to subsidize nutritious traditional foods, targeting children in the regions with the highest levels of malnutrition.</li> <li>2. Provide media actors with technical information and support fund production of communication materials.</li> <li>3. Build capacity of local organizations in areas with high rates of under-nutrition to conduct community health outreach to educate parents to detect signs of under-nutrition?</li> </ol>

<p>welfare of children through their research and policy advocacy.</p> <ul style="list-style-type: none"> <li>• CSO's that provide health services -- two-thirds of CSO's are focused on health service delivery.</li> </ul>	
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**Case 2: Violence in Central America**

<b>Questions to answer</b>	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	<ul style="list-style-type: none"> <li>• What organizations are able to influence justice/security sector reform?</li> <li>• What organizations influence the values and social norms of young men and may serve to counter traditional notions of 'machismo'?</li> <li>• What organizations are trusted by families and embedded in communities?</li> </ul>
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• National National association of lawyers – influence on justice sector reform</li> <li>• Faith-based organizations – access to families and communities</li> <li>• Federations of teachers</li> </ul>	<p>Actions to enable these partners to be effective</p> <ol style="list-style-type: none"> <li>1. Training in good practice in reducing corruption and building trust between communities and law enforcement</li> <li>2. Training in psychosocial dimension of recruitment and involvement with gangs and how to incorporate appropriate psychosocial care into pastoral duties.</li> </ol>

**Case 3: Maternal mortality in Namibia**

<b>Questions to answer</b>	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	<ul style="list-style-type: none"> <li>• What civil society partners can help to reach out to the most vulnerable populations?</li> <li>• What organizations can influence health seeking behaviour of those most marginalized?</li> <li>• What CSOs currently provide quality health care to under-served populations?</li> </ul>
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• Child Rights Ombudsman – mandate to persuade government to act on behalf of indigenous and immigrant populations (the most vulnerable)</li> <li>• Network of traditional healers – influence on health-seeking behaviour</li> <li>• Legal Assistance Centre (LAC) – has significant input in debate on welfare of children through their research and policy advocacy.</li> <li>• CSO's that provide health services -- two-thirds of CSO's are focused on health service delivery.</li> </ul>	<p>Actions to enable these partners to be effective</p> <ol style="list-style-type: none"> <li>1. Study tour to countries where improvement in MMR among indigenous and immigrant populations been led by government and cultural leaders working together.</li> <li>2. Training in incorporating modern medical knowledge care into traditional practices</li> <li>3. Work with network of CSO's that provide health services to develop incentives to retain/increase health professionals in underserved rural areas.</li> </ol>

**Case 4: Children of migrants left behind in the Philippines**

Questions to answer	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	<ul style="list-style-type: none"> <li>• Which organizations are best placed or have the capacity to deliver essential services to children in the context of family separation?</li> <li>• What organizations are well placed to help children with a parent working overseas feel a strong bond with their community and feel supported and valued?</li> <li>• What CSO networks exist that can leverage the voices of youth to influence national policy? The voices of women in advocacy for better skilled employment opportunities at home?</li> <li>• Is there a network of specialised social workers to monitor the households at risk?</li> </ul>
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• National association of youth organizations – influence on national youth policies to encourage alternative to exporting skilled labour</li> <li>• Community-based religious organizations – influence on family attitudes toward children of OFW</li> <li>• Women’s organizations who advocate for more quality employment opportunities for women at home</li> </ul>	<p>Actions to enable these partners to be effective</p> <ol style="list-style-type: none"> <li>1. Technical assistance to prepare policy analysis for parliament and ministries of labour and finance arguing in favour of growing the economy through growing domestic employment opportunities.</li> <li>2. Urge religious leadership to create inclusive social environment for children of OFW and advise families not to mistreat them.</li> </ol>

**Case 5: Child Labour in Egypt**

Questions to answer	
<p><b>Mapping:</b> What key questions do you need to ask in this case example to map civil society organizations which could act as partners in addressing the problems identified?</p>	<ul style="list-style-type: none"> <li>• What organizations with a child rights focus have access to political and government leaders?</li> <li>• What organizations are well placed to monitor the situation of children working in cotton production and advocate for action by the government and international partners?</li> <li>• Who has influence on the capacity of families and communities to resist involving their children in cotton production? How can the influence of these actors be better leveraged?</li> <li>• What organizations are well placed to advocate for a child specific policy for “reentry intervals” that reflect children's greater susceptibility to pesticide absorption and retention? How are the cotton growers/exporters organized?</li> </ul>
<p><b>Enabling environment:</b> Assume that you have identified the following partners from your mapping exercise, what actions could you take to help enable these partners to be effective?</p> <ul style="list-style-type: none"> <li>• Egyptian Coalition on Child Rights – access to political and government leaders</li> <li>• Islamic leaders -- influence on families and communities to resist</li> </ul>	<p>Actions to enable these partners to be effective</p> <ol style="list-style-type: none"> <li>1. Provide support for policy analysis to be presented to government officials responsible for implementation of child labour laws</li> <li>2. Provide briefing on child rights in Islam to persuade religious leadership to preach against involvement of young children in cotton production and adherence to rules for children of all ages working in the agriculture sector</li> <li>3. Build coalitions between cotton/agricultural industry actors and child rights CSOs (and parents who understand the dangers) to advocate for a <i>child specific</i> policy for “reentry intervals” that</li> </ol>

<p>involving young children in cotton production</p> <ul style="list-style-type: none"><li>Alexandria Cotton Exporters Association (ALCOTEXA) -- cotton industry trade group</li></ul>	<p>reflect children's greater susceptibility to pesticide absorption and retention.</p>
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