



Organisation
internationale
du Travail

**COMBATTING CHILD LABOR IN COBALT SUPPLY CHAINS IN THE
DEMOCRATIC REPUBLIC OF CONGO**

COTECCO PROJECT

**ADVOCACY STRATEGY TRAINING MODULE
REFLECTION ON THE ADVOCACY CAMPAIGN**

May 2021

Funding is provided by the United States Department of Labor under cooperative agreement number IL-32529-18-75-K. 100 percent of the total costs of the project or program is financed with federal funds, for a total of 3,500,000 dollars.

This material does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

Table of Contents

Table of Contents	1
Introduction	2
Section 1: Basic Concepts and General Theory of Advocacy	Error! Bookmark not defined.
Section 2: Assess the situation	7
Section 3: Planning an advocacy campaign	9
Section 4: To implement an advocacy initiative	10
Section 5: Assessment	12
Conclusion:	13

Introduction

This module is designed to support the capacity building in advocacy in the fight against the presence and child labor (CL) in mine sites. It is mainly intended for local actors, government, civil society, churches, media, local leaders as well as local authorities who are involved in activities against CL.

This manual is a training guide designed to familiarize different actors with key advocacy concepts and techniques. It presents many situations in which key stakeholders (CISTEMA, CSO, Mining Partners, Financial and Technical Partners (FTP) such as ILO/COTTECO, etc.) would be the main defenders. However, one of the main roles that COTTECO can play in advocacy is to strengthen the capacities of actors. This training manual proposes a working framework for identifying policy goals, creating an action plan, and effectively arguing your case for change.

The Advocacy Module is for anyone who wants to change the living conditions of children. In this context, advocacy is understood as the planning and carrying out of actions that seek to transform policies, attitudes and practices in favor of children. It can take many forms, from meetings with politicians, mounting a media campaign, to raise awareness on different issues.

For COTTECO project, all advocacy work must be based on the participation of local communities. Real change can happen only by involving communities and populations affected by the issues at hand, empowering them and strengthening their capacity to act and advocate for their own causes. It is this work at the local level that gives advocacy credibility and makes likely the achieving advocacy goals.

This module encompasses five sections intended for participants in the training session.

Section 1: Basic Concepts and General Theory of Advocacy

What is advocacy?

Advocacy is a strategy which consists in implementing techniques in order to influence, to convince decision-makers to act in favor of a cause or a situation we want to change and in relying on lobbying actions directly towards decision-makers, raising awareness, informing and mobilizing the general public.

Advocacy is therefore a set of targeted actions aiming at influencing decisions to bring out a given change.

The advocacy actions are usually carried out as part of a campaign structured around a specific message.

Goal and objective of advocacy

An advocacy goal is the long-term result one wants to achieve; this is the change envisioned. It's your vision.

However, an advocacy objective is a specific, short-term outcome that contributes to your goal. Its strategy consists in suggesting, promoting and proposing to decision-makers action for change.

This advocacy aims to obtain from decision-makers the necessary means to fight against CL in mining sites.

The advocacy rarely goes the same way twice in a row for there is an unpredictable element about advocacy that makes it both a difficult and an exciting approach to problem solving.

Advocacy can be summed up in three main points:

- Create policies where they are needed and when they don't exist
- Reform unfavorable or ineffective policies
- Ensure that good policies are put into effect.

Advocacy is a strategic process aimed at influencing policies and practices that affect people's lives. It can be roughly divided into two phases: advocacy planning and advocacy activity:

- Advocacy planning encompasses the process by which goals are set, targets are selected;
- Influencing strategies are designed;
- Advocacy activity is the implementation process of the designed plan;
- Advocacy includes the formulation of messages and the description of lobbying activities to be undertaken.

Why carry out advocacy activities for children?

- Because change is inevitable – we are supporting the “zero child in mining sites and mining activities” policy.
- Because through advocacy, we can achieve changes from local to national level, including the involvement of all stakeholders or the target and have an impact on those who decide on the changes.
 - Because advocacy will have a multiplier effect on the effectiveness of the work we do on the ground.

CL in artisanal mines is mainly a social problem, as it is linked to householders' poverty and the precariousness of their living conditions.

The major challenges to address are:

- The improvement of living conditions in mining areas;
- the creation of alternative and sustainable solutions to ensure, at best, the educational, social and / or professional reintegration of children withdrawn from artisanal mines.

Advocacy process

- ✓ Problems
- ✓ Solutions
- ✓ Political will

To influence policies and programs, a strong political will is required to adopt appropriate policies and relevant and sustainable solutions that correspond to the identified problems.

The more you know about the advocacy you choose, the community where you work, and how political institutions work, the more effective you will be as an advocate.

What do you think are the characteristics of an objective?

It must be SMART as explained below:

A SMART goal is:

S - Specific

M - Measurable

A - Achievable

R - Realistic

T – Time-bound

Example of SMART objectives.

Example 1: Sensitize Parliamentarians on the importance of revising the Mining Code.

Example 2: Convince the Minister of Mines for the publication of all mining contracts signed on mining concessions in Kivu.

Remind to participants that they must ensure that their objectives are S.M.A.R.T (pay particular attention to the verb used, it may lack precision: “sensitize” / “convince” by what concrete means?)

What is the difference between a goal and an objective?

Goal: Eradicate human rights violations in the industrial mining sector in Lualaba.

Objective: Persuade the Congolese Parliament in adopting an organic law on the processes of relocation and resettlement of communities affected by mining projects in Lualaba in a (1) year.

Development and message delivery:

- Formulate concise, clear, persuasive messages about the advocacy objectives, reflecting what you want to achieve, why, and how, and the actions you want the target to take;
- Deliver relevant messages, through varied channels, using credible sources;
- Adapt the messages to your specific target;

Resources mobilization

- Identify resource needs
- Develop a budget
- Fix fund mobilization objectives
- Propose a fund mobilization strategy

Three advocacy approaches

- Advocacy for persons affected by CL issues
- Advocacy with persons affected by CL issues
- Advocacy by persons affected by CL issues

What is child labor?

Will be considered as CL, in accordance with the Congolese Labour Code as well as the ILO Convention 138, as adopted in the National Action Plan (NAP):

- ✓ Any activity undertaken by a child who has not yet reached the legal minimum age for the activity; the latter being likely to hamper the education or development of the child,
- ✓ Any activity undertaken by a child under the age of 18, whether paid or unpaid, which is hazardous or inappropriate for the child's age or which interferes with his schooling, his physical, social, mental, spiritual, or moral development; including excessive exercise of "non-economic" activities.

What are the worst forms of child labor?

Like Convention 182, Article 3 of the DRC Labor Code, followed by Article 53 of the Child Protection Act, defines the worst forms of child labor (WFCL) as follows:

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflicts (Article 3 a);
- The use, procuring or offering of a child for prostitution, for the production of pornographic materials, pornographic performances or obscene dances (article 3 b);
- The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs (Article 3 c);
- Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, dignity or morals of the child (Article 3 d).

Exercise:

- ✓ What difference do you make between CL and the WFCL?
- ✓ What are the prohibited activities that children carry out in the DRC in mining sites?

Section 2: Assess the situation

What is the situation in the artisanal mining sector?

It is important to assess the context in which you will conduct your advocacy work before designing your strategy and launching your advocacy activities. Understanding the external and internal factors that affect your chances of success will help you identify the type of approach and activities that are likely to have the greatest impact.

The situation is as follows:

- ✓ The presence and child labour in mines and on artisanal mining sites are at the center of the concerns of mining national producers, international buyers and traders as well as end users of the minerals extracted.
- ✓ Work in mines and quarries are hazardous activities for children in all respects.
- ✓ The fight against the WFCL in mines and on artisanal mining sites is an obligation for the Congolese state, which has ratified several international conventions of the fight against CL (FCL).

- ✓ Actions on the ground to put an end to the presence of children in mining activities
- ✓ Initiatives to address CL
- ✓ The elaboration of the national sectorial strategy, with its six axes including:
 - 1) Strengthening of legal and regulatory framework;
 - 2) Mastery of child labour data in artisanal mines and artisanal mining sites;
 - 3) Social mobilization and promotion of a communication strategy;
 - 4) Promotion of responsible minerals supply chains;
 - 5) Children's protection and care;
 - 6) Capacity building of relevant actors.

Exercise:

- ✓ What are the factors that push children into mining sites?
- ✓ Why do you think working in mines is hazardous for children?
- ✓ Withdraw children out of mining sites, is a sustainable action or not? If not why?

Explain that thinking about our organization (internal) and our environment (external) is the first step in helping us to maximize our potential and avoid pitfalls as we develop our advocacy plan. A strengths-weaknesses-opportunities-threats (SWOT) analysis allows us to think about how to use our particular experience and other strengths to respond to the opportunities and threats present in the environment in which we plan to work. It also allows us to choose the approaches that are most likely to be successful. It can help us design a strategy that is built on our strengths, manages our weaknesses, and identifies opportunities and potential threats.

Once you have considered the context (internal and external) that influences the issue you are working on, the next step is to articulate the problems you seek to solve and the goals (or solutions) that you will focus on and prioritize.

- ✓ What is the problem? What are its causes and consequences? What are the solutions to address the causes and what would be the results?
- ✓ What change are you looking for? What sort of change? Who needs to be changed, and at what level?

Section 3: Planning an advocacy campaign

Based on your experience, what are the stages of advocacy?

There are several tools for planning an advocacy campaign. As many as there are tools, as many as there are steps. The CARE International¹ model has eight important steps. These steps can be summarized into 5 aspects below:

- Identify the objectives of the policy:

Put an end to the presence and child labor in mining sites.

- Identify key actors and institutions:

The National Minister of Mines, The Minister of Employment, the Minister of Gender, CISTEMA, the Secretary General of Mines, the Provincial Governor, the Provincial Minister of Mines, Technical and Financial Partners (PTFs), civil society organizations (CSO), churches, mining cooperatives, mining companies, local authorities, children, parents of children, artisanal miners, media, etc.

- Analyze the policy environment:

The political environment is almost stable, government instability, accessibility of certain political authorities (national and local), insufficient budget, presence of provincial assemblies, international initiatives, presence of decentralized territorial entities (DTEs) with budgets linked to mining royalties, etc.

- Summarize the conclusions drawn from the policies:

There is a political will and several initiatives at both national and international

- Identify options for changing policies.

It is necessary to involve the political actors, the mining companies, the mining cooperatives and the local authorities so that the fight reaches the goal, zero children in the mines.

¹ <https://www.care-international.org/files/files/Manuel%20de%20Plaidoyer%20de%20CARE%20International.pdf>

How to define an advocacy strategy:

- Choose a policy object:

The fight against child labor

- Choose the target audiences:

Artisanal miners, local leaders, traditional authorities, mining cooperatives, traders, comptoirs, etc.

- Identify allies and adversaries:

Allies (Media, churches, NGOs, child champions, etc.), opponents (a few parents, illegal buyers, etc.).

Section 4: To implement an advocacy initiative

1. Prepare and communicate advocacy messages

- Develop clear and convincing messages:

What type of messages must be prepared? To whom should they be?

All messages must be about the fight against child labor.

Some proposed messages:

- For better social reintegration, vocational training for our children withdrawn from the mines is necessary.
- The place of children is in school and not in the mines.
- Mining is destroying the health of our children, let's protect them.
- Zero children in mines and effective application of the international and national legal framework.
- Effective monitoring of mining sites and no children in mining sites
- Refrain from being accompanied by children in mines and mining sites

- Communicate messages strategically:

Use of broadcasts (radio and television), workshops, forums, and awareness campaigns, interviews with parents, children, local leaders, local churches, buyers, posters, banners, customary authorities, etc.

- Reinforce messages

At the end of the evaluations

2. Work with others

- Strengthen local capacities in advocacy, by identifying local actors capacities needs
- Organize the building blocks, targeting local leaders and child champions
- Working in coalition, bringing together the various local actors, involving local churches, community's leaders, local civil society organizations, etc.

3. Use advocacy technics

- Communicate effectively
- Negotiate
- Use the media
- Manage risks

Identify aspects and themes for policy action and choose an advocacy objective. How can you now put in place the support you need to make your goal a reality? Who needs to be persuaded to take the required actions for the change? Who has the power to make your goal come true?

Exercise:

Who needs to be swayed that children shall not be found in mining sites?

You need to do a thorough examination of the relevant audience to understand their knowledge, attitudes and beliefs. Start by segmenting the audience that is, grouping decision-makers, influencers, NGOs or professional associations into subgroups with similar characteristics. This allows you to get to know each subgroup and adapt your messages to meet their concerns and level of understanding.

Section 5: Assessment

Evaluation differs from monitoring in that it seeks to determine the value of the work, not whether or not the work took place according to plan. It helps measuring what your work was able to change: is it relevant, does it make sense, is it sustainable, has it benefited the right people, has it been carried out using resources wisely?

Evaluation often takes place at the end of a project (but also sometimes mid-term) and is the way to identify lessons learned and best practices.

This phase of the process:

- Allows you to go back and assess past effectiveness (what might be of interest to stakeholders such as funders);
- Allows you to learn from experience in order to improve future practices;
- Helps you understand if your theory of change is robust enough to take a close look;
- Helps others see what changes have occur and if they are important.

It is very difficult to prove beyond a shadow of a doubt that our programs of action have directly led to specific political and social changes, and even more problematic to establish links between our program of action and the impact on beneficiaries. This is because we work in a complex environment in which our own interventions do not take place in isolation - from the activities of others, local contexts or the economic and political situation in which we work. However, what we can attempt to do realistically is to build a reasonable case to show that our work contributed to any perceived change and added a point of view or angle that was not introduced by other actors.

How we will evaluate our support or contribution especially to know if our advocacy action helped addressing child's presence and child labour in the mines.

This support, on child labour topic in mines, can be assessed through some questions, such as: How many children were in the mining sites? How many came out? How many are still in the sites where the advocacy has been carried out?

Conclusion:

To carry out your advocacy successfully, you will need:

- To know what is advocacy;
- To identify the objective pursued and the goal to be achieved;
- To evaluate the situation, giving an inventory of the issue;
- To identify the target and the target audience;
- To prepare and communicate advocacy messages;
- To work with others in coalition for a sustainable result.